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**Exploring the Nature and Role of Classroom Interaction in Developing Early Grade Reading Skills: The case of Afan Oromo Mother Tongue at Abdi Bori Primary School**

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**December, 2019**

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## **Declaration**

I, Getachew Teshome, hereby declare that this thesis is the product of my own effort and has not been presented to any university in the same or different form to merit a PhD degree other than that for which I am now a candidate, and that all sources used for the thesis have been duly acknowledged.

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## **ABSTRACT**

*The objective of the study was to explore the nature and role of classroom interaction in the development of early grade reading skills. Specifically, it tried to address mediational strategies teachers and students used in creating meaning and understanding, theoretical assumptions that inform teachers' classroom practices and the nature of classroom activities in early grade reading classes. The study focused on teacher-student and student-student interactions as mediators and mediatee in co-constructing meaning and skills. To this end, ethnographic research design was employed on Grades 1, 2, and 3 students at Abdi Bori Primary School at Mendi, West Wollega. The school was selected purposively as it was a private school catering for better quality education than other schools in the district. To achieve its objectives, qualitative data were collected using different instruments, such as non-participant observation with field notes, interview and document analysis and analyzed qualitatively. The result uncovered that the three classrooms observed were mostly teacher-controlled and textbook-directed that limited students' active participation. It revealed a mixed mode of teaching: traditional transmissive, constructivist(joint discovery) and dialogic methods with more focus on the former. Teachers controlled content and direction of the lesson through frequent use of display questions that limited extended classroom interaction. However, when constructivist approach was employed, classroom interaction created better learning opportunities and co-construction of knowledge and skills, through the proper mediation of more knowledgeable others, who used both verbal and non-verbal modes of interaction. Mediation strategies used by participant teachers and students, like repetition, summarization, prosodic chopping, elicitation and uptake questions, significantly contributed to the meaning making and skill development processes. The study also disclosed and acknowledged the multimodal nature of early grade reading lessons, like physical objects, verbal cues, images, audio, etc that assisted literacy skill acquisition and development. Since the environment that surrounds children—inside and outside of school—is not only print-rich but also rich with multiple modes of expression, children combined different sign systems to represent, interpret and share meaning with others. Moreover, the participants demonstrated numerous strategies such as graphophonic, semantic and syntactic cueing systems in constructing meanings of what they read. The study also showed disparity between the teachers' perceptions on the role of classroom interaction in developing early grade reading skills and their actual classroom practices. Based on the finding, it was concluded that classroom interaction, and students and teacher mediations immensely contribute to the development of early grade reading skills.*

# Table of Contents

Contents	Page
Acknowledgements .....	i
Abstract.....	ii
Table Of Contents.....	Iv

## CHAPTER ONE: INTRODUCTION

1.1 Background to the Study .....	1
1.2. Statement of the Problem .....	7
1.3 Objectives of the Study.....	11
1.4 Significance of the Study.....	12
1.5 Delimitation of the Study.....	13
1.6 Limitation of the Study.....	13

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Early Grade Reading.....	15
2.2 Difference between Reading in L1 and in L2.....	17
2.3 Reading Literacy Development.....	19
2.4 Approaches to Early Grade Reading.....	20
2.5 Components of Literacy Development.....	23
2.5.1 Phonological Awareness.....	24
2.5.2 Decoding and Word Recognition.....	26
2.5.3 Vocabulary Knowledge.....	27
2.5.4 Oral Reading Fluency.....	27
2.5.5 Reading Comprehension.....	28
2.6 Classroom Interaction.....	29
2.7 Nature and Role of Classroom Interaction.....	32
2.7.1 Scaffolding Classroom Interaction.....	32
2.7.2 Questioning Behaviour and Learning Opportunities.....	38
2.8 Classroom Interaction and Learning to Read.....	42
2.9 Factors Affecting Classroom Interaction.....	44

2.9.1 Student-Related Factors.....	45
2.9.1.1 Gender.....	47
2.9.1.2 Achievement-Related Factors.....	47
2.9.2 Teacher Characteristics and Emotion.....	48
2.9.3 Classroom Context.....	49
2.10 Theoretical Framework.....	51
2.10.1 Socio-Cultural Theory(SCT).....	51
2.10.2 Principal Aspects of SCT.....	54
2.10.3 Zone of Proximal Development.....	55
2.10.4 Mediation.....	57
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</b>	
3.1 Research Design.....	59
3.2 Research Setting.....	59
3.3 Participants or Subjects.....	62
3.4 Sampling Technique.....	64
3.5 Methods of Data Collection.....	64
3.5.1 Direct Observation.....	65
3.5.1.1 Field notes.....	68
3.5.1.2 Recordings(Video, Audio and Photograph).....	69
3.5.2 Interview.....	72
3.5.3 Documents.....	74
3.6 Data Collection Procedures.....	76
3.7 Data Transcription, Analysis and Interpretation.....	78
3.8 Validity and Reliability.....	83
3.9 Ethical Considerations.....	83
<b>CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION</b>	
4.1 Introduction.....	85
4.2 Pilot Study Report.....	85
4.3 Main Study Report.....	86
4.3.1 Grade One Reading Lesson.....	87
4.3.1.1 Nature and Role of Classroom Interaction.....	87

4.3.1.2 Teacher Mediation Strategies.....	93
4.3.1.3 Peer Mediation Strategies.....	107
4.3.1.3.1 Peer Pointing.....	108
4.3.1.3.2 Demnstrating .....	112
4.3.1.3.3 Gestures.....	113
4.3.2 Grade Two Reading Lesson.....	114
4.3.2.1 The Nature and Role of Classroom Interaction.....	114
4.3.2.2 Teacher Mediation Strategies.....	120
4.3.2.3 Peer Mediation Strategies.....	128
4.3.3 Grade Three Reading Lesson.....	138
4.3.3.1 The Nature and Role of Classroom Interaction .....	138
4.3.3.2 Teacher Mediation Strategies.....	153
4.3.3.3 Peer Mediation Strategies.....	172
4.3.4 Commonalities and Differences across the Three Grade Levels.....	174
4.3.5 Teachers' and Students Perceptions.....	181
4.3.6 The Nature of Reading Classroom Activities.....	190
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
5.1 Summary .....	208
5.2 Conclusion .....	211
5.3 Recommendations .....	213
5.4 Directions for Future Research .....	218
REFERENCES .....	220
APPENDICES.....	240
APPENDIX 1: Transcription Devices and Codes.....	240
APPENDIX 2:Observation Checklist.....	241
APPENDIX 3: Teacher Interview Guide.....	242
APPENDIX4: Support Letter and Consent Forms .....	246
APPENDIX 5: Data Transcript (Afan Oromo Version).....	247
APPENDIX 6: Data Transcript ( English Version).....	247
APPENDIX 7: Documents (Artifacts).....	286

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Research focusing on classroom interaction is generally thought to have begun in the 1950s and 1960s. During its early phase, educationally oriented research into classroom interaction focused mostly on whole classroom between the teacher and students and a typical classroom interaction pattern was Initiation Response Feedback/Evaluation(IRF/E) sequence. The gradual change in focus from this transmission mode of teaching to student-centred participatory approach went hand in hand with the theoretical shift in perspective on learning and teaching that began to emphasize the active role of individuals in meaning making and knowledge construction(Wells, 1999). This shift in the theoretical conceptions of learning also began to affect the nature and role of classroom interactions, transforming classroom interactions from structured discourse patterns to dynamic classroom interaction, where the role of the learners as active participants began to be more emphasized. It has also to change traditional classroom interaction patterns, shaping the communicative roles of the teacher and students as participants in a classroom learning community. Later, Palincsar & Brown (1984) have developed an instructional procedure they call reciprocal teaching, in which students are scaffolded in classroom interaction towards reading comprehension. Realized in classroom interaction between the teacher and students within the context of small group activities, reciprocal teaching is scaffolded by four concrete strategies related to text comprehension: questioning, clarifying, summarizing and predicting.

Scaffolding and modeling typically occur between children of different levels of cognitive and/or social understanding, though it is possible for it to occur between children of the same competence level. When children scaffold, model and imitate each other's appropriate behaviors, understand the reasons for their use, and exhibit the specific behaviors in order to put them into their own understanding, better learning takes place. The premise behind these actions is that one child teaches another. One child is more capable of completing a task than another, and can assist a peer in understanding and completing the specific process at hand. A more-capable peer can also build on the competency of a less-capable peer and support a level of competence that is slightly beyond it. This behavior awakens developmental processes in children that can operate only when they interact with others in their environment and in cooperation with their peers (Miller, 1993). To this end, oral language, phonological awareness, alphabet knowledge, print awareness vocabulary knowledge and comprehension skills are all vital areas to expose children to formal

reading instruction in Grades 1, 2 or 3. These skills are best supported in the context of quality early grade programs through interaction, which also make the crucial link to children's reading skills development.

Since reading is a process, early grade readers use several sources of information to anticipate what they are reading and to decode unfamiliar words, including the meaning of a story, their knowledge of the structure of language, and the visual information in the text. Children do not only learn how to weigh and coordinate these sources of information, they also learn to work strategically on text when the sources of information fail to serve their purposes. In addition to monitoring their reading, children also know how to search for more information to make another attempt and how to check one source of information against another in order to self-correct and achieve a better match among the sources of information (Clay, 2001). The reader's task, therefore, is to integrate information from the hierarchical (words are made up of letters and sounds) and serial (words are written from left to right across a word and across a page) order of language with experiences and then tailor this integration of information to the text. In doing so the child monitors reading and checks one source against another in a sequential solving process. From this perspective, then, reading is about in-the-head processing with an emphasis on cognitive and perceptual processing shared through interaction among classroom participants.

Teaching young children to read is the cornerstone of improving educational outcomes and has far-reaching implications. Unless they learn to read at an early age, children cannot absorb more advanced skills and content that rely on reading. They also risk falling further and further behind in later ones, as they cannot absorb printed information, follow written instructions, or communicate well in writing. These challenges, rooted in poor reading skills, lead to disappointing results and often early dropout from the education system. As such, reading and learning achievement are central to economic productivity and growth. Recent research reveals that it is learning rather than years of schooling that contributes to a country's economic growth (Hanushek & Woessman, 2009). Assessment data of early grade literacy in low-income countries, although still limited, reveal that many students are not mastering the basic skills of reading. In some countries, including Ethiopia majority of students at the end of Grade 2 are unable to read a single word of a simple paragraph in the language they are being taught (RTI International, 2011). This argument presupposes creating favorable learning conditions for primary, particularly early grade pupils. One of these crucial conditions is the dynamics of reading classroom established by the joint classroom interaction between the teacher, students and other classroom resources.

The applications of sociocultural theory with emphasis on co-participation, and joint discovery, teachers bring existing knowledge to students by co-constructing it with them. These applications have made clear the need to examine nature and role of interaction and collaboration in this type of classroom. Although new curriculum and active mode of teaching have been introduced, what forms classroom interaction takes and how it impacts literacy development does not seem to get adequate attention especially in learning to read in Afan Oromo where poor literacy performance is frequently reported. The *New Education and Training Policy* (NETP) in 1994, referencing constructivist theory, focused the educational system on the implementation of a "new" curriculum that moves away from rote learning, and promoted the use of active-learning pedagogies and student-centered education (Transitional Government of Ethiopia, TGE, 1994a; TGE, 1994b). This policy was enacted concurrently with the decentralization of the Ethiopian education system, and while the policy did not provide examples of how the constructivist nature of the new curriculum should be implemented explicitly, it did provide space for local control and ownership of the implementation of the curriculum.

The current language of education policy promotes the use of mother tongues as the medium of instruction, particularly at the primary level. The medium of instruction at secondary (grades 9–12) and higher education institutions are English. The transition to English instruction occurs at grades 5, 7, or 9, depending upon the region. The policy also mandates the learning of Amharic as a subject by those whose mother tongue is not Amharic (beginning in grade 3) and the study of English as a subject beginning in grade 1. The policy for most students, therefore, is trilingual or bilingual: mother tongue, Amharic (if not mother tongue), and English. According to (MoE, 2008) the Ethiopian primary education system consists of 8 years of instruction, although recently UNICEF and the MOE have promoted a policy to establish one classroom per-primary school designated as a grade zero, to serve as a KG program for children ages 4-6. Primary school students enter between ages seven to fourteen. Grades 1–4 make up cycle one and grades 5–8 make up cycle two. Grades 1–4 are generally taught in self-contained classrooms, in which teachers remain with the same group of students all day and teach all subjects. Grades 5–8 are generally taught by linear teachers who specialized in English, Science and Math and Social Science who only teach their specific subject to all grade levels between 5 and 8. Participant teachers in this study thus took courses such as Teaching Reading and Writing Method in Primary Schools, Basic Mother Tongue, Introduction to Language & Linguistics on Mother Tongue, Cognitive Development and Reading Skills

and Methods of Teaching Listening & Speaking. The objectives of these courses are to help students read, write, listen and speak in their mother tongue and enhance their literacy skills.

This study focuses on the first cycle during which children should learn how to read before they move on to using reading to learn. The first cycle of primary education currently teaches literacy in multiple mother tongue languages as well as English. Mother tongue languages employ either the Ge'ez (also referred to as Fidal) orthography or a modified form of the Latin orthography (as the case in Oromia). Both orthographies link consonants or consonant clusters to vowels to make phonemes (the smallest unit of meaningful sound in each language), though Ge'ez does this with diacritical marks (a shorthand version of the vowel letter) while Latin uses full vowel letters. Before ten years, first-cycle primary school teachers (those who teach grades 1–4) must have completed Grade 10 and taken a 1-year course at a TTI in order to receive a teaching certificate. These teachers could then take 3 summers of professional development to upgrade their status to a teaching diploma. Later, the MOE mandated that all primary school teachers have a diploma, and the CTEs now no longer offer a certificate program (with the exception of preprimary). All present and future CTE students must complete 3 years of training before receiving their diploma. Those teachers already in the system with a certificate are now required to upgrade to a diploma through the summer program.

In order to see the link between early grade literature and the content of the this study, the researcher made an intensive investigation of the **syllabus** of the three grades to clearly understand the underlying objectives therein and how early grade skills reading are developed. The three grades have syllabi that are divided into semesters. Even though the three grades stress the importance and means of developing early grade reading skills, they seem to differ based on their grade level requirements and approaches to this end. Grade One syllabus, for example, initially focusses on how to hold books, directionality of print, teacher's read aloud, students' reading of letters, syllables and simple words by pointing, and looking at pictures. Later, however, students are expected to read more advanced letters, words, cluster of words within words, combining sounds to form words, and short sentences. They also read sight words with 90% accuracy and fluency, understand punctuation marks and read and understand short passages.

Grade Two and Three syllabi are more alike than different. Like Grade One syllabus, Grade Two and Three syllabi also divide students' expected reading competences into semesters and identify these competences. Grade Two syllabus begins with sound-symbol relationship, reading more complex words,

blending sounds and syllables and forming words, identifying words in words, identifying words that have familiar structures with 90% accuracy level, reading recurrent words in the text and long sentences with 90% accuracy and fluency, working out meanings of words based on their contexts, predicting a passage based on its title or illustrations, reading and answering comprehension questions, reading stories and identifying characters, setting, etc. Later, at Grade Three they also learn how to blend and segment words, based on their sounds and syllables, develop reading strategies to read unknown or unfamiliar words, read grade level familiar words, phrases and long sentences with 95% accuracy and fluency, read and understand short paragraphs, and become familiar with punctuation marks. In addition, later they also read passages and give their opinions and views, summarize and evaluate the content of the passage, the writer's perspective, etc based on their backgrounds.

This research stresses the nature and role of classroom interaction and is intended to give an important contribution to a better quality of early graders who will continue their study further to high school or university. It is also expected to improve the quality of the teacher's performance in early grade reading classes. It helps teachers to encourage children to assist each other in activities and to enhance cognitive understanding during their teaching. They then have the opportunity to work in the zone of proximal development, which is believed to be an ideal teaching-learning context. Teachers can observe children's collaborations and use the information they gain to better understand the process of children's learning as well as the cues necessary to foster it to the highest level. They can value and use this information to promote a higher level of success in their teaching experiences in collaboration with the children. Children can also collaborate to foster each other's maturation of skills that are not yet developed, and how such collaborative interactions can assist children on a cognitive and social level. The functional meanings we identified from children's interaction are interesting from the educational point of view since we consider them as giving evidence of the nature and roles of children's discourse in the process of knowledge construction in the classroom.

My interest in this study came from my daily observation of children observing each other's behavior and then coming together in a cohesive group to complete a task or explore a new material. Because of their bond as children together in a class, they are able to form a trust in each other through their combined faith and understanding of that social world in which they share. This trust and faith brings them together in discussion using words and actions that increase each other's level of experience with the manipulation or activity at hand. Children reinforce each other's ideas and actions and express their own knowledge

from their understanding of the situation. Children love to talk to their peers, so it makes sense that developing discourse structures in which students talk to each other during class would be one way to foster social and emotional development along with curricular goals. As a teacher hoping to facilitate a positive and nurturing experience for children that gives them open avenues of communication, these interactions are priceless. But just observing these interactions from a distance and recognizing the children working together was not enough. As a teacher researcher, I felt I must analyze these interactions and contemplate the constructs and processes that I observed among the children. Thus, the need to have a deeper understanding about the nature and role of classroom interaction, and how these collaborative interactions lead children in their process of literacy development has become the impetus for this study.

The researcher is also pedagogically inspired by the diverse roles, operations and meanings of students' social interaction in today's classroom. Nowadays, the increased use of student-centered learning situations characterized by open-ended tasks and collaborative working modes seemed to have changed the traditional roles of the students and the teacher. In addition, the application of diverse tools of information and communication, such as semiotic tools, or artifacts, electronic tools, multimedia, etc has also influenced classroom learning practices and interactions, giving students new opportunities and challenges. The New Education and Training Policy of Ethiopian that was introduced in 1994 and the new curriculum calls for a learner-centered and context-based approach to teaching. They also advocate the shift in the mode of teaching from lecture to interactive learning and have brought the need of collaboration to the fore front. Hence, undertaking such a research project seems relevant to investigate the dynamics of classroom interactions and reveal important information about the enabling conditions for productive interactions and learning in modern classrooms. It also sheds light on the core constituents of teacher-student and students-student interactions and how these influence teaching and learning of the reading processes and eventually early reading skills development.

Moreover, without close analysis of the nature of such interactions and their roles in reading classes, important information of the learning processes and mechanisms will not be discovered. It also helps to generate an in-depth understanding of what interaction looks like and how it manifests itself in Afan Oromo L1 classroom context. Although much research exists to demonstrate educational benefits of classroom interaction, available information as to how teachers scaffold children's learning and how the children assist each other, how teachers and students use different tools and strategies to guide each other's learning and construct a common knowledge with the students are extremely limited and scanty.

## **1.2 Statement of the Problem**

Studies revealed that most children who struggle with reading, spelling, and writing do not get the right type of help in school. So they grow into adults who don't read well. Without the right type of reading instruction, most adults with dyslexia – no matter how smart they are – can't read or write above the third-grade level(USAID, 2009). Such poor early reading performance in elementary schools has been a concern among both education professionals and the general public for years. On meetings and regional and local conferences teacher practitioners and many parents echoed their complaints that teachers are not teaching children how to read properly. Children are being promoted to higher grades level without the ability to read. As a result, they end up failing in the upper ladder of the educational curriculum, especially in national examinations. They are also of the opinion that their children have insufficient opportunities to develop reading skill in the classroom. They felt that the way the teachers teach reading skills is not effective enough to develop reading capacity. This condition may lead to academic failure, class repetitions or school dropout, specially for students who have limited reading ability.

Although such poor students achievement in elementary grades has been written about and discussed in conferences, and suggestions have been made on the way forward especially by improving methods of teaching, evidence seems to show that the use of different methods has led to very little, if any, improvement. There is also a tendency to focus on content than on the process of learning, which deemed important in boosting achievement and facilitating knowledge and skill acquisition(Ebenebe and Anyachebelu, 2005). Current practices in kindergarten and primary schools also emphasize more on the achievement of academic skills, such as early literacy and math, rather than the socio-emotional and interactional experiences of children in relation to the development of the skills, and many classroom practitioners appear to treat classroom interaction as an extraneous variable to be controlled, unaware of, or disregarding it insignificant to the development of the reading process. Often, teachers' authentic communication with their students takes a back seat to scripted programs. Many teachers tend to overlook the role that classroom interactions can play as learning tools for children to acquire new ideas. They also find classroom talks challenging and destructing and often provide children with worksheets or other closed-ended activities that allow little talk rather than creating authentic activities that would generate heated classroom discussion.

Teachers do not seem to recognize the contribution of these classroom phenomena as a means of learning reading skills. As a result, common educational practices have rarely incorporated and valued classroom

talk between and among peers, and even discouraged considering it disruptive to the classroom. Especially in traditional classrooms student conversation is discouraged as being a distraction from the process of learning content by an expert, usually the teacher. Even more recently, student talk in the classroom has been seen as off-task behavior(Brown, 2011). But this hinders the multitude of learning possibilities that can exist in a classroom, which is indeed a missed opportunity. Until recently, little time has been given to helping teachers and students understand classroom interaction. While researchers have gone to a great length to describe the interactional processes of the language classroom(Daniel,2007), few have used this knowledge to help teachers improve their practices. Most teacher education programs devote a considerable amount of time to teaching methods and to subject knowledge, but few devote their expertise to help students to use language improve reading skills in nearly in early grades.

When discussion is not a part of classroom practice, students lose the opportunity to clarify their understanding, share strategies, questions and opinions, and integrate new information into their background knowledge (Guthrie, 2004). Since students bring with them unique and different backgrounds, perspectives, opinions, and experiences, social exchanges allow them to learn from each other. From this perspective, individual differences are paramount to learning. And if teachers harness, support and develop and expand those resources, then they can make a difference in the whole system. Hence the importance of, and need for, student talk in the classroom is not in dispute.

Even though textbooks are written with the assumption that they would provide high classroom interaction, this usually seems to be not the case. Reading classrooms are often considered as a place for skills to be drilled through repeated practice, they can become avenues for ideas and thoughts to be strengthened. However, by providing time for children to wrestle with concepts presented through materials or by peer interactions and giving them the opportunity to talk, share with, and observe peers, children not only can practice what they know but also construct new understandings. Mindful of the dominance of teacher talk that occurs spontaneously with the recitation format of scripted programs, but weary of the unrelenting pressures for student achievement in reading, teachers face the professional responsibility of making decisions regarding the nature of their language use to engage students with texts, and their use of materials to foster higher level classroom talk as a means to promote reading skills.

While the interrogational nature of classroom talk to ensure knowledge of story has been well documented (Cazden, 2001; Fisher, 2005; Mehan, 1979; Nystrand, 2006; Wells, 1993), the role of talk in the early reading classroom is under researched. The mere opportunity for social interaction and discourse

will not necessarily lead to learning experiences, unless serious attention is paid to the nature and role the discourse plays in particular reading activities. It is clear that wider study is needed in this little researched territory to know more about the interactional and learning processes of early grade pupils. Thus in order to gain a clearer understanding of the joint meaning making of both students and teachers within the social context of the classroom, more explanatory and insightful observational procedures are needed. Both abroad and locally, a vast number of studies (such as Abiy, 2004; Tekle, 2016; Tekle, 2004) can be found on reading (both PhD & M.A.), but few included classroom interaction and most of them show the deteriorating status of Ethiopian students reading skills over time. Most of them also tend to focus on secondary and tertiary levels issues related to EFL reading skills teaching and learning.

Similarly, there are also some local studies on the English reading skills of first cycle primary school (1-4) with differing research objectives and concerns. A case in point is the National Learning Assessment (NLA) which is conducted every two years by Ministry of Education (MoE) under the technical and financial support of BESO/USAID Ethiopia. The findings revealed the low reading achievement of primary school students, particularly Grades 4 and 8 EFL students. Mesfin (2008), also tried to identify teachers' teaching practices in Grade 4 EFL reading classroom, (Million's, 2005) focused on out-of-school factors impacting students' English reading skill proficiency in primary schools. Other local studies investigated first and second cycle primary school mother tongue reading abilities of students and their teachers' teaching practices and beliefs. Endalkachew, (2001), for example, studied the status of Grade 4 students reading skills; Amsalu (2009) assessed the performance of Grade 4 students' reading literacy; Solomon (2014) studied the status and determinants of early grade reading skills. In 2010, with the help of the international NGOs Research Triangle International (RTI) and FHI, Ethiopian Ministry of Education (MOE) conducted an Early Grade Reading Assessment (EGRA). The results indicated that at least 80% of children are not reading at the MOE's expected oral reading fluency rates (60 words per minute). Piper (2010) notes that while children are attending school in Ethiopia for two or three years, a significant percentage remains illiterate.

Tekle's, (2016) study focused on independent EFL reading among Grade 11 students across public and non-public schools in Ethiopia. The issues of focus in this study were students' reading comprehension ability levels, attitude towards learning English as a school subject and reading its literature, reading motivation, reading strategy use, persistence in independent reading and access to reading resources along with inclusion of independent reading in classroom instruction and in English textbooks. To this end, the

study used quantitative and qualitative data. The findings revealed lower predisposition towards and practice of independent EFL reading among public school students. A statistically significant difference, in favour of non-public schools was also found between the two groups of students in scores pertaining to most of the variables investigated.

Classroom interaction and learning is also a widely studied topic but most of them focus on teacher-student interaction in EFL classroom (Abdulkadir, 1993; Daniel, 2008; Esubalew, 2011; Meseret, 2007; Abate, 2007, Yinebeb, 2006) and the relationship between teachers' verbal behavior and students' motivation and oral performance in EFL classes(Bilen,2006) and teachers' verbal behavior in EFL. Abate(2004) analysed verbal and non-verbal teacher-student interaction of art classes in six second cycle governmental and non-governmental primary schools in Addis Ababa, using Flander's (1970) Interaction Analysis. The finding indicated that teachers talk consumed about 65% of the class time, while students used only about 18%. Similarly, Yinebeb(2006) investigated classroom interaction in EFL classes in the second cycle primary school in Addis Ababa, and his study revealed that teachers' talking time(74.9%) was greater than students' talking time(25.1 %). Sisay's (1999) study focused on how students and teachers interacted in the classroom. According to him teachers did most of the talk and this had influence on the students speaking skills, and Wakgari(2010) examined the effect of teacher mediation on students' locus of control, self-efficiency, beliefs and oral English performance.

Abiy(2004)investigated if teacher's mediation could bring a change in students conceptions and approaches to reading and develop their reading capacity. He employed Feuerstein's (1991) Mediation Theory(The Mediated Learning Experience), which emphasizes students' construction of knowledge by relating new knowledge with their experience. It was an intervention case study on Grade 9 students in Bahr Dar Secondary School, which employed mixed research design. The finding indicated that the students had quantitative conception and surface approaches to reading. Their conceptions and approaches were, however, changed because of teacher mediation.

Most relevant to this study is the work of Tekle(2004). In research of care and support in the classroom of elementary school done in Ethiopia on the case of three teachers, Tekle found out that all the eight guiding themes of International Child Development Program (ICDP) were manifested in variety of ways when evaluating the behaviors of teachers in classroom teacher-pupil interactions. Although teachers' behavior of interaction showed slightly more inclination towards the group of students than the individual students, he concluded that teachers' tendency to focus on and care for both the individual and group of pupils were

balanced to increase the quality of interaction for all the pupils in the class. Tekle used percentage distributions and the rank order of the frequency of each component of the themes to discuss his findings about the characteristics of classroom interaction between teacher and pupils.

Unfortunately, all aforementioned studies did not focus on the nature and role of classroom interactions and its contribution to reading literacy development in early grades. They rather focused either on tertiary or secondary cycle primary school oral interaction in EFL classes. They have typically focused on either on reading achievement or classroom interaction on upper primary levels, or mainly focused on middle and high school populations, resulting in a significant research gap in the literature to date. They also show significant variations in scope, purpose, design, and types of data collected. What seems to be missing from most of these empirical findings relating to early grade reading is the nature and role of classroom interaction, which allows and supports the co-construction of meaning and knowledge in first cycle L1 classrooms. In addition, few studies included detailed analysis and application of scaffolded instruction and Vygotskian theory of learning, or a socio-cultural perspective that is little applied in our case, and there are few studies that looked cross-sectionally across grade levels classroom interaction. Among the few studies along this line situated in our context, qualitative study in particular is rare, and hence there seems to be little research evidence on classroom interaction in relation to early grade reading in mother tongue learning situations especially in small group activities.

Thus, based on my review of the literature there are three major areas in the literacy development of beginning readers that need to be more fully explored. These are: (a) the nature of classroom interaction in reading classes (b) how more knowledgeable others mediate for one another (c) how these two support the development of early reading skills.

### **1.3 Objectives of the Study**

**General objective:** The main objective of the study is to explore the nature and role of classroom interaction in early reading literacy classes.

#### **Research Questions**

1. What is the nature and role of classroom interaction in early grade reading literacy classes?
2. How does, if any, the teacher mediate and create learning opportunities for the students in literacy classrooms?
3. How do, if any, peers mediate and support each other's meaning making processes?
4. What instructional assumptions underlie teacher's classroom practices in early grades?

5. What is the nature of literacy classroom activities in early grade reading materials?

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

This study intended to explore and develop an understanding of the nature and role of classroom interactions in early learning classes. Thus I believe its findings will achieve two major goals:

- (1) to add to current theoretical knowledge regarding early reading teaching-learning.
- (2) to aid practical application of this knowledge to utilize classroom interactions for effective reading literacy instruction. As a result, it is hoped that students, teachers, teacher educators, administrators, and policy-makers will benefit from results of the study.

Theoretically, the study has the potential to add to the understanding of the nature and role of classroom interactions including why, how, and when to harness or tap classroom resources for effective reading instruction. By realizing the implications of these resources for reading skills development, teacher-educators can provide opportunities for pre-service teachers to consider how to apply them in their future classrooms. The study also allows teacher-educators to rethink the time needed and instruction given in early literacy courses, and this knowledge has the potential to offer pre-service and in-service teachers a better understanding of how to set up and use literacy classes to this end. Similarly, the socio-cultural theory states that learning precedes development and that optimal learning occurs in an individual's zone of proximal development. This study contributes to our understanding of the abilities of more capable, grade level peers from diverse backgrounds to help learning peers develop literacy in their language.

Practically, teacher practitioners can also use the results of this study to make necessary instructional changes and focus on how to use their reading literacy knowledge in their daily instructional planning and practices to improve their students' reading outcomes. Teachers can use the information they gain to construct an environment that encourages peer collaboration, create a classroom environment that facilitates children's interactions and collaborations, and see how these interactions have the potential to assist children on both cognitive and social levels. By examining the strategies that students develop, teachers are able to better plan instructions, utilizing resources, and small group learning experiences to more efficiently help beginning readers. Moreover, finding of this study can influence pedagogy, perhaps beyond the construction of meaning through text. A classroom environment built on positive classroom interactions has the potential of changing behavior, improving classroom management, managing time, while addressing the needs of all learners in the classroom, not just the average kids. Teachers can

consider how to move beyond heavily relying on state-mandated curriculum to drive instruction and gauge their students' literacy skills, while meeting the demands of the state-mandated curriculum.

The results of this study will also have practical implications for administrators, and future studies. In terms of practical implications, both administrators and teachers who need the required reading literacy knowledge of classroom interaction, this study will provide insight into how principals could assure additional professional development training on these areas. The detailed description can also lead teacher educators and professional development providers to make careful judgments on how to enhance teachers' expertise and knowledge to scaffold students' learning. As such, the study will offer direction for teacher educators and trainers in preparing effective early childhood teacher candidates.

Policy-makers can also produce guidelines and necessary policies for implementation and probably develop a curriculum, or write materials suitable for this age group and instructional practice. The study has the potential to contribute to the field of reading, as there is so much emphasis on policy related to early childhood education. Third, this study can stimulate further research to examine other issues related to classroom interaction at various grade levels in various regions and contexts. Lastly, the results can inspire the readers of the dissertation to think about their roles as caregivers, and strive to expand their rich possibilities when interacting with each child and create a better environment in their contexts.

### **1.5 Delimitation of the Study**

This study encompasses a limited scope. In the first place, it addresses basic literacy issues related to early grade reading in Oromia primary schools. Specifically, it will investigate nature and role of classroom interaction observed in first cycle primary schools in Abdi Bori, who learn reading as a mother tongue. Moreover, it is confined to Grade One, Two, and Three pupils, where early foundation to literacy and learning is laid. It is confined to learning processes like interaction and mediation, and doesn't address the testing or reading achievement of the students. Neither is it to evaluate 'good' or 'bad' teaching/learning/teachers/learners, but to identify how participant teachers and/or students mediate and provide learning opportunities for their learning peers to build knowledge and skills in early reading.

### **1.6 Limitations of the Study**

All studies have limitations or variables that are not or cannot be controlled for. Similarly, this study has limiting conditions some of which are associated with the common limitations of qualitative research, while others are inherent to this study.

First, audio and video recording devices have the advantage of capturing classroom realities as they naturally occur. However, they also proved to be limitations for this study. Due to their placement and angle lens, a specific perspective of the scene was recorded, and it was not able to capture the view of the entire class, or an entire group of people and further to transcribe the whole conversations occurring in a specific time although as a researcher I was holding the camera in my hand to change the angles from group to group. Similarly, sometimes the speakers were not seen on camera and only heard, or only heard but not seen in which case the identification of speakers was made through voice recognition or labeled as unidentified. Consequently, the perception of a situation in the process of recording was inevitably selective. The nature of the classroom, with such a variety of interactions and activities, made the quality of the tape recordings less effective than I had expected.

The other limitation is rooted in the translation of the Afan Oromo interactions to English. It is obvious that in a study of interaction analysis, translating the materials to an audience who are not familiar with the language used, Afan Oromo in this case, was a difficult task. Therefore, it was a challenging task for me to translate what was uttered from Afan Oromo to English. The difficulty was especially rooted in translating the discursive markers such as *hii*, *ihii*, *aay* to English. The other difficulty in the translation process was to find the equivalent forms for the cultural or traditional words and rituals in Afan Oromo.

One final limitation related to the transcription convention in this study was deciding to what extent audio or nonverbal information needed to be put into the transcriptions. During the data analysis stage, I decided to put as much visual information as possible. Nonetheless, no matter how much visual information I provided in the transcripts, it is obvious that there still remained a lot of visual details in the interactions. Due to technical or personal problems some sessions are also only audio taped and as a result some visual information could not be captured. In such cases field notes were taken as a supplement.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Early Grade Reading

Early grade reading refers to a reading behavior of individuals who have developed limited alphabetic and lexical awareness during the emergent literacy phase and are learning to develop conventional reading skills. It encompasses preschool grades and Grades One, Two (Chapman, (1999) and Three (adams, (1990). According to guidelines of Ethiopian Ministry of Education, this grade level is called first cycle primary school (Grades 1-4). It is an educational accomplishment during early childhood, which is a period from birth to 8 years old, a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them. Early Childhood Care and Education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing to produce capable and responsible future citizens.

The focus of instruction in the early years is on learning to read, but over time the focus shifts to *reading to learn*. This, ultimately, is why children need to read and why reading matters. To reach this goal, children need help in becoming deliberate and reflective readers. They need explicit instruction in comprehension and thinking skills that will enable them to obtain and remember important ideas from the text. They also need help in integrating the information in the text with their prior knowledge in order to build on their learning and deepen their understanding. Effective classroom instruction in the early grades is key to creating strong, competent readers and to preventing reading difficulties. Although many others share responsibility for creating a supportive learning environment, it is the teacher who has the greatest opportunity and most direct responsibility for providing the instruction that inspires and enables the child to become a lifelong reader.

The term *reading* has been used for many years in a narrow sense to refer to a set of print-based decoding and thinking skills necessary to understand text. Reading as one component of literacy is the process of constructing meaning from written texts, and is a complex visual-auditory task that involves obtaining meaning from symbols (letters and words). Learning to read is thus fundamentally a process of matching distinctive visual symbols to units of sound. It involves two basic processes: a decoding process and a comprehension process. The decoding process involves understanding relationships between letters and

symbols which is similar to oral language and this enables the learner to pronounce words correctly. As a result, it has come to be regarded as a natural process that involves the reader in linguistic, cognitive, and social strategies as they process letters and words into meaning (Hall, 1987) the ability to understand the meaning of words and sentences in isolation and in context (Mercer and Mercer 1993). In early grades, reading includes recognizing alphabet, reading simple words, understanding sentences and paragraphs and listening with comprehension. Children who can read the words and sentences fluently and accurately in early grades can comprehend the meaning of what they are reading easily. This skill prepares them to comprehend any subject in upper grades, which eventually have positive effect in their future education(NCCA, 2012).

In the twenty first century our understanding of the act of reading has been broadened to include the visual and thinking skills necessary to acquire information from digital video, handheld data assistants, computers, or other technological learning environments (Hobbs, 2005; Messaris, 2005). Added to this broadened definition, the idea that the visual and thinking skills needed for acquiring information today are situated in and shaped by increasingly diverse social or cultural settings found in schools, homes, communities, or ethnic groups (Tracey & Morrow, 2006). As a result, the term **reading** is currently interpreted far more broadly and encompasses the learning of a complex set of skills and knowledge that allows individuals to understand visual and print-based information, and this makes reading a complex developmental challenge intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example (Snow, Burns, & Griffin, 1998).

Reading is not only a cognitive psycholinguistic activity but also a social activity. It is also an active process and readers do not rely solely on a single source of information, such as their perceptions of marks that we identify as letters. Daneman (1991) identifies the interrelated sources of information that readers coordinate to make up the complex skills we call reading. These include processes that direct the eye from location to location, word-level processes that encode the visual pattern of a word and access its meaning from memory, and text-level processes that compute the semantic, syntactic, and referential relationships among successive words, phrases, and sentences in a text. (p. 513). This means that even though reading is one language component, it too is made of components that he labels as processes. These processes are what readers coordinate as they read, and in order to coordinate the interrelated sources of information, readers use a variety of cueing systems(Maurer, 2013). Cueing systems are linguistic sources of information that aid the reader in determining an unknown word. Reading involves

the utilization of different cueing systems, like graphophonic, syntactic, and semantic features of language(Chapman,1999).

As children begin the process of learning to read, they need to acquire a set of skills and strategies that will help them reach the ultimate goal associated with learning to read: comprehending what they read whether in traditional print forms or more technology-based formats. On the way to the goal of reading comprehension children must acquire a set of early reading skills or tools that include the following.

- Hearing individual sounds in spoken words (known as *phonemic awareness*)
- Recognizing and identifying letters
- Understanding concepts about how printed language looks and works
- Increasing oral language (speaking) vocabularies
- Understanding that sounds in spoken language “map” onto letters in written language
- Decoding words with accuracy, speed, and expression

Shannon (1985) and others (e.g., Durkin, 1966), indicate that the desire and ability to learn to read often grow out of a child’s initial curiosity about how to write letters and words. Consequently, writing very often represents not only the beginning point in many a young child’s journey to learn to read but the finish line as well. At first, young children become aware of letters and words in the world around them. Eventually they may ask how to write their name or spell some other personally significant word or concept (e.g., their pet’s name or the name of a relative). When children are able to write letters and words, a “cognitive footprint” or *memory trace* left in the brain is deep and long lasting—much longer-lasting than that engendered by mere letter or word recognition alone. Similarly, when children can string words together to construct meaning such as that found in a story, they have “comprehended” text at a deeper and longer-lasting level.

Clearly what has been stated above has an important implication for the concept of reading and reading instruction in early grades. That is reading is not only a cognitive skill but also a social one, comprising a set of interrelated skills that children need to acquire. Verbal and non-verbal interactions have also a significant contribution to reading skills development in this regard.

## **2.2 Difference between Reading in L1 and Reading in L2**

Reading in an L1 is similar to and different from reading in an L2. First, reading in both contexts requires knowledge of content, formal, and linguistic schema. Reading is also a meaning-making process

involving an interaction between the reader and the text. Readers use mental activities in order to construct meaning from text. These activities are generally referred to as reading strategies or reading skills. Successful L1 and L2 readers consciously or unconsciously engage in specific behaviors to enhance their comprehension of texts. Top-down and bottom-up strategies are used by effective readers as they read. It has been found that readers go through an ongoing process while reading which involves the continuous process of sampling from the input text, predicting what will come next, testing and confirming predictions, and so on. Readers do not read word for word, but rather use their background knowledge, and various strategies such as predicting and confirming to comprehend text.

However, reading in the L2 is also very different from reading in the L1. Second language refers to "the chronology of language learning; a second language being any language acquired after the native" (Stern, 1983: 12). This definition implies a firmly developed native language. In addition, the term second language implies that the language is probably not spoken in the home. Furthermore, the second language may contain a linguistic base that is syntactically, phonetically, semantically, and rhetorically distinct from the native language. Since schema plays an important role in reading comprehension, an L2 reader who is not familiar with culturally based knowledge or content schema, or a reader who does not possess the same linguistic base as the L1 reader encounters difficulties. Such difficulties may be greater when there is a greater difference between the L1 and the L2. If for example, syntactic structure in a second language student's native language is very different from that of the target language, a greater degree of cognitive restructuring is required.

Grabe (1991) also notes that students begin reading in an L2 with a different knowledge base than they had when starting to read in their L1. For example, L1 readers already have a sufficient vocabulary base and know thousands of words before they actually start to read. They also have some grammatical knowledge of their own language. L2 readers on the other hand, do not share these advantages. Furthermore, while the second language reader may have linguistic skills, they often do not have finely honed socio-cultural skills, which often mean that a second language reader is not equipped with the knowledge to perceive texts in a culturally authentic, culturally specific way, an idea related to lack of content schema. The end result, comprehension, is based on linguistic data. The ability to read and read successfully implies text comprehension and the knowledge of which reading strategies and skills to use, and under what conditions in the languages in question. Aslanian's (1985) study shows that schematic knowledge structure can either facilitates or inhibit comprehension

A biliterate reader is able to read successfully in both languages and would engage in some of the following reading behaviors to enhance reading comprehension and to read effectively. Such a reader would overview text before reading, employ context clues such as titles, subheading, and diagrams, look for important information while reading and pay greater attention to it than other information, attempt to relate important points in text to one another in order to understand the text as a whole, activate and use prior knowledge to interpret text, (which includes content, formal, and linguistic schema), reconsider and revise hypotheses about the meaning of text based on text content, attempt to infer information from the text, attempt to determine the meaning of words not understood or recognized, monitor text comprehension, identify or infer main ideas, use strategies to remember text (paraphrasing, repetition, making notes, summarizing, self-questioning, etc), understand relationships between parts of text, recognize text structure, change reading strategies when comprehension is perceived not be proceeding smoothly; evaluate the qualities of text, reflect on and process after a part has been read, and anticipate or plan for the use of knowledge gained from the reading.

While it is true that the L1 and L2 reading process have similarities, it is also important to recognize that many factors come into play, which in turn makes second language reading a phenomenon unto itself. Despite the similarities between reading in an L1 and reading in an L2, a number of complex variables make the process of L1 different from L2. There are certainly a number of other factors which would contribute to the difference in L1 and L2 reading, but it hoped that this discussion shed some light on how cultural factors, namely differences in types of schema can contribute to this difference. Because the reading process is essentially "unobservable" teachers need to make significant efforts in the classroom to understand their students' reading behaviors and be able to help students understand those behaviors as well. It is therefore important that teachers know as much as possible about the cultural, linguistic, and educational backgrounds of their readers since many of these factors that influence reading in both contexts.

### **2.3 Reading Literacy Development**

Reading is a complex social process that requires deeper analysis to unearth how learners utilize skills to meaningfully participate in their environments(McCormac,2012). The acquisition of literacy skills in primary grades is a complex process; therefore, teaching knowledge and strategies should be acquired and implemented in a way that captures the variation and intricacy of skills required for these complex tasks. As noted by Adams (1990), there should be a systematic approach to reading instructional practices if our

goals as researchers, educators, and parents are to improve reading skills and develop long-lasting interest in reading for students(Nguyen, 2013). It is to focus on the development of a student's core skills. These core skills are the foundation to build on to learn to read. Early grade reading will focus on reading and writing along with comprehension; teacher will teach children to connect word sounds with symbols; vocabulary will be developed by teaching new words and how to learn new words; and students will practice reading out loud and silently to become familiar with words and sounds and sentences(USAID, 2010; NCCA, 2012).

## **2.4 Approaches to Early Reading Instruction**

What should be in a literacy program and how that content should be taught and learned has been a focus of considerable debate amongst literacy educators for the past forty years. Adams (1993), as cited in Street, (2005:5), for instance is, herself a key figure in US National Commissions on literacy, begins an overview of the literature on 'Literacy' and claim: "The most fundamental and important issues in the field of reading education are those of how children learn to read and write and how best to help them."

Much of this debate has polarized around two approaches to teaching literacy: the *whole language method* and the *skills-based or phonic method*. Proponents of these methods have strongly been influenced by two basic views of literacy development: reading readiness perspective, which advocates that there is a set age limit for learning reading, and a child-centered or emergent literacy perspective that claims reading begins right after birth(Clay, 1991). These two basic views on literacy development result in very different teaching practices(Michael, 2006).

Rather than phonics instruction for beginning readers, the Dick and Jane series emphasized whole word reading and repetition, a method which came to be known as 'look and say' (Ravitch, 2001). This method of teaching came under attack in the mid 1950's, with the publication of Rudolf Flesch's (1955) *Why Johnny Can't Read*. His book highly criticized the 'look and say' method, and called for a return to teaching that stressed phonics instruction for beginning readers. The public responded by shifting emphasis to phonics methods for beginning reading instruction, and publishing companies responded by shifting emphasis in basals to more phonics based methods. Shifts in teaching methodologies found in basals as a result of public attention have been metaphorically linked to a swinging pendulum.

Chall's(1967) findings suggested learning to read was a developmental process and advocated an early, focused, and systematic emphasis on phonics for beginning readers. Consequently, skill based programs

came to define the goals of reading and reading instruction. During the 1970's and early 1980's, the pendulum rested on a more phonics based approach to reading instruction. Focus on systematic phonics instruction produced students who were better at decoding words but highlighted deficiencies in comprehension and meaning making activities (Durkin, 1979). This deficit was explored by researchers promoting comprehension strategy instruction as well as pioneering theorist Rosenblatt who researched the role of children's literature in promoting a relationship between the reader and the text ( 1978).

In 1983 a *Nation at Risk* (The National Commission's Nation at Risk) was published proclaiming that America was in the midst of a literacy crisis that would threaten the nation's technological, military, and economic supremacy. The report pointed to poor pedagogies as the cause for low literacy rates and motivated changes in the ways in which teaching occurred in K-12 classrooms. During the latter part of the 1980s focus was on comprehension instruction. Based on a cognitive view of the reading process, comprehension instruction emphasized teaching a set of strategies that students could use to comprehend text. The goal of comprehension instruction was to develop in students a sense of conscious control, or metacognitive awareness, over a set of strategies that could adapt to any text (Dole, Duffy, Roehler, & Pearson, 1991). Basal usage declined and whole language pedagogies emerged, and with this swing of the pendulum, the reading wars raged.

Whole language brought reading for meaning to the foreground and placed a heavier emphasis on children's literature and trade books for the authentic development of skills, rather than on basals focused on building skills through direct, explicit instruction (Goodman, 1989; Pearson, 2004). During the whole language movement, motivation and engagement perspectives garnered the attention of the field. To bridge the gap between phonics based methods and whole language methods, balanced approaches of reading instruction became a mediating force in the reading wars. A balanced reading approach contains a mix of instructional and practice activities sufficient to build strong word reading skills as well as the ability to construct meaning from text. Basals of the early 1990s were restyled to reflect this approach. Publishers coupled the skills of the previous era with the strategies and philosophies of whole language, which created more complex core reading programs (Pearson, 2004).

External challenges and cries from business leaders for skilled workers to occupy high wage/high skill jobs (Guthrie & Springer, 2004) stimulated Congress to call for a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. Findings were later published in the National Reading Panel report (NRP) (National Reading Panel,

2000). This report included a review of past empirical studies concerning reading and offered suggestions for future educational policy. The NRP found five critical areas or components that warranted focus for reading instruction: (a) phonemic awareness instruction, (b) systematic phonics instruction, (c) fluency instruction (d) explicit and indirect vocabulary instruction, and (e) comprehension strategy instruction (National Reading Panel Report, 2000). Consequently, the pendulum began to swing back toward more phonics based methods. In order to ensure a reasonable standard of quality teaching, the early years of the 21st century brought the landmark No Child Left Behind Act (NCLB) of 2001. This act came up with *Reading First Initiative*, which is based on the following guiding principles of instruction: (a) ensure learning for all students, (b) make school systems accountable for student learning, (c) provide information and available options regarding students' learning, and (d) improve the quality of teachers. Along with the NCLB legislation came a reading initiative that renewed interest in skill acquisition and application and the reestablishment of standards and accountabilities, which sparked resurgence in basal dominance for reading instruction (Lundy, 2008).

In the earlier years of implementation, researchers criticized basal programs for their deskilling effect on teachers' practices (Apple, 1995; Shannon 1983, 1987). With penalties looming under NCLB, researchers now contend that teachers are frequently being forced to use state adopted reading programs that script how to teach, regardless of their beliefs and understandings (Serafini, 2003). This contention has fast become the topic of debate. Those researchers supporting the widespread use of such programs argue on one hand that scripted programs found in basal series provide a mechanism for standardization, they supply a hierarchical set of testable goals, and they certify student attainment of these goals, which increases public confidence in reading instruction. On the other hand, those who are not in support argue that classroom teachers are being robbed of their professional judgment due to an overreliance on standardized curriculum and that students are passive participants in their learning (Apple, 1995; Shannon, 1983). Researchers further contend that teachers need to understand contemporary theories of reading and literacy development and be able to articulate their theoretical perspectives concerning children's literature, the reading process, and their instructional practices, so they do not fall victim to the political pressures.

In regard to reading instruction, the great debate in the early years of the 21st century is whether or not students will become thoughtful, discriminating readers who are able to negotiate the meaning of texts on their own, talk about text in thoughtful ways, and challenge others' interpretations, as well as accept the

challenge of others. These are competencies readers need to develop in a democratic society in order to participate as fully literate, informed citizens (Holcomb, 2005; Luke, 1995). This view represents a significant departure from the traditional and familiar instructional models that focus on the transmission of facts and information (Nystrand, 1997; Richardson & Placier, 2001). Researchers suggest instructional practices that will lead students to develop such competencies include fostering student involvement and extended, collaborative discourse (Chin, et al. 2001; Nystrand, 1997). Such practices create new roles for teachers that come with different and strenuous intellectual demands.

## **2.5 Components of Early Grade Reading Skills**

Most reading experts agree that there are five main components in the teaching of reading. In 1997, the National Reading Panel (NRP), comprising a group of reading experts, was called upon by the United States Congress to closely examine the necessary elements of effective literacy instruction in response to increasing reading deficits in primary grades (NRP, 2000; 2012). As a result, the NRP agreed upon and finalized five strands of effective reading instruction: phonological (phonemic) awareness, decoding and word recognition (sight words and phonics), vocabulary, fluency, and comprehension (Maharaj, 2008). While children's experiences in their social interactions contribute to growth in cognitive and linguistic skills, specific aspects of early experiences (oral language, phonological awareness and print awareness) are core components of a strong reading foundation (Carroll, Bowyer-Crane, Duff, Hulme, & Snowling, 2011). Each of these needs to be taught and practised in context.

The above five components of effective reading instruction represent a developmental collection of skills that young children should be taught in order to be able to read effectively. According to Storch and Whitehurst (2002), there is a strong correlation between code-related skills and oral language. Code-related skills (print knowledge, print concepts, and phonological awareness) and oral language have a significant impact on reading abilities in terms of reading comprehension during the early elementary years (Storch & Whitehurst, 2002).

Smith, et al, (2012) note that some children learn how to read without components instruction, but most do not learn how to read well. Those who do learn to read well probably practiced the component skills alone or with family or friends. Children need instruction and practice in the components of reading, and then they need to use those skills to accomplish tasks with text. The tasks and the texts should be ones that challenge them to improve their reading, are not too difficult for them to read successfully, and are interesting and enjoyable for them. The component skills should be taught by starting with easy, simple

skills and then slowly introducing more difficult, complex skills. Research also has shown that good readers must efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print (National Institute of Child Health and Human Development, 2000; Perfetti, 1988; Snow, Burns, & Griffin, 1998; Stanovich, 2000). Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers (Snow et al., 1998), and both should be taught from the earliest stages of learning to read (Smith et al., 2012). Together, these components enable readers to make meaning from text.

### **2.5.1 Phonological Awareness**

*Phonological awareness (PA)* also referred to as phonological sensitivity or metalinguistic awareness in the literature comprises children's sensitivity to and ability to manipulate the sound. It is the ability to recognize the different sound segments of spoken words such as syllables, onset-rimes, and phonemes (Adams, 1990; Snow et al., 1998). Recognizing smaller units such as phonemes is more difficult than recognizing larger units such as syllables, but phonemic awareness is crucial to word recognition in alphabetic scripts. Ziegler and Goswami (2006) also note that languages with an inconsistent symbol to sound mapping (such as English, for example) may be more challenging for children to learn as it forces them to rely more on whole-word recognition. Instruction that builds phonemic awareness is most effective when (1) children are taught to manipulate sounds with letters, (2) lessons are short and frequent, and (3) children are taught in small groups (National Institute of Child Health and Human Development, 2000). Phonemic awareness involves the ability to focus on and manipulate individual sounds in spoken words. As suggested by Burke, Burke, and Crowder (2006), phonemic awareness instruction should be emphasized in kindergarten and first grade. By the middle and toward the end of first grade, students should be able to read connected text. Phonics refers to the ability to match sounds to letters and use this knowledge in reading.

Raheer, (2010) referring to research evidence indicates that PA is the strongest predictor of a child's later reading achievement (Burgess, 2006; Dickinson, et al., 2003) and more importantly plays a crucial role in the child's ability to learn how to read (Bradley & Bryant, 1983; National Reading Panel [NRP], 2000). Beyond having a direct effect on children's future reading success, PA growth simultaneously affects growth in print knowledge, another meaningful code-based skill (Dickinson et al., 2003; Lonigan et al., 2000) as cited in (Raheer, 2010).

According to Lane, Pullen, Eisele, and Jordan (2002) cited in Joseph, (2005:6), there are four levels of phonological awareness development: (1) Young children first become aware that speech flow is a collection of individual words. (2) They distinguish syllables in spoken words followed by onset and rime activities (intrasyllabic level). For instance, the onset may be the consonant sound that precedes the vowel, such as the /c/ in the word *cat*. The rime is the rest of the word, such as /at/ in the word *cat*. This is considered to be a rather sophisticated phonological awareness skill as tasks that require onset-rime analysis involve segmentation of syllables. (3) The final level is the phoneme level, which is most commonly referred to as phonemic awareness and is considered to be the most sophisticated level. Phonemic awareness is one of the most important components of phonological awareness as it has been found to be a critical precursor skill to successful reading and spelling performance. Phonemic awareness is a more specific skill that requires attention to and manipulation of individual sounds of spoken words. A phoneme is the smallest unit of sound (an individual sound) in a word.

Support for phonological awareness should be integrated into the everyday activities of the early primary classroom. Indeed, phonological awareness for children at particular risk for early literacy achievement may best be encouraged through formalized lessons. That is, for young children with limited opportunities for language play at home, or who are at risk for developing a reading disability, explicit instruction in phonological awareness should be provided daily. *Explicit* does not refer to drill-like activities but rather the structuring of engaging, meaningful, and enjoyable activities that help children to actively attend to the phonological structure of oral language. Activities should focus on those skills acquired during the preschool years, which have been identified as predictive of later reading achievement. These include activities to promote rhyme and alliteration awareness, as well as those designed for promoting blending and segmenting skills. Blending and segmenting skills should begin at the word and syllable level and for older and more capable preschool children may include activities that help children begin developing skills at the onset–rime and phoneme levels(Pullen & Justice, 2003).

**Orthographic knowledge** involves lexical processing of words, which means analyzing the visual or graphic structures of letters and words and involves storing these lexical features in memory (Olson, Forsberg, Wise, & Rack, 1994). At least as early as three years of age, children begin attending to letters in names, particularly their own name (Snow, Burns, & Griffin, 1998). Knowing about letters (graphemes) and noting letter sequences in words require orthographic skills (Ehri, 1991; Joseph, (n.d.)

**Print Awareness:** In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness (Yopp, 1992). Phonemic awareness refers to the ability to hear, identify, and manipulate sounds in spoken words. Before children learn to print, they must understand that words are made up of speech sounds, or *phonemes*. Phonemic awareness instruction should be focused on multiple skill sets. These skills include: rhyming, segmentation, isolation, deletion, substitution, and blending.(Chavez & Lahav, 2013).

In addition to phonological awareness, young children’s knowledge of the forms and functions of written language influences their later reading attainment (Adams, 1990). This knowledge is acquired by most children during the preschool years and sets the stage for eventual reading achievement. Three aspects of print awareness have received particular attention: print concepts, environmental print recognition, and alphabet knowledge. According to numerous research studies, assessments measuring a child’s understanding of print concepts have successfully predicted future reading success (Clay, 1993; Stuart, 1995).

*Print knowledge* is a combination of alphabet knowledge (i.e., knowledge of letter names and associated sounds), concepts about print (i.e., knowledge of print conventions such as left–right, front–back; concepts such as book cover, author, text), and early decoding skills. Print knowledge is also highly predictive of reading acquisition and achievement (Adams, 1990), with alphabet knowledge having the most substantive predictive power (Lonigan, 2006).

### **2.5.2 Decoding and Word Recognition**

*Decoding* refers to the ability to connect phonemes to letters to “sound out” unknown words. To ‘decode’ is to retrieve meaning from print (Oxford Dictionary, 2005). In most studies of phonics, it is used to refer to the process of converting letters to sounds. Successful decoding means correct retrieval of word sounds, which, for L1 learners, also indicates meaning acquisition. Because English preserves the historical origins of its words at the expense of clear regular and consistent sound to letter relationships, decoding requires knowledge not only of those relationships but also of unusual clusters of letters (such as “ight” in night and right). Decoding in some of the eight mother tongue languages may be easier because the sound to letter (or letter combinations) relationship is regular and consistent (Chavez,J,&Lahav.,2013).

*Word recognition* refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from

memory. That is, they do not have to be sounded out. This automaticity of reading individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes ( Perfetti, 1985). It is the ability to understand and use words. Olson and Gee (1991) concluded that young readers usually have difficulties understanding daily reading due to lack of word recognition in print

Teaching decoding and word recognition is most effective when children are systematically taught the relationships between sounds and letters (referred to as phonics instruction; National Institute of Child Health and Human Development, 2000). This approach to instruction also supports reading comprehension. Moreover, sight word instruction (introducing words as whole units rather than analyzing their letter-sound correspondences) is also a critical part of early reading instruction, particularly in English, since many of the highest frequency words are not decodable using a set of rules.

### **2.5.3 Vocabulary Knowledge**

*Vocabulary knowledge* is the understanding of the meanings of words and their uses in varying contexts. Vocabulary plays an integral part in learning to read. It provides depth and meaning to text. Beginning readers must use the words they hear orally to make sense of the words they see in print. Vocabulary instruction is important because it encompasses all of the words we must know to access our background knowledge, express our ideas, communicate effectively, and learn about new concepts(Chavez &Lahav, 2013). A strong relationship between vocabulary knowledge and reading comprehension is well established in the literature on learning to read in a first or second language (Snow, 2002; Snow et al., 1998). However, different kinds of vocabulary instruction lead to varying degrees of reading comprehension. Specifically, vocabulary instruction that focuses on definitions is less effective at supporting comprehension than vocabulary instruction that strives to explore word meaning and usage in several contexts (Beck, McKeown, & Omanson, 1987). Although a great deal of vocabulary is learned indirectly, direct instruction in vocabulary will help students learn the meaning of specific words and more importantly, to develop word learning strategies, such as meanings of word parts (affixes, base words), and use of context clues and dictionaries to unlock meaning of unknown words. Vocabulary development directly affects reading comprehension

### **2.5.4 Oral Reading Fluency**

*Oral reading fluency* is reading with speed and accuracy, but it also includes reading with the correct stress, intonation, and emphasis (e.g., National Institute of Child Health and Human Development, 2000; Torgesen et al., 2001). It involves the ability to read connected text with speed and accuracy. The

development of oral reading fluency is critical because even students who are reading with a high degree of accuracy may have trouble getting the meaning of what they read if they are reading too slowly or with poor stress, intonation, or emphasis (Snow et al., 1998). Fluency instruction involves oral reading of text at a student's reading level. The student is encouraged to read the same passage several times, each time trying to come closer to the oral reading demonstrated by a teacher. When fluent readers read silently, they recognize words automatically, quickly group words to gain meaning, and read with expression when reading orally. Repeated and monitored oral reading improves fluency and overall reading achievement. Readers who have not yet attained fluency will not likely make effective use of silent/independent reading time(Snow ,et al;1998).

The development of reading fluency in students is considered an important goal of reading instruction. Fluency is important because it provides a bridge between word recognition and reading comprehension by allowing the brain and working memory to focus on word and sentence meaning. Reading fluency is the ability to read text accurately, quickly, and with expression. Fluency serves two purposes, it gives students the opportunity to read and re-read the same text and it provides practice for students to read while receiving guidance and corrections from a fluent reader (Reading Rockets, 2012).

### **2.5.5 Reading Comprehension**

Reading comprehension or comprehension is the ability to understand and interpret what is read. It involves the ability to acquire meaning from text. In order for individuals to accurately understand written material, they must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. As previously mentioned, reading is a complex process that embeds multiple factors; however, reading comprehension combines all the previous components in order to achieve a deep and meaningful understanding of the written text.

Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge ( Snow, 2002). Students should be taught how to build a model of the text in their minds. In other words, in order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they already read. From this perspective, one of the most important things for students to learn is the development of self-monitoring habits ( Pressley, 1998). Active comprehension strategies for self-monitoring should be taught by demonstration and description to help children understand the active thinking processes that make comprehension possible(Smith et al, 2012).

## 2.6 Classroom Interaction

Classroom interaction is the process referring to face to face action, either verbal, channeled through written or spoken words or non-verbal, channeled through touch, proximity, eye contact, facial expression and gesturing (Carr and Pike, 2012). It could be a process of passing down vital information from the professional teacher who has undergone a rigorous training to the learner in the classroom (Ghosh, 2010) in an organized classroom. It is a reciprocal event that requires at least two objects and two actions and it occurs when these objects and events naturally influence one another (Okoye, 2012). According to Oyediji (cited in Ifamuyiwa and Lawani, 2009) classroom interaction is the chain of events, which occur one after the other each occupying a small segment of time. This includes what the teacher does that influences pupils' learning.

Similarly, according to Thurmond (2003) classroom interaction refers to the learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology, result in a reciprocal exchange of information. As such it is the sum total of activities taking place in the classroom between the teacher, the learner and the learning materials during the teaching process (Nwagbo and Okoro, 2011). It is also a practice that enhances the development of problem solving skills among the learners. According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. Therefore, it involves every communicative event in the classroom.

Ellis defined classroom interaction broadly as something that pertains, “... *not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling...*” (Ellis, 1990, p.12)

The definition of interaction is further extended by Wedin (2010: 148) who identified various *purposes* of interaction namely, information sharing, problem-solving and/or social exchange, thereby also calling attention to the cognitive and/or social purpose of interactions. Berge (1999) included three more purposes in his definition while specifically referring to the teaching context: “Interaction is the two-way communication among two or more people with the purposes of problem solving, teaching or social relationship building” (cited in Hwang, Hsu, Tretiakov, Chou, & Lee, 2009, p.224). This sheds new light

on ideas such as the depth of the interaction, the flow or direction of the interaction, the goal of the interaction as well as the focus of the interaction. Moreover, Hwang, Hsu, Tretiakov, Chou and Lee (2009:224), take the definition to a new level when they distinguished between *interaction, intra-action and outer-action*. They argue that these three concepts do not appear independently but are all related to each other in the process of interaction, and that one may consequently open a way for the other. Through these definitions, interaction is uncovered as a multidimensional construct. Interaction is thus not a means to an end, but an ongoing process.

Interaction occurs every day in the classroom activities, and takes place between the teacher and the learner. It is managed by everyone, not only by the teacher in the classroom but also by the students. This interaction is usually used to share their ideas together and it is the process through which lessons are accomplished. Teacher – student interaction in the classroom is not just a two –way process but it is triangular, that is interaction could be from the teacher to student or student to teacher and student to student (Fakeye, 2007). Each participant influences the other’s behavior, that is, the students condition their teachers’ behavior and vice versa. Interaction is the primary medium through which learning occurs in the classroom that is any kind of classroom, be it history or chemistry classroom, helps to build classroom climate between teachers and students’ through verbal exchanges, asking questions, responding and reacting. According to Kouicem (2012), classroom interaction or classroom behavior describes the form and content of behavior or social interaction in the classroom. Vygotsky (1978) links oral discourse and thinking. He identifies the use of language as necessary in the development of the higher psychological functions, which he defines as "the combination of tool and sign in psychological activity" (p. 55). By this he attests that it is the use of practical activity (e.g., tool) in conjunction with speech (e.g., sign) that allows humans to think as opposed to merely recall. Additionally, he argues that thinking is the evidence of higher mental functioning. He identifies language as specific to each culture. Languages, and the meanings associated with words within each language, are mediated through a variety of social interactions.

Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms. The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “*reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another*” (Wagner, 1994:8). Therefore, interactions do not occur only from one

side, there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright and Baily (1991) hold that interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered important for the teacher to manage who should talk, to whom, on what topic, in what language etc.

Capturing the essence of classroom interaction is not a simple endeavor. Characterized and influenced by various aspects such as human behavior, individual perception, opinions, personality, time, context, change and diversity, this particular phenomenon can be rigorously complex as it continuously evolves and changes during classroom interactions. The manifold nature of psychology, leadership, management, pedagogy, learning, social interaction, human characteristics as well as the influence of emotions, gender, culture, personality, etc. might tempt one to think that the list is limitless (Pretorius, 2014). Pretorius holds that non-verbal as well as verbal communication, questioning techniques/feedback strategies, values, cultures, teacher participation, subject content, teachers' characteristics and competencies as well as learner's behavior, participation, competencies and characteristics can all contribute to the complex phenomenon of classroom interaction.

### **Aspects of Classroom Interaction**

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis and Fotos (1999:09) say, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

### **Negotiation of Meaning**

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Alison (2007: 12-3) asserts that, "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning."

Repetition involves repeating the students' exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the language. For example, teachers very often correct students' mistakes when they negotiate so that they use the language accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (Ellis 2003).

To sum up, in addition to content, the students focus on the form as well because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

## **2.7 Nature and Role of Classroom Interaction**

### **2.7.1 Scaffolding Classroom Instruction**

Scaffolding' is a widely used term to describe the process of supporting learning by a teacher, coach or more experienced peer. The teacher or coach builds a framework to guide the student's own construction of the ideas, skills, concepts and/ or processes being learned. Vygotsky's (1978) theory suggests that an effective teacher is one who is able to identify the zone of proximal development of the students within his/her classroom and construct discourse that scaffolds children's developing abilities in environments that are highly social. In such environments students and teacher engage in meaningful activities that are characterized by a great deal of productive talk. It provides the teacher with the opportunity to discover the interests, purposes and current states of understanding of students. In turn, this knowledge enables the teacher to tune his/her talk and the cognitive demands of classroom activities within their ZPD. First, meaning is

negotiated through the reciprocal relationship between the scaffolder and the scaffoldee. The simplification of the learning task and provisions for necessary support is dependent on the complementary participation of students contributing to instructional decisions. This reciprocity is similar to the apprentice and master relationship. Second, the goal of scaffolding is to transfer responsibility to the learner whether he may be a child, apprentice, or student. The goal of the teacher and/ student is for the student to achieve independently what was once only possible with assistance. Finally, scaffolded instruction is socially constructed because it is collaborative, yet non-evaluative. The scaffolding occurs through dialogue indicating that the teacher and student jointly construct an outer structure of shared meaning. When the student assumes ownership of the newly acquired knowledge, the scaffolding is gradually removed.

Wood, Bruner, and Ross (1976) suggest six functions of scaffolded instruction later described further by Meyer (1993): (a) recruitment, initiating student interest in the task; (b) reduction in degrees of freedom, constraining the task; (c) direction maintenance, supporting goal-directedness and risk taking; (d) marking critical features, highlighting discrepancies between progress and goal; (e) frustration control, mediating frustration and independence; and (f) demonstration, modeling solutions. According to Vygotsky(1978), teaching is good only when it “awakens and rouses to life those functions which are in a stage of maturing which lie in the zone of proximal development.” The research on exemplary teachers indicates that frequent scaffolding is characteristic of highly successful teachers, regardless of the grade level taught (Allington, Johnson, Day, 2002). In order to achieve the desired goal of scaffolding, instructional conversations should take place within students’ zones of proximal development. The critical form of assisting learners is usually through dialogue, questioning, and the sharing of ideas and knowledge (Tharp & Gallimore, 1988). The teacher’s thoughtful use of language is called on to broaden and deepen students’ understanding which needs highly interactive instructional conversations. Students play an important role in constructing new knowledge and in acquiring new understandings. The teacher is a strategic discussion leader who encourages expression of students' own ideas, builds upon information students provide, and generally guides students to increasingly sophisticated levels of comprehension (Nystrand, 2006; Wilkinson & Silliman, 2000).

Dialogically organized classrooms are characteristic of the time devoted to discussion, authentic questions, uptake, and high-level teacher evaluation (Nystrand, 1997, 2006). Question-answer sequences reveal important features of teacher-student interaction and hence the character of instruction. As a

pedagogical device, questions can both accommodate and exclude student voices in the classroom. Classroom interaction is identified in the literature by two types of discourse scaffolds: *directive and supportive* (Cazden, 2001; Fisher, 2005; Wilkinson & Silliman, 2000). Each has its own structure of social interaction as patterned by the discourse of teaching, and each provides varying degrees of support to students.

### ***Directive Scaffolds***

Directive scaffolds are widely recognized as the traditional discourse pattern commonly found in classrooms across America (Cazden, 2001; Fisher, 2005; Nystrand, 2006; Wilkinson & Silliman, 2000). Exemplified by question/answer evaluations, directive scaffolds stem from behaviorism with the principles of learning focused on observable and measurable behaviors of skill acquisition and application. The nature of this discourse is a three-part sequence of teacher initiation, student response, and teacher evaluation (IRE) or teacher feedback (IRF) (Cazden, 2001; Wells, 1993). Directive scaffolds are primarily used when the teacher's goal is to transmit knowledge to the students and generally involves scripted lessons based on skill acquisition (Wilkinson & Silliman, 2000). Student learning is demonstrated by giving a correct answer in response to a specific question. Students immediately know the correctness of their response. This traditional discourse pattern is routinely identified as the 'recitation script' (Tharp and Gallimore, 1988). This discourse pattern is also defined, as the 'training of the mouth' (Luke, 1992) and as the 'talk of traditional lessons' (Cazden, 2001; Mehan, 1979; Nystrand, 2006; Wells, 1993; Fisher, 2005; Wilkinson & Silliman, 2000).

The most common criticism of the traditional lesson structure is that the teacher dominates classroom talk by asking multitudes of lower level questions with a known answer, consequently minimizing opportunities for students to engage in higher level thinking (Cazden, 2001; Mehan, 1979). The teacher controls discussion topics through questions that have a single correct answer and does a considerable amount of work constructing ideas. Beck, et al. (1997) assert that while students are invited to react to the teacher's ideas, their reactions are less cognitively challenging than if they were invited to engage in co-constructing meaning. From a structural viewpoint, teachers control verbal traffic in IRE/IRF cycles by asking students to raise their hand and then selecting a student to respond (Cazden, 2001). After each student turn, the teacher regains the floor to comment on the student's contribution, often interjecting his or her own ideas, then directs questions back to the whole-class. When teachers ask questions and accept

only those answers they believe to be right, they hold interpretive authority (Chin et al., 2001). Given the dominance of teacher talk, some researchers suggest that instructional focus is on the development of a topic rather than on deepening students' understanding of text (Fisher, 2005; Wilkinson & Silliman, 2000). Others suggest that without the teacher's dominating voice students may be either reluctant to talk on one extreme or monopolize the floor on the other (Chin et al., 2001).

Researchers investigating discourse structures claim that in classrooms where the teacher's voice dominates, the students' thinking time is minimal (Cazden, 2001; Mehan, 1979). Researchers arguably suggest that students are given less wait time for thinking so the teacher can import his or her knowledge onto students. Researchers find that teachers typically wait only one second for a student's response after asking a question, and then only one more second before prompting an answer with a rephrased question or answer clue (Mehan, 1979; Rowe, 1974). Rowe (1986, 1996) contends that if teachers wait three seconds or more after posing a question there are pronounced changes in the student's use of language and logic as well as in student and teacher attitudes and expectations. Carlsen (1991) revealed a slow pace of teacher questioning and extended wait times correlate with greater numbers of student responses, as well as more sustained student responses of greater complexity and higher-order thinking. Johnston (2004) proposes extended thinking time is positively related to more student talk, more sustained talk, and more higher order thinking. He contends that when a teacher waits for a student to think it conveys the message the student is expected to be able to accomplish the task. Failure to wait conveys the opposite message.

While directive scaffolds are widely recognized as prototypical and serve the purpose of ensuring story content, such discourse patterns are thought to generate considerable inertia and are criticized for compromising students' autonomous ability to engage in literate thinking (Cazden, 2001; Mehan, 1979; Nystrand, 2003). Cazden (2001) asserts directive scaffolds deregulate classroom discourse, and like deregulation in other domains of social life, lead to inequality. Similarly, Mehan (1979) asks whether students who are taught to conform to adult authority through passive participation can become active participants in a democratic society and the workplace. Conversely, Wells (1993) argues the use of directive scaffolds can be beneficial to students if the teacher incorporates feedback to reinforce and extend the student's response, rather than to merely evaluate the correctness of the student's response (Cazden, 2001; Fisher, 2005; Wilkinson & Silliman, 2000).

### *Supportive Scaffolds*

Supportive scaffolds stem from constructivism with the principles of learning focused on building personal interpretations based on experiences and interactions. Classroom environments employing supportive scaffolds deviate from the triadic pattern of directive scaffolds by balancing conversational turns to stimulate and support higher order thinking (Cazden, 2001; Many, 2002). More conversational turns allow teachers and students to make contributions toward deepening understanding (Beck et al. 1997; Nystrand, 2006). Learning is embedded in a social context and constructing knowledge is an active process. In regard to reading comprehension, the notion behind teachers using supportive scaffolds is to keep students engaged in the constructive work of building understanding of text (Beck, et al. 1997). Supportive scaffolds embody non-traditional discourse patterns that promise to engage students in the co-construction of meaning and promise to offer teachers a variety of discussion approaches (Cazden, 2001). Research shows teachers who use supportive scaffolds offer students an increased understanding of text as compared to those who default to the traditional recitation method in pursuit of the ‘right answer’ (Cazden, 2001; Mehan, 1979).

The most valuable aspect of co-constructing meaning of text may be that children talk through ideas, emotions, understandings, and reactions beyond their immediate experiences (Eeds & Wells, 1989). This type of interaction acknowledges interpretation of text is not just about right answers, but also about the author’s intentions (Fisher, 2005). Researchers (Eeds & Wells, 1989; Sipe, 2000;) consistently find, given functional and supportive literacy environments where voices are valued and respected, students respond to text in a variety of ways and are heavily influenced by the teacher’s discourse.

From an instructional viewpoint, the sequencing of supportive scaffolds is responsive to the student in the search for understanding (Wilkinson & Silliman, 2000). Teaching is geared to supporting knowledge construction by modeling and scaffolding comprehension strategies within students’ zones of proximal development (Vygotsky, 1978). Supportive discourse scaffolds mirror Vygotsky’s (1978) notion of constructivist teaching and are directly related to Palincsar & Brown’s (1984) initial work on comprehension-fostering and comprehension-monitoring. Specifically looking at classroom discourse and student learning, Cazden (2001) explains that supportive scaffolds vary in scope from individual scaffolds to group scaffolds. In regard to individual scaffolds, she describes the one-to-one teacher-student

interaction put forth in the careful design of reading recovery (Clay, 1993) as highly supportive and honoring the student's zone of proximal development (Vygotsky, 1978).

In regard to small group instruction, Cazden (2001) describes how the teacher uses supportive scaffolds with a group of four to five students using a well-designed literacy program known as reciprocal teaching (Palincsar & Brown, 1984). As previously discussed, reciprocal teaching is a discussion-based learning approach designed to teach cognitive strategies such as question generation, clarification, summarization, and prediction. The discussions that take place between and among teacher and students allow the co-construction of meaning from text, and encourage students to monitor their understanding (Cazden, 2001; Fisher, 2005; Wilkinson & Silliman, 2000). Like Reading Recovery, reciprocal teaching is highly supportive and offers interactional help with the internal cognitive actions expert readers perform (Rosenshine & Meister, 1994). While reciprocal teaching is widely recognized as an effective program to foster and monitor comprehension of text, Kucan and Beck (1997) suggest the success of reciprocal teaching could be due to either focused instruction in specific strategies or to the time devoted to discussion and the requirement of readers to reflect on what they read. Cazden (2001) suggests group scaffolds constructed for small group instruction become incorporated into whole group instruction with a community of learners.

Roehler & Cantlon, (1997 as cited in Wilkinson and Silliman (2001:7) have identified four types of scaffolding sequences from classroom-based instructional conversations:

1. *Explicit modeling.* Through verbal example, the teacher demonstrates how to “work through” a specific strategy, including reasons for its selection and the steps involved. Students are encouraged to adopt similar schemata in resolving the task. Examples include think-alouds, where comprehension is shown to be an emerging process, and talk-alouds, where the teacher demonstrates how to ask relevant questions and formulate semantically contingent comments.
2. *Direct explanations and re-explanations.* The teacher makes explicit statements tailored to assist students in understanding the underlying concept, the relevance of applying the concept in particular situations, or how concepts are used), stating, for example, “It is a good idea to analyze what you have to do before you begin doing it”
3. *Invitations to participate in the conversation.* Participation is encouraged through such devices as eliciting students' reasoning to support a statement or position (e.g., “What makes you think that?” “How

do you know?") or creating opportunities for more complex expression through invitations to expand in meaningful ways (e.g., "Tell us more about that" "What do you mean?

4. *Verifying and clarifying student understanding.* Explicit and positive feedback is intended to guide students on learning how to evaluate the creation of a shared perspective or revise their perspective when misunderstandings occur. When a student's statement or response conveys emerging understanding, the relevance of the contribution to the topic is verified -- for example, "We hadn't talked about that. That's important, isn't it?". When misunderstanding happens, students are guided to repair the breakdown by asking appropriate and relevant questions.

Wilkinson and Silliman (2000) suggest that effective discourse scaffolds provide support at the edge of a student's competence. The type and quality of scaffolding used conveys to students the teacher's expectations in regard to their overlapping communicative roles as listeners, speakers, readers, and writers, and influences their self-definition as learners. Teachers' use of directive and supportive scaffolds sets the parameters for teacher-student interactions, which play a central role in shaping students' learning.

Sustained interactions allow the teacher and students opportunities to co-construct meaning and stimulate and nourish students' understanding of text. They require the teacher's skillful facilitation as students thoughtfully contribute their ideas toward making meaning (Jewell & Pratt, 1999). The most valuable aspect of co-constructing meaning of text may be that children talk through ideas, emotions, understandings, and reactions beyond their immediate experiences (Eeds & Wells, 1989). This type of interaction acknowledges interpretation of text is not just about right answers, but also about the author's intentions (Fisher, 2005). Fisher (2005) claims there is evidence throughout the literature of a conflict between classroom discourse intended to engage students and lead them to pre-determined outcomes and classroom discourse in which meanings are less fixed and intended to empower

### **2.7.2 Questioning Behavior and learning opportunities**

In language classrooms, learner use of language is closely tied to learning opportunities. One way that teachers promote high-level student responses is to structure questions, probes, or discourse frames as scaffolding for such responses. Teacher questioning is a potentially integral subcomponent to achieving effective classroom discourse. It involves teachers working in ways that give pupils opportunities to learn through speaking. Teachers can enhance pupil participation in classroom talk through good questioning. However, teacher questioning in inquiry settings often differs in form and function when compared to

questioning in non-inquiry settings (Gallas 1995). In non-inquiry contexts, questioning tends to focus on evaluating student knowledge in which the teacher asks a closed question. In this setting, the teacher is the source of knowledge, and students are expected to accept this based on the teacher's authority status (van Zee and Minstrell 1997). In contrast, teacher questioning in inquiry environments seeks to elicit student thought and encourage students to elaborate on their ideas (Lemke 1990). It is characterized by flexibility as the teacher adjusts questioning based on student responses in order to engage students in higher-order thinking (Chin 2007). In this inquiry environment, teacher questioning tends to be more open, and teacher responses are neutral rather than evaluative (Roth 1996; Gallas 1995), and utilizing specific focus questions during inquiry-based instruction is important.

Within the inquiry environment, teacher questioning is intended to encourage students to elaborate on previous answers, not to judge the correctness of those responses. Instead of ending the questioning cycle in an evaluative statement, students are encouraged to self-evaluate their answers and justify their claims (Morge 2005). By re-directing the evaluative role back to the students, the teacher establishes a climate that values justification, conjecture, and the co-construction of knowledge. Classroom discourse, specifically teacher questioning, has a direct impact on students' cognitive processes (Chin 2006). In particular, teachers' initial questioning and follow-up strategies can serve as scaffolding to support students' construction of concepts. The inquiry environment often requires students to interact with concepts for which they have limited prior knowledge. Researchers have noted the potential of teacher questioning to scaffold student cognition and lessen the cognitive load created within the inquiry environment (Chapin and Anderson 2003). Chin (2006) describes the notion of a "cognitive ladder" to scaffold student understanding by progressing from lower order to higher-order questioning. As students begin to engage with new content, teachers may employ lower-level questioning focused on recall and application. As students are ready to progress through the inquiry process, teachers can then utilize higher-order questioning focused on justification, explanation, and generalizing to alternate contexts. This scaffolding helps to support students learning and bridges the gap between student knowledge and conceptual understanding of concepts (Chin 2006).

Vygotsky (1978, 1986) uses the term mediation to describe the use of language to support learners in social interactions. Researchers have found that examining interactions between children and adults provides insights to better understand how literacy develops. Thornbury (1996) found that a typical interaction pattern in the teacher-dominated language classroom follows the Initiation - Response -

Feedback (IRF) sequence. The percentage of utterances falling into this three-part structure may be over half (about from 50% to 60 %). Since the IRF structure produces a single pattern of interaction where the teacher both initiates and closes the exchange and the student's output is limited to the response in the second turn. This pattern of interaction is a product of the institutional setting of the classroom (Hall, 1998; Musumeci, 1996; Walsh, 2002). The talking time for the teacher and students are unequal (Cazden, 1988). The teacher controls the topic and general discourse by directing turn taking through the use of questions. Here is a typical example of such pattern in classroom.

*Teacher initiates the first turn*

“I” - T: What do you do when you're under stress?

*Student responds in the second turn*

“R” - L: Go shopping

*Teacher follows up at the third turn*

“F” - T: Good.

The teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the most common pattern of language interaction between the teacher and students in a classroom. According to Van Lier (1996:152), this model has been characterized as a “closed, rather than an open, discourse format”. Therefore, it makes the lesson less communicative. However, Wells (1993) demonstrated that the nature of the feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience. This pattern supplies learners with more opportunities for meaning negotiation (Tuan & Nhu, 2010: 32).

Here is a typical example of the pattern for further interaction.

*Teacher initiates the first turn*

“I” - T: What do you do when you're under stress?

*Student responds in the second turn*

“R” - L: Go shopping

*Teacher follows up at the third turn*

“F” – T: Good. Any other ones?

From the example above, the teacher’s third turn (F) evaluates the student’s response (R) to her open question (I), but then includes another question “Any other ones?” This question helps generate more opportunities for learners to practice language, and foster them to maintain the floor during discussions, and construct knowledge.. This IRF follows the sequence: the teacher initiates an exchange, usually in the form of a question; a student answers, and the teacher gives feedback; and the teacher initiates the next cycle by asking question(s) and so on. As a result, students will attain a higher quality of language output from responding to the teacher’s questions. In Dillion’s studies, questioning at the third turn helps elicit higher quality talk from students, make the length of their utterances and increase language output. The initiation from the teacher serves as the input for more interaction and understanding. Students’ performance in the language is the output of language. The feedback from the teacher enhances learners’ acquisition of language and concept. This IRF pattern supports and promotes interaction more effectively (Ohta, 2001; Lier, 1996). If the teacher utilizes the third turn to provide further opportunities for interaction rather than using evaluative comment, the IRF pattern can be less restrictive (Hall, 1998; Hall & Walsh, 2002; Ohta, 2001; Walsh, 2002).

In order to generate more language use, instead of letting the student get away with a one or two-word reply or no reply, the teachers could probe further by asking the same student further questions, thus s/he could be “forced” to produce a longer answer. Likewise, display questions are not necessarily ineffective in every context. Boyd & Rubin’s (2003) study justified the use of display questions. They examined student extended turns of talk and the local discourse contexts which facilitated student extended turns in an ESOL (English for Speakers of Other Languages) classroom. They found that the teacher’s display questions engendered as many extended utterances as referential or authentic questions. The researchers located instances of display questions and uncovered that the teacher did not use display questions to elicit recall or assess performance as they are typically used. Rather, those questions were mainly employed to be responsive to prior student utterances, to push students to further articulate and extend

their thinking. Thus despite its common use, there has been disagreement among classroom researchers regarding the educational value of the IRF. A series of studies have documented that heavy reliance on the restrictive IRF limits students' learning opportunities. In examining her own and others' L1 classrooms, Cadzen (1988) indicated that the use of IRF was more facilitative of teacher control of classroom discourse than of students' learning

## **2.8 Classroom Interaction and Learning to Read**

All forms of classroom interaction contribute in one way or another to what may ultimately be the main objectives of education, i.e. for learners to learn and develop as holistic individuals. According to Gorman (1974:34) "True interaction produces a cohesive classroom group where teacher and students share responsibility for the defining, carrying out, and evaluating of the learning experience." Likewise, Myhill (2002:341) states that "Interactions through talk and non-verbal interactions are central to the process of learning". Although the notion of "true interaction" may be interpreted or defined in many ways, it is inevitably essential for learning. As interaction is a two-way process, in order for learning to be successful, learners must play an active part in their learning(as cited in Pretorius,2014). This idea is expounded by Gehlbach (2010) who states that even if learners interact with inanimate objects, much of their potential learning remains unrealized until a social interaction occurs, either via the teacher or another learner.

Numerous studies documented the role of classroom interaction as an environment for reading literacy learning and reading comprehension(Gee,2001). In this regard, teachers play a major role in children interaction at school by creating a rich discourse environment in the classroom. Other studies have shown how the conversation teachers lead with their students define the curriculum taught(Applebee,1996)as well as what counts as reading and literacy(Green,1984). Much socio-cultural research on the pedagogic role of classroom interaction draws from Vygotsky's (1962 & 1978) theory of sociogenesis, which claims that cognitive growth is more likely when one is required to explain, or defend one's position to others, as well as to oneself striving an explanation often makes the learner integrate and elaborate knowledge in new ways(Vygotsky, 1978:158).

Within this framework, effective teaching requires identifying the students' zone of proximal development mediated by the socio-cultural tools of the community and appropriately scaffolding instructional activities as well as classroom discourse. Dialogically organized classrooms instruction involves fewer teacher questions and more conversational turns than recitation, as teacher and the students contribute

their ideas to a discussion in which their understandings evolve during classroom interactions. Open ended discussions and the exchange of ideas are at the centre of interactive classrooms. In such classrooms children are more likely to recall their readings better, understand them in more depth, and respond to aesthetic questions than did students in a monologically organized classes, where the mode of instruction is some combination of lecture, recitation and seatwork(Nystrand,2006).

What counts as knowledge and understanding in any given classroom is largely shaped by the questions teachers ask and the way they respond to their students, and how they structure small group and other classroom activities. In dialogic terms, the relative effectiveness of recitation and other monologic practices in teaching reading, compared to discussion and instructional conversation, is that meaning is realized only in the process of active, responsive understanding. (Nystrand,1996).

Calkins emphasizes the importance of this type of interactive talk and engagement during text reading as part of read aloud instruction when she states the following:

*Helping children think about texts is as essential to the teaching of reading as is to the whole of our lives, and the most powerful way to teach this kind of thinking is through book talks based on read-aloud books. We teach children to think with and between and against texts by helping them say aloud, in conversations with us and with each other, the thoughts they will eventually be able to develop without the interaction of conversation. (Calkins, 2001, p. 226)*

Scaffolding and modeling typically occur between children of different levels of cognitive and/or social understanding, though it is possible for it to occur between children of the same competence level. The premise behind these actions is that one child will teach another. One child will be more capable of completing a task than another, and will assist a peer in understanding and completing the specific process at hand. A more-capable peer can also build on the competency of a less-capable peer and support a level of competence that is slightly beyond it. This behavior awakens developmental processes in children that can operate only when they interact with others in their environment and in cooperation with their peers (Miller, 1993).

The findings discussed so far conclude that the ways and nature of teacher talk can be a powerful tool in provoking critical thinking, and proper and deeper understanding during reading lessons. Through the oral interaction and scaffolded oral interaction of interlocutors, children develop language and conceptual knowledge. The process stems from talk and new language and concepts are integrated into the individual's cognitive system.

## **2.9 Factors Affecting Classroom Interaction**

There are many factors influencing classroom interaction. According to Fawzia (2002), the factors are divided into three major categories: student factors, social factors and educational factors. Student factors contain student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. Social factors include the gender of students in class and nature of community feelings in a group. The lecturer, the course and the topic are all related to pedagogical or educational factors.

According to Fassinger (1995), there are three main factors: class traits, student traits and teacher traits to oral interaction. Class traits include interaction norms and emotional climate. They are pressures from other students in class such as discouragement, attention and supportiveness. Student traits come from themselves such as lack of confidence, pre-preparation, organization skills as well as communication apprehension and fear of offending. The last trait is teacher traits which are the supportiveness, the attention and the evaluation from the teacher.

The study of Liu (2001) showed five main categories: cognitive, pedagogical, affective, socio-cultural and linguistic. Cognitive category consists of learning experiences and learning style that learners are applying, their preparation before entering classes, their knowledge of subject matter, and their interest in the topics. Pedagogical category refers to teacher's encouragement, class size, peer support, and the way that the teacher conducts the lesson. The research has proved that learners are more willing to participate in pair or group discussion than in whole-class discussion. Thus, student-centered classroom encourages more participation as compared to teacher-centered classroom. The affective factors contain learners' personality, motivation, attitude, anxiety, and risk-taking. According to Morrison and Thomas (1975) as cited in Tuan & Nhu, (2010), personality is described as "self-esteem". It is the set of evaluative attitudes that a person has about himself or his accomplishments. Self-esteem has some influences on students' behaviors. The learners with low self-esteem give limited responses in the classroom whereas the learners with high self-esteem display strong communication skills and are interactive with others. Besides, McCroskey (1991) shows communication apprehension also influences learners' participation. The reason is that excessive communication apprehension may lead to low self-esteem, poor communication skills and low education achievement. Lai (1993) points out that the teacher frequently complains learners' ability of using the language, which results in low self-esteem.

The last factor is linguistic factors denoting students' linguistic abilities and communicative competence. Many students are reluctant to interact with others because of their poor speaking skill, whereas others with good speaking skill feel eager to join oral interaction activities in classroom.

### **2.9.1 Student-Related Factors**

As stated above student factors include student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. Similarly, Tatar's study (2005) indicates, classroom interaction is influenced by factors like, learners' lack of language skills as well as inadequate content knowledge, avoiding making mistakes in front of the teacher as well as their friends, and avoiding any embarrassing situations that can make them lose their face. Therefore, learners' silence is an effective face-saving strategy. McCroskey (1991) study reveals that shyness influences learners' oral interaction. Introverted learners are shy; therefore they are often quiet, unsociable, reserved and passive. On the other hand, extroverted learners are more likely to participate in class. The socio-cultural category refers to the students' belief, values, and moral judgments. They are influenced by learners' cultural backgrounds and educational experiences.

In the classroom, learners do not only operate in an individual capacity. They also form part of groups, which may differ across different settings. Just like teachers, learners as unique individuals behave in ways based on their individual characteristics, personality and phase of development. This may openly, covertly, directly or indirectly influence their interactions in the classroom, for instance their level of participation and compliance (Pretorius, 2014). From literature it becomes evident that teachers are prone to act in certain ways when they are confronted with specific learner behaviors. Teachers and learners simultaneously influence learner behavior. According to the research learners who tend to be either off task, misbehaving and/or learners with a lower level of attainment receive more teacher attention (i.e. demand more attention from teachers); learner behavior (participatory vs. non-participatory) strongly relates with teacher's actions and behavior (Le Cornu & Collins, 2004); disruptive learner behavior tends to elicit negative and/or inappropriate teacher responses (Nelson & Roberts, 2002); underachievers are more inclined to participate in off-task interactions than their high-achieving counterparts (Myhill, 2002); high-achievers tend to dominate positive classroom interactions whilst underachievers tend to dominate negative classroom interactions (Myhill, 2002).

Learners tend to display certain behavioral styles while they interact. These behavioral styles that are known as; asocial (moving away); prosocial (moving toward); and antisocial (moving against) serve as

important indicators. They have the potential to warn teachers in time about maladaptive interactional patterns which may lead to persistent negative relational outcomes if not attended to (Birtch & Ladd, 1998:944). Similarly, in their study, Kovalainen and Kumpulainen (2007) pinpoint four main modes in which learners participate, namely: vocal, responsive, bilateral or in a silent way. According to them, these modes become evident, especially when the amount of teacher-learner interaction increases. They also identify other factors that augment or inhibit modes of participation among learners such as the direction of conversational exchanges between all participants in the classroom, and learner diversity.

In short, *vocal participants* tend to activate and promote interactions among peers. They display high levels of enthusiasm whilst they actively initiate, respond and/or engage in classroom discussions, and consequently their level of interaction is high. With *responsive participants* teachers tend to initiate the discussion by prompting learners to express individual views and perspectives regarding certain matters, topics and aspects of the content. These learners usually build on others' comments and opinions, thus responding to the on-going dialogue. They, however, seldom initiate discussions or present individual opinions or views. *Bilateral (two-sided) participants* do not demonstrate a natural tendency to participate in multilateral interaction sequences with their peers in the classroom. These learners generally demonstrate a medium to low inclination towards classroom interaction processes, and will wait on teachers to orchestrate their speaking terms after they have raised their hands. Lastly, *silent participants* seldom participate in classroom interaction activities. Instances where interaction and participation do occur are where teachers deliberately aim to engage them via bilateral interaction such as specifically asking them for information, views and opinions. Their interactions or responses are thus limited to teacher initiated requests (Kovalainen & Kumpulainen, 2007, pp.148-155). Of these four modes, non-participation (silent participants) is the most problematic especially in bigger classes, because it does sustain classroom interaction and unknowingly becomes a form of social.

Therefore, developing learners' repertoire of participatory skills as mentioned above, is extremely important both for the teaching and learning process, and to prepare learners for life after school. Social interactions influence individual perceptions, feelings and interpersonal relationships and may support the development of democratic citizenship.

### **2.9.1.1 Gender-Related Factors**

According to Tuan & Nhu, (2010) reports many researchers have proved that classroom interaction is influenced by the gender, the academic dominance and the teacher communication style. The study is to

investigate the influence of student gender, academic composition, and teacher communication style on teacher-learner interaction. The results showed differences in teacher's behaviors are an important factor in teacher-learner interaction. Besides, female's academic dominance influences classroom interaction in both directions: from the teacher to learner and from the learner to the teacher. The teacher influences learners as well as being influenced in return. The degree of this influence varies by teacher and class. The style of communication pertains to teacher's ability to control classroom interactions and to reach This implies that beliefs about gender differences in intelligence, education or cognitive ability permeate society.

Such beliefs also appear in academic discourses. For instance, Baron-Cohen (2004) has recently argued that the different cognitive styles of men and women (systemizing and empathizing, respectively) suit them to different domains of academic study and career. Whether we agree with such arguments or not, it is difficult to imagine that these and other commonly held perceptions of the genders do not tie in to processes of communication and collaboration in some way or other. This 'tie-in' might operate in two directions: for instance, differing expectations and stereotypes of gender may affect how children communicate and collaborate with one another. But gender differences in communication may also create or reinforce these expectations and stereotypes (Maccoby 1988, 1998). Of course, the two possibilities are not mutually exclusive, and it is often assumed that there is an intimate inter-relationship between gendered patterns of communication and gender attitudes and stereotypes (Leaper and Ayres 2007). Given this close relationship it should not be surprising that gender differences in classroom communication have been presented as strong candidates for explaining variations in educational outcome of all learners.

Therefore, the academic composition of a class, teacher's communication styles and attitudes toward gender are important factors in teacher-learner interaction.

### **2.9.1.2 Achievement-Related Factors**

The high achieving learners attempted a greater number of student-initiated interactions than the low achieving learners. When encouraged by the teacher, the low achieving learners were still reluctant to interact. High achievers put up their hand to initiate interactions and these interactions were predominantly for the purpose of providing an answer to a question. Low achievers often combine verbal and non-verbal strategies to initiate interactions. The factors influencing the interaction patterns of the high achieving learners are being uncertain answer, not wanting to be involved, not wanting to be the only

person in the class initiating an interaction. By contrast, the factors influencing the willingness to interact in the classroom by the low achieving learners are getting teased by other students, feeling embarrassed, concerned about being wrong, lack of enjoyment and knowledge in particular subject areas, personal attitudes towards learning, personal attitudes towards socializing/ forming relationships with other students(Tuan & Nhu,2010).

### **2.9.2 Teacher Characteristics and Emotion**

Classroom interaction does not occur in a vacuum. It manifests within a social-cultural ecology between individuals from a variety of cultural backgrounds, which can make interaction so complicated that it can even move beyond the point of understanding (Englehart, 2009; "...social life in great part is built up beneath the surface of interaction" and one therefore needs to "look behind the exterior" and into the "microworld of the classroom", which refers to the imbedded, largely unconscious, nearly invisible and somewhat suppressed social processes of teaching and learning.

If this "foundation" or "core" of social processes that subtly underlie interaction are taken into account, emotion(s) are bound to play an important role. Emotional processes are complex and include components such as appraisal, subjective feeling, physiological changes, facial expression and action tendencies (Sutton & Wheatley, 2003). Hargreaves (2000:815) coined the concept *emotional geographies* of schooling and interaction. These geographies exist of spatial and experiential patterns of closeness and/or distance in human interactions and relationships that help create, organize and colour the feelings and emotions we experience about ourselves, the world and others. As a result, emotions and feelings strongly influences our behavior, actions and decision-making processes, which (in)directly affects our interactions with others. Interactions are greatly influenced by the acts and nature of human behavior and are also highly reactive. Gorman (1974) found that people tend to treat one another in a formal ritualistic manner where interaction is blocked, whereas the opposite was found where interaction was unhindered. Another aspect that hinders or enhances the flow of interactions is what Aspelin (2006:232) refers to as "the implicature," i.e. the meaning that lies in words and gestures without being shown openly.

Each and every individual is unique, which necessitates the need to focus on personal characteristics and how these affect the process of interaction. Research has shown that teacher- and learner decisions, beliefs, self-esteem and characteristics greatly influence the nature and quality of interactions(Pretorius,2014). Combined with interaction rules (or a lack thereof), personality as well as the

purpose of the interaction, not only affects the course and outcomes of the interaction, but also how individual participants perceive one another. Moreover, these perceptions have the strength to channel our thoughts and consequently our actions towards others before we are necessarily provided with a behavioral basis for our impressions. As humans, we have therefore learnt to make use of cues that may signal a likely direction that will guide the flow of the interaction. One of these cues is our expectations. Preconceived expectations strongly influence beginning interactions in the sense that they possess the power to channel our thoughts and behavior towards others.

Walsh (2002) found teachers' choice of language and their capacity to control the language use to be crucial to facilitate or hinder learners' participation in face-to-face exchanges. Teacher verbal behaviors increase the level of learners' participation such as applying open and direct approaches to error correction, using of real-life conversational language appropriately when giving feedback, allowing extended wait-time for learner responses, scaffolding by providing needed language to pre-empt communication breakdowns and offering communication strategies to maintain and extend learners' turns. In contrast, teacher verbal behaviors interrupt learners' language use such as latching or completing a learner's turn, echoing or repeating all or part of what learner has said and making learners lose the thread of their utterances (Tuan & Nhu, 2010).

### **2.9.3 Classroom Context**

Classrooms are alive, and full of activities, chatter, thoughts, actions, discipline, disagreement, laughter and reactions, one may thus argue that context, *per se*, not only situates, but, also encapsulates teaching, learning and interaction processes (Pretorius, 2014). Although not confined to a particular space, interaction takes on a new meaning when the role of the classroom comes into play. This dimension sets the stage for quality interaction and is therefore crucial to this discussion. One can easily overlook the impact of the classroom environment. This may have severe consequences for classroom interaction when, especially teachers, lose focus and sight of the whole environment wherein interaction occurs. According to Kennedy (2006), classroom conditions may play a more important role than teachers' skills and qualifications. This makes sense if one takes into account humans' innate need for safety and security, and how the emotional state of a learner affects his/her learning processes. Although not solely responsible, the onus primarily rests on the teacher to ensure that learners feel safe and secure in the classroom (Pretorius, 2014).

Teachers are able to create a positive classroom environment by conveying an interest in both the teacher-learner and learner-learner interaction. Through establishing a welcoming emotional classroom context, teachers set the “conditions for learning” (Inglis & Aers, 2008:147). In order to achieve a welcoming environment, teachers need to create an environment where learners are happy, engaged, emotionally secure and enjoy coming to class (Andersen, Evans & Harvey, 2012); good teacher-learner relationships are evident (Inglis & Aers, 2008); learners can engage in dialogue and reflection (Leach & Moon, 2008) and one that is enriching and supportive (Dotterer & Lowe, 2011). A classroom environment as such encourages learner motivation, participation, and contribution that may possibly lead to an increase in positive classroom interactions.

In their attempt to create a supportive environment, teachers need to be sensitive towards and, pay attention to learners’ need for belonging and acceptance. This is crucial especially when teachers want to provide learners with opportune circumstances to participate in classroom activities and/or when they want to advance classroom interactions. Here, “...establishing the tone and feeling of the classroom atmosphere” (Englehart, 2009:714), comes into play. Whenever learners’ participation is welcomed, valued and free from ridicule, or where mistakes are viewed as a natural part of teaching and learning, classroom interaction will be positively affected. In addition, teachers should aim to (i) provide support that fosters positive learning, (ii) aspire to sincerely acknowledge learner attempts and (iii) diminish any room for put-downs and/or negative comments that may inhibit the essential process of risk-taking (Englehart, 2009; Baker, 1999).

Gorman (1974) emphasizes the importance of a “warm supportive setting” for learners to work towards reaching their potential. In settings such as these, learners can, according to him, concentrate on their learning without worrying too much about their needs. Although learning can occur in a “cold, formal setting, it is not often very efficient in terms of depth and retention” (Gorman, 1974:33). He continues by underlining the importance of group cohesion as a crucial component of learner participation, -and mention that where learners are hesitant to participate, teachers often have to persuade, coax or threaten them to gain participation, which once again has a negative effect on the learning environment. It therefore makes sense that the classroom context is seen as a predictor of school engagement and that it influences the extent to which learners engage mentally and behaviorally in the classroom context.

Up to this point one may presuppose that a safe and secure classroom context depends more strongly on the emotional dimension than the physical outlay and organization thereof. Teachers should therefore aim

to establish and maintain a sense of relative emotional warmth and stability in their classrooms. Wentzel (2002 cited in O' Conner, 2010) argues that a positive emotional climate supports learner interest in the classroom which has the potential to directly impact the teacher-learner relationship. A model constructed by Harvey and Evans' (2003) identifies five key dimensions that accurately reflect the fundamental components of a classroom emotional environment. They are interpersonal relationships, interpersonal guidelines, emotional awareness, emotional coaching and intrapersonal beliefs.

Establishing a classroom environment that is receptive, enjoyable and that welcomes learning can be challenging. Certain factors or influences may counter, obstruct or limit the establishment of a safe and welcoming classroom environment as they are often camouflaged in the natural state of daily classroom affairs. Some that have been identified include: unnecessary interruptions caused by telephone calls or announcements (Kennedy, 2006); difficulty with accessing resources (Hamre & Pianta, 2001); seating arrangements (Vandeyar & Killen, 2006); class size (teacher-learner ratio) (Blatchford, Bassett & Brown, 2011); excessive disruptive behaviour or low teacher expectations (Rubie-Davies, 2007) and complex school structures that do not allow time for relationship building (Hargreaves, 2000). The contextual domains' invisible potential to influence relationship building between teachers and learners and its strength to guide classroom interactions can easily be overlooked. Teachers therefore ought to deliberately invest in establishing a sound environment for quality interaction(Pretorius,2014).

## **2.10 THEORETICAL FRAMEWORK**

In this section I describe the theoretical framework that guides my study, and explain how it will apply to it.

### **2.10.1 Socio-cultural Theory(SCT)**

The lens through which I saw my research questions is constructivism. While I recognize there are many dimensions of constructivist theory, I conducted this study from the viewpoint of social constructivism also called socio-cultural theory. In his view, social constructivism is concerned with the social processes that facilitate the psychological dynamics that produce understanding in learners. In simple terms, it describes how a learner incorporates knowledge into existing mental frameworks, structures or schemas through social interaction(Vygotsky,1978). The philosophy adopted in this research is, therefore, social constructivism or interactionism because I accept the assumption that students construct their own meanings through interaction and mediation that is inherent in constructivism.

Constructivism is a continuum which constitutes cognitive, radical and social constructivism. Cognitive constructivism is associated with information processing and its reliance on the component processes of cognition. It emphasizes students' active knowledge acquisition as an adaptive process. This emphasis maintains the external nature of knowledge and the belief that an independent reality exists and is knowable to the individual. For cognitive constructivists, learning is the accurate internalization of external structures that exist in the "real" world. Radical constructivism, on the other hand, representing the other end of the continuum, is based on the foundational assumptions that knowledge acquisition is an adaptive process that results from experience, and active involvement of the individual learner. It maintains the view that emphasizes the internal nature of knowledge and the unknowability of external reality to the individual. Social constructivism lies somewhere between the transmission of knowable reality of the cognitive constructivists and the construction of a personal and coherent reality of the radical constructivists. It emphasizes the social nature of knowledge, and maintains the belief that knowledge is the result of social interaction and language usage, and that knowledge is shared (Doolittle, 1999 as cited in Abiy, 2004).

The three types of constructivism differ in their pedagogical considerations. The cognitive constructivists, for example, emphasize accurate mental constructions of reality. And radical constructivists emphasize the construction of experiential reality. Social constructivists, however, emphasize the construction of an agreed-up on, socially constructed reality. Although social constructivists differ in their pedagogic considerations, they share a set of core design principles. These include authentic experience, negotiation and mediation, relevancy, prior knowledge, transcendence, self-regulation, teacher's facilitation of learning, and teacher's encouragement of multiple perspectives (Doolittle, 1999).

In this paper, I am especially interested in social constructionism as mediation is its subset. Through social interaction between the teacher and the students or among students themselves literacy knowledge and meaning can be created and constructed. Social constructivism maintains the view that knowledge is a product of social interaction. It is a product of negotiation and consensus among members of a discourse community. Social constructivism is different from cognitive epistemology in several ways. First, it doesn't accept the universal foundation of knowledge. Second, it assumes that thinking is an internalized version of conversation, whereas cognitive epistemology assumes that the mind functions in a certain universal model that certain modes of thinking are innate, objectifiable, and measurable. Third, it understands language as a social activity in contrast to the cognitive epistemologists who take language as a medium of thought (Williams and Burden, 1997). Through the social interactionists' mediational

approach to teaching, deeper approaches to learning can be encouraged and hence deeper approaches to reading (Dole *et al*, 1991 as cited in Abiy 2004). Social interactionism emphasizes the interplay between teachers, learners and tasks. As stated above, it advocates that learning occurs through interactions with others (Williams and Burden, 1997). In reading lessons, as in all other lessons, the teacher and the students interact playing the role of the mediator and the mediatee. The mediator facilitates student learning from reading texts, and the mediatee derives meaning employing the mediational processes. In social constructivism, students actively construct their own meanings by relating the information they obtain from the reading materials with their experiences. The meaning they construct would be a personal meaning, and this also leads them to understand concepts deeply.

From mediation point of view, the goal of education is to help students construct their own understandings. This view leads to an emphasis on learning rather than teaching, and on facilitative environments rather than instructional goals. Hence, for the social interactionists, “children are born into a social world, and learning occurs through interaction with other people” The potential result of participating in a social situation involving reading and thinking about texts is that individual students can draw upon the teacher and other students to help them construct not only an understanding of text ideas, but also an understanding of what it means to read and think about text (Kucan & Beck, 1997). Basically, it is assumed that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. The one who knows most mediates to the others’ learning. Through the mediation process, the mediator enhances others’ learning by selecting and shaping the learning experiences

Adding a cultural aspect of learning Vygotsky(1978) gives this theory socio-cultural perspective. Even though the two concepts share a lot in common, the later emphasizes the importance of culture in social interaction and learning or understanding. As a result this model seems most relevant to the current study because framing the analysis and interpretations in the sociocultural perspective takes classroom as a social setting where members (teachers and students) constitute a common culture in constructing everyday life together (Green, Kantor & Rogers, 1991). Like in other social settings, members in classroom settings affiliate over time to form a common culture and referencing system which mark them from outsiders. The classroom culture is a complex communication environment, and members in this culture have expectations as to accepted ways of doing things. Much of the research on the pedagogical role of classroom discourse draws from Vygotsky's (1978) theory that is grounded on the central idea that

knowledge is socially constructed. Language plays a central role in students' development. With regard to reading, the individuals in a group form an interpretive community within which meanings of text are jointly constructed. This social context influences individuals' attending, talking, thinking, and learning (Chin et al., 2001).

In current applications of sociocultural theory with emphases on co-participation, and joint discovery, teachers bring existing knowledge to students by co-constructing it with them. These applications have made clear the need to examine nature of interaction and collaboration in this type of classroom. Learning does not occur in a vacuum. Barton and Hamilton (1998) suggest that literacy is primarily something people do; it is an activity, located in the space between thought and text. Literacy does not just reside in people's heads as a set of skills to be learned, and it does not just reside on paper, captured as texts to be analyzed. Like all human activity, literacy is essentially social, and it is located in the interaction between people. When children have a particularly authentic function, purpose, or need for language in their socio-cultural community (Halliday, 1975), they invent it, generating their best guesses, theories, or hypotheses, based on their perceptions and current understandings of the world and how it works (Ferreiro, 1990). Language, Vygotsky notes that plays an integral role in cognition and can be thought of as a mental tool which allows individuals to think in a more abstract and flexible manner. Language gives children the ability to imagine and develop new ideas, and to then to share those ideas with those around them, without necessarily having the immediate stimuli present.

### **2.10.2 Principal Aspects of Sociocultural Theory**

As described in the preceding section, sociocultural theory is developed primarily from the early writings of Vygotsky. The founding father of sociocultural research, Vygotsky (1978), proposed that there is a close relationship between the use of language as a cultural tool (in social interaction) and the use of language as a psychological tool (for organizing our own, individual thinking). He also suggested that our involvement in joint activities can generate new understandings which we then 'internalize' as individual knowledge and capabilities. It explains learning, or cognitive development, in terms that include historical influences, cultural influences, and institutional influences on the social interactions that make learning possible.

The implication of this theory for the present study is that whatever happens within the confines of the reading classroom is expected to transmit into reading culture and facilitate understanding through

teacher-student, student-student interactions. It also implies that active participation rather than passive and taking great care to assess what the learner already knows to estimate what he or she can learn is very necessary. Guided participation in which learning activities are structured will provide helpful hints or instructions that are carefully tailored to the child's current abilities and monitors the learners' progress. Vygotsky identified elements present during learning that extend across cultures, and his theory includes **three major concepts**. These are **Zone of Proximal Development, mediation** and **private speech**. In this section, I will describe the two elements that are most critical to my study: (a) zone of proximal development, and (b) mediation.

### **2.10.3 Zone of Proximal Development**

Basically, the theory explains that learning occurs in zone of proximal development. Vygotsky (1978) defines the zone of proximal development(ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In other words, it is the distance between what is known and what is unknown by the learner, or the difference between the ability of the learner to perform a specific task under the guidance of his more knowledgeable other and the learner's ability to do that task independently. The stress on the social nature of learning seems to have relevance to the inherently social world of a primary classroom, and Vygotsky indicates more of how such learning is facilitated in his now famous concept of the 'zone of proximal development' (ZPD). This is the zone in which the learner can use instruction and imitation to enhance his/her current stage of conceptual development Vygotsky (1962:104). The existence of the zone of proximal development is critical to understanding the need for social interaction in order for learning to occur. Interaction and scaffolding activate the zone of proximal development. Therefore, scaffolding is crucial until the student is capable and successful, as an individual student's cognitive growth is more likely when one is required to explain, elaborate, or defend one's position to others, as well as to oneself (Berk & Winsler, 1995; Nystrand, 2006). Effective mediation within this framework requires teachers or more knowledgeable others to identify students' zones of proximal development that define the immediate context for learning and to appropriately scaffold instructional activities as well as classroom discourse (Nystrand, 2006).

When Vygotsky (1978) expresses his concept of a zone of proximal development he also expresses the idea that learning leads development. Before children can demonstrate developmental capacities, concepts

must be learned. Learning occurs within a specific zone of proximal development that is unique for each individual. Within the child's zone of proximal development are mental processes and concepts that are not fully developed. The child is capable of learning both processes and concepts. To clarify, with any grade level skill, students' scores on completed assignments may indicate that they are on the same instructional level. However, each student needs slightly different instruction to reach independence. The manner of questioning and scaffolding a teacher uses to arrive at the specific needs of each learner influences the teacher's ability to determine instructional needs.

Much of the recent research related to social interventions within a learner's zone of proximal development has focused on the adult-child scenario (Berk & Winsler, 1995; Tudge, 1990). Of course, in modern classrooms with the ratio of students to teacher, such one-to-one attention between a teacher and student is often impracticable. Vygotsky (1978) explained "more capable peers" (p. 86) can also provide one-to-one instruction. Within a classroom setting, a student, or group of students, frequently manages to learn a concept more readily than others in the class do. These more capable peers are able to assist classmates' learning in their classmates' ZPD when classroom activities are organized to allow the necessary social interactions. Mediation by peers may not always promote learning as it may allow more confident peers to overshadow more competent peers (Tudge 1990). The distinction must be made between more competent and more confident. Personalities enter into the picture when a more confident peer, rather than a more competent peer, takes a lead role in explaining a concept to another student. The fact that a student can eloquently, or forcefully, explain a personal understanding to a peer does not mean the understanding is accurate or that it will be explained correctly.

In approaching a study of individuals' strategies and understandings of the developing reading process, the interactions of not only the teacher and an individual student are critical, but the structured and unstructured interactions of students within small groups are also of utmost importance. Within a group of students, no two have identical literacy development and experiences with print. Individual students who are reading the same materials have capabilities that others lack. This is an aspect of small group instruction that needs to be more fully explored to better apply Vygotsky's ideas to a classroom setting, instead of thinking that appropriate interactions must remain one-to-one and primarily adult-to-student.

#### **2.10.4 Mediation**

Much of current literacy literature (Applebee, 1986; Berk & Winsler, 1995; Juel, 1996) uses the term "scaffolding" to describe the social interaction that occurs in a student's zone of proximal development.

However, Vygotsky (1978, 1986) uses "mediation" to describe the social interactions that provides instruction within the zone of proximal development. Mediation is the term consistently used in translations of Vygotsky's work, and is more connotative than scaffolding of the give and take necessary for a student to learn during the social interaction. When a broker mediates a land deal, the purchaser generally does not blindly turn over all negotiations to the broker. The purchaser actively participates in settling mineral rights issues, purchase price, and terms of a loan. The broker brings up-to-date information about current market trends and practices to the purchaser to facilitate the purchase decisions. Likewise, when more knowledgeable individuals mediate during a learning situation, learners are responsible for contributing as much as possible in each specific learning situation. The more knowledgeable judge when to clarify, assist, refrain, etc., but learners must also take an active role in the interaction. The more knowledgeable other (MKO) is any person who has a higher level of ability or understanding than the learner in terms of the task, process or concept at hand. Normally, when we think of more knowledgeable other, we refer to an older adult, a teacher(an expert), or a peer.

The language that teachers and other adults use in schools to support young learners is often in the form of questions. The manner of questioning that teachers use to mediate learning demonstrates their own home cultures and may contribute to a mismatch between home cultures and school expectations. The children's responses to their teachers' questions indicated a culturally developed response to dialogue with adults, rather than a lack of understanding. As is typical of home cultures anywhere, the social interactions developed in home cultures teach children acceptable and unacceptable behaviors in their interactions with adults(Ibid). Specific instructional strategies and practices help in classroom settings because one-to-one interactions between adults and students are not always possible. In order to meet the needs of poor readers and allow more proficient readers to better develop their literacy skills, Palincsar, Brown, and Campione (1993) studied the social interaction of first-graders as they developed a knowledge base in biology. Careful teacher modeling of the strategy, reciprocal teaching, and support of peers under the supervision of the teacher provided significant gains in students' metacognitive growth and capabilities dealing with informational text.

Over the last quarter of a century, it has been Vygotsky's theory of learning and development that has gradually been recognized as providing the most helpful basis for rethinking the principles on which early education should be based. It is therefore worth highlighting some of the central features of his theory (1978, 1987). These can be summarized as follows:

- ❖ Human behavior and cultural development take place in joint productive activity that is mediated by artifacts, both material and symbolic.
- ❖ Language is the most important artifact--the "tool of tools". It enables: coordination of joint activity, consideration of past events and plans for the future, and representations of understanding.
- ❖ Activity always takes place within a social/cultural context that has a history on different time scales: phylogenetic, cultural, ontogenetic, and microgenetic.
- ❖ Learning is an active and constructive process; it involves a triple transformation: of the learner's repertoire for action, of the artifacts used, and of the goals and organization of the activity.
- ❖ The development of individual intelligence and personal identity occurs through appropriation of the culture's resources in the course of participation in joint activity. Since activities vary across cultures, so do the competences that children and adults develop.
- ❖ Knowledge is constructed through solving problems that arise in joint activity in the present; knowledge is only meaningful and useful when it is used as a tool for further activity.
- ❖ Learning is greatly facilitated by guidance and assistance that is pitched in the learner's "zone of proximal development"

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter describes the methodology employed in the study and provides its extensive contextual details. The purpose of this study was to explore teacher-student and student-student collaborative interactions during reading activities. I focused on these collaborative interactions to see the nature, role and strategies of the participants' interaction, the nature of classroom activities and how these contribute to the development of early reading skills.

#### **3.1 Research Design**

The study used ethnographic research design that was based on Naturalistic Inquiry. Such design was informed by the fact that it would provide rich and in-depth descriptive information of the phenomenon investigated, and best addresses my research questions. Using this design, qualitative data, such as observation, interview, and document were gathered to answer my research questions. I chose to use a qualitative research approach for this study because I was exploring social practices taking place in the natural setting non-manipulated context of the participants' classrooms. The rationale for using qualitative research methodology also rested with its naturalistic approach which is complementary to the theoretical framework guiding this study. Qualitative data seemed to capture the depth, richness, variations and complexities of the lived experiences and themes played out in the interactions between the teacher and students, and among students. It also enabled the researcher to give a detailed account of what was observed in the very form in which it occurred naturally, not just a summary in the form of numbers.

Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. They also attempt to study human action from the insiders' perspective with the sole intention of understanding particular human behavior. The close link between socio-cultural theory and methodology is particularly relevant for the current study. Members in classroom settings affiliate over time to form a common culture and referencing system which mark them from outsiders.

#### **3.2 Setting**

Oromia is one of the nine regional states in the Federal Democratic Republic of Ethiopia(FDRE). It is the largest region comprising 22 provincial administrations, and one of these is West Wollega whose capital, Ghimbi, is 440 km from Addis Ababa. This province is further divided into twenty one districts, including

Menesibu whose capital town is Mendi. Menesibu has fifty four smaller administrative units('kebele's) of which forty seven are peasant association and seven are urban centres(Menesibu District Finance & Economic Development Office, 2015). Menesibu district is located to the west of the zone about 150 km from the zonal capital, Ghimbi. It is bounded by Benishangul-Gumuz regional state from the west, Kondala and Babo districts from the south, Kiltu Kara, districts from the east and Benishangu-lGumuz from the north.

The total population of the district is 154,133(male 78,727 and female,75,406) of which 16,728 urban, and 137, 405 are rural dwellers (Population & Housing Census, 2007). The district has a large deposit of minerals such as gold, copper, marble, basalt, sand stone quartz, clay, etc Education is also expanding rapidly from kindergarten through college preparatory level in the district. According to 2015 report of district education office, there are three private kindergartens, 34(1-4), 38(5-8) three high schools(9-10) and one preparatory(11-12) and one technical and vocational school. Three of the primary schools(1-8) are private and the rest are public schools(Menesibu Education Office). Regarding health institutions there is one hospital, six health centres, forty seven health posts and eighty drug venders(District Health Office) with inadequate medical facilities and personnel.

For the purpose of this study, the researcher selected one private primary school, Abdi Bori Primary School. Private schools are generally known to offer better quality education than public schools, and Abdi Bori is even the most preferred school in the town in this regard. It was founded and owned by four experienced high school teachers who were born, educated and taught there for over ten years. The school is located in Mendi, the main town and administrative centre of the district. Regarding the school population, there are fourteen teachers, two school guards and all of them were male. Out of the teachers seven were degree graduates, one M.A. and the rest were Teacher Training College (TTC) graduates in various education fields. The degree graduates were both founders and owners of the school and had more than fifteen years teaching experience of early grade mother tongue literacy. The other degree holders were part-time teachers selected based on their academic merit and professional excellence. Three of them taught Grades Two and Three, Grade one was taught by a TTC graduate, who was pursuing summer course for his B.A. He had taught early grade reading for more than ten years. Two other teacher who taught Grades Two and Three were first degree holders and enrolled in a post graduate program to pursue further education. The classroom teachers recently participated on a two-week training organized by

Oromia Education Bureau(OEB) that was related to implementation that emphasized practices such as read aloud, guided reading, shared reading and independent reading.

The school has a total student population of 445 in the two cycles. The first cycle(1-4) are 225(M=117, F=108), and the second cycle(5-8) has 220(M=122 and F=198) students.

**First cycle Student Population**

Grade One	Grade Two	Grade Three	Grade Four	Total
Male= 31	32	34	20	117
Female=28	25	25	30	108
Total= 59	57	59	50	225

The school runs two shifts and the same group of students attend both morning and afternoon sessions. The morning session begins at 8:30 A.M. and ends at 11:30A.M., while the afternoon class starts at 1:30 P.M. and ends at 4:30P.M. There is always a break after 1:30 hour of every session and lasts for 30 minutes.

The selection of this school was based on two major considerations. The first is that this district is remote from the capital (about 600km) and got little research attention. Particularly regarding early reading skills and classroom interaction this site is by and large unexplored as most researchers focus on public or government schools. The second has to do with proximity and practical reasons or logistic feasibility. The school is within a short distance of my house, thus making it possible for multiple trips to the site, which allowed me the likelihood of numerous occasions to examine how beginning readers practise reading skills and how peers mediate for one another. Because the initial data collection was designed to be daily and extend for fairly several weeks, I chose to conduct my study in the school or district where I could stay with my family. This had the benefit of minimizing effects of distance, time, money and energy during the prolonged time of data collection. The participants for my study were my ex-colleagues at high school for five years, and this gave me easy access to the site and also willing participants for the study. I worked in the school district for over six years and have established a professional relationship with the classroom teachers in the school. It is important to reiterate that maintaining such rapport is important to

the research process. As a result, it was also relatively convenient to get the consent from the school administration and teacher participants.

There were also benefits that arise from conducting a study in this particular site, and this has to do with homogeneity of the student population. The *woreda* is large and comprises predominantly the Oromo ethnic group and according to 2013 official data, it has a population of over 150,000 people. Medium of instruction in the primary school, and public communication is Afan Oromo, the mother tongue of the children(L1 learning context). Afan Oromo is also given as a subject starting from Grade One through Grade Twelve. Thus, this advantage offers the benefit of avoiding or shutting out other variables, like variation in mother tongues, etc that might influence the finding of the study in some way. My linguistic background (i.e speaking Afan Oromo) also helped me to understand interactions between the teacher and the students, holding talks with students and teachers and achieving effective communication, transcribing the data, etc. This and all aforementioned considerations would immensely contribute to the quality of the research and facilitate the whole work.

### **3.3 Participants**

Participants in this study were first, second, and third grade students, whose classroom teachers were delivering daily lessons (reading) during the study. The school normally assigns well experienced and qualified teachers to ensure that a solid foundation in literacy skills and good quality education is achieved. The teachers involved in the study had a B.A. degree in English Language and Literature, and in Afan Oromo, and rich teaching experience(10-20 years). Most teachers in the school and the ones observed for the current study were high school teachers, and most were certified in elementary education, and through in-service program upgraded to B.A. degree. Some teachers were TTC(Teacher Training College) graduates holding diploma in language instruction to primary grades after taking Grade 10 National Exam and being trained for 3 years. They took courses such as Teaching Reading and Writing Method in Primary Schools, Basic Mother Tongue, Introduction to Language & Linguistics on Mother Tongue, Cognitive Development and Reading Skills and Methods of Teaching Listening & Speaking. The objectives of these courses are to help students read, write, listen and speak in their mother tongue and enhance their literacy skills. Since medium of instruction in Oromia is Afan Oromo, the training at TTC and instruction in primary schools are also given in this language. The age range of the children is 7-10 and most of them were born in the town and come from relatively better income family. Their parents are teachers, office workers, or business persons. Early grade teachers are among many other educators who

help directly shape the basic foundation of early literacy skills in primary students. Thus, their daily classroom interactions with children, observations, perceptions and levels of literacy concepts could be a valuable source of information to the study.

The first reason for selecting Grades 1-3 is the fact that they are beginning or early grade classes. According to Chapman,(1999:95) beginning reading is generally considered to include the years from kindergarten through the end of second grade. Educators say that in grades 1-3 children “learn to read” and from grade 3 on, they “read to learn”(Adams, 1990). Thus first, second and third grades fall within the period of time identified as beginning reading. Instead of taking a single grade(e.g. Grade One or Two alone), the researcher opted to take the three grades together since he was interested in the holistic picture of early grades as a unit. To be more specific, the three grades comprise the five components of early grade reading, such as phonological awareness, word recognition, vocabulary knowledge, fluency and comprehension that one particular grade may lack(refer to textbook analysis section 4.3.3.5).

The second reason for selecting these grades is because early grades are critical building blocks of subsequent reading skills and learning strategies. Young children are also curious and active participants in their own learning and the discovery and development of new understandings. Early grade is fertile ground for fostering and supporting literacy development because it is at about this time that children begin constructing literacy related concepts and building upon their understanding of the relationship between the oral and written word.

However, the more important reason for choosing these grades(beginning grades) is due to my daily experience as a teacher in a private primary school for some years earlier, and I was constantly observing children collaborating and assisting each other in their manipulations and activities. It gave me the opportunity to more closely observe how they were able to communicate with each other in a way that conveyed the information they needed as an active learner to complete their academic and playing activities in and out of classrooms. Specifically, I wondered about how children assist each other through scaffolding, modeling, and other teaching strategies, and how this means of assistance contributed to children’s learning and development. I became keenly interested in how these interactions can create a context for teaching-learning and made me believe that children can socially co-construct knowledge and skills when the teacher's assistance is added.

Moreover, my fascination with the study of talk in early grade was also fueled by inspiring questions children usually ask adults and each other during social interactions reading activities and the

unpredictable directions their conversations would take. Because I was interested in young children as literacy learners, I paid close attention to their conversations and the ways they articulated their thinking and co-constructed meaning. Indeed, the encounters gave me a deeper sense of motivation to take up this research issue and study it.

### **3.4 Sampling Technique**

Due to the nature of qualitative research, qualitative researchers tend to make use of non-probability sampling techniques to select sites and participants for study. One such technique is purposive sampling that was used to identify and select suitable participants for this particular study. Within such sampling some members of the wider population were (deliberately) excluded while others were (deliberately) included for a specific purpose. In other words, every member of the population did not have an equal chance of being included in the sample. This also allows researchers to choose a case that illustrates features or processes in which they are interested on this basis (Silverman, 2000:104), placing a high value on typicality and characteristics relevant to the study.

The main aim of purposive sampling is therefore to acquire in-depth information from those who are in a position to give it. This was the case with exploring the nature of classroom interaction of the current study. The researcher selected one school that earned prize consecutively two times by the district education office for giving quality education and observed first, second and third grade classes. The school selects more qualified and experienced teachers and accepts disciplined and academically active students. Thus due to its educational excellence, it was believed that from this particular school a greater depth and variety of the phenomenon could be observed. The classes were purposely selected and the teachers were selected based on availability sampling. Such purposive or availability sampling offers the researcher of this study the opportunity to select the participants using certain criteria (i.e., early first, second and third grade teachers, who were teaching these grades (the required grades)). Similarly, for an interview the children were selected purposely based on their relative age and maturity level proposed by their teachers so that the required information could be elicited and acted upon.

In addition to what is stated above, factors in school selection depended on willingness of the schools to participate, proximity and data accessibility and little research attention they have had so far. Many schools located in urban areas and their surrounding usually suffered from “research fatigue”, or the frequent presence of inside and outside researchers who usually choose the closest and most convenient schools to the central locations of big towns. The remoteness of the area from the center combined with

scarce logistics didn't attract researchers to conduct studies there. As a result, this often neglected remote primary school had been targeted for the study.

### **3.5 Methods of Data Collection**

The study drew heavily on multiple data tools and focused on the nature and role of classroom interaction in the construction of reading skills of beginning readers. The primary means of data collection consisted of field notes from classroom observations, audio- and video-recordings, teacher and student interviews and document analysis. Various data sources and methods were employed in order to triangulate and gain a complete and comprehensive picture of the research problem in question. Both audio and video recordings were used for two main reasons. Firstly, audio cannot capture the physical aspects of interaction that video can do, and needed by the current study. Secondly, video was used because some teachers were not comfortable with video recording for personal reasons.

During my stay at the site I made a total of 36 visits and during each visit the researcher made audio or video recordings at the reading classes while simultaneously taking field notes to capture the gestures and non-recordable movements of the children. He video recorded 10 sessions and audio recorded 14 sessions. In addition, personal interviews of the children and their teacher(about 2 hours), and literacy works or artifacts were collected and photos of children working in the class were taken. Each grade was recorded three times a week during their respective reading lessons. The recording hours (both audio and video) were equally shared across the three grade levels to ensure fair amount of time and maintain fair recording balance for each grade level and recording type.

#### **3.5.1 Direct Observation**

The data for this study were obtained mainly through direct observation of classroom interaction during reading activities. One of the major areas in educational research is a direct observation of teachers and students inside classroom. Observation is a primary research method which allows the researcher to collect impressions of the world using all senses, in particular, looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest. Observational research is often used along with other methods such as interviewing and artifact analysis. Because speech is a way in which language can be expressed, observing classroom interaction was a method the researcher employed to determine how teachers and students communicate, expressing their understanding, and build new knowledge in early reading classes. In addition, it was crucial during observation to view how students responded to teacher discourse and how the teacher reacts and mediates to create learning opportunities for the learners.

Constructivist view is that learning is a social activity that requires student interaction and engagement in the classroom, and direct observation seemed to be an appropriate method of collecting data since the study was conducted in the natural setting of the participants.

Observation serves as a fundamental and highly important method in all qualitative inquiry and is often used to discover complex interactions in natural social settings. This particular method was utilized as the primary means of data collection mainly due to its potential to provide me with sufficient data, first-hand experience with participants, cover events in real time, and answer my research questions. Moreover, to perceive the complexity of the teacher-pupil interaction phenomenon in class, observation becomes the distinct tool and this opportunity makes this method wider in scope – writing down reflective notes, together with the descriptive ones, the entire observational data and findings are brought in with a more realistic and holistic way to the reader.

Whilst making use of observation to gather data, unstructured observation approach was utilized. Strength of unstructured observation is that when one combines it with other data gathering methods, it has the ability to provide deeper insight into the social and cultural basis of interactions. Unstructured observation also gives researchers an opportunity to examine the way interactions and social meanings change and develop over time, and the way in which social order is actively constructed by social actors through interaction. Some researchers recommend a protocol (list of issues) to guide observation, since this provides the researcher with a focus during the observation (Gay et al., 2006: 415). However, the researcher decided against the use of a protocol seeing that this could have limited or set certain boundaries when the phenomenon of classroom interaction was observed. Instead he opted to record every event taking place in the reading classroom and then filtered out data that are not pertinent to his research questions. This enabled the researcher to record detail, which might have been left out, at a later stage and thus move beyond the limitations of a checklist and later assisted him in transcription and analysis. He then approached the research with a relatively open mind in order to lessen the influence of his preconceptions and to refrain from imposing existing preconceived categories and minimize potential pitfalls of the method and possible researcher biases.

The kind of observation chosen for the case study was non-participant observation. In this kind of observation, the researcher (observer) does not take part in the group activities he/she is investigating and does not assume group membership. The non-participant observation method of data collection enabled

the researcher to use equipment for audio- or video-recording the classroom discourses. Non-participant observation status seemed more suitable, and the researcher was not expected to explain his presence, as he did not partake in the group activities. The researcher did not participate in the reading literacy lessons, but just sat somewhere in the room and observed and video-recorded the lesson in progress. He sat in the back of the class during whole class interaction, and noted teacher- student and peer verbal and non-verbal interactions. But during small group interactions(usually 3-5 students), he would rotate from group to group, listen, and took field notes. The researcher usually sat quietly, attended (non- verbally) to student actions and reactions, and write field notes. When he rotated from group to group, he would usually get the chance to select more interactive groups, or such active groups were identified during focused observation carried out earlier. When he had to listen, or observe, he did not take on the role of a teacher in the reading class. To do so would skew the results in a way that would not help answer the research questions about classroom interaction. In an effort to gain an insider's perspective of the dialogue, he used a tape and video recorder to capture the children' conversations while sitting far enough away from the small groups of children so as not to disturb their natural flow of conversation, yet close enough to take field notes to augment the audio & video recordings.

The researcher made observations at least three times a week for 5 weeks, during reading lessons, chosen to coincide with the second semester of the school calendar. Observation and interviewing of participants during data collection has effects which may end up lowering the reliability of the collected data if not controlled, and researcher was cognizant of this and took necessary preliminary precautions. The first week was devoted to familiarizing myself and the students with the recording equipment and the procedures. Data selected for transcription is from the end of the recording period(the last four weeks, excluding the first week) since the behavior of the class should be more natural at that stage than it would be in the initial recordings. This is to reduce the Hawthorne effect in the classroom i.e. the possible effect of the researcher on the behavior of those being studied.

Therefore, the preliminary observation focused on the ways in which the teacher interacted with and engaged the students in learning. What did teachers and children say and do in their classrooms? How what was said and done by teachers and students relate to how they behaved and what they learned? What occurred in classrooms teaching-learning environment were important questions for the study. As this study involved children of 7-10 years old during their learning activities, the direct observation was suitable because the researcher could observe their behaviors in the real-world setting of reading

classrooms. In addition, the researcher had chosen this method to avoid any attempt to manipulate and control the situation. The observation sessions were not random but carefully selected to meet the research purpose and objectives. As such, lessons related to reading, reading activities were focused, and this was based on the teachers' daily lesson plans. That is timed sampling observation was employed, and this method was used in order to observe an event (classroom interactions), and to obtain detailed descriptions of the nature of classroom interaction during reading activities. This period of time was chosen because the children and teachers were actively involved in verbal and physical interactions of reading activities. The children were also observed by the researcher during their reading activities in which most of the time, took place in and outside of the classroom, such as during play and other informal activities. Each interaction demonstrated by the children was precisely recorded and analyzed.

### **3.5.1.1 Field notes**

Field notes refer to the writings or text accounts recorded by the researcher during an observation. They are detailed, non-judgemental concrete descriptions of what the researcher has observed, and central to the process of gathering data by means of observation. Field notes as detailed written records of objective observations constituting data and subjective feelings of the researcher. This is usually done in ways that are least obtrusive (e.g., quickly jotting notes in a small notebook) and written up more fully as soon as possible after each research session. Field notes contain two basic types of information, namely descriptive information (records of what the observer has specifically seen or heard on-site) and, reflective information (records of the researcher's personal reactions to and impressions of observations, experiences and thoughts during observations). These provide the description and lead to an understanding of the context of the study and the participants and should therefore be as extensive, clear, and detailed as possible (Gay, Mills, Airasian, 2006). Good field notes have specific characteristics, such as being: *descriptive* – covering all the verbal utterances of the observation participants, describing the physical setting, accounts of particular events and dialogue reconstructions, and *reflective* – including researcher's personal account of the course of inquiry, reflections on different features of the research (about the methods of data collection and analysis, ethical dilemmas), and observer's interpretations.

As the researcher should be mindful of what is actually recorded, I was seated on the periphery of the group of students in order to be out of the direct line of vision of the students.

In this study, the researcher took descriptive field notes of the events, activities, behaviors of the students (i.e. what happened, how it happened) and reflective field notes – the researcher's own narrative and

personal thoughts, ideas and themes that emerge during the observations. By using field notes, he was able to identify the speakers as they spoke and filled in some of the interactions such as the teacher's dramatic gestures during his explanations of some key concepts. He took field notes on a special notebook to capture non-verbal instruction like teacher movements around the classroom, materials used during instruction, gestures, classroom resources evident in the class, student-teacher interactions, student participation (hands raised to teacher questions, qualitative judgments like engagement/non-engagement motivation, participation patterns, etc), and methodological or pedagogical notes. He collected detailed descriptions of the classroom set-up and map out the ways students organized themselves when working together in small groups; how students in each class group organized themselves during observation throughout the school day. Field notes of classroom observations were taken mainly as a supplement to audio-recording, and served clarification purposes for other data tools. In addition, they also consisted of my comments about the class, capture short quotes or the main content of what participants were saying, as well as descriptions of the students and class activities. Each day following classroom observations, the researcher reviewed his field notes and wrote up missing details.

### **3.5.1.2 Recordings(Video, Audio and Photograph)**

#### **Audiotapes,Videotapes and Photographs**

The use of tools, such as audiotapes, videotapes, and photographs help accurately record what the researcher observes. They provide an unchanging record of the observed sessions. In this section, I discuss the use of each in my study.

#### **Audiotapes**

In order to accurately record what occurred while I was in the classroom, I audio-taped students' oral interactions. As an observer, the researcher was able to write down what the participants were saying; however, he was bound to miss parts of the dialogue if he relied on memory to remember the general ideas or events, like who said what, when, and to whom during interactions. The use of audio recorders is also less tedious than writing, and allows the researcher to focus on what was happening. The audio records were transcribed and the transcripts ultimately played a central part in the process of data analysis. Audio recording also helped the researcher to capture both the dialogue and tone of the conversations. Without the use of an audio recording of what was said, he would not have been able to capture the dialogue with the same level of completeness as he was able to with the recordings. It also created an accurate and permanent record of what was said and allowed conversations to be replayed and transcribed for accuracy.

The researcher recorded about 16 sessions(6 sessions for Grade Three, 5 sessions for Grade Two and 5 sessions for Grade One). Each session had 40 minutes, and this made up about 14 classroom session and 2 hours interview sessions, making roughly 11 hours in total, and the transcription and analysis of the tapes begun immediately following each session. As stated earlier, only reading classes were selected for this purpose based on the teacher's lesson plan. During the small group discussions, I usually relocated the recorders nearer to groups in order to capture details of small groups' interactions, and during whole class discussion, I placed it in an audible distance. When the children discussed, laughed, and worked on tasks, I usually took notes on the general tone, the work that they were doing, and the gestures that they made. The transcriptions were thus documented all talks from the teacher, and students for the duration of the reading lessons, keeping the identity of the students anonymous. Field notes were merged with these transcriptions to form the classroom observation data set. Nonverbal behavior and aspects of the situation that were not reflected in the audiotape were supported by field notes and used as much as possible for corroboration with the recording.

### **Videotapes**

I recorded 10 session videos, recording about 40 minutes on each, for a total of approximately 7 hours, and this makes 3 hours for Grade Three, 3 hours for Grade Two and 4 hours for Grade One. Due to the nature of young children's reactions to video cameras, I cautiously introduced the video recorder before I began the actual recording of the study. Before the start of the videotaping, some informal visits were made for a week in order to familiarize the class with my presence. Beginning in April, 2018, and at least twice a week I videotaped participants during reading classes, with the camera and 'inbuilt' microphone placed in close proximity to the teacher and the children to capture verbal interactions, and at times, it was positioned at the back of the classroom to capture whole class teacher-student non-verbal interactions. Even though not all of the students may not be visible in the image, their voices were all captured by the camera. The video camera had important features, such as an automatic flash, zoom lens, and quartz date. The zoom lens allowed me to focus on specific events and interactions. It would be adjusted, or moved to retain that viewpoint or, focused on specific occasions, to record a small group's interactional cues. The cues included nonverbal behaviors, positioning, gesture, facial expressions, attention patterns, etc that were not accessible from an audio recording alone.

The holding and panning of the camera had many advantages. Located at the back of the classroom, I was unable to see the students' perspectives, mainly focusing on the teacher's view on the classroom.

However, I was able to move the camera from side to side to capture what was happening outside the camera's fixed angle. Those panning moments included mainly the chatters among few students while the teacher was talking, the sudden comments by a specific student, and student-to-student talks. It was possible to capture almost the whole classroom scene. Consequently, I did not need to zoom in and out at certain times because I might miss other side interactions. The videotapes provided a more complete description of the classroom context. Dialogue from the videotapes was also transcribed and printed in the same way as the audio taped transcriptions. At the end of each session, I would mark each tape with the date of recording, transcribed and analyzed. Through a detailed analysis of interactional patterns enacted within the classroom context, it was possible to explore and gain insights into how the classroom as a culture and its multimodal interactions provide different opportunities for learning to read.

### **Photographs**

Photographs provide reliable and unchanging data collected in the research sessions. The camera is used to capture slices of time, provides visual representations of the selected events in contexts and augment field notes. Like the video camera, the researcher used a digital camera with important features, such as an automatic flash, zoom lens, and quartz date. The zoom lens allows focusing on specific events and interactions. The quartz date feature automatically records the date on each snapshot. At least once a week(or as appropriate), he took photo of the classroom to identify student seating patterns, including other information, changes in the physical arrangement of desks, discussion areas, and wall artifacts (e.g., charts, graphs, and lesson artifacts from the chalk, etc see Appendix 7).

Subjects for photographs also included interactions between the teacher and students, and among students, students' work that is better understood in context, and group or peer works were recorded on paper too large to photocopy. When photographs were taken, the date and content of each photo were recorded in my field notes so that the photos could more easily match the descriptions of the context in the field notes. I took about 20 photographs during the study. I wanted to provide a visual representation of each participant and their classroom. In doing this, I wanted to reveal the essence of the classroom, illuminate classroom physical conditions and group set up, and bridge connections between findings.

### **Steps to Selected Observation**

For observers it is natural to gradually develop the understanding of how to focus the field observations; to shift the focus from the general, descriptive stage of observation to the selective one. This is a time for narrowing and deepening the focus of observation in order to fully comprehend the specific elements that

have found out to be theoretically or empirically most essential in the study (Gall, Gall and Borg, 2007). The shift across these stages while observing interaction in the classroom is briefly discussed below.

### ***Descriptive Stage***

The descriptive stage of observation is general and unfocused in scope and creates a ground from which the observer can branch out in various directions. This stage of observation involved three observational sessions for all classes. The aim of observation was to get familiarized with the teacher and specific children in class of interest to the observer, with using the observation method in class and to get general picture and impressions about the classroom interaction between teacher and pupils.

### ***Focused Stage***

Moving to the focused stage of observation is possible when the features of the phenomena of interest under study is identified by the observer and starts to shift attention to gathering deeper information about these aspects. The focused stage of observation in this study involved observations when some groups were picked out from several others for the observation as they provided richer information while interacting with teacher, and when attention was directed towards teacher's ways of interaction with these groups.

### ***Selected Stage***

Selected stage of observation is the time of refining and deepening the observer's understanding of the specific elements that have emerged as theoretically or empirically most essential to answer the research questions already set. The effort is directed towards "catching" and describing the occurred nature of classroom interaction between teacher and pupils and among the pupils themselves in order to get a thorough picture of the phenomenon at hand.

### **3.5.2 Interview**

In order to better understand behaviors that are observed during participant classroom observation sessions, it is necessary to talk with the participants about what the researcher observed or to clarify elements left unattended to by observation, like what they do and say, and their intention or justifications for these practices. They were also structured to investigate additional topics that were not present or observed during observation sessions. Thus, the questions of my interview were designed to probe into the participants' thought processes, processes or behaviors that were not observed or remained hidden from view, or to clarify participants' motives and intentions. Through the interview participants were able to clarify and explain their behaviors, thereby giving the researcher a clearer understanding of why participants act in the ways they choose.

The interview items were developed based on the objectives of the study, insights gained from classroom observation and literature review. The interview was conducted in an informal conversational style to allow flexibility in pursuing identified gaps in data collection and responsiveness to each teacher after all classroom observations took place, and probes were used to draw out additional information. I requested permission for using a digital recorder that was used to capture all talk from the interviews and to provide accuracy for analysis. The researcher immediately transcribed the recordings into a word processing document, checked, and used open coding to identify initial categories and broad themes. He looked for patterns in direct quotes and common themes. The themes and patterns that emerged were compared with my field notes to check for congruency. Formal semi-structured interviews were carefully planned to allow the researcher and participant(s) to revisit previous events. With the consent of the class teacher several brief visits were made to the classroom during learners' break time to establish some level of familiarity and rapport and thereby minimize stress that may be felt during the interview. To create a pressure free environment, interviews were conducted in an informal and conversational atmosphere. In order to elicit the teachers' own thoughts, special efforts were taken to ensure that no guidance from the researcher were given unintentionally. However, there were prompts made when a respondent request further clarification on a question.

The interviews were conducted with the classroom teacher according to the sampling procedure discussed earlier. During classroom observation, I chose to sit with and observe a number of small groups during regular class time and conducted short, informal interviews immediately following the sessions. Informal interviews were like casual conversations and lend themselves to research with children. As behaviors occur, my participants were able to answer questions like, "How did you do that?" "Do you like...?", etc" Interviewing the participants in such an informal manner allowed me to better understand how beginning readers develop strategies and meanings during reading activities either individually or in groups. The nature of first second and third graders' memories and explanations lends itself naturally to informal interviews. In my study, informal interviews occurred immediately after students worked independently, with peers, in small group activities, and outside classrooms. During these sessions, I asked students how they were able to accomplish tasks and developed understanding through discussion. Both my informal interview questions and the children's responses were recorded on audiotapes, transcribed and analyzed following each session.

With the teacher, mainly open-ended items were used since they have a number of advantages. They are flexible and allow the interviewer to probe; they enabled the interviewer to test the limits of the respondents' knowledge; they encourage co-operation; and they allow the interviewer to make a precise assessment of the respondents' beliefs and practices and their rationales for these. Open-ended questions give the respondents freedom to give their answer as fully as they choose rather than being constrained by the nature of the question. The interviewer encouraged discussion by providing an atmosphere, which enabled the interviewee to feel secure and talk freely. For this study, the interviews were conducted in a secluded place like the rest room, outside school hours, and when there were no lessons in progress. The interviewer also considered the ethics of research, like informed consent, guarantee of confidentiality, anonymity etc. As the interview questions were open-ended, they allowed important but unanticipated issues to come up during the interview.

The interview followed three procedures: first, I engaged the participants in some casual chat in order to put them at ease; second, I briefed them on the purpose and procedures of the interview, and asked for their permission to record it. Both the teacher and student interview were in Afan Oromo, their mother tongue so as to elicit more information and enable them to share their ideas better. The interview guides were first prepared in English, but they were translated into Afan Oromo, the native language of the children. After I had translated the interview into Afan Oromo, I asked two instructors from Ambo University, who had many years of experience in the teaching of translation, to evaluate the translations against the original English versions. The instructors offered me professional comments and support, and this helped me to design the translations. Lastly, I started asking questions, which are mainly open-ended in order to get the teachers to talk as much as possible. The teacher interview was designed to gain insight into each teacher's literacy beliefs, practices, and philosophies regarding reading skills development and the role of classroom interaction early reading classes. Then each interview was audiotaped and subsequently transcribed.

The transcriptions of all the data tools were done with utmost care and attention. First, using a good quality earphone with a pause and resume button, I listened the tapes several times before beginning the transcription. Then I jotted down what I heard on the first listening and refined the transcribed text over and over again until I got the speaker's full words and message.

### 3.5.3 Documents

A third source of data in my study was document analysis. Documents are written objects, ready-made source of data that naturally occur and are easily accessible to the investigator. These also included textbooks and the purpose of analyzing these data sources was just to see to what extent activities found therein engaged teachers and learners in effective dialogue or classroom discussion. That is whether the themes and activities emerging from them were within the pupils' immediate ZPD to motivate and initiate talks among and between them were invaluable sources of information to the study. Activities can influence nature and role of interaction. In addition to human mediation of children's reading literacy learning, it is important to acknowledge the contribution of teaching materials, as what teachers and learners do can also be influenced by the materials they use. Teaching materials, then, are essentially tools of socio-cultural mediation. The design of textbooks reflects the values of the society in general and the aims of the policy makers. Therefore, in examining the impact of textbooks on the reading development through classroom interaction, it was important to take into account of the culturally embedded nature of the textbooks. L1 literacy acquisition experiences appear to play a crucial role in shaping the view of the compilers of how literacy teaching should be conducted. Whether conscious or not, the decision-making behind the arrangement of the textbooks, teaching procedures and workbook activities appears to reflect local social-cultural influences. Classroom curriculum literacy events were analyzed in relation to the research questions, especially how the activities in the materials assist students in constructing literacy knowledge and skills through interactions.

Following the practices of other researchers (i.e., Wells-Rowe, 1994), the researcher collected artifacts such as lesson artifacts, texts distributed to the students in the course of the lessons, copies of students' written artifacts, and home works, assignments, worksheets, artistic creations, photographs of worksheets, lessons, charts, students works during reading classes and small group activities and the objects that the students and teachers created, wall decor or photos of constructed material that support the meaning were photocopied and analyzed. Original works were left in the classroom, or given back to the students. These documents provided nonreactive, stable, context rich sources of data. Using the method of collecting documents helped me to address most of the research questions by providing context-rich evidence of what was observed and to supplement other data sources. The researcher digitally photographed and returned the originals back to students or school and stored original work in an electronic data retrieval system. So decisions to copy student written artifacts were made jointly, between the teacher and me.

The learning materials used in the classroom were also analyzed in order to identify the designed activities and the potential areas of difficulties for teachers to promote interactive methodology. Like classroom observation, textbook analysis was also based on purposive selection, focusing only on reading lessons and reading-related activities. After I had read the three Student Books(Grade 1, Grade 2, Grade 3) and their respective Teacher Guides, I selected and focused on four reading passages of almost equal length and difficulty level from each Student Book, making 12 texts in total. In order to select the texts, I set criteria that included length, difficulty level and topic familiarity. In addition, I wanted them to comprise various themes of social, cultural, legal or ethical, etc issues. The diversity of themes was opted to ensure fair analysis, and interpretation, and produce valid conclusions. The titles of the passages and their respective grades were indicated in the analysis section along with the extracts used to support my arguments.

Many times, the document can become the other voice in the dialogue as the child talks while he/she writes, draws, or paints, making it important to look at not only the spoken words the child produces, but also the other representations, such as writings and painting that the child creates. Analyzing what children create as well as what they talk about gives greater understanding to how literacy is developed. As such, material culture must be interpreted in the context in which it was created, as the dialogue, along with the artifact, allows for deeper analysis and interpretation of literacy development. With this in mind, I analyzed artifacts and interpreted them in the dialogue context in which they were created.

Throughout the study, I employed various and complementary data collection methods. I used interviews supported by an audio-recorder, observations supported by field notes, and videotapes, and document analysis supported by photographs. I collected data in depth and detail, and became the instrument for the data collection process myself (Patton, 2002) so that limitations of one method would be compensated by another, and rich data could be obtained. The data collected during the 40-minute reading block was identified by teacher name, date, time, and context

### **3.6 Data Collection Procedures**

In conducting this study, several steps and procedures were be adhered to.

#### ***Prior to the Data Collection***

Before direct observations were carried out, the process of identification of participants and setting were done to make sure these participants and setting could best help the researcher to understand the central phenomenon and predict any foreseeable challenges.

### *Approval Gaining entry*

During the year of data collection, students in Oromia Regional State(from primary schools to higher education) were on political strike and this site was particularly sensitive area. Hence, several procedures were completed in order to gain permission for conducting the study at the school. Before the study was conducted, a formal letter requesting permission to do a research was submitted, and this was to ensure that they would give their consent and assist the study. I wrote a synopsis of the proposed research project and submitted it to District Education Office. The synopsis included a description of the methods and purpose of the study(see Appendix 4). Permission also were applied to, along with the synopsis, and gained from: the school, the head teacher of the school, selected teacher, some parents of selected pupils, and from pupils themselves. The letter was supported with a document from the Department of Foreign Languages and Literature, Addis Ababa University, stating some details of the involved researcher and a brief background of the research. It is important to state that in approaching my data my aim was not to evaluate ‘good’ or ‘bad’ teaching/learning/teachers/learners, but to identify how teachers and/students mediate and provide opportunities for pupils to build knowledge and skills across lessons.

I also shared information about the processes I intended to use for large and small group observations and informal and formal interviews, and described how and why I would be taking daily field notes. At the beginning of the research, I thought that some teachers would not agree to be video-recorded. The nature of the research, being a conversation analytic work, recording is likely risk the dynamics of classroom life. Consequently, the classes at the school were selected after direct negotiation with the principals first and then teachers. The second reason for why the teachers felt involuntary for the study was that they did not want to be observed by a researcher from a university who had the potential to assess their teaching skills. However, I explained to them that the research had no the intention of evaluating teachers' performance but to see how interaction goes between them and the students and how this contributes to learning early grade reading skills.

In general, I explained the various ways that I planned to collect data and shared how often I would be in the classroom and the use of recording equipment (both audio and video). After the participants had a chance to ask questions and discuss, they later each completed a consent form in the classroom, which was to facilitate entry into the research site and build rapport.

### **During Data Collection**

For any observer it is natural to gradually develop the understanding of how to focus the field observations; to shift the focus from the general, descriptive stage of observation to the selective one - a time for narrowing and deepening the focus of observation in order to be fully familiar with the process. I went to classrooms well before class starts in order to minimize classroom disruptions. During sessions when I observed the children's literacy events in the classroom, I recorded detailed notes of what I observed. During sessions when I more actively participated, I recorded brief notes by hand in a small binder, jotting down significant occurrences as they happened. Handwritten notes were augmented by data recorded on mechanical tools, such as audio and videotapes and photographs to help accurately record what I observed. To facilitate a pressure-free environment, all instructions were given in Afan Oromo and the anonymous and confidential nature of the study was strongly emphasized. Pseudonyms were assigned to the students to protect their anonymity. As I participated and observed during such literacy events, I asked the children how they were able to accomplish tasks and both my questions and the children's responses were recorded on the audiotape. Interview was administered to the teachers and students to find out more about teachers' perceptions on classroom interaction and practical issues they encounter on reading instruction and to follow up some specific and interesting issues and in order to triangulate the data from the textbook analysis, and classroom observation.

### **3.7 Data Transcription, Analysis and Interpretation**

**Data Transcription-** When transcribing extracts for the qualitative element of Socio-Cultural Discourse Analysis(SCDA), the researcher agrees with Kleine Staarman (2009) that 'the transcription stage is a matter of selection and thus becomes an important part of the analysis. Secondly, transcription is also a process of selection with regard to the amount of information that is included in the transcript'. Therefore, it is important here to outline and justify my choices of what to transcribe.

In his transcriptions of qualitative Socio-Cultural Discourse Analysis (SCDA), the researcher included line numbers, to aid referencing of the transcribed extract within commentaries. He included all audible talk, and marked any points where talk was inaudible. Parts of the transcripts are marked *unintelligible*; it should be noted that the lessons were recorded under normal classroom conditions with no specialist equipment. Consequently, background noise, simultaneous speech and other types of interference have, at times, rendered the recordings unintelligible. The researcher used standard punctuation to ease readability of the transcript. He noted where there were extended pauses that would be noticeable to the listener, and

noted the length of the pause as he felt this would add value to his analysis. For instance, knowing that a pupil paused a number of times within a contribution may indicate that they were struggling to explain something, and also that the teacher and other pupils allowed them time to work through verbalizing their thinking or rephrasing it without attempting to finish their sentence. Knowing how long the pauses were in this instance would add value to the interpretation. For similar reasons, the researcher noted where overlaps in contributions occurred, and identified whether a speaker was a teacher or a named pupil (using a pseudonym), as he was keen to explore both teacher and pupil perspectives and interactions between expressed perspectives, and so knowing whether a contribution was made by a teacher or pupil was important within my analysis. He transcribed movement, including gesture, as it occurred alongside or in emphasizing points made in talk. He also identified objects used and referred to in talk, to aid understanding of the referent when reviewing the data. The focus therefore was still on the talk, in line with my socio-cultural framework of the centrality of talk, but acknowledged the role that other modes play in conveying communicative intention.

Transcription of speech is a faithful representation of the data, and the choice of transcription should be determined by research questions being addressed, and the claims, which are made based on the analysis. The transcription system used in Conversation Analysis (CA) is necessarily selective and is particularly concerned with capturing the sequential features of talk. The use of conventions from the CA framework can enable researchers to gain insight into the micro-processes of classroom interaction to understand language learning as it happens as part of a classroom Community of Practice. It offers researchers a magnification tool to study classroom talk with prosodic notation to reveal the classroom talk in detail. Of the various socio-cultural and sociolinguistic approaches, CA has the potential to address details of interaction. CA can describe and analyze the sequencing of action and the organization of turns at the micro level of verbal and nonverbal acts. It is also important to acknowledge that the basic transcription conventions the researcher applied are also based on Gillen, et al. (2007) principles. By adding the details, the researcher did to the transcripts, in addition to that conveyed in speech, he attempted to make more transparent to the reader the basis on which he made his analytic claims. The transcription conventions used for the qualitative SCDA are presented in Appendix 7.

SCDA particularly emphasizes the importance of talk in a given socio-cultural context. In addition to his use of SCDA, the researcher incorporated multimodal analysis to acknowledge the multimodal nature of classroom interaction, in order to show how visual images, shape, texture and movement in children's

learning integrated to create meaning. It was precisely this notion of the interplay of modes that he was addressing in his incorporation of multimodal analysis. This was addressed via the video, audio data and his field notes written whilst collecting data. The researcher feels this is strength of his methodological approach, in combining the benefits of SCDA and multimodal analysis to interrogate his data at different levels of detail. A multimodal analysis goes further than a transcript of verbal exchange with extra detail regarding other modes in use. The aim in use of this type of transcription and analysis was to reflect the multimodal nature of classroom interaction, and how use of specific tools can be seen to foreground and background the salience of other modes in the classroom.

This emphasizes the importance of addressing both teacher and pupil perspectives and the interactions between teachers and pupils, and how different meanings can be made from meaning potentials in the course of interaction. The combination of modal information approach to multimodal transcription does not automatically privilege language over other modes: the meaning of the text is the result of the various ways in which elements from different classes of phenomena – words, actions, objects, visual images, sounds and so on – are related to each other as parts functioning in some larger whole. Recently, greater attention is being paid to aspects of communication other than, or in addition to, those communicated via speech alone. Thus, it is important to address ways in which the researcher's approach to data analysis was principled and rigorous, in arriving at the claims he made.

The most important issue with regard to the reliability of the observations is that the researcher reports accurately what has been seen or heard. Working with audio and video data is one way to enhance this reliability. In my transcription of the video and audio data and use of extracts in presenting my analysis I attempted to make the evidence base of my claims transparent to the reader, using data extracts to support and illustrate the points I was trying to make. Equally, in efforts to be transparent about my interpretations of the data, the temporal dimension of my analysis allowed me to present extracts from across the series of lessons and thus spanning a period of four weeks, in illustrating how certain patterns evolved over time. To make educational sense of a particular classroom interaction, then, it would help to know not only what happened within the interaction, but also what happened before it(historical dimension), what happened during interaction(temporal dimension), and what they learned from it. Meanings are fluid or not stable and change in the course of on-going events in the conversation, which lead to a reinterpretation of what has gone on so far. This dynamic aspect of conversational interaction, which is referred to as *reflexivity* supports the claim that conversations run on contextual tracks made of common knowledge.

**Data Analysis-** Data analysis briefly refers to the processing of data in order to answer the research questions. I adopted a socio-cultural theoretical approach in analyzing my data. Qualitative data analysis focuses on the process of reviewing, synthesizing and interpreting data to describe and explain phenomena or the social worlds being studied. As a result, the data needs to be broken up, disassembled and reconstructed in such a way that the research question has been answered. This process is not linear, and may be revisited many times in order to refine the data and generate a meaningful whole as well as a theoretical understanding of the social phenomenon under study. The idea is to systematically search for meaning. Qualitative data is guided by theory and has an emerging naturalistic design. Due to this emergent design, categories emerge from the data instead of being imposed from the beginning. Analysis of data in my study began as soon as data were collected and continued throughout the study. Interactions that did not include any learning tasks or goals (formal or informal) and individual tasks or routines (e.g., test taking, written assignments, taking of attendance), were excluded from the sample. Data from the transcriptions, field notes, and documents were read and reread to identify codes.

As I observed in the site, I formed interview questions based on perceived patterns. Perceived patterns also helped me identify documents that I needed to examine. For example, to address my first and second research questions, early in preliminary fieldwork I began by looking for events that involved teacher and peer mediation. I first reviewed some of the other analysis methods used to study classroom interaction, and that contributed to the present analytical approach. Then I looked for additional types of mediation and their consequences. Next the data was coded, and a narrative describing the data and their analyses were written. In accordance with the constant comparative method, the transcripts of the interviews and group sessions were read first to be familiar with their content. Data were analyzed line by line first to identify units of meaning. These units of meaning were assigned construct names that came directly from the data. Constructs that developed from the data were then deductively analyzed. Emerging concepts were noted on these transcripts, next to the text that suggest them. From these concepts, categories were labeled and codes were developed to manage the different concepts and categories.

The interview data was done in a similar fashion. The preliminary data analysis was done along with Merriam's (1998) suggested procedures for all the teacher interview data: I first reviewed the interview transcripts, together with the field notes taken after both informal and formal interviews. Second, several times I carefully read through all the interview data, including the interview transcripts and field notes. Recurrent issues were identified through these multiple readings. Then, emergent categories and themes

were written up. Next, the recurrent issues that were previously identified in the interview data were cross checked with the classroom observation data. All transcribed interviews were divided into coded segments representing complete thought statements to allow the linking of specific quotes to analytic concepts and categories. I used open coding to identify initial categories and broad themes. I looked for patterns in direct quotes and common themes. The themes and patterns that emerged were compared with my other tools to check for congruency. The coding categories were formulated according to the purpose of the investigation and the themes and patterns that emerged from the interview data. To ensure that the categories and their contents represented the interview data, a recoding was performed after the completion of the first coding.

The qualitative data gathered from the textbook analysis, classroom observations and semi structured interviews were investigated, coded, synthesized and categorized in a few significant categories based on thematic analysis (Boyatzis,1998:4), and the process for coding qualitative information. The tape recorded interview was first transcribed, analyzed and coded into several significant themes. These themes were then grouped into certain categories in order to establish the participants' views and experiences of classroom interactions. The data collected from the textbook analysis were analyzed and written in the form of narrative. Each of the compiled notes and data from the observation was summarized and analyzed in order to draw appropriate interpretations and conclusions. Then the qualitative results obtained from the document analysis and interview were used to verify or refute the analysis of data from observation. In addition, codes were generated from the relevant literature.

The strategy that was utilized after the completion of coding is what is known as the constant comparison method. The main idea behind constant comparison is that comparisons are constant and continue throughout the period of analysis. There were two key aspects to this process. The first was that comparisons were used to check the *consistency* and *accuracy* of the application of codes. This refers to ensuring that data with the same codes are actually similar. However, at the same time, researchers should be on the lookout for ways that they differ, since this may guide the researcher to further codes and ideas about the variations that were identified. This was a circular process where codes were constantly revised, adapted and/or expanded where necessary. The second was to explicitly look for *differences* and *variations* in the activities, experiences, actions, communications, behaviors etc. of the participants that have been coded. The idea was to find differences across the cases, contexts and similar events to see how social and psychological factors affected the coding of the phenomena. In the final stage of analysis, the

identified themes were compared with the relevant literature so as to develop a rich understanding of the topic studied.

### ***Data Interpretation***

While the aim of analysis requires researchers to break data into parts to find relevant concepts and themes to describe what was said, interpretation involves an attempt to translate concepts and themes to explain what *underlies* what was said. It involves the transcendence of factual data and cautious analysis of what is to be made of them. Data interpretation allows for various sub-categories of the outcomes including elaborating on existing concepts, developing new concepts, providing insights, refining knowledge, clarification and lastly, to developing theory.

Within the process of data interpretation, researchers often use their theoretical frameworks as a guide. Theories provide researchers with a definite focus as to what may be important and what ought to be excluded. What is important is the way in which the theory helps researchers to understand meaning. These processes (data analysis and data interpretation) should however adhere to a certain level of quality.

### **3.8 Validity and Reliability**

Validity in qualitative research is the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account. The researcher took several steps to ensure data validity and overall quality. First, he engaged in his research for a prolonged period of time in the area. Prolonged engagement, defined by Creswell (2007) as “working with people day in and day out, for long periods of time,” enhances the credibility of findings by reducing the likelihood of making spurious generalizations or formulating premature theories (p. 208). This prolonged engagement also leads to another way to ensure data validity: member checks. Since he was able to maintain continued engagement with participants from which he collected data, he was able to share with them his preliminary conclusions and obtain their feedback. Additionally, as he collected and analyzed the data, he was able to follow up with the participants and with his two colleagues doing their PhD with him to clarify any confusion or to seek additional information. For reliable analysis all three researchers first coded the data individually and then compared coding across the group. Finally, as noted earlier, the researcher utilized triangulation as a method to ensure the validity of his data. He collected data from multiple participants and used multiple modes of data collection. Comparisons were made between and across transcriptions, classroom artifacts, documents and video clips to crystallize the data. Finally, he made extensive description of the time, place, context, and culture and description that incorporates the intentions of the actors, and strived to

represent their intention and their world-view by including a thick description, in other words, an emic account.

### **3.9 Ethical Considerations**

Ethical considerations are key elements in the research the process, especially where the research participants are human subjects. Recording and researching children's conversations in classroom of course raises ethical issues. For the collection of audio and video material, written consent was provided by the parents or guardians of the children who participate, and the classroom teacher, and this was done for every part of the project processes. In addition to written consent from the parents or guardians, the researcher considered it important that the students themselves are also informed about the project and the reasons for recording their actions. Before each study, he explained in short what the project would be about and why he was recording them. Moreover, he always tried to answer students' questions about what he was doing and why as clearly and honestly as possible. The researcher explained to them that he was interested in their talk because he wanted to examine how students would work and talk together in the development of their reading skills. He took care to keep the names of the participating students and teacher anonymous and he concealed references to schools and participants. He included a verbal consent prior to administering the instruments and described the objectives of the study and informed them that their identity would kept confidential and anonymous, and would be used only to make improvements in how children learn to read and write. He also obtained letter of approval from my university for the data collection of the study and he explained the purpose and nature of his research to each participant and received their verbal consent as well. Participants were free to seek clarifications, and he informed them that they could stop participation at any time they want to.

After data were coded and analyzed, each child was given a pseudonym. To protect participants' anonymity, the researcher changed their names in this document he created a list of pseudonyms to use and the real name of each child was changed to his/her corresponding pseudonym as he used data to support his assertions. Whenever a reference to a child, a child's name, or a child's words was made in the public analysis, the pseudonym was used. As a researcher, he is the only one who knows the connection between the real name and the pseudonym. That data, along with the audiotapes was then stored in a locked box at the researcher's home, transcriptions were saved electronically on the researcher's password protected computer as well as a backup copy on an encrypted memory stick, and paper copies of the transcriptions were securely filed at the researcher's home

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

In this chapter, I present two major sections. Before I move to the discussion of the main findings, I report pilot study, which was meant to test the feasibility of the research project. Then I present data analysis and its interpretation.

The purpose of this qualitative study is to explore the nature and role of classroom interaction in early grade literacy classrooms. Specifically, it tried to investigate:

- How, if any, teachers mediate and engage students' construction of reading skills
- How, if any, students support and mediate each others' co-construction of meaning
- Instructional assumptions that underlie teachers' classroom practices
- The nature of classroom activities in early grade reading materials

#### **4.2 Pilot Study Report**

As the main purpose of conducting the pilot study was to try out the research tools and procedures, it helped me to notice the areas of those tools in which problems are likely to occur. It also helped me to evaluate the likely success of the proposed methodological design and theoretical framework, sample selection, determine sample size, uncover potential problems of the proposed data collection and analysis techniques and estimate its viability of the whole project. Preliminary findings are also reported as indicators of the feasibility of the main study except some minor problems.

To this end, the researcher conducted the pilot study at Mendi Mekane Yesus Primary school found in Mendi about a year before embarking on the main study. The school is a private institution established by Mendi Mekane Yesus Evangelical church in 2008 and teaches grades 1-8. A small scale data was gathered from the school for five days and analyzed immediately to see the feasibility of the data tools and procedures of the entire project. Two session's observation data using audio and video recordings from the three Grades(grades One, Two and Three), and the remaining sessions were used for document gathering and interview. The pilot study, besides indicating the problems in the research instruments and procedures, showed me some preliminary findings. It indicated me that study population, site selection, research design, sample size, sampling procedures and research methods did not pose any significant. However, after trying out the instruments of investigation, I identified some minor problems, and decided to amend them for the main study.

The first lesson I learnt during the pilot study was a failure to know the school's work plans, rules and regulations in advance and notify my research purpose and data gathering duration. When I went for preliminary data gathering I found the school closed for a week due to Grade Eight National Exam and I had to stay there waiting until it opened. This presupposes the need for in advance preparation and notification on my part during the main study. As discussed earlier, the different tools utilized in the study constituted observations, interviews, and document analysis, which were undertaken were also identified to have few minor problems that need to be improved before carrying out the main study.

The other problem was that the interview guide for teachers was found to be too many(25 items) and too redundant. I discovered this when I conducted the actual interview and found that too much time(more than 1.30 hours) was taken for an individual teacher's interview. In addition, I discovered that some items seemed repetitive because similar answers were given time and again during the interview sessions. I felt that this was because of inadequate revision, and therefore, I planned to review and revise the items several times before administering them during the main study. From the teachers' responses received, it was also noticed that some of the interview questions were a bit ambiguous, and the initial interview questions were, therefore, improved, or immediately modified and it was possible to obtain responses in the desired line. Moreover, the order in which the interview questions were written had also a problem. Some specific questions came before the more general ones(e.g. question number 7 & 8), and these problem were identified and corrected soon.

No problem was noted with the methodological design but regarding my theoretical framework I also made slight modification. Vygotsky's(1978) has three major aspects related to classroom interaction. These are Zone of Proximal Development, mediation, and Inner speech or private talk. Initially I intended to use three of them but when I begun data analysis, I learned that the third aspect(inner speech) didn't apply, and as a result I omitted it and used the other two for analysis and interpretation. I also learned that lessons across the three grades were not the same. Grade One students were more sensitive to videotapes than the other two grades. Based on this lesson then the researcher planned to use audeotapes first and later introduced video as the students got familiarized to it during the main study. However, Grade One students are more open to talk, but less expressive.

### **4.3 Main Study Report**

Data that I analyzed come from direct classroom observation, interviews, and documents that I gathered while I was at the research site. As I detailed earlier in Chapter 3, I used the technique of prolonged

engagement. I remained in the site from the beginning of April 15 to May 22, 2017. I began to code the data while I was still in the site gathering additional data. Using the technique of persistent observation to collect focused data, I began the process of selective coding around two major themes that emerged from the data: (a) **Verbal interactions** (b) **physical interactions**. In this section, I will organize the findings of the study according to my research questions, present data from the three grades(Grade One, Two and Three), and describe the two emerged themes and illustrate each with excerpts from the data.

The semiotic view of language implies that language, language use and context cannot be separated from each other, and are mutually constitutive, and context plays a role in determining what we say; and what we say plays a part in determining the context. It is obvious that classroom interaction is an interrelation of three-layered contexts. These are within-text context, surrounding-text context and beyond-text context. Within-text context is what the participants are doing as they participate in the interactions, i.e. it is part of the interaction along with the text; surrounding-text context is the teacher's planning of curriculum units and its enactment in the classroom, which the interactions are part of; and beyond-text context is the wider practice of education that the curriculum unit is part of. This implies that a thorough understanding of teacher-student interaction can only be achieved by examining it together with those contextual issues which shape it into what it is. Thus, during analysis and interpretation of the data, I tried to give the description of the contextual details of the lessons under discussion. I analyzed data obtained with the techniques of field notes, audio taping, and videotaping, during classroom literacy activities described earlier in this chapter in order to answer this question. Many daily routines are consistent and predictable, while others vary based on the nature of the task and the teacher in charge of the class. Thus I present and analyze typical lessons and detail literacy practices or activities that are pertinent to the research questions of the study.

### **4.3.1 Grade One Reading Lesson**

#### **4.3.1.1 Nature and Role of Classroom Interaction**

The first major question posed in this study is "*What is the nature and role of classroom interaction in early grade literacy classrooms?*" This subsection presents what classroom interaction in the target early grade reading class looks like and how it influences learning. In addition to the coding of teacher statements and question types, illustrative examples of children's responses to each question type were also identified, analyzed and interpreted.

The structure of instruction in Grade One typically begins with the teacher opening a lesson with greetings, directions and other signals that an instructional activity is about to begin (*scene setting or opening*). Then reading lesson takes two forms: Shared reading and independent reading. In shared reading, reading is shared with students or with teacher, and in the meantime, all have active participation. At times, an individual student reads aloud to the class standing, or the teacher reading aloud to the class while students are following. Independent reading takes two forms: students reading in pairs or small groups, and reading individually to oneself silently. In Grade One, readings of all kind are mostly alphabet or word level reading even though short sentences and paragraphs also come later in the reading curriculum.

Classroom interaction in this grade level is generally question and answer where the teacher would pose short questions of simple cognitive level requiring short answers. The teacher's questions were often elicitation questions and it was almost always from the teacher to students or specific students. Rarely did learners pose questions to each other or join in collective discussion, unless directed to do so by the teacher as part of a peer or group discussion session. During elicitation, teachers sometimes called on specific learners, and in other cases, individual learners, groups of learners, or the entire class to answer. In other cases, individual learners, groups of learners, or even the entire class answered teacher-directed display questions in chorus. Replies are followed by an evaluation in which the teacher indicates to learners whether their answers are correct or incorrect and then generally bestow praise for correct responses. The following excerpt from Grade One reading lesson depicts this reality.

## **Lesson: 5 Transcript**

### **Phonemic Awareness Tasks**

Phonemic awareness refers to the ability to notice the individual sounds (phonemes) in spoken words. Phonemic awareness has been recognized as an important factor in learning to read. When students begin to associate spoken sounds with letters they are linking their phonemic knowledge to their written form. This is what is called phonics, and it gives students a strategy to associate sounds with letters and letter combinations when they read.

**Graphophonic.** The graphophonic subsystem of language includes the relationships among letters and the variety of sounds associated with each. This subsystem also includes spatial concepts, such as word length. Using the graphophonic cueing system demonstrated participants' knowledge of visual symbols

and their developing phonemic awareness. Reading requires turning the letters we see into sounds, sounds into words, and words into meaning. Successfully managing this process requires the ability to work in reverse. That is, to understand the process of moving from letters to sounds to words, students should also grasp that words are composed of individual sounds and understand the process of separating (and manipulating) words into sounds.

In the following extract, the students were practicing 'Qube Dacha'(digraphs). The teacher begins by reminding the students of what they learned previously on letter name and shape identification. The teacher asked the students to come to the board and write and sound out it turn by turn. This helped the students to demonstrate their skills in writing and sounding out individual letters through grapho-phonemic practice. The rest of the students were also sitting, watching and commenting on successful and unsuccessful performance as they go about doing it.

- |  |  |
|--|--|
| <i>12T: Tole. Kaleessa maal baranne?</i>   | <i>Ok, what did we learn yesterday?</i>  |
| <i>13Ss: Qubee dacha</i>   | <i>Qubee dachaa (digraphs)</i>   |
| <i>14 T: Qubeewwan kun maali?(gabateerratti agarsiisaa)</i>                            | <i>What are these letters(Pointing at digraphs on the board)?</i>                                    |
| <i>15Ss: ch, dh, ny, sh, ts</i>  | <i>ch, dh, ny,sh, ts</i>   |
| <i>16T: Baayyee gaarii.Amma tokko tokkoon kottaatii barreessaa. Eenyu nabarreessu?</i> | <i>Very good! Now you come here one by one and write the letters. So who will write letter "ch"?</i> |
| <i>17Ss: Ana B/sa!, ana B/sa(wacaa)</i>  | <i>Me! Me! Here! Here!(Raising hands and shouting for turns)</i>                                     |
| <i>18T: (B/saan gurbaa tokko hafeere)</i>  | <i>(The teacher invited one boy)</i>   |
| <i>19 Sx: gara gabatee deemee sirriitti barreesse</i>                                  | <i>(He went to the board and wrote it correctly)</i>   |
| <i>20T: Sirriidhaa?</i>  | <i>Is it correct?</i>  |
| <i>21Ss: Eeyyee(walga 'anii)</i>   | <i>Yes(in chorus)</i>  |
| <i>22T: Baayyee gaarii(Harka dha 'aafii)</i>   | <i>Very good! Clap for him</i>   |

Here the teacher began the lesson tying the topic to previous topic the students learned. He used this activity as a transition to the subsequent lesson by making sure the students consolidated their skills on 'Qube Dacha'. They demonstrated by successfully writing the letters on the board. As can be seen from

the extract, the teacher display question are short and cognitively less demanding. Correspondingly the students' responses are also short and immediate. The teacher is trying to help students to know and master the relationship between letter sounds and shapes. He praised correct students' contribution uttering and stressing "Very good" and this seemed to raise the children's participation. Knowledge of and familiarity with the visual shapes of the individual letters is an important prerequisite to learning to read. Children's ability to name letters strongly predicts their future reading achievement. For example, learning letter names often turns spontaneously into interest in letter sounds and in the spellings of words. This may be because some letters contain information about their sounds. Knowledge of letter names is also strongly associated with children's ability to remember the structure of written words and the tendency to treat words as ordered sequences of letters rather than holistic patterns. Lack of letter-name knowledge is associated with difficulty in learning letter sounds and word recognition. However, this kind of talk is limited and is used to check comprehension rather than develop thinking. It does not encourage a transactional dialogue that supports shared construction of thoughts and ideas between the teacher and the student. Instead, there is often too much emphasis placed solely on how to build specific literacy skills, such as comprehension, fluency, or vocabulary, rather than engaging students in topics in a critical and significant way through a classroom structure involving shared, interactive participation.

### **Lesson 6, P.97 Topic: Hawi and Guyyoo-Introduction.**

The teacher came in, greeted the students as usual and told them to open their books to page 97. He then wrote the title on the board: **Wal Baruu'** (Introduction).The teacher first read aloud to the class and the students then copied down what he wrote on the board and continued following him as he was reading aloud. After he finished reading, he put the students into pairs and told them to read together. During this part of shared reading, the participants were observed reading by moving their fingers across the page from left to right, which shows they are cognizant of the directionality of print.

This exchange between the teacher and the students is based on a passage on Grade One Students' Book P.97.The passage was intended to show how friendship starts by a simple encounter at a social event. The teacher had the students read the short passage in pairs for about ten minutes and subsequently asked them the following questions. Here is the extract:

**284T:** *Lata as kottu(Qananii bira teessise)*

*Come here Lata (sat the student with Kanani)*

**285Lata:** *(Lataan sagalee olkaasee Qananiif dubbis) (Lata read aloud to kanani pointing with a pen)*

286 K: ( <i>Qananiin Lataa waliin agarsiisaa dubbise</i> )	( <i>Followed Lata. He was also pointing with a pen</i> )
287T: ( <i>B/saan Jaallee waamee dubbisiise</i> )	( <i>The Teacher called on Jalle to read</i> )
288J: ( <i>Jaalleen guddistee agarsiisa dubbiste</i> )	( <i>Jalle read aloud pointing with a pen</i> )
289T: ( <i>Hawwiin eenyuun argite?</i> ( <i>Dareetti garagale</i> <i>B/saan gaaffii hubannoo gaafate</i> )	<i>Whom did Hawi see? (Turning to class</i> <i>the teacher asked comprehension questions)</i>
290 Ss: <i>Guyyoo argite</i>	<i>Guyyo, she saw Guyyo.</i>
291 T: <i>Yeros maaltu itti dhaga'ame?</i>	<i>How did Hawi feel when she saw Guyyo?</i>
292 Ss: <i>Ni gammadde</i>	<i>She was happy</i>
293 T: <i>Maaliif gammadde?</i>	<i>Why was she happy?</i>
294 Ss: <i>Guyyoo waan argiteef</i>	<i>Because she saw Guyyo</i>
295 T: <i>Guyyoon hoo?</i>	<i>How about Guyyo?</i>
296 Ss: <i>Innis ni gammade</i>	<i>He was also happy.</i>
297T: <i>Kana keessaa Guyyoon isa kam?</i> <i>Kunoo(agarsiisaa)</i>	<i>Which one is Guyyo from this picture?</i> <i>(Referring to picture on the book)</i>
298S1: <i>Isa mirgaarraa ti</i>	<i>The one on the right in trousers</i>
299T: <i>Hawwiin hoo?</i>	<i>How about Hawi?</i>
300S2: <i>Ishee wandaboo uffattu bitaarraa</i>	<i>The one on the left in a skirt</i>
301T: <i>Maal hojjetu?</i>	<i>What are they doing there?</i>
302Ss: <i>Wal dubbisu</i>	<i>They are greeting each other</i>
303T: <i>Boodarra hariiroon isaanii akkam ta'e?</i>	<i>After this introduction, how is their relation?</i>
304J: <i>Hiriyyaa ta'an</i>	<i>Became friends</i>
305T: <i>Ve:ry good.</i>	<i>Baa:yyee gaarii</i>

An important mode in which classroom interactions can be initiated is questioning. Questioning is a common approach to checking comprehension in many classrooms. Very often, teachers will use questioning in a three-part sequence referred to as *Initiation* by the teacher, *Response* from the student, and *Evaluation* or *Feedback* by the teacher (IRE or IRF). This traditional method of questioning often results in *recitation*, as opposed to *discussion*. The teacher's display questions in this extract are an

attempt to know their comprehension skills of the text under discussion. Without comprehension, reading is merely word calling or barking at print. Comprehension is usually evaluated through retellings, answering questions, discussions, drawing, dramatic interpretation, or some combination of these methods. The teacher in this case prompts answers from the passage and the pictures to help them guide through the reading lesson. For having understanding what pupils already know and understand, teachers often use cued elicitations, together with direct elicitations. Cued elicitation is a way of getting out information from a pupil by providing strong visual cues and verbal hints as to what answer is required. Direct elicitation, however, involves only oral prompt without visual cues. As can be observed in this extract, the teacher poses a display question that he already has an answer for, the students respond, and the teacher builds on students' answers and asks further clarification questions. Contrary to what it has been claimed in previous studies (e.g. Brock, 1986) indicated, disappointingly, that referential and open-ended questions did not necessarily stimulate longer and syntactically more complex student contributions if the teacher failed to probe more when faced with brief replies such as simple sentences.

Reading, whether in the first or second language, involves far more than the simple decoding and coding of text. Rather, literacy is a complex social practice learned through dialogic communication and apprenticeship into literate discourse communities. It involves skills of abstraction, reflection, analysis, interpretation, cross-cultural understanding, collaborative problem-solving, and critical thinking. As indicated above, acquisition of literate skills involves not only conversation, but also analysis, reflection, cross-cultural interpretation, collaborative problem-solving and critical thinking. A dialogic perspective also does not totally reject transmission-oriented programs such as those that drill vocabulary or constructivist-oriented programs such as those that allow text manipulation. Rather though, it sees that these are incomplete without giving learners the opportunity for interaction with speakers of a language and their texts. Clearly if classroom talk is to make a meaningful contribution to children's learning and understanding it must move beyond the acting out of such cognitively restricting rituals.

This whole classroom exchange took a short time and the students responded in chorus to the teacher's text-based questions. As can be observed all the questions are Wh-questions, but the students found it easy to answer. This could be because the questions were directly found in the students' text and can be easily located, which justifies the fact that all Wh-questions cannot guarantee extended teacher-student interaction, or not necessarily genuine ones so to speak. Contrary to what it has been claimed in previous

studies (e.g. Brock, 1986), referential and open-ended questions did not necessarily stimulate longer and syntactically more complex student contributions if the teacher failed to probe more when faced with brief replies such as simple sentences.

In most cases classroom discourse is generally dominated by question and answer routines, with teachers asking all of the questions, while learners ask correspondingly few questions. The questions are used to assess whether students have absorbed content matter or not. Authentic questions, on the other hand, ask students to provide their own evaluations and interpretations of lesson content, and teachers (or other students) ask authentic questions because they are genuinely interested in hearing what the student has to say. Display questions serve a range of functions such as to check or evaluate understanding, concepts, learning, previous learning and so on. Students' responses tended to be short, simple, restricted, often comprising one or two words. This finding also goes in complete agreement with the interview data where the teachers predominantly reported to have used closed type questions. Rather than opening up space for learning, such questions tend to close it down and result in a rather ritual, almost mechanical type of interaction that is often exemplified in IRF sequences.

#### **4.3.1.2 Teachers' mediating and supporting strategies**

Early grade teachers are basically expected to provide more support to children than higher grade teachers. Bruner(1978) describes this role as 'scaffolding', Halliday(1975) speaks of it as 'tracking', Vygotsky(1978) talks of working in the student's Zone of Proximal Development and Clay(1985) notes the importance of sensitive observation accompanying each stage of teaching. Different metaphors are used to emphasize the need to provide temporary support to enable the child move beyond what he/she can do independently. Thus instruction must be aimed not so much at the ripe but at the ripening edge of the zone. Vygotsky helped us realize that by encouraging students to interact with others, we give them frames for thinking alone. We begin to ask questions of ourselves, and questions we have in the air then become conversations we have in our minds.

One way early grade teachers mediate for children learning reading is through song. In the following excerpt, Grade One students are singing Alphabet Song to recite, learn and remember Afan Oromo Alphabets. They often sing orally, but sometimes the singing and recitation is accompanied with visual support of the alphabet poster on the wall. The teacher sometimes leads the song or simply initiates it and when their voice matches, he falls behind and listens.

## Grade One Lesson Transcript

<b>50 T:</b> <i>Me amma waliin faaruu faarsitu.Isinii galee?</i>	<i>You will first sing together. Got it?</i>
<b>51Ss:</b> <i>Eee</i>	<i>yeah!</i>
<b>52T:</b> <i>Gaari.Jalqabuuf 1,2, 3(3 jedhe sagalee guddaan)</i>	<i>Well, together! To start 1, 2, 3(shouting '3')</i>
<b>53 Ss:</b> <i>A: Abbaan koo na waamee</i>	<i>My father called on me</i>
<b>54B:</b> <i>Balbala cufi jedhee</i>	<i>Told me to close the door</i>
<b>55C:</b> <i>Caaltuunis na waamte</i>	<i>Chaltu also called on m</i>
<b>56D:</b> <i>Dafii kottu naan jettee</i>	<i>To come home quickly</i>
<b>57E:</b> <i>Eyyeekaa dafeen dhufaa</i>	<i>yes I we'll come quickly</i>
<b>58F:</b> <i>Fagoo miti manni koo</i>	<i>my home is not too far</i>
<b>59G:</b> <i>Gaangoo yaabbadheen dhufaa</i>	<i>I w'll come on horseback</i>
<b>60Z :</b> <i>(They continued up to "z"</i>	<i>They were clapping and singing</i>

This alphabet song is used by Grade One teachers in reading and learning Oromo alphabets. As observed from each line of the song, Afan Oromo alphabets start the songs to help students memorize each 'qubee'(letter). For example, in order to memorize letter "A", the students sing Abbaankoo na waamee(My father called on me" because "Abbaa" starts with letter "A" and this is the first alphabet in Oromo. When they say "Abbaa", they automatically remember "A". The same thing is true for letter "B"(Balbala cufi jedhee- close the door he said). "Caaltuunis na waamtee(Chaltu also called on me), etc. In addition to being the first letters in the song, the words "Abbaa"(father), "balbala"(door), Caaltuu(Chaltu), etc are common and basic words in Oromo language and very familiar to the children. Especially 'Abbaa' is the first word in the child's language in Afan Oromo, and can serve learning purpose very well. This kind and technique of supporting young learners creates enabling environment to learn and better remember what is learned. Vygotsky(1978) talks of this as a psychological tool that aids learning and remember difficult concepts. Here the teacher used this mediation strategy suggested by the curriculum and in common use across schools in Oromia.

## Number Song

What is number 'One'? One is only one. 'Two' is the two goat's breast, one is only one. What is three? One is only one, two is the two goats breast, 'three' is the three 'sumsummani'(support for a pot on fire), what is

'four'? One is only one, two is the two goats' breast, three is the three sumsumsni, four is the the four cow's breast what is 'five'? One is only one, two is the two goat's breast, three is the three sumsumsni, four is the four cow's breast and five is the five hand fingers, etc up to ten.

Number song is also another scaffolding strategy used in early grade reading development in learning number. Primary schools adopted the technique and are now using it in teaching children counting number. Like in alphabet song, vocabularies used in number song are also common and frequent terms in the child's vocabulary and in the local culture too. In learning and remembering number 'two' for example, the two goat's breasts are used. Goat is a common domestic animal, kept by most rural people and familiar to the children. Most rural children also know the number of goat's breast and can easily associate this with number 'two'. The same is true for 'sumsuma'(singular), 'sumsummanii'(plural-stones around a fireplace that support a pot on a fire in traditional cooking homes). This is also a first-hand children's experience and can greatly aid and facilitate learning and understanding (Vygotsky, 1978). The central and distinguishing concept of sociocultural theory is that higher forms of human mental activity are *mediated*. Vygotsky argued that just as humans do not act directly on the physical world but rely, instead, on tools; we also use symbolic tools, or signs, to mediate and regulate our relationships with others and with ourselves. This shows how socio-cultural theory views language as a means of mediation in mental activity. In Vygotskian theory, language is seen as a way to both manage mental activity and to interact socially. Mediation can occur externally, for example when a learner is given help by an expert or physical artifact, such as a computer, or internally through the individual's use of their own resources, to achieve control. The essence of a socio-cultural theory of mind is that external mediation serves as the means by which internal mediation is achieved. Socio-cultural theorists take the view that development is more taking part in a social-cultural activity than acquiring knowledge in isolation. Within this theoretical framework, he theorized that children construct knowledge, and that this knowledge is always socially mediated, influenced by an individual's interactions; thus the development resulting from knowledge construction can never be separated from its social context.

The following question and answer exchange is based on a story told by the teacher to first grade students. Story telling is another mediation technique as it is both educational and motivational in nature. It was meant to supplement and expand the story reading in the student's textbook. The teacher also wanted to initiate further storytelling and set the scene for the students. The story was about an ape and a lion which

were keeping cattle together. The following excerpt was taken from the exchange made between the teacher and the students.

### Story Telling Lesson

<i>175T: Maal kanarraa baranna?</i>	<i>What can we learn from the story?</i>
<i>176S1: Sodaa</i>	<i>Fear</i>
<i>177T: Sodaa. Mitii. Kan biraa?</i>	<i>Fear. No. Any other?</i>
<i>178S2: Kabajaa</i>	<i>Respect</i>
<i>179T: Kabajaa. Miti. Maal nu barsiisa?Tole, Ati?</i>	<i>Respect. No. What does it teach us? Yes?(Pointing to S3)</i>
<i>180 S3: Faayidaa tokkummaa</i>	<i>The value of unity.</i>
<i>181T: Baa:yee gaarii</i>	<i>Ve:ry good</i>

The question asked by the teacher is a bit general one requiring the students to give moral of the story in a condensed form. But when the desired response didn't come out immediately, the teacher kept on searching until he felt satisfied. In the meantime he was prompting the students to push them to the expected answer and in doing this he was mediating them in their Zone of Proximal Development, **177T**:"Any other?". When students did not respond to the teacher's questions, for example, or gave incomplete or incorrect answers, the teacher responded with such strategies as prompting incorrect or incomplete replies, repeating the question or the answer, or simplifying the question until the expected response was provided. When an incorrect answer is provided, the teacher asks other students or the whole class to help. As a result, classroom interaction is overwhelmingly monologic in form because, as the orchestrators of classroom discourse, teachers typically only offer children opportunities for making brief responses to their questions.

It also tends to be monologic because it is structured according to the Initiation-Response-Evaluation (IRE) pattern. When he got the desired response, he said, "Ve:ry goo:d"elongating the vowel "e" to show his satisfaction with the answer provided. Although praise increases student motivation, this contradicts some key expectations for dialogue inquiry: for example, failure to sustain talk and equitably distribute discursive rights and responsibilities students and inject genuine inquiry into the topic at hand (rather than testing of pupil knowledge).This kind of interaction made the roles of the teacher and students asymmetrical and the students failed to contribute to the lesson's direction and coherence.It is criticized for not providing opportunities for students to ask questions, nominate topics of interest, and negotiate

meaning. Students raised their hand, the teacher called on a student to respond, the student responded and the teacher evaluated the student's thinking; either accepting or rejecting the student's input.

Moreover, it was observed that inequality in terms pupil-involvement also characterized lessons observed. Turn-allocation strategies prioritized the active, mostly the more able students, and ignore or disadvantages less able students. Class-teachers concentrated so much on the calling faster learners for participation whose contributions made the lessons proceed faster and this appeared to please the teachers. Slower learners did not seem to benefit from those lessons so much because they could not be given equal chance by the class-teachers to participate and there was no time for individualized learning support during and after classes.

Furthermore, while teacher talk is frequent and lengthy, opportunities for sustained and extended dialogue by the pupil are rare. Thus, if teachers are not careful, classrooms may be places where teachers rather than children do most of the talking where supposedly open questions become closed. Instead of thinking through a problem, children devote their energies to trying to spot the correct answer, and in such contexts equality of discussion is subverted by the unequal communicative rights among classroom participants. Basically, IRF sequences can be used not just to test students' knowledge, but to find out their initial levels of understanding so as to adjust teaching accordingly and better guide the students towards a higher level of understanding.

The findings of several recent studies into patterns of teacher-pupil interactions in literacy reveal that although teachers continue to ask lots of questions they are rarely used to assist pupils to articulate more complete or elaborated ideas (Smith, et al., 2004). From a structural viewpoint, teachers control verbal traffic in IRE/IRF cycles by asking students to raise their hand and then selecting a student to respond. After each student turn, the teacher regains the floor to comment on the student's contribution; often interjecting his or her own ideas, then directs questions back to the whole-class. When teachers ask questions and accept only those answers they believe to be right, they hold interpretive authority (Chin et al., 2001). Given the dominance of teacher talk, instructional focus tends to be on the development of a topic rather than on deepening students' understanding of text (Fisher, 2005). Others, however, suggest that without the teacher's dominating voice students may be either reluctant to talk on one extreme or monopolize the floor on the other (Burns & Myhill, 2004).

## Lesson 2: Story Telling Session

As a background to this story telling the students were introduced to story reading lesson and were asked and answered some questions related to it. The lesson is smoothly followed by involving the students in story telling of their own. Then the teacher nominated Naol to tell story to the class. The story was about a dog and an ape living and growing crops together, where the dog was repeatedly cheated by the ape that is commonly symbolized as cunning and shrewd. After he finished telling the story, the teacher asked the students the following questions.

<b>149T:</b> <i>Durdurii kanarraa maal batattu?</i>	<i>What does this story teach us? What do you learn from it?</i>
<b>150Sx:</b> <i>Hiriyyaa gadheetti hidhachuu</i>	<i>A bad company</i>
<b>151T:</b> <i>Gaarii. Ihi , Dabala?</i>	<i>Good. Ihi(Yes), Dabala</i>
<b>152D :</b> <i>Hiriyyaa hin amanamne</i>	<i>Untrusted friend</i>
<b>153T:</b> <i>Eyyee. Hieriyaa malee deemanii</i> <i>..... galu jedha Oromoon. Ihi...</i>	<i>Yeah! A person visiting a bad friend returns home.....</i> <i>.....“(Oromo proverb)</i>
<b>154Ss:</b> <i>Geggeessaa malee galu</i>	<i>go home unaccompanied</i>
<b>155T:</b> <i>Geggeessa malee galu(irra deebi’e)</i> <i>Baayyee↑ gaarii. Namni biraan?</i>	<i>Unaccompanied(Repeated).Very↑ good. Any other person</i> <i>To tell us a story [Galane raised a hand. Ok, Galane</i>

Clearly in this excerpt, we see three mediation strategies used by the teacher to enhance literacy learning. One is the story is inbedded in Oromo traditional culture familiar to the students to stimulate understanding and skill acquisition. Secondly, it is supported by local proberb, “A bad friend sends one home unaccompanied”. As the children know this proverb, they responded immediately. Lastly, there is a prosodic feature(rising intonation, ↑) that is used to confirm the student contribution. However, this exchange represents a display type of question since the teacher knows the answer in advance. The discourse moves in the third position in the instructional triad also follows the IRE. In addition to judging the correctness of students’ answers or monitoring students’ conformance to turn-allocation rules, teachers revoice students’ replies (e. g., *Unaccompanied*) to show it was the right answer and also to share it with the rest of the class. "Hiriyyaa malee deemanii geggeessaa malee galu" is a common Oromo proverb to illustrate the undesirable relationship between a wise and a naïve person. The teacher and the students fell on this create a shared understanding of the concept in question. However, in the question-

and-answer exchange above, not only did the involvement of the students decrease compared to the previous exchange, but also the length of the responses diminished. Additionally, the fact that the answers to the responses were stated in the text made the classroom conversation unnatural.

### **Cued elicitation as a mediation strategy**

While visual memory addresses what the participants recall seeing, phonemic awareness addresses their ability to match sounds to the written symbols. The teacher in this study, therefore, attempted to mediate for students through cued elicitation. They relied on the initial consonant clues and the illustrations in their books as was common with beginning readers in most classes. Almost all participants demonstrated initial consonant letter phonemic awareness. Most participants also demonstrated final consonant letter phonemic awareness.

- |  |   |
|--|---|
| <i>91 T: Duula jecha kana dubbisi(fakkii gugee<br/>Kitaabarraa agarsiisaa)</i> | <i>Read this word, Dula(pointing at a picture<br/>of pigeon in the student's book).</i> |
| <i>92 Dula: Guu...gugee</i>  | <i>Gu...gugee(pigeon)</i>   |
| <i>93T: Kunoo(fakkii harree agarsiisaa)</i>                                    | <i>How about this?(Pointing at a donkey's picture)</i>                                  |
| <i>94 D: Harree</i>  | <i>Harree</i>   |
| <i>95 T: Hoolaa mitii?</i>   | <i>Isn't it a sheep?</i>  |
| <i>96D: Lakki, kun harree dha(Fakkii agarsiisaa)</i>                           | <i>No! This is donkey( Pointing at the picture</i>                                      |
| <i>97R: Gaa:rii(kolfaa)</i>  | <i>Goo:d(laughing)</i>  |

The above example illustrates participants applying their phonemic awareness to consonant letters that occurred during shared reading. Mostly in this case illustrations served as semantic support in identifying the initial letter. The participants used picture in manipulating medial and final consonants using graphophnemic cueing systems. Medial consonants refer to consonants inside a word, that is, not the initial or final consonant(See Appendix 7.5). Likewise, Lali was working on a task with the objective of finding missing letters under various pictures. She came to a picture of a man's head and was to fill in the missing consonant and vowel sounds to complete the word. The letters were **Fu\_\_\_\_\_a** and there is an arrow pointing at the man's face that misled Lali to assume that it was indicating a nose. As such, she filled in the missing space the letters "ny" to produce the word "Funyaan"(nose). Soon her partners rejected her attempt on the ground that "ny" can't fit in the missing space as it was not an appropriate

consonant. She also hesitated because the text did not make sense to her. Through discussion with peers, she completed the task by filling in the letters 'ul'. In this example, and others, when children worked together with peers, they were able to learn literacy skills and behaviors. Students are taught to use multiple cues (phonics, word parts, looking at the whole word, picture clues, other semantic context clues, syntactic clues) as part of word recognition.

### **Further Phonemic Awareness Tasks**

The teachers used a variety of formal and informal activities to assess phonemic awareness – or the ability of children to segment words into their constituent sounds – an important prerequisite for both word reading and spelling. In assessing phonemic awareness, it is important to note that there is a hierarchy of tasks that is broadly indicative of the sequence in which children master awareness.

Basic blending tasks: 1. Blending onset-rime units into real words 2. Blending phonemes(sounds into real words

Segmenting tasks: 1. Segmenting sounds by identifying initial and final phonemes. 2. Segmenting sounds by identifying sounds in a word

### **Hudhaa(‘)-stress**

276T: Me amammoo Hudhaa baranna. Now let’s turn to stress (‘). Open to page 99

277Ss: (Kitaatba fuula 99 bane) (opened page 99)

278T: Sa + ‘a= sa’a(*The Teacher modeled the individual sounds in this word including (‘) stress mark and then blended them. He repeatedly and loudly articulated the sounds and the word*). Who will do the word ‘re’ee’ in the same manner?

279Sx: Re+’ee(*After writing the individual sounds he then blended them. He articulated the sounds and the word like the teacher. These activities were much simpler for the students as they are supported by illustrations. Here the students practiced stress (hudha) or(‘).*

### **Lesson 7 Transcript**

#### **Topic: Blending and Splitting words**

269T: Our today’s lesson is blending and splitting words. You open page 97(*He wrote one example on the board and modeled the phoneme in the word. Then he blended these phonemes and sounded together loudly and repeatedly*). Example: Boo+yyee=Booyyee(Pig)

*(The Teacher then asked the students to come to the board and do likewise)*

*270S1: Moo + yyee=Mooyyee(wrote on the board and sounded the phonemes/morphemes by pointing with his pen)*

*271T: Very good. The next word?*

*272 S2: Baa + yyee=Baayyee(many)*

*273 S3: Gu + yyaa=Guyyaa(Date)*

*274S4: Fa + yyaa = Fayyaa(Health)*

*275 S5: Ha + yyuu=Hayyuu(Scholar)*

*(In this exercise the Students were practicing how "yy" is stressed in some words and unstressed in others)*

This is a phonological task which required pupils to blend given phoneme-sounds to form required familiar words. They also learn segmentation (phoneme or syllables), which measures the ability to segment a word into individual phonemes or syllables. This task is mostly oral and teaches the ability to read individual syllables. *Phonological awareness* (PA, also referred to as phonological sensitivity or metalinguistic awareness in the literature) comprises children's sensitivity to and ability to manipulate the sound structure of language, including skills such as rhyming, alliteration, blending, segmenting, and elision. At an early age, PA is the strongest predictor of a child's later reading.

*Print knowledge* refers to a combination of alphabet knowledge (i.e., knowledge of letter names and associated sounds), concepts about print (i.e., knowledge of print conventions such as left–right, front–back; concepts such as book cover, author, text), and early decoding skills. Print knowledge is also highly predictive of reading acquisition and achievement.

A basis for beginning reading instruction includes phonemic awareness which is the ability to notice, think about and work with the individual sounds in spoken words. Phonemes are the smallest unit of the spoken language. In phonemic awareness students learn to blend the sounds in written words by using letters and the knowledge of the sounds they create when spoken. Early effective phonemic awareness instruction for students is often taught through songs and rhymes and can provide the skills and knowledge necessary for later reading skills.

Participant teachers teach phonemic awareness in two ways: phoneme blending and phonemic segmentation and identification of onset and rime sounds (first and last sounds, respectively). For evaluating phoneme segmentation, the teacher asks students to divide each word into its component sounds (“**nama**,” for example, would be divided into the sounds: /n/ /a/ /m/ /a/; see Appendix 7 for more examples). For identifying onset and rime sounds, the assessor either reads aloud a single word, asking the student to identify either the first or last sound, or reads aloud three words, asking the student to identify the word that begins or ends with a different sound. For example: “What is the first sound in ‘**bofa**’?” and “Which word begins with a different sound: **laga, lama, nama**?” The teacher evaluates the students’ contributions by letting them sound out the initial phonemes one by one and praising correct answers or eliciting better ones until he is satisfied.

When comparing the finding of Wells-Rowe(1994) and Chapman,1999) findings, I see many similarities. We all see and value the role of conversation in literacy events, allowing children to work toward shared meanings, providing authentic literacy events. The literacy interaction in their studies were both peer-peer and peer-teacher, respectively. They both found out that children are active meaning makers in reading classes when they are allowed to work together and with teacher.

96T: Hari’a qubee dachaan barreessuu baranna. Today we’ll write words using Qube Dacha. Got it?  
isinii galee?

97Ss: Yes Eeyyee

98T: *(Turning to board, he wrote three examples)*

Ch-Chaappaa Seal

Ny-Nyaara Eyebrow

Dh-Dhadhaa (butter) *(He underlined the first letters of the words. He then modeled each word and ordered the class to follow him)*

99 T: Ch-chaappaa

100Ss: Ch-chaappaa

101T: Ny- Nyaara

102Ss: Ny-Nyaara

**103T:** Now, you write these words in your exercise books

**104Ss:***(Took out their exercise books and wrote it)[xxx students murmur, ask and show to each other)*

**105T:** You read this *(pointing to 'dh' on the board)*

**106Sx:** 'dh'*(read correctly)*

**107T:** How about this *(pointing to 'Ts')*

**108Sx:** 'Q'*(Mistake)*

**109T:** Is it 'Q' class?*(Turning to the class)*

**110Ss:** No! It's 'Ts'

**111T: Yes.** Not 'Q', it's 'Ts'*(Repeated the answer and moved to another group)*

In this instance, there are at least two major scaffolding techniques. One is the correspondence between the "Qubee dachaa" eg 'ch' and the first sound in 'chaappaa'. In order to learn 'ch' the children associate the letter with the sound and letter in 'chaappaa'. The digraphs that are initial consonants were underlined and identified for them, and this gave them visual clues about the position and shapes of these letters and to easily remember them too. The teacher also modeled the pronunciation of each for the students, which is another valuable aid in supporting learning. Secondly, words which contain the digraphs are supported by illustrations in the Students' Book, giving the additional visual clues. In addition all the words used in like 'nyaara', 'dhadhaa' are common and repeated terms and within the vocabulary stock of the children. Children created and/or used many mnemonic devices as they interacted with each other during literacy events. They would sing the alphabet song to help find letters, draw to share ideas, look at texts to aid memory, use gestures to support comprehension of texts, play games to problem solve, etc. It is important that teachers understand the use of psychological tools in supporting children's need to create meaning.

These all approaches to teaching reading is what Vygotsky (1978) calls psychological tools that scaffold learning. Meaningful repetition of sounds or words helps students develop their visual memory of multiple words. When words are frequently read in texts, they are more apt to be read by sight (visual memory) than words that appear infrequently. Through the process of repeated exposure to those words, learners develop a bank of sight words utilizing visual memory. While visual memory addresses what the participants recall seeing, phonemic awareness addresses their ability to match sounds to the written symbols. The teachers were creating situations to help students retain the words better.

During question-and-answer episode too rather than answering a student's question directly, the teacher turned a student's question back to the class to answer as in **109T**: Is it 'Q' class? To involve the students rather than answering it straight away. This approach could help the student who did the mistake and the entire class to learn and remember the skill better. Moreover, in this particular activity, the teacher tries to reinforce the correspondence between sounds and letters they represent, which is called phonics. The instruction aims to help readers make the link when reading or decoding and spelling or encoding. In phonics instruction students also learn to blend and segment as well as to learn

When the teachers teach phonics they mostly begin with some words students have in their oral vocabularies that start or end with the same letter sound (example /L/ – laga, lagi, gala). This means that the child listens to the stimuli word or words and has to manipulate them in some way to identify the odd beginning sound in the words. As students offer words, the teacher writes the words on chalkboard under an upper case or the lower case letter. He uses objects and pictures to stimulate students' background knowledge. Once the words are listed, the teacher helps students see a pattern in the words (they have a common sound and a common letter).

As the students are frequently exposed to some words, they develop them into sight words and decode and read effortlessly. The name '*Hawwii*', for example, has been mentioned so many times in Grade One Students' Book and labelled under sight words. This is one of the strategies the text writers employed in helping the pupil learn how to develop reading skills in early grade. Teachers point out high frequency words during shared reading activities. They point them out again during shared writing. They post high frequency words on the classroom walls. They create matching games, word cards, and other enjoyable activities to provide children with multiple exposures to these high frequency words(See Appendix-7.5) These high frequency words are often the most valuable for speaking and listening as well as for reading and writing. These are the words children hear and use most often. In addition to these *high frequency* words, children also learn *high value* words. These are words that individuals find personally meaningful, like hoolaa(sheep), harree(donkey), indaanqoo(hen), saawwa(cow), etc.

However, when students encounter words they do not know at sight or do not have high value, they need strategies for identifying such words. These strategies are referred to as decoding strategies. Some of the most common decoding strategies include letter patterns, word patterns, structural analysis (inflected endings such as *-oota*(plural marker) *-n*('gulummaa'-subject indicator), etc.

e.g.1. *Hawwiin galgala galte*

2. *Hawwiin namoota afur argite.*

Structural analysis involves the identification of roots, compound words, affixes (prefixes and suffixes), and context (the words near the unknown word), etc. In “*Hawwiin*”, for example, the suffix “-n” aids reading the word and the entire sentence. The same is true for “*namoota*” as “-oota’ aids reading. The teacher assists the students by directing their attention to roots, prefixes and suffixes in words. Fortunately, unlike languages that are phonetically irregular, like English, Afan Oromo (the students mother tongue) is phonetically regular (for every symbol there is one and only one sound) one letter stand for one sound.

Teaching letter names and letter sounds requires focus and repetition. The teachers teach the letters one by one through repetition and drilling. They teach letter names and letter sounds by drawing students’ attention to a target letter during shared reading and shared writing activities. They point out examples of the target letter in children’s names and in environmental print. They assign children to find examples of the target letter used in Afan Oromo in their community or in the classroom. They create letter matching games and letter puzzles. They have the letters of the alphabet posted permanently on the classroom wall (See Appendix 7.12).

Pictures in early grade texts are also valuable sources of information to mediate or assist learning reading skills. Participants frequently scan and refer to illustrations adjacent or above the reading passages as they read or answer comprehension questions.

### **Excerpt from Reading Lesson 3**

297T: *Guyyoon isa kam?(Fakkii argisiisaa)*

*Which one is Guyyo from this picture?*

*(Referring to picture on the book)*

298 S1: *Isa mirgarraa*

*The one on the right in trousers*

299T: *Hawwiinoo?*

*How about Hawi?*

300S2: *Ishee bitaarraa*

*The one on the left in a skirt*

301T: *Maal hojjechaa jiru?*

*What are they doing there?*

302 Ss: *Waldubbisu*

*They are greeting each other*

These strategies seemed to give more space for students to participate in classroom discussions, advance topics and get deeper understanding of the passage they read. When students work together in pairs or small groups, they think together and commonly bounce ideas off of each other and gradually come to jointly-created new understandings. Academic talk, or talking about the content under study, is important to developing greater comfort with and understanding of the material. Such the collaborative exchange of thoughts, feelings or ideas between two or more people leads to a mutual effect on each other. The picture provided the children opportunities interact with each other and meanings are negotiated and created openly and freely building on each other's understanding , and in doing so, they further extended their collective thinking about the issues in question.

### **Speech Modification**

One of the defining characteristics of all classroom discourse is teachers' modification of their spoken language. In some respects, teachers' use of a more restricted code is similar to the spoken language of parents talking to young children. Typically, a teacher's speech is slower, louder, more deliberate, and makes greater use of pausing and emphasis. Teachers also make a great deal of use of gestures and facial expressions to help convey meaning. The modification strategies used by teachers are not accidental; they are conscious and deliberate and occur for a number of reasons. The first and obvious one is that learners must understand what a teacher is saying if they are going to learn. It is highly unlikely that learners will progress if they do not understand their teacher. A second reason is that, for much of the time, teachers model reading and other activities for their students. That is, they use appropriate pronunciation, intonation, sentence and word stress, and so on in order to give learners an opportunity to hear individual sounds; they make frequent use of repetition, by 'echoing' an individual learner's contribution for the benefit of the whole class, by seeking clarification and so on. Teachers employ a different range of linguistic resources to facilitate comprehension and assist the learning process. They modify their interactional resources to assist comprehension and help learners 'navigate through the lesson'.

Modifying speech is a key element of classroom interaction and one that can have profound effects on the quantity and quality of the learning that takes place. Effective speech modification ensures that learners feel safe and included and gives them the confidence to participate in the interaction. It also minimizes

breakdowns and misunderstandings and creates a sense of purposeful dialogue in which a group of learners is engaged in a collective activity.

Teachers use probing questions to encourage students to explain their thinking. Giving explanations encourages students to clarify and reorganize the material in new ways to make it understandable to others and, in the process, help them develop new perspectives and recognize and fill in the gaps in their own understanding. Unfortunately, by not doing so, learners may be denied crucial opportunities for learning. Clearly, by seeking clarification and requesting confirmation, by getting learners to reiterate their contributions, by paraphrasing and extending learner contributions, in sum, by ‘shaping’ what learners say, teachers are greatly helping learners’ language and concept development. The dominant communicative function of student talk was extending and elaborating comments (one’s own as well as those of others), but the dominant communicative function of teacher talk was questioning.

### **Modelling and Exemplification**

#### **Grade One Lesson**

**276** T: Me amma Fuula 99 baasaa..Hudhaa ilaalla      Now let’s turn to stress (‘). Open to page 99

**277**Ss:(Barattooni fuula 99 ni baafatan)                      (*opened page 99*)

**278**T: Sa + ‘a= sa’a(*The Teacher modeled the individual sounds in this word including (‘) stress mark and then blended them. He repeatedly and loudly articulated the sounds and the word*). Who will do the word ‘re’ee’ in the same manner?

In the short extract above modelling, blending and segmentation are used to assist the students learn and develop reading skills. When the teacher loudly articulated the syllables, the students could spot where the stress(‘hudhaa’) is placed in the word. When they read, participants usually demonstrated their phonemic awareness of long and short vowel sounds by drawing out the pronunciation of words they were writing and reading.

#### **4.3.1.3 Peer Mediation Strategies: Physical Interactions**

During independent reading, students worked with self-selected partners, or they worked individually. There are some group activities that lend themselves for collaborative work and bring students together. In these activities students frequently mediated for one another using physical interactions during reading activities. In the meantime I observed three major physical interactions: (a) Peer pointing, (b)

Demonstration, and (c) Gestures accompanying oral language. In this section I will describe each type of interaction. I use Vygotsky's (1978, 1986) term, "more capable peer," to indicate the participant who is providing assistance in a given instance, and "less capable or learning peer" for the other child receiving assistance during interaction.

Some activities that are found in the Students' Book are designed to allow students to work with peers or small groups, so I had numerous opportunities to examine ways in which more capable peers mediate for their learning peers. Additionally, I was able to observe participants as they read independently. This helped me to see how the students hold books, use directionality of print, sound out letters, identify words in the text and explain how to rearrange letters to create words, etc. Sometimes participants walk up to the board and try to identify letters, words within words, etc.

During group sessions I was also able to observe participants interacting in pairs or small groups. This helped me to answer my third research question, "How do students support and mediate each other's learning?" In addition, comprehension activities that occur daily during reading lessons and word work helped me to answer the first three of my research questions. Instruction during word work was designed to help participants focus on letter sound relationships. Activities like, (independent reading, shared reading, storytelling, word work, and alphabet lessons) form typical classroom routines in Grade One lessons. During these activities I documented the nature and role of classroom interaction and occurrences of peer and teacher mediation with field notes, audiotapes, and videotapes in order to answer the first three of my research questions. During my preliminary fieldwork I determined that these activities would provide the richest data possible in this site to answer my research questions.

#### **4.3.1.3.1. Peer Pointing**

During independent reading sessions a lot of peer interaction and mediation take place among students. Frequently when one participant needed assistance in reading from a book, a more capable peer volunteered assistance by pointing. Observational notes showed students used several strategies to assist their partners in sharing the texts' meanings. They stopped during text reading to point out important words or events illustrations in the pictures, and they asked their partners questions and discussed together. A more capable peer would make a fist and extend his or her index finger. This finger was held under each word in the text while reading orally. As students read jointly with partners (e.g. ,in a pair work or in a small group during independent reading), more capable peers pointed to words on the page as their learning peers read aloud, much like the formal teacher modeling during shared reading. This was

extremely important when the text contained many unfamiliar words or difficult concepts the learning peer was not yet familiar with.

When reading independently, almost all the students pointed for themselves. But even when they pointed at words as they read independently, students sometimes got lost in the text and kept on pointing for themselves and their peers. The following instance I recorded in my notes and from a videotaped interaction, illustrates how Galane uses peer pointing to assist Latu.

*As Galane was reading her book, Latu looked over Galane's shoulder and joined in her reading. Somewhere in the text, Latu got lost. She stopped and began rereading the page, but got lost at the same place in the text. After the second time, Latu heaved a heavy sigh. Galane stopped reading and began at the first of the line with Latu. When Latu paused at the problem spot, Galane took her [Latu's] wrist and pointed her [Latu's] finger at the correct words. As soon as Latu's voice matched the words pointed to, Galane let go off her wrist and continued reading.*

In this example Latu is the learning peer and Galane is the more capable peer. Even though Latu was pointing for herself and even though she was reading her own written text, she experienced difficulty. When she wrote the text, Latu did not leave space between two of the words and had difficulty finding enough written words to match her spoken words. As she held Latu's pointing finger, Galane helped Latu differentiate words from clusters of letters that were written without sufficient space between them to separate them into two words. At the troublesome spot, Galane silenced her own voice and mediated physically as she held Latu's pointing finger under each word until she read each word completely. As a more capable peer, Galane was able to distinguish two words even without a space between them. Latu, the learning peer, needed the space to identify each cluster of letters as an individual word. The physical interaction of peer pointing highlighted words for Latu even without space.

As participants were learning the correspondence between letters and sounds and written symbols and whole words, beginning readers easily got lost in the text. More capable peers mediated for learning peers by pointing to words and moving their pointing finger forward only when a new word was spoken. This physical interaction helped the learning peer to internalize concepts of print, such as words and spaces, punctuation marks, directionality of print, and the correspondence between oral and written language.

More capable peers also mediated by pointing across distances at reference points. When learning peers needed assistance, more capable peers searched the room for a reference point. Upon locating the reference point the more capable peers extended their arms and pointed towards it. Then more capable peers described the surroundings or the object itself.



The following example from my field notes illustrates how Magarsa assisted Kenno by pointing across distances on a board.

*Kenno sat on his chair, twisted around, and asked Magarsa where question mark should go, and Magarsa told him to just look at the board. Kenno repeated his question and Magarsa sat down on his side. He put his arm on Kenno's shoulder and extended his [Kenno's] arm to point at the board. Magarsa pointed at each mark as he told Kenno what the punctuation marks were for. Kenno looked back and forth from where he pointed on the board to Magarsa's face. Magarsa nodded or shook his head [to let Kenno know he understood]. Then Magarsa lowered his arm and talked about the next symbol. When he finished explaining all four symbols, Kenno nodded and said, "Okay." Magarsa and Kenno both got up and went to their seats.*

In this example, Kenno is the learning peer and Magarsa is the more capable peer. Even after a detailed explanation by the teacher, Kenno was confused about punctuation marks. As he was often observed doing, Kenno sought assistance from a peer. In this instance, Magarsa followed his usual pattern of assistance as a more capable peer. Usually, he first gave a general hint or suggestion. (In this instance Kenno, who had already stood up, told Magarsa to look at the wall chart, a reference point, displayed in front of the group.) When that suggestion was insufficient, (as evidenced by Magarsa's repeating his question) Magarsa assisted Kenno in a more concrete manner by physically placing his own arm to extend Kenno's line of vision as he pointed to the chart. The physical intervention of peer pointing across

distance to a reference point helped Kenno identify the symbols that confused him earlier. Magarsa's pointing successfully mediated the learning chart, as evidenced when both boys got up and went to their first position. Magarsa assisted Kenno within his zone of proximal development. Here first graders attempted to mediate by pointing across distance even when their learning peers were not able to make use of the mediation strategy.



Another example of pointing across distance occurred during writing activity. In this instance I recorded in my videotape notes, Naol attempted to assist Lalisa as he was making a capital "g" at the beginning of a sentence. Chala made the lower case "f," at initial sentence too when he was copying down instruction from the board. Naol, who was seated in between the two, pointed to the alphabet poster on the wall and both students fixed their eyes on the wall. As he pointed, Naol said, "See that big bird (*Gugee*) right there (See App. 7.5). You could make capital 'G' like that." On the particular alphabet poster that Naol pointed to, a bird was the picture clue to the upper case letter "G." Then both took a step backwards, scanned the wall where Naol pointed, and nodded. He also made similar assistance to Chala by pointing at the instruction written on the board (See picture above). He attempted to mediate in a way that worked for most classmates. At this point in the study the learning peers were able to identify the letters and nodded in agreement.

In general, in this study participants used pointing to mediate text for learning peers, and this technique is used to help learning peers locate the symbol(s) being mediated. Learning peers were able to follow visually the physical movement of the pointing finger to locate the described object or reference point. In this incident when more capable peers pointed the way for their classmates, their pointing did not stand apart from participants' use of oral language, but enhanced it. Pointing did not serve as a substitute for explanation.

Clay (1991) also notes the necessity of pointing for beginning readers. She, however, discusses the use of pointing from the teacher's perspective. She recommends that teachers have students point in order to monitor students' developing awareness of the directionality of print. However, findings from my study indicated that this strategy was used both by the children and the teacher and became effective in constructing knowledge and understanding. Participants in my study continued to point even when they demonstrated sufficiently developed speech to identify objects they noticed. Findings also indicate that beginning readers point for different purposes in addition to helping themselves to follow the directionality of print.

#### **4.3.3.2 Demonstrating**

A second type of physical interaction utilized by the participants in this study was demonstrating something unclear to learning peers. Demonstrating involved making certain movements in the air (e.g., writing letters with their index fingers in the air in front of themselves). Lengthy verbal descriptions did not accompany demonstrations. More capable peers tended to precede their demonstrations with simple phrases, such as "like this" and "like that." One example of demonstrating occurred during alphabet classes. In this class participants used a variety of manipulative letters to name letters and spell words and classmates' names.

One set of letters consisted of wooden upper and lower case letters. Letters had separate sections in the hard paper box in which they were stored. In this excerpt from audiotape transcripts and field notes, Galane, Kenno, and Surrashe had emptied upper and lower case letters from the storage box into a table. They were each using the letters to spell classmates' names. As often happened in this class, some letters appeared in classmates' names more frequently than others, creating a shortage when several students were in the class at the same time. Some letters had more than one copy(Appendix 7.10).

**Galane** : I'm trying to find a capital "H." (she sorted through the pile of letters.)

*Teacher*: An "H." What does a capital "H" look like?

*Galane*: Um, kind of... like a ladder. It has two legs but a horizontal line joins them at the centre. (As she explained, she was motioning with his index finger in the air in front of herself). She was trying to write Hawwi's name during this activity.

On another occasion, during word work the teacher gave two students, Jale and Bontu, some word flashes with different number of letters on it. The words are a list of the week's vocabulary the students learned. The teacher then told the students to put all the three-letter words under the "A" and all the four-letter words under the "B." The following example from my field notes illustrates how Jale demonstrates this

for Bontu. Another instance is, when the teacher asked, "Hiikni dhundhuma jedhu maali?"(What does yard mean?" The students answered instantly showing part of their hand above the elbow and saying 'this'. The teacher accepted their answers and gave more explanation.

Bontu didn't seem to properly understand how to sort and categorize the words and Lata tried to tell her the correct way to do the activity, and then she leaned across her chair and physically mediated to show her how to classify the words. He put down his own card box and picked up Bontu's. He took one card from the box and counted the number of the words on it by moving his pointing finger on the letters, and the word had three letters. So he put it under the proper section "A" column, and Bontu took over the rest and continued to sort the words accordingly. When she had several words in the appropriate columns she visually verified that her column looked like the one Lata did and finished the task correctly himself. Once Bontu was on the right track, Lata went back to his own seat, and Bontu came back to her seat too.

In this instance, Bontu is the learning peer and Lata is the more capable peer. In this episode physical movement appears to be more effective than verbal explanation or mediation. The physical demonstration was needed when Lata's attempt at verbal mediation proved unfruitful. When oral language was insufficient to get their ideas across, more capable peers used the physical interaction of demonstrating to mediate for their learning peers. More capable peers used key phrases like, "Do it like this," to preface demonstrations but stopped talking during their demonstrations.



#### 4.3.3.3 Gestures

Gesture accompanying oral language closely related to demonstrating is another category of physical interaction that is labeled as gestures accompanying oral language. These were not gestures that stand on

their own, such as waving good bye. They also were not purposeful voiceless demonstrations as described above. Instead they were hand movements that participants used to elaborate on the oral language. Gestures were used in conjunction with verbal expression.

Gestures are part of cognition among school-aged individuals and play an important part in the development of scientific discourse. They also speed up student talk when the student explains a concept using diagrams. In this way the student develops a high conceptual discourse. Gestures enable students to construct complex explanations through a succession of actions. Gestures have iconic, deictic and metaphoric functions ((Roth & Welzel 2001:105). The function is deictic when it involves pointing to an entity using the index finger. Generally, students and teachers use gestures when attempting to produce descriptions and explanations.

One example of elaborative gestures is illustrated in this excerpt from audiotape transcripts and field notes. In story reading lesson, the students were retelling a previous story in their book. The story was about an ape and a lion. Gada was clarifying an idea for the group, and he used his hands to elaborate on his description of the story.

"You know the lion, a giant and powerful animal of the forest." (As he spoke, Gada used both hands to describe the lion's giant size. He raised his hands and slowly moved them up to the sky to elaborate on the big size of the lion.) "He said this and jumped up in the tree"(As he narrated, he jumped upwards himself then stopped, looked up as if there was a tree the ape climbed and pointed his index finger of his right hand to elaborate on this event). In this instance, Gada was explaining key events in the story to the whole group. He used the word "jump" and demonstrated jumping to describe what exactly the ape did. Even though Gada has a fairly well developed Oromo vocabulary, words like "jump," "huge", the gestures he used to accompany his verbal description elaborated on the relative sizes and behaviors of other animals and other important concepts of the story that were not yet part of his expressive vocabulary. His elaborative gestures received many nods from peers and the teacher.

### **4.3.2 Grade Two Reading Lesson**

#### **4.3.2.1 The Nature and Role of Classroom Interaction**

Questioning is a common mode in which teachers interact with students. However, often teachers' questioning can fall into the familiar IRF pattern, in which a teacher asks a question, a student responds, and the pattern continues. In contrast, more effective modes of questioning include open forums and open

questions. Using open forums and open questions for group discussions serves many purposes. All modes of collaborative classroom interactions require listening. Genuine listening on the part of the teacher demonstrates caring about student's thoughts, opinions, and perspectives. It also models listening as an expectation for peer interactions.

In the next excerpt the teacher begins by connecting the lesson with what went before and this shows historical dimension of classroom interaction that helps to ties lessons across time and classroom participants across shared past background.

- 231T: Kaleessa sirna xuqaalee baranne. Hari 'ammoo Gocha 6 hojjenna.sirna xuqaalee sirrii ta'an ga shaatii irra deebi'aa barreessaa.Fknf, kolaniin Maaliif nufayyada?* *Yesterday we learned 'punctuation'. Today we'll do exercise 6. Insert appropriate punctuation marks in the following sentence and re write them. For example why do we use a colon? To separate hour and minute*
- 232 S1: Sa'atiifi daqiiqaa adda baasuuf* *Ye:s to separate (set off) hour and minute*
- 233T: Ee:yyee.sa'atiifi daqiiqaa adda baasuuf Faayidaan biraahoo?Kanumaa?Maaliif fayya damna?* *Another function of a colon? Only this? What do we use a colon for?*
- 234S2: Himoota hiikaan walitti dhihaatu dura dhufa* *It comes before two sentences of a related meaning.*
- 235T: Himoota hiikaa walfakkaatu adda baasuu Jechuu keetii?* *Before two sentences of related meaning? Do you mean to separate?*
- Kolaniin jedheem.Sun waan biraa ta'uu danda'a* *I said "a colon"! To separate! Well, that could be a different thing.*
- Kan biraa?(Deebiin hin jiru).Itti yaadaa.Boo itti deebina(Gabatee haxaa'ee, "Gosa Geejji baa"mataduree jedhu barreesse.Barattooti kka dubbisan ajaje).Daqiiqaa 10 kenneef Achii chaartii kaasee akka guutan ajaje* *Another? Another?(No response). Think of this I'll come to it later. Let's go to another question (teacher cleaned the board and wrote a topic , "Gosa Geejji baa(Types of transport) told the students to read passage under this topic in 10 minutes. Then he drew a chart and told them to complete it).*

The teacher builds on previous lessons, every time they engage in teaching in order to construct present texts and/or to implicate future ones. The understanding of how people borrow from other previous

resources in order to accomplish the current action is what is called *intertextuality*. This notion of intertextuality as a meaning construction relates to Wertsch's conception of language as mediated action (Gee & Green, 1998). Teachers also use probing questions to encourage students to explain their thinking, "**233T & 235T**: Only this? Another?". These are uptake questions that helped the teacher extend the talk by eliciting more response from the students, which is one way of creating more refined meaning. Another pattern is the teacher asks clarification question **T: 235**, "Do you mean to separate?" This helped the teacher bring the student back to track, "I said 'a colon' ", emphasizing 'colon'. When no response comes forth, he promised to come back to it later and passed to another lesson.

*Kitaaba keessan fuu.33 banadhaa.Har'a waa'ee ilaalcha dogoggoraa baranna.Lama lama ta'aatii callisaa dubbisaa.Dura mata dureefi fakkii achirraa ilaalaa.Ilaalchi dogoggoraa hawaasa keessa jiru mal fa'i?(B/saan barattoota gurmeesse)*

**378T**: *Please open your books to page 33. Today we'll be reading a passage on misconception. Get into pairs and read the passage silently. First look at the title and the illustrations therein. What are the various public misconceptions? Get into two or three and discuss(organized students)*

- |   |  |
|---|--|
| <b>379Ss</b> : <i>(B/ttoonni marii jalqabani.</i>                     | <i>Students began discussing in groups)</i>                    |
| <b>380Marga</b> : <i>Ilaalcha dogoggoraa jechuun maali?</i>           | <i>What is wrong or misconception?</i>                         |
| <b>381Dule</b> : <i>Hubannaa garmalee jechuu natty fakkaata</i>       | <i>I think it's wrong understanding</i>                        |
| <b>382Chaltu</b> : <i>Eeyyee.ilaalcha sirrii hin taane jechuu dha</i> | <i>Yeah. It's conceptions that are incorrect.</i>              |
| <b>383D</b> : <i>Isaan maal fa'i?</i>                                 | <i>But what kind of things are these?</i>                      |
| <b>384M</b> : <i>Fakkeenyaaf butii, dahanna qabaafi kkf</i>           | <i>For example, abduction, Female Genital Mutilation, etc.</i> |
| <b>385Lattu</b> : <i>Latt, kunilaalchaa bar, gocha miti</i>           | <i>Look, this topic is attitude, not practice.</i>             |
| <i>Mata duree ilaalimee</i>   | <i>Look the title says 'Ilaalcha'(attitude)</i>                |
| <b>386D</b> : <i>Sirrii!Eeyyee. Kanaaf ilaalcha akka dubartooti</i>   | <i>Right! Yeah. So it could be conceptions like</i>            |
| <i>dhiiraa gadi jedhanii fa'I</i>                                     | <i>'Females are inferior to males''</i>                        |
| <b>387M</b> : <i>To:le. Me fakkii ha ilaallu</i>                      | <i>O:K, Let's look at the illustrations on this page,</i>      |
| <i>Kun maali(Fakkii agarsiisaa)</i>                                   | <i>What do you think is this(showing the picture)</i>          |
| <b>388L</b> : <i>B/taa fakkaata</i>                                   | <i>It seems a student</i>                                      |
| <b>389M</b> : <i>B/taan ulee baataa?</i>                              | <i>Does a student carry a stick?</i>                           |

<i>390 D: (Kikiki.Ni kolfan). Nama jaamaa dha</i>	<i>Kkk!(laughed). So it is a blind man.</i>
<i>391M: Eeyye! Ta'uu danda'a</i>	<i>Yeah! It could be.</i>
<i>392M: Kunoo(Fakkii ilaalu) Namichi ulee</i>	<i>Look(scanning the pictures above the passage).</i>
<i>Wayii qaba.Babtaraafi, ilaallee Ijaa</i>	<i>This man has a stick, an exercise and eye</i>
<i>gurraacha qaba.Maal jechuudha?</i>	<i>glasses.What does this mean?</i>

Marga in this case was a guiding peer as is more knowledgeable, interactant and expressive than the rest of the group members. He put a leading question to his group, "What is misconception?" in which everyone contributed. The three girls in the group (Dule, Chaltu and Lattu) gave their responses by building on each other's ideas. Lattu was not happy with ideas given by the other two as she found it contradictory with the illustrations in the text, and this made Dule change her mind. Marge then came in and directed their attention to the illustration uttering and stretching his sound on 'O:K'. This shows his confirmation of Lattu's suggestion and to support it with evidence from the illustration. Since they had contrasting views on the details in the picture and the title, they decided to read and confirm it. They started reading the passage along with Marga who was reading with low voice, pointing with a pen.

The discussion they had before reading the text helped the students comprehend it. They answered almost all of the questions asked by the teacher during post-reading session. This implies that peer discussion and student talk can increase reading skills. The patterns of talk we produce and respond to in the classroom shape the type of learning likely to occur. A key point here is how talk is used for the joint construction of knowledge. This supports the view that meaning floats on the sea of talk. Similarly, Roth, Speece, and Cooper (2002) found a relationship between oral language and early reading development. When peer discussion was done, and the students reading was over, the teacher told the students to stop and listen as he was reading. The read aloud event of the teacher offered multiple learning opportunities to the students. He was reading with slow speed and expression emphasizing strategies and new vocabularies. The purpose was to aid the student build significance and adapt the model. He used vowel elongation, which is a durational parameter of prosody. Vowel elongation as an intensification device, the teacher called attention to key words by lengthening stressed vowels, and to build significance. In the transcriptions above, a colon (:) indicates that the vowel is elongated to emphasize the importance and correctness of the answer given by the student. He uses a variety of prosodic devices such as vowel elongation, as well as stress and extended pause or wait time. Gee (2005) notes that stress is not a physical

concept, but psychological. It is —marked by a combination of increased loudness, increased length, and by changing the pitch of one's voice . . . on a word's primary (accented') syllable (p. 121). He used stress as a prosodic device to build significance.

Moreover, the teacher asked the above questions to lead the students into the heart of the passage and to activate their background knowledge. He wrote some key words on the board, and spent some 8 minutes doing this. Then, he asked few students to read a paragraph aloud in turn. After the students had read the passage aloud, they did the exercises orally based on the passage. This approach serves many purposes both to the teacher and students. Especially it plays a critical role in constructing understanding and knowledge on the part of the learners. First, it helps the teacher to identify the student's zone of proximal development and provide appropriate mediation to advance their understanding and skills. Here the teacher was mediating between what the students already know and need to know during the current reading lesson. To this effect, the students' interest and prior knowledge on the topic need to be aroused. The teacher asked, "*First look at the title and the illustrations therein. What are the various public misconceptions?*"

Generally, however, findings of classroom interaction revealed an important issue which shaped the students' talk, namely, the teacher-centred learning environment created by the teachers' interactional behaviors. For instance, the teachers used a predominance of display questions, and tightly controlled the direction of classroom discourse and content of what the students could talk about and made almost all the decisions as to what to learn and what was the best way to learn. Teachers tend to control talk patterns and severely restricted the students' opportunities to participate in classroom discourse and in higher order thinking, thus considerably diminishing the opportunities for learning, and students produce minimal amounts of mainly procedural talk, recitation- type talk, or both. Often this bleak state of affairs is attributed to teachers' overreliance on inauthentic display questions—questions that impose tight thematic control and therefore purportedly promote recitation rather than classroom dialogue. Such display questions, however, do not inherently engage students in talk. Talk, however, mediates all learning; we learn in and through language.

There are frequent uses of cloze questions, which teach the ability to identify a word among several choices that would complete the sentence using the correct part of speech. In a sentence, *Roba \_\_\_\_\_ in West Shawa, only born is the only appropriate word.*

### Reading Lesson 3

405T: Roobaan L. Shawwaatti \_\_\_\_\_

Roba was \_\_\_\_\_ in West Shawa.

406S1: Dhalate

born

407T: Maatiin Roobaa \_\_\_\_\_ morman

Roba's family opposed -----?. What did they oppose?

408S2: Yaadicha(Harka kaasaa)

(Raising a hand) The idea or the suggestion

409T: Yaadichoo?(B/taa biraa hafeere)

What was the idea(Looking at the student, S2)?

(S3n harka kaasaa jira)

When no reaction was forthcoming, he invited another student, S3 who was also raising a hand

410S3: Barnoota Roobaa

Roba's education

411T: **Baa:**yeye gaarii

**Very** goo:d.

The teacher first asked fill- in- the -blank type of question and nominated a student in the front seat to answer it. There were two questions requiring the students to fill in the indicated blank spaces. But the teacher extended the questions using "wh-question" further to help the students reflect back on the previous reading passage. Thus he added the question, "What was the idea? He also reformulated the original question given in the book, "Roba's family opposed \_\_\_\_\_? What did they oppose?" This was deliberately done when the students could not retrieve the information they read in the passage directly. As can be seen the first question is a display question and answered only by one student at once without being extended further. The second and third questions were expanded to produce more and deeper understanding of the question at hand. It also involved more than two students and as a result intersubjectivity was achieved among the learners and the teacher. Here most of the questions are initiated by the teacher which shows little student engagement in classroom interaction.

The following extract illustrates samples of student-initiated questions or simply put student initiation which is too scarce in the data. These students' initiations are addressed towards the end of the reading lesson as part of lesson-final consolidation session.

550Lata: Midhaan zayitaa maal?

What are oil crops?

551T: Midhaan zayitaa maal(Daree gaafate?

What are oil crops? What are they?(Asked the class)

552Jafar: Nuugii(B/saan irra deebi'e)

Niger(T: Niger-repeats)

553 Jalata: Talba(T: repeats)

Talbaa(B/saan irra deebi'e)

554 *Merga: Simsimii(B/saan irra deebi'e)*      *Sesame(T:repeats)*

555 *T: Gaarii oomishni kun adeemsa*      *Good. These crops are processed and become oil*  
*keessa darbanii zayita ta'u.*      *and used for various purposes.*

In the excerpt the teacher does two major techniques to promote classroom talk and construct knowledge on the lesson underway. The first is that he directs the question back to the class so that the rest of the class would involve in the talk and share knowledge together. This technique, in addition to being shared by the class, it also increases the significance of the point raised by a single learner so that the rest of the class would give emphasis or attention. Secondly, the teacher repeats almost all the questions to make it public to the class. In so doing he recognizes its correctness and importance for the students. In other words, he shows his approval or validation of the answer given by the student asked.

In this regard, O'Connor and Michaels (1993) also hold that evaluations of student contributions through revoicing can be evidenced as a powerful discussion tool in elementary classrooms. Such classroom features are characterized by frequent discussions and scaffolding. Nystrand and colleagues (2003) judged teacher evaluations to be high only when the teacher incorporated a student's answer into the evaluation (p. 147). In this study, it was much more common for teachers to validate the student's contribution and further it with some scaffolding, like providing a synonym or spelling during a word study lesson, or extending the student's answer to link it to a previous lesson, reminding students explicitly of previously learned material. High level evaluations set up the student as a source of new information, but in my data, it was more the teacher that established and carried out this role. This could be an important difference between the grade levels of my sample and Nystrand and colleagues work in high schools.

#### **4.3.2.2 Teacher's Mediation Strategies**

##### **Lesson 3 (PP.141-142)**

##### **Oromo Traditional Song**

The passage presents the various traditional songs of the region, depicting and inculcating the cultural values and beliefs of the people to the young learners. In addition to its aesthetic appeal and messages, the poem of the song teaches rhyming sounds to assist the students learn final sounds of words. Two stanzas of the poem are taken to illustrate this fact.

47 *Daddaraartuu dhangaggoo*

48 *Keelloo ishee tabba jalaa*

49 *Dhangalaatuu dargaggoo*

50 *Qeerroo ishee damma kanaa*

Here the poem portrays the girls' appreciation and love for 'Qeerroo' (boys), using the metaphor 'honey' the sweet food. The final sounds 'oo' and 'aa' show long vowels in Oromo. In the word, “jalaa” and, “kanaa”, the sounds “aa” is elongated to match rhythm of the song. The same is true for “dhangaggoo” and “dargaggoo”, where “oo” is elongated.

Based on this example, another exercise that is a poem of four lines was given. In the poem the boys on their turn appreciate and express their love for girls, emphasizing their determination and commitment to their loved ones. Based on the first example, the students are required to complete the final missing sounds, and in doing so they develop phonemic awareness. Here is the extract:

51 *Yaa allaattii culullee*

52 *Boofti cufaarra \_\_\_\_\_*

53 *Sin hakaaku du'ullee*

54 *Ormi siimaaf na \_\_\_\_\_*

The students are scaffolded at least by two psychological tools. One is the rhyming sound indicated for them in the preceding lines ('ee'). This technique helps the students remember long vowels. The second tool is the song itself which is a cultural tool most learners in the culture are familiar with and remember easily. The passage mentions the three major traditional songs Oromia: Shagoye, Shubisa and Dhichisa varieties of Oromo traditional song performed and sung by youngsters. As the students sing this song, they can easily practice phonological tasks and remember the alphabets.

According to Gee (2004, 2005), social languages have meanings that are specific and situated in the actual contexts of their use. These situated meanings within social languages trigger cultural models in terms of which speakers and listeners give meaning to texts. Cultural models help people determine what counts as relevant and irrelevant in given situations. In this extract, however, it also helps to remember long vowels in Oromo.

## Reading Lesson 1

### Topic: Ilaalcha Dogoggoraa( Misconceptions or Wrong Attitudes)

The following excerpt was taken from a reading passage titled, "**Ilaalcha Dogoggora(Wrong Attitudes)**". It discusses the various beliefs and attitudes people hold about disabled people and women. Through group discussion students were trying to construct meaning and understanding from a text. Constructing meaning refers to understanding a text through the integration of experiences, interests, background and culture, language, cognitive abilities, and knowledge This means meaning resides in the intentional problem-solving, thinking processes of the interpreter during interaction, and the content of meaning is influenced by that person's prior knowledge and experience, and that the message so constructed by the receiver may or may not be congruent with the message sent.

The topic of the reading passage is '**Walqixxummaa Korniyaa**' (Gender Equality) found at the top of P. 128. It has black and white illustrations that depict some people sitting on long benches and one man standing in front of them, holding a note book in his left hand and gesturing with the right hand. The illustration is located at the top right hand corner of the book beside the text or the passage to be read. **The** teacher starts the lesson with a prediction question and organizing the students.

**378T:** *Please open your books to page 133. Today we'll be reading a passage on "**Ilaalcha Dogoggoraa**"(misconception). Get into pairs and read the passage silently. First look at the title and the illustrations therein. What are the various public misconceptions? Get into two or three and discuss(He organized students).*

**507 T:** *Mata dureen kun waa 'ee maalii ta'a jettu? What do you think is the passage going to be about?*

**508 Ss:** *Nama walga'ii geggeessu, nama gaad disa taa'an Someone leading a meeting, people sitting in the shade*

**507 T:** *Tole, ammammoo↓(.) hadubbisnu.lata Lata?Keeyyata tokko dubbisi Ok, Now↓(.) let's read. Who will read 1<sup>st</sup> paragraph?*

**508 L:** *(Lataan keyyata 1 dubbise) (Lata read paragraph one)*

**509 T:** *Baayyee gaarii, Shukkaare? Very good, Shukkaare?*

**510 Sh:***(Keeyyata 2 dubbiste. Chala? (Read the second paragraph) Chala?*

**511 Ch:** *(Keyyata dhumaa dubbise) (Read the last paragraph)*

**512 T:** *Baayyee gaarii tilmaami keenya akkam? Very good. How is our prediction?*

**513 Ss:** *Itti dhihaata It's nearer to what we predicted*

*514 T: Jalqabarratti dubbisichi waa'ee hawaasummaa ti jennee tilaamaamnee turre. Kanaaf itti dhihaata jechuu dha.Miti ↑?*

*At the beginning we predicted that the passage involves discussion on a social gathering. So it approximates what we predicted. Right↑?*

First the teacher made the students predict as to what the passage is going to be by directing their attention to the pictures in the text. The student then made their informed guesses by scanning the picture, and forwarded various possibilities. Next the teacher invited them one by one to read aloud so that others would follow from their texts. The prediction event kept the students motivated to check their guesses, and kept all the students engaged. Finally at the end of the reading aloud event, the teacher asked them if their previous guesses were accurate. They finally checked that it was nearer to what they got in the text. The rising intonation at the end of the teacher's utterance(Right↑) shows he wanted to confirm this reality. Here, there are observable evidences of explicit teaching of comprehension skills such as prediction, looking at the title, etc.

A picture above the text illustrated a blind guy walking with a stick and wearing black eye glasses. The students began reading each page scanning the picture as evidenced by the direction of their eyes and sometimes touching illustrated objects. For having understanding what pupils already know and understand, teachers often use cued elicitation, together with direct elicitation. Cued elicitation is a way of getting out information from a pupil by providing strong visual cues and verbal hints as to what answer is required (Littleton, 2010). Kerper (1997) also specifies the need for teachers to instruct participants on the use of illustrations. She used each illustration to identify an animal with which she was familiar. She knew to use significant details in the illustrations to help her read words in the text. Illustrations provided a visual representation of objects the participants read about. Familiarity with the objects provided necessary clues to figure out unknown words. Harste, Burke, and Woodward (1994) found evidence that early interactions influence the development of print awareness in children from ages 3 to 6. They found that children did not seem to separate their knowledge of print from information they acquired about other communication systems. Children utilized what they knew about oral language and their previous interactions with visual symbols to make sense of their print world. However, they also found that in classroom environments where instruction in the graphophonic cueing system was emphasized over the other two cueing systems.

The teacher as a mediator established a climate that was free from embarrassment, tolerated and accepted students' responses, and positively valued students' ideas and contributions both in whole class discussion and in their attempts to provide answers to questions. He usually encouraged students by using terms such as "Very good", "Excellent", etc. It is important to encourage a positive self-image, self-esteem, self-confidence, a feeling of "I can", or "I am capable of this" among learners. Students were also encouraged to set goals by using predictive questions related to the pieces of information they expected from the reading texts. Initially, the students had less involvement in the reading activities which later changed because of the teacher's encouragement and mediation. The teacher mediator encouraged the students, by shouting and emphasizing “**Very good**” or by either repeating what the students said or by praising them with high voice. The following excerpt indicates how the teacher appreciated students’ attempts in answering questions and in forwarding ideas. There is also an element of local culture concept or understanding to build on and bring it to the lesson. This is how crops are locally grown and harvested. The following excerpt illustrates this reality.

- |  |                               |
|--|-------------------------------|
| <b>544</b> T: <i>Midhaan dheedhii jechuun maal?</i>  | <i>What is cereal crop?</i>   |
| <b>545</b> S2: <i>Boqqolloo(B/saan irra deebi'e)</i> | <i>Maize(T:maize repeats)</i> |
| <b>546</b> S3: <i>Boobee(Irra deebi'e)</i>           | <i>Bobe(T:repeats)</i>        |
| <b>547</b> S4: <i>Daagujjaa(Irra deebi'e)</i>        | <i>Milet(T:repeats)</i>       |
| <b>548</b> T: <i>Baayyee↑ gaarii</i>                 | <i>Very↑ good</i>             |

In all the classes, the teachers prompted the students and to contribute their thinking to add to the discussion. In this dialogue the teacher repeats word for word what the students have said, and this can have lots of pedagogical and psychological functions. First, when the teacher repeats the answers, he/she approves the responses to be correct or appropriate. Secondly, when the teacher repeats the student's answers, the teacher makes sure that he has heard the response correctly and makes other students hear what has been said too. As the students actively participated in the question-and-answer event, the teacher kept on repeating or echoing their answers promptly. In doing this he was confirming the status of the answers positively and also sharing it with the class. Finally, he closed the question-and-answer session by acknowledging and praising it all as "**Very good**) with intonation on the first word 'Very'".

### **Vocabulary Reading Lesson P.131**

#### **Blending words to form other words**

The lesson requires the students to blend and segment words to help them know their internal structure and meanings. To this effect, the teacher gives the students one typical example and ordered them to do the rest on their own.

**T:** Look at this example by paying attention to how a new word is created through a combination of other two words which contribute to a combined meaning in the formation of the new one.

*e.g. mana + kuusaa → manikuusaa (wrote on the board)*

*house + store → store room*

*Similarly, saree + diida → sardiidoo*

*dog + wild → wild dog*

As you see the meaning of the 'mankuusaa' (store room) is the combined word from 'mana' and 'kuusaa' and has a combined meaning of both constituent words ('mana' and 'kuusaa'). The resulting word is called 'tishoo' (compound word). Please do the rest based on this example.

**132 Ss:** The students were taking notes and some were listening.

Word study provides students opportunities to investigate and understand the patterns in words. Word blending and segmenting particularly serve multiple purposes. These are phonemic awareness and word recognition skills. Students recognize that words are formed from the combination of sounds, and sounds form syllables and finally words. Students also learn that spelling rules exist and that these patterns help to explain how to read, spell, and write words. Word study is designed to build word knowledge that can be applied to reading and spelling. It is closely tied to reading instruction therefore it develops students' abilities in phonics, word recognition, and vocabulary.

Vocabulary is also critical to reading skills development. A limited vocabulary makes it more difficult to solve words because the new words they encounter are either unknown or seldom used. The impact of a limited vocabulary can hinder a student's reading ability. It is particularly important to identify children in the early grades with low language and vocabulary levels and intervene in ways designed to improve their vocabulary knowledge and as a result improve reading comprehension. The early identification of struggling reading students can help close the achievement gap and improve their early literacy skills.

Letter sounds and high frequency words can help beginning readers and writers make rapid progress. But very quickly, children start to encounter long words, words that cannot be learned by sight and words that

cannot be guessed at by looking at a single letter. They need strategies that help them analyze longer words so that they can break them into easy to read parts.

Participant teachers in this study provided explicit instruction in word analysis. Common long word analysis strategies include: syllables, compound words, prefixes/ root words/ suffixes. Knowledge about word parts will help children read more fluently. Explicit instruction in these word analysis strategies can help improve children's speaking and listening too. Syllables are clusters of two or more letters. Each syllable contains only one vowel sound. Words may have one syllable; or they may have more than one. Typically, the longer a word is the more syllables the word has. Teachers helped children form generalizations about long words when they find them in print. The teacher drew children's attention to these words and models how he applied generalizations about syllables when reading. Teachers used think-aloud strategies during reading to point out how he used syllables. (e.g., "*When they teach compound nouns, I observed them splitting the word between the two consonant letters. e.g. Hardiidoo= har-diidoo, mankuusaa= man-kuusaa*).

Teachers would point out compound words when they occurred in shared reading or shared writing activities. They would explain how a compound word is formed and how to recognize a compound word by analyzing its parts. Teachers use word sorting activities, word walls, and word games and puzzles to help children learn to analyze and recognize compound words when they read and write. They help children learn to analyze words by looking for common prefixes and suffixes attached to root words. These "affixes" can turn a short word into a long word. But by recognizing the prefix or suffix (or sometimes both!) even young children can learn how to break long words into more manageable parts, like, '**Seer-malee, hoj-manee, kkf**'(lawless, home work, etc).

Even if the student cannot recognize these words or tell what they mean, they can learn to pronounce these words by analyzing the word parts and saying each part aloud. Teachers point out common prefixes used(EGRA, 2010).

Taking into account what we know from the research literature on word identification, we know that young children need to use many sources of information to identify words – syllables, rimes, phonemes, and graphemes. On some occasions, larger units (syllables) may be more helpful than smaller units (phonemes). Sometimes, phonemes may be most useful to help them identify words and on others, graphemes may be more helpful. Children need help to adopt 'flexible unit size strategies', to become

aware of the morphological and orthographic (spelling) patterns of words and to be familiar with the language of books. Thus, this implies that attention to small and large size units in early reading instruction is helpful for all children.

Context, semantic and syntactic cues help pupils use information from illustrations, from their prior knowledge of the subject matter and/ or from the way language works. Morphemic analysis(structural analysis)-pupil apply their knowledge of root words and affixes(prefixes and suffixes) to identify unfamiliar words. In syllabic analysis pupil break multisyllabic and then use phonics and analogies to decode the word, syllables by syllable. Early years educators may also observe young children reflecting on words and word parts as they engage in literacy-related activities. For example, children may observe that all of the words in "Fayyaan faaya(Health is beauty)" begin with /f/, or they may notice during book sharing that "*nyaara*" and "*nyaata*" begin with the same sound 'ny'. Similarly, rhyming word-final sounds like "Booyyee(pig) and "Mooyyee(mortar)" helped learners focus on the final consonants.

Reading begins to take place by first decoding letter sound relationships, then understanding syllables, words, sentences, and eventually paragraphs. When students are instructed using the phonological method they are required to recognize letters and their corresponding sounds. Phonological awareness encompasses large units of sound, syllables, onsets, and rhymes. Phonological awareness is a crucial beginning step of early reading and only after the student has achieved this skill they then begin to progress to blending the phonemes together to create full words. Phonemic awareness abilities in kindergarten appear to be the best single predictor of successful reading acquisition. The National Reading Panel (NRP) Report (2000) and the National Early Literacy Panel (NELP) report (2008) findings for effective reading instruction strategies for children and reviewed more than 100,000 studies on reading and compiled their results. The report identified phonemic awareness, word recognition, vocabulary, fluency and comprehension as pillars of early grade reading skills.

#### **4.3.2.3 Students' Mediation Strategies**

##### **Grade Two Reading Lesson**

Students do have unique strategies and ways of interacting in order to test their preceptions and create meaning by building on each other's contribution. Lets look at the following extract from Grade Two. The students are doing the pre reading face as the teacher put them in groups to discuss before they read.

<b>380</b> Marga: <i>Ilaalchi dogoggoraa maal?</i>	<i>What is misconception?</i>
<b>381</b> Dule: ( <i>Hubannoo dogoggoraa natti fakkaata</i> )	<i>I think it's wrong understanding</i>
<b>382</b> Chaltu: ( <i>Eeyyeen ilaalcha sirrii hin taanee dha</i> )	<i>Yeah. It's conceptions that are incorrect</i>
<b>384</b> D: <i>Kunneen maal fa'i?</i>	<i>But what kind of things are these?</i>
<b>385</b> M: ( <i>Fakkf butii, dhanna qabaa, kkf</i> )	<i>For example, abduction, genital mutilation, etc</i>
<b>386</b> L: <i>Laali.Mata dureen kun ilaalcha, gocha miti</i>	<i>Look, this topic is attitude, not practice.</i>
<i>Mata dureen Ilaalcha jedhaam</i>	<i>Look, the title says 'Ilaalcha'(attitude)</i>
<b>386</b> D: <i>Sirrii.Ilaalcha akka dubartoonni dhiiraa</i>	<i>Right! Yeah. So it could be conceptions</i>
<i>Gadi jedhuudha</i>	<i>like 'Females are inferior to males'</i>

This transcript shows the fact that peer or small group interaction plays a crucial role in helping students create or discover meaning through negotiation. When students have the opportunity to transact with the texts they read, and their fellow classmates, a space is created where they, with teacher support, can engage actively and co-construct ideas. During their interaction they supplemented on each other's contribution and created better meaning through negotiations, "Right, but,....Look....So....etc....). This illustrates the fact that pictures create context for discussion and negotiation for peers. Collaboration would evolve when children were discussing or drawing since pictures would spark a dramatic conversation about the content..

In this transcript the students through discussion and argument came to common understanding and constructed knowledge together. When Marga asks what misconception is, Dule suggested that it is a wrong conception even though she herself was not dead sure about it. Chaltu supplemented and strengthened Dule's idea that it is conceptions that are incorrect. Dule, in addition to its being 'incorrect conceptions', wanted to know the kinds of such misconceptions, and Marga listed things like abduction, FGM. But Lattu dismissed his responses saying they are practices, and not conceptions and Dule agreed because Lattu's justification was convincing. As a result, the group came to consensus or common understanding, and this is the role played by classroom interaction among students. Barnes and Todd (1977) called this kind of classroom interaction Exploratory Talk, and emphasize its contribution in promoting learning and development in early grades. Most groups were highly dynamic and the children engaged in discussions in which they shared relevant ideas and helped each other to understand problems. They were mutually supportive and were constructively critical of each other's ideas, with challenges and

counter-challenges being justified and alternative ideas and hypotheses being offered. This goes in agreement with Maurer's, (2008) finding that revealed that as children interact with peers with different perspectives, meaning is negotiated and created. It is also consistent with Vygotsky's(1978) argument that says in literacy learning meanings do not reside on the paper, nor in our minds but in interactions that go between and among people.

- 387 M:** *To:le.Me fakkii kana haa ilaallu* *O:K, Let's look at the illustrations on this page.*  
*Maaltu isinitti argama?* *What do you think is this(showing the picture)*
- 388L:** *Barataa fakkaata* *It seems a student*
- 389M:** *B/taan ulee baataa?* *Does a student carry a stick?*
- 390D:** *kkkk(ni kolfan).Kanaaf nama jaamaa Dhaka* *KKK!(laughed). So is it a blind guy.*
- 391M:** *Eeyyee! Sirrii* *Yeah! Correct.*
- 392M:** *Laali.Namichi kun uleefi dabatara baata.* *Look. This man has a stick, exercise books, and a*  
*Ilaallee gurraacha ka'ata.Maal agarsiisa?* *black eye glasses. What does this mean?*

During this interaction the students were involved in group discussion on the content of a passage they were about to read. They were exchanging views on what the passages is more likely to be and to make informed guesses by using the title and illustrations therein as a clue to help them. Uptake questions in "**384 D:** *But what kind of things are these?*" in the previous extract also create a sense of contiguity to the unfolding lesson discourse, providing some coherence to the discourse as well as providing opportunities for students' articulation of their understandings. In the excerpt above the deictic references particularly serve this purpose and create smooth flow of idea and extend the interaction. Similarly, in **388 L:** *"It seems a student"* and in **389M:** *"Does a student carry a stick?"* students are building on each other's contribution and extending their discussion to create further deeper meanings. Likewise, McNeill and Pimentel's (2010) data uncovered one teacher's use of uptake helped students to use or consider the views of their peers and reflect on their thinking more readily. My teacher participants in the interview reported that open and authentic questions help learners talk more and discover more during classroom interactions. This goes in agreement with Nystrand's (2003) finding that states, "Teachers treat students as potential sources of knowledge and opinion, and in so doing, and complicate expert-novice hierarchies" (p. 140). It reveals the fact that knowledge comes not only from the teacher but also from the students themselves when they engage in open discussions. Talk used

purposefully and concisely allows children opportunities for active and focused listening as well as providing a model for student talk. Most learning, however, will occur during the opportunities that are made for student talk. In the following excerpt too the teacher is asking the students how they came to common understanding by talking and working together. In this small group activity the students were assigned to discuss punctuation-related classroom tasks. The teacher first organized the students into small groups using mixed gender and ability style and explained to them what they were expected to do. After grouping and assigning them tasks, the teacher moved around and monitored and facilitated their discussion.

### Reading Lesson 3

- 284T:** *Kitaaba keessan Fuu 102 banaa. Gareen hojj groups jjettu(B/saan garee uumee hojii kenne). Gare en kun garee 2ffa dha.Gocha 2ffaa hojjettu. “Maqa an hiriya keetii eenyu”fi “Qoloonsee akkam bareed”is jedhu. Fuula 102* *You open your books, page, 102. You’ll do in He grouped the students according to their seats and assigned tasks). Abdi’s group is Group 2 and you’ll do activity to 2 that says “What is your friend’s name?” and “How beautiful is her dress?(p.102).*
- 285T:** *Gareen Saamu’el garee 1ffaa dha.Gaaffii 3ffa* *Samuel’s group is group 1 and you do que 3.*
- 286 Abdi:** *Maqaan hiriya keetii eenyu(ala 3 dubbise qu baan agarsiisaa* *What is your friend’s name?”(He read aloud 3 times pointing)*
- Sirna xuqaalee kamtu as gala?(Ni gaafate)* *What punct. mark will go here?(He asked his group a point*
- 287 Bontu:** *Xuqaa xumuraa* *an exclamation mark*
- 288Lalise:** *Mallattoo raajeffannoo*
- 289 A:** *Isa kami inni?* *Which one is it?*
- 290 Bulti:** *This one (pointing at a period)* *Kana(agarsiisaa)*
- 291 A:** *Maqaa gaafateem! Eenyu(eenyuu jabeessee)* *It’s asking a name! Who (stressing ‘who’).*
- Kanaaf mallattoo kamtu ta’aaf?* *So what punctuation is more appropriate?*
- 292 B and Ch://** *Mallattoo gaaffii* *A question mark*

- 293 A: Eeyyee. Sirrii. "Qoloonshee akkam niidhaga" Yes. Correct. "How beautiful is her cloth"  
 (Gaaffii 2ffaa).Mallatto kamtu ta'aaf? (the 2nd question) what punctuation is appropriate?
- 294 B: Mallattoo gaaffii A question mark
- 295 Ch: Miti. Mallattoo raajeffannoo ti No. It's an exclamation mark.
- 296 A: Sirrii. Mallattoo raajeffannooti.Maaliif beettu Yes it is an exclamation mark. Do you know why?  
 "Qoloonshee akkam miidhaga"(2x).Qoloonsh How beautiful is her cloth(2x).Since her cloth is so  
 Bareedaa waan ta'eef raajeffate. beautiful the writer admired it. So exclamation.
- 297Ch: Sirrii.Miidhagaa waan ta'eef.Raajeffatama Yes. Because of the beauty, you have to exclaim.

This is peer interaction in which the teacher gave the students class work and assigned them to do it in their seat groups. As I found this group dynamic and interactive, I opted to shift the focus of my camera to them and closely observe them. The group comprised five students, two boys and three girls. Beginning readers in this study demonstrated knowledge of and meanings punctuation marks conveyed. Participants also demonstrated appropriate use of upper and lower case letters at the beginnings of names and sentences and with words within sentences. In addition, they demonstrated the ability to mediate for each other using pauses, repetition and stress to create meaning and understanding that aid reading skills. They also demonstrated how to support the less able, and negotiate and seek help from a more capable peer. Abdi, a more capable peer, for example, mediates for the group by stressing 'who', repeating and reading aloud, he tried to give clue so that the students can see a clear difference between what his peers said and the answer he gave(Being a question mark instead of an exclamation). Longer and more complex replies from individual students, including evidence-based reasoning and challenges and questions from students directed at their peers. They extended discussion across many students and turns at talk. These teacher initiations covered a wide range skills, calling for students to offer interpretations and to provide evidence of their claims. They also encouraged students to provide varied interpretations. This suggests that many human activities involve not just the sharing of information and the coordination of social interaction, but also a joint, dynamic engagement with ideas amongst partners. When working together, children do not only interact, they also interthink(Mercer, 2000). They use language to combine their intellectual resources in the pursuit of a common task.

Abdi is a more knowledgeable student or a mediating peer. He was guiding his group through the activity by explaining his personal strategies in identifying the various punctuation marks. When the teacher asked the students' reason in using a given punctuation mark, he explained his rationale for the preference. He explained to the teacher his use of metacognitive strategy. That is saying or repeating the statement twice to himself and others around him, he got the question clear and answered that it is a question that needs a question mark at the end. He also told the teacher by pointing where a question mark or an exclamation mark should go. This suggests that students use personal strategies, hypothesize and test their hypothesis. While the teacher was interacting with the student, he was continuously analyzing how the students think and what strategies they used to solve problems and construct meaning. From this analysis, the teacher decided how much and what type of support to provide. Vygotsky viewed the classroom as the laboratory for studying student learning and development. It can also be the laboratory for studying how teachers learn by exploring students' strategies through observation.

Abdi is explaining his group's strategy in solving a problem assigned as a classwork. In order to do punctuation tasks, he and his group used metacognitive strategy of using meanings of sentences to work out the solutions to problems. He read the sentence twice and loudly to share it with others and clarify or work out the desired answer. This is a thinking aloud strategy children often use to solve problems during individual or group works. It seems that active participation in the task and in verbal exchanges, as well as being confronted with different point of view, promotes the children's re-examination of their own understanding. Based on this, participant teachers make instructional decisions of the type and amount of mediation they need to provide by constantly analyzing the student and the text they work on. The teacher mediates shared meaning between the reader and text author by providing the learners support as they collectively build bridges of awareness, understandings, and competence through social interaction. From this analysis, the teacher decides how much and what type of support to provide (Vygotsky, 1962, 78). Vygotsky viewed the classroom as the laboratory for studying student learning and development. It can also be the laboratory for studying how teachers learn by exploring their students' learning strategies. Once the strategy is selected, the teacher guides the student in applying the strategy and adjusts his support when needed. The Teacher Guide also recommends the use of these strategies in order to develop reading comprehension.

Even though this lesson continues past the point at which the transcription stops, this excerpt provides sufficient detail to illustrate the ways in which peers interact and justify their answers with evidence. The teacher introduced the norms for classroom discussion throughout the school year such as insisting that students listen carefully to one another, give each other time to think, and direct a comment at the author of a previous comment. In this kind of peer interaction non-competent partners can become competent after having been exposed to another way of solving a task, even if they did not reach the solution together during the interaction. It seems that being confronted with different answers from someone else creates a discrepancy between the learner's initial understanding and the necessity to grasp a new perspective: the learner then enters into a reflexive stance that may lead to the restructuring of his or her own thinking.

### *Lesson One Transcript*

This extract was taken from Grade Two students' class work who were working in groups on punctuations. The teacher was closely observing the group and seemed to be interested in their interaction. He then approached them and asked them some questions related to the activity in hand. Here is the extract.

- 243T:** *Akka garee keessaniitti qubee guddaafi qubee* Doing in your groups, try to match capital letters under  
*xiiqqaa walitti firoomsaa. Isin galee?* column "A" with their corresponding small letters under  
" B". Do you understand?
- 244 Ss:** *Yes* *Tole*
- 245 S1x:** *B/sa kitaaba hin qabnu* *Teacher, we have no book*
- 246 T:** *As kottu warra kanaa wajjin hojjedhu.* *Come here and join this group. You (pointing to the other*  
*Atimmoo(qubaan agarsiisaa) garee kanaajjin* *paetner) do with this group (pointing again. He gave about 10*  
*hojjedhu(agarsiisaa).(Daqiiqaa 10 kenneefii* *minutes to work on the activity. He then moved from group to*  
*to'achuufi gargaaruu eegalee)* *group, monitoring and assisting).*
- 247G1**(*garee Iffaan miseensa 3 qaba,Galaanee,* (Group 1 has three members, Galane, Jallanne and Hawi.  
*Jaallanneefi Hawwi. Mari'achaa hojjetu)* *They work together, discussing.)*
- 248 T:** *Walitti firoomisitaniittuu?* *Did you match?(looking at Galane's group –Group 1)*
- 249 Ss:** *Eeyyee* *Yes*
- 250T:** *Akkamitti hojjetan?* *How did you do it?*

- 251 J: *Xiyya fayyadamnee qubee guddaafi* We related a capital letter with a small letter, using arrows.
- 252T: *Qubeen kun maali?(qubee R agarsiisaa* What is this letter(pointing at “R”)?
- 253G: *Kun qubee R guddaa kun r xiqqaa* This is a capital “R”, and this is a small ‘r’(pointing again)
- 254T: *Baayyee gaarii.Galaane yeroo maqaakee* Very good. Galane, when you write your name which letter do  
*Barreessitu qubee kam fayyadamta?* you use?
- 255G: *(Kana qubee “G” agarsiisaa)* This (pointing to a ”G”with her pen)
- 256T: *qubicha maal jedhama?* What do you call it?
- 257G: *Qubee guddaa “G”* Capital "G"
- 258T: *Me amammoo maqaa Hawwii barreessi* Now, can you write” Hawi’s name in A.Oromo, Galane?  
*Galaane*
- 25972 G: *(galaaneen “Hawwi” jettee barreessite* (Galane wrote "Hawwi")
- 260H: *Miti!Miti! Dogoggora. 'i' tokko dabali* No! No. She got it wrong. Add one 'i' here( pointing)
- 261G: *'I' itti dabaltee barreessite* (Rewrote it again adding 'i' as "Hawwii")
- 262T: *Tole, Hawwii atimmoo kan ishee barreessi* Ok, now, Hawi, write Galane’s name
- 266H: *“Galanee” jettee barreessite* " Galanee”( Hawi wrote)
- 267G: *Sirrii miti. 'a' tokko hambiste.(Qalama* She is not correct. She left out one ‘a’ here (pointing between  
*fudhattee 'a' itti giitte)* “a” and “n” with a tip of her pen). She took a pen and wrote “
- 268T: *(The teacher appreciated the group's contribution and passed on to another group. He checked papers and promised to check other group’s work next day and ended the lesson).*

In this transcript the teacher used Hawi's and Galane's names to illustrate sound-letter relationship and as a technique to motivate the students to learn and improve writing and spelling. In this study, the personal connection that participants made with letters in their own names soon included classmates' names. Participants could easily use names of classmates as they developed an understanding of the relationships between letters and sounds and applied that understanding to reading and writing. Similarly, Clay (1991) advocates the use of participants' names in the classroom.

These student participants also understood the meaning associated with differences between capital and lower case letters. Both students, Hawi and Galane demonstrated this understanding by writing their own and each other's name capitalizing the first letters and making the rest small or lower case letters. In doing so they identified not only upper or lower cases but also how our written language works. As Galane was

trying to write Hawi's name, she made a mistake and put only a single 'i' and Hawi immediately tried to mediate it for her by adding the missing letter. 'I' in this case shows a long vowel sound at the end of Hawi's name. In all these instances, they demonstrated their growing awareness of conventional uses of lower and upper case letters, stressed and unstressed, and long and short sounds in Oromo.

In addition to writing names, the participants also manipulated three dimensional alphabets cut out from wood and hard paper (see appendix-artifacts) to sound out individual alphabets and their respective sounds(graphophonemes). They also used these three dimensional artifacts to write words by putting them together in a meaningful manner. For instance, to write Hawi's name in Afan Oromo Hawi searched each alphabet in the alphabet box and wrote her name as, "Hawwii". Since the alphabet box contained two, two copies for all the alphabets in Afan Oromo, Hawi did not find it difficult to locate two W's or two I's to write her name successfully. Manipulating the curved letters and flash cards provided opportunities for participants to experiment with sounds and words. Sets of words allow participants to practice with onsets. The student participants also identified words in the text and explained how to rearrange letters, remove letters, or add letters to create new words. Students are taught to use multiple cues (phonics, word parts, looking at the whole word, picture clues, other semantic context clues) as part of word recognition.

Data from group discussions show that students do not ask more questions during the teacher's whole class introduction. They often take more opportunity during group work to ask clarification questions on the task or ask individual questions relating to the text or the task they are engaged in. Harun (2009) conducted research in the Malaysian classrooms and found a similar phenomenon. She argues that learners prefer to ask questions during group discussions or after class, which is different from western learners who prefer to ask questions during the teacher's instruction or plenary discussions.

In the following extract, the researcher was interacting with a group of Grade Three students who were doing class work. The students were actively engaged with the task they were assigned by asking and answering questions one another. The researcher particularly wanted to know the students interest and motivation in working together to solve problems.

**364R:** *Amma gareen hojjechha jirtu. Gareen hojjechuun fayidaa qaba jettuu?*      *Now you are doing in your groups. Do you think, working in a group has advantages?*

**365 Ss:** *Eeyyee*      *Yes*

- 366R:** *Maaliif?Akkamitti?* *How? Why?*
- 367A:** *Walii ibsinaa,yoon gargaarsa barbaade inni* *We explain for one another. If I need help,*  
*(quba itti qaba) nagargaaraa, na qajeelcha* *he(pointing to a partner ) can guide me. I can*  
*Anis akkasuma waanan beeku nangargaara* *also support him where he needs assistance*  
*Haala kanaan waldeggerra* *Thus we cooperate with and support each other.*
- 368R:** *Waliin dubbiin daree ni gargaara jettuu?* *Do you think classroom interaction helps here?*
- 369Ss:** *Baayyee malee.wal gargaaruuf walii ibsuuf* *Very much-We talk to help each other, or to*  
*Ni dubbanna mitiiree?* *explain things*
- 370R:** *Dubbisuu kan isin gargaaru kan biraa eenyu?* *Who else helps you with reading?*
- 371A:** *Barsiisaafi maatii keenya* *Our Teacher and our families. For example, in a*  
*Fknf hima, “Mana barumsaa ni deemtuu?”* *sentence, “Do you go to school?” The Teacher*  
*Jalqaba B/saan nuu dubbisa isarraa fakkee* *first models aloud to emphasize what punctuation*  
*nya fudhannee dubbisuun sirna xuqaalee hu* *mark is appropriate and we take his example*  
*Hubanna.(Ni deemtaa?isa jedhu jabeessee)* *(The student emphasized “Ni deemtaa?*  
*Kun ammo jabinaafi laafina qubee akkasumas* *(Do you go?)” In this way he stresses how two*  
*Dheerina dubbachiiftuu barra* *vowels should appear at the end.*
- 372R:** *Kara biraa barsiisaan ittiin isin gargaaru maal?* *What are the other ways he supports you?*
- 373A:** *fakkeenya nuu kenna, fakkeenya nuu ta’a, nu jajj* *He gives us example, models, encourages us, repeats*  
*beessa, irra nuu deebi’a, nugaggabaabsa* *and summarizes difficult concepts. He explains and*  
*Nuu ibsa. Hoj-manee nuu kenna* *gives us home works.*
- 374R:** *Isinoo?akkamiin of gargaartu?* *How about you? How do you help yourselves?*
- 375A:** *Kitaaba garaagaraa, beeksisa dubbifna* *We read different texts (books), notices, posters.*  
*dubbisa garaagaraa waliin dubbifna* *We do different reading activities together both at*  
*Manattis dareettis wal gargaarra* *home and at school and help each other.*

In this interview the researcher is asking students who are working in groups on the benefits of group work, and the role of classroom interaction and their response was mainly in the affirmative. They repeatedly explained to the researcher that they enjoy working together, however, their classroom actual

practices often seem more individualistic and competitive. They also pointed out they are assisted by their teachers, families and brothers through modeling, explaining, exemplification, etc. Two of the teachers also indicated that learners can gain access to meaning through pictures and textual content and context, and through application of their phonics knowledge, they would be able to acquire the meaning as well as the sounds of new words.

*To read out words and...suppose we teach the word 'gaangee'(mule). They know the picture is a mule and then they see the word 'gaangee(mule)' and can sound it out(Interview TA).*

During classroom observations, signs of letter name repetition, hand movement or gestures and lip movements, however, were observed on some participants. A brief follow-up interview was able to compensate the shortcomings of the observation, and both teachers and students stress the significance of multimodal approach, like verbal, nonverbal, pictures, etc to teaching and learning reading skills. The participants generally noted that multimodal interaction provides both aesthetic and educational advantages. This approach also reinforces graphophonic, syntactic and semantic cueing opportunities and promotes their reading skills.

Detailed analysis of the children's joint sessions of work, however, showed that some of the interactions in some groups were not task-focused, productive or equitable. In some pairs or groups one child so completely dominated the discussion that the other group members either withdrew from the activity, becoming increasingly quiet and subdued, or else they participated marginally. In other groups the children seemed to ignore each other. Some groups' talk involved them in unproductive, often highly competitive, disagreements. On the other hand, much group talk was relatively brief, somewhat cursory and a little dull. Particularly when groups of friends worked together, the discussions were uncritical, involving only superficial consideration and acceptance of each other's ideas. As such, talks of any educational value were rarely heard.

The **p**ocket chart made of a piece of cloth hangs about 2m high and includes shallow pockets for students to insert letter cards, word cards, phrase cards, and sentence strips. Some of these teaching aids or artifacts, particularly pocket charts are not frequently used by the teachers. In their response to the interview, the teachers complain lack of time and sufficient demonstration space to use them. Other printed materials and artifacts also are stored in boxes on the floor under the chart. If these teaching aids are were fully operational, manipulating them for reading letters words and sentences would provide for the students more learning opportunities to experiment with texts. List word on the wall and in their books

allowed participants to practice with initial, medial and final sounds. During shared reading, word work, and independent reading, participants manipulated letters, syllables, and whole words. Print includes quotation marks, commas, question mark, apostrophes, and periods. There are also color illustrations, and some of these were prepared by students and some were bought (TB's class).

At times, from my observation I noticed that teachers do not simply pass text meaning on to the student reader. Instead, they mediate student's learning through classroom interaction. Teacher mediation is more than modeling or demonstrating how to do something. While the teachers are interacting with the students, they continuously analyze how the students think and what strategies they use to solve problems and construct meaning.

### 4.3.3 Grade Three Reading Lesson

#### 4.3.3.1 Nature and Role of Classroom Interaction

**Reading: Lesson 1      Page 117**

**Topic: Types of Crops and Their Production**

The passage talks about different types of crops found in our country and how they are produced. The text is supported by vivid illustrations depicting some people sitting and discussing in the shade under a tree, and green plants in a field where two people are working. Since the text and the illustration are located side by side, the students can have easy access and to refer it. The teacher is introducing the passage by asking lead-in questions. The lead-in questions are meant to scaffold the learners by arousing background information pertinent to the topic under discussion. To set the purpose for reading, the teacher begins by telling the students the purpose for their reading lesson. He draws attention to the reading purpose by asking a broad open-ended question such as:

*496T: Midhaan akkamii beektu?*

*What kind of crops do you know?*

*497S1: Xaafii*

*Teff*

*498S2: Boqqolloo*

*Maize*

*499S3: Qamadii*

*Wheat*

*500S4: Atara*

*bean*

*501S5: Shumburaa*

*Pea*

*502S6: Simsimii*

*Niger*

<i>503T: Midhaanonni kun gosa tokkomoo?</i>	<i>Are these crops of one or the same type?</i>
<i>504Ss: Eyyee/Lakki(Deebii walmakaa)</i>	<i>Yes/No(mixed reaction)</i>
<i>505T: Me tilmaamaa</i>	<i>Please predict this and then go to reading.</i>
<i>Fakkii ilaalaa.</i>	<i>Look at these illustrations to help you predict.</i>
<i>Gareen hojjedhaa</i>	<i>Do it in groups</i>
<i>506Ss: (B/ttootni gareen mari'atu</i>	<i>(Students discuss in their groups)</i>
<i>507T: Waa'ee maalii ta'a jettu?</i>	<i>What do you think is the passage going</i>
<i>508Ss: Namoota gaaddisa/walga'ii ta'an/</i>	<i>to be about? Someone leading a</i>
	<i>meeting, people sitting in the shade.</i>
<i>509T: Lata? To:le. Ammammoo↑ hadubbisnu</i>	<i>Ok(.) Now↑ let's read. Who will read para1?</i>
<i>510L: Lata, Keeyyata tokkoffaa</i>	<i>Lata read paragraph one</i>
<i>511 T: Baa:yeye↑ gaarii, Shukkaare?</i>	<i>Very good↓, Shukkaare?</i>
<i>512Sh:( Keeyyata lammaffaa, Caalaa↑?</i>	<i>Read the second paragraph) Chala↑?</i>
<i>513Ch:( Caalaan ni dubbise)</i>	<i>(Read the last paragraph)</i>
<i>514T: Baa:yeye↑ gaarii.Akkam tilmaamni keenya?</i>	<i>Very good↓(.) How is our prediction?</i>
<i>515Ss: Tilmaama keenyatti dhihaata</i>	<i>It's nearer to what we predicted</i>
<i>516T: jalqaba waa'ee walga'ii hawaasaati</i>	<i>At the beginning we predicted that</i>
<i>Jennee turre.kanaaf itt dhihaata.</i>	<i>the passage involves discussion on a social gathering.</i>
<i>Eeyyee. Ni dhihaata?</i>	<i>So it approximates what we predicted.</i>
<i>Sirrii dhaa↑?</i>	<i>Right↑?</i>
<i>517Ss: Eeyyee</i>	<i>Yes</i>

The teacher typically begins first by announcing and writing the title of the reading text. He then approached reading using two techniques: asking lead-in questions and scanning illustrations adjacent to the passage. The teacher used this phase of reading to activate the students' background experience, stimulate their motivation to read, assess their prior knowledge on the topic and link it to their lives.

In the analysis of the interaction I identified three types of teacher questions: Referential, display and opinion questions. In order to make a deeper analysis into the interaction that each type generates, some

exchanges were taken from the lessons analyzed and interpreted. The sample exchanges below exemplify the effects of question types and teachers' reaction to responses on student involvement and interaction. After conducting pre-reading activities, the teacher asked the following questions on p.117

- 520T:** *Gosi midhaanii dubbisa keessatti xuqaman maal fa'i?* **What are the types of crops mentioned in the passage?**
- 521Ss:** *Boqqolloo, bisingaa, xaafii, garbuufi atara (tokko tokkoon deebisan)* **Maize, sorghum, bean, teff, wheat, and pea (Answered one by one).**
- 522T:** *Gaarii. Tooftaa ammayyaa midhaan oomishuun maaliif barbaachise? gareen mari'adhaa. Dubbisa keessa jira* **Good. Why is it important to produce crops using modern techniques? Please talk in pairs. Tell to each other. It's in the passage.**
- 523 Ss:** *Oomisha ga'a argachuuf* **To gain more product (more income)**
- 524 S3:** *alatti erguuf* **To export to a foreign market**
- 525 S4:** *Sharafa alaa argachuuf* **To gain foreign exchange**
- 526 T:** *Midhaan nyaataan of danda'uuf Dinagdee keenya guddifachuuf Obbo Bokkuun maal jedhee gorse?* **To be self dependent with food crops, export and boost our economy. How did Obo Boku advise the people (2x)?**
- 527 Sx:** *"Na dhaggeeffadhaa", jedhe* **"Listen to me", he said**
- 528 T:** *Akkasitti haasaa jalqabe. Itti aansee moo maal jedhe?* **This is how he began his speech. What did he say next? After he said "Listen to me", what did he say**
- 529 S2:** *Oomisha garaagaraa oomishuun ni Danda'ama jedhe* **That it's possible to grow variety of crops.**
- 530 S3:** *lafa xiqqaa irratti oomisha garagar Aa oomishuun nidanda'ama jedhe* **That it's possible to grow varieties of crops on a small plot of land**
- 531 T:** **Baayyee gaarii.** **Very good.**

In this extract the teacher asked the types of crops mentioned in the passage, which is a display question in its own right. The teacher knows the answer in advance, and the answer is also readily available in the reading text the students have read. As a result, this particular question generated limited number of

responses that resulted in a little classroom interaction and participation. The teacher also closed the exchange with an evaluation 'Good', making it a three part exchange(IRE). However, immediately he followed it with an inferential question beginning with, 'Why' and this resulted in a generation of multiple responses from the students. Even though some of the responses were already stated in the book, the students also added their own thinking by going beyond the text, expressing their own views and ensuring active participation and genuine interaction. Another reason why students wanted to carry on talking about the reasons is due to the teacher's reaction to the answers. He accepted multiple responses openly, which enabled more students to express their opinions. Hence, instead of evaluating the students' answers the teacher added his own contribution and went on asking another referential question beginning with, 'How'. The reason why there are more responses from many students was that some of the questions allowed for more than one correct answer, and some students gave more than one answer. In other words, the striking difference in terms of participation that each question type generated was the result of the wide range of possible answers that students might come up with when a referential question was asked. Therefore, referential questions facilitated more student participation and generated responses from the majority of the students.

In addition, the teacher's reaction to any given answer plays an important role in enabling more students to participate actively. Thompson (1997) argues that the term 'display' is often justified by the reaction of the teacher to the given responses. A teacher may well change a truly referential question into a display one with her/his response, which can signal that the real purpose of asking the question is not to gain information, but to check grammar or comprehension. If a teacher says simply 'good', it indicates that he or she is only listening to check whether the response is correct or not. In this specific study the researcher found out that, opinion display questions are no different to referential questions depending on the teachers' reaction to the responses.

In a similar way, the teacher, taught reading by asking the students pre-reading questions.

***Reading Lesson Transcript***

- |   |   |
|---|---|
| <b>480T:</b> <i>Giddu-nyaatteen gaariimoo gadhee?</i> | <i>Is it[mediator] useful or harmful?</i>             |
| <b>481Ss:</b> <i>Gaarii. Warri kaan gadhee jedhu</i>  | <i>Useful. Others say harmful</i>                     |
| <b>482T:</b> <i>Maaliif?</i>                          | <i>Why?</i>   |
| <b>483S1:</b> <i>Waan nama gowwoomsaniif dadhee</i>   | <i>They are harmful because they deceive or cheat</i> |

484S2: *Gaarii. Sababni isa nama walitti fidu*

*Useful as they bring the buyer and seller together*

485S3: *Namas ofis ni fayyadu*

*He benefits himself and others*

In this excerpt the teacher did not end these exchanges with an evaluation, as if he was looking for correct answers to questions, but rather he built on student responses and gave the opportunity to further refine understanding surrounding of the text and to construct more refined meanings. During co-construction, the teacher analyzed students' responses, and then prompted the students with a question and elaboration beyond the text to create more meaning. As such, the meaning a reader gains from the text was based upon his/her transaction with that text, and went beyond initiation, response and evaluation (IRE Pattern). Thus one way in which continuous, sustained dialogue is created is through the integration of initial close-ended questions, followed by follow-up questions and probing and elaboration by the instructor.

Apart from display questions, teachers also asked genuine, more open-ended questions, designed to promote discussion and debate, engage learners and produce longer, more complex responses. These so-called referential questions result in more 'natural' responses by learners, often longer and more complicated, and resulting in a more conversational type of interaction. Referential questions often begin with a *wh-* question such as *who, why, what*, etc. From a teaching and learning perspective, the distinction between display and referential is less important than the relationship between a teacher's pedagogic goal and choice of question. If the aim is to quickly check understanding or establish what learners already know, display questions are perfectly adequate. If, on the other hand, the aim is to promote discussion or help learners improve oral fluency, then referential questions are more appropriate. Particular kinds of replies follow particular kinds of initiation acts with great regularity. A call for factual information, such as names and dates, induces that type of information. A teacher's request for explanation of why mediator's are useful or harmful, for instance generates a wide range of responses. So, too, students' displays of their reasoning about how they justified their positions co-occurred with the teacher's request for students to explain their reasoning. It is also interesting to note that certain kinds of teacher follow-up responses to student responses seem to co-occur with more complex utterances and reasoning on the part of students. The co-occurrence relationship between what and how the teacher asks and how the students answer determines the nature of interaction that is likely to occur in and eventually what knowledge and skills to be developed in a classroom. In other words, the either close or open up a slot for more student explication, reasoning, and learning. This suggests that designing the direction of a lesson by shaping classroom interaction and creating learning opportunities for students is at the hand of the classroom

teacher. Open questions during open forums allows for open exchange. First, it levels the power dynamic so the teacher is not the “gatekeeper of knowledge.” Second, since there is no right or wrong answer, the fear of judgment is removed. Additionally, it allows students the opportunity to explain their thinking. This also gives students multiple perspectives to further their own thinking

The teacher used an uptake question to press their students to explain their previous answers about the texts they were reading, encouraging their students to justify their contributions by citing more facts from the texts. These questions indicated a pedagogical attention to student text comprehension by soliciting more depth to their previous answers. Rather than answering a student’s question directly, the teacher turned a student’s question back to the class to answer, eliciting participation and then pressed the student to explain his thinking. Despite the emphasis of these questions on eliciting explanations, very few of uptake questions elicited extended student talk, high-quality uptake questions tended to ask students to infer or speculate on important ideas from stories and to make predictions about plot lines. There were very few instances of uptake questions that had students analyze or evaluate information about texts

Another way that the teacher can create a continuous, sustained dialogue is by following up the questions with additional probing, or follow-up questioning, as well as elaborations. Look at the following exchange.

**646 T:** Okay↑? Right↓ There is a new word here(*Glancing at the book*) "*Hin seenee*" Ok,"What is 'Hinseenee' (“unexpected”)? Its meaning?-The following exchange demonstrates the unpredictability of lessons when teachers invite a range of divergent thinking. The teacher's questions took the lesson in a direction probably he did not anticipate. In the process she introduced a new term.

- |  |   |
|--|---|
| <b>647Sx:</b> <i>Waanta hin barbaachisne.</i>              | <i>Unnecessary thing</i>                      |
| <b>648T:</b> <i>Waanta hin barbaachisne(Irra deebi'e).</i> | <i>Unnecessary thing (repeated). Another?</i> |
| <i>Kan biraa? (Tasgaraan harka baase)</i>                  | <i>Tasgara?(Tasgara raising a hand)</i>       |
| <b>649Tas:</b> <i>Wantota inta'a jedhanii hin yaadamne</i> | <i>Things unlikely to happen</i>              |
| <b>650T:</b> <i>Jechuun?</i>                               | <i>Means? Improve it. Fikru?</i>              |
| <b>651 F:</b> <i>Wanta inraawwata jedhanii hin yaadne</i>  | <i>A thing very unlikely to occur</i>         |
| <b>653T:</b> <i>( B//saan irra deebi'e). Yaali</i>         | <i>Repeated). Please try again</i>            |
| <b>653Sx:</b> <i>Waanta ta'uu hin malle</i>                | <i>A thing that can't exist.</i>              |

<p>654T:( B/saan irra deebi'e). Me jecha biraa. Jechi kana gi Repeated). A different term(.) tu jira.itti yaadaa. Amaanu'el(Isa ilaalaa)</p>	<p>There is a more appropriate term(.) Think over and search!.(.) Amanuel?</p>
<p>655A: Waanta hin baramne</p>	<p>Unknown thing(Repeated).</p>
<p>656T:( B/saan irra deebi'e.yaalaa. Gaafficha irra deebi'e B/taa tokko hafeere</p>	<p>Still try more. Try! When it says, '<b>hinseenee</b>' (“unexpected”)(repeated the question ). Ihii(invited a certain student)</p>
<p>657 S2x: Waanta yaadakee ala ta'u</p>	<p>Something that happens against your expectation</p>
<p>658T: Immm.Eeyyee, garuu ammas yaalaa</p>	<p>Imm!.Yes,(.) but still more. Think over!(4 second)</p>
<p>659Sx1: Hin seenee</p>	<p>Sth happening suddenly against one's expectation</p>
<p>660T: To:le.baayyee gaarii.Itti hin yaadin tasa ta'e jechuu dha.waanan hin yaadnetu ta'e Ykn namudate jechuu dha.hin eegamne jec huu dha.itti hin yaadne jechuu dha. waantotni tilmaamakoo ala ta'an jechuu dha. Gaarii me itti fufeen dubbisa</p>	<p>O:k. <b>Very good.</b> The answer is <b>“unanticipated event (2x) or 'Itti hin seenee'</b> (I didn't anticipate). I didn't expect that way. Unexpected event encountered the person. When we say 'unanticipated ' or 'iti hin seene', it implies that things happen against prediction and wills. Well, I read on(he continued reading).</p>

The teacher initiates, a student(s) respond(s) and the teacher gives feedback by repeating the students answers verbatim and followed by 'ok', 'imm', 'yes' and a search for another answer. Sx's response was rejected perhaps because it was not the exact word the teacher needed. The teacher, however, repeated and dismissed it without further comment on it. The repetition was meant to share the answer with the class and make it public so that the other students would know the status of the response. This necessitated a search for a better answer from another student and the teacher said 'Another?'. The teacher nominated Tasgara who was raising a hand and his was not accepted either. At times he asks a question of clarification without repetition, e.g. 'Meaning?'. Then Fikru was finally invited and his response was much nearer to the intended answer than the rest. Fikru was asked to improve Tasgara's and the previous students' answers, which imply cumulative kind of building responses on each other's contribution to achieve intersubjectivity or common understanding. The teacher encouraged many types of responses

from the students by trying to extend their thinking further and search better response through elicitation and explanation. This procedure supports the view that knowledge is not out there on the paper nor is it in the mind of interactants but it is built between and among people through interaction (Barton, & Hamilton, 1998).

This revoicing or repetition of the student's utterance can be seen as an assessment or as an acknowledgement of what the student has said and as an invitation to say more. We chose to divide the utterance after "okay" because the revoicing seemed to serve more as an assessment than an invitation and "but still more . . ." seemed to serve explicitly as an invitation to reply. As such, multiple interaction patterns were created: a teacher with a student--a student identified by name and anonymous student, a teacher and the whole class. Teacher's reaction to students answers take two forms: 1. Simple repetition followed by prompt for another better answer 2. Probe for explanation indicating near rejection/acceptance of responses. This is followed by the need for improve of the answer so as to elicit more suitable answer.

The use of louder speech (**Hin seenee**) in the teacher's utterance is to add emphasis to the new vocabulary, signaling the teacher's addressivity is not only to one but to the whole class. With the immediate scaffolding from the teacher, he provided a quick evaluation on Sx1's answer. An evaluative remark(*good*) accompanied by a falling intonation marks the end of the interaction between him and the student. The students then oriented to the teacher's falling tone and sat down.

This provides a detailed illustration of the teaching and learning process of new vocabulary. The learning opportunity is generated from teacher-individual student interaction and shared with all students in the class. Therefore, the IRE between the teacher and a student, although limiting the response of the latter, is presentational in nature. The rest of the students in the classroom can orient to the teacher's louder speech on the word '**hin seenee**' thus learn the new word from observing the interaction. As a result of the interaction between the two parties, learning opportunity is created and knowledge is generated, and shared with the rest of the students who are placed in the peripheral participation ground. When conversations became animated, students didn't wait for the teacher to initiate the next round. The students continued responding among themselves, which sometimes produced a series of replies and initiations for talk. However, student-initiated talks were rarely noted. The IRE interaction between the teacher and Sx1 not only helped students to learn a new word, but also further opened an interactional

ground, providing opportunities for multiple students to participate. Based on the previous classroom interaction with Sx1, the teacher initiated a multilateral interaction on introducing the new vocabulary to the whole class.

‘Now↓’ in the extract in the teacher’s speech functions as an elliptic signal to mark the formulation of a new sequential position. Prosodic chopping are pauses that are strategically placed in an utterance to chop the information into chunks, and make it accessible to the whole class. It signals an invitation for multiple students to voluntarily participate on the interactional ground. Thus we see Sx, Sx1 & S2x without being nominated respond to the teacher’s question and shares his answer with the rest of the class. The teacher used a rising intonation with short remark ‘imm↑’, to show that he didn’t understand well the answer or was not satisfied with it and signals the initiation of a clarification question on Tasgara's response. Fikru orients to the teacher’s initiation of a clarification question, and reacted to the initiation. The teacher used a prosodic echoing (Skidmore, 2008), revoicing Fikru’s answer using a similar prosodic feature, as a way to provide positive evaluation, and went on asking for better answer. The teacher continues to generate more response from the students. This further shows the prosodic chopping in the teacher’s speech aims to provide an open interaction ground for multiple students to participate. Prosody (the rhythm, stress, and intonation of speech) can be used to make things significant (to give them meaning or value) in certain ways. Changing one’s normal voice patterns and sounds calls attention to those changes in the listener. Calling attention to spoken utterance indicates the utterance is somehow significant. These prosodic data are vowel elongation, stress, extended pause, and low pitch.

### Reading Lesson 1

- |   |   |
|---|---|
| <p>531T: Akka aadaatti warreen jirma gurguddaa akka itti oomishamu? Ni muramu. Kanneen jirma qaqallaa immoo ni haamamu. Me fakkeenya warra jirma xixinnaa naa himaa</p> | <p>According to our crop production and harvest practices how are big stem plants harvested? They are cut and those which have small or thin stems are sawed. Now tell me examples of thin-stem plants.</p> |
| <p>532Ss: Xaafii, garbuu, kkf</p>   | <p>Teff, wheat, etc.</p>  |
| <p>533T: Baayyee gaarii. Warri hundee fufurdaawo?</p>   | <p>Very good. How about those with fat stem?</p>  |
| <p>534Ss: Bisingaa, boqqolloo, boobee, kkf</p>  | <p>Sorghum, maize, bobee, etc</p>   |
| <p>535T: Akkamitti sassaabamu?</p>  | <p>How are they harvested?</p>  |

<i>536Ss: Ni muramu</i>	<i>They are cut.</i>
<i>537T: Sana boodawoo?</i>	<i>What happens after words?</i>
<i>538Sx: Walitti qabamu</i>	<i>They are gathered at a place</i>
<i>539T: Ni tuulamu jechuu keetii?</i>	<i>(Do you mean piled?)</i>
<i>540Sx: Mataa raasuun walii galuusaa ibse</i>	<i>(Nodded in agreement)</i>
<i>541T: Achiihoo?</i>	<i>Then?</i>
<i>542Ss: Ni cagadamu</i>	<i>They are thrashed.</i>
<i>543T: Baayyee gaarii(Gosa midhaanichaa irra deebi i'e b/saan). Lafa xiqqoorra oomisha guddaa. Gaaffiin yoo jiraate</i>	<i>Very good.(He repeated both crop types)-This teaches us how to get a high product on a small plot of land. If you have any question on this exercise</i>

This teacher asks two types of questions, often within the same initiation act. One asks for students to supply a one-word answer between two options. The other asks for a reason for the answer given. The teacher doesn't know exactly what the students' answers will be from the choices; so these are information seeking questions that specifically seek a choice and its rationale. The teacher actively seeks divergent answers to the question based on the students' opinions and is also interested in hearing how many different ways there are to think about an issue. The students present the teacher with a range of answers; none are exactly the same. Notably absent is a verbal evaluation after each student's reply. The teacher neither praises a correct answer, rejects an incorrect answer, nor verbally encourages further work. Instead, the teacher provides an overall assessment of this phase of the lesson after a number of students have replied. This wide range of teacher moves motivates the change of the name of the third slot in the instructional sequence from Evaluation to Feedback. Throughout this discussion, the teacher seldom evaluated the quality of students' answers or sanctioned violations of turn-allocation procedures. He sometimes reformulates students' responses as: "Do you mean 'pile'?" Here the teacher paraphrases children's utterances into more sophisticated ones, by that facilitating their communication. It is in accordance with Vygotsky's notion of zone of proximal development, where the adult challenges the child into exploring the unknown. After Sx nodded in the affirmative, she said "Then?, Okay . . ." before asking the next question.

The lesson continues with the teacher eliciting more responses and reasons for their answers. He concludes the lesson with a lengthy summary of the exchanges and why she encourages students to

explain their reasoning. Subsequently, teacher was striving to activate the potential of children's cognitive development, assist them to get to the answers and not to transmit the answers directly, create the meaning of the surroundings and explore more.

In addition to the more obvious ways in which teachers modify their speech discussed above, there are other more subtle strategies that teachers use in order to clarify, check or confirm meanings. These include confirmation checks, where teachers make sure they understand learners; comprehension checks, ensuring that learners understand the teacher; repetition; clarification requests, asking students for clarification; reformulation, rephrasing a learner's utterance; turn completion, finishing a learner's contribution; returning to an earlier part of a dialogue. These strategies operate at the level of interaction rather than solo performance; they are used to ensure that the discourse flows well and that the complex relationship between language use and learning is maintained. Interestingly, perhaps, teachers rarely ask learners to modify their speech, often relying instead on imposing their own interpretation. Very often this results in teachers 'filling in the gaps' and 'smoothing over' learner contributions, as a means of maintaining the flow of a lesson or in order to create a flawless discourse.

As Mercer (2002) pointed out it is teacher's responsibility to use language techniques that create and maintain the inter-mental developmental zone. Teacher's use of question-and-answer sequences were used not just to test knowledge, but also to guide the development of learners understanding. Scaffolding with asking questions and making him to articulate about the activity was also an important part of their interaction. Scaffolding, in particular the use of cued elicitations (prompts and hints) to assist him in reading, or writing were also an integral part of their communication.

### **Uptake Questions**

In the literature, uptake questions are defined as questions that focus instructional attention on a previous comment or contribution to press for more information, contingent on preceding. In the current study, uptake questions demonstrated a reciprocity in talk between the teacher and one or more students, and this reciprocity tended to be controlled by the teacher, as it was s/he who chose which student contribution to focus on. In doing so, s/he also let the student(s) know that their contributions warranted further attention. This attention varied in the quality of the uptake question. Multiple readings and coding of transcripts with a focus on this talk move and the surrounding discourse were done, and three themes were identified

as uptake questions, and these functioned in three ways to encourage and manage this reciprocity of instructional talk. Listed in descending order by the frequency of usage, teachers used uptake questions to 1) press students for explanations of their thinking, 2) encourage students to provide more known information, 3) extend the focus of the lesson by using uptake as a base or foundation to move the lesson forward. Each theme is discussed in turn below

### 1. Uptake as a press for explanations of personal issues.

The most frequently used uptake question picked up a student's contribution, usually in answer to a previous teacher question, and extended this by using questions like 'what' and 'why'. These questions pushed students to explain their thinking behind their previous contribution in more detail. The following Extract from Grade Three presents some typical examples of uptake questions that pressed students to explain their thinking about unknown information by the teacher.

#### *Typical Examples of Uptake Questions that Press for Explanations*

Uptake questions(*in bold*)

365T: *Ispoortii ni jaallattaa Marga?*

*Do you like sport news, Marga*

365M: *Eeyyee nan jaalladha*

*Yes I do*

366 T: *Maaliif **jaallatta**?*

*Why do you like?*

367 M: *Oduu isporteessitoota beekamooakka Qananiisa I hear news about famous sportsmen,  
a Baqqalaafaan dhaggeeffadha*

*like Kenenissa Bekele*

368T: ***Qananiisaa** ni dinqisiifattaa?*

*Do you admire him?*

369M: *Eeyyee*

*Yes, I do*

370T: *Maaliif **dinqisiifatta**?*

*Why do you **admire** him?*

371M: *Inni nama **beekamaa** dha*

*He is a **great** athlete*

372T: *Sirrii dha. Maaltu isa **beeksise**?*

*You are right he is great. What made **him** great?*

373 M: *Rikoordii addunyaa baayyee qaba*

*He has many world records*

374 T: *Baa:yyee gaarii*

*Goo:d.*

In each of these examples, the teacher used the students' words almost verbatim to affirm the students' answers and then extended them into follow-up questions. The teacher both used an uptake question to press their students to explain their previous answers about their personal matters or opinions. The teacher

encouraged their students to justify their contributions by citing more facts from their feelings, by soliciting more depth to their previous answers. Teacher within this Question-and-answer pattern, managed a brief reciprocity of ideas with his follow-up questions, pressing the student to explain his evidence for his answer. Hence, uptake questions as presses for explanations indicate a pattern of reciprocal discourse that was heavily guided by each teacher, where the teachers tried to centralize the student ideas, which were not only a pedagogical focus during that moment of instruction, but also were opportunities for teachers to press students about their thinking or hold them accountable for further explanations, which provided some opportunities for extended talk and analytic skills like justifying reasons and providing evidence for his responses.

In this episode the interaction seems more dialogic than recitation or transmission of knowledge. Teachers validate particular student ideas by incorporating their responses into subsequent questions, a process Collins (1982). In the give and take of such talk, student responses and not just teacher questions shape the course of talk. The discourse in these classrooms is therefore less predictable and repeatable because it is "negotiated" and jointly determined—in character, scope, and direction—by both teachers and students as teachers pick up on, elaborate, and question what students say (Nystrand, 1990a, 1991a). Such interactions are often characterized by "authentic" questions, which are questions asked to get information, not to see what students know and don't know; i.e., authentic questions are questions without "pre-specified" answers (Nystrand & Gamoran, 1991). These questions convey the teacher's interest in students' opinions and thoughts. Hence, in contrast to the "test questions" of recitation, they indicate the priority the teacher places on thinking and not just remembering. These "instructional conversations," as Tharp & Gallimore (1988) call them, or "substantive conversations," as Newmann (1991) calls them, engage students because they validate the importance of students' contributions to learning and instruction. The purpose of such instruction is not so much the transmission of information as the interpretation and collaborative co-construction of understandings. In this kind of classroom talk, teachers take their students seriously (Gamoran & Nystrand, 1992).

## **2. Uptake as a press for more information.**

A second theme identified in the analysis of uptake questions was the use of these questions to encourage students to provide more known information from **their texts**. The majority of these uptake questions occurred during instruction around text comprehension, and less frequently opinion questions or questions related to students' life. Here the student is pressed not for personal unknown information but for known

fact from text, supporting with evidence, which is considered a key skill on the reading comprehension measure. In this case, either a single student or multiple students can be pressed and participate to provide known answers from the passage. The following extract is taken from Grade Three Reading Lesson.

- |   |   |
|---|---|
| <b>690T:</b> Tole. Rakkoon uumame maali? Iiiiiii Haashim          | What was the problem created? Yes, Hashim?      |
| <b>691H:</b> Sangichatu qabame                                    | The ox was arrested                             |
| <b>692T:</b> Sangichaatu qabame. <b>Maaliif</b> qabame?           | <b>Why</b> arrested?                            |
| <b>693H:</b> <b>Sababnisaa</b> sangaa hanna ta'ee                 | <b>Because</b> it was a theft ox                |
| <b>694T:</b> Sangaa hanna ta'ee(2x).Uttuu hin beekamin maal ta'e? | A theft ox(2x). What happened unconsciously?    |
| <b>695Sx:</b> Hattuu ta'e ykn rakkoo keessa seene jechuudha.      | He became a thief, or he put himself in trouble |
| <b>696T:</b> <b>Kun</b> maal booda ta'ee?                         | <b>This</b> event happened after...?            |

In each example, teachers took up student contributions to elicit information or to clarify and assess students' understanding of a text they were reading. Uptake questions were focused on text comprehension, picking up a student's answer and scaffolding toward a more complete and correct answer. These took place in a whole-class, question-and-answer format that used Students' Book. In the above exchange, uptake questions acted to heavily scaffold the exchange between the teacher and students, and, it seemed, to check for student comprehension ("Why arrested? What was the problem?") and evidentiary support ("Because it was a theft ox"). The student's verbal responses were however quite short which shows limited explanatory skills of this grade level.

In these lessons, uptakes functioned to build understanding in a linear fashion, rather than to elicit more depth of thinking or talking. The linearity of instructional talk to move through the text was also a clear pattern in the pedagogical discourse of content-focused question which was frequently used approach in all the three classes. This characteristic of uptake questions extend student contributions to move the lesson forward occurred with instructional episodes during read alouds, and were asked to frame uptake questions by the need to keep the lesson move along. This kind of highly-structured text may limit classroom interaction to students' text. These uptake questions culminated in enough information for teacher to end his questions checking that the students comprehended the passage well. As a result, the reciprocal discourse that was teacher-managed showed a lack of extended student talk.

Despite the emphasis of these questions on eliciting explanations, very few of uptake questions elicited extended student talk, to include high quality talk in the classrooms investigated. High-quality uptake questions were those that asked student to infer/speculate, analyze, evaluate, or generalize information. Low-quality uptake questions were questions that had students recite or report information that is directly located in their textbooks. Teacher made the students back up their responses with textual evidence. As the class constructed a reading response paragraph together, the teacher took up students' contributions to make sure that there was enough textual evidence to support their answers.

### 3. Uptake as extension.

Another theme from analyses of uptake showed teachers taking up students' contributions and using them as foundations or starting points to move the lessons forward. Similar to the previous theme of uptake questions that elicited more known information from students, these segments of talk seemed to also solicit information, but to be used to extend the lesson in ways firmly managed by the teacher, rather than simply have the student provide a more accurate answer. Most cases of uptake that extended the lessons were used with the students' textbook, and were used to take a student's answer to further along the talk about the passage. For instance, a Third Grade teacher asks Chala how people can sell their property usually in the market. Chala's response is that there has to be a go between (mediator). Here is the teacher's first evaluative response and further explanation.

**485 T:** *namoonni yeroo qabeenya isaanii gabaatti geeffatan akkamitti gurguratu?*

*How can people sell their property when they take it to market?*

**486 Ch:** *Giddu-deemtuun jiraachuu qaba*

*There has to be a go-between*

**487T:** *Baayyee gaarii. Very good. It's a mediator. Do you know mediator? For instance, someone takes a cow to market. A mediator comes and says, " 'Abbaa kanaa'? (the owner of this?)". The seller says it's mine. "How much do you sell it?", the mediator says. The seller says "7000 Birr" He negotiates with the seller at 6500 with promise of 200 birr commission and brings the buyer and gains 400 birr from the two.(He also added another example of house selling and the involvement of mediator). So now what do you say about the significance of mediator in the selling –buying process? Is it useful or harmful?*

**487 Ss:** *Kaan gaarii dha jedhu.kaanimmoo gadhee jedhu*      *Useful. Others say harmful*

**488T:** *Kaaliif?*      *Why?*

**489S1:** *Gadheedha.Ssababnisaa nama gowwoomsu.*      *They are harmful because they deceive*

These differed slightly from asking between the teacher and one student, and, it seemed, to check for student comprehension of the text. He wanted the students to further explain their contributions according to the content to which the teacher sought. "Why?" In this latter example, the momentum of the lesson slowed to accommodate a student's explanation and justification of their answers that extends the passage or the lesson further, in contrast to the former examples which clearly intended to elicit more personal information, or text-related.

#### 4.3.3.2 Teacher's Mediation Strategies

The following extract taken from a Third Grade reading passage titled, **Giddu-Nyattee(a Broker or mediator)**. The broker, Sori Tufa, was mediating between a certain man and Obbo Barassa, the seller of an ox and both met at a market place. The passage has vivid illustrations in which a seller, a buyer, a woman called Adde Boje and a policeman appear. The teacher starts the lesson with greeting as usual.

- 643T:** *Kitaaba keessan fuu. 159 banaa.Altokkon dub bisa. Ergasii dabaren dubbistu.kanaaf sirriitti nahordofaa.Tole?B/saan dubbisuu eegale B/ttoonni ni hordofu* *Open your books to page 159(wrote on the board). I read once and follow me. After that you will read turn by turn. So listen to me carefully. Okay?↑ (The teacher went on reading aloud facing the students and students followed)*
- 644T:** *Mallattoo"\*" bira ga'ee,"Kun maal agarsiisa? jedhe.* *(While he was reading, he came to "\*" sign and asked), "What does this sign show?"*
- 645Ss:** *"Gaaffii"* *A question*
- 646T:** *"Gaaffii" jedhe(irra deebi'ee).Maal jechuu dha "gaaffii" jechuun?* *A question (repeated).What do you mean by 'a question'?*
- 647 S1:** *Isa dubbisu gaafachuuf* *Requires the reader to ask a question.*
- 648T:** *Gaaffii akkamii?* *What sort of question is to be asked?*
- 649 S1:** *Gaaffii tilmaamaa* *Prediction question*
- 650T:** *Gaa::rii! Gaaffii tilmaamaa(irra deebi'e).Isin ga affii akkasii of gaafattuu?Gaaddisaa?(Gaaddisaa ilaalaa).* *Goo::d! A prediction question(The teacher repeated S1's answer). Do you ask yourself a prediction question, Gadissa?(Looking at Gadissa sitting in the front line)*

<b>651G:</b> <i>Eeyyee, darbee darbee</i>	<i>Yes, sometimes I do when I read in a classroom</i>
<b>652T:</b> <i>Gaarii miti. Tilmaamaa yeroo dubbistan(B/ttoota ilaalaa). Garuu fayidaasaa beettuu? maal akka itti aanee dhufu tilmaamuuf. Dabalees yeroo dubbistan of to 'achuuf</i>	<i>Oh, that is not good. Students, please make predictions when you read(Raising his eyes from Gadissa and looking at the whole class). But do you know its advantages? It helps to raise your expectations of the forthcoming event. It is also a means of regulating oneself</i>

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to integrate information from different segments of text. In doing so, they are asking questions themselves. It improves their active processing of text and its comprehension. For example, students can be taught to ask main idea or questions that relate to important information in a text.

Extract below is the teacher's instruction before a group task. Prosodic chopping is found in the teacher's turn, showing his 'addressivity' is to the whole class. At the same time, prosodic chopping breaking his utterances into chunks was used to aid students' comprehension. Repetition on the words, '**Haada**' (.)' pauses and emphasis drew students' attention and signal them as key words.

<b>661T:</b> <i>Me fakkii fuu. 159 irra jiru ilaalaa</i>	<i>Let's look at the extract taken from the transcription of Grade Three textbook(P.159).</i>
<i>Tole, amma ↓(.) irra deebi'een nandubbisa</i>	<i>Ok, now ↓(.) I want you to read the passage again (.)</i>
<i>(.) isinimmoo hiikaa "haada" jechu yaadaa</i>	<i>and try to find out the meaning of the word 'haada'(rope).</i>
<i>Kanaaf immoo fakkii gara mirgaatti argamu</i>	<i>To do this, look at the picture on the right to the passage.</i>
<i>Ilaalaa. Galumsa jechichaas ilaalaa.</i>	<i>Also pay attention to the context in which the word is used</i>
<i>Haada(x2). Ifaa dhaa ↑?</i>	<i>'Haada'(2x). Is it clear? ↑</i>
<b>662Ss:</b> <i>Eeyyee ↓</i>	<i>Yes ↓</i>
<b>663T:</b> <i>Gaa:rii</i>	<i>That is goo:d</i>
<b>664Ss:</b> <i>(B/ttoonni hoj-daree hojjechaa jiru)</i>	<i>(Students are doing the class work in pairs)</i>
<b>665T:</b> <i>Tole(sagalee cirachaa). Eenyu hadeebisu?</i>	<i>Ok, class(Clearing his throat). Who will answer the que?</i>
<b>666Ss://</b> <i>Ana B/sa! Ana B/sa(iyyanii harka baasanii)</i>	<i>Me Teacher! Me Teacher!(Shouting &amp; raising hands)</i>

667T: *Tole(Tokkotti quba qabaa)*

*Ok(Pointing at one student)*

668Sx: *Funyoo*

*Rope*

669T: *Haada(Rope Repeating)*. Good. "Haadaa" in this context means 'rope' because in the picture and according to the context what is on the ox's neck or horn is normally a rope, nothing else. If we closely look at the picture, Aadde Boje is holding a rope that is tied to the neck of the ox.

Prosodic chopping again is found in the teacher's instruction accompanied by non-verbal gesture (hand strokes) from the teacher. When the teacher pauses, he shows up-and-down hand movements. This kind of rhythmic up-and-down movements as beats, which functions to give minor emphasis to the speech. For non-verbal communication, hand strokes from the teacher further illustrate that the use of pauses by the teacher is strategically to break down the long utterance and add emphasis to the key information.

The teacher uses elliptic signal (OK Class↑, And Now↓) to mark the end of the previous interaction and beginning of a new sequence. Louder speech of the teacher's speech in line 665T functions as an attention directing tool. The teacher repeats key information twice to add emphasis, together with prosodic chopping. In 661T, he uses a similar strategy to place emphasis, guide and support the students to arrive at the desired answer saying, 'I want you to read the passage again'. The examples above show how prosodic chopping can be used as a pedagogical tool to add emphasis to the key information during whole class instruction. By breaking the information into smaller chunks, prosodic chopping also serves as a checking tool to aid students' comprehension.

Questions may be used to make things significant. Asking a question draws the attention of the listener to the meaning of the question and requires some thought in order to answer the question. The fact that the question is posed indicates that its meaning must be significant. Comprehension checks (in this context) are questions that ask the learner if they understand the meaning of text. The fact that the teacher wishes to know if a student understands something means that something is somehow significant. The teacher responded, " *O:k. close*" when the students approached the answer.

Gee (2005) explains significance as a building task of language by stating that "we use language to make things significant (to give them meaning or value) in certain ways, to build significance" (p. 11). In teaching and learning, significance plays an important role since learners are exposed to a multitude of texts (written and spoken) and a multitude of utterances within those texts. It is up to the teacher to help students separate the relevant from the irrelevant in relationship to their learning and their lives.

In sum, the examples of teacher-student interaction in this section vary from the IRE sequences described in recitation lessons. Notably, teachers' initiations moved from a convergence to divergence that is away from the pursuit of a single correct answer to encouraging multiple responses to an initiating move. These initiations also resulted in multiple student participation

Contingent questioning operates within the individual student zone of proximal development (Vygotsky, 1986). It provides the structure the student needs to move beyond his or her independent level, and with practice the student will automatically elaborate or extend his or her utterance. We assert that it is not sufficient to look at the structure or type of question. One must inquire how the question functions within the stream of discourse. Although it is of value for researchers to code a question as open-authentic or closed-display, research also shows the limitations of such coding. Sometimes questions can appear authentic, but they function to close down student dialogue. Most likely that happens when the teacher's question, authentic though it may be, fails to build on what students have been talking about. On the other hand, display questions, when posed in a classroom environment that takes student responses seriously, can further scaffold a deeper understanding of content and a more literate articulation of meaning. These findings suggest that teachers should aim for contingency in their questioning if they wish to encourage elaborate student talk, and not necessarily authenticity. Display questions may function quite handily to encourage sophisticated student oral performance, so long as they are contingent on the students' own stream of dialogue.

By looking closely at the patterns and social practices that emerge from the interactions, I was able to see the learning opportunities that the teacher creates for the students. "Learning opportunity" here refers to access to any activity that is likely to lead to a better understanding or increased construction of knowledge and skills. It may be the opportunity to negotiate meaning in a discussion, to read and derive meaning from a printed text, to explore a pattern in language usage, or to get direct feedback on one's own use of language. Asking of authentic questions to explore differing understandings rather than to "test" what students might already know, resulted in more in-depth interactions about texts among classroom participants. Uptake, in which teachers' questions incorporated and built on previous students' utterances, opened opportunities for extended interactions and increased the number of student-generated interpretations about text meanings. This shows the fact that interactions are dynamic and not planned, but they *emerge*. Speakers' contributions are contingent on what their partners say, and speakers will not even know in advance exactly what they are going to say and for how long they will speak.

Authentic questions concerning challenging issues and interesting topics can open the floor for pupils. This involves the use of questions that do not have a single correct answer and in which the goal is to arrive at consensus after negotiation also stimulates more equal participation in dialogue. This establishes conversation instead of recitation. Additionally, when teachers ask subsequent interrelated questions, a series of question/answer pairs may build a line of reasoning that will gradually guide students toward new forms of knowledge. Wells (1993) demonstrated that the nature of the feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience. This pattern supplies learners with more opportunities for meaning negotiation.

### **Grade Three Lesson Transcript**

**702 T:** *(Reading aloud). Hanga abbaa sangaa kana gurgure dhiheessitanitti isinumatu shakkamtoota jedhe. "Shakkamtoota" means ? Until you bring a person who sold this ox to you, you are suspects. "suspects" means? Ihii(pointing).*

**703 Sx:** *Hattuu*

*Thief*

**704T:** *Hattuu(irra deebi'e).Me fooyyessaa*

*Thief(repeated). Please improve "shakkamtoota"(2x)*

*"shakkamtoota"(2x. Fikru?)*

*Try.Fikru?*

**705F:** *Namni yakkana raawwate sima mataakeeti*

*Who committed this crime is you yourselves*

**706T:** *Yakka hin raawwanne bar. Me fooyyessi*

*Not committed crime, I'm afraid. Please improveit,*

*Matios ?*

**707M:** *Kan sangana gurgure sima jedhe*

*"The one who sold this ox is you yourselves"*

*said and suspected*

**708T:** *Baqqaa! Sirrii(Baqqaa sagalee guddisee)*

*Yeah! That's it !(shouting 'baqqaa'(that is it) to confirm*

*Namni sangaana gurgure sima ta'uu danda'a*

*the answer). They suspected saying the one whoo sold*

*Kunimmoo isa jechuu miti.Shakkii dha. Ni*

*who sold this ox could be yourselves. This doesn't*

*Shakkame*

*mean, they sold it. It is suspicion, they suspected.*

*Shakkamaan hanga ragaan qulqullaa'utti*

*A suspect is not an offender until proved or supported*

*Yakkamaa miti>Nama shakkiin qabamee hidhame*

*by evidence. According to Criminal Code, what*

*Kan itti hin murtoofne maal jenna?*

*do we call someone who is untried but under arrest?*

<i>709Ss: Shakkamaa</i>	<i>A suspect</i>
<i>710T: Shakkamaadha.Kanaaf namichi sangaajjin Wajjin qabame akka mana sirreessa turu godhame.</i>	<i>He is a suspect. So the person who has been arrested With the ox was made to stay in prison.</i>
<i>Kanaaf mana sirreessaa jechuun.</i>	<i>with the ox is a suspect. "prison" means?</i>
<i>711 Ss: Mana adabaa</i>	<i>A prison</i>
<i>712T: Ihiii?(irra deebi'i)</i>	<i>Sorry(Irra deebi'i)</i>
<i>713Ss: Mana adabaa</i>	<i>A prison</i>
<i>714T: Mana sirreessaa means mana adabaati.</i>	<i>It a place where one's misbehavior is corrected and</i>
<i>Bakka amalli yaraan itti sirraawuu dha</i>	<i>that's why it's so called. After he /she has spent some</i>
<i>Kanaaf akkas jedhame</i>	<i>time there, she will behave well in a society.</i>

In this excerpt the teacher(T:702)is discussing vocabulary questions with the class. He read aloud the passage to the students and and when he came across the target new word, he stopped and asked the meaning of the the word.in his reading aloud he helped the students by contextualizing the word and modelling it. Sx raised his hand and was nominated, but the answer he gave was rejected as it didn't fit the teacher expectation. The teacher gave him some 2 seconds invited him to improve, "Please improve". When no response came forth, the teacher again invited another student, Fikru. Fikru's response was also rejected, and the teacher justified his rejection of Fikru's response by showing reservation that the man can't be labelled as a criminal at that stage. When Fikru failed to improve his response in the wait time the teacher gave him, he nominated another student Matios who was in the meantime raising his hand. Matios response was accepted by the teacher as the best answer from the three attempts made, and the teacher shouted "**baqqaa**"(That's it) to mean that is the one fits best in(T:708). Teacher explained and elaborated on the response further why the latter answer was most appropriate. Moreover, he used the students' words almost verbatim to affirm the students' answers, and then extended them into follow-up questions. All the teachers especially TB &TC often used an uptake question to press their students to explain their previous answers about the texts they were reading, encouraging their students to justify their contributions by citing more facts from the texts. These questions indicated a pedagogical attention to student text comprehension by soliciting more depth to their previous answers. Despite the emphasis of these questions on using explanations and wait time, the questions elicited little extended student talk. The teachers tried to elicit the meaning of the target lexical item prompting the students to improve their

attempts, "Please improve". In this extract, in order to generate more language use, and not to let the student get away with a one or two-word reply or no reply, the teachers probed further by asking the same student the questions. This is one strategy for teachers to create more understanding and transforming skills in reading classes. Similarly Nystrand, et al, (2003) found that "learning situated in the give and take of dialogic discourse is premised not on the recitation of recalled information, but rather on a dynamic transformation of understandings through interaction." Emphasizing in-depth understanding, Paulo Freire(1983) also states, "Reading is not walking on words, but grasping the soul of them(P.22)"

### Lesson 3 (P.154)

This passage is about selling centres in the marketplace and colored pictures show people selling and buying things carrying shopping baskets, sacks, etc. The entire scene of the picture invokes a feeling of noisy market place full of bustling and bustling.

- |  |  |
|--|--|
| <i>454T3: Abdii ol ka'i. Mandii jiraattaa?</i>           | <i>Abdi, stand up! You live in Mendi Town</i>              |
| <i>455A: Eeyyee</i>                                      | <i>Yes</i>   |
| <i>456T: Dhaaba gabaa beektaa?</i>                       | <i>Do you know the market place?</i>                       |
| <i>457A: Eeyyee</i>                                      | <i>Yes</i>   |
| <i>458T: Dhaaba meeqatu jira?</i>                        | <i>So how many selling centers ('dhaaba') are there?</i>   |
| <i>Eenyu fa'i?</i>                                       | <i>What are they?</i>                                      |
| <i>459A: Dhaaba sa'a, dhaaba midhaanii, dhaaba re'ee</i> | <i>Cow selling centre, crop centers, sheep centre, etc</i> |

Here the teacher supports the students by activating their prior knowledge on the topic. He is also trying to search the students current level of understanding or what Vygotsky(1978) calls ZPD(Zone of Proximal Development) through questioning and answering. It is only when the teacher knows the students ZPD that he/she is able to provide the desired assistance. In classroom situations, it is talk that is embedded in joint thinking and problem-solving that provides the teacher with the opportunity to discover the interests, purposes and current states of understanding of students, in turn, this knowledge enables the teacher to tune his/her talk and the cognitive demands of classroom activities within their ZPD. The teacher tried to discover the students' level of knowledge on the topic so that he could offer the necessary support and guidance for the task which are beyond their ability. Gradually, as the students show signs of independence, the teacher transfers to them the responsibility of completing the task of reading comprehension. Thus scaffolding is not just any assistance from the teacher. To qualify as "scaffolding",

it has to be assistance which enables the students to complete a task which they cannot handle alone, and it has to be assistance which is provided with the conscious intention in mind of handing over the principal responsibility to the students themselves. Scaffolding makes high demands on teachers. To provide effective assistance, teachers have to be highly sensitive to their students' emerging needs and capabilities, offering help only when it is needed and withdrawing it when it is no longer needed.

To this effect, he first asked the students the types of crops they knew in their locality, and the students listed turn by turn. He then invited Abdi to stand up and tell what he knew about the various selling centres in the town. Abdi was born and lives in Mendi, the research site and more interactive or extrovert student than other students in the class. But S1 & S2 were nominated when they raised their hands to answer the question. The teacher's invitation of Abdi was deliberate as he knew Abdi's answer would create a smooth transition to the lesson at hand. This is one way of connecting text to the personal lives of students to foster deeper engagement. Since students' lives are greatly significant in their thinking of what is of use in text, these types of language used by the teacher builds significance of the topic under discussion. Once the teacher did this, he was able to know the students' level of understanding on the topic. He also first read aloud for the students and set examples so they follow his model and this could also be taken as one way of supporting learning especially in early grades. Shared reading is one component of a balanced literacy program in which the student and the teacher read together. It is an interactive process. The shared reading experience models strategies and the reading process for students. The teacher deliberately draws attention to the print and models behaviors for students. The students' involvement ranges from reading in their heads or mouthing patterns from the book, to reading along with the teacher.

### **Rephrasing and Explanation**

Explanation was commonly used by the teachers to teach vocabulary. There were two sources of explanation. One was from the teachers, and the other was from the students when the teachers tried to elicit vocabulary meanings from them. This study has also shown very clearly that in most of the dialogue between teachers and pupils, it is rare for pupils to ask the teacher questions, to give explanation, and even less common to challenge explanations or interpretations of events that are offered by teachers. The cultural expectation of students is also related to their gender. Girls are expected to conform to more the traditional role of passive students who follow the teacher without questioning. On the other hand, boys are allowed to be aggressive and questioning. Thus the majority of instances of extended student talk were



The main feature of these uptake questions was that they functioned to incorporate student contributions in the interest of forwarding reading and form-focused lessons. Teachers centralized student ideas to build upon them to move to the next question or plot event, rather than explore the student's thinking. Like uptake that elicited known information, this form of uptake pressed students for accurate information on which to proceed with the teacher's next point. Read alouds and small group text talks also showed high frequencies of uptake question use.

Despite the frequency of uptake questions as press for student explanations of their thinking, few of the student responses especially in Grade One were coded as extended talk. Students across these classrooms did not answer many questions with more than one word or one phrase responses, which may reflect the preponderance of the Q & A talk genre that framed learning activities. This pattern also mirrors the expectations of the reading comprehension outcome measure: students were required to read a sentence or short passage and supply a vocabulary word consistent with the passage topic, drawing on students' expressive vocabulary knowledge and inferencing skill to determine an appropriate word.

The teacher's first asked the student to explain his answer, and then scaffolded his next question by setting it up so that this uptake was a rather simple prediction ("...why released?). In his third turn, the teacher interrupted the student to answer himself within an extended explanation that links back to the focus of the lesson, vocabulary. Similar in function to teacher explanations, this sort of pedagogical talk would seem to limit student opportunities to practice these skills while at the same time providing accurate content.

Though the teachers sometimes used small reading groups during shared reading, it was more text-based discussions, and much of the talk during these episodes was to read the text aloud or answer test (recitational) questions asking the students to identify information directly from the text, or questions that asked students to infer meanings from the text. Only one teacher in the sample explicitly used discussion groups during one observation. Academic discussions that did occur in these classrooms appeared to be not only infrequent, but of short duration as well. For instance, a few teachers consistently offered their students' opportunities to pair up and share their answers to the teachers' questions during Q & A episodes, but these rarely lasted more than one minute. The few discussions that were more substantive and lengthy had the teacher as a participant.

Another general pattern across classrooms was that teacher explanations rates were higher when informational texts were the focus of the learning activities. Teachers tended to use more extended talk, which included definitions of concepts without posing questions or addressing student input, when engaged with these texts than with narrative genres. Systemic functional linguistic theory suggests that form and meaning mutually constitute, and the mitigation of talk through materials provides some evidence that teachers in this sample used text genre to construct types of meaning in these lessons.

**563 Sx:** *What is 'wayiruu'?(raising his hand)*

**564 T:** *Not 'wayiruu'(2x). It's 'oyiruu'.Ok, what's 'oyiruu'?(2x)*

**566 Ss:***(Silent)*

**567T:** *'Oyiru' is a farm land. In eastern Oromia it's called 'oyiruu. What do you call it in here?'*

**568 Ss:** *'Maasii'(Farmland)*

**569 T:** *Perfect!*

When the student asked the teacher what “oyiru” is, the directed the question back to the class, but the students did not respond and he gave the answer himself using a long explanation in **567T**. He also asked the students to give local equivalent of the term to expand their understandin.

### **Reading Lesson 2**

**466 T:** *Me ammammoo gaaffii hubannoon isin gaaffa. Raajii akka dubbisa kanaatti waantonni dhaaba gabaab murteessan maal fa'i?(3x)(2 sek wait time, but no response). Ilaa gabaan jira mitii? Dhaabi garaagaraas jira, mitii?[dhaaba qullubbii, dhaaba lukkuu, dhaaba bunaaf kkf(hima fooyyessee).Kunneen maaltu murteessa?(Ammas deebiin hin jiru). Hoomaa?*

*Now I'll ask you comprehension questions. Raji, according to the passage what are the things that determine the location of selling centers?(3x) (waited for 2 seconds, but no response).Look, there is a market and there are different selling items, right?[yes I.e. there is a place for selling onions, hens, coffee, etc(paraphrased and rephrased the question). What determines their selling areas? (still no answer).No?*

**467 T:** *Kan inni ittiin murtaa'uu.....?*

*It is determined by.....?*

**468 T:** *Haalafi fedhii dhimamtootaa*

*Convenience and interest of stake holders*

*Murteessa(Gaafa deebiin dhibu)*

*determine these(He gave the answer himself when no answer comes forth from students)*

*Teachers also modify their students' questions or responses so as to fit in the required expectation*

**475 T:** *Gaaffii 3ffaa(2x). Fakkf namni sangaasaa gabaatti baase tokko ofiisaan gurgurachuu danda'aa? Hajjenu, Obbo Tarfaasaan sandaasaa gabaatti baase.Ofiin gurgurachuu danda'aa?*

*The third question (2x), For example, can someone who takes his ox to market to sell do the selling himself? Assume, Obbo Terfassa takes his ox to market. Can he sell it himself?*

**476Ss:** *Hin danda'u*

*He can't*

**477T:** *Kanaaf akkamitti gurgurataree?*

*So how can he sell it?*

**478 D:** *Iiiiiiii. Yoo danbanyaan jiraate(kolfa)*

*Umm---if---there is 'danbanya'(customer, students laugh since 'danbanya' is an Amharic term)*

**479 T:** *Shhhhh!!!Caalaa Agarsiisaa)*

*(Shhh!!! ....T:Ihi--- Chala (pointing)*

**480Ch:** *Giddu nyaatteen jiraachuu qaba*

*There has to be a go between (mediator)*

**481T:** *Baayyee gaarii.Danbanyaa miti giddu nyaattee*

*Very good. It's not a 'danbanyaa'(customer) but a mediator.*

*Giddu-nyaattee beettuu?Fkkf namni tokko saawwasaa gabaa baasa.Giddu-nyaatteen dhufee "abbaa kanaa" jedha.Inni gurguru immoo "kan kooti" jedha."Gatii meeqa jetta?" jedha. Inni gurguru, "Qar. 7000" jedha. 7000 hin baasuu 6500nin sii gurgura, "Qar 200 naalaatta" jedha. Lamaanuurraa 400 fudhata jechuu dha.Fakkeenya biraas erga dabaleefii booda, kanaaf waa'ee barbaachisummaa giddu-nyaattee maal jettu? Jedhe.Barbaachisaa dha jettuu jedhe.*

*Do you know mediator? For instance, someone takes a cow to market. A mediator comes and says, "'Abbaa kanaa'? (the owner of this)". The seller says it's mine. "How much do you sell it?", the mediator says. The seller says "7000 Birr" He negotiates with the seller at 6500 with promise of 200 birr commission and brings the buyer and gains 400 birr from the two.(He also added another example of house selling and the involvement of mediator). So now what do you say about the significance of mediator in the selling –buying process? Is it useful or harmful?*

As seen from the extract, the teacher asked Raji one comprehension question(**T:466**), but when no response came forth from Raji, he formulated and reformulated the questions. Still when no response provided, the teacher went on explaining and exemplifying the question.He also reformulated the question as, "It's determined by....?" Teacher explanations in this sample were shown to be lengthy, and its function was to exemplify or illustrates a concept, define vocabulary, etc.The teacher's lengthy descriptions also seemed to function as an invitation to share familiar local examples of a 'selling centre and mediator'. Many times these were provided by teachers after a read aloud. In these instances, the teacher did not pose a question about the text at first, but instead provided students with a direct rephrasing of the key events just covered in the reading.

In addition, the teachers also use transition markers to signal the beginnings and endings of various activities or stages in a lesson and help learners easily navigate through the lesson. Words such as

*right, ok, now, so, alright* – typically discourse markers – perform a very important function in signaling changes in the interaction or organization of learning that function like punctuation marks on a printed page. This important category of discourse markers enables teachers to guide learners through the discourse, hold their attention, announce a change in activity, signal the beginning or end of a lesson stage. Crucially, they help a class ‘stay together’ and work in harmony.

### **Elicitation techniques**

Elicitation techniques are the strategies used by teachers to get learners to respond. Typically, elicitation entails asking questions. Teachers normally asked eliciting questions for the following reasons. To check comprehension, to test prior knowledge, to activate learners’ responses, to stimulate practice, guiding learners towards a particular response, to promoting involvement, concept checking, etc.

- |   |  |
|---|--|
| <b>603T:</b> <i>Sagantaaleen raadiyoon darban maal fa'i?</i>  | <i>What are the programs that are transmitted by radio</i> |
| <i>Sagantaa baayyeet jira; eenyu fa'i?</i>                    | <i>There are many programs of course? What are these?</i>  |
| <b>604Ss:</b> <i>B/sa!B/sa! Ana B/sa!</i>                     | <i>Here Teacher! Me Teacher!</i>                           |
| <b>605T:</b> <i>Ihii(Tokko hafeere)</i>                       | <i>Ihii (invited one student)</i>                          |
| <b>606S1:</b> <i>Ispoortii</i>                                | <i>Sport</i>   |
| <b>607S2:</b> <i>Walga'ii</i>                                 | <i>Meeting</i>   |
| <b>608S3:</b> <i>Oduu</i>                                     | <i>News</i>  |
| <b>609T:</b> <i>Oduu akkamii?</i>                             | <i>What kind of news?</i>                                  |
| <b>610S4:</b> <i>Oduu tiraafiikaa</i>                         | <i>Traffic news</i>  |
| <b>611T:</b> <i>Baayyee gaarii. Gaaffii biraa.Sagantaalee</i> | <i>Very good. Again another question. Which of these</i>   |
| <i>Kunneen keessaa kamiin jaallatta?Maaliif?Lata?</i>         | <i>programs do you enjoy and why? Lata?</i>                |

The participant teachers often used questions to discover the initial levels of pupils' understanding and adjust their teaching accordingly, and used 'what, or why' questions to get pupils to initiate students to get started or to reason and reflect on their assertions. It also sets out a purpose for reading along a common or shared understanding towards the topic. In this extract the teacher started with a broad question of the topic about to be read and it is opinion or personal question that does not have one right answer(What do you think.....?). This was purposely to engage the students in discussion and avoid right or wrong kind of evaluative question. Thus the question resulted in a number of responses from the students with various

possible personal answers. This suggests that referential or opinion questions elicit more interaction in classroom and more engagement which in turn implies more learning opportunities. These techniques seem to be in common use throughout the world, even though teaching styles and ways of organizing classrooms vary within and across cultures (Edwards & Westgate, 1994; Mercer, 1995). Of course, as with the tools of any trade, teachers can use these common discursive techniques relatively well or badly. To evaluate the use of these techniques, we need to consider what their intended educational purpose might be. For a teacher to teach and a learner to learn, both partners need to use talk and joint activity to create a shared framework of understanding from the resources of their common knowledge and common interests or goals. Talk is the principal tool for creating this framework to draw pupils into a shared understanding of the activities in which they are engaged.

The overwhelmingly predominant form of elicitation was of the type Mehan(1979) labeled “product elicitation,” a sequence of questions and answers designed to elicit correct, factual answers from learners. Because of this, teachers’ questions tended to be close-ended, and learners’ responses were generally short, consisting of a single word or sentence. In product elicitation, when learners provided the correct response, they were usually rewarded with praise. When no answer or an incorrect answer was given, most typically the teacher supplied the correct answer or kept calling on learners until obtaining the correct answer. Here is an excerpt that illustrates the case in point.

**466** T: ... what are the things that determine the location of selling centers?(3x) (*waited for 2 seconds, but no response*).Look, there is a market and there are different selling items, right?[yes I.e. there is a place for selling onions, hens, coffee, etc(*paraphrased and rephrased the question*). What determines their selling areas? (*still no answer*).No?

**467** It is determined by.....?

Convenience and interest of stake holders determine these(*He gave the answer himself when no answer comes forth from students*)

The other reaction to a lack of response or incorrect answers was for teachers simply to go on, to pass over the mistake or non-response as if it had not happened.

Based on my observations, I infer that product elicitation served at least two purposes. First, by gauging correct and incorrect responses, it enabled teachers to evaluate whether learners had understood the lesson. Second, product elicitation often carried the content of the lesson, functioning as a form of

instruction. When the teacher or learners provided a correct answer, learners who had the incorrect response were “taught” the correct response, and when teachers diagnosed incorrect responses as a need for explanation or elaboration, the mini-lectures that sometimes followed enhanced learners’ understanding. In my observations, I was left wondering about learners who seldom responded to the teacher’s questioning. Because I could not interview learners while the class was in progress, I could not determine whether their silence reflected a will to avoid participation or lack of knowledge of the material.

Mehan referred to a second form of elicitation as “process elicitation,” a form of elicitation in which the teacher asks for learners’ interpretations or opinions. In my observations, this was much less common than product elicitation. Typically, I found some in pre-reading sections, when the teacher was trying to activate learners’ background on the topic by asking either general or personal questions. Similarly, when the teacher was attempting to assess how thoroughly learners comprehended a text and wanted to see their personal opinions on the subject he asked some process elicitation. The following excerpt illustrates this:

### **Reading Lesson 3**

- 729 T: *Giddu-nyaatteen gaariimoo gadhee dha?*      *OK, is mediator good or bad?*
- 730 Dame: *Gaarii*      *Good*
- 731 T: *Maaliif?*      *Why?*
- 732 D: *Bitaafti gurguraa walitti fida*      *Mediates the buyer and the seller*
- 733 T: *Namni gadhee dha jedhu? Lata?*      *Good. Anyone who says 'bad', Lata?*
- 734 L: *Gadheedha sababnisaa nama gowwoomsu*      *It's bad, because they cheat or deceive*
- 735 T: *Gaarii dha. Me bor irratti falmina*      *Good. We'll debate on this topic tomorrow....*

In process elicitation, the questions tended to be open and longer, and more elaborate responses from learners were typical. Substantial use of process elicitation relatively occurred in Grade Three. Because the nature of the tasks and the questions teachers posed sought learners’ opinions and interpretations, open, free-flowing discussion was occasionally triggered in these classes. For example, a reading lesson generated a lot of discussion. Following this discussion, the teacher can also engage students in additional extension activities like debate, summarization, etc which allow students to engage in critical thinking skills about the central theme of the passage and beyond. The teacher also noted in the interview that the

constant interaction that he has with students, throughout the lesson, is to engage their thinking, and understanding.

The following extract is taken from a discussion on a passage about radio programs. Before reading the passage, teacher was introducing the topic by asking personal questions.

### **Reading Lesson 3**

<i>611T: Lata? Kanneen keessaa kamiin jaallattu?</i>	<i>Which of these programs do you enjoy and why?</i>
<i>612L: Ispoortii</i>	<i>Sport</i>
<i>613T: Ispoortii, maaliif?</i>	<i>Sport, why?</i>
<i>614L: Sababni isaa fayyaaf gaarii dha</i>	<i>Cause, it's good for health</i>
<i>615T: Ispoortii ni jaallattaa?</i>	<i>Do you like sport?</i>
<i>616L: Eeyyee</i>	<i>Yes</i>
<i>617T: Ispoortii akkamii jaallatta?</i>	<i>What kind of sport do you like?</i>
<i>618L: Atileetiksii, kubbaa miillaa</i>	<i>Athletics, football</i>
<i>619T: Baayyee gaarii</i>	<i>Very good,</i>

In addition to product and process elicitation, Mehan notes two other forms. In choice elicitation, learners are directed to agree or disagree with a teacher's statement. My data contains few incidences of this type of elicitation. Choice elicitation later lead to process elicitation as the teacher can inevitably ask the student for justification.

### **Lesson Transcript**

<i>487 T: Giddu-nyaatteen gaariimoo gadheedha?</i>	<i>Is it[mediator] useful or harmful?</i>
<i>488Ss: Gaarii.(Kaanimmoo dhadheedha jedha)</i>	<i>Useful. (Others say harmful)</i>

The fourth of Mehan's types of elicitation is metaprocess elicitation, in which learners are asked to reflect on the process of making connections between teachers' questions and students' responses and to formulate and justify the basis of their reasoning. This form of elicitation is related to the development of critical thinking, and it was extremely rare in the classes I observed.

*726 T: What do you learn from this passage?(After reading Grade Three passage on "Mediator" What lessons do you get? Please discuss in your groups(3x,gave them three minutes)*

*Dubbisa kanarraa maal barattan?(Dubbisa Kutaa sadi'ii "Giddu-Nyaattee" jedhu dubbisee. (Barattooti akka mari'atanii daqiiqaa 3 kenneef)*

- 727 Lalise: Yeroo waa bitnu akka of eeggannu                      *To be careful when we buy or sell things*
- 728 Tasg: Hojii guyyuu giddu-nyaattee                              *The daily works of mediators*
- 729 T: Tole, giddu-nyaatteen gaariimoo gadhee?                      *OK, is mediator good or bad?*
- 730 Dame: Gaarii    *Good*
- 731 T: Maaliif?    *Why?*
- 732 D: Bitaa fi gurguraa walitti fida                                      *Mediates the buyer and the seller*
- 733 T: Gaarii. Gadhee kan jedhu, Lata?                                      *Good. Anyone who says 'bad', Lata?*
- 734 L: Gadhee, sababni nama gowwoomsu                                      *It's bad, because they cheat or deceive*
- 735 T: Gaarii. Me bor kanarratti falmii goona                                      *Good. We'll debate on this topic tomorrow*

### **Closure**

After an elicitation of any type, the lesson typically came to closure, which entailed a demarcation by the teacher indicating the lesson was over. Often, this demarcation was an evaluative statement that provided or implied praise for work well done. One teacher demonstrated this at the end of a difficult exercise on

### **Giddu-Nyaattee(Mediator)**

*"Did you get more than half right?" Most of the class indicated they did. A learner says tha she only got 6 out of 10 right. The teacher responds, "Not bad. Not bad at all." Well, this will do for today. Tomorrow we will do more reading. If you have questions. Questions (3x). Tomorrow you will read turn by turn. Those who didn't read today, get ready for it. Question ? No? Matios, where is your book? Why did you leave it at home?(commented on those who left books at home and closed the session)*

In my observation I identified three key categories of question: display questions, authentic questions, and clarification requests. If the teacher was presumed to know the answer to the question, I coded the question as a display question. If the teacher was presumed not to know the answer to the question, then the question was coded as authentic. A clarification request was a message directed to bring about explanations or redefinitions of a preceding utterance.

The following extract taken from a Third Grade reading passage titled, **Giddu-Nyattee(a Broker or mediator)** discussed earlier. The exchange was made at post-reading face after much discussion was done on the topic, and it tends to raise more personal reactions. IRE sequences in this episode therefore are not only for evaluating an individual student's response, but more importantly they are used for scaffolding

the whole class for the next task, which is ‘to get the main idea of a reading passage as quickly as possible’. At last, the teacher provides an answer to his own question. This also supports the argument that the teacher’s question is not to test students but to instruct them on the reading skills i.e. pre-reading skills. The analysis shows that IRE sequences are not necessarily all monological or limiting students’ participation. They are presentational in nature and can be used as front-loaded scaffolds to prepare students for later tasks. IRE sequences shows how the teacher uses (*loud speech, Very good*) the evaluation or feedback moves to draw out the significance of the individual student’s response and takes it to the whole class level. Moreover, the analysis shows that in addition to teacher’s feedback move which goes beyond mere evaluation, teacher’s initiation move is also important in providing learning opportunities for multiple students to co-construct classroom dialogues, from which knowledge can be generated and shared by the rest of the class. The knowledge of ‘pre-reading’ in the IRE sequences is thus not transmitted from the teacher to students but generated from and shared by students.

## Repair

Repair simply refers to the ways in which teachers deal with errors. It includes direct and indirect error correction and the ways in which teachers identify errors in the discourse

Sometimes, an incorrect answer or question would trigger a mini-lesson in which the teacher would give the right answer and then elaborate, thus providing more information or context to those who did not understand. One teacher demonstrated this during a reading lesson, which gave him the chance to talk about eastern and western Oromia dialects.

## Reading Lesson 3

This question and answer exchange is based on Grade Three reading lesson, "**Types of Crop and Their Production**" In the extract, the student, Naol initiates the exchange when the teacher asked if the students had questions.

555 Naol: *amboriin maal?*

*What is 'ambori'?*

556T: *"amborii" miti "omborii".Tolee?*

*Not 'ambori' but 'ombori'. Ok, what is ombori?*

*Omboriin maal? Haala qabatamaa naannoo*

*Think of your own local practices or realities.*

*keessanii tyaadaa mee(dareetti galagalee)*

*Our families use this term( turning to the class)*

557S1: *Seed crops like bean, pea, chick pea, etc*

*Midhaan ijaa, kan akka atara, baaqelaafi, kkf*

558T: *Baayyee gaarii. Midhaan ijaa pirootiinii*

*baayyee of keessaa qaban*

*Very good. They are seed crops he mentioned that*

*are known for high protein content*

However, sometimes, rather than answering a student's question directly, the teacher reflected the student's question back to the class to answer, eliciting participation on the part of the students. But the students were silent and no reaction came forth and the teacher opted to answer the question himself. The teacher in this study does this by elaborating beyond the text, providing additional examples for the students, in order to create a greater understanding for the students on what is being read and discussed. This approach helped the teacher use classroom resource (the student) first and then add his own insight in the form of clarification or explanation. It is the assumption that the goal of instructional mediation is to help the learner develop their own self-directed mediation to become an independent, self-directed reader. Such student-initiated questions are rare in my data, and this practice makes the class more teacher-dominated in nature. The teacher also used this chance to directly correct Naol's mispronunciation (*ambori*). He asked, "What is *ambori*? Think of your own local practices or realities. Our families use this term" This is a means of connecting the curriculum to the student's personal life and making lessons simple and clear. When the teacher turned back to the class and paused for a while, the students stated to give more attention to the question, which implies physical action and wait time are worthwhile pedagogical tools.

### ***Wait Time***

Wait-time" is the amount of time the teacher pauses after asking the question before nominating a student to answer it, pursuing with another question, directing it to another student or supplying the answer. Swift & Gooding (1983) reported that teachers usually allowed only one second for a reply and if none was forthcoming, they took back the conversational floor. The rapid-fire questions led to short, incomplete and thoughtless answers. By contrast if teachers waited for three seconds or more especially after a student answer, "there are pronounced changes in student use of language and logic as well as in student and teacher attitudes and expectations" (Rowe, 1986:43). Increased wait-time contributed to more varied student participation, and giving children time to respond in conversations is important. Often children need time to process your comment or question and then form a response. This is important for reluctant talkers and children with language differences and difficulties, who may need the extra processing time. Teachers in my study give sufficient wait time (more than 3 seconds) so that students get time to process

information, retrieve and react to the teachers questions. Crevola (2012), recommends using wait time of between 3-7 seconds in the classroom, to improve the number, length and quality of child responses.

### 4.3.3.3 Student Mediation Strategies

#### Grade Three Reading Lesson: P.143

**Syntactic cueing system.** The syntactic subsystem of language includes grammatical relationships and the structure of sentences. Using the syntactic cueing system demonstrated participants' knowledge and awareness of Oromo Language. Knowledge of the language helped participants read phrases. For example, even though none of the participants knew the word "preposition," whenever they encountered a preposition while reading they frequently read the prepositional phrase, including the objects and their articles, paused and then continued reading.

In order to represent his verbalization, I use dashes to represent the halting, word-by-word mode of his reading. "... once up on- a time ...(pause) ...there was - a girl (pause) ...called - Duretti...(pause)...who-lives...(pause)...in a certain -kebele...(pause) ...this girl-has...(pause)...a limp leg...(pause)". Even though she was pausing between almost all the words as she decoded unknown and unfamiliar words, Chara gathered words into phrases as evidenced by the pauses between phrases that are longer than between words within a phrase. Participants broke even the shortest sentences into phrases (e.g., noun phrases, verb phrases, and prepositional phrases) and indicated these by pausing and taking a breath. Even when participants were reading in a word-by-word manner, pauses between phrases were longer than pauses between words. Participants also made use of punctuation marks. Where there is a full stop, they pause and take breath. For example in this excerpt from audiotape transcripts Chara read as:

*/Marriage day... Blessing.../ ...once up on- a time...there was...a girl- named- Duretti...who -lives...inni a cetain...qebele.....This girl...has...a limp leg...and hobbles.....However...she accomplishes...her job....successfully....She is ...well respected....in her neibouhood....A guy called Sanyi...loves her - because of ...her conduct. Since he loved her.....he asked...his family....to marry him.....They agreed..Sanyi's father...begged...her family...to marry...this good mannered girl...to his son...Sanyi .....*

*/ Eebba guyyaa gaa'elaa/ ...yeroo tokko....intalli...dureettii jedhamtu....ganda tokko ...keessa...jiraatti turte...intalli kun.... miilli ishee tokko....miidhamaa... waan ta'eef...in okkolti ture....haata'u malee...hojii ishee...haalaan ...raawwatti...maatiifi ollaa...ishee biratti...haalaan jaallatamti....gurbaan....sooriii jedhamu...tokkoo...amallii ishee...itii tollaan...jaallate...waan...ishee jaallateef...maatiin isaa...akka isa*

*suusisan...itti hime...isaanis tole jedhan...abbaan sanyii...intala.... amala qabeettii ...ilma isaatti  
...eerumsiisan....warra ..intalaa...kadhate...*

In this instance, the students seem to know the syntactic structure of Afan Oromo at least unconsciously and make pauses and this implies that they use units of meanings to aid as they read, which is termed as syntactic cueing system. Participants also demonstrated self-monitoring, or meta-cognition, with their reading by asking for assistance for a specific unknown word. A picture above the text illustrated the object or an animal that is to be read. They began reading each page by scanning the picture(s) as evidenced by the direction of their eyes and sometimes touching illustrated objects. As long as he knew what the object or an animal in the picture was, they read with no miscues or little. The participants utilized the graphophonic cueing system (letters and their corresponding sounds) effectively only when the semantic subsystem (picture) was in place. The graphophonic cueing system also supported the syntactic cueing system.

The teachers called attention to illustrations in the texts. They gave participants an opportunity to state observations and ask questions about the illustrations in the books. Participants also called attention to elements in illustrations for one another during independent reading sessions. Information from illustrations was very necessary to support the integration of the semantic and graphophonic cueing systems as participants read independently and with the teacher.

In the following extract student mediate each other's reading skills by predicting the upcoming information based on the title of the passage, illustration on the page and their background knowledge on the topic. The topic was **Akaakuwwan Miidhaniifi Haala Oomisha Isaanii (Types of Crop and Their Production)**. The teacher assigned students into groups and told them to predict what the passage is going to be about.

- |   |                                       |
|---|---------------------------------------|
| <b>505 T:</b> Me dura tilmaamaattii booda dubbissa. Suraa kana      | First predict, then read. Look at the |
| ilaalaatti dubbisichi waa'ee maali akka ta'e mari'adhaa tilmaamaa.  | picture and Predict what the passage  |
| <b>506 Ss:</b> ( <i>Garree gareen mari'atu</i> )                    | will be about. Discuss in groups      |
| <b>507 S1:</b> Maal ta'a jettanii yaaddu?                           | What do you think it will be about?   |
| <b>508 S2:</b> Nama walga'ii geggeessu, S3//nama gaddisa jala taa'u | Someone leading a meeting,S3//        |
|   | people in a shade                     |
| <b>509 S1:</b> Akkamitti beettan?                                   | How did you know?                     |

**510 S2:** Namoota fuul dura dhabbatee haasa'a inni kun(Fakkii agarsiisaa) This man(pointing) seems to talk to the people

In this excerpt through the guidance of the teacher the students are using various sources of information to predict the content of the reading passage. They are scanning the picture, looking at the title, and using their background knowledge on the topic to make sense of the passage and language is used as a tool to talk and think together. As a result, students in this learning community do not see their teachers as knowledge giving authority but instead freely present their own ideas and make their own meanings. Socio-cognitive theory also posits that social interaction is the primary means by which children arrive at new understanding. The social exchanges in these interactions produce essential social knowledge that the children must understand in order to continue to reproduce and build upon their experiences in their social world. Children together discover a world that is full of meaning and interpret these meanings into their own understanding.

#### **4.3.4 Commonalities and Differences across the Three Grade Levels**

Grade One Teacher hereafter is Teacher A, Grade Two, Teacher B, and Grade Three, Teacher C. The teachers keep their daily schedule as consistent as possible by first establishing a morning routine in order to assist participants to start their daily lesson. They normally greet the class as a unit, students stand up and respond in chorus and the teacher orders them to sit down. They then announce the day's lesson by reminding them of where they left off. Typically, the teachers briefly review the previous lesson, and writes the day's lesson on a board and then reads the words together as he points to them.

Reading is conducted in an independent and shared manner across the three grades, but there are more physical interaction in Grade One. Grade One children point for each other when they read, use demonstration and gestures to clarify concepts and mediate for one another. Independent reading lasts about twenty minutes each morning. At independent reading, participants work individually or with self-selected partners, and it lasts about twenty minutes each session. Participants read a passage from their texts on their independent reading levels without instructional support from the teacher. Occasionally, participants at several tables opt to read with a self-selected partner at their table sharing a single book. The instructional practices that teachers employ during read aloud instruction, according to the socio-cultural theory framework, is thought of as tools of mediation.

Shared reading takes place when the teacher initially reads text to the whole class, pointing out essential skills and vocabulary. Both teachers and students share reading of the text, generally multiple times. It

allows teachers to introduce and model essential skills in a meaningful context. Shared reading also allows for risk-free reading practice. Typically, after about 20 minutes of independent reading, the teacher writes some words on the chalkboard, goes from table to table helping students and checking how well they write. He then goes back to the board and calls on students to read the words. He leads a brief discussion to allow participants to share their knowledge about the subject. He then points to each word with a wooden pointer on the board as reads the words with expression. He leads a brief discussion about images on the students' book, unknown words and ideas, and connections participants have with words. Then he reads the words a second time, again pointing to each word. After the second reading, he invites the students to read along with him, slowing his pace slightly but still reading with expression. The third time the teacher points to the words as the students read the words, joining in only when the group stalls.

Sometimes the class reads once, and sometimes more than once depending on available time and interest of the students. Shared reading is very much teacher centred, but the modeling that the teacher provided and the verbalizations of the participants during shared reading. As I examined occurrences of peer mediation in pair reading in other settings, I noted instances where more capable peers imitated what the teacher modeled at shared reading. I also noted participants' reactions to that kind of assistance and watched for ways those more capable peers modified their assistance. Participants were able to alter their assistance to tailor it to meet the needs of individuals they worked with. During group shared reading, participants work together in pairs and small groups. The teacher orders the students to read a short passage and moves around helping and checking understanding. Then he goes back to his chair and faces the students. He then begins with a plenary discussion of the topic the class has been working on. He then leads a brief interactive discussion allowing participants to contribute what they remember or understand about the topic. Several ideas were usually offered by the class, and sometimes the interaction is minimal.

During word work, as participants are reading the teacher led a discussion about sounds that make the words and how to split them and then blend them back. As participants say the words orally, words are drawn out as they are spoken to highlight individual sounds. For example, '*nyaara*' the vowel sound '*aa*' is drawn out for a second or two as a word is pronounced. Similarly, in '*booyee*' the long vowel '*oo&ee*' are stretched by the teacher to show their length. The consonant sounds '*yy*' are also stressed with much emphasis on them. Sometimes the teacher repeats the words several times. He repeats it a second or third time, extending a finger for each word to count the total sounds in the words. The teacher uses his fingers

to show the total number of vowel or consonants in the words. He invites the class to say the sentence with him when he repeats it the third time. Then the participants repeat it without his vocal help, although he again extends a finger for each word(TA' class). Here there are typical scaffolding techniques used by the teacher. First he used his fingers to show the number of vowels and consonants in concrete sense so that the children can easily visualize the abstract voice. He also stretched his sounds to show vowel length and stressed to show gemination and attracted the students' attention to the desired point of the lesson. Through repetition the teacher also tried to consolidate the point under discussion. As the lesson came to a close, some participants one by one come to the board, read the written text pointing to each word with their fingers or a pen, and then went back to their seats. The student participants also identified words in the text and explained how to rearrange letters, remove letters, or add letters to create new words(See App. 7.10) for curved out letters). Letter cards, word cards, etc were also used by the teacher to support student learning(TA's class). This shows that in addition to words(repetition,elongation, ets), more non-verbal interactions, such as facial expressions, tone of voice, gestures, body language, pointing are needed to enhance literacy learning for Grade One children than Grades Two and Three.

In all the classes, the students discussed possible ways the illustrations match the contents of the texts. They also provided constructive criticism of one another's ideas of illustrations that went along with texts they read. The teachers(TeacherB) also called attention to illustrations in the texts. He gave participants an opportunity to state observations and asks questions about the illustrations in the books. The students also called attention to elements in illustrations for one another during independent group sessions. Children utilized what they knew about oral language, their schema and their previous interactions with visual symbols to make sense of their print world. Information from illustrations was very necessary to support figuring out key concerns of the text they read independently and together with the teacher. This suggests that illustrations create context for interaction and reading comprehension.

Another common trend across the three teachers is that they call out their students name and nominate, which implies they know their students and recognize them. The teacher also marked off the beginning of this cycle by using a transitional phrases or sentence, "Ok. Now" and then proceeded immediately to reading the passage, inviting a reader who raised a hand. He used "Now" to signal the shift of cycle, followed by a lead-in question. Still another interesting phenomenon is the teacher's strategic use of pauses for breaking his utterances into small chunks. Analysis of the research data in this study shows that pauses happen frequently during the teachers' instruction especially when they introduce new information

or gives instructions to the whole class. This strategic use of pauses is referred to as ‘prosodic chopping’ in this study and is found to be of pedagogical value in reading classroom. The pauses are often found to accompany the key word/phrase of the teacher’s utterances. Typically discourse markers perform very important functions in signaling changes in the interaction or organization of learning. This important category of discourse markers enables teachers to guide learners through the discourse, hold their attention, announce a change in activity, signal the beginning or end of a lesson stage. They helped a class ‘stay together’ and work in harmony.

In addition, the teacher gives student recognition on their successful performance by saying, "*Very Good*" Giving praise and recognition to pupils’ accomplishments, or the efforts that they put in completing the tasks within their zones of proximal development, is a step to another level of mastery. By frequent experience of success in the tasks pupils undertake, they gain feeling of competence, which is so important on their level of development, when they begin to value learning and the recognition of teachers and friends. This kind of recognition enhances child’s self-esteem, raises their motivation and makes them aware of their accomplishments that gradually have to be converted into intrinsic rewards.

However, reading lessons vary greatly between Grade One on one hand and Grade Two and Three on the other. Since reading in Grade One is at alphabet, word level or short sentences and paragraphs, it is cognitively less demanding and. Teacher display questions are short with little elicitations which correspondingly elicit short answers. Artifacts, illustrations, manipulatives, stories, etc provide a rich context for classroom interaction. Grade One textbook has 120 pages, Grade Two has 158 and Grade Three 168 pages and full of colored illustrations that support the reading text.

Mediational techniques in grades Three and Two take slightly different forms. The teachers mostly used students background knowledge and experience in order to mediate and lead them into the heart of the lessons. According to constructivist views, learning involves building on the background knowledge the learner brings to the situation and restructuring initial knowledge. Since learners have different background knowledge, experience, and interests, they make different connections in building their knowledge over time. Communicative strategies students and teachers used in group discussions were much wider than during traditional transmission modes of teaching. For example, the communicative strategies used by the teachers were found to consist of explanation, elicitation, repetition and rephrasing of student contributions instead of mere questioning and evaluation activity. These strategies seemed to

give more space for students to participate in classroom discussions and to initiate topics during reading lessons. Similarly, students demonstrated their own unique strategies when mixed ability groups were allowed to work together on assigned classroom tasks. The internal conflict that arises by experiencing the different perspectives of participants in peer interaction is related to cognitive development. This implies the importance of peer interaction in improving children's literacy skills. Cognitive development is enhanced and the range of knowledge and skills is increased when a child freely interacts with peers. The educational benefits achieved exceed those which the child can attain alone. When working with peers, children have more control on their interaction, create space to question and try out their ideas. But when talking with a teacher, learners rely on them to provide the words and structures needed to communicate, and to provide correction when important mistakes are made.

In conducting the reading lesson the teachers (Grade Three and Two) divide the lesson into six stages, as can be seen from the analysis below. In the first stage, the teachers introduce reading skills and ask students to read the text for the first time, with an aim to help students to practise reading skills, e.g. to get the main idea of a lesson; make predictions through the title, illustrations and charts or diagrams. In the second stage, the teachers read the text themselves loudly or alternatively invite volunteers to read the text aloud for the second time, with an aim to get the main idea of each paragraph. In the third stage, the teachers ask students to read again the text article and guess the meaning of new words by its context, and then work in groups to raise questions based on the text. In the fourth stage, the teachers encourage a free talk activity, to encourage students to share their feelings about the text and connected to their own experiences. The teachers also ask students to work in groups again, to guess the writer's intention of writing the article and to work together to make more refined text-based inferences. In the fifth stage, the teachers recapitulate the lesson and give students some homework. However, Grade Two teacher often skips this stage. Finally, the next session is devoted to word work, where word-related activities normally ensue. The teachers were asked in the interview why they engage students in such repetitive reading active, and their responses were somehow similar. They noted that the Teacher's Book encourages such practice due to the fact that students gain more in-depth understanding of text and develop comprehension skills as a result. They further added that questions in the text also make the students reread to work out comprehension and vocabulary questions.

During Lead-in(opening) phase teachers provided background information, and the students demonstrated the needed background information. Most frequently the teachers engaged the students in

the opinion questions events(*What do you think....?*), and much less time is allocated to this phase than the ensuing other phases. This event involved the teachers supplying background information in relation to the topics of reading texts. The teachers presented the information in the form of an extended talk. In connection with this the teachers and students also talk about illustration on the page to back up their discussions and arguments. Prediction is another technique participant teachers and students used to enhance comprehension skills, both Grade Two and Three teachers use this technique as a metacognitive strategy to control the children's reading behavior

In the next phase (shared reading) phase the actual reading of the passage follows. This also involved independent reading by the students, and typically might take about twenty minutes. Independent reading could involve individual independent reading or group/pair independent reading without the teacher's direct involvement. Here the students work on their own usually mediating and guiding each other through verbal and non-verbal interactions.

The last phase was question and answer that are based on the passage. This refers to a type of classroom interaction in which the teacher gives considerable talking space to the students and the teacher. In this phase however, the discussion is text-based. Sometimes interaction would turn away from the details of the text towards students' own experience from time to time, and less frequently would bring up more beyond-textbook topics. However, they did not develop them into sustained conversation between themselves and the students. He avoided or moved away from discussion by: a) being content with yes/no answers from the students; b) shutting down students' contributions by simply repeating them and then using the conversational space to express his own ideas or opinions or demonstrate his own knowledge and) glossing over different student opinions.

Sometimes the teachers introduce new vocabulary to the students and then they read the text aloud and the students read turn by turn. In the second part of the lessons, students are given text-related questions for students to discuss in pairs or groups; in the third part of the lesson, students do more extended text-related and non-text related activities, and present the result of their discussion to the class. At the beginning of the session, the teachers introduce information of the new text (e.g. background information and new vocabulary, skills). Then they ask some text-related questions and nominate individual students or invite volunteers to answer his questions. Interactive sequences at this point usually take the form of IRE/F sequences.

Alternatively, after the teachers introduce new information (e.g. the context of the text, vocabulary, etc.) to the students, the teacher gives some open questions for students to discuss in groups. After group discussion on a given topic, members (usually one) from each group present their discussion result to the rest of the class. Students when answering questions are often expected to stand up in order to show respect to the teacher. During group discussion, the teachers walk around student groups to check their understanding of the discussion topic, manage speaking right for the following group presentations, scaffold where needed, and answer individual questions from students.

Grades Two and Three teachers start the reading class by asking students pre-reading questions that were included in the textbook, or induced by the teacher. The students were required to answer text-based questions orally. The teacher read each of the questions for which students raised their hands to provide answers. At the beginning of a reading passage there are some pre-reading questions that are more personal and general in nature, and these questions generated more interaction between and among the students and the teacher as illustrated below in the extract. The reading aloud was deliberately done for two reasons: One is to set a model for the pupils so that they will appropriate the teacher's manner of reading during independent reading session. Grade Three curriculum encourages multiple reading of the passage, where the students move from answering low-level text-based comprehension questions to high-level conceptual and opinion question. Grade Three teacher also frequently use uptake questions to lead the students into deeper understanding of the text.

However, some students didn't own books individually to read on their own. There were few or no additional reading materials, especially storybooks, particularly in Afan Oromo. Generally, classrooms were short of teaching and learning resources. The evident lack of textbooks in the classes observed, particularly in the Grade One, was a major concern that significantly impeded classroom interaction. This often resulted in the teacher writing notes and assignments on the chalkboard, which meant more time was taken in accomplishing the task and less in teacher–pupil interaction. It also limited the amount of homework that could be given. Across the three grades there was no information and communication technologies (ICT), such as tape-recorders, radios or computers, despite the valuable contribution they can make to the teaching/learning process. Clearly, such poor facilities need to be tackled to promote comfortable and conducive learning conditions and facilitate greater interactivity in the classroom, in addition to the need for more teaching materials and the development of teachers' pedagogic skills.

#### 4.3.5 Teachers' and students perceptions

Teacher interviews were carried out among the four teachers at Abdi Bori Primary School. The interviews included information about teachers' thoughts and teaching practices of reading as well as their perceptions on the role and nature of classroom interaction in early grade reading classes. They were conducted in Afan Oromo to help them express their ideas better and were audio-taped, and translated into English. In organizing and analyzing the interview data message unit was used by combining exact statements of the teachers and my own paraphrasing of what was said by each teacher.

The teachers expressed their views and personal philosophy on reading and reading skills development. They remarked how perceptions they hold can dictate their daily teaching practices in reading classes. Some excerpts were taken to illustrate this perspective.

**Teacher A:** *“Reading is the foundation upon which all other skills are built”*

**Teacher B:** “Reading begins early as children master signs, symbols, and language in their environment... using environmental print helps children begin to learn to read: Singing songs to learn letter sounds, acting out stories they have already read, etc are helpful resources.

*TC: Well, I believe that phonic approach and intensive practice on sounds is a helpful method of teaching early reading skills. The reading teacher has to focus on this if good result is desired. This is mainly because lower grades are foundations for higher educational levels. If reading or learning is skewed here, the entire later learning processes will be endangered. So how sounds are produced, articulated, form a word, and then a sentence need to be given attention. This has to be supported by pictures and other teaching aids. Intensive practice, a good reading model and a coach are needed.*

The common thread across the interviews was a focus on reading as a crucial skill, which lays ground for further learning and development. It is a skill that begins long before formal learning commences, and develops consciously and unconsciously using print-rich environment and psychological tools like singing, chanting and playing that Vygotsky(1978) suggests as a mediator of reading skills. The teachers tend to stress the importance of phonic approach or the mastery of the sound systems in developing read skills. They also hold that reading is more than decoding meaning, and hence, there is more to the act and teaching of reading than simply trying to sound out words to read. This goes in complete agreement with Paulo Freire's (1983:22) view of reading that states, "Reading is not walking on words, but grasping the soul of them."

Not only did teachers believe that relevant and interesting materials promoted learners' participation and engagement in class, they also noted that with sufficiently interactive material, learners would read and write more outside class. All teachers shared their thoughts on materials as a way to motivate students to talk and learn. They generally believed that the contents of the reading passage and its exercise should motivate the students and take their ability, age, and background into account. The passage has to build on what the students already know. Vygotsky emphasizes the importance of Zone of Proximal Development (the interval between what the student already knows and what he/she is expected to know). He suggests that teachers should identify this and work or mediate between the intervals. Similarly they note the importance of context in learning vocabulary, an idea held by Vygotsky as a means of mediating learning to read. "*Vocabularies and their exercises should provide students with sufficient context. This makes students interested and motivated to speak*" (**Interview with TA**).

To this end, teachers have to know the students' cultural values and respect it. If he/she goes contrary to this, the students may be reluctant to participate in activities. He/she should know what is right |moral and/or wrong |immoral in the society. Two of the teacher participants indicated the inclusion of student cultural backgrounds as a positive step. The main strategy described by the teachers is to include cultural backgrounds is through stories and passages. One of the teachers, however, asked for clarification as to what I meant by 'cultural' for the students. This question could have been problematic indicating that the awareness they have is inaccurate or slightly skewed. Content and activities representative of socio-cultural theory (Vygotsky, 1978) and culturally responsive instruction (Ladson-Billings, 1994), deemed crucial in the development of early grade reading skills. Moreover, the teacher has to make choices about the discourse style that s/he uses, and demonstrate his/her own cultural competence during instruction. Vygotsky's (1978) sociocultural theory emphasizes that a child's learning and development is affected greatly by his/her individual culture, including the culture of the home and family. Culturally relevant teaching (Ladson-Billings, 1994) adds that a student's individual culture should be used to overcome the negative effects of the dominant culture as a driving force behind classroom instruction.

Similarly, Teacher B indicates that *the contents of the book also reflect cultural values of the society, like, riddles, traditional games ('killee'), etc and hence attractive to the learners. There are also sign posts and icons that lead and support students along the activities. There are colorful illustrations that support comprehension, prediction, sign posts like(\*) to help students forecast what is to come next. Prediction helps to keep students on track and to read with concentration. It is helpful for independent and shared*

*reading as well, to initiate group discussion. The passage and exercise are short, attractive and clear. The former one doesn't have this taste. Thus the new one is better.*

However, TB holds that the text doesn't seem to focus on local cultures. It has to include cultures of the various Oromia provinces. For examples, instead of focusing on Borana culture, the students have to learn cultures in their surrounding first. The student's book doesn't focus on group work but teachers supplement this themselves. My text analysis also reveals this fact. Pair and group works are rare and scanty and there is a tendency to focus on individual tasks.

TC: The book itself doesn't seem to focus much on group or pair works. It doesn't encourage group discussion. If there is at all, it is very rare. The exercises are not designed in the way students come together and talk or discuss. For example, in the introduction part of Grade One, first students read alphabets, then words and short sentences and passages and answer comprehension questions. But at the end of short passages there are no any comprehension questions. It also doesn't encourage the children to express their feelings through pictures, or manipulate teaching aids and initiate talk. If there were, they would have created more talking and learning opportunities for the students. Their absence made teaching uninteractive and dull. Moreover, the Teacher's Guide doesn't encourage the children to create artifacts, draw pictures to learn through talk. It even doesn't suggest the use of available teaching aids(**TC' Interview**). *Similarly, there are contents and exercises in the text that do not go with the students' abilities too. They don't seem to consider the students' background. They are bulky as well(TA).*

Vygotsky stresses that the language and forms of interaction used during mediation are culturally driven. Individuals utilize language in their social interactions as a more capable person (adult or peer) provides mediation. It is during mediation that we find the most incisive application of cultural concerns, and this takes place in individuals' unique zones of proximal development (Vygotsky 1978, 1986). Here leaning builds on what the child already knows and proceeds further to what he/she needs to know. They also noted that they consolidate this common knowledge publicly in a different mode, by writing it on the board. In sociocultural terms, the board is being used as a cultural tool for this purpose and its use highlights the multimodality of literacy learning. We can see how the teacher and children are drawing on recent past experience to establish ways that the children will talk and think together.

Moreover, the teachers, by and large, perceive a teacher as an architect and facilitator of the learning activity, who prepares fertile ground for the learning enterprise. He/she has to monitor, follow and support

so that the student will participate. The teacher doesn't have to teach but should ensure that students learn from themselves and other resources available in the class. This happens through discussion and collaboration and reading skills develops as a result. Teaching aids, on the other hand, are extremely beneficial for this age group to develop reading skills. Children like and enjoy manipulating objects. They like to watch, explore, and discover things on their own. Teaching aids in general give life to learning. They noted that they use pictures, charts, posters, and sculptures of various types that are made by teachers and students, or purchased. They all complain the inadequacy of these resources. There is a small room meant for library, but it is not serving its purpose; it was either not used or else it was used for purposes, such as a storeroom. No one took responsibility for the service of the library in the school.

TC: Early grade teacher has more commitment than those of higher level teachers. This means the responsibility goes beyond facilitating learning environment to knowing the student more, following and supporting more.

**TA:** *In the first place the teacher has to know his/her student's background, and ability. He/she has to identify what the student already knows and doesn't know and build on that to extend the child's understanding and skills. Without this knowledge it's very unlikely to give the desired support. Classroom resources like using a more able ones and teaching aids are extremely valuable too.*

Most teachers suggested using some type of graphic organizer to help students organize their thoughts. However, a critical and recurring theme throughout the responses to all questions during the interviews was the importance of student interests, experiences, and lives in instruction. One teacher talked about the importance of talking with the students to find out what their interests are and to make sure the books they choose to read teach similar experiences. He said that kids love to see themselves in stories. It was important to make sure that they learn around things that happen and relevant to them

Most of the teacher participants in this study indicated the inclusion of student cultural backgrounds as a weakness for them. Two of the teachers asked for clarification as to what I meant by 'cultural backgrounds' for the students

R: But do you think knowledge comes only from the teacher?

TC: *The teacher meets the students in a classroom for a limited time. The student comes to school with rich experience from a family or the community. Thus by bringing the teacher's experience and the textbook valuable learning can be gained. By combining these various resources, worthwhile lesson can be obtained.*

The teachers' epistemological or philosophical foundation seems constructivist, however, this does not seem to be the case in practice. There were some cases where the information gained from interviews did not match strategies observed in the classrooms. For example, a first grade teacher expressed the need for a variety of materials and learning strategies in helping students to create meaning but it was observed that they don't usually put the available resources into action. Even though most of the teachers also recognize the role of classroom interaction as a means to develop reading, they tend to limit students talk by using IRE patterns.

**R:** What teaching materials are good for this level?

**TB:** *Books or any other teaching materials used for this level have to match the students' interest and level of understanding. Children of this age need a relaxed mood and environment to learn. For example, children's game, manipulatives, pictures, look and say activities, playing riddles, telling stories etc that encourage talk are appropriate.*

**TC:** *It has to be materials that is student-centered, interactive or has the potential to engage them. For example, materials that have pictures and supports reading with pictures, games, stories, etc are valuable resources*

A recurring theme throughout the responses to all questions during the interviews was the importance of student interests, experiences, and lives in instruction. One teacher talked about the importance of talking with the students to find out what their interests are and to make sure the books he teaches to read had similar experiences. Some teachers, however, do not feel comfortable about the idea of learning being fun. To them learning should involve hard work be serious. They tend to believe that nothing valuable can come out of play and games or noisy and undisciplined classes. However, the potential of play and games in maximizing literacy learning is long recognized by researchers(Calkins, 2001).

**R:** What teaching methods are needed for this purpose?

**TC:** *A teaching method that involves or engages learners. Specifically children like to imitate each other and using them in the teaching learning process can be a viable method of teaching. I thus use active teaching method in my reading classes so as to enhance the children's skills. In addition, it's worthwhile to create a supportive spirit among and between them. Stories have educational and recreational values and can initiate a hot interaction among students, where that gives more talking and listening opportunities. For example, there is a children's game I like very much. It's called "Yaa Quruphee"(Oh, Gazelle). In this play both the story-teller and the listener engage in talk turn by turn by swapping roles. Activities like this can better serve the reading purpose.*

**TB:** *No: Since students come to school with different experiences and background, they can teach and learn from one another. In order to tap into these resources I use a mix of various methods pair work, group work, individual tasks, whole class work. By and large, I use an active method or a participatory approach based on the students needs and the nature of the task.*

Almost all the teachers believe that there is a strong relationship between classroom interaction and early grade reading. First interaction helps the development of reading skills. In a productive classroom talk there is exchange of ideas that can result in learning. A student develops self-confidence and is not afraid of making mistakes. Secondly the students enjoy watching, showing things and talking when they learn. They like to debate, and if they don't agree with each other, they ask the teacher. They don't worry if they make mistakes. They speak freely and openly with no reservation, and such active participation has great contribution for learning. They do this in small groups or in pairs and share experiences and skills. Instead of spending time talking, the teacher is expected to create such learning environment.

**R:** Do you think classroom interaction helps to develop reading skills?

**TB:** *Yes. When a student talks, he/she reveals what they know and don't know. To this end, the reading passage has to make them learn from one another. They develop confidence. Group works are better focused on. If group works are in place, teachers tend to move from lecturing to monitoring and guiding.*

**TA:** *I believe that classroom interaction is a useful way of learning, specially reading. So I engage my students in talks in a way that is not face-threatening by creating stress-free environment for them. For example, I call them by names and ask questions. Non-verbal communication can be used to enhance good classroom environment and minimize distructive behaviors.*

**TA:** *"...I'll snap my finger...give the teacher look."*

**TB:** *"I think I use a lot of body language myself, because the students can read me."*

**TC:** *"I use a lot of hand signals"*

If a student is shy or afraid to participate, I inform them that mistakes are parts of the learning process and indicators of progress. Most of the time students tend to think that mistakes are signs of failure and inadequacy. Such perceptions are impediments to classroom participation and learning, and therefore have to be minimized as much as possible.

**R:** How about peer interaction? Do you use? If so, how often?

**TA:** *"I sometimes try to encourage a lot of communication between my students."*

**TC:** *“I want everyone to feel like they contribute to the class. One thing that helps with that is the peer talking. I think that... that helps.” “Sometimes, they just learn better from each other. They can explain it better than I can”*

The teachers believe that peer interaction is essential for learning to read and they noted to have used it sometimes. The reality in the classroom does not reflect this fact as they give more attention for teacher-led whole classroom discussion as a major mode of learning.

The teachers also expressed that they employed different teaching strategies in the three stages of the reading process: the pre-reading, the while-reading, and the post-reading stages. But the strategies used were conventional where, for example, in the pre-reading stage, one is required to express his personal opinion about the topic, to predict what the story would be about, and to find answers to given questions based on the text. These activities can help the students to include their previous knowledge to the reading. They can also make them read with a sense of purpose.

The teachers who expressed concern about the value of classroom interaction as indicated that they use questions to engage their students in talks. Most teachers agreed that collaborative classroom interactions, as opposed to pure recitation, are important to building comprehension. However, actual implementation is lacking. Classroom observations proved that most used the recitation format, which contradicted their perceptions. In addition to the pressures of covering material for test preparation, it may also be difficult for teachers to relinquish control. Effective classroom discussions involve many shifts in control between teacher and students. Establishing an equal power dynamic which allows for shifts in control may require a paradigm shift by teachers. The questions they used were mostly closed questions. This is mainly due to the text-based questions that focus on close-ended questions, shortage of time to involve students in extended talks and lack of adequate awareness of its value to the development of reading skills.

To use classroom interaction for reading, much more time may be needed. But teachers want to finish portions of the year. If he/she can't finish, there is evaluation and consequences related to it. Because of large class size and narrow rooms, it is impossible for the teacher to monitor and provide support for students. During observation I was able to see that it is difficult to manage student-student interaction in a class of 60 and above students and the physical layout of the classrooms did not facilitate such interaction. The other problem is shortage of books. Classroom interaction can be realized if the students have at least 1:2 books. But now books are mostly in 1:3, 4 Or 5 ratio. There is acute student textbook shortage. They believe that debatable topics, engaging questions, and perspective taking questions can create more

learning opportunities for students. In my observation too when the teacher posed open-ended questions, followed by probing and elaboration, and welcomed the students' thoughts into the conversation, rich discussion and ample learning opportunities were created for learners. It is also apparent from the video evidence that the quality of the classroom interaction is hampered by a lack of teaching resources and the poor physical condition of classrooms. The evident lack of textbooks in many of the classes observed is a major concern. This often resulted in the teacher writing notes and assignments on the chalkboard, which meant more time is taken in accomplishing the task at hand and less in teacher–pupil interaction. It also limited the amount of homework that could be given. No information and communication technologies (ICT), such as tape-recorders, radios or computers, etc were available.

*TA: I mostly use short and closed questions because of shortage of time and this is a problem. I rarely use open ended questions. Open question actually has the potential to enhance children's thinking and expressing skills. For example, instead of saying something is good or bad it is better to say "why do you think?" If a student says, "I like a poem" following this with "why" can actually initiate more discussion*

*TC: Both types, mixed. But mostly questions in the text and questions we ask at this age and grade level are closed question. This is because children of this age level can't explain things well. So there are more closed questions, open ones are rare.*

Student text have three phases(pre-reading, while reading and post reading). How much does this help students talk?

*TB: It helps. In pre-reading there are general leading questions. Open and closed question. These help them engage freely. In while-reading students involve less because most questions have one answer. In post reading the students engage more because they read the passage several times. But the questions are both open and closed.*

Pre-reading questions are not text-based but are prepared around the text, and as such mostly open-ended questions are asked here. The questions may develop in students a critical awareness of how and why texts are written.

Most of teachers believed that classroom interaction in reading classes is important and questioning is one way of achieving this objective. They asked many questions and used them to fulfill a wide range of functions, including eliciting responses, checking comprehension, clarifying concepts, etc. The teachers said they mostly organize their students randomly. But sometimes they employ mixed ability grouping when they need the more able children assist the less able ones and give them responsibilities. During this time their classroom participation and academic records could be used as a basis to determine their abilities and sometimes use grouping already in place by the school. The teacher

participants also noted that there are frequent professional trainings like, staff trainings. i.e. within our school and with other schools and trainings organized by MoE and OEB.

One of the objectives of mediating to students' reading was developing a sense of competence in reading among students. Learners' lack of self-confidence is associated with lack of ability and negative self-perceptions, both of which give rise to poor motivation and low levels of effort (Ridley, 1997:15). Individual activities helped them to know where they were and the group tasks enabled them to share ideas with their friends. Similarly, both teachers and students perceived the value of group work to be giving and receiving of assistance in the interaction among the group members because what one knows the other may not know. In short, they considered the importance of group work as a way of sharing ideas, while they viewed the significance of individual reading as an assessment of individual capacity.

**R:** Do you prepare lesson plans?

All the teachers answered this question affirmatively. Their reason was that the school administration forces them to do so as lesson plan preparation is one criterion for academic promotion, and it is checked every week on Monday. They added that it is mandatory to keep pace with the lesson plan so as to complete the curriculum on time. The observations also indicated that both teachers planned their lessons on a language point basis(See App 7). However, many educators and researchers do not agree on the value or benefit of lesson plan preparation and use. Researchers (Allwright, 2005; Crabbe, 2003) have argued that the teaching-point view of language learning is persistent but harmful. Both empirical studies and our personal experiences as language learners and teachers inform that language learning is complicated and unpredictable and what gets learnt does not match what gets taught. Thus, it is unproductive for language teachers to plan for language points. Rather, researchers propose that we should plan for richness of learning opportunities and for understanding of life in language classrooms. For instance, instead of getting extremely upset about the students' not preparing the role-play as required and repeatedly lecturing about its importance teachers could hold a discussion with the class or ask the students to discuss their problems among themselves. By doing this, both the teacher and students can achieve an enhanced understanding of language learning and all it involves (Allwright, 2005) as in the long run what we want to develop in students is the skills of how to learn and how to manage their learning, which will be beneficial for the rest of their lives).

By adhering strictly to a predetermined lesson plan, a teacher can easily allow many learning opportunities produced by students to slip by and fail to promote negotiated interaction (Kumaravadivelu, 2003) and also run a danger of “overlooking linguistic, learning, and social possibilities of unplanned classroom interaction” (Cadorath & Harris, 1998:193). In addition, opportunities for giving learners control of the discourse will arise naturally in the course of a language lesson. The extent to which teachers grasp these opportunities may well prove more crucial for creating the optimal conditions for learning to take place than any planned decisions they make. So when the teacher’s agenda is in conflict with the students’, the teacher could give way to the students and use the opportunity as a platform to extend their thinking and stimulate substantive student talk.

For a teacher to teach and a learner to learn, both partners need to use talk and joint activity to create a shared framework of understanding from the resources of their common knowledge and common interests or goals. Talk is the principal tool for creating this framework, and by questioning, recapping, reformulating, elaborating and so on teachers are usually seeking to draw pupils into a shared understanding of the activities in which they are engaged.

#### **4.3.6 The Nature of Reading Classroom Activities**

*"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations-something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own"*  
Katherine Patterson

Physical artifacts are another important source of data that help to corroborate other data sources and used in case study research (Merriam, 1998; Yin, 2012). Some of the artifacts that I collected included samples of students’ work such as, drawings, three dimensional materials, assignments, and artwork. I also collected curriculum documents and materials that were used in the three classes. All of these artifacts allowed me to further contextualize the participants’ multimodal literacy learning opportunities within the classroom curriculum. The student generated artifacts also gave me insight into the makings of particular texts that were integral to the kinds of multimodal literacy opportunities that students were afforded within the classroom curriculum. Because all these texts were designed by the students for reading it became important to follow up with the students to ask them how and why the artifact was created. Lastly, collecting artifacts was an important part of presenting the data in a multimodal way so that representations of students’ work could help communicate their engagement with the classroom activities.

Alongside the assumption that all modes in a communicative event or text contribute to meaning, models of multimodality assert that all modes are partial. That is, all modes, including the linguistic modes of writing and speech, contribute to the construction of meaning in different ways. Therefore, no one mode stands alone in the process of making meaning; rather, each plays a discrete role in the learning and construction of meaning.

### **Textbook Description and Analysis**

*"Children must be taught how to think, not what to think" Margaret Mead*

The quality of students' talk was closely linked with the nature of the task therein as task characteristics influence the type and amount of processing and will, consequently, affect the outcomes of collaborative learning. Thus I found it necessary to analyze texts used in classrooms, and in order to do this, first I had scanned the entire reading passages found in the students' textbooks of Grades 1, 2 & 3 and the teachers' guide book to have the general glimpse of the materials. Since my study focused on the nature and role of classroom interaction in early grade reading classes, I analyzed the materials from interactive point of view. That is I saw how the tasks are designed; whether the activities therein initiate or invite discussion, make students talk and share ideas, etc. Thus the analysis begins by general descriptions of the materials and publication histories.

### **Factors Affecting Classroom Interaction and Meaning making processes**

There are a number of factors leading to the reduced amount of interaction. Repeated questions, low language proficiency, and limiting the class to the textbook were among the observed factors leading to the reduction of interaction. When a certain question is asked several times, students lose interest in it. It becomes boring, and discourages any motivation to continue. Also, when teachers ask a low-proficiency learner a talk-initiating question, and s/he fails to respond, communication stops and the teacher is disappointed, turning to another learner in the hope of achieving communication. Furthermore, when the class-work is limited to a textbook, and structural-formalistic exercises of the book is emphasized, it was observed that negotiation of meaning is minimized.

However, there are a number of factors enhancing the amount of interaction: interesting topics, teacher's attention, misunderstanding, information gap and humor. It was observed that there was more student participation when the topic interests them (e.g. topics such as marriage, religion, etc.). When there was, say, warm-up discussion at the outset sessions, or opinion questions are posed, learners were more inclined to

talk and contribute to classroom discussion. There are aspects of the text that can influence readers in a positive way. Grade Three textbook has coloured illustrations, signs and posters. These can easily guide readers. They are also written in ways that make the intended meaning fairly easy to understand. It has sign posts or icons that imply what the task is going to be about. There are also some pre-reading questions

### **Types and Nature of Tasks**

The textbook for primary grades of Oromia is prepared by the financial and technical support of USAID in collaboration with Ethiopian Ministry of Education (MoE) and Oromia Education Bureau (OEB) and published by General Education Quality Improvement Program (GEQIP) in 2006/2014. This new textbook replaced the older one and has become functional in 2015. The Teacher's Guide and Students' Text are designed along the new education policy of the country that employs active learning approach and the use of teaching aids to support learning. The syllabi of the three texts are based on the five components of early grade reading, such as phonemic awareness, word recognition, vocabulary, fluency and comprehension skills, all of which are predictors of early grade reading skills.

### **The Focus of Teacher's Guide**

The Teacher's Guides also emphasize the importance and implementation of continuous assessment as a means to support early grade reading skills. At every end of the three Teacher's Guides syllabi are attached to check students' competences and expected performance level for the semester. Moreover, the Teacher's Guides underline the crucial role of the five pillars of reading and give detailed explanation of each. These are:

1. **Phonological awareness**- developing the skills of listening and identifying individual sounds
2. **Graphophonemic correspondence**- identifying individual sounds in a word
3. **Fluency and accuracy**- the skills of reading quickly and correctly
4. **Word usage**- involves the meaning and usage of new words
5. **Reading comprehension**- the ability to read and understand a piece of text

These pillars of reading skills are decisive for the development of early grade reading and writing ability (Adams, 1990; Perfetti, 1988; Stanovich, 2000), and are learned from simple to complex skills. The teacher's Guide also encourages teachers to help the students predict texts as they read and monitor their own progress. In order to comprehend a text, it also suggests the use of graphic organizers, charts, tables, characters in a text, illustrations, topics, etc.

During an independent reading the students are advised to read words, or short passages aloud and comprehend the text. Activities under this include: Reading a text, answering comprehension questions, comparing and contrasting characters, explaining problems and solutions, summarizing texts, comparing and contrasting different texts, using standard words, and using pictures and words to describe a passage, etc.(G3TG-P:VII) Every fifth day of the week is reserved for revision, formal and informal assessments through class work, play, etc and the results are recoded and compared against expected competences indicated in the syllabus.

The Teacher's Guide also recommends the, "*Nan hojjedha, Ni hojjenna, Ni hojjettuu*" principle and this means, "*Let me do; Let's do, and Let you do*". The main purpose of this approach is to move the students from dependence to independence through scaffolding, and is called a model of student gradual independence. The students first observe the teacher doing a new activity, then do it together with the teacher and finally alone. This motivates the students to take initiative by first observing and taking the teacher as a model so as to build confidence(G3TG-P:Xiii).

The Teacher's Guide(TG) also encourages group work, though not frequent. It indicates the potential role of this method to make students support each other and learn from one another through collaboration and discussion. In addition it helps the teacher to control large classes.

**Teaching Aids:** Emphasizing the crucial role of teaching aids, TG advises teachers to use locally available, student or teacher-made aids, like flash cards, pocket charts, Big Books, etc

### **Supporting and Empowering**

In the TG, supporting was indicated as assisting students either practically or verbally struggling children to enable them understand the lesson are worthwhile pedagogical approaches. Continuous assessment and other informal classroom assessments are useful techniques to identify students who need immediate support. Empowering, on the other hand, refers to the assignment of additional more difficult and new tasks for fast learners that match their advancing competence so that they won't lose interest in the lesson. These students can be identified through continuous assessment provided on regular basis. Additional tasks given to them could be either from their texts or from other related reference materials.

Supporting and empowering are provided across all the activities of the reading lesson, including the five components of reading. It starts by first identifying the students Zone of Proximal Development(ZPD) through teacher or peer mediation(Vygotsky,19978). In word blending and split a student begins with more familiar words they learned in the lesson before and do more difficult and new words. *Let me do, let's do and let you do* principles can also be applied to do the same function. Similarly, when students fail

to read words, the word is divided into sounds, morphemes or any other meaningful units and they are encouraged to read these units. Or they have problems with individual sounds or morphemes they are encouraged to repeat them again and again. In reading a paragraph if the students struggle with fluency, modeling for them and asking them to repeat is a helpful way. In empowering, the able students who explain a paragraph, can be encouraged to explain and elaborate more on the point, or model for one another.

During reading comprehension, their skills can be assessed through their oral or written responses to comprehension questions. They can be supported by making prediction from the topic or illustrations on the page. If the students find comprehension questions simpler, they can be asked to draw picture about the topic, or summarize the passage. Timely and immediate feedback for students can help the teacher to identify early problems resulting from variations in understanding and take remedial action on time.

In general teachers are advised to be sensitive to all classroom variables and characteristics, like gender, age, religion, background, students with special needs and make their methodologies responsive to these all variations. Some students need extra help from the teacher because of personal deficiencies, while others are more advanced in their competence. Thus all- inclusive education and methodology can accommodate many classroom variations and solve the problem. Teachers are also advised to be sensitive to the language they use in classroom, by refraining from using humiliating and discouraging remarks, gender-biased words and actions. During classroom and home take assignments using mixed-ability and mixed sex group can minimize problems related to many classroom variations.

However, the Teacher's Guide makes everything so explicit that it denies teachers some room or freedom to add their professional insights and experiences to supplement the Students' Book. This may take various forms such as other possible options of handling activities, teaching methods, adding or modifying activities, etc within a given methodological and theoretical approaches. It should provide a framework for instruction which offers students ample opportunity for text engagement and practice. This, however, should take the available time, condition and other classroom realities in order to create classroom dynamism. It has to guide the teacher in making instructional decisions by analyzing the student, the text, and the type and amount of mediation s/he needs to provide. The teacher mediates shared meaning between the reader and text author. S/he provides the learner support as they collectively build bridges of awareness, understandings, and competence through social interaction. As such s/he is expected to exercise professional freedom in meeting the academic needs of the learner. Richards, (2001)

also warns if teachers use ELT materials as a primary source, their roles can be reduced to that of a technician whose primary function is to present materials prepared by others.

### **Cover Design and Quality of Students Book**

The three textbooks(Grade One, Grade Two and Grade Three) analyzed have a more attractive physical design and quality than their predecessors. The cover is hard, water-proof, shining and resistant to physical damages, and this quality can give the texts a long life span. In terms of design the textbooks have a picture of Ethiopian flag on the top left corner and the Oromia flag on the right top corner, and a little below this is, 'Afaan Oromoo, Kitaaba Barataa" (Afan Oromo, Students Textbook) printed in large letters. At the very centre is a large circle with different informative icons that represent the different language skills and activities the students will learn. The first icon is a picture of an ear and represents listening activities, and this is followed by a pointing(index) finger for learning new alphabets and their sounds. Two shaking hands stand for blending and splitting of words into their components, and these skills are thought to develop reading and writing skills. Next come in the series of icons is the picture of two children(one male, the other female) reading books, and this signifies the actual reading part. There is also a picture of a key that represent word meanings and their usage, and finally a picture of a hand as a symbol for the development of writing skills. Then at the centre of the circle are open book with a lighting candle at the top and 'Oda", an (oak) tree, a symbol for Oromo identity. Interview with the children and their teachers indicated that these symbolic icons play a crucial role in helping the children easily know what activities will soon follow or come up in the lesson.

The introductory part of the texts highlight basic guidelines on how to give additional teaching support at home on the major activities the children learn at school. The activities in the parent support part and the actual classroom tasks are storytelling and re-telling, reading aloud, describing pictures, etc that have the potential benefit of encouraging talks.

For listening and reading lessons, Teacher's Guide emphasizes three main activities: Pre, while and post activities. During pre-listening the guide advises the teacher first to look at the topic and illustrations and make his/her own prediction and ask the students to do the same. Then the students discuss and report this to the class. This technique makes the students tuned to the passage in order to check their prediction. During while-listening the teacher reads some part of the text and pauses at a point marked (\*) in the listening text and asks prediction question again. The teacher continues reading and finishes. This is the actual listening where the students check their predictions and essence of the text. Post-listening activities are reflection questions that include comprehension questions, word usage, opinion questions, etc. During

independent reading very similar approach is employed but the students have the text at hand to follow and read.

### **The Daily Lesson in the Students Textbook**

Activities in the three textbooks are very much similar except the incorporation of more alphabet level activities in Grade One text. This text has about seven major activities and these are listening, learning alphabets, word blending and split, sight words(words they had already seen in many different settings), the actual reading of alphabets, words and short sentences, word meanings and their usage and finally writing. At the very beginning of this text the children read entirely wordless pictures, and then gradually move to reading sight words and short sentences supported by pictures. Let's see some examples as follows.

First there are some sight words that frequently appear and the children can easily identify at sight, like **Hawi**. There are also traditional rural houses surrounded by garden that reinforce and contextualize the scene for the children to easily visualize it.

#### **1. Hawwiin ala baate.** (*Hawi has just gone out*)

Here there is Hawi a young lady giving her back to a house, which helps the students conceptualize the scene and guide them in the reading or decoding the words and the short sentences therein. Vygotsky(1978) here underlines mediating and scaffolding role of pictures as a psychological tool. It also gives the children an opportunity to talk and explain or describe what is happening in the pictures to their teachers and fellow classmates. In addition to helping the students read words and short sentences, the pictures also aid them in reading and identifying sound-letter correspondence. In this case they learn the sound of "A" and "a" and how to write them from the word '**ala**'(outside), the first letter in the word. There are also helpful visual cues or guides on how to write these alphabets that are shown using direction indicating arrows(See Appendix 7.3) In guiding the children to write letters and learn their shapes, three parallel lines are drawn and letters that go beyond the upper line, those which cross the lower and those which remain in the middle are indicated for them. According to Vygotsky, these techniques have a powerful mediating roles in helping beginning readers learn reading and writing in early grades(Vygotsky,1962,1978).

There are many mediating strategies employed in G1ST to help students learn and master new and difficult letters. To learn and remember the name and sound of letter "j" initial sound of the word "jabanaa"(kettle) is used, for /tt/ medial sounds of "Lattuu", "qottoo"(axe) are used. The pictures of these

materials are also used to help students easily learn and remember. Splitting the word parts into sound units is also another helpful technique to achieve the same end.

E.g. jaarsa→jaar--sa Lattuu→La--ttuu

These new sounds and alphabets are taught to the students in short sentences and repeatedly using the words containing the letters(*j & tt*).In order to help the children master word reading the words are first split into syllables and then into sound units. e.g. "jaarsa" is first divided into "jaar" and "sa" then into 'j-aa-r-s-a". Finally this word""jaarsa" is combined with the sight word "Hawwwii", "jabanaa", "baattee", and other sight words to construct the following sentence.

e.g. Hawwiin **jabanaa** **baattee** **jaarsa** waliin deemte. Hawi carried the kettle & went with the old man.

Moreover, the pictures and contents of the textbooks focus on traditions and values and social norms that need to be preserved and inculcated in the young generation. Stories are also didactic in nature and carry moral and cultural messages which Vygotsky(1978) recommends as one method of supporting early reading through discussing familiar and easy-to-understand topics. He also states, "The language used during mediation and forms of interaction during mediation are culturally driven". Local and cultural concepts, tools and utensils, wearing styles, costumes and ornaments, cultural food and drinks, etc all reinforce learning to read for this group of children. In the pictures are also pets and other domestic animals, familiar wild animals, traditional sports like swimming, playing 'qille'(more like a hockey), hunting, riding on a horse back etc have the potential to generate discussion.

However, the pictures and other illustrations used in Grade One Students Text are not so attractive. Children of this age need and are attracted by vivid and coloured pictures, but the text lacks this quality and presents pictures in black and white only. In addition activities in the text rarely involve children in small group or pair discussions that scholars in the field of literacy stress as a crucial strategy to develop basic literacy skills. There are some group activities but due emphasis is not given to them. The short passages supported by pictures are provided towards the end of the text do not test the children's comprehension skills though these summarization skills are set as objectives or goals at the outset of the book. These crucial skills are, however, best done in collaborations and discussion. Vygotsky (1978, 1986) uses the term mediation to emphasize the use of language to support learning.

Grades Two and Three have some similarities in their organization and content except the few dropped out lower level tasks such as the use of sight words, graphophonemic practice activities, etc. First, their lesson topics are thematically organized in such a way that in one week three related themes are taught in

the listening comprehension, and the other two in two subsequent reading comprehensions. E.g. Week One comprises three sub-themes(*Types of diseases, Characteristics of Diseases, and Diarrhea. See App.7.9*). This opportunity helps the children to conceptualize the themes better and generate classroom discussion during reading and other classroom activities. The weeks are indicated on the left corner against the topics in the table of contents(See Appendix 7.9). Basic education policy guidelines and teaching methods for parents to help their children at home indicated in all the three texts but Grade One parents have more responsibility.

Major activities of all the texts are:

1. **Listening:** Focuses on the development of listening skills. Under these skills, the children look at pictures and predict what the listening text is going to be about. Listening to stories read by the teacher and answered questions of the listened text. They also work out meanings of new vocabulary and discuss main ideas of the listened passage. This activity is both for parents' assistance and for daily lessons. Describing pictures and relating them with a listened story. This activity is an important problem-solving activity and has a potential to make students think and analyze.
2. **Learning new alphabets** and their corresponding sounds. Students practise naming and identifying letter sounds, long and short sounds, initial, medial and final sounds, read and write them.
3. **Blending and splitting** parts of a word. Students read individual sounds of a word and then blend them to form a word. They also divide a word into their corresponding sounds and word parts. This skill helps students to read words and later sentences.
4. **Reading:** Here students read aloud alphabets, words, sentences and short passages. Children also read passages, answer comprehension questions, discuss passages together and summarize them. Parents are advised to help their students by making them read and reread difficult words and sentences repeatedly.
5. **Word usages:** Focuses on the meanings of new words and their usages. This is done through matching words with their synonyms/antonyms, with pictures, and making sentences.
6. **Writing:** Students write/ shape letters, word and short sentences from their texts, express their ideas/feelings. They also copy letters, words, and sentences from their texts and draw pictures to show their understanding of the listened or read passages.

### **Activities in the Reading Comprehension**

**Reading Aloud:** First the teacher introduces new letters and words that will appear in the passage. The teacher reads aloud to the students and students listen carefully and follow him by pointing with their finger. After some two or three sentences the teacher pauses where there is an asteric(\*) in the passage

and asks the students prediction questions about the upcoming event in the passage, and this invites discussion in the class. When reading the passage is over students do comprehension questions in pairs and then with the teacher in whole class discussion. After doing alphabet and word level activities introduced earlier the students read the passage again and do more comprehension questions. The students answer the questions first orally and then by writing.

**"Hibbo" (Riddles): (G2ST:48)**

Hibboo(riddle) is a verbal puzzle and traditional problem-solving activity of the Oromo. In Grade Two Student text(P:48) reading section a context is created for students through pictures and the passage is about how riddle is played in a family. The pictures illustrate a traditional family house and how they spend their night around fire during night. There is darkness in the picture to establish the night scene, and two children a boy and a girl sitting on the opposite side of the fire and playing the riddle. The teacher began by reading the passage aloud and paused at the \* and asked,

*T: " How many people are involved in "Hibboo" game?*

*SS: 2, 3, 4*

*T: Good, most of you got it. It's two*

*The teacher went on reading and finished.*

*Fromsa: "Hibboo"(a word for starting playing riddles in Oromo)*

*Siddise: "Hibib" ( Its reply and showing willingness to start it)*

*Fromsa: I'm sent to deliver a message; and where are you to?*

*Siddise: Shadow*

*Fromsa: Yes, you got it*

*The students took turns playing and talking riddles in groups and finally in whole class. They also did more activities on "hibboo" from the text and from their own.*

*Chala: Hibboo*

*Bontu: Hibib*

*Chala: A hut over there has 12 gates*

*Bontu: a house*

*Chala: No*

*Latu: a door*

*Chala: No. Give me a country(Said when the partner fails to answer)*

*Bontu: Take Oromia*

*Chala: Wow! Oromia rich and ever green! The answer is "Two holes of our nose"*

### **Listening and reading stories(G2ST:51)**

Reading a story about a "**Donkey and Hyena**"

Illustrations show a hyena, a lion, cows and donkey. The students first answered comprehension questions orally, and then read the passage again under the reading section, discussed the passage.

Grade Three Students' Textbook(G3ST)

This text is similar to Grades 1 & 2 in design and format but has far more attractive and colourful illustrations. The types of activities are similar and in the same order/sequence.

In addition to its coloured illustrations, some graphic charts and tables are used to assist the children as a psychological tool that Vygotsky(1978) recommends for literacy learning. One typical example for this is on (G3ST:P38) that illustrates the division or classification of "Literature"(See App. 7.4)

### **"Hibboo" Game(P.48)**

"Hibbo" is cultural game of Oromo people and is a problem-solving activity. It usually involves two persons and needs critical thinking skills. Participants of the game go round and round searching for the right answer through trial and error. If the person asked fails to answer or solve the problem, he/she admits this and 'gives' something like land in return. The questioner 'receives' it and tells the answer. Then they swap roles and continue the game once again.

"Hibbo" in Grade Three Student Textbook(P:48).

*Chaltu: Hibboo(Initiating the game)*

*Tufa: Hibbakaa (A response)*

*Chaltu: Ilmaan afur boolla tokkotti ficaa'u(a puase \*)*

*The four children urinate in one hole*

*Tufa: Let me search or explore(Me nan barbaada)*

*Chaltu: Go, go ahead(Jedhi)*

*Tufa: Is it a living thing, or a non-living thing?(Lubbu-qabeessamoo lubbo-dhabeessa?)*

*Chaltu: a living one(Lubbu-qabeessa)*

*Tufa: Lives in a house or outside a house?(Mana jiraatamoo ala?)*

*Chaltu: In the house(Mana keessa)*

*Tufa: Where do we find them?(Eessatti arganna?)*

*Chaltu: On cows(Saawwa keessa)*

*Tufa: Oh, it's the four nipples on udder(Mucha arfan saawwaa ti)*

*Chaltu: You got it(Argatteetta)*

In this dialogue the two children made an extended talk to arrive at the real answer and activate their thinking skills to win the game. Vygotsky(1978) believes that language is a thinking tool and so can be labelled as a psychological tool to think and visualize abstract ideas.

**"Eebba"**(Blessing)--G3ST-P: 143)

This is a topic for listening activities. Before reading the listening text the teacher asked the students three general leading-in questions that would help them activate their prior or background knowledge of the topic. The questions are:

1. *Who usually takes blessing in our culture?*      *Akka aadaatti eenyutu eebba fudhata?*
2. *How do people bless each other?*              *Namoonni akkamitti wal eebbisu?*
3. *When do we bless people?*                      *Yoom wal eebbisu?*

The teacher reads text aloud to the students and asks them some oral questions. The students discuss the questions in small groups and then reflect back to the teacher. Colourful illustrations that bring the listened text to life are presented for the children. In the picture some old men are sitting decorated with their traditional clothes, and some children are standing in front of them so as to receive blessing from the elders. Thus the teacher's leading questions serve several purposes. They can arouse the students' interest and prior understanding. They can also help the teacher identify the students' zone of proximal development that makes possible guidance and mediation in order to move them to the next stage of learning. The students did more comprehension questions in their groups based on the information they got from the listening passage. After discussing the comprehension questions the students passed to word blending activity. Some of these words to be blended are taken from the listening passage.

qar-----oom-----e =====qaroom(civilized)

dull-----oom-----e =====dulloome(got older)

**Eebba Guyyaa Ga'elaa**(*A Wedding Day Blessing*) (G3ST, P:143)

*A Wedding Day Blessing* is reading activity focusing particularly on traditional wedding to be conducted between Duretti and Sanyi. Illustrations show in a vivid way how this is culturally accomplished by elders. The blessers and the blessed conduct the ritual, wearing traditional clothes, preparing cultural foods and drink suitable for this occasion. The bride and bridegroom stand facing the elders and raising their hands up to receive the blessing.

First the teacher read the passage aloud and the students took over one by one. Four students read the passage aloud and while the rest followed by pointing and reading silently from their own books. He had the students do comprehension questions in pairs giving the some 10 minutes. Then he started by asking them questions from the passage.

- |   |  |
|---|--|
| 1. <i>How is Duretti's conduct?</i>                           | <i>Amalli dureettii akkam?</i>             |
| 2. <i>What does "Be sweet to one another like milk" mean?</i> | <i>Walitti miya'aa jechuun maal?</i>       |
| 3. <i>Why do you think Sanyi loved Duretti?</i>               | <i>Sanyiin maaliif Dureettii jaallate?</i> |

Then the students are made to read the same passage once more and do more opinion and critical thinking questions. They are assigned it as an individual work and with little collaboration. The questions are:

- |   |                                       |
|---|---------------------------------------|
| 1. <i>What do you learn from the passage?</i>           | <i>Dubbisa kanarraa maal baranna?</i> |
| 2. <i>What do you learn from Duretti?</i>               | <i>Dureettiirraa maal baratta?</i>    |
| 3. <i>What benefit do you think does blessing have?</i> | <i>Eebbi bu'aa maalii qaba?</i>       |

Then the students are asked to categorize words under two columns: *Eebba*(Blessing) & *Abaarsa*(Curse) and this activity is a bit a problem-solving task and can encourage discussion. They are mostly open-ended questions that the potential to incite classroom interaction.

More critical questions are presented to the students after listening a second and similar text on "Blessing". The questions are:

- |  |  |
|--|--|
| 1. <i>What do elders say when they bless?</i>                          | <i>Manguddoonni maal jedhanii eebbisu?</i>   |
| 2. <i>By taking an example, tell us blessing procedures.</i>           | <i>Adeemsa eebbaa fakkeenyaan nuu ibsaa</i>  |
| 3. <i>What do you think would happen to someone who isn't blessed?</i> | <i>Namni hin eebbifamne maal ta'a jettu?</i> |

After this activity is completed the students are told to read the same passage, "A Wedding Day Blessing" for the third time. Here the idea of several repetitions seems to help the student master the passage and concepts in it so that they would do other activities under the topic. Thus during the fourth reading session the children are made to write what elders say when they bless and summarize the passage they had read. This also shows the integration between reading and writing.

On the fourth reading the student summarize the passage, functions of blessing using only three sentences, which really seems a bit tough for them. Here there is a gradual introduction of topics and activities and there is also teacher's modelling of exercises and vivid illustrations which all work towards one goal- Supporting or scaffolding that Vygotsky(1978) suggests for ealy grade readers' readers.

*Week 29, G3ST-P.159 Another Listening Activity*

**Gochaawwan Gabaa Keessatti Raawwataman**(Events in the Market)

As usual attractive coloured illustrations give life to the listening text and create a market place scene where lots of buying and selling items are available for consumers. Like reading, listening activity also has three stages; Pre, while and post listening.

1. *Hojiwwan gurguddoo gabaatti raawwataman maal fa'i?*

*What are the events accomplished in the market?*

2. *Safartuun waantota gabaa keessatti raawwatamanii maal fa'i?*

*What the measuring instruments in the market?*

3. *Namoonni loon yammuu bitan maal maal ilaalu?*

*What do people look at when they buy a cow?*

**Reading Passage 1 (G3ST-P.159)**

**Gidduu Nyaattee**(Mediator or broker)

There are some people, two men, an old woman and a police man surrounding an ox. The old woman is holding a rope whose end is tied to the horn of the ox, and this scene along with the presence of the police man invokes the impression that some crime has been committed. The illustrations seem to have the potential to arouse thinking and prediction and facilitate comprehension so that the children's line of thought is channeled properly to the desired direction. Before reading the passage, the teacher as usual the teacher begins asking the students some general questions in order to activate their prior knowledge of the topic. The students discussed this in groups and presented it to the class

The reading passage has asterisk(\*) to help the teacher pause and ask prediction questions about the upcoming event in the passage during 'while reading' stage. The pause is made at a point where they seem to be much eager because the preceding events and sentences create suspense as what is to follow. Research to date also established that prediction questions are initiate higher order thinking skills and facilitate understanding or comprehension. Usually it is the teacher who takes the initiative of reading to set an example and then let the students read turn by turn while the rest follow by pointing with their fingers. While reading the students also do vocabulary activities like word blending and word split in groups. Then they pass to post reading activities such as comprehension questions. Here the teacher does one example with the students and next they do in groups and finally they do it individually. This approach employs the principles of literacy scaffolding and mediation in which the more knowledgeable one gradually builds independence and boosts confidence in the novice learner.

**Reading cycle.** There are three thematically related reading texts in each reading unit. Reading I Reading II and Reading III. There are also recurrent readings of the same text especially in Grade Three. Reading activity generally has four rounds or cycles. According to the Teacher's Book, they serve the same purpose: to improve students' reading ability through frequent exposure.

The first round is to gain a general glimpse of the topic and involves three stages: Pre-reading, while-reading and post-reading. pre-reading is merely preparation and activation stage for the actual reading to come. To this end, students are asked general questions about the topic, look at the topic and pictures on the page, and make predictions. They discuss in groups and reflect to the class. During while-reading the teacher reads aloud to the students and they listen carefully and the students check their predictions, or alternatively students may read silently in groups. The usual pattern is during the first round the teacher reads aloud and the students follow. They also do some vocabulary activities and during post reading activities they answer comprehension questions. The teacher does one question as an example and leaves the rest to be completed by the students. In word usage section through blending and splitting, the students practise sounds and words and other word parts for phonological and phonemic awareness.

During the second round the student answer more specific leading questions about the passage the teacher read for them, like "What do you remember from the passage about ....?"Then they discuss this in groups and present to the class, and take the initiative to read individually or in small groups. When they finish, they do comprehension questions and additional vocabulary work in groups and report individually. The teacher does one question to set an example. First the students work individually then discuss in small groups and finally present to the whole class

The third round reading involves fluency and accuracy, and during this reading the students take turns to read the passage for the second time loudly and quickly. While one student reads the other follows by pointing with their fingers, and they swap roles. The teachers revolve around and monitors and lets them discuss comprehension questions. There is extensive group activities first individually next in small groups and finally with the whole class. During the fourth reading first the teacher asks more guiding questions to be discussed in groups and then go on reading. In post-reading stage students tackle higher order questions in groups, summarize the text and presents to the class. At each face of the reading activity the teacher supports the students by doing one, one question as an example(**G3TG-PP:228-30**).

As can be seen from the discussion above there are lots of reading and rereading the same text over and over again applying the three stages of reading i.e. pre-reading, while- reading and post-reading. Obviously repetition can be one mechanism of enhancing and consolidating understanding of a given concept. Concepts missed during one round of reading may be understood during the next and further discussion can also be generated. However, the Teacher's Guide encourages the application of the three reading stages across all the reading rounds and this technique seems boring and unnecessary once, for example, prediction is made and background knowledge is activated during the first reading. Here there are three contexts. These are in-text, out-of-text and beyond text clues. In-text involves the passage print itself, the out-of-text is surrounding clues like the illustrations and title and beyond the text is background knowledge the students bring to the reading activity. Through the process of repeated exposure to those words, learners develop a bank of sight words utilizing visual memory. In my study, the interactive writing and shared reading parts of the day served the same purpose of meaningful repetitions to help students develop their visual memory of multiple words. Ehri (1991, 1994) explains that when words frequently are read in texts, they are more apt to be read by sight (visual memory) than words that appear infrequently. She states that individuals develop a "word-specific access route" (1994, p. 339), which means they no longer have to consciously pronounce a sight word to figure it out.

### **Word Game (G3TG-P:214)**

Build words having the morpheme, " **--oom--**"

The students are divided in groups and given 20 seconds to generate as many words they can. After 20 seconds they are made to put down their pens and stop. The teacher then collects the papers and writes on the board. The group that writes the highest number of words is the winner. This activity involves a critical thinking and problem-solving skills that scholars like Vygotsky(1978) suggest for literacy learning. Under the passage there are some comprehension questions and word usage questions to be answered orally.

#### **1. Namoonni Soorii Tufaa maal jedhanii waamuu?**

*What do people call Sori Tufa?*

#### **2. Erga sangaan gurguramee rakkoon uumame maali?**

*What happened after the ox was sold?*

Part of the word work focus on splitting words into their constituent morphemes and this exercise begins by exemplification. Using examples is one way of mediating difficult activities that Vygotsky (1978) recommend for beginning readers so that they will gradually achieve independence.

### **Hojii 1 (Exercise 1) (G3ST-P:163)**

*"Fkn"(Example): "dhiitame" (kicked)→ dhiit----am---e*

1. *'fiigame'(run)*
2. *'bitame'(bought)*

### **Reading 2**

Read the passage "Gidduu Nyaattee" again and answer the following questions orally.

#### **1. Bituufi gurguruu kan walitti fide eenyu?**

*Who mediated the buying-learning process?*

#### **2. Poolisiin nama sangaa bite maaliif qabe?**

*Why did the police arrest the man who bought the ox?*

### **Reading 3**

Exercise 2. Read the passage "Gidduu Nyaattee" again and answer the following questions orally.

Here the students tackle a bit more difficult questions than in the previous exercise

#### **1. Dubbisa "Gidduu Nyaattee" jedhu kanarraa maal hubatta?**

*What do you learn from the passage?*

#### **2. Waa'ee gocha Obbo Barasaarratti yaada maalii qabda?**

*What is your opinion on Obbo Barasa'sact?*

#### **3. Namootni gabaa dhaqan gocha akkamii raawwatu jettee yaadda?**

*What kinds of acts do you think people going to market usually exhibit?*

### **Reading 4**

Read the passage "Gidduu Nyaattee" again and answer the following questions orally.

#### **1. Mudannoo gabaa keessatti si mudate keessaa tokko hiriyyaa keetti himi.**

*Tell your partner one of your market place experiences*

#### **2. Adeemsa bittaaafi gurgurtaa keessatti giddu nyaatteen ni barbaachisa jettee yaaddaa?Maaliif?**

*Do you think mediators are important in a business? If yes, why?*

In this third round reading activity students are asked more critical and personal questions that initiate more classroom interaction and discussion. Students learn not only what to talk about but also how to defend their perspectives.

To sum up, many of the questions emphasized by the curriculum at the pre-reading phase focuses on the students making personal connections with the topics. It makes them read through text to self and to others to make connections between the idea presented in the text and the world around them. In addition, in order to foster a deeper engagement and understanding, multiple readings of the text are an important part of the curriculum. Though the curriculum fosters students' engagement with text by encouraging the teacher to ask students' questions not just after it has been read, but also during the actual reading, it has to encourage students to ask questions of each other, and to provide their thoughts and opinions regarding their text. Furthermore, the curriculum should encourage the teacher to follow up on student responses, through further elaboration and probing, so that they are motivated to analyze what they read more deeply and engage in logical interpretations and sophisticated perspective taking.

Shanahan et al. (2010) propose three key elements in choosing texts in the classroom. First, chosen texts should be conceptually rich in ideas and information with well-developed characters and plot (narrative texts) and sophisticated details (informational texts). In addition, texts should be well organised and provide a rich and varied vocabulary and sentence structure. Second, texts should be chosen which are appropriate to the instructional needs of the individual child. Due care should be given to both textual and linguistic demands and complexity of content. Third, texts should be chosen to support the purpose of instruction. For example, when developing the comprehension strategy of visualisation teachers should choose texts which are rich in imagery and where the children can easily create mental images as they read.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The main objective of the study was to investigate the role and nature of classroom interaction in the development of early grade reading skills. Specifically, it was also to:

- identify teachers' mediation strategies in helping the students develop understanding and skills
- find out how students in early grades mediate each other's learning
- identify teachers' perceptions on the role of classroom interaction in early grade reading classes
- look into the nature of classroom activities that inform classroom interaction

To this end, data was collected through direct classroom observation, interview and document analysis. The data was analyzed using Socio-Cultural Discourse Analysis(SCDA), and Conversation Analysis(CA) and the result is summarized as follows.

##### 1. Nature and role of classroom interaction

The three classrooms I observed were mostly teacher-controlled and textbook-directed. They revealed a mixed mode of teaching: traditional transmissive, constructivist and dialogic methods with more focus on the former. With a transmission mode of teaching the focus was more on rote learning, vocabulary explanation, text-based question-and-answer, recalling from memory and knowledge rather than meaningful interaction and co-construction of knowledge. The three teachers controlled the content of the academic participation structures in three main ways. Firstly, the topics for the content were determined either by the teachers or the teaching materials except in the story-telling event. There were rare instances of the students' initiating any event either through asking questions or giving explanations or suggestions. Secondly, all teachers controlled not only the content of instruction but also the way to learn the content, which was reflected in the high frequency of lower order text-based questions. They also tightly controlled classroom discussion through controlling the types of questions they posed, for instance, by asking obvious display questions.

All the teachers followed the order of the sections in the Student's Book. When the I move of the IRF structure was focused on, the findings indicate a high proportion of display questions posed by the teachers in order to elicit specific answers. Less frequently did the teachers ask open-ended or high-order questions. When matters of opinion rather than correctness came into play, however, there is a relatively

extended interaction resulting in better learning opportunities. When the F move was focused on, the findings show that much of the time the F move was closed and evaluative and reserved by the teachers to achieve their own purposes. They did not usually open up the F move for student-initiated thoughts. Results obtained from classroom observation and interview disclosed that space limitation, time and resource scarcity impeded effective classroom interaction. It seems difficult for teachers to manage student-student interaction in a class of 40 plus students and the physical layout of the classrooms did not facilitate such interaction. However, on some occasions students did exchange information among themselves, especially group work, and in such cases this resulted in a productive interaction that opened learning opportunities and construction of understanding for them.

## **2. Teachers' Mediation Strategies.**

(A) The data also uncovered prosodic analysis of classroom talk in teacher's instructional activities. Data selected for analysis are of different interaction modes, teacher-individual student interaction and teacher-multiple students' interaction. Prosody is found to be of pedagogical value during these classroom interactions. The analysis of the prosodic features shows that the teacher and students orient to each other's prosody during their co-construction of turn-taking. For example, the teacher's purposeful lengthening of key words, which generates an overlapping response from the students, can function as a tool to check students' comprehension. Prosodic cues, such as prosodic chopping, louder speech, pauses, or emphasis can function as pedagogical tools to signal key information to the students. The teacher alters the pause, breaks the information into key phrases, which shows that the pauses are strategically placed in his utterance to signal significance, to hold floor or to give wait time.

Secondly, the teacher's use of prosodic chopping or louder speech in revoicing an individual student's response, signals his addressivity to the whole class. The IRE interaction with individual student participation can also open an interactional ground providing opportunities for multiple students to participate. Knowledge generated through the teacher-multiple students' interaction is shared among all the students and can function as front-loaded scaffolding, equipping students with words, skills for later student-centred activities. Thus, the teachers' frequent echoing of the student responses served different purposes. One is to signal that they are listening to the students' ideas. The other is to share the answer with the class or to make it public. It also shows the acceptance of students' responses.

(B) Another interesting issue to note in this study was that Grades Two and Three teachers often used elicitation and uptake (contingent) questions for various pedagogical purposes. Some of these are to press for explanations, to press the student for more text-based information, to move the lesson forward, and to focus the class and bring multiple students in to consider the question. Using uptake questions teachers draw on the students' previous experience in order to establish common ground (shared understanding and knowledge base) with them. This common ground is built upon and enlarged in the next event. That is, the prior event acts as a hinge for the next one and provides links to new learning. In this mode of interaction more learning opportunities were created for the students and the students' response shaped the direction of the lesson. Dialogic method of teaching was also observed, and in this case there were reciprocal interaction between the teacher and among the student(s).

(C) Analysis of teacher questions also revealed that teachers often used question-and-answer sequences mainly to test knowledge of the material being discussed. Most of such questions are display questions requiring the students one known answer. But they did not only use questions to test knowledge, but also to guide the development of understanding. In so doing they used questions to discover the initial levels of pupils' understanding and adjust their teaching accordingly, and used 'why' questions to get pupils to reason and reflect on what they were doing. Questioning allowed the teacher to know what and how the students were thinking to engage an active cognitive response that enabled the teacher to assist and regulate the students' construction of knowledge and skills. One component of responsible instruction is assessment which allows the teacher to tailor instruction to the student's point in the zone of proximal development. An assessment question inquires to discover the level of the pupil's ability to perform without assistance.

(D). In addition to the more obvious ways in which teachers modify their speech discussed above, there are other more subtle strategies that teachers use in order to clarify, check or confirm meanings. These include confirmation checks, where teachers make sure they understand learners; comprehension checks, ensuring that learners understand the teacher, repetition; recaps, clarification requests, elicitation, rephrasing a learner's utterance; finishing a learner's contribution, etc. These strategies operate at the level of interaction rather than solo performance; they are used to ensure that the discourse flows well and that the complex relationship between language use and learning is maintained. Most notable are also the use of transition markers to signal the beginnings and endings of various activities or stages in a lesson. Words such as *right, ok, now, so, alright* – typically discourse markers – perform a very important

function in signaling changes in the interaction or organization of learning. This important category of discourse markers enables teachers to guide learners through the discourse, hold their attention, announce a change in activity, signal the beginning or end of a lesson stage.

(E). Teachers and students also make frequent use of non-verbal interaction strategies, such pointing, demonstrations and elaborated gestures and facial expressions to help convey meaning.

(F). Moreover, the teachers used semantic cueing systems, such as acting students' background or schema on the subject, using illustrations in the book, etc. A variety of instructional practices allow teachers to help beginning readers develop the semantic cueing system. They use that beginning readers are able to make of the semantic system depends on the students' background experiences, and colourful illustrations in the students' book. In this study the students also used three cueing systems as a strategy to learn how to reading. All three cueing systems, graphophonic, syntactic, and semantic, work in an interrelated manner to assist beginning readers as they make meaning with the printed word. Beginning readers incorporate a variety of strategies in each cueing system, demonstrating metacognition. Students' intentions when they look at illustrations are critical to the meaning made from them. They clearly demonstrate metacognitive strategies as they develop their abilities to use each cueing system to support the other two cueing systems.

Another strategy related to this is the predict-read-verify strategy. Predicting is related to questioning, but it takes the form of a statement. Students project what they expect to happen based on their semantic knowledge. After reading, students must verify their predictions. They either name details that demonstrate their predictions were accurate, or they determine earlier details that led them to an inaccurate prediction.

3. The **reading curriculum** encourages multiple readings of the same passage. This is expected to help enhance the students content and vocabulary knowledge better. Children learn and remember vocabulary best when they have repeated exposure to words over time and in different contexts.

4. Finally, **peer mediation** facilitated time on task and students' active participation in various activities. The first grade teacher highlighted for me that his students feel more at ease when they work together and solve problems by explaining to each other. This strategy minimizes teacher domination and creates symmetrical relationship between students and encourages participation.

## 5.2 Conclusions

Based on the findings the researcher has drawn the following conclusions that have implications for practice, teacher education, and research.

Three pedagogic paradigms seem to be inherent in the teachers approach to teaching in the sample classrooms observed. These are principles of transmission, principles of constructivist, and principles of dialogism. From these approaches it was during constructivist or participatory approach that more sustained interaction and learning occurred. This suggests that more learning opportunities are created when meaningful interaction is employed. In dialogic terms, meaning is found neither in the text nor in the individual learner, but rather is developed in interaction between participants. Thus for a teacher to teach and a learner to learn, both partners need to use talk and joint activity to create a shared framework of understanding from the resources of their common knowledge and common interests or goals. Knowledge is situated and co-constructed in and through dialogic interaction in shared spaces. In order to seize learning opportunities, learners need to be more pro-active and to take more initiative.

In addition, the amount of teacher and pupil and student-student talk in the classroom also facilitated effective and efficient interaction and this in turn created more learning and understanding. This means that the nature and amount of talk has profound bearing on the nature and quality of teaching and learning obtaining in any classroom situation. Lack of time, resource and space has a detrimental effect on students' learning, and especially oral language between peers.

Asking questions, turn allocation, and judging the status of the response are all controlled by the teacher. They assess students' contributions based on their suitability and interest by use of, amongst other things, facial expressions and pointing. This indicates that the teachers did not withdraw from the traditional classroom teacher participation status completely, and take on their roles as discussion leaders or facilitators.

The data of this study supported the conclusion that questions form the basis of classroom interaction. However, I assert that it is not sufficient to look at the structure or type of question. One must inquire how the question functions within the stream of discourse. Most likely that happens when the teacher's question, authentic though it may be, fails to build on what students have been talking about. On the other hand, display questions, when posed in a classroom environment that takes student responses seriously, can further scaffold a deeper understanding of content and a more literate articulation of meaning. This

implies that teachers should be aware of the impact questions have on communication and learning in the classroom, and find ways to improve the use of questions by themselves and their students. Learning occurs as the result of questions; questions serve to focus the objectives of the curriculum and teachers need to be good questioners. Sustained interaction requires the teacher's skillful facilitation and questioning behavior.

Analysis of classroom observation indicated that students construct knowledge and develop reading skills through the support of various media, such as verbal, non-verbal interaction, visual objects, etc. where all have both educational and motivational effect. Even in written texts where print is the predominant mode, the variety of visual aspects (e.g. types of font, type of paper or surface, layout, media, etc.) add meaning to and is an intrinsic part of literacy learning. Because the environment that surrounds children—inside and outside of school—is not only print-rich but also rich with multiple modes of expression, and it is expected that children combine different sign systems to represent, interpret and share meaning with others.

I further concluded that beginning readers utilize all three cueing systems (semantic, syntactic, and graphophonic), where semantic cueing system is the primary one that beginning readers used in this classroom setting. Participants demonstrated numerous strategies in using the graphophonic cueing system. They associated sounds of letters with names, their own and their classmates'. They manipulated carved out three dimensional letters, with peer mediation combined letters taken from two words to create known words and used small sight words. This implies that beginning readers employ various strategies as they learn how to read.

Moreover, based on my findings I concluded that more capable beginning readers often use physical interactions to mediate for their learning peers. This implies that beginning readers need an environment that supports opportunities for more capable peers to use physical interactions to mediate for learning peers. Furthermore, participants used peer pointing to assist learning peers. They also follow the directionality of print when they read for themselves. They continued to point even when they demonstrated sufficiently developed speech to identify objects they noticed. I thus conclude that pointing, gestures, and demonstration were mediating strategies that more capable peers used when verbal mediation of their own or another's was not successful. They need numerous and varied opportunities to build concepts through non verbal interactional strategies often employed by children.

This also implies that classroom organization, space and time play important roles in more capable peers' potential to assist learning peers, and in learning peers' willingness to request assistance. Beginning readers need multiple and varied interactions with peers.

Learners' active participation has broader educational implications as well. A passive approach can only ever scratch the surface of what could be an in-depth and complicated subject. In short, a passive learning environment cannot prepare the students for the skills necessary for their future learning and development and foster their ability to function effectively in this modern.

### **5.3 RECOMMENDATIONS**

This section presents the recommendations forwarded based on conclusions drawn from the findings. The recommendations deal with measures that should be taken to use classroom interactions and improve early grade reading skills, through professional trainings and workshops, and improvement of classroom practices, material design, strategy training, research, etc.

1. For effective interaction to take place teachers are expected to organize their classrooms to include a variety of grouping patterns in their classrooms to create varied opportunities to interact. Classroom organization should include grouping patterns, such as whole group and heterogeneous small grouping, in terms of the students ability, sex, age etc. This range of social configurations facilitates multiple and ongoing literacy interactions and learning opportunities. Literacy development is inherently social, and teachers should form instructional groups in a flexible manner and provide multiple opportunities for more capable peers to mediate for their learning peers. Classroom organization should also include opportunities for peers to work in pairs. Unique experiences and funds of knowledge that children bring to the classroom must be valued and built upon, rather than over looked. To this end, teachers should get frequent in-service trainings that facilitate their effective implementation of flexible grouping patterns, mediation strategies etc.

2. Moreover, a broader range of tools and artifacts can mediate and enhance literacy learning opportunities, especially when they reflect students' lived realities. These tools and artifacts might include documentaries, curriculum programs, music, supplementary texts, popular cultural tools, posters, student or teacher created teaching aids, pictures, video, computers, etc. Teachers can mediate and *re*-mediate a range of social contexts that provide multiple opportunities for students to construct knowledge and develop skills, rather than depend on de-contextualized texts and teaching approaches. An important

implication of this in early grades is that teachers should have an awareness of which modes should be used for what purposes, and draw on them properly and help students learn how to read. Teachers and material designers also need to acknowledge the role of multimodality in learning to read.

3. Literacy contents and activities that predominantly consist of open-ended questions, and familiar are critical in promoting classroom discussion. Considerations to the kinds of professional development opportunities and experiences that will extend and refine teachers' knowledge base in engaging students in talk about text seem essential. One way to prepare teachers to incorporate classroom interaction in their classrooms is to incorporate it into teacher education courses. Shaping the curriculum to include activities that invite children to collaborate on projects within their realm of interest and enable them to use their expertise as learners and thinkers are steps toward fostering talk and the exchange of ideas. Question-and-answer sequences need to be used not only to test knowledge, but also to guide the development of understanding.

4. Very few teachers reported any in-service training in reading methods and pedagogical techniques. But teacher capacity is central to the entire endeavor of early-grade literacy learning. When they are well trained, mentored and supported, teachers can help make the difference between failure and success for the early-grade student's literacy development. Particularly when the teaching methods are new to the teachers, careful and ongoing support of those teachers is critical to ensure effective implementation. In order to mediate to students' reading, teachers need to be trained. Thus, teacher training institutes, colleges and universities in Ethiopia should offer training on mediation so that the teachers can be efficient and effective in utilizing the mediation strategies. This should be supported by specific training for teachers on how to effectively teach children this content. Note that teaching teachers how to teach reading must be language-specific. English, Amharic and Afan Oromo are very different languages structurally, for example, and precision is needed to focus training on how best to improve primary education to help children learn the fundamentals necessary for successful reading, including vocabulary, phonemic awareness, fluency, and decoding using interaction.

5. Collaborating with a range of partners in government, national NGOs and national universities can create worthwhile opportunities for supporting early grade teaching learning. These initiatives provide a rich source of knowledge, finance and technical expertise regarding the conditions and the potential surrounding early-grade literacy in our country. Stakeholders need to strive to create and provide a

physically and psychologically conducive learning atmosphere for all pupils. Necessities such as infrastructure, furniture, literature, stationery, ventilation and lighting should be available, sufficient, safe and good enough in all classrooms.

A. Literacy – specifically, learning to read and write - must be central to the primary education curriculum. Teachers must be trained specifically to teach reading and writing, along with the other language skills of speaking and listening. The time allotted to reading and writing instruction in the curriculum must reflect this priority. In addition to just subject content, teachers have to teach procedures for solving problems and making sense of experience through explicit explanation. This included teachers demonstrating the use of problem solving strategies for children, guiding, explaining to children the meaning and purpose of classroom activities, and using their interactions with children as opportunities for encouraging children to make explicit their own thought processes.

B. Children learn to read and write successfully when they engage regularly with authentic and enjoyable reading and writing activities, and when they master the building blocks of text (letters, syllables, words) within a context of meaningful use of reading and writing. Ignoring either of these two crucial components of literacy makes literacy learning extremely difficult for most children.

C. Courses and teaching materials should be designed incorporating mediational activities so as to change students' conceptions and approaches to reading, and to help them develop their reading capacities. Reading materials of sufficient quantity, quality and variety serve a significant role in successful early grade literacy acquisition – including appropriate materials for reading aloud to the learner. Such materials not only guide students through learning of essential reading and writing skills, they also provide them with a crucial link between skills acquisition and meaningful use of literacy throughout the student's life. Thus Syllabus designers and materials writers need to create syllabuses and teaching materials that are geared towards encouraging students to interact and develop their reading skills. To this end, they must be authentic and meaning-based to encourage interaction among and between the students and the teacher.

6. Talk is at the heart of classroom instruction and, according to the vast research on classroom talk, but an asymmetry of power is created between teachers and students. These asymmetrical relationships are most obvious in the school under study as teachers run to finish the portion assigned to them, and test-based literacy curriculum has become the dominant approach to literacy instruction. Students are reduced

to understanding literacy as answering the “right” questions and reading as many words as possible using IRE structure. The teacher dominates within this structure, while the role of the pupils is limited. Thus teachers need to create more talking space for the students so as to enhance literacy learning. In addition to increasing knowledge by input of the teacher, children should get the chance to *use* knowledge themselves by putting their ideas into words. To this end, extended participation in interaction is thought to be important from a developmental perspective. It is found that this can be established by extension of the IRE structure. When the third position is not used to close the initiation-response sequence, but to elaborate on it, this is found to open up opportunities for extended participation.

7. Many tensions between behaviorist and constructivist approaches to learning were visible during this research, and implementation was confined by these tensions. The need to cover texts and mandated teaching contents and methods seem to have restricted the teacher’s openness to making a pedagogical shift. One major change in making such a shift is establishing a power dynamic that creates a culture in which the teacher is no longer the “gatekeeper of knowledge” thereby allowing students to explore their own and each other’s thinking. Because compliance with mandates was at the forefront of instruction, a genuine shift could not occur. It is important for policy makers, administrators and educators to consider the steps being taken to improve teaching and learning. Restricting teachers and taking decision making out of their hands has led to compliance-based teaching which could result in passive learning. Literacy curriculum should not be seen as a panacea or all-curing, or a sole source of knowledge, but it has to be used as guiding framework, giving teachers room to use their professional expertise. Mandated poor practices such as these may lead teachers to the assumption that covering the syllabus supersedes quality of instruction. It is important for teachers to consider how to navigate the policy induced climates that may be restraining them in order to optimize learning.

8. It is also interesting to note that, although signs of constructivist perceptions were emerging, it ultimately did not seem to influence teacher practices. For example, in my interview with the teachers, they revealed that the use of classroom interaction and group discussion can impact reading skills; their actual practices often appear contradictory. Like many teachers, these participant teachers agreed that collaboration is an essential part of learning. Implementation, however, proved to be difficult. It is important for teachers to analyze or consider their approaches to teaching, learning, and the establishment of a participatory classroom environment that is conducive to active engagement.

9. Schools should device clear parental involvement policies so that a platform for mutual interaction between school (teachers) and the pupils' care givers is put in place. This would be done in order to supplement school in-put through remedial work and home work meant to assist learners especially those who struggle to enable them achieve highly.

10. Schools should ensure that they regularly hold professional meetings aimed at identifying major challenges teachers face in the teaching of literacy in early grades. Particular focus should be on phonics and other approaches necessary in the teaching of literacy skills, which generally appeared to be a great challenge to most teachers during the study. During such school-based meetings experiences should be shared, interventions suggested later implemented, monitored and evaluated in order to address difficulties associated with early literacy teaching in mother tongue.

11. Children have to get sufficient time to explore, investigate, and discuss their accomplishments with others. Having read a passage, the children were discussing comprehension questions and its vocabulary. It took time to illustrate their understandings using pictures and physical interactions. Time would allow children to think deeper and create meaning. They use language to express and represent thoughts and ideas. In some circumstances, meanings are best expressed through words and pictures, whereas in others, movement or three dimensional objects might be preferable.

12. Finally, school administrators should further ensure that they guide, encourage and monitor teachers for young learners to be tolerant, patient, creative, loving and knowledgeable in order to create and sustain a psychologically child friendly learning atmosphere as opposed to a hostile one.

#### **5.4 Directions for Future Research**

While I have been addressing the five research questions involved in this study, more questions have emerged. Thus directions for future research designed to expand upon ideas brought to light in this study seem, to me, almost limitless. In fact, there remain many aspects of early literacy learning and literacy practices that require continued investigation to advance our knowledge about the critical factors that contribute to the success of young learners in reading skills. Hence studies of other educators in different types of classrooms, with different types of students, with differing cultural and linguistic backgrounds, at different levels of education could be undertaken. More research with similar objectives is also necessary in other classrooms, schools, and districts around Oromia.

A particularly fascinating line of research stemming from this study would be to examine the effects of classroom interaction on the development of reading skills over longer period of time. Longitudinal studies could examine changes in reading skills development and meaning making and negotiation to see how it works over time. Learning is a process that happens over time, and learning is mediated through dialogue, we need to study dialogue over time to understand how learning happens and why certain learning outcomes result” (Mercer, 2008, p. 35). Therefore, in order to really understand how classroom interactions contribute to the construction of knowledge, more detailed studies of discourse over time are needed. A closer examination of discourse that is found to be constructive for knowledge development might lead to a closer insight into children’s learning processes.

This research was conducted in a rural district town in a poorly equipped in terms of material resources and educational technology. The findings revealed lack of modern technological equipment that can aid classroom interaction for literacy learning. Had it been otherwise, a very different result would emerge in the study which would also result in a different conclusion and recommendations. Therefore, future research can take on a similar research issue and explore a better resourced school with better educational technology and see their role in classroom interaction and early grade reading skills development.

Finally, this study focused on teacher-student and student-student(peer) interactions, and explored how mediation took place at the two levels of interactions. The results of this study suggest a need for additional studies on peer interaction alone. Future research, thus, may study exclusively peer interaction and mediation on how it contributes to early grade reading skill development.

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## APPENDICES

### APPENDIX 1

#### Symbols and Codes Used in the Transcription

**AT**= transcription or data from audiotape, **VT**=vidiotape, **FN**=field notes, **TI**=teacher interview, **SI**= Student Interview

**T** = Teacher

**S** = Student

**Ss** = Students

**R**: Researcher

**Sx**= Represents an unidentified speaker student

// = A point where the teacher and the student(s) talk or act simultaneously

(xxx)= indistinct or inaudible utterances either due to recording quality or distractions

G1SB = Grade One Students' Textbook

G1TG= Grade One Teacher's Guide

(1) =Wait Time (Extended Wait Time to the nearest second)

() =empty parentheses: non-transcribable segments of talk

!= exclamation marks: used to indicate the expression of surprise or shock

**Bold** = shows emphasis (phonological prominence) relative to surrounding talk.

**te:xt** = Stretched sounds

↑↓= intonations(Rising and falling respectively)

(.) = Pause or hesitation in verbal language production

|| =Simultaneous speech among students

*(Italic)* =Commentary on non-verbal or verbal activit

## APPENDIX 2

### Observation Checklist

Merriam(1998:97-98) suggests the following as an observation checklist:

#### Physical setting:

- What is the physical environment like?
- What is the context?
- What kind of behavior is the setting designed for?
- How is space allocated?
- What objects, resources, technologies are in the setting?

#### The participants:

- Who is in the scene and what are their roles?
- How many people?
- What brings these people together?
- Who is allowed here?
- Who is not here who would be expected to be here?
- What are the relevant characteristics of the participants?

#### Activities and interactions:

- What is going on?
- Is a definable sequence of activities?
- How do people interact with the activity and one another?
- How are people and activities connected or interrelated from participants' or researcher's point of view?
- What norms or rules structure the activities and interactions?
- When did the activity begin?
- How long does it last?
- Is it a typical activity, or unusual?

#### Subtle factors:

- Informal and unplanned activities
- Symbolic and connotative meanings of words
- Non-verbal communication- dress, physical space
- Unobtrusive measures, e, g., physical clues

#### My own behavior:

- How is my presence affecting the scene?
- What do I say and do?

## APPENDIX 3

### Teacher Interview Guide

First of all, I'd like to express my gratitude for your willingness to do this interview with me. I'm a PhD candidate, and currently undertaking a research project as part of my PhD program. The project sets out to explore the nature of classroom interaction in the development of early grade reading skills. Thus your genuine response to the questions will hopefully contribute to the success of the study. So, if we may begin:

1. Can you describe your philosophy of teaching reading?
2. How long have you taught reading in a primary school?
3. Have you ever taught early grade reading, like Grade One or Two before? If so, how long?
4. What does it take to be a good early grade reading teacher? That is what instructional practices make up the most important part of reading instruction?
5. What instructional materials make up the most important part of your reading instruction?
6. What do you think about how students best learn to read?
7. What has influenced your belief system about teaching reading?
8. Do you think classroom interaction supports early grade reading skills development? Or is there connection between classroom interaction and learning to read? Please explain.
9. How do you think should early grade readers be supported to enhance their reading skills? Please tell me the role of talk here.
10. Please talk about the instructional strategies and materials (e.g., instructional resources, textbook, school library books) you use in your school or reading class.
11. Describe how you use language to teach.”How do you encourage, or initiate students to talk?
12. Think of all the different ways you communicate with your students throughout the day. What are all the different ways you communicate with your students? Questioning them, snapping finger, give the teacher look, probing, etc. Do you use any more non-verbal language cues?
13. Can you describe your roles as a reading teacher? What is the role of teacher's talk in early reading classes?

14. Do you allow your students to interact with each other in their groups? In other words do you give them considerable talking space during classroom activities?

15. Do you think knowledge comes only from the teacher or textbook?

16. Do the students help each other? What role do the students take up in your class?

17. Do you use only the student text or other supplementary materials as well? If so, what additional activities do supplement?

18. Please talk about your usual classroom organization, student grouping, in teaching materials, students, arrangement of classroom furniture, institutional constraints, time tabling, programming and lesson planning.

19. How do you make decisions about things such as: desk arrangement, grouping patterns, time allocation, etc?

20. Please talk about your pedagogical plans (some planned activities) for reading lessons. In other words, Could you tell me how you plan teaching methods and activities you have in your reading lessons? How much planning time goes into your reading instruction?

21. Please talk about the challenges your students might encounter in learning to read in early grades. . What are the main factors that inhibit effective classroom interaction?

22. Any other comment regarding reading and classroom interaction?

**Thank you!!**

### **Student Interview Guide**

1. In a reading class do you like working by yourself or with others?

2. Do you like helping other children during reading lessons? What and how?

3. Do you ever have other children teach you in a reading class? What? How? Who gives you the most support in your reading? In what way(s)?

4. How do you see your own reading skills? What do/don't you like about reading instruction?

5. How do you think should early grade readers be supported to enhance their reading skills?
6. Does your teacher encourage you to improve your reading skills? How?
7. Does your teacher allow you to work in a group or with peers? If so, how do you help each other?
8. Do you think peer interaction is helpful to develop reading skills? How?
9. Do you usually engage in classroom interaction? If so, when? Why?
10. Do you think knowledge comes only from the teacher or textbook?

**Thank you!!**

## **Appendix 4**

### **Support Letters and Consent Forms**

#### **A: Consent Form**

#### **TO WHOM IT MAY CONCERN**

Dear Sir/ Madam/Student,

#### **CONSENT TO BECOME A PARTICIPANT IN THE RESEARCH STUDY**

The research is entitled “The nature and role of classroom interaction in developing early grade reading skills”. This is being carried out to elicit information from participants on the role interaction plays in children’s early reading skills.

All participants are at liberty to choose a convenient time for the interview. This study is to fulfill an academic requirement, therefore all information provided will remain confidential, and anonymous. Your consent is needed to enable the researcher carry on with this research.

I agree to be a participant in the research and consent to be observed and interviewed as well as be audio-recorded. I have read the information letter and agreed to the terms of participating in the research.

Signed (Research Participant): \_\_\_\_\_ Date \_\_\_\_\_

Email address \_\_\_\_\_

Signed (Researcher) \_\_\_\_\_ Date-----

Email address: getachewteshome81@yahoo.com

## Support Letter

Mana Barumsaa \_\_\_\_\_

Dhimmi: **Deggorsa Gaafachuu**

Obbo Geetaachoo Tashoomaa dhimma qorannoo degirii sadaffaa(PhD) wajjin walqabateen odeeffannoo(data) funaannachuuf deggorsa waan nu gaafataniif manni barumsaa keessani kana hubatee odeeffannoo barbaadan kana daawwii daree fi gaafannoon funaannachuu akka danda'aniif deggorsa barbaachisu akka gootaniif kabajaan isin gaafanna.

Nagaa Wajjin!!!

## Notification of the Research Purpose and data collection Procedures

**Research Problem:** *Exploring the Nature and Role of Classroom Interaction in Early Grade Reading Classrooms*

**Researcher:** Getachew Teshome Tasissa

**Objective:** What is the nature of classroom interaction in early grade reading literacy classes?

The researcher is not at the school to evaluate the performance of the teachers or to report their behavior to the administrators. He is observing the children and their responses to the teacher and how this kind of talk contributes to early grade reading skills development. Thus teachers and students are expected to be free, honest, comfortable and act naturally during the data collection processes so that reliable information will be gained. Data collected will be used and eventually contribute to the success of early grade teaching and learning and not otherwise.

**Data collection methods and instruments:** Data for this study will be collected through direct classroom observation, field notes, audio & video recordings, document analysis and interview, and this may extend for weeks. Information obtained will be kept highly confidential, and real names of the school and participants will be changed to pseudo names in the report.

**Classes/Grades Observed:** Grades 1,2,3 only

**Observer Status/Roles:** Non-participant observer .i.e. Simply sitting and observing classroom interaction, and sometimes out-of-class informal observation of the children's interactions

**Frequency of observation:** every reading class on daily basis

In the meantime the researcher is willing(if need arises) to share experiences on theories and practices of early grade reading instruction based on his literature knowledge of the problem under study.

**Thank you in advance!!**

Addis Ababa University  
College of Humanities, Language Studies, Journalism  
& Communication  
Department of Foreign Languages & Literature  
☎ (251) 1 239728 Fax N° (00251) 1 239729  
Email: info@dfll.aau.edu.et



አዲስ አበባ ዩኒቨርሲቲ  
የሂዩማኒቲስ፣ ቋንቋዎች ጥናት፣ ጋዜጠኝነትና ኮሙኒኬሽን ኮሌጅ  
የውጭ ቋንቋዎችና ሥነ-ጽሁፍ ት/ክፍል ኃላፊ  
☒ 1176

**Date :** / /

**To Whom It May Concern**

----- (ID. No. GSR/-----  
-----) is a graduate student at the Department of Foreign  
Languages & Literature, Addis Ababa University. He is currently engaged in  
his PhD thesis research entitled"-----  
----- . I am,  
therefore, writing this to request your good office/organization to  
cooperate with him in the course of his/\* data collection endeavor.

With regards

  
Emwedish Jemal (PhD)

Coordinator, Graduate Programme ( DFLL)



## APPENDIX 5: Transcriptions

### Video Transcripts(Afan Oromo Version) Grade One

Lesson Transcripts of Teacher A Date: 04/ 09/ 08(EC) Time: 8:00 A.M. Grade:one

T: Attam bultan ?

Ss: Nagaa galata Waaqayyoo (*Ol ka'anii*)

T: Taa'aa

Ss: Tole B/sa (*ni taa'ani*)

T: Kaleessa maal baranne?

Ss:( xxxx) (*B/ttoonni ni guungumu*)

T: Shhh!!! .....(*B/taa callisiisuuf*)

Ss: (xxxx) (*Ammas ni guungumu*)

T: Hin wacinaa jechaan jiraam. (*B/saan ulee xiqqoo ittiin agarsiisuun gabatee rukute*).

Ss: (*Kutaan tasgabbaa'e*)

T: Tole. Yeroo darbe maal baranneen jedhe.

Ss: Qubee dacha

T: Tole. Qubee dacha. Qubee dacha eenyufa'I jenneree?

Ss: Sh, dh, ny, ch, ts.

T: Baayyee gaarii. Amma tokko tokkoon dhuftanii barreessitu.Eenyutu qubee “ch” barreessa?

Ss: B/saa! B/saa! Kunoo! Kunoo! (*sagalee guddaa dhageessisaa harka kaasan*)

T: (*B/taan dhiiraa tokko hafeera*)

Sx: (*Ka'ee barreesse- sirriitti barreesse*)

T: Sirrii dha?

Ss: Eeyyee (*sagalee tokkoon*)

T: Baayyee gaarii. Harka rukutaafiikaafii

Ss: (*Harka rukutu*)

T: Amma ammo eenyutu “TS”barreessa? “TS” (*irra deebi'e*)

**Ss:** Ana B/saa! Kunnoo B/sa. Nan barreessa

**T:** Shamarran keessaa. Shamarran. Tole, Seenaa

**Se:** (*Kaatee sirriitti "TS" barreessite*).

**T:** Baayyee gaarii. Harka walitti rukutaafiika.

**Ss:** (*B/toonni harka rukutu*)

**T:** Amma immoo eenyutu dhufee "Dh" barreessa? "Dh" 'Dh'

**Ss:** B/sa! B/saa! Kunnoo! kunnoo!

**T:** (*Shamarree tokko hafeere*)

**Sx:**(kaatee 'd' barreessite.)

**T:** Akkam sirrii dhaa?

**Ss:** Sirrii miti.

**T:** Yaalli kee gaarii garuu kun 'dha' miti 'd' dha. Kuni qubee maaliiti ijoolle (B/taattii garagalee)

**Ss:** 'd' 'd' (walfaana)

**T:** Dogoggora kee agartee? ('d' tti quba qabee)

**Sx:** Eeyyee.

**T:** Tole. Kana biraa eenyutu "sh" barreessa sirreessee?

**Ss:** Kunnoo! Kunnoo! B/sa!

**T:** Shhh....Hin wacinaa! Naamusa. Kottu saaraa

**Sa:** (*Sirriitti barreessite*)

**T:** Baayyee gaarii. Kottu ati immoo 'ny' barreessi (B/taa dhiiraa tokkootti quba qabee)

**Sx:** (*dhufee 'ny' sirriittiin barreesse*)

**T:** Sirrii dha? (*B/taatti garagalee*)

**Ss:** Eyyee (*wal duukaa*)

**T:** Baayyee gaarii. Amma ammo faaruu Qubee faarfaanna isa yeroo darbe baranne yaadachuuf. Beettu mitii faaruu qubee? Enyuutu faarfata?

**Ss:** Kunnoo! B/Saa! B/saa

**T:** Shhh!!.... Amma waaldukaa jettu 1, 2, 3

**Ss:** A- Abbaan koo na waamee

**B-** Balbala cufi jedhee

**C-** Caaltuunis na waamtee

**D-** Dafii kottu naan jettee

**E-** Eeyyee kaa dafeen dhufaa

**F-** Fagoo miti manni koo

**G-**Gaangoo yaabbadheen dhufaa

**Z-....**(hanga ‘z’ tti sagalee fi harkaa rukutaa faarfatan )

**T:** Baayyee namatti tola. Amma immoo qofa qofa jettu. Eenyu abbaan as ba’ee qofaa isaa dhaabbatee jedhu?

**Ss:** B/saa nan farfaadha. Nan faarfadha (*harka baasan*)

**T:** (*B/taa dhiiraa tokkoo hafeere*)kottu as b/ttootatti gargalii faarfadhu.

**Sx:** (*Tole jechuusaa boquu ol kaasuu agarsiise*). (*Sirriitti faarfatee fixe*).

**T:** Baayyee gaarii (*Baaraticha gara bakka issaatti qajeelche*) kan biraa (2x)

**Ss:** Kunoo !kunoo! (*sagalee baayyee*)

**T:** Calisaa! Amma immoo faaruu qubee dubbachiiftuu qofa !qofa!

**Ss:** B/saa! B/saa!

**T:** Me walduukaa sagalee ol kaasaa jedhaa.

**Ss:** Dubbachiiftuu shantu jira. Isaanis ‘a’ ‘e’ ‘I’ ‘o’ ‘u’(*sagalee tokkoon ‘u:’ baayyee dheeressanii*)

**T:** Baayyee gaarii. Amma immoo qofaa jettu.

**Ss:** Kunoo, kunoo, kunoo, B/sa

**T:** Kottu(*B/taa dhiiraa tokkotti quba qabee*)

**Sx:**(*Ni dhufe. B/taatti garagalee dhaabbate*)

**T:** Qubee dubbachiiftuu shantu jira.....’jalqabi

**Sx:** Qubee dubbachiiftu shantu jira. Isaanis ‘a, e, i, o, u, (*sagalee xiqqoon*)

**T:** Sagalee ol kaasi

**Sx:** Qubee dubbachiiftuu shantu jiraa. Isaanis ‘a, e, I, o, **u:**(*qubee dhumaa dheeressee*)

**T:** Gaarii. Kan bira.

**Ss:** Ana! B/sa (*Harka kaasaa*)!

**T:** (*Shamarree tokkotti quba qabee*). Kottu

**Sx:** Dubbachiiftuu shantu jira isaanis ‘a, e, I, o, **u:**

**T:** (*Sagalee ol kaasi. Harkaan akka ol kaastu mallattoo kennee*)

**Ss:** (*Ni wacu*)(xxx)

**T:** Shhiii!!.... Dhaggeeffadhaa. Faaruun in ga’a. amma ammo maaltu itti fufa beettuu?Qubee dachatiin jecha barreessina.Tolee?

**Ss:** Tole(*Barnootni guyyaani xumurame*)

### **Kutaa 1ffaa, Barannoo 2ffaa**

**T:** Nagaa jirtuu?

**Ss:** Nagaa galata Waaqi

**T:** Kaleessa Qubee Dachaa baranneerra mitii?[*B/ttoonni ni wacu*

**T:** Callisaa!!

**Ss:** Ammas ni wacu.

**T:** (*B/taati gargalee*). **Callisaa!** (*harka rukute*)

**Ss:** (*Ni tasgabba’e*)

**T:** Akkuman kaleessa jedhe hari'a Qubee Dachaan jecha barreessina. Isinii galee? (*B/taatti garagalee*)

**Ss:** Eyyee

**T:** (*Gabateeti garagalee fakkeenya sadii barreesse*)

**Ch---** chaappaa

**Ny---**nyaara

**Dh---** dhadha(*qubee jalqabaa jecha keessaa jala muree tokkoo tokkoo jechoota sagalee ol kaasee eege jedhee.Booda akka b/taan dukaa bu’ee jedhuu ajaje*)

**Ss:** **Ch---**chaappaa

**Ny---**nyaara

**Dh**---dhadhaa

**T:** Mee amma immoo barreessaa

**Ss:** (*Dabtara baafatanii barreessu (xxx)*)

**T:** (*Keessa deemee ilaala, to'ata*)

**Ss:**(*Sagalee guungumii hin dhaga'amne. xxx*) b/ttoonni kan wal gargaaru, walitti agarsiisu xxx)

**T:** Dubbis mee kana (*Qubee 'dh' tti quba qabee dabtarii baratichaa irraa*)

**Sx:** 'Dh' (*jedhee sirriitti dubbise*)

**T:** Kunoo? (*Ts tti quba qabee*)

**Sx:** 'Q' (*Dogoggora ture*)

**T:** 'Q' miti 'TS' dha. (*gara garee biraatti darbe*)

**Ss:** B/sa! (kan keenya ilaalaa)

**T:** Naamusa eega

**Ss:** B/saa fixneerra (*B/saa nuu ilaalaa*)

**T:** Warri hin fixne hojjedhaa fixaa bor fidaa. Barumsa keenya har'a asirratti xumurra. Manatti irra deebi'aa wal shaakalchiisaa. Qubee dacha meeqatu jira? Qubee dubbachiiftuu meeqatu jira jennee?

**Ss:** B/sa! B/saa!

**T:** Caala? B/saa kunoo!

**Ch:**Qubee dubbachiiftuu 5

**T:** Qubeen dachaahoo ? Lattu?

**L:** Shan

**T:** Baayyee gaarii. Me akka fakkeenya hari'a hojjennen qubee dacha warra hafaniin jechoota ijaaraati bor fida kottaa. Hojjii manaati. Isinii galee?

**Ss:** Eyyee B/sa

**T:** Tole. Bor wayittii itti aanutti wal agarra(*Barannoon guyyichaa ni xumurame*)

**Tiraanskiriipitii Barannoo 5ffaa, Kutaa 1ffaa**

**T:** Akkam ooltan?

**Ss:** Nagaa galata Waaqi

**T:** Hari'a gilgaala fuula tokko hojjenna.(*Firoomsii jedhee gabateerratti barreessee*).Maal jedha ajajisaa?

**Ss:** Firoomsii dha

**T:** Maal maalitti firoomsu?

**Ss:** Qubee guddaa fi xiqqaa

**T:** Gaarii me akka garee keessaniitti waliin hojjettu.Qubee guddaa "A" jala jiru Qubee xiqqaa "B" jala lijuujjin walitti firoomsitu.Isinii galee?

**Ss:** Eeyyee.

**Sx.** B/sa kitaaba hin qabnu

**T:** Kottu warra kanatti dabalami.Ati immoo(B/taa akkasaa kitaaba hin qabnee kan biraatti quba qabee) warra kanaajjin hojjedhu.(*Hojii gareef daqiiqaa 10 kennee*). (*Hanga sanatti gareerraa gareetti naanna'ee to'ata, gargaara*).

**G1**(Garee 1ffaa): Garee 1ffaan nama sadii qaba.Galaanee, Jaallanneefi Hawwii dha.Mari'atanii hojjechaa jiru.

**T:**Firoomsitanii?

**J&G:** //Eeyyee

**T:** Akkam gootanii?

**J:** Qubee guddaafi qubee xiqqaa wal agarsiisne.Ilaa qubee guddaa isa kana qubee xiqqaa isa kanatti firoomsine.

**T:** Qubeen kun maal jedhama?

**G:** Kuni "R" guddaa dha kun ammo "r" xiqqaa dha.

**H:** Kun "N" guddaa, kun"n" xiqqaa.

**T:**Baayyee gaarii.Me Galaane yoo maqaa kee barreessitu qubee isa kam fayyadamta?

**G:** Isa kana(*G guddaatti fiixee qalamaa qabdee*).

**T:** Inni maal jedhama?

**G:** 'G' guddaa

**T:** Me ammaimmoo maqaa Hawwii barreessi Galaane

**G:** Galaaneen maqaa Hawwii'Hawwi' jettee barreessite.

**H:** Sirrii mitii."I" tokko asiiti dabalii "ii" godhi(*Qalamaan agarsiisaa*).

**G:**(*Guuttee barreessite*).

T:Me atimmoo Hawwii kan Galaanee barreessi.

H: ('Galaanee'jettee barreessite)

G:Isheenoo sirrii miti.'a' tokko itti guuti jette.Qalama harkaa fuutee,"Galaanee" jettee barreessite.

T: Baayyee gaarii.(*Kan B/ttoota kaaniisi irra deemee ilaale sororeef*).Tole kan warra kaaniimmoo borin ilaala.

### **Tiraanskiriipitii Viidiyoo Kutaa Iffaa, Barannoo 6ffaa**

#### **Mata Duree: Walitti Makmakuufi Qoqqooduu**

T: Barannoon keenya hari'aa walitti makuufi qoqqooduu jechootaa ti.Fuula 97 baafattu

Boo + yyee== booyyee

(*Erga gabatee gurraacharratti barreessee qubaan agarsisaa sagalee olkaase kutaaf dubbise*). Eenutu dhufee isa itti aanu barreessee akkasitti dubbisa?

S1: Moo+yyee== mooyyee (barreessite qubeen agarsiisaa tokkoon tokkoon sagalee dubbifte)

T: Baayyee gaarii. Isa itti aanuuhoo?

S2: Baa+yyee=Baayyee

S3: Gu+yyaa= Guyyaa

S4: Fa+yyaa=Fayyaa

S5: Ha+yyuu=Hayyuu

(*Shaakala kana keessatti B/ttoonni akkaataa qubee "yy"n itti jabaatu baratu.Akkasumas sagalee qoqqoduufi walitti makuu baratu*).

#### **Hudhaa(')**

T: Me amma immoo hudhaa ilaalla. Fuula 99 baafattu

Ss: (Kitaaba isaanii fuula 99 baafatan)

T:Sa+ 'a= Sa'a(*Sagaleewwan jecha kana keessa jiran erga waamee booda walitti dabalee irra deebi'ee walitti waamee sagaleesse. B/ttoonnis isa duukaa sagaleessan*). Akka fakkeenya kanaatti eenyutu jecha re'ee jedhu barreessee sagaleessa?

Sx: Re+'ee= Re'ee jedhee erga barreessee booda akka B/sichaatti sagaleesse

(*Gochoonni kun fakkiin kan deggeraman waan ta'aniif ijoolllee hin rakkisne*)

### **Kutaa Iffaa, Barannoo 7ffaa**

#### **Hawwii fi Guyyoo – wal baruu**

**T:** Kitaaba keessa fuula 97 baafadha (*gabatee gurraacha irratti mata duree ‘wal baruu’ jedhu barreesse*).

**Ss:** (*Kaan Kitaaba baafatainnikaan immoo isa B /saan boordiirratti barreesse garagalcha*)

**T:** *Dubbisaa gabaabaa ‘Wal boruu’ jedhu sana erga barreessee boda sagalee ol kaasee B/taaf dubbise, borattotni ni dhaggeeffatu( B/Saan bitaa gara mirgaatti deemuun agarsiisaa dubbisa)*

**Ss:** (*Erga B/saan dubbisee fixee booda B/ttootnilama lama ta’anii sagalee ol kaasanii waliin dubbisu*).

**T:** Kottu Lata (*B/taa Qananii bira teessise*)

**Lata:** (*Qalama irra butaa Qananiif dubbisiise*)

**K:** (*Dukkaa bu’e dubbise;Innis agarsiisaa*)

**T:** (*B/saan Jaallee dubbisiise*)

**J:** (*Jaalleen qalamaan agarsiisaa barsiisaa duukaa buute dubbiste*)

**T:** Hawwiin eenyuun argite?(*Gara B/ttootaatti garagalee.Gaaffii dubbisarratti hundaa’e gaafate*)

**Ss:** Guyyoo argite

**T:** Hawwiin yeroo Guyyoo argite maal taate?

**Ss:** Ingammadde

**T:** Maaliif gammadde?

**Ss:** Guyyoo waan argiteef

**T:** Guyyoo immoo ni gammadde moo ni gadde?

**Ss:** Ni gammade

**T:** Guyyoo isa kam suuraa kanarraa?

**S1:** Isa surree uffatu gara mirgaa

**T:** Hawwii noo?

**S2:** Ishee gara bitaa gurdii uffattu

**T:** Maal gochaa jiru?

**Ss:** Wal dubbisu

**T:** Hawwii fi Guyyoon erga wal baranii maal walii ta’ani?

**J:** Hiriyyaa

T: Baa:yyee gaarii.Bor ammoo dubbisa waa'ee Re'ee dubbisna

**Kutaa 2ffaa**

**T B**

**Yeroo: W.D. sa'a 8**

T: Akkam ooltan?

Ss: Nagaa galata Waaqi

T: Kitaaba keessan fuula 102 baafattu.Garee gareen hojjenna(*B/ttoota akkaataa walitti dhiheenya isaaiitti gurmeesse*).

Ss: (*B/ttootni akka akka gareesaaniitti hojii garee hojjetu*).

T: Gareen Abdiifaa(garee 2ffaa)gaaffii 2ffaa maqaan hirriyyaa keetii eenyuu? Huccuunshee akkam bareeda? Isa jedhu irratti mari'adha. **Kitaaba fuula 102**

S1: Fuula meeqaaa?

S2: Fuula 102

T: Garee Saamu'eelfaa garee 1ffaa dha. Gaaffii 3ffaa "huccuun ishee akka bareeda?" isa jedhurrattii mari'adhaa.

**Abdii:** 'Maqaan hirriyyaa keetii eenyu'' (*Abdiin ala sadii dubiise qalama isaan argasiisaa*) Asitti mallattoo maliitu gala jedhee warraa kaan gaafata.

**Bontu:** Xuqaa.

**Lalise:** Raajeffannoo

**Abdii :** Mallatto rajeffannoo isa kam?

**Bultii:** Isa kana (*Agarsiisaa*)

**A:** Maqaa gaafateem. Eenyuu(*Jabeessee*). Kanaaf maal ta'aree?

**B&Ch:** //Mallattoo gaaffii

**A:** Eeyyee.Sirrii. Huccuun ishee akkam bareeda

**B:** Gaaffiidha

**Ch:** Gaaffii miti. Raajeffannoo dha

**A:** Raajeffannoo dha maaliif beektaa?"Huccuun ishee akkam bareeda" (2x). Huccuun ishee baayyee bareeda waan ta'eef aajeffate

**Ch:** Eyyee sababa baayyee bareeduuf raajeffannoo ta'a

**A:** Kunnoo! Margituun buna danfisiti

**B&Ch:** //Mallattoo xuqaa

**A:** Correct. Leensaa Hawwii Boonsaan obbolaa dha (*Qalamaan argisiisaa*) maal ta'a?

**Ch:** Xuqaa

**A:** Hi'inkoo

**B:** Maaliif ?

**A:** Leensaa fi Hawwiin nama lama.Kanaaf ni qoodamu. Kanaaf qoodduu ta'a.

**Ch:** Dhumarrattii hoo?

**A:** Xuqaa

**B:** Sirrii dha

**A:** Kun immoo maal jedha?

**B:** Minaan buddeen ta'uu danda'u maal fa'i?

**A:** Maal fa'i

**Ch:** Xaafii, boqqolloo,

**B:** Garbuu

**A:** Miti. Garbuun daabboo ta'a

**Ch:** Sirrii dha

**A:** Meeshaa bukoo ittii bukkeeffamu maal jedhama

**B:** Okkotee

**Ch:** Qoda buukoo

**A:** Sirrii dha.

**A:** Dubbisa dubbisna. Mana barumsaa deemuun dura maal gochuu qabdu?

**B:** Waayyaa uffachuu

**Ch:** Ciree nyaachuu

**Ss:** (*kkk!! Itti kolfu*).

**A:** Miti. Maal fa'i walii galatti

**B:** Qophii

**A:** Eeyyee. Yeroo qormaata hojjettu maal hordofuu qabda

**Ch:** B/saa

**B:** Qajeelfama

**A:** Sirriidha

**T:** Me akkamitti hojjettan?

**A:** Akkamittii beettu? Fkkf “ maqaan hiriyaa keetii eenyu? yeroo jedhu sichii deebii itti deebifna mittii?

**T:** Eeyyee

**A:** Sababa kanaaf mallattoo gaaffii fudhata

**T:** Eessa gala?

**A:** Kunnoo addana gala (*dhuma imaatti fiixee qalamaan agarsiisaa*)

**T:** Dabtararratti akkasiti barreessitaniittuu?

**A:** Kunnoo! (*agarsiisaa*). Inni ittaanu immoo “Huccuun ishee akkam bareeda” jedha kuni immoo maal ta’aa in bareeda waan ta’eef gammachuu ibsa. Kanaaf mallattoo raajeffannoo fudhata asitti(*agarsiisaa*).

**T:** Tole. Tooftaan ittiin deemtan namatti tola

**A:** Inni 3ffaa immoo “mana b/saa ni deemtaa” jedhe. Ykn nan deema ykn immoo hin deemu jechuu waan dandeessuuf mallattoo gaaffii ta’a.

**T:** Very good

**R:** Amma gareen hojjechaa jirtu. Waliin hojjechuun bu’a qaba jettuu?

**Ss:** Eeyyee

**R:** Akkamitti?Maaliif?

**A:** Walii ibsina. Yoo ani walaallee inni(*agarsiisaa*)naa ibsa.Isa Inni wallaale ammo natu ibsaaf. Waan inni beeku ani wallaaluun danda’a. waan ani beeku immoo inni imoo wallaalu danda’a. Kanaaf wal deggerra.

**R:** Kana keessatti haasa’uun bu’a qaba jettu?

**Ss:** Baayyee malee haasofnee walii ibsina mitii?

**R:** Kan biraa eenyutu isin gargaara?

**A:** B/saa fi maatii keenya . Fkk "Mana brumsaa ni deemtaa" Isa jedhu kan gaaffii ta’uu isaa sagalee ol kaasanii dubbisanii fukkeenyaa nuu ta’u. "ni deemtaa?"(*Birsaga dhumaa jabeessee*).Achumaan qubee dubbachiiftuu lama ta’uu isaas bakka nuti dogoggorutti nuttii himu

**R:** B/Saan atttamitti isin gargaara?

**A:** Fkk nuu kenna, nu jajjabeessa nu gorsu, irra deddeebi’anii nu ibsuu, hojii manaa nu kennu.

**R:** Imm...Isinoo maal gootanii carraaqxu?

**A:** Nutis immoo kitaaba garaagaraa dubbifna, karaa faarra yeroo deemnu.Barreeffama garaagaraa dubbifna. Warri keenyas kitaaba nuu bitu nutis akka dabalaataatti isa dubbifna gaafii wallaalle wal gaggaafanna, maatii gaafanna, B/saas ni gaafanna.

### **Kutaa 2ffaa, Barannoo 3ffaa**

#### **Dubbisa**

**T:** Akkam bultani?

**Ss:** Nagaa galata Waqi

**T:** Me kitaaba keessan fuula 133 baafadha. Har’a dubbisa dubbisna. Innis waa’ee ilaalcha dogoggoraati. Dura lama lamaan walitti siqaatii sagalee gadi qabaa dubbisaa. Dura mata duree "**Ilaalcha dogoggoraa**" jedhu dubbisaatti fakkii mata duree sana cinaa jiru ilaalaa. Ilaalchi dogoggoraa maal fa’i? Lama lamaan ykn sadi sadiiin mari’adhaa(*B/ttoota gurmeesse*)

**Ss:** (*B/ttoonni ni mari'atu*)

**Marga:** Ilaalchi dogoggoraa malii? Beektaa?

**Duulee:** Hubannaa dogoggoraati natti fakkaata.

**Lattuu:** Eeyyee. Ilaalcha sirrii hin taane jechuudha.

**D:** Garuu kun waan akkamii fa’ii?

**M:** Fkk: butii, danna qabaa shamarranii fi kkf

**L:** Mata dureesaa ilaalimee. Waan ilaalchaajjin walqabate fakkaata malee gocha miti

**D:** Sirrii. Ilaalcha waan akka shamarran dadhaboodha jedhanii yaaduufaa

**M:** Ishii..... Me suraa (fakkiin)kun maal sittii fakkata(*Suuraa agarsiisaa*)? Namichi kun ulee qabatee dabtara baatee manantsarii guraachaa ka’atee deemaa jira. Kun maal agarsiisa ?

**D:** Barataa dha fakkaata.

**M:** barataan ulee baataa?

**D:** Kkkkk!!!( *Kolfaa*)jaamaa dhaa ree?

**M:** Eeyyee sirrii

**L:** Me haa dubbisnu caalaatti hubachuuf

**M:** (*Margaan sagalee gadi qabee qalama isaa irra butee dubbisuu jalqabe. Duuleen dukkaa buute*)

**T:** Fixxaanii?

**Ss:** Eeyyee.

**T:** Tole amma immoo al tokkon isiini dubbisa sirriitti dhaggeefadhaa (*B/saan ni dubbisa /B/ttootni kitaab asaaniirraa duukaa bu'u*).

**T:**(*B/saan dubbisee fixe*). *Gaaffii dubbisarratti hundaa'e deebisaamee. Roobaan dhalootaan nama akkamii ture ?(2X)*

**S1:** Qaro dhabeeyyii ture(*harka rukutanif*)

**T:** Qaro dhabeeyyii ture baayyee gaarii dha. Gaaffii 2ffaa Roobaan barumsa akka hin baranne maaltu isa taaasise?

**S2:** Ilaalcha dogoggoraa?

**T:** Ilaalcha dogoggoraa eenyu qabu?

**S2:** Hawaasni sun qabu (*harka rukutu*)

**T:** Baayyee gaarii: Amma immoo bakka duwwaa guuttu(*gabatee irratti barreesse*)

**T:** Roobaan godina Shawwa Lixaatti .....

**S1:** dhalate

**T:** Maatiin Roobaa .....ni morman. Maal morman

**S2 :** Yaadicha

**T:** Yaadichi maal turee?

**S3:** Barachuu Roobaa

**T:** Baayyee gaarii. Amma immo hima ijaarra, lama lamaan mari'attu. Jechoota **barumsa, ilaalcha, maatii** jedhu fayyadamtu .

**Fkk:** Tolaan **ilaalcha** gaarii namaaf qaba.

Me akka fakkeenya kanaatti waliin mari'adhaatii hima ijaaraa(Daqqiiqaa 10, cimdiin hojjettu)

Hima ijaaree eenyutu dubbisa? (*B/ttoonni akka ajajamanitti hojjetu.Daqqiiqaa 10 booda B/saan akka dhiheessan gaafate. B/saan giduu deemee ilaala, gargaara*)

**S1:** Daa'imman qaro dhabeeyyiif ilaalcha gochuun gaarii dha.

**S2:** Boonaan m/barumsaa deeme

**S3:** Boonaan barumsa jaallata

**S4:** Barumsi fayidaa guddaa qaba

**S5:** Maatiin isaanii yaadicha ni morman

**S6:** Maatiif ajajamuun barbaachisaadha.

**Lalise:** Maatiin keenya nu jajjabeessu

**Bontu :** Maaliitti? Maliitti nu jajjabeessuu ?

**Lalise:** Barumsatti- for education

**Latu:** Maatiin keenya barumsatti nu jajjabeessu

**Bontu:** Maatiin keenya barumsaati nu jajaabeessu.

**T:** Eeyyee amma gaarii dha

**S1:** Maatii keenya kabajuun gaariidha

**S2:** M/barumsaa dhaquun baayyee barabaachisaa dha

**S3:** Daa'immaniif ilaalcha gaarii gochuun baayyee barabaachisaa dha

**S2:** Daa'immaniif ilaalcha gaarii **qabaacuun** baayyee barabaachisaa dha

**S4:** Ilaalcha gaarii qaama dhabeeyyiif qabaachuun gaarii dha

**Dame:** Ilaalcha (dagoggoraa )3X dogoggoraa dhiisu

**Latu:** Ilaalcha dogoggoraa gochuu dhiisuu

**Dule:** Ilaalcha dogoggoraa qabaachuu gaarii miti

**Dame:** Ilaalchi dogoggoraa gaarii miti

**T:** *(Hima garee gareen hojjetan manaaf akkaa dhiheessun hafeere. Warra dogoggoraaniif duubdeebii kenne).*  
Hima baayyee ijaartaaniittu kanaaf hubannaa gaarii argatteniittu

**Ss:** Eyyee

**T:** gaaffiin jira?

**Ss:** *(Ni callisan)*

**Daawwannaa Daree Kutaa 3ffaa, Barannoo 1ffaa**

**TEACHER C Time:** sa'a 8:00 W.B.

**T:** Akkam ooltan?

**Ss:** Nagaa galta waqaayyoo

**T:** Hari'a dubbisa dubbisna. Kitaaba keessaan **fuula 154** baafadhaa. Mataa dureen isaa “**Dhaaba Bittaa fi Gurgurtaa**” jedha (*B/saan gabatee gurraacharratti barreesse*)

**Ss:** (xxxx) (*B/ttoonni ni guungumu*)

**T:** (xxxx)Shhh!!!!(*B/ttootni ni wacu B/saan B/ttoota callisiisa*) Fuula 154 baafattanii?

**Ss:** Eeyyee

**T:** Abdii ka'i. Magaalaa Mandii keessa jiraatta mitii?

**A:** Eeyyee

**T:** Dhaaba gabaa beettaa?

**A:** Eeyyee

**T:** Dhaaba meeqatu jira? Maal fa'i

**A:** Dhaaba saawwaa,dhaaba midhanii, dhaaba bushaa'ee (*B/ttootni ni kolfu*)

**T:** Maarree kun jira moo hin jiru?

**Ss:** Jira

**T:** Kan biraa?Dhaabi biraa maal fa'i?

**Sx:** Dhaaba shunkurtii, dhaaba bunaa..

**T:** Tole baayyee gaarii.

Gabaa Taammiruu beettu mitii? Jalqaba nama Taammiruu jedhamu tokkotu mana ijaaree waan akka shaa'ee wayii jalqabe.Boodaa shaqaxa itti dabale namnis biratti galee baayyachaa deeme.Adeemsa keessa mannis bayyatee suuqiin daddabalamee achumaan gabaa ta'e.Sanumarraa ka'ee Gabaa Taammiruu jedham.

**T:** Me amma immoo gara dubbisaatti dabarra. Eenyutu dubbisa?

**Ss:** Kunoo B/sa kunoo B/sa!

**T:** Bilise(*Ni afeere*)

**B:** (*Biliseen ol kaatee sagalee olkaastee dubbiste*)

**T:**Carraashe (*Ni afeere*)

**Ch:** (*Olkaatee dubbiste B/saan daree keessa naanna'aa dhaggeeffata*)

**T:** Gaaffiilee dubbisa kana keessaa ba'anin isin gaaffa ammoo. Raajii? akkaataa dubbisichaatti dhaaba waantotaa maaltu murteessaa (*Irra deebi'e (X3 ) (sekendii 2 eege (deebiin hin jiru )*). Tole Qannoo? Maaltu murteessa?( 2x)

Ilaa gabaan jirti mitii achii keessa wantota garaa garaatu gurgurama. Kana maaltu murteessa (2x) Fakkeenya Dhaaba indaanqoo, Dhaaba bunaa fi k.k.f. kana maaltu murteessa? (*Fkn hedduu kenne*) garuu barattootni hin deebifne. Hin jiruu?(2 sec).Bakka jiruufi fedhii gabaatu murteessa.( *ofumaasaatii kennee isa itti aanuttii darbe*).

**Ss:** (*B/ttootni ni wacu*)

**T:** Callisaa. Mitikku. Bakka bituun hin jirretti gurguruun maalif hin jiraatu (2x) (*Deebiin hin jiru*). **T:** Tole Boontu?

**B:** Hin jiraatu. Namatu hin jiru waan ta'eef

**T:** Tole, Carraashe

**Ch:** Waan bitantu hin jiru

**T:** Suuraa

**Sur:** Bakka sanatti waan bitanis namni gurgurus hin jiru

**T:** Sirrii dha (*irra deebi'e*)

**T:** Tole. Gaaffii 3ffaa (2x). Fknf namni korma tokkoo gabaatti geese korma sana inni geesse gurgurachuu danda'aa? Fkn Obbo Taarfaasaatu geeffate haa jennu. Obbo Tarfaasaan korma kana gurgurachuu ni da'anda'aa?

**Ss:** Hin danda'u

**T:** Akkamitti gurgurataree?

**Ss:** B/ttooni wal faana yaada garaagaraa kennan (*waca*)

**T:** Shhh!!... tokkoo tokkoon, harka baasaa ..... Duula (*quba itti qabee*)

**D:** Umm.....yoo.....yooo danbanyaan(*B/ttootni ni kolfu*)

**T:**Shhh!!!

**Ss:** Yoo gabaan ....immm

**T:** Ihii... Caala (*quba itti qabee*)

**Ch:** Giddu deemaan jiraachuun qaba

**T:** Eeeyyee danbanyaa miti gidduu deemaa dha. Giddu deemaan maal jechuudha?Fkf namni tokkoo saawwa gabaatti geeffata. Giddu deemaan dhufee **abbaa kanaa** jedha. Ana jedha inni gurguru. Meeqa jetta jedha Qar.7000. Dhugaansaa meeqa jedha 6500 jedhha. Dhaqee nama bituu fida. Sangaa kana kuma 7000 jedhee 6500nin sitti gurgursiisaa biti gaarii dha 200immoo naaf laattaa jedha. Abbaa sangaan immoo Qar.6500niin sii gurguraa Qar 200 naa kenni jedha. 400 argata.Fkk bittaa manaas itti dabalee kenne. Amma waa'ee barbaachisummaa giddu deemaa maal jettu? Ni fayyadamoo ni miidha?Jiraachuu qabamoo jiraachuu hin qabu?

**Ss:** Jiraachuu qaba. Kaanimmoo jiraachuu hin qabu.

T: Maaliif.

S1: Nama gowwoomsu

S2: Nama walitti fidee walbichisisa waan ta'eef gaarii dha

S3: Ofiisaaf ni fayyadaa namas ni fayyada.

T: (*Fayidaafi miidhaa giddu-deemaa irratti muuxanno dhuunfaa fkk kennee*) Kanaaf giddu-deemaan namas ni miidha, ni fayyadas. Egaa..... jallattanis jibbitanis giddu deemaan jiraachuu qaba moo hin qabu?

Ss: Jiraachuu qaba

T: Jiraachuu qaba. Asiis achiis walitti fida.

### Grare Three Reading Lesson(F. 145): Eebba Guyyaa Gaa'elaa

T: Akkam Bultan?

Ss: Nagaa galata Rabbii

T: Me kitaaba keessan fuula 145 baafadhaa. Dubbisa mataduree. " **Eebba Guyyaa Gaa'ela**" jedu dubbisna. Tolee? Baafatanii? (*Gabatee gurraacharratti mata duree barreesse*)

Ss: Eeyyee

T: Eenyutu dubbisa? Tole, Carraa?(*Carraan harka kaasnaan hafeere*)

**Chara:** (*Sagalee olkaastee dubbisuu eegalte*)

*/ Eebba guyyaa gaa'elaa/ ...yeroo tokko....intalli...dureettii jedhamtu....ganda tokko ...keessa...jiraatti turte...intalli kun.... miilli ishee tokko....miidhamaa... waan ta'eef...in okkolti ture...haata'u malee...hojii ishee...haalaan ...raawwatti...maatiifi ollaa...ishee biratti...haalaan jaallatamti....gurbaan....sooriii jedhamu...tokkoo...amallii ishee...itii tolla...jaallate...waan...ishee jaallateef...maatiin isaa...akka isa suusisan...itti hime...isaanis tole jedhan...abbaan sanyii....intala.... amala qabeettii ...ilma isaatti ....eerumsiisan....warra ..intalaa...kadhate...*

*maatiin dureettiis...ni eyyaman...kanaaf...guyyaa....fuudhaafi eerumaa... dhaabbatan..... guyyichatti...haatiifii ...abbaan gurbaa...milkaa'i...gufuun...sinargin...gaa'ela milkii...siif...haata'u...jedhanii eebbisan.....guyyaa gaa'elaa....mana...warra dureettiittis...nieebbifamu...kanaaf...misirroon lamaan...nieebbifamu....haaluma kanaan...milkaa'aatii...jiruufi jireenya..qabaadhaa... horaa...ilmaafi intala...argadhaa...garaan keessan....tokko...hata'u...akka aannanii...walitti...miyaa'aa...yaanni keessan...tokko ... haata'u...jechuun...ebbisan...yeroo kana...aruusiin lamaan...ameeen...jechuun...ebbicha...fudhachuu isaanii...mirkaneeessu...kana booda...lamaan isaaniyyuu...ukkee tokko ...keessaa...unachiisuun...eebba...xumuru...sana booda...nyaatanii dhuguun...intala fudhatanii....gara mana gurbaatti ...galan...achitis ..dabalataan...nieebbifaman.....akkaataa kanaan ..gaa'elli isaanii...raawwate./*

### KUTAA 3FFAA ( FUULA 117)

**Mata duree: Akaakuuwwan Miidhaniifi Haala Oomisha Isaanii**

**T:** Me gosa midhanii maalfaa beektu

**S1:** Xaafii

**S2:** Boqqolloo

**S3:** Garbuu

**S4:** Baaqelaa

**S5:** Atara

**S6:** Nuugii

**T:** Midhaannoni kun akaakuun isaani tokko?

**Ss:** Eeyyee/miti (*walmakaa*)

**T:** Me dura tilmaamaattii booda dubbissa. Me suraa kana ilaalaatti dubbisichi waa'ee maali akka ta'e mari'adhaa tilmaamaa.

**Ss:** (*Garree gareen mari'atu*)

**T:** Maal ta'a jettanii yaaddu?

**Ss:** Nama walga'ii geggeessu, nama gaddisa jala taa'u

**T:** Tole me haa dubbisnu. Eenyu keeyyata lffaa ha dubbisuu?

**Lata:** (*Lataan keeyyata tokkoffa dubbise*)

**T:** Baayyee gaarii dha

**Sukkaree:** (*Keeyyaata 2ffaa*)

**Caalaa:** (*Keeyyata dhumaa*).

**T:** Baayyee gaarii. Tilmaama dura fi kan nu'i dubbisne tokkoo moo walitti dhihaata.

**Ss:** Walitti dhihaata

**T:** Eeyyee dura nama walga'ii geggeessu, nama gaaddisa jala taa'u jenne. Kanaaf itti dhihaata jechuu dha. Sirrii moo sirrii miti?

**Ss:** Sirrii dha

**T:** Me amma immoo dubbisa dhaggeeffanneera. Gara gaaffii ykn dalagaa lffaa irratti nuu kenname deemna. Gaaffiillee armaan gadii maalin deebisi jedha?

**Ss:**Afaaniin

**T:** Eeyyee. Gaaffi lffaa. Gosoonni midhaanii gaaffiicha keessaatti dhihaatan maalfa'i

**Ss:** Boqolloo, misingaa,baaqelaa, talbaa, xaafii, qamadii, atariifi kkf( *tokko tokkoon deebisan*)

**T:** Gaarii. Minaan tooftalee ammayyaan oomishuun maaliif barbaachisa?(2X) Me waliin mari'adhaa. Akka wal bira teessanitti. Walttii hima. Dubbisa keessa jira.

**S1:** Fayidaa irraa argachuuf

**S2:** Oomisha ga'a argachuuf (galii gudaa argachuuf)

**S3:** Gabaa alaatti dhiheeffachuuf

**S4:** Sharafa alaa argachuuf

**T:** Ofii keenyaaf of dandeenyee isa hafe immoo gabaaf dhiheessuuf dinagdee cimsuuf. Obboo Bokkuun me maal jedhee namootaaf gorsa kenne?(2X)

**Sx:** Na dhaga'a jedhe

**T:** Kun kan ittiin haasaa isaa jalqabedha. Ergasii hoo? Maal dhaga'u? Na dhag'a erga jedhe maal jedhe

**S2:** Midhaan gosa addaa adda facaasuun akka dandaamu.

**S3:** Midhaan gosa garaa garaa o'iruu xiqqoo irratti qotuun ykn facaasuun akka dandaa'amu (oomishuun akka dandaa'amu)

**T:** Baayyee gaarii.Akka qajeelfama qote bulootni ittiin oomishaniitti ykn akka kaarooratti biqiloota warraa jirmi isaanii gurguddaa ta'e maal godhuu? Ni muru, warraa qaqqalloo ta'a ni moo ni haamu. Fakkeenyi warra jirma qaqqalloo eenyuu fa'ii?

**Ss:** Xaafii, qamadiifi kkf

**T:** Baayyee gaarii. Warri jirmi isaanii fufurdaa eenyuu fa'ii? **Ss:**Boobee,boqolloo, bisingaa

**T:** Maal godhuu jedhe?

**Ss:** Ni muramu

**T:** Ergasii hoo?

**Ss:** Ni tuulama

**T:** Ihiii? (2X) achiho?

**Ss:**Ni cagadama

**T:** Gaarii dha.(*Gosa minaanii lamaanu irra deebi'e*). Akkasittiin lafa xiqqoo irraatti oomisha guddaa argachuun akka danda'amu nu hubachiisa. Mee gilgaala kan irraattii gaaffii yoo qabattaniif

**S1:** Minaan dheedhii jechuun maal?

**T:** Minaan dheedhii jechuun maal jechuu dha. Eenyu kan ibsuuf?

**S2:** Boqqolloo (T: *Boqqolloo-irra deebi'a*)

**S3:** Boobee(T: *irra deebi'e*)

**S4:** Daagujjaa(T:*Irta deebi'e*)

**T:** Baayyee gaarii. Gaaffi biraa

**Lata:** Midhan dibataa warra kami?

**T:** Midhaan dibataa warra kami? (*irra deebi'e*) Maal fa'i?

**Jaafar:** Nuugii( T: *Nuugii-irra deebi'e*)

**Jalata:** Telbaa (T: *irra deebi'e*)

**Marga:** Saalixii (T: *Irta deebi'e*)

**T:** Gaarii.Warri akkasii kun erga warshaa galanii gara dibataati jijjiramu- sadarka ta'e darbanii nu tajaajilu

**Naol:** Amboriin maal?

**T:**Amboriin miti 'omboriidha'. Tole omboriin minaan akkamii fa'i?Me haala qabatamaa mana keessaanii yaadaa. Maatiin keenya jecha kana ni fayyadamu.

**S1:** Baqelaa, Xabarii,Atari

**T:** Baayyee gaarii: gaaffii gara biraa, kan biraa

**Ss:** (*Cal*)

**T:** Animmoo isiin gaaffuu?

**Ss:** (*Cal*)

**T:** Isin gaaffuu?

**Sx:** (*Harka baasee*).Wayiruun maal jechuudha

**T:** Wayiruu miti 'o'iruu dha(2). Tole O'iruun maal (X2)

**Ss:** (*Cal*)

**T:** O'iruun lafa qonnaati. Gara bahaatti o'iruu jedhama. Tole: gaaffiin bira hin jiru yoo ta'e. barnota hari'aa asumarratti dhaabna.

**KUTAA 3ffaa, Barannoo 7ffaa**

**T:** Akkam bultan?

**Ss:** Nagaa galata Waaqi

**T:** Kitaaba keessan fuula (159)(*Ni barreesse gabateerratti*)”**Giddu Nyaattee**” al tokkoon dubbisan dubbisa kitaaba keessan baafattanii na hordoftu. Ergasii booddee dabaree dabareen dubbistu. Kanaaf sirriitti dhaggeeffadhaa. (**Dubbisuu itti fufe. B/tfootni fuula dura dhaabbatte itti garagale. B/tfootni ni dhaggeeffatu**).

**T:** (*Utuu dubbisuu bakka mallattoo \* ga'ee kun maal agarsiistii?*) jedhe

**Ss:** Gaaffii

**T:** Gaaffii (*irra deebi'e*).Tole, "wanti hin yaadamne" gaafa jedhu maal jechuu isaati?x2. Hiikni isaa

**Sx:** Waanta hin barbaadamne

**T:** Wanta hin barbaadamne(*irra deebi'e*) kan biraa? Tasgaraa?

**Tasga:** Waanta ta'uu hin dandeenye.

**T:** Jechuun? Me fooyyeessaa. Fiqiru?

**F:** Wanta in ta'a jedhame hin yaadamne.

**T:** (*Irre deebi'e isa B/taan jedhe*).Me yaalaamee.

**Sx:** Wanta hin jirre

**T:**(*Irre deebi'e*).Jechaa biraa, jechi dhokataan tokko jira barbaadaa. Amaanu'el?

**A:** Waan hin beekamne.

**T:**Waan hin beekamne(*irra deebi'e*) Me kan biraa yaalaamee. Yaalaa "Wanti hin yaadamne" gaafa jedhu....  
*Iiii(Ijaan argisiisaahafeere)*

**Sx2:** Waan ta'e hin beekne

**T:** Ihii(no, miti). Xinnoo ishee itti yaadaa(2 seconds)

**Sx1:** waanta tasa ta'e

**T:** O: kee . Baayyee itti dhihaatteetta. Gaarii dha. **Itti hin seenee**. Itti hin seenee. Ykn immoo itti hin seene ykn akkataa sanatti hin yaadne jechuudha. Waanta itti hin seene tokkotu namicha mudate. Itti hin seenee(2x) jecha akkasiitiin ibsamti jechuu dha. Wanta hin yaadamne gaafa jennu itti hin seenee. Tole me ammammoo↑(.) Altokko

irra deebi'aa dubbisaa (2x)(.). Jechi 'haadaa' jedhu maal? **'haadaa'**. Haadaa morma sangaatti hidhamtee jirtu gaafa jennu(.). Me fakkii ilaalaa ykn galma hima kanaarraa tilmaamaa. **'Haada'**(2x). Ifaa dha↑?

Ss: Eeyyee↓

T: Gaa:rii

Ss:(*B/ttoonni hojii daree cimdiin hojjetu, waliin dubbisu*)

T: Tole Barattootaa↑(*sagalee qulqulleeffachaa*)

Ss:// B/sa!B/sa!

T: Tole(*B/taa tokkotti quba qabee*)

Sx: Fuunyoo

**T:** Rope(*irra deebi'e*). Gaarii. **Fuunyoo** sangichatti hidhamtee jirtu jechuu dha. (Baayyee gaarii dha maaliif hima kanarraa akka hubannutti morma sangaatti kan hidhamu funyoo qofa. Fakkiis yoo ilaaltee Aade Bojeen funyoo wayii morma sangaatti keessee jirti. Kanaaf' haadaan''''funyoo'' ta'a. Tole. Funyoo sangichatti hidhamee jiru argitee Aade Bojeen maal goote?)

**Ss:** Iyya keessaa fuute

**T:** Eyyee: Iyya keessaa fuute. "Birmate" jechi jedhu maal jechuu dha? Lalisa?

**L:** Dirmate.

**T:** Eyyee. Akka loqoda nannoo kanaatti nuti'' dirmata'' jenna. Kun immoo maal jechuudha?

**Sx:** Ittii yaa'an

**T:** **Itti yaa'an.** Baayyee gaarii. Ittii yaa'an (*irra deebi'e*) jechi "balasee". Jettu maal? Addam?

**A:** Sabbata

**T:**Sabbata.Kan biraa. Iiiii, Tamaam?

**Tamaam:** (xxxx)

**T:** Iiiiiii(Inviting by sign)

**Sx :** Naxalaa (*irra deebi'e*). Naxalaa akkamii? Ibsi mee Lalisa

**Lalisa:** Naxalaa baaqqee

**T:** Naxalaa baaqqee. Naxalaa baaqqee(2). Naxalaa baaqqee mudhiitti hidhattee .....Ii...

**Ss:** Iyya keessaa fuute.

**T:** Iyyaa keessaa fuute. Naxalaa baaqqee mudhiitti hidhattee maal goote jedhaa?

**Ss:** Iyya keessaa fuute

**T:** Eeyyee (*dubbisa itti fufe*).Kanatu natti gurgursiise jedhee Soorii qabsiise. Iiii...Eenyun qabsiise?

**Ss:** Soorii

**T:** Soorii. Sooriin maalii?

**SS:**Giddu nyaattee

**T:** Maaloo dha?

**Ss:** Giddu nyaattee

**T:** Giddu nyaattee. Jarreen lamaan gidduutii nyaata.kanaaf akkas jedhame(*dubbisuu itti fufe*). Yeroo iccitiin sana dhaga'u gabaa keessaa ba'ee laga seene(2x) "Icciti sana" jechuun maal? Maatiwoos? Iccitiin maal? (*Ijoolleen baayyeen harka kaasan deebisuuf*)

**M:** Seenaa dogoggoraa ture

**T:** Lalisa

**L:** Dhoksa

**T:** **Dhoksa** ykn immoo dhokataa. Ergasi immoo laga seene. Laga seene jechuun maal jechuudhaa?

**Ss:** laga lixe

**T:** Ii...?

**Ss:** laga lixe

**T:** Laga lixe. Maliif laga lixe?

**Ss:** Waan iccitiinsaa irratti barama

**T:** Eeyyee.(keeps on reading) Hanga abbaa sangaa kana gurgure dhiheessitanitti isinumatu shakkamtoota jedhe'shakkamtoota " jechuun.....Iii....." Shakkamtoota" jechuun ? Shakkamtoota(*repeated*).

**Sx:** Hattuu

**T:** Hattuu (*Irra deebi'e*). Me fooyyesaa. Jechi shakkamtoota jedhu(x2) Me yaalaa. Fiqiru?

**F:** Kan badii kana dalage isinuma

**T:** Kan badii kana dalage isinuma utu hin ta'in. Iiii.... Me fooyyeessi Maatiwoos.

**M:**Kan horii kana gurgure isinuma jedhanii shakkan

**T:Baqqaa (ga'e).** Kan horii kana gurguree isinuma ta'uu hin oollee, ta'uu hin oollee. Ta'e jechuu mittii ta'u hin oollee, ta'uu hin oolluu jeedhanii. Iiii..... shakkan. Namni shakkame tokkoo yakkamaa miti hanga ragaan irrattii qulqulaa'uttii. Seera mana murtii keessatti hamma ragaan adda ba'utti namni tokkoo maal jedhamaa?

**Ss:** Shakkamaa

**T:** shakkamaa jedhama. Kanaaf namichi sangaa fide kun shakkamaa dha.kanaaf mana sirreessaa akka turan godhe. (mana sirreessaa jechuun maali)?

**Ss:** Mana hidhaa

**T:** Hiiii?

**Ss:** Mana hidhaa

**T:** Mana sirreessa jechuun mana amala itti sirreessan kanaaf sirreessaa jedhame. Ergasii namachi maal ta'aa? Nama gaarii ta'a. Erga shakkamanii hidhamanii guyyaa 2 boodee gadi lakkifaman jechuun maalii?

**Ss:** Gad-dhiifaman

**T:** Gad dhiifaman, Maaliif gadi dhiifaman?

**Ss:** Namni yakka hojjete waan qabameef

**T:** Eeyyee. Jarri kun walaba ta'uun isaanii waan mirkanaa'eef. Me kana booddee immoo tokkoo tokkoon sagalee ol kaaftanii dubbistu(*B/taan darabe darabeen dubbisuu eegala*).

**T:** Dubbisa kana keessa namoota meeqatu jira?

**Sx:** Nama sadii

**Sx2:** Nama afur

**T:** Nama afur, eyyee nama afur. Eenyu fayi?

**Sx:** Aadde Bojee, Soorii.....Iiii. [Tole kan biraan

**Sx:** Namticha sangaa fide, namticha bitu. Walumaagala namoota afur.

**T:** Sirrii dha.Good. (Guutummaa dubbisichaa erga ibsee booda, jechoota haaraa irra deebi'ee addeesse. Jechoota duraan irratti mari'atemanis ballinanan ibse). Me dubbisa kana irraa maal hubattu? Baramsa akkamii argattu. Me mari'aadhaa(3x)(*Daqiiqaa 3*)

**Lalise :** Yeroo waa binnu eeggannoo akka goonu.

**Tasg:** Hojii giddu nyaattee

**T:** Tole.Gidduu nyaatteen gaarii dhamoo gadhee dha?

**Dame:** Gaarii

**T:** Maaliif gaarii dha?

**D:** Isa bituuf isa gurguuru wal quunnamsiisuuf

**T:** Gaariidha. Namni gadheedha jedhu, Lata?

**L:** Gaadhee dha. Sabaabni isaa nama gowwoomsanii horii namarra nyaatu.

**T:** Baayyee gaarii. Me kanarratti wal falmii geggessina bor. Warri gaariidha jettani gartuu’’ Damee taatuu. Warri gadheedha jettan immoo gartuu Lataa taatu. Me namni Damee deggertan (*Harka lakkaa’ee*). Tole amma immoo namni Lataa deggertan jedhe (*lakkaa’ee bor akka falmii geggessan hojii manaa keenneef. Barannoo guyyaa ni xumurame*).

**T:** Gaaffi qabduu? Gaaffii –Tole gara isa itti anutti dabarra. Hin jiru taanaan gara hojii 3 dhaqna. Tole fuula 160. Dubbisa irratti hundaa’uundhaan gaaffilee armaan gadii deebisi(2) Gaaffii1ffaa. Namoonmi Soorii Tufaa maal jedhanii waamu?

**Ss:** Kunnoti, kunnoti (*Sagalee baayyee deebii kennuuf walsaamu*)

**Sx1:** Giddu nyaattee

**T:** Maal jedhanii waamuu?

**Ss:** Giddu nyaattee

**T:** Giddu nyaattee jedhu. Maqaansaa garuu Soorii Tufaati. Tole gaaffii 2ffaa. Erga sangaan gurguramee rakkoon uumame maalii? Rakkoon uumame maalii?(2) Warri kaannoo? (sek 2)

**Ss:** Kunnoti kunnoti (*harka kaasanii*)

**T:** Tasgaraa?

**Tas:** Qabeenyaa nama biraa ta’uu isaatu beekame.

**T:** Tole. Me kan biraa (2)liiii Haashim

**H:** Sangichatu qabame

**T:** Sangichaatu qabame. Maaliif qabame?

**H:** Sangaa hanna ta’ee

**T:** Sangaa hanna ta’ee. Uttuu hin beekamin maal ta’e?

**Sx:** Hattuu ta’e ykn rakkoo keessa seene jechuudha.

**T:** Kun maal booda ta’ee? Erga gurguramee walii galteen barreeffamee booda.

**T:**Sangaa gurgurame qabatee kan iyye eenyuu? Enyuu?

**Ss:** Kunnoo ti kunooti (*Waca*)( *sek 2*)

**T:** Suufiyyaa?

**S:** Addee Bojee

**T:** Hiiiiii?

**S:** Aadde Bojee

**T:** Addee Bojeen maal jettee?

**Sx:** Sangaa koo!Sangaa koo!jette

**T:** Sanga bade qabattee.....?

**Ss:** In iyyite

**T:** In iyyite jedha- Iyya keessaa fuute. Sababa sangaa kanaan nama baayyeetu gaaga'ame. Namoota meeqatu rakkate?

**Ss:**Nama afur

**T:** Eeyyee. Dubbisi keenya hara'aa kana fakkaata. Boris itti fufnee dubbisna. Me gaaffii yoo qabaattan ? Gaaffii (3). Bor immo dabareen dubbisna (warri haftan) sirriiittii qophaaa'aa. Gaaffii(2). Kitaaba maalif fidde hin dhufne Maatiwos? Kitaabni dubbisa itti baradhaa jedhamee malee mana akka kaattanif miti. Kun dhibaa'ummaadha. Bor akkuma jedhame tokko tokkoon dubbisi itti fufa.

## **APPENDIX 6: Tiraanskiriipitii Sagalee(Audio Transcript)**

### **Tiraanskiriipitii Interviwwu Barsiisaa**

#### **Barsiisaa A**

**R:** Falaasamni dubbisa barsiisuu kee maali?

**TA:** *Akka ani yaadutti jalqaba barsiisaan fedhii qabaachuu qaba. Yoo fedhiin jiraateebarsiisaan of kennee aarsaa barbaachisu baasee barataa hubbachiisuu yaala. Fedhiin hin jiru taanaan tooftaa kam fayyaadameyyuu barataa dandeettii dubbisuu qabu horachuu hin danda'u. Kanaaf achirraa ka'a. 2ffaa mata duree dha. Kanaaf immoo sirni barnootaa hawataa ta'u qaba. Qabiyyee fi akkataa dalagaa (shaakalli ykn dalagaa kitaabichi dhiheessuus murteessaa dha B/taan dadammaqsuu fi kakaasuu qaba. Fedhii keessaati ummuu qaba. Kunis sadarkaa barnootaa isaani wajjiin kan walsimuu ta'uu qaba. Umurii fi humana isaanii wajjiin walfakkaachuu qaba. Waan isaan beekkan irraa ka'ee waan isaan hin beekne barsiisuu qaba. Kitaabichisi akkaataa kanaan yoo dhihaaate gaarii dha. Jechoonnii dubbisa keessaas galumsa(context) gaarii (waan isaan beekaniin) uttuu dhihaatee gaariidha.*

**R:** B/saan dubbisaa gaariin b/saa akkamiiti ?

*B/saan dubbisaa gaariin dha jedhee kanan yaaduu aadaa fi duudha hawaasa barsisuu sana kan beekuu fi kabaju ta'uu qaba. Kunis kan ijjoolllee qaanessuu fi saalfachiisu yoo ta'e ijoolle hirmaachiisuu dhiisuu danda'u. Dubbiin tokko eessattiifi fi yoom akka dubbatamu beekuu qabaa.*

**R:** Mala barsiisuu akkam akkamiifaa fayyadamuu qaba jettee yadda?

**TA:** *Akkuma barnoota biraaf fayyadu dubbisa barsiisuufis gareen mari'achuu baayyee fayyada. Yeroo gareen mari'atan wal irraa barachuu danda'u. Sana booddee immoo deggersa b/saa itti dabalatanii shaakkalii dhunfaa gochuu qabu. Barattootni dareettis ta'e dareen ala shaakala ga'aa argachuu qabu*

**TA:** Maateriyaaliin dubbisuu guddifachuuf gargaaran immoo maal ta'uu qabu jettee yadda?

**R:** *Meshaaleen baayyeen jiru. Achii kessaa kitaabnii barataa isa ol'aanaa dha jeedheen yaada. Keessuma akka qabatamaa naannoo keenyaa lafa meeshaalee barnootaa takinooloojii kan akka kompiitaraa, interneetti fi kkf hin baballannetti kitaaba barataa gaariin murteessaa dha. Handhuurruii gabbisa barnootaa fi manni kitaabaas karaa kanaa dirqama isaa ba'uutu irraa eggama.*

**R:** *B/taan attamiittiin dubbisaa garii ta'uu danda'a?*

*Gaarii dha. Barsiistoon b/taa hirmaachiisuu qabu. Barnooti b/taa giddu galeeffachuu qaba. Kun jeechuun gareedhan fi cimdii dhaan qooda fudhaachuu qabu. B/ttoonni dandeettii garaa garaa waan qabaniif walgargaauu dandada'u. Dandeettiwwan afaanii warra kaanis carraa kanaan dabalat aan guddifachuu danda'u*

**R:** Me immoo daree kessattii waliin haasa'uu fi dubbisa guddifachuu ilaalla. Haasaan daree keessaa dandeettii dubbisuu guddifachuuf gumaacha qaba jettee yaaddaa?

**TA:** *Dubbisaa fi haasaan garaagara sababa ta'eefii dubbisuuf dubbaachuu caalaa dhaggeeffachuufi dubsisuutu irra walitti dhufu jedheen yaada ani. Sababnisaa dubiisuun nama baratetu danda'a, dhaggeeffachuu garuu namni kamiyyuu ni danda'a. Kanaaf deggersa (gumaacha) inni qabu cimaa nattii hin fakkaatu. Dubbachuun barbaachisaa kan ta'u waan dubbisan (mata duree) sanaa wajjiin kan waalqabatu yoo ta'e gargaruu danda'a*

**R:** Asirrattii kanan jedhe dhimma mata duree sanaajjiin wal qabataa yoo ta'ee dha.

**I:** *Eyyee kitaabni dubbisaa sun harka jiraatee yoo dubbisaa dubbatan garuu ni fayyaada. Mata duree sana ilaalchisee yoo dubbatan muuxannoo waliirraa horatu, ija jabina argatu, sodaa ofirraa balleessu.*

**R:** Kanaaf ijoolleen kun akkamittii gargaaramuu qabu?

**TA:** *Tole, Iffa b/taan kun haala kanaan barachuuf kitaabnii kan qabiyyee fi gochaalee dubbachuuf kakaasan qabaachuu qaba. Mata duree gaariin irratti mari'atanii ykn manattii irratti qophaa'anii dhiheessuu qabu. B/saan qabxii itti qabee b/taa kakaasuu qaba. Kun immoo barataa kakaasuu fi fedhii keessatti uumuu boddees dubbachuu akka isaan shaakalan gochuu danda'a. Ijoolleen umurii kanaa qabxiif baayyee iddoo kennu. Akka isaan dubbisan mata duree gaariin kennameef yoo xuqaa qabaate gaarii ta'a. Shaakaluus qabu. Daree keessattii b/taan akka duubisu yoo ta'e fakkeenya walii ta'uu danda'u. Fedhii fi miira doorgommii gaariis ni horatu. B/saanis teeknika mataa isaatiin kanarratti hojjechuu qaba.*

**R:** As irratti ga'een b/saafi meeshaaleen deggersaa qaban maali?

**TA:** B/saan qajeelchaa fi haala mijeessaa gaarii ta'uu bqaba. Hordofuu, to'achuu hirmaachisuu qaba. B/saan kallattiin b/suurra b/tootii fayyaadamee akka isaan waliin hasa'an gochuun gaarii dha. Waan baayyee waliiraa argatu. Dandeettii dubbisuus keessa gabbifatu. Meeshaaleen deggersa barnoota ilaalchisee kutaa gadiittii bayyee barbaachisoo dha. Ijoolleen umurii kana fedhii waa ilaaluu fi qaqqabuu jaallatu. Walumaa galatti meeshaaleen akksii barumsatti lubbuu horu.

**R:** Attam meeshaaleen akkas akasii kun jiru? Ittii fayyadamtuu?

**TA:** Jiru garuu ga'a miiti. Fakkiifaa, boca garaagaraa kan b/taa fi b/saa hojjeetaman qabna. Ittis fayyaadamna, chaartiin gosa barnoota garaagaraa jira. Sana girgidaa irrattii ilaalanii dubbisa guddifachuu danda'u.

**R:** Kitaabnii kutaa 1, 2, fi 3 qabiyye fi dhiheessa isaa akkamiitii ilaalta?

**TA:** Kitaabni kutaa 3ffaa dandeettii barataajjin waan wal madaalu hin fakkaatu. Dubbisa dhedheeraa keeYYaata 12faa 16faa qabuudha. Bayyee guda dha. Jechoonnii issaa ciccimoodha. Garuu fakkileen achira jiran halluu waan qabaniif baayyee namatti tolu, nama harkisus. Sana fayyadamuun b/taan ergaa dubisicha salphaatti hubachuu danda'a. Qabiyyeen isaanii garuu waan aadaa waan taniif gaarii dha. Jireenya hawaasummas ni barsiisa. Kutaaleen 1ffaa fi 2ffaa qabiyye fi dhiheessa gaarii qabu.

**R:** Ijoolleen dubbatanii akka isaan hirmaatan ni gootaa? Akkamitii?

**I:** Mammaaksaafi tapha garaagaraan fayyaadama. Kanas miira ijoollee ilaaleen yeroo isaa dadhaban ykn beela'an fayyadamee; yeroo kana samuun isaani ni hara'a. kanaaf miira ijoollee ilaalanii waan isaan bohaarsu, bashannansiisu fayyaadamuun si'eesuun gaarii dha.

**R:** Afaan qofa uttuu hi taane qaamaan ykn sochii garaagaraan ergaa dabarsuu ni dandaa'ama. Kaneen ni fayyadamtaa?

**TA:** Eeyyee jecha caalaa gochi keenya ergaa cimaa dabrsa. Kanneen kanan fayyadamu haala dareefi barnootaa ykn mata duree irratti hundaa'eeti. Fkn namusa eegsisuuf barataa rakkoo naamusaa qabu nyaarraan ykn fuulla itt guurruun sireessuu ni danda'ama. Kun immoo dheekkamuu ykn rukutuurra ni wayya. Quba itti raasuun, fuula gurraacheesuun walii galuu ni danda'ama. B/sonis kana beekanii uttuu xiyyeeffanna daree hin jeeqin b/taa dhimmi isaa ilaallatu to'achuufi gargaaruun ni danda'ama. Yoo b/taan waan gaarii hojjeete fuula ifaafi kolfaan, harka rukutuun ergaa dabarsuun ni dan da'ama.

**R:** Me afaaninoo akkamiti kakaasta?

**TA:** Tole. Gaaffii banaafi cufaan jira. Yeroo baayyee gaaffii banaa fayyaadamuun gaariidha. Nuti garuu gaaffii gaggabaaboo fi cufaa ta'an fayyadamna. Kun immoo rakkoo yeroof jenneeti. Poorshinii fixuuf. Mata dureenis murteessaadha. Fkn dhimma aadaa fi haala qabatamaa naannoo irraatti gaaffii banaa fi dhuunfaa ta'an darbee darbeen fayyaadama. Kuni gaaffiileen akkasii dandeettii yaaduu fi dubbiisuu b/taan akka isaan gabbisan waan beekuuf. Fkf waan tokko gaarii miti jedhanii cufuu irra 'maaliif?' '' jedhanii gaafachuun gaarii dha. Fkf walaloon jaalladha yoo jedhe, " maaliif jaallata?" yoo jedhan waan baayyee kakaasuu danda'a. Hirmaannaa b/taas ni dabala.

**R:** Ga'een b/saa baayyee dha fkf ibsaa, haala mijeessaafi kkf. Ati kana keessaa yeroo baayyee kan fayyadamtu kami?

**TA:** Eeyyee ani yeroo baayyee'' ibsan fayyadama. Ibsa yeroon jedhu yeroo B/taan waan tokkoo fayyadaman jalqaba ibsa kennuufiin qaba karaa qabsiisuuf jecha.Sana booda b/tootni immoo ballinaa fi gad fageenyaan waliin hojjeechuu fi marri'achuu qabu. Ani ka'umsan kennaa,f isaan sanarratti hundaa'uun ni xumuuru. Muxxannoo ofii isaanii hawaasa keessaa fidan itti dablannii xumuru. Ani yeroo kana nan to'adha, nan deggera.

**R:** Attam gootee ?

**TA:** Gaaffiin gaafadha ( waan hin galleef gidduu deemeen) fakkeenya kennaaf

**R:** Akka ijoolleen lama lamaan ykn gareen hojjetaniifi dubbatan carraa ni laattaafii?

**TA:** Eeyyee dhimmii dubbisuu dhimma afaaniiti. Afaanni immoo hunda caalaa garee xixiqqaan hiranii barataa hirmaachisuu barbaada. Isa harka basanii carraa dubbachuu gaalfatan caalaa anattu abbaan barbaadu gaafata. Kun immoo hirmaannaa walqixaa kennuuf.

**R:** Kanaaf maddi beekkumsaa b/saa qofamoo ykn waan biraati jettee yadda?

**TA:** B/saa qofa irraa miti. Garuu b/saan ga'ee guddaa qaba. Sababni isaa barumsi b/taa, kitaaba ykn bakka kamiyyuu akka dhufu kan godhu b/saa dha. Kanaaf gorsi fi deggersi b/saa asi irraatti baayyee murteessaadha. Kitaaba gaarii akka isaan dubbisan kan godhu b/saa dha. Kitaaba gadhee b/saan gaarii godhee dhiheessuu ni danda'a. Kanas muuxannoo qabuun qabiyyee gaggaarii ittii dabalee dhiheessuu danda'a.B/saan garuu qofaa isaa kana hin godhu. Kitaabi jiraachuu qaba, B/taan jiraachuu qaba, meeshaaniis jiraachuu qaba.

**R:**B/taan 'dominate'ykn warra kaan carraa dhowwaachuu danda'a. Kana akkaamitti maqsuun danda'ama?

**TA:** Kun dandeettii fi hordoffii B/saa barbaada. B/tootni hundi carraa akka argatan ga'ee kennuufi dha. Akkafeteen(Randomly) carraa garee hundaaf keennuu dha

**R:** Qindoomina garee akkamii fayyadamta yeroo baayyee?Jechuun akkamitti garee qindeessita? Eenyuu eenyuu wajjiin qindeesitaa?

**TA:** Akka dandeettiitti. Isa laafaa isa jabaa wajjin utuu ta'ee akka gaariitti wal gargaaru.Yeroo hundaa yoo ta'uu illee baate kanan fayyadama.Saalaan hin qoodu

**R:** Garee dhaan qoqqoduuf waan rakkoo ta'uu jiraa?

**TA:** Haalli teessuma dalga fi dareen m/barumsaa keenyaa mijataa miti. Teessumni baayyeen teessumoota dalga waan ta'aniif mijataa miti. Xiphinni dareefi baayyiinni b/tootaa rakkoodha.Kun immoo gareen taa'uuf hojjechuuf mijataa miti.

**R:**

'Lesson plan' ykn karoora barnootaa ni fayyaadamtaa?

**TA:** Eeyyee kan waggaa, kan torbee fi kan guyyaa nan fayyadama. Yeroon barnootaa daanga'aa fi safaramaa waan ta'ee.

**R:** Me ammaa ammoo b/ttotni kutaa dubbisuu kessattii waliin haasa'anii akka hin baranne waantotni danqan jiru? Malfa'i?

**TA:** *Jiru. Tokkooffaa materiyaalii ga'aa hin jiran. Kitaabni b/taa illee tokko tokkoo walii hin ga'u. Dhuunfaatti hin qaban. Kanaaf hin shaakalan. Maatiin b/taa ni barsifate malee hin baranne, hordofuu irraattii rakkoo qaba.*

**R:** Kanaaf furtmaata akkamii kennita ?

**TA:** *B/taan kitaaba qabachuu qaba. Haallii teessuma daree fi mooraan m/b illee irratti hojjeetamu qaba.*

### **Tiraanskiriipitii B/saa B**

**R:** Kitaabni kun isa duraa irraa maaliin adda ta'a jetta?

**TB:** *Garaagarumman tokko fayyadama jechootaa ti. Jechoota naannootti beekamaniif ifaa ta'aniin haala qabaatamaa naannoo irratti kan xiyyeeffate ta'uusaati. Dizaayiniin kitaabichaa aluma isaati qabee adda. Fkn qolli kitaabichaa bishaan kandandamatuuf (water proof)kan ta'ee dha. Fakkileen qola irra jiranis qabiyyee isaa ibsuu. Suuraa gurraa dhaggeeffachuu, kan kitaabaa baatu dubbisuu, fakkiin qalamaa barreessuufi i kkf dha. B/taan kana ilaalee maal akka hojjetu beeka. Ni qajeelcha jechuu dha.*

*Keessaa gaafa gallus qabiyeen kitaabichaa wantota aadaa, tapha akka killeefaa, safuu fi aadaa kkf waan qabateef salphaa fi harkisaa (hawataa)dha. Dubbisa keessatti mallattooleen bartaa deggeraniif qajeelchan jiru. Fkn Fakkilee dubbisa sana gargaaruuf biratti kaafama jiru. Kunis ergaa dubbisichaa akka tilmaaman ykn hubatan deggera. Mallattooleen akka urjii \* dubbisa keessa keessa jiru. Kunis barataan achii gaafa ga'u dhaabbatee waan itti aanu tilmaama. Kana qajeelchi B/saas akka b/saan gaafatu ni gorsa. Tilmaamni kun ammo yeroo dubbisan xiyyeeffannaan akka dubbisan gargaara. Kun yeroo b/taan dhuufaanis ta'e gareen dubbisus ni gargaara, akka mari'atu godha, nuunis nu gargaara. Dubbisi isaa gabaabaa, hawataafi haala yeroo irratti kan xiyyeeffate yeroo ta'u gilgaallisaa/gochi isaa ifaa dha. Waan ijoo kaa'a, ergaa guutuu dabrsa. Kitaabni inni duraa akkas miti. Walumaa galattii kitaabnii kun fooyya'adha.*

**R:** Akkam kitaabni ga'aa dhaa?

**TB:** *Jira, dareen tokko tokko garuu dhuunfaatti hin qaban, kan koo lama lamaan qabu garuu kunis ga'aa miti.*

**R:** Kanaaf B/taan akkamittiin dubbisiisturee?

**TB:** *Garee garee ykn lama lamaan dubbisu*

**R:** B/taa ni hirmaachiftaa? Attamitti haasofsiistee hirmaachiftaa?

**TB:** *Eeyyee. Yeroo baayyee gaaffii gaafachuun.*

**R:** Gaaffii akkam akkamii? Jechuun gaaffii banaa, cufaa?

**TB:** *Gaaffii baayyeen kan kitaabaa wajjiin walqabatani dha. Inis immoo baayyinaa cufaafi dubbisaan walqabatani dha. Kanaaf irra guddaa gaaffileen gaafatamai cufaafi deebii tokko qabani dha. Garuu yeroon gaaffii dhuunfa ykn banaa itti gaafadhu jira. Kuniis b/taan yaada isaa ballinaan akka ibsuuf. Gaaffileen kaan akka inni duukaa bu'ee jiru fi hin jirre si agarsiisa.*

**R:** Dubbisni kitaaba kanaa sadarkaa sadii (Dubbisa dura, utuu dubbisanii fi dubbisa boda) qaba. Gaaffileen jiranis kana irratti hundaa’anii jiru. Kun ijoollee hirmaachisuu fi dubbachiisuu irratti hamman gargaaru?

**TB:** Ni gargaaru. Dubbisuun dura gaaffiilee waliigalaa, banaa fi dhunfaa ta’an tu jira. Kanaaf ijoolleen sodaa malee hirmaatu. Utuu dubbisaniis inni gaafatamani immo gaaffii cufaa kan tan’anii fi kan hin taanes jiru. Asi irrattii b/tooni of qabu. Dubbisa booda irra deddeebi’anii waan dubbisannif ni hirmaatu. Baayyeen isaa gaaffii cufaa haa ta’u malee gaaffiilee banaas qabu.

**R:** Gaaffiilee kana garee moo dhuunfaan hojjetu? Wal gargaaru?

**TB:** Wal gargaaruu lama lama ,sadii sadiin. Fknf qubeen tokko tokko kan akka ‘p’ ‘q’ yeroo itti fakkaattu jira. Ergaan dubbisaas yeroo rakkisu jira.Kana kana baayyee wal gargaaru. Naanis na gaafatu. Jabeesuu fi laaffisuu, dheeressuu fi gabaabsuu irrattis walitti himu.

**R:** Yoo isaan dogoggoran duubdeebii (feedback) ni laattaafii?

**TB:** Eeyyee. Ani battaluummattin kennaaf. Turee jeanaan ni hirraanfatu.

**R:** Carraa dubbaachuu ni laattaafii?

**TB:** Eeyyee. Dursinee hojii mana laannaaf. Manatti dubbisanii shaakanii yeroo inni dhufan dubbisuu fi dubbachuun hin dhibu wal gargaaru,wal qajeelchu. Kutaatti immoo dubbisa hubachuu fi dhiisuu isaanii gaaffiilee dubbisa keessaa ba’uun madaalla. Ni hubatu (90% fi isaa ol). Harka ni baasuu baayyinaan. Gaaffii kitaaba gaaffii ofii kenyaas ni gaafanna.

Gaaffii gaafadha jennee carraa lannaaf. Isaanis nu gaaffatu. Yoo isaan gaafachuu didan ni gaafanna waan hin galleef jennee yaadnu. Kanaan adda baafanna. B/taan nu hordofaa ture yoo barataa muraasatu deebisa ta’ee akka isaan manatti irra deebi’anii dubbisan goona

**R:** Dubbischi maalfaa qaba,maaltu hirmaachisa?

**TB:** Dubbisa irratti ni hirmaatu. Ibboonfaa gaarii ture garuu iddoo tokkoo qofa jira.Warra keessan gaafadha barreessaa fidaa ykn afaaniin akka isaan dhiheessan goona. Aadaa naannoo irrattis waan baayyinaan xiyyeeffate hin fakkatu .Aadaa godinaalee garaagaraa hubachiisuu irratti hanqinni jira. Fkn aadaa Booranaa ykn kan iddoo biraa irratti xiyyeeffachuu irra aadaa godina isaanii erga baranii booda gara godina biraatti darbuu wayya. Hojii garee nutu hojjechiisa malee kitaabni b/taan fi qajeelchi b/sa irratti hin xiyyeeffatu.

**R:** Dubbachuun dubbisa guddifaachuuf ni gargaara jettee yaaddaa?

**TB:** Eeyyee. B/taan yoo dubbate waan beeku fi hin beekne ibsa. Kana immoo waan inni irratti dubbatu (dubbisa aadaa irraatti xiyyeeffatu) jiraachuu qaba. Haala kanaan hubachuu fi wal hubbachiisuu danda’u. Ija jabina horatu. Utuu hojiin garee irratti xiyyeeffatamee gaarii ture. Yoo hojjiin garee jiraate b/saan ‘ibsa’ fayyadamuu irra gara ga’ee biraa kan akka gidduu deemanii to’achuuf kkf ti deema

**R:** Gochi jiran ni dubbachiisu?

**TB:** Jiru garuu. Garuu kanneen irra deddeebi’aman kan akka waliitti makuu fi addaan qoqqooduu ni baayyatu. Kun ammo nama nuffisiisu. B/ttootni qoqqooduu kana dhiisaa yeroo jedhan jira.

**R:** Ga'een akka b/saatti qabdu maali?

**TB:** *Ammaa amma dubbisuutu jira. Dubbisi dubbis jedha ammaa amma. Utuu kun hin jiraanee ga'een barsiisaa ni baayyata. Waanuma tokko irra deddeebi 'u ta'e. Dubbisi baayyachuun gaarii dha. Garuu ga'en b/sa xiqqeessa. Utuu gidduutti jijjiiramee b/saan gidduu deemee akka gargaaru godha*

**R:** Mata dureen dubbischa qabiyyee wal fakkaataan sadii sadiin walitti jiru. Kun akkam gaarii dha?

**TB:** *Gaarii dha. Dubbisi sadan kun wal gargaaru. Dhimma tokko irratti gadi fageenyaan erga hubatanii booddee akka isa dubbatan ykn mari'atan gargaara.*

**R:** Kanaaf ijoollee attamittiin dubbisa irratti gargaaramuu qabu?

**TB:** *Hojii garee baayyisuu dha. Kun immo walii isaan irraas ta'e b/saa irraa deggersa akka argatan godha. Gareen hojjechuunis barataan muraasi akka doomineeti godhan taasisa. Kana immoo miseensa gareef hojii qoqqoduun rakkoo kana hiri'isuun ni danda'ama.*

**R:** Akkamitti garee ijaarta?

**TB:** *Akkaataa dandeettitin ijaara yeroo baayyee. Garuu b/tootni akka wal beekaniif walitti siqanitti taa'uu barbaadu.*

**R:** Akka dandeettii dubbisuu fooyyeeffataniif deggersa addaa akkamii goota?

**TB:** *Akkuma argamu kunoo waan babareeffamanii maxxafan jiru. Yeroo taa'an ykn yeroo boqonnaa isaanii akka isaan dubbisan gochaa jirra. Faayidaa dubsisuun qabu itti himna. Akka ilaalanii barreessanfakkii kaasan waa bocaniifi qaqqaban goona.*

**R:** Kitaaba dabalataa fayyadamuu irratti akkam?

**TB:** *Kun badaa hin mullatu. Garuu akka isaan dubbisan nan gorsa. Akka barreessanis ni jajjabeessina fkn iyyata barressuu, iyyata barreeffamee maatiif dubbisuu.*

**R:** Karoora dubbisa barsiisuu ilaalchisee akkam?

**TB:** *Kitaabichiyyuu karroora qaba guyaa Iffaa, barannoo akkasii, guyaa 2ffaa kan akkasii jedha. Kanaaf fi ji'a akkamii keessa eessa ga'uu akka qabnu bekna. Itti dabalees karroora dhuunfaa qabna.*

**R:** Silabasii qajeelcha b/saatti hidhamee jira. Isin gargaaraa?

**TB:** *Nu gargaara. Kaayyoo, dalagaa, madaalli fi kkf qaba. Kun ammoo baayyee nu gargaara.*

**R:** Danqaalee (challenges) dubbachaa barachuu danqan jiruu? Maal fa'i?

**TB:** *Jiru. Tokko haala teessumaati. B/saan giduu deemee qajeelchuu, gargaaruu hin danda'u. Teessumnis mijatoo miti. B/tootnis soda qabu. Ka'anii dhunfaan dubbisuu haasa'u sodaatu. Sodaan kun akka isaan ka'anii waa hin barreessine gochuu danda'a. B/taa kamtu danda'a, kamtuu laafaa dha jedhanii adda baasuun nama rakkisa. Kun ammo ciminaaf fi tooftaa b/sichaa gaafata hordoffii barbaada. Shakalchiisuu barbaada. Rakkoon kitaabaas jira. Kitaabi b/taa muraasa*

**R:** Kanaaf furmaati maal jetta?

**TB:** *Haala teessummaa uummataa fi mootummaa walittii dhufanii furuun ni dandaama. Rakkoon kitaabas akkasumaan furamuu danda'a. Waanti akka soda gara b/saa ykn dhimma b/saa ilaallatuu dha. Jajjabeessuu, gargaaruu, gorsuu barbaada. B/taa ija jabeessa fayyadamanii waan isaan dubbachuu danda'an waan akka baacoo, oduu durii ,mammaaka fayyadamanii ijoollee jajjabeessuun ni daada'ama.*

### **Tiraanskiriipitii Interviwoo Barsiisaa C**

**R: Dubbisa kutaa jalqabaa barsiisuurratti falaasamni kee akkam?**

**TC:** Barsiisi kamiyyu addattimmoo dubbisi kutaa gadii ofkennuu barsiisaa gaafata. Kun jechuun barsiisaan ofisaa giddu galeeffatee barsiisuu jechuu osoo hin taane ga'ee barsiisaan dubbisaa gara olii jiru caalaa itti gaafatamummaafi dirqama qaba. Kun ammoo akka barataan baratuuf haala mijeessuu irra darbee baratasaa beekuu, hordofuu, gargaaruu fi deggeruu qaba. Barataan fooyyee qabus akka wal gargaaru gochuuniifi meeshaalee deggersaa fayyadamuunis barbaachisaa dha.

**R: Kanaaf B/saa dubbisaa gaarii jechuun kan akkamiiti?**

**TC:** Gaarii. B/saa dubbisaa gaarii jechuun anaaf kallattiin barsiisuu utuu hin taane B/taan akka baratuuf kan haala mijeessuu jechuu dha. Kun ammoo adeemsa baruufi barsiisuu B/taa giddu galeeffatefi hirmaachise jechuu dha. B/taa cimaa ykn dandeetti qabu qofa irratti kan xiyyeeffate utuu hin taane isaanitti fayyadamee B/ttoota rakkoo dubbisuu qaban gargaaruufi gargaarsisuu qaba.

**R: Tooftaa kana fayyadamee B/taa gargaaruuf B/saan mala barsiisuu akkamii fayyadamuu qaba?**

**TC:** B/taatti fayyadamuu qaba. Kana jechuun garee garee ykn cimdii dhaan walitti fidee ofiisaaf ammoo hodofuu fi haala mijeessuu qaba.

**R: Mateeriyaalii ykn meeshaan barsiisa dubbisaa gaariin maal jetta?**

**TC:** Waggaa 14n kutaa gadii barsiise. Muuxannoo kana keessatti jechoota irra deddeebi'antu rakkoo dha. Haaraan hin jiran. B/taa hin hirmaachisu. Kitaaba B/taa hirmaachisaa ta'e aadaa, duudhaafi seenaa uummatichaarratti hundaa'e akkasumas waan B/taan naannoosaatti beekuufi irratti mari'achuu, yaada kennuu danda'u ta'uu qaban jedha. Gilgaalonni kitaabichaas fedhiifi dandeettii barataa kan giddu galeeffate B/taa kakaasuufi miirasaa dadammaqsu ta'uu qaba. Kitaabni kutaa gadii ammaa kun aadaarratti xiyyeeffachuunsaa gaarii dha. Dandeettiiwwan afaanii adda addaa (dubbisuufi barreessuu) walitti hidhuun ykn waldeggeruun iaaniis baayyee namatti tola. Kitaabi B/taa baayyinaan afoola, aadaa, duudhaafi safuu hawaasa Oromoorratti kan xiyyeeffate fakkaata. Akkasumas gochoonni ykn shaakaloonni jiranis sanaajjii wal qabattoo dha. Kun akka ijoolleen ballinaan haasa'anii hirmaatan gochuu danda'a.

Akkaataan qoqqooddaa jechoota gilgaalota keessa jiran akkaataa baayyinaa sagalee jechootaa (birsagaa) utuu hin taane akkaataa hiika keenniinsa jechootaati. Fakkeenyaaf jechi "kitaabilee" jedhu kan qoodame "ki-taa-bi-lee" utuu hin taane "kitaab-lee" jedhamee ti. Kitaab jecha tokko -leen ammoo hiikaa baayyina agarsiisu qaba. Kun jechuun ijoolleen kan xiyyeeffatan sagalee jechootaa utuu hin taane hiikaa isaanii ti. Jalqaba sagalee ta'ee itti aansee utuu hiikarratti xiyyeeffatamee gaarii dha. Kun ammoo xiyyeeffannaa sagalee barachuu waan xinneessuuf dubbisuu shakaluurratti dhiibbaa qabaachuu danda'a.

**R:** Dubbisuu barachuufi dubbachuun wal gargaaru jettaa?

**TC:** Baayyeetti malee. Baayyee walgargaaru. Dubbatanii walgargaaruun akka isaan dandeettii dubbisaa cimsatan taasisa. Dubbatanii walhubachiisu walhubatus.

**R:** Interaakshinii(waliin haasaan) daree gaarii kan jedhamu kan akkamiiti?

**TC:** Dandeettiiwwan afaanii hunda kan hammate ta'uu qaba.B/taafi B/saan akkasumas B/taafi B/taan waliin haasa'uu dubbachuu qabu.B/saa qofti haasa'ee ba'uu hin qabu.B/saan hirmaachisuufi dubbachiisuu qaba.

**R:** Dubbannaa(interaakshinii) daree dabaluu B/saan maal gochuu qaba jetta?

**TC:** Jalqabarratti ga'ee dubbannaan daree dubbisuu keessatti qabu beekuu qaba. Sanarratti hundaa'ee meshaalee deggersa barnootaa ta'an kan akka poostaraafi boca adda addaa qopheessuufi fayyadamuu, gaaffiilee B/taa hirmaachisaniifi kakaasan gaafachuu qaba

**R:** Asirratti ga'een B/saa maali?

**TC:** B/saan ga'ee matasaatii qaba. Meeshaalee kana qopheessuu, qopheessisuu, bituu bichisiisuu dha. Kanammoo deggersa hawaasaafi mootummaa akkasumas miti-mootummaa gaafachuun ta'uu danda'a.

**R:** Ati yeroo baayyee tooftaa barsiisuu akkamii fayyadamta?

**TC:** Ani yeroo baayyee tooftaa barsiisuu B/taa giddu galeeffaten fayyadama. Tooftaa B/taan akka walgargaaru(daree keessaafi daree ala)fi B/taa walitti fidu walgargaarsisufi hojjechiisun fayyadama. Hojii dhuunfaa akka isaan wal shaakalchiisu godhus nan kennaaf. Hojii dhuunfaa daree nan kenna.Akka isaan ka'anii gabatee gurraacharratti barreessanii deebisanis nan taasisa.Kun ammoo ija jabinaafi ofitti amanamummaa akka isaan horatan godha.

**R:** Kitaaba biraa fayyadamtu qabdaa?

**TC:** Lakki. Sababnisaa yeroon jiruufi haalli garaagaraa nuu hin mijatu.Fknf yeroo ga'aa fi meeshaalee barnootaa argachuu hin dandeenyu.

**R:** Yeroo B/taan hirmaachuu(dubbachuu) didu akkam goota?

**TC:** Tooftaa garaagaraan fayyadama.Gaaffii gaafachuu, gorsuu (rakkoo hirmaachuu dhiisuun qabu) fayyadamuudhaanin kakaasa.Taphaafi baacoo addaaddaa dhiheessuufi dhiheessisiisuufi kkfnis nan fayyadama.

**R:** Afaanin dubbachuu alas qaamaan(non-verbal) fayyadamuun jiraa?

**TC:** Eeyyee. Gara B/taa xiyyeeffannaa barbaaduu sana deemuun, nyaaraan xuquun, itti bu'uun(xuquun)fi kkf nan fayyadama.

**R:**Gaaffii ni gaafattaa?

**TC:** Eeyyee

**R:** Yeroo baayyee gaaffii akkamii gaafatta?Jechuun gaaffii banaan jiraa cufaan deebii murtaa'e qabu jira.

**TC:** Lamaanuu jiru, walmakaan fayyadam. Garuu irra guddaa gaaffiin jiraaniifi sadarkaa kanatti gaafataman gaaffiilee cufaa dha.Sababnisaas ijoolleen umurii kanaa waa ibsuu hin danda'an waan ta'eef. Kanaaf gaaffiinkoo cufaatti baayyata banaan hin mijatu.

**R:** Ga'ee daree ati akka B/saa dubbisaatti qabdu maal fa'i?

**TC:** Yeroo baayyee nan ibsa. Ibseen yaada bu'uraa barannoo sanaa akka isaan hubatan godha.Sana booda shaakala daree kenneefiin irra deemee ilaala, to'adha.Nan sirreessa ykn akka isaan of sirreessanin godha.

**R:** Ga'een dubbachuun dubbisuu keessatti qabu maali jetta?

**TC:** Dubbachuun gaarii dha garuu kan barnootaajjin walqabate ta'uu qaba.Kanaafis B/saan akka ijoolleen dubbattuuf haala mijeessuu qaba malee callisee dubbadhaa jechuu hin qabu. Kanaaf to'annaafi qajeelcha qabannaan dubbachuun meeshaa ijoolleefi B/saan itti fayyadamanii dandeettii dubbisaa dagaagsanii dha.

**R:** Barumsi B/saa qofarraa argama jettee yaaddaa?

**TC:** Miti.B/saan yeroo murtaa'eef daree keessatti B/taa wajjin wal arga.B/taan muuxannoo addaaddaa hawaasaafi maatiirraa argate fudhatee dhufa.Kanaafi muuxannoo kitaabaafi B/saa walitti fiduun barumsi argamuu danda'a.Kanaaf leecalloo(resource) bakka addaaddaa dhufu kana fayyadamuun barumsi argamuu danda'a.

**R:** B/ttootniikee akka isaan wal gargaaran ni gootaa?

**TC:** Eeyyee

**R:** Meeqa meeqaan?

**TC:** lama lama, sadi sadiin ykn afuriinis ta'uu danda'a.

**R:** Garuu maalirratti hundooftee barattoota kana qoqqoodda?Jechuun saala, dandeettii fi kkf

**TC:** Yeroo baayyee akka feetee(random) fayyadama. Garuu dandeettii irratti hundaa'ee B/ttota fooyyee qabaniifi warra laafoos yeroon walitti makeen ga'ee ga'ee hiraaf.Tokko ni qindeessa, tokko ni barreessa, tokko ni dhiheessa, warri hafan yaada irratti dabaluu. Kana ammoo xuqaa isaan daree keessatti qaban irratti hundaa'ee ykn hirmaannaa dareerratti hundaa'ee ti.

**R:** Kana gochuuf muuxannoo bakka biraatii argatte qabdaa?

**TC:** Eeyyee.Leenjii waliinii istaafiikeenyaafi istaafii alaa waliin goonu qabna yeroo yerooti. Sometimes MoE and OEB also organize such trainings.

**R:** Karoora banootaa(Leesen pilaanii) ni fayyadamtaa?

**TC:** Eeyyee. Isa malee hin sochoonu. Kunis kan waggaa, kan torbee fi kan guyyaa ti. Garuu haala qabatamaa ijoolattiirraan kan ka'e akka yaadnetti nuu hin deemu.Yeroo nuti irra turree shaakalchiisnu jira.

**R:** Barannoo tokko fixxee kan biraatti darbuuf maalirratti hundoofa?

**TC:** B/taan hubachuufi hubachuu dhabuu malee yeroon dhumuu miti.Yoo ijoollef hin galle ta'e irran deebi'a. Yoo xinnaate walakkaan barannoo sana hubachuu qabu

**R:** B/ttootni daree keessatti haasa'aa akka hin dubbisne waantotni danqan jiruu? (Yoo...Maal fa'i?)

**TC:** Rakkoolee baayyeetu jira. Tokko rakkoo teessumaa.Teessumni kutaa tokko tokko keessa jiran teessuma dhedheeroo(dalgaa) waliin haasa'uuf mijatan miti.Utuu teessuma socho'an abbaa tookko tokkoofaa ta'ee baayyee mijata. Kan biraan ammoo yeroo dha. B/taan dubbachaa akka wal gargaaree dubbisu gochuun yeroo baayyee fudhata. B/saani ammoo poorshinii waggaa fixuuf jarjara. Yoo fixuu baate itti madaalama. Baayyinni B/taa daree keessatti jirus rakkoo cimaa dha.Kanarraan kan ka'e B/saan gidduu deemee toa'achuufi gargaaruu irratti ni rakkata.Rakkoon biraa ammoo hanqina kitaabaati. Adeemsa dubbachaa barachuu ykn dubbisuu ati jettu kana keessatti kitaabni B/taa yoo xinnaate lamatti tokko utuu ta'ee danda'ama. Itti dabalees fedhii B/saa rakkoo ta'uu danda'a. B/saa dhimmaa kanarratti hubannoofi fedhii qabaachuu qaba.Kunis leenjii barbaaduu danda'a ta'a.

Inni dhuma kitaabichumtiyyuu hojii garee irratti hin xiyyeeffatu.Akka B/ttootni waliin(gareen) mari'atan hin jajjabeessu.Yoo jiraate darbee darbeeti.Gaaffiiwwan gilgaala keessa jiranis akka B/taan walitti dhufee dubbatuufi hojjetu hin taasisu.Fknf Kutaa Tokkoffaa seensarratti akka ibsutti B/ttootni jalqaba qubee dubbisu, itti aansanii jechoota dubbisu achirraan himoota gaggabaaboo dubbisanii gaaffii dubbisaa deebisu jedha.Garuu B/ttootni hima gaggabaaboo eega dubbisanii gaaffiin isaan deebisuu qaban hin jiru.Fakkiin ibsuufi meeshaalee deggersa barnootaa fayyadamanii dubbachuufi barachuu akka shaakalan hin taasisu.Utuu kun jiraatee B/ttootni fedhii dubbachuufi carraa sanaan barachuu ni uumama ture. Kun jechuun ammoo barumsi dubbachiisaa(interactive) akka hin taane godha.Qajeelchi B/saa akka ijoolleen waa uumanii ykn fakkii kaasanii ittiin dubbachaa hojjetan ykn baratan hin godhu.Isuma jiruyyuu akka itti fayyadaman hin jajjabeessu.

### **Tiraanskiriipitii interviwuu B/taa**

**R:** Kutaa meeqa baratta?

**S1:** Kutaa 2

**R:** Dubbisa dubbisuu ni jaallattaa?

**S1:** Eeyyee

**R:** Dubbisa akkamii ykn waa'ee maalii dubbatu?

**S1:** Waa'ee oduu duriifaa, ibboofaa

**R:**Dubbisi sirakkisaa?

**S1:** Badaa nan rakkisu

**R:** Qofaamoo namaajjin dubbisuu jaallatta?

**S1:**Namaajjin hojjechuu

**R:**Maaliif?

**S1:** Wal gargaarra

**R:** Akkamitti wal gargaartu amma?

S1: Waan inni tokko hin beekne inni tokko itti hima.

R: Akkamitti?Barreesseemoo afaaniin?

S1: Taakki takkii barreessinee takkiimmoo afaaniin.Yeroo baayyee barreessinee walitti agarsiisna

R: Yeroo dubbifanimmoo isinii gala?

G&H: Nuu gala.Badaa nurrikkisu

R: Yoo isn rakkise akkam gootu?

G: Nama gaafanna?

R: Eenyuun?

J: walii keenya ykn B/saa.

R: Utuu gargaarsa nama hin barbaadin hubachuuf ni yaaltuu?

H&G: Eeyyee

R: Maalfaa gootu fakkeenyaaf

G&H: Fakkii ilaalla.

R: Meerre fakkii isa kam?

H: Kunoo isa kana(*Quba itti qabdee*)

R: B/saan akkamitti isin gargaara?

G:Dubbisanii nutti agarsiisu.Nummoo sana ilaallee shaakalla.Lafa nu galuu didetti ni gaafanna. Nutis wal-gargaarra

R: Akkamitti ?

G: Gaaffiifaa wal-gaggafanna.

M: Suraafaa kaafnee ykn barreesinne wal gagaara

H: Hibboofaa wal gagaafanna tokki tokkii

R: B/saan akkamittiin yoo isi gargaaree jaallattu?

G: Waan nuti hin beekne yoo isaan nutti himan

R: B/saa qofarraa barumsi argama jettanii yaadduu

G&M: Lakki

H: Miti

R: Essa fayii argamaree?

G: Manaas nu gargaaru?

R: Eenyufaatu?

M: Obbolaa keenyafaa. Abbaan keenyas nu gargaara.

G: Walii keenyas ni gaggaafanna

R: Kutaa keessatti haasa'anii barachuun gaariidha?

H: Haasa'uun illee gaarii miti.

R: Maaliif?

H: Barumsaafi gaarii miti

R: Waa'ee barumsaan jedheem

G: Innoo ni danda'ama

H: Sirriidha

R: Maliif gaarii dha garuu

G&H: Waan hin beekne waalgaaafanna mitii?

R: Gaarii.Fixeera.Guddadhaa

### **Tiraanskiriipitii Interviivuu B/tootaa**

R: Dubbisuun gaariidha?

SS: Eyyee

R: Maal faaf isin gargaara.

S1: Dubbifnee hubachuuf, qayyabachuuf

R: Qofa qofaa hojjechuu (dubbisuu moo)gareen dubbiisuu wayya?

S2: Namaa wajjiin ykn gareen

R:Yeroo wal dukkaa dubbistan kana wal gargaartuu?

SS: Eeyyee

R:Namaa wajjiin hojjechuun maaliif gaargaara?

SS: Waan wallaallee (dadhabne wal gaafachuuf)

R: Akkamiiti wal gargaartu amma?

S3: Dubbisnee walitti himna.

R: Eenyuutu isin gargaara?

S1: Anaan namni biraan as keessaa nan gargaaru yoon wallaale B/saan gaafadha.

R:Maalfa irratti wal gargaartu

S3&2:Hikaa jechootaa

R: Yeroo dubbifan yoo hubachuu dadhabdan maal gootu?

S2&3: Wal gaggafanna.

R: Fakkii as irraa kana akkamitti itti fayyadamtu yeroo dubbistan?

S1: Fakkiin kun waan dubbisi kun jedhu nuu ibsa (pointing by a finger)

R: Itti fayyadamtu ka.

Ss:Eeyyee

R:Dandeettiin dubbisuu keessanii akkam gaariidha?

Ss:Badaanurrakkisu

R: B/saan akkamitti isin gargaara? Maalfa goodha?

S1: Yoo nu dubbisuu wallaallu kun kana jedha kun kana jedha jedhanii nuu ibsu. Isa booda qabadha nuun jedhu. Irra deddeebi'aniis nu gaafatu.

R: Baayyee gaarii. Fuulduratti yoo akkamittiin isin gargaare jaallattu?

S1&3: Yoo fakkeenyaafaa nuu kennee nuu ibse. Hojii manaafaa nuu kennan

S2: Yoo nu shaakalchiisan

R: Manaa namnii isin gargaaru jiraa?

SS: Eeyyee

R: Eenyuu

SS: Obboloota keenya. Isaanis gaaruu waan wallallee gaafana

S1: Abba'eekoo

R: Beekumsi b/saa qofarraa dhufa jettanii yaadduu?

**G:** Eeyyee, inni baayyee beeke. Garuu hiriyyoota fi maatiirraas ni baranna.

H: Lakki, kitaabarraas ni baranna.

M: Eeyye, inni sirriitti beeka.

R: Eessa fa'i

S1: Nurraa dhufa. Yoo nuti jabaannee waan barannee hordofne, kitaabas dubbifnee,namas gaafannee

R: Haasa'uun dubbisuuf bu'aa qaba jettanii yaadduu?

SS: Eeyyee bu'aa qaba

R:Akkamitti?

S1: Haasafnee wal hubachiifna yoon ani wallaale isan gaafadha (*quba itti qabdee isa tokkotti*) yoo inni hin beeku ta'ee immoo narraa hubata.

R: Gareen hojjechuu ni jaallattu?

SS: Eeyyee

R:Maaliif?

S3: Walgargaarra, walii ibsina

R: B/saan deggersa isinii godhaa?

S1&3: Eeyyee. Waan nuti wallaalle nuti himu.

R: Kitaaba alaa ni dubbistuu?

SS: Eeyyee. Waanuma argine ni dubbisna

R: Fayya ta'aa

## **APPENDIX 6**

### **Observation Transcript(English Version)**

#### **Reading Lesson Transcript of Teacher A**

**Grade:** 1

**Date:** 04/09/2009(EC)

**Time:** 8:00AM

**01T:** Good morning

**02Ss:** Good morning Sir (*standing up*)

**03T:** Sit down

**04Ss:** Ok (*students sit*)

**05T:** What did we learn yesterday?

**06Ss :** (xxy) (*students murmur*)

**08 07 T:** Shhh!!! Silence!

**09Ss:** (xxx)(*still murmur*)

**10T:** I am saying **don't** shout!(*Beating the board with the small stick in his hand*)

**11Ss:** (*silence restored*)

**12T:** Ok, what did we learn yesterday?

13Ss: Qubee dachaa (*Two different consonant functioning as one letter*)

14T: What are these letters?

15Ss: ch,dh,ny,sh,ts

16T: Very **good!** Now you come here one by one and write the letters. So who will write letter "ch"?

17Ss: Me! Me! Here! Here!(*Raising hands and shouting for turns*)

18T: (*The teacher invited one boy*)

19Sx: (*He went to the board and wrote it correctly*)

20T: Is it correct?

21Ss: Yes(*in chorus*)

22T: **Very good!** Clap for him

23Ss: Now who will write "ts"?

24T: Me! me! Teacher, I will write it!

25T: From girls. Girls. Ok, Sena?

26Se: Sena went up to the board and wrote "ts" correctly

27T: **Very good!** Clap for her

28Ss: (*clap hands*)

29T: Again who will write 'Dh'? Dh"! "Dh"(*repeating*)

30Ss: Teacher! Teacher! Teacher!(*shouting for turns*)

31T: (*Invited a girl*)

32 34 Sx: (*She went and wrote 'd'*)

33T: How is? Is it correct?

34Ss: No! not correct

35T: What went wrong?

36Ss: It's 'd' not 'dh'. I'll correct! Teacher! Teacher! [T: your attempt is good. But this is not 'dh'. It is 'd'. What letter is this, students? (*Turning to the students*)

37Ss: 'd' 'd'(*in chorus*)

38T: Can you see your mistake?(*Looking at the girl and pointing to 'd' on board*)

39Sx: Yes. I see

40T: Ok. Another? Who will write 'sh'?

41 Ss: **Teacher! Teacher!**(*Shouting too much*)

42T: Shhhh! Don't shout! Silence! Sara come here!

43Sa: (*Sara wrote it correctly*)

44T: **Very good**! You come and write 'ny'(*pointing to a boy*)

45Sx: (*He also wrote it correctly*)

46T: Is it correct?↑(*Turning to the class*)

47Ss: Yes!(*in chorus*)

48T: Very good! Now we are done! Let's turn to "Alphabet Song". This is to recall what we learned last time. You know it! So we'll sing that

49 Ss: Teacher! Teacher. Here, Teacher!

50T: Shhh!!! You will first sing together. Got it?

51Ss: yeah!

52T: Well, together! To start 1,2,3(*shouting '3'*)

53Ss: **A:** Abbaan koo na waamee(My father called on me)

54**B:** Balbala cufi jedhee(To shut the the door)

55**C:** Caaltuunis na waamte(Chaltu also called on me)

56**D:** Dafii kottu naan jettee(To come home quickly)

57**E:** Eyyeekaa dafeen dhufaa(yes I we'll come quickly)

58**F:** Fagoo miti manni koo( my home is not too far)

59**G:** Gaangoo yaabbadheen dhufaa(I w'll come on horseback)

60**Z :** (The continued up to "z"(*They were clapping and singing*)

61T: Interesting! Very good! Now you will sing individually, Ok↑?

63 62 Ss: Ok!

64 T: Good! So who will come here and sing alone?

65Ss: Teacher! Teacher!(*competing*) I 'll sing!(*Raising hands*)

66 T: (*Invited a boy*) Come here (*beckoning*). Face students and sing

67Sx: (*Nodded in agreement and and sung successfully*).

68T: **Very** good!(*led the student back to his sit* ). Another student(2x)?

69Ss: Here teacher! Teacher! Teacher (*shouting*)

70T: Silence! Now you sing the song of Qube dubachiftu only! Only! Right?

71Ss: Teacher! Teacher!

72T: Let you sing together in chorus loudly. Ok↑?

To begin, 1, 2, 3

73Ss: Qubeen dubbachiiftuu shanii. Isaanis: a, e, i, o,u. (There are 5 vowels. These are 'a', 'e', 'I', 'o', 'u':(*The last sound 'u' is too loud and long*)

74T: Very good! Now one by one. Who will sing alone?

75Ss: Me! Me, Teacher! Teacher! [T: You, come (*pointing to a boy*)

76Sx: (*He came and stood facing students*)

77T: There are 5 vowels... Begin!

78Sx: There are 5 vowels. These are 'a', 'e', 'I', 'o' 'u':(*in low voice*)

79T: Make it louder!

80Sx: There are 5 vowels. These are 'a,e,I,o,u:(*louder!*)

81T: Good! Another?

82Ss: Me! Me, Teacher!

83T: Come (*pointing to a girl*)

84Sx: There are five vowels. These are 'a, e, I, o, u:(*louder and longer*)

85T: Raise your voice!(*showing by rising his right hand*)

86Ss: (*Students shout*)(xxx)[*the girl finished singing correctly*)

87T: Shhh!! Listen! Song is now enough. It is well done! Next time we'll see how to write with Qube Dacha. Ok?

88Ss: Ok. (*The class ended*)

91 R: Read this word, Dula(*pointing at a picture of pigeon in the student's book*).

92 Dula: Gu...gugee(*pigeon*)

93 R: How about this?(*Pointing at a donkey's picture*)

94 D: Harree

95 R: Isn't it a sheep?

96 D: No! This is donkey( *Pointing at the picture*)

97 R: Goo:d(*laughing*)

### **Grade one, Lesson 2**

89T: How are you?

90Ss: We are fine Teacher

91T: Yesterday we saw Qube Dacha (*students shout*)

92T: Silence!

93Ss: (*still shout*)

94T: **Silence!**(*clapping his hands*)

95Ss: (*Silence restored*)

96 T: As I said, today we'll write words using Qube Dacha. Got it?

97Ss: Yes

98T: (*Turning to board, he wrote three examples*)

Ch-Chaappaa

Ny-Nyaara

Dh-Dhadhaa (*He underlined the first letters of the words. He then modeled each word and ordered the class to follow him*)

99T: Ch-chaappaa

100Ss: Ch-chaappaa

101T: Ny- Nyaara

102Ss: Ny-Nyaara

103 T: Now, you write these words in your exercise books

104Ss:(Took out their exercise books and wrote it)[xxx students murmur, ask and show to each other)

105T: You read this (*pointing to 'dh' on one student's exercise book*)

106Sx: 'dh'(read correctly)

178T: How about this? (*pointing to 'TS'*)

108Sx: 'Q'(Mistake)

109T: Not 'Q', it's 'Ts'( *Moved to another group*)

110Ss: Teacher! Teacher! Ours too! Look at ours!

111T: Silence!

112Sx: Teacher, we are done (*check it for us*)

113T:(*He checked some of the students' work*). Those who didn't finish do and complete it at home; we'll do it tomorrow. With this we finish today's lesson. Check and double check at home. Practise it. How many Qube Dachas are there in Afan oromo ? How many?

114Ss: Teacher! Teacher?

115T: Chala!

116Ch: Five

117T: How about vowels, Latu?

118L: Five

119T: Using the examples we did today please do the same for other Qube Dachas. It's home work. Understand?

120Ss: Yes! (*In chorus*)

121T: Ok. See you tomorrow

**Grade 2, Lesson 1 Teacher: B Time: 2:00( pm)**

306T: Good after noon

307Ss: Good afternoon Teacher.

308T: You open your books, page, 102. You'll do in groups( *He grouped the students according to their seats and assigned tasks*). Abdi's group is Group 2 and you'll do activity to2 that says "What is your friend's name?" and "How beautiful is her dress?(p.102).

309S1: Which page?

310S2: Page 102

311T: Samuels group is group 1 and you will do question 3.

312Abdi: What is your friend's name?"(*He read aloud three times pointing*)

What punctuation mark will go here?(*He asked his group*)

313Bontu: a point

314Lalise: an exclamation mark

315A: Which one is it?

316 Bulti: This one (*pointing at a period*)

317A: It's asking a name! Who (*stressing 'who'*).So what punctuation is more appropriate?

318B and Ch:// A question mark

319A: Yes. Correct."How beautiful is her cloth" (*the second question* ) what punctuation is appropriate?

320B: A question mark

321Ch: No. Not a question mark. It's an exclamation mark.

322A: Yes it is an exclamation mark. Do you know why?

How beautiful is her cloth(2x).Since her cloth is so beautiful the writer admired it. So exclamation.

323Ch: Yes. Because of the beauty, you have to exclaim.

324A: How about this (*pointing to the next question* " Margituun buna danfisti (Margitu is boiling coffee)

325B and Ch: // fullstop

326A: Correct! ."Lensa Hawi and Bona are brothers" What about this (*pointing*)?

327Ch: a point

328 B: Why?

329A: Lensa and Hawi are two different or separate people. So they have to be separated by a comma.

330Ch: How about at the end?

331A: a point (full stop)

332B: Yeah.

333A: What does this say (*pointing to a sentence*)?

334B: What crops will make injera?

335A: What are they?

336Ch: Teff, maize

336B: Wheat

338A: No, Bontu. Wheat makes bread

339Ch: That's true

340A: What do we call a dough making utensil?

341B: a pot

342Ch: a dough pot

343A: Correct. A dough pot. Let's read a passage now. What do you do before going to school?

344B: We dress ourselves

345Ch: Eat breakfast

346Ss: (*kkk, all group members laughed*)

348A: No what do we call these in general?

349B: Preparation

350A: Yeah. Correct. When you do exam, what do you need to follow?

351B: Instruction

352 A: Correct

353T: How did you go about answering the questions (*The teacher asks the students strategies*)?

354A: Do you know how we did?( *The students read the first question* ) 'What's your friends name?' This sentence is asking as a question ) "What is your friends" name(*repeated*)

We are asked to respond, yes?

355T: Yes

356A: Because of this a question mark is needed

357T: Where does it go?

358A: Here (*pointing at the end of the sentence with a pen*)

359T: Did you write in your exercise book like this?

360A: Here it is (*showed what they did*).The next question is,"How beautiful is her cloth". It is so beautiful; it's worth admiration or happiness. Therefore, an exclamation mark has to go here (*pointing*)

361T: O.K. I liked your strategies

362A: The third question reads,"Do you go to school", The answer could be, either I'll go or I won't go. Because of this, it is a question mark.

363T: Very good

364R: Now you are doing in your groups. Do you think, working in a group has advantages?

365Ss: Yes

366R: How? Why?

367A: We explain for one another. If I need help he(*pointing to a partner* ) can guide me. I can also support him where he needs assistance. Thus we cooperate and support with each other.

368R: Do you think classroom interaction helps here?

369Ss: Very much-We talk to help each other, or to explain things

370R: Who also helps you with reading?

371A: Our Teacher and our families. For example, in a sentence, "Do you go to school?" The Teacher first models aloud to emphasize what punctuation mark is appropriate and we take his example (*The student emphasized " Ni deemtaa? (Do you go?)"*) In this way he stresses how two vowels should appear at the end.

372R: What are the other ways the teacher supports you?

373A: He gives us example, models, encourages us, repeats and summarizes difficult concepts. He explains and gives us home works.

374R: Imm—How about you? How do help yourselves?

375A: We read different texts (books), notices, posters. We do different reading activities together both at home and at school and help each other.

## **Grade 2, Lesson 3**

### **Topic: Ilaalcha Dogoggoraa( Misconceptions or Wrong Attitudes)**

376T: Good morning

377Ss: Good morning

378T: Please open your books to page 33. Today we'll be reading a passage on misconception. Get into pairs and read the passage silently. First look at the title and the illustrations therein. What are the various public misconceptions? Get into two or three and discuss(*organized students*)

379Ss: (*Students began discussing in groups*)

380Marga: What is wrong or misconception?

381Dule: I think it's wrong understanding

382Chaltu: Yeah. It's conceptions that are incorrect.

383D: But what kind of things are these?

384M: For example, abduction, Female Genital Mutilation, etc.

385L: Look, this topic is attitude, not practice. Look the title says 'Ilaalcha'(attitude)

386D: Right! Yeah. So it could be conceptions like 'Females are inferior to males'

387M: O:K, Lets look at the illustrations on this page, What do you think is this(*showing the picture*)

388L: It seems a student

389M: Does a student carry a stick?

390D: KKK!(*laughed*). So it a blind man.

391M: Yeah! It could be.

392M: Look(*The students are scanning the pictures above the passage*).This man has a stick, exercise books, and a black eye glasses. What does this mean?

393L: For more understanding , let's read on!

394M: (*Marga reads in a low voice, pointing with a pen and others joined him*)

395T: Have you all finished?

396Ss: Yes

397T: O:K. Now I read once for you and you listen carefully (*The teacher reads a loud and the students follow from their books*).

398T: (*The teacher finished reading*) Now I ask you comprehension questions. What kind of person is Roba from birth?(2x)

399S1: A blind boy ( *Ss clapped for him*)

400T: He was blind. Very good. Second question, what made him not to learn?

401S2: Misconception

402T: Whose misconception?

403 403 S2: The society's misconception (*the class clapped for him*)

404T: Good. Now you fill in blank spaces

405T: Roba was \_\_\_\_ in West Shawa.

406S1: born

407T: Roba's family opposed ----- . What did they oppose?

408S2: The idea or suggestion

409T: What was the idea?

410S3: Roba's education

411T: Very good. Now we'll construct a sentence using the words, **education**, **attitude**, and **family**.

Example: Tola has a good **attitude** for people.(Tolaan namaaf ilaalcha gaarii qaba).

Now do your own based on the example (*10 minutes in pairs*)(*The teacher monitors*) who will read his/her sentence(*After 10 minutes*)

412S1: Daa'imman qaro dhabeeyyiif **ilaalcha** gochuun gaarii dha.

It is a good to have a good attitude for visually impaired children

413S2: Boonaan mana **barumsaa** deeme.

Bona went to school.

414S3: Boonaan **barumsa** jaallata.

Bona likes to learn.

415S4: **Barumsi** faayidaa guddaa qaba.

Education is valuable

416S5: **Maatiin** isaanii yaadicha ni morman

Their family objected to the idea

417 S6: **Maatiif** ajajamuun barbaachisaa dha

It is advisable to obey one's family.

418Lalise: **Maatiin** keenya nu jajjabeessu

Our families encourage us

419Bontu: Maalitti nu jajjabeessu? What do they encourage us for?

420Lalise: Barumsatti-for education

421Latu: Maatiin keenya barumsatti nu jajjabeessu

Our family encourages us for education.

422T: Yeah. It's now ok

423S1: **Maatii** kabajuun gaarii dha

It is good to respect a family.

424S2: **Mana barumsaa** dhaquun baayyee barbaachisaa dha.

It's advisable to go to school.

425S3: Daa'immaniif **ilaalcha** gaarii gochuun barbaachisaa dha.

It's good to make a good attitude for children

426S2: Daa'immaniif ilaalcha gaarii qabaachuun gaarii dha.

It's good to have a good attitude for children.

427S4: Qaama dhabeeyyiif **ilaalcha** gaarii qabaachuun gaarii dha.

It's good to have a good attitude for the disabilities.

428Dame: Ilaalcha(dogoggora)3x dogoggoraa dhiisuu...

Abandoning (bad attitude)3x (*incomplete*)

429Latu: Ilaalcha dogoggoraa gochuu dhiisuu

Abandoning making bad attitude (incomplete)

430Dule: Ilaalcha dogoggoraa qabaachuun gaarii miti.

Having bad attitude is not good.

431 Dame: **Ilaalchi** dogoggoraa gaarii miti.

Bad attitude is not good (**better**)

432T: (The teacher invited the students to read their sentences to the class. He gave feedback to those who presented). You constructed too many sentences and I hope you have got a good understanding.

433Ss: Yes

434T: Do you have questions?

435Ss: (silence)

### Grare Three Reading Lesson(F. 145): Eebba Guyyaa Gaa'elaa(A Marriage Day Blessing)

436 T: Good morning?

437 Ss: Good morning Teacher

438 T: Please open your book at P.145. It is titled as, " Eebba Guyyaa Gaa'ela" We'ii read this today, okay? Have you opened?(He wrote the title on the board)

439 Ss: Yes

440 T: Who will read? OK, Chara?(He invited Chara who raised a hand)

441 Chara: (Chara began reading aloud)

*/Marriage day... Blessing.../ ...once up on a time...there was...a girl named Duretti...who lives...inni a cetain...qebele.....This girl...has...a limp leg...and hobbles.....However...she accomplishes...her job.....successfully....She is ...well respected....in her neibouhood....A guy called Sanyi...loves her because of ...her conduct. Since he loved her.....he asked...his family....to marry him.....They agreed..Sanyi's father ...begged...her family...to marry...this good mannered girl...to his son...Sanyi .....*

*Duretti's family...also agreed ...to the idea.....Therefore....they fixed... the wedding day....On the day....the parents of... the bridegroom...blessed him...saying...**Be successful!...May... no obstacle be... in your way!...Have ...a successful marriage!....On this day....the bride and ...the bridegroom... are also blessed...at Duretti's house.....In this way...they are blessed as...**Succeed... in your marriage...live...a happy life...reproduce a baby child..and..a girl...be one...have unity...be sweet to each other ...like milk...Let... your thoghts.. be one...have harmony**....They accepted...this blessing...saying **Ameen!** Then...to recognize this blessing...the two drunk from....one cup...and ended the blessing...After words...eating and drinking ...went back ...to the bride groom's family...They were ...additionally blessed...there... and ...their marriage cermony ...ended./***

### Grade Three Lesson Observation

Teacher: C

Lesson 1

Time: 2pm

442T: Good after noon

443Ss: Good after noon Teacher

444T: Today we'll read the passage on page 154. The topic is "Dhaaba Bittaa fi Gurgertaa (selling areas)(The teacher wrote the title on the board).

445Ss: (xxxx)(students murmur)

446T: Shhh!!(*The teacher tries to silence them*).Did you open page 154?

447Ss: Yes

448T: Who will read it?

449Ss: Here! Me! Here Teacher!

450T: Bilise (*Invited her*)

451B: (*Stands up and reads aloud*)

452T: Charrashe(*Invited*)

453Ch: (*she read aloud too.The teacher moves around the following the reader*)

454T: Very good! Abdi stand up.you live in Mendi Town

455A: Yes

456T: Do you know the market place?

457A: Yes

458T: So how many selling centers (dhaaba) are there? What are they?

459A: Cow selling centre, crop centers, sheep and goats centre, etc (*Ss laugh*)

460T: He is right. Are there no such centers (*turning to other students*)?

461Ss: There are

462T: What are other buying-selling centers?

463Sx: Onion centre, coffee centre

464T: Ok, very good.(*He gave a personal and local example of Gaba Tamiru, a local market. He invited some students to read aloud*).

465 Ss: (*Students read aloud taking turns*)

466T: Now I'll ask you comprehension questions. Raji, according to the passage what are the things that determine the location of selling centers?(3x) (*waited for 2 seconds, but no response*).Look, there is a market and there are different selling items, right?[yes I.e. there is a place for selling onions, hens, coffee, etc(*paraphrased and rephrased the question*). What determines their selling areas? (*still no answer*).No?

467 It is determined by.....?

Convenience and interest of stake holders determine these (*He gave the answer himself when no answer comes forth from students*)

468Ss: (*Students murmur*)

469T: Silence! Mitiku, is there selling where there is no buying? (2x) (*No responses*). Ok, Bontu?

470B: No, because there are no people there.

471T: Ok, Charashe?

472Ch: There is nothing to buy

473T: Good. Chara?

474Ch: No, because there are to be someone to buy from

475T: Yes, that is it (2x). The third question (2x), For example, can some one who takes his ox to market to sell do the selling himself? Assume, Obbo Terfassa takes his ox to market. Can he sell it himself?

476Ss: He can't

477T: How can he sell it?

478Ss: He can't

479T: So how can he sell it?

480Ss: :(xxx) (*Inaudible voices*)

481T: Shhh!! One by one, raise your hands –Dula (*pointing at him*)

482D: Umm---if---there is 'danbanya' (customer (*students lough*))

483T: Shhh!!!

484Ss: If the market---imm--

485T: Ihi--- Chala (*pointing*)

486Ch: These has to be a go between (mediator)

487T: **Very** good. It's not a 'danbanyaa' (customer) but a mediator. Do you know mediator? For instance, someone takes a cow to market. A mediator comes and says, " 'Abbaa kanaa'? (the owner of this)". The seller says it's mine. "How much do you sell it?", the mediator says. The seller says "7000 Birr" He negotiates with the seller at 6500 with promise of 200 birr commission and brings the buyer and gains 400 birr from the two. (*He also added another example of house selling and the involvement of mediator*). So now what do you say about the significance of mediator in the selling –buying process? Is it useful or harmful?

488Ss: Useful. Others say harmful

489T: Why?

490S1: They are harmful because they deceive or cheat

491S2: Useful because they bring the buyer and seller together

492S3: He benefits himself and others

493T:(*The teacher gave personal experiences on the advantages and disadvantage of mediator*).There has to be mediator or not?

494Ss: There has to be.

495T: There has to be. They bring buyers and sellers together and facilitate trade.

**Grade 3, Lesson 2                      Page 117**

**Topic: Types of crops and their production**

496T: What kind of crops do you know?

497S1:Teff

498S2: Maize

499S3: Wheat

500S4: bean

501S5: Pea

502S6: Niger

503T: Are these crops of one or the same type?

504Ss: Yes/No(*mixed reaction*)

505T: Please predict this and then go to reading. Look at these illustrations to help you predict. Do it in groups.

506Ss: (*students discuss in their groups*)

507T: What do you think is the passage going to be about?

508 Ss: Someone leading a meeting, people sitting in the shade

509 T: O:k, Now↑ let's read. Who will read first paragraph?Lata?

510 L: (*Lata read paragraph one*)

511 T: Very good, Shukkaare?

**512 Sh:** *(Read the second paragraph)* Chala?

**513 Ch:** *(Read the last paragraph)*

**514 T:** **Very** good↑. How is our prediction?

**515Ss:** It's nearer to what we predicted

**516T:** At the beginning we predicted that the passage involves discussion on a social gathering. So it approximates what we predicted. Right↑?

**517Ss:** Yes↓

**518T:** Now↓, we have read the passage. Let's go to the first exercise. Answer the following question. How?

**519Ss:** Orally

**520T:** Yes, orally. Question 1. What are the types of crops mentioned in the passage?

**521Ss:** Maize, sorghum, bean, teff, wheat, pea, etc *(Answered one by one)*.

**522T:** Good. Why is it important to produce crops using modern techniques? Please talk in pairs. Tell to each other. It's in the passage.

**523Ss:** To gain more product (more income)

**524S3:** To export to a foreign market

**525S4:** To gain foreign exchange

**526T:** To be self dependent with food crops, export and boost our economy. How did obo Boku advise the people (2x)?

**527Sx:** "Listen to me", he said

**528T:** This how he began his speech. What did he say next? After he said "Listen to me", what did he say?

**529S2:** That it's possible to grow variety of crops.

**530S3:** That it's possible to grow varieties of crops on a small plot of land

**531T:** **Very** good↓. According our crop production and harvest practices how are big stem plants harvested? They are cut and those which have small or thin stems are sawed. Now tell me examples of small or thin –stem plants.

**532Ss:** Teff, wheat, etc.

**533T:** Very good. How about those with fat or big stem?

**534Ss:** Sorghum, maize, bobe, etc

**535T:** How are they harvested?

536Ss: They are cut.

537T: What happens after words?

538Sx: They are gathered at a place (Do you mean piled?)

539Sx: (*Nodded in agreement*)

540T: Then?

541Ss: They are thrashed.

542T: **Very good.** (*He repeated both crop types*)-This teaches us how to get a high product on a small plot of land. If you have any question on this exercise...

543S1: What is cereal crop?

544T: What is cereal crop? Who will explain to him?

545S2: Maize(T:maize *repeats*)

546S3: Bobe(T:*repeats*)

547S4:Milet(T:*repeats*)

548T: **Very good.** Another question?

549Lata: What are oil crops?

550T: What are oil crops? What are they?

551Jafar: Niger(T: Niger-*repeats*)

552Jalata: Talba(T: *repeats*)

553Merga:Sesame(T:*repeats*)

554T: Good. These crops are processed and become oil and used for various purposes.

555Naol: What is 'ambori' ?

556T: Not 'ambori' but 'ombori'. Ok,what is ombori? Think of your own local practices or realities. Our families use this term.

557S1: Seed crops like bear, pea, chick pea, etc

558T: Very good. Another question

559Ss: (*silent*)

560T: Let me ask you shall?

561Ss: (silent)

562T: Shall I ask you?

563Sx: What is 'wayiruu'? (*raising his hand*)

564T: Not 'wayiruu'(2x). It's 'oyiruu'. Ok, what's oyiruu (farmland)(2x)

565 Ss:(Silent)

566T: 'Oyiru' is a farm land. In eastern Oromia it's called 'oyiruu'

Ok, Another question? If you don't have, we'll stop here for today.

### **Grade Three, lesson 7**

641T: Good morning

642Ss: Good morning

643T: *Open your books to page 159(wrote on the board). I read once and follow me. After that you will read turn by turn. So listen to me carefully. Okay?↑ (The teacher went on reading aloud facing the students and students followed)*

644 T: *(While he was reading, he came to "\*" sign and asked), "What does this sign show?"*

645 Ss: *A question*

646 T: *A question (repeated).What do you mean by 'a question'?*

647 S1: *Requires the reader to ask a question.*

648 T: *What sort of question is to be asked?*

649 S1: *Prediction question*

650 T: *Goo::d! A prediction question(The teacher repeated S1's answer).Do you ask yourself a prediction question, Gadissa?(Looking at Gadissa sitting in the front line)*

651 G: *Yes, sometimes I do when I read in a classroom*

652 T: *Oh, that is not good. Students, please make predictions when you read(Raising his eyes from Gadissa and looking at the whole class). But do you know its advantages? It helps to raise your expectations of the forthcoming event. It is also a means of regulating yourselves.*

646T:What does it mean by 'Hinseenee' ("unexpected")? Its meaning?

647Sx: Unnecessary thing

648T: Unnecessary thing (*repeated*). Another? Tasgara?

649Tas: Things unlikely to happen

650T: Means? Improve it. Fikru?

651F: A thing very unlikely to occur

652T:(*Repeated*). Please try again

653Sx: A thing that can't exist.

654T:(*Repeated*). A different term. There is a more appropriate term. Think over and search! Amanuel?

655A: Unknown thing

656T:(*Repeated*). Still try more. Try! When it says, **hinseene'** ("unexpected")(repeated the question ). Ihii(*invited a certain student*)

657S2x: Something that happens against your expectation

658T: Imm!. Yes, but still more. Think over!(4 second)

659Sx1: Something happening suddenly against one's expectation

660T: O:k. **Very** close, good. The answer is "**unanticipated event** (2x) or **'Itti hin seene'** (I didn't anticipate). I didn't expect that way. Unexpected event encountered the person. When we say 'unanticipated ' or 'iti hin seene', it implies that things happen against prediction and wills. Well, I read on(*he continued reading* ). *While reading he came across new word "haadaa". What does the word "haadaa" mean.*" Haadaa" (2x). Haadaa' morma sangaatti hidhamtee jirtu"A"haadaa " that is tied to the ox's neck. Predict or guess from this context. Also look at the picture

661 T: *Ok, now ↓(.) I want you to read the passage again (.) and try to find out the meaning of the word 'haada'(rope). To do this, look at the picture on the right to the passage. Also pay attention to the context in which the word used. 'Haad'(2x). Is it clear?↑*

662Ss: Yes↓

663T: *That is good*

664Ss: (*Students are doing the classwork in pairs*)

665T: *Ok Class(Clearing his throat). Who will answer the question?*

666Ss:// *Me Teacher! Me Teacher!(Shouting and raising hands)*

667T: *Ok(B/taa tokkotti quba qabee)*

668Sx: Rope

669T: *Rope(Repeating). Good. "Haadaa" in this context means means 'rope' because in the picture and according to the context what is on the ox's neck or horn is normally a rope, nothing else. If we closely look at the picture Aadde Boje is holding a rope that is tied to the neck of the ox. What did she do afterwards??*

670Ss: She cried or screamed

671T: Yes, she screamed. What does 'Birmate' mean? Lalise?

672L: 'Dirmate'(came for help when one is difficult condition)

673T:Yes. In our dialect it is "dirmate" but other Oromo dialects say "Birmate" and this means?

674Sx :Came out for help

675T: Yes-Came out for help. (*repeated*). Very good. What is "Balasee". Adam?

676A: Women's waist-tie

677T: Waist-tie, Another Tamam?

678Tam: (xxx)

679T:Ihii(*pointing to one student*)

680Sx: 'Natala'(a single thin cotton garment loosely wrapped around on occasions). Explain more Lalisa?

681L: 'Natala baaqqee'(A thin loose garment)

782T: 'Natalaa baaqqee'(2x). Ok, tying a single garment on her waist ---?

683Ss: carried out

684T: Yes, carried out. Tying a single garment on her waist---?

What did she do?

685Ss: Cried out

686T: Yes. (*went on reading*). This is the one who made me buy the ox and got him arrested. Whom did he get arrested?

687Ss: Sori

688T: Sori. Who is Sori?

689Ss: A mediator

690T: What?

691Ss: A mediator

692T: A mediator. He benefits or gets commission both from the buyer and the seller. That is why he is so named (*went on reading again*). When he learned the 'icctii'('secret'), he run away from the market into the river (2x). Iccitii(secret) means?(*Many students raised hands*). Marga?

693M: A wrong history or background

694T:Lalisa !

695L: A mystery or something confidential

696T: A secret or hidden thing. Ergasimmoo laga seene. Laga seene(run into the river) means.

697Ss: Laga lixe(run into bush)

698T: Sorry?

699Ss: Run into the bush

700T: Run in to the bush(2x). Why did he run?

701Ss: Because the secret is disclosed

702T: Yes. (*kept on reading*). Hanga abbaa sangaa kana gurgure dhiheessitanitti isinumatu shakkamtoota jedhe. “Shakkamtoota” means ? Until you bring a person who sold this ox to you, you are suspects. “suspects” means? Ihii(*pointing*).

703Sx: thief

704T: Thief(*repeated*). Please improve “shakkamtoota”(2x).Try.Fikru?

705F: Who committed this crime is you yourselves

706 T: Not committed crime, I’m afraid. Please improve, Matios ?

707M: The one who sold this ox is you yourselves” said and suspected

708T: Yeah! That’s it !(*shouting baqqa to confirm the answer*). They suspected saying the one who sold this ox could be yourselves. This doesn’t mean, they sold it. It is suspicion, they suspected.

A suspect is not an offender until proved or supported by evidence. According to legal procedures what do we call someone who is under arrest?

709Ss: A suspect

710T: He is a suspect. So the person who has been arrested with the ox is a suspect. Kanaaf mana sirreessaa akka turu godhe “**Mana sirreessaa**” means?

711Ss: A prison

712T: Sorry

713Ss: A prison

**714T:** A prison (mana sirreessaa) means a place where one's misbehavior is corrected and that's why it's so called. After he /she has spend sometime there, she will behave well in a society.

**715** Erga shakkamanii hidhamanii guyyaa lama booda **gadi lakkifaman**"Gadi lakkifaman" means

**716Ss:** 'Gad –dhiifaman' (set tree or released)

**717T:** (Gad-dhiifaman) set tree why released?

**718Ss:** Because the real offender has been arrested

**719T:** Yes- These because the people have been proved innocent. Ok, Now you read aloud one by one, turn by turn (*read turn by turn and after awhile the teacher begun asking apprehension questions*)

**720T:** How many actors are involved in this passage?

**721Sx1:** Three persons

**722Sx2:** Four

**723T:** Four, Yes Four. Who are they?

**724Sx:** Aadde Boje, Sori Tufa....emm..[ok, another?

**725Sx:** The buyer and the person who brought the ox to market

**726T:**That's right. Good(*After reaching the whole passage, the teacher repeated &summarized the new words*).

What do you learn from this passage? What lessons do you get? Please discuss in your groups(3x,*gave them three minutes*)

**727Lalise:**To be careful when we buy or sell things

**728Tasg:** The daily works of mediators

**729T:** OK, is mediator good or bad?

**730Dame:** Good

**731T:** Why?

**732D:** Mediates the buyer and the seller

**733T:** Good. Anyone who says'bad', Lata?

**734L:** It's bad, because they cheat or deceive

**735T:** Good. We'll debate on this topic tomorrow. Those of you say good will be Dame's group, and those who say bad wii be Lata's group. Now, supporters of Dame raise up your hands (*He counted and took their names*). Those who support Lata (*counted and took their names again*) Then the session has come to an end ).

**736T:**Do you have questions? If there is no, we will go to exercise 30 ok page 160. Based on the passage answer the following questions(2).

Question number one, what do people call Sori Tufa?

**737Ss:** Here! Me! Teacher!Teacher(*compete to answer, shouting*)

**738Sx1:** Giddu-nyaattee(A mediator)

**739T:** What?

**740Ss:** A mediator

**741T:** Yes, they call him a mediator. Question 2, after the ox was sold, what problem was created? What problem(2). How about others?(2 *second*)

**742Ss:** Here Teacher! Teacher!(*Raising hands*)

**743T:** Tasgara?

**744Tas:** It was proved that the ox was another person's property

**745T:** Ok. Another? Ihi, Hashim?

**746H:** The ox was put under arrest

**747T:** The ox was put under arrest. Why arrested?

**748H:** It was an ox of theft

**749T:** An ox of theft. Unwittingly what happened?

**750Sx:** The person became a thief and involved in crime.

**751T:** When did this happen? (*After.....(3 second)*). After the ox was sold agreement was written and signed

**752T:** Who cried holding the sold ox? Who?

**753Ss:** Teacher! Teacher!(*shouting, about 2 second*)

**754T:** Sufia?

**755Su:** Aadde Boje

**756T:** Sorry?

**757Su:** Aadde Boje

**758T:** Aadde Boje. Saying what?

**759Sx:** My ox! My ox!

**760T:** Yes. She---?

**761Ss:** Cried

**762T:** It says "she cried". She screamed out! Because of this incident many people have been victimized. How people have suffered the consequence?

**763Sx:** Four

**764T:** Yes four. Well, this will do for today. Tomorrow we will do more reading. If you have questions. Questions (3). Tomorrow you will read turn by turn. Those who didn't read today, get ready for it. Question ? No? Matios, where is your book? Why did you leave it at home?*(commented on those who left books at home and closed a session)*

### **Audio Transcript**

### **Teacher Interviews Transcript**

#### **Teacher A**

**765R:** Please tell me your philosophy on teaching early grade reading

**766TA:** Well, as to me, a teacher should have the will to teach in the first place. Nothing will be accomplished without the teacher's free will- A will to teach. If there is no will, no matter what method he/she uses, it is impossible to produce a good reader. That is the base line. Next the topic or contents and exercises the curriculum presents are important in realizing the various reading goals. The contents of the reading passage and its exercise should motivate the students and take their ability, age, and their background into account. The passage has to build on what the students already know. Vocabularies and their exercises should provide students with sufficient context.

**767R:** What makes a good reading teacher?

**768TA:** Well, the teacher I consider good reading teacher is one who knows the students cultural values and respects it. If he/she goes contrary to this, the students may be reluctant to participate in activities. He/she should know what is right |moral and/or wrong |immoral in the society.

**769R:** What teaching methods do you use when you teach reading?

**770TA:** As it is good for teaching other skills, group work is also good for teaching initial reading. When they do in groups, they learn from one another. When the teacher support is added, the students gain a lot. Adequate practice is also needed out of class.

**771R:** What do you think are good teaching aids for early grade reading?

**772TA:** There are many teaching aids for this purpose. Students text is one of these. Particularly, in our case where there are inadequate technological equipment and devices, student text is decisive. Pedagogical centres and the school as a whole have to discharge their responsibility in this respect

**773R:** How can student become a good reader?

**774TA:** All right. A student has to be active participant in the reading activities done both in the class and out of class room. He/she should be able to learn from others collaborates , and work together with partners, teacher or even other people who know better. Reading needs commitment both from the student and the teacher.

**775R:** Now let's turn to the relation between classroom interaction and learning to read. Do you think they have relations?

**776TA:** Reading and talking might be different, of course. I think it's better to listen than to speak in order to develop reading skills. This is because any person can listen, but reading is an educated skill. So I think the support it has is minimal. Classroom interaction can be beneficial when it is related to the topic under discussion.

**777R:** Here, I mean topic related discussion

**778 TA:** OK, that could be beneficial. In this case students share or exchange experiences, develop confidences and minimize fear.

**779R:** So how do you think these students should be supported ?

**780TA:** Ok.First, the student's book contents and activities in the student's book should be interactive and motivating. The students should discuss on these topic and present to others and the teachers has to give credit for this and motivate them. This makes students interested and motivated to speak. Children of this age value marks very much. To this end, interactive topics should be selected and the students have to make adequate practices. Reading aloud is specially a good method to initiate students to read and talk. It creates a sense of competition and interest among them. Teachers have to work to this end.

**781R:** What is the role of teachers and teaching aids?

**782TA:** Well. The teacher is the architect and facilitator of the learning activity. They prepare fertile ground for the learning enterprises. He/she has to monitor, follow and support so that the student will participate. The teacher doesn't have to teach but should ensure that students learn from themselves and other resources available in the class. This happens through discussion and collaboration and reading skills develops as a result. Teaching aids, on the other hand is extremely beneficial for this age group to develop reading skills. Children like and enjoy manipulating objects. They like to watch, explore, and discover things on their own. Teaching aids in general give life to learning.

**783R:** Are there such aids in your school? If so, do you use them?

**784TA:** There are but not sufficient. We have some pictures, charts, posters, sculips of various types and some are made by teachers some are by students and others are bought. Personally I use them. Some are in classroom and they watch when they learn.

**785 R:** How do you see the contents and presentation of grade1,2 and 3 textbooks?

**786 TA:** Grade three student book doesn't seem to consider students ability. The passages are to long with 12-16 paragraphs. Too bulky and has difficult vocabularies. However, it has colorful and attractive illustrations. And this helps the children to understand the content of the passages. Their contents are also attractive; they teach various social services and values. Grade 1 and 2 have also attractive contents and activity design.

**787** R: Do you engage student in classroom discussion? If so, how?

**788** TA: I try to engage them by creating conducive learning environment I usually do this using jokes, proverbs, funny, anecdotes, etc. This technique arouses their interest, refreshes and relaxes them.

**789** R: Do you use non-verbal communication modes to convey meaning?

**790**TA: Yes, Teachers mostly communicate non-verbally. I use these based on the lesson and topic under discussion. For example, to maintain discipline, I use various facial expressions. This method is more powerful than beating or rebuking. Similarly, when the students do something worthwhile, inviting and bright facial expressions, laughter, clapping can transmit various positive message.

**791**R: How do you use verbal methods to engage students?

**792**TA: Ok, I usually use question -open and closed questions. I mostly use short and closed questions because of shortage of time and this is a problem. I rarely use open ended questions. Open question actually has the potential to enhance children's thinking and expressing skills. For example, instead of saying something is good or bad it is better to say "why do you think?" If a student says,"I like a poem" following this with "why" can actually initiate more discussion

**793**R: A teacher can play a various roles in a reading classroom. For example, a facilitator, a lecturer, etc. which roles do you play mostly?

**794**TA: Yes, I mostly use a lecture method. By lecture I mean before I involve students in activities, I have to introduce the topic, explain the concept, etc. Then the students will develop the concept in-depth and breath through group or pair discussions. They add their own experiences they bring from their families or society. This time I monitor, support, and guide.

**795**R: How do you do that?

**796** TA: I ask questions on concepts they fail to understand. I give them examples to start with.

**797**R: Do you allow students to work in pairs or groups?

**798**TA:Yes I do. A question of reading is a question of language use. Language develops through small group interaction. Instead of asking a student who raises hands, I ask the one who does not. These allows fair student participation.

**799**R: Do you think the teacher is the only the source of knowledge?

**800**TA: No. Not at all. But a teacher is a decisive figure in a classroom. He/she is a designer of the learning process. He/she is a guide to the designed learning goal. He/she is the one who makes a lesson or a learning experience come from anywhere- from good book or from students themselves. The teacher can make a bad book good and vice versa through his/her mode of delivery adding his experiences and knowledge. However the teacher can't do this alone. There has to be a book, a student and teaching aids, etc.

**801**R: How do you allow fair student participation?

**802TA:** This is of course needs the teachers skills and techniques. I often use random selection to be fair. I also try to involve inhibited or reluctant students.

**803R:** How is your group organization?

**804TA:** Even though not always I use ability grouping. I pair or group a less able student with a more able one so as to allow for mediation. I don't actually use gender grouping.

**805R:** Are there challenges to group organization?

**806TA:** Seating arrangements is a challenge. The tables are long benches that do not allow group discussion. The rooms are narrow too. The student population or large class size is also a problem.

**807R:** Do you plan your lessons?

**808TA:** Of course. We have a daily, a weekly, and annual lesson plans.

**809R:** Are there challenges to classroom interactions for reading lessons?

**810TA:** Yes. First we have no enough teaching materials. There is acute student text shortage. A student doesn't have a book per head. They share 1:3 or 4 or 5 because of this, they don't practice both at school and home. The student families teach their children but have no much education for them. Thus they don't follow up or support them with lessons.

**811R:** What solutions do you suggest for these problems?

**812TA:** A student should have books personally. Student chairs or seats and classroom environment should be conducive for group discussion. Stakeholders in the education system have to discharge their responsibilities here.

### **Teacher B's Interview Transcript**

**813R:** What do you think makes this text different from its predecessor?

**814TB:** The first difference is word usage. This new book uses words common in this locality and dialect. The text's design is also very different right from the cover. For e.g, it has a water proof cover. Cover designs also preview and portray major activities therein. For instance, the picture of an ear shows listening activities, a pen shows a writing activities, etc. Looking at these, the students know what they are expected to do.

**815**The contents of the book also reflect cultural values of the society, like, Middles, Traditional games(killee), etc and hence attractive to the learners. There are also sign posts and icons that leads and support students. There are color full illustrations support comprehension, prediction sign posts(\*) to help students forecast what is to come next. Prediction helps to keep students on track and to read with concentration. It is helpful for independent and shared reading as well, initiate group discussion. The passage and exercise are short attractive and clear. The former one doesn't have this taste. Thus the new one is better.

**816R:** Are students' books sufficient?

**817TB:** There are some but it is not sufficient. It is not accessible one to one.

**818R:** So how do students do without books?

**819TB:** They read in pairs or in groups?

**820R:** Do you engage student's classroom interaction? How?

**821TB:** Yes, I usually ask questions.

**822R:** What kind of questions? Open or close ended?

**823TB:** Most questions are text-related. These questions are mainly closed and related to the passage. So most of my questions are closed and have only one answer.

But there are times when I ask open ended personal questions. This is to help the student express his/her idea freely. Such questions can tell you whether the student is following the lesson or not.

**824R:** Student text have three phases(prereading, while reading and post reading). How much does this help students talk?

**825TB:** It helps. In pre-reading there are general leading questions. Open and closed question. These help them engage freely. In while-reading students involve less because most questions have one answer. In post reading the students engage more because they read the passage several times. But the questions are both open and closed.

**826R:** Do they do these questions individually or in groups?

**827TB:** They work together in pairs or in small groups. Fore example, there are ambiguous letters like 'p' and 'q'. There are also passage related questions that are difficult for them. They help each other here. They also ask me for help. They tell each other on stressed sounds, short and long sounds.

**828R:** When they make mistakes, do you give them feedback?

**829TB:** Yes. I give them straight away. Delaying it is not good as they can forget it.

**830R:** Do you give them the chance to talk in class?

**831TB:** Yes. I give them home work. They read and practice at home and when they come, it won't be difficult for them to speak. They guide and help each other to check their understanding I ask them comprehension questions. They understand more than 90%. They raise hands and answer when asked. I ask text-related and any other personal questions.

I allow them to ask me questions. If they don't ask, I ask them on points I feel they might misunderstanding. I check their understanding this way. If few students answer question, I make them do or read it again.

**832R:** What part of the passage engages students?

**833TB:** They participate well on reading. Riddles are good but it is few in the text. I tell me them to ask their family and bring to class and present. The text doesn't seem to focus on local cultures. It has to include cultures of the

various Oromia provinces. For examples, instead of focusing on Borana culture, the students have to learn cultures in their surrounding first. The students book don't focus on group work but we supplement this by ourselves.

**834R:** Do you think classroom interaction helps to develop reading skills?

**835TB:** Yes. When a student talks, he/she reveals what they know and don't know. To this end, the reading passage has to make them learn from one another. They develop confidence. Group works are better focused on. If group works are in place, teachers tend to move from lecturing to monitoring and guiding.

**836R:** Do the exercises engage in classroom interaction?

**837TB:**Yes. But some exercises like word blending and splitting are redundant. These are monotonous. There are times when students say, "Leave out these exercises".

**838R:** What is your role(s) as a teacher?

**839TB:** There are frequent readings in the texts. It says read this, read that.(The same passage over and over again. This is good. But it minimizes the teachers role. If this is changed or improved, the teacher may get additional roles like guiding and monitoring.

**840R:**The passage of the student book is organized in three thematically related manner. Is this helpful?

**841 TB:** It's good. These three related themes support one another. They gain deep insight and this helps them talk and discuss better.

**842R:** How do you think should students be supported on reading?

**843TB:** There have to be many pair or small group works/activities. This makes them support each other or gain support from the teacher. Of course, a few can dominate others. But this problem can be minimized by delegating responsibility to each group member so that there can be fair share of work.

**844R:** How do you form groups ?

**845TB:** Usually I use mixed ability grouping. But most of the time students prefer familiarity grouping and form groups with their intimates.

**846R:** What additional support do you make to help students improve their reading skills.

**847TB:** Well, as you can see there are different posters. They consciously read when they learn or when they are free. I tell them the benefits of reading. I make them read and write again and again, draw, sculpt,curve or model materials, manipulate teaching aids

**848R:** Do you use additional reading materials?

**849TB:** To be honest, I don't do this always. But I tell them to read other materials. I also tell them to write. For example, writing simple applications, or read applications to their parents.

**850R:** Do you use a lesson plan for teaching reading?

**851TB:** The textbook itself has plans saying this lesson for this day, etc. So it is clear which lesson to be taught in which month. In addition, we prepare personal lesson plans.

**852R:** There is a syllabus attached at the end of the Teacher's Guide. Does this help you? Do you use it?

**853TB:** Yes. It contains objectives, exercises, evaluation etc. These help us in teaching & evaluation process.

**854R:** Are these challenges to classroom interaction? If so, what are they?

**855TB:** There are. The first is seating arrangement. It doesn't allow monitoring and assisting. Chairs are not conducive. In addition, students are shy. They fear to talk. This makes them not to stand up and talk, or write on board. It is difficult to identify active and inactive student. This demands the teacher's technique and follow up. It needs the teacher intensive coaching. There is also acute shortage of student book.

**856R:** What solutions do you suggest for this?

**857TB:** Regarding chairs, the community and government should come together discuss and solve it. The textbook problem can also be solved in the same way. Student's shyness is a matter concerning the teacher. The teacher needs to encourage, support, train and advise the students. A more confident students can be used to initiate others or be model for other using story telling, plays, proves, etc to boost their confidence.

### **Teacher C Interview Transcript**

**858R:** Tell me your philosophy on teaching initial reading

**859TC:** Any teaching enterprise particularly teaching early grade needs more commitment on the part of the teacher. This doesn't mean the teacher should centre him/herself, but early grade teacher has more commitment than those higher level teachers. This means the responsibility goes beyond facilitating learning environment to knowing the student, following and supporting. Classroom resources like using a more able ones and teaching aids are extremely valuable too.

**860R:** What makes a good reading teacher?

**861TC:** Well, to me a good reading teacher is not the one who transmits knowledge but who creates learning conditions for students. This means active learning environment has to be created for learning to take place. Instead of teaching a more active student, the more active ones have to be used as a resource to support others and solve their reading problems.

**862R:** Using this technique what teaching methods have to be used?

**863TC:** Group discussion, pair works, and teachers following are good means.

**864R:** What good teaching materials and aids have to be used for early grade reading?

**865TC:** I taught for 14 years. Words in the student text are redundant. No new words. They are not participatory. A text based on the students local culture, values, and history that can engage them, make them talk is to be designed. The exercises in here also to be based on the students needs and ability to motivate and engage them. It is good that skills are integrated (reading and writing). Overwhelmingly, the student book seems to focus on Oromo culture,

values and traditions. The exercises are also related to these cultural values. They have the potential to engage students.

The way words are split also doesn't seem to be on their phonology ground but on their phonemes (meaningful units). For example, "kitaabilee" (books) has been split not as "ki-taa-bi-lee" but as "kitaab-lee" 'kitaab' (book) one word '-lee' (plural marker). This means the children focus not on word sounds but on their meanings. I feel sounds have to be taught first, then meaningful units have to continue. Since this can minimize the practice of sounds, it could have a negative effect on the development of reading skills.

**866R:** Do you think classroom interaction supports reading skills?

**867TC:** Very much. They support each other very well. They talk to help each other or to improve their reading skills, and speech is used in the course of interaction.

**868R:** What makes a good classroom interaction?

**869TC:** It has to include various language skills. A teacher and a student have to talk. A teacher alone should not talk. The student has to talk or be more active.

**870R:** What has the teacher to do to increase classroom interaction?

**871TC:** First of all the teacher has to know the role of classroom interaction in the development of reading skills. Based on this, he/she has to use interactive or communicative tasks. In addition, teaching aids like manipulative, posters, charts, etc have to be used.

**872R:** What is the teacher's role here?

**873TC:** The teacher has his own role. He prepares or buys the materials or gives students responsibility to prepare etc. Some of these could be achieved through collaboration between the teacher and the school.

**874R:** What teaching method do you usually use?

**875 TC:** I usually use student-centered teaching methods that make the students help each other (both in-class and out of class). I also use individual activities that make the student practice at home. I give individual classroom activities. I make them come to the board and practice writing. This helps them to develop confidence and courage.

**876 R:** Do you use additional teaching materials?

**877 TC:** No. Time and other conditions do not allow. For example, we can't get enough time and teaching aids and materials.

**878R:** What do you do when students are inhibited to speak?

**879TC:** I use various techniques. I ask questions, advise them (on consequences of non-participation). I also use jokes, plays, etc to motivate.

**880R:** Do you use non-verbal communication?

**881TC:** Yes. I approach the students that need attention and communicate facially, physically, by gesture, etc. Non-verbal communications are unavoidable.

**882R:** You ask questions?

**883TC:** Yes

**884R:** What kind of questions (open or closed)?

**885TC:** Both types, mixed. But mostly questions in the text and questions we ask at this age and grade level are closed question. This is because children of this age level can't explain things well. So there are more closed questions, open ones are rare.

**886R:** What are your roles as a reading teacher?

**887TC:** Mostly I lecture. I explain the basic concept of the lesson. Then I give them classroom practice and monitor. I correct them or I make them correct themselves.

**888R:** What is the role of classroom interaction in reading classroom?

**889TC:** Interaction is good but it has to be lesson-related. Here, the teacher has to facilitate and control discussion, but does not let them be free. So if it is properly managed, it is a wonderful learning tool.

**890R:** Do you think learning comes only from a teacher?

**891TC:** No. The teacher meets the students in a classroom for a limited time. The student comes to school with rich experience from a family or the community. Thus by bringing the teacher's experience and the textbook valuable learning can be gained. By combining these various resources, worthwhile lesson can be obtained.

**892 R:** Do you encourage your students to help one another?

**893 TC:** Yes

**894 R:** How do you do this?

**895 TC:** I usually group them in pairs, in threes or small groups

**896 R:** How is your pattern of classroom organization? I mean do you group according to gender, ability, etc?

**897 TC:** Mostly I use random organization. But sometimes I use mixed ability grouping when I need the more able children assist the less able ones and give them responsibilities. For example, one could act as a group leader, the other a secretary, etc. Their classroom participation and academic records could be used as a basis to determine their abilities.

**898 R:** Have you ever taken any professional development training?

**899 TC:** Yes. There are frequent staff trainings. i.e. within our school and with other schools. Sometimes MoE and OEB also organize short term trainings.

**900 R:** Do you use a lesson plan?

**901 TC:** Yes. We can't move an inch without a lesson plan. But it can't go as expected or planned because of certain conditions like student performance, the nature of the activity under discussion, etc. Sometimes we take more practice time on some difficult exercises.

**902 R:** How do you make decisions to move to the next topic?

**903 TC:** It depends on the students' grasp of the lesson not on the time allotted. At least half of the class have to develop the desired concept before moving to the next lesson.

**904 R:** Are there factors that that inhibit classroom interaction?

**905 TC:** There are a lot. One is the problem of chairs. In some classes there are long benches that are unsuitable for group discussion. If there are armchairs, classroom interaction could be more convenient. The other problem is time. To use classroom interaction for reading, much more time may be needed. But teachers want to finish portions of the year. If he/she can't finish, there is evaluation and consequences related to it. The third problem is large class size. Because of this problem it is impossible for the teacher to monitor and provide support for students. The fourth challenge is shortage of books. The process of classroom interaction you have said can be realized if the students have at least 1:2 books. But now books are mostly in 1:3, 4 or 5 ratio. Another challenge is teachers' interest and awareness. To have successful classroom interaction, teachers have develop adequate awareness on this matter. They may need some kind of trainings for example.

Lastly, the book itself doesn't seem to focus much on group or pair works. It doesn't encourage group discussion. If there is at all, it is very rare. The exercises are not designed in the way students come together and talk or discuss. For example, in the introduction part of Grade One, first students read alphabets, then words and short sentences and passages and answer comprehension questions. But at the end of short passages there are no any comprehension questions. It also doesn't encourage the children to express their feelings through pictures, or manipulate teaching aids and initiate talk. If there were, they would have created more talking and learning opportunities for the students. Their absence made teaching uninteractive and dull. Moreover, the Teacher's Guide doesn't encourage the children to create artefacts, draw pictures to learn through talk. It even doesn't suggest the use of available teaching aids.

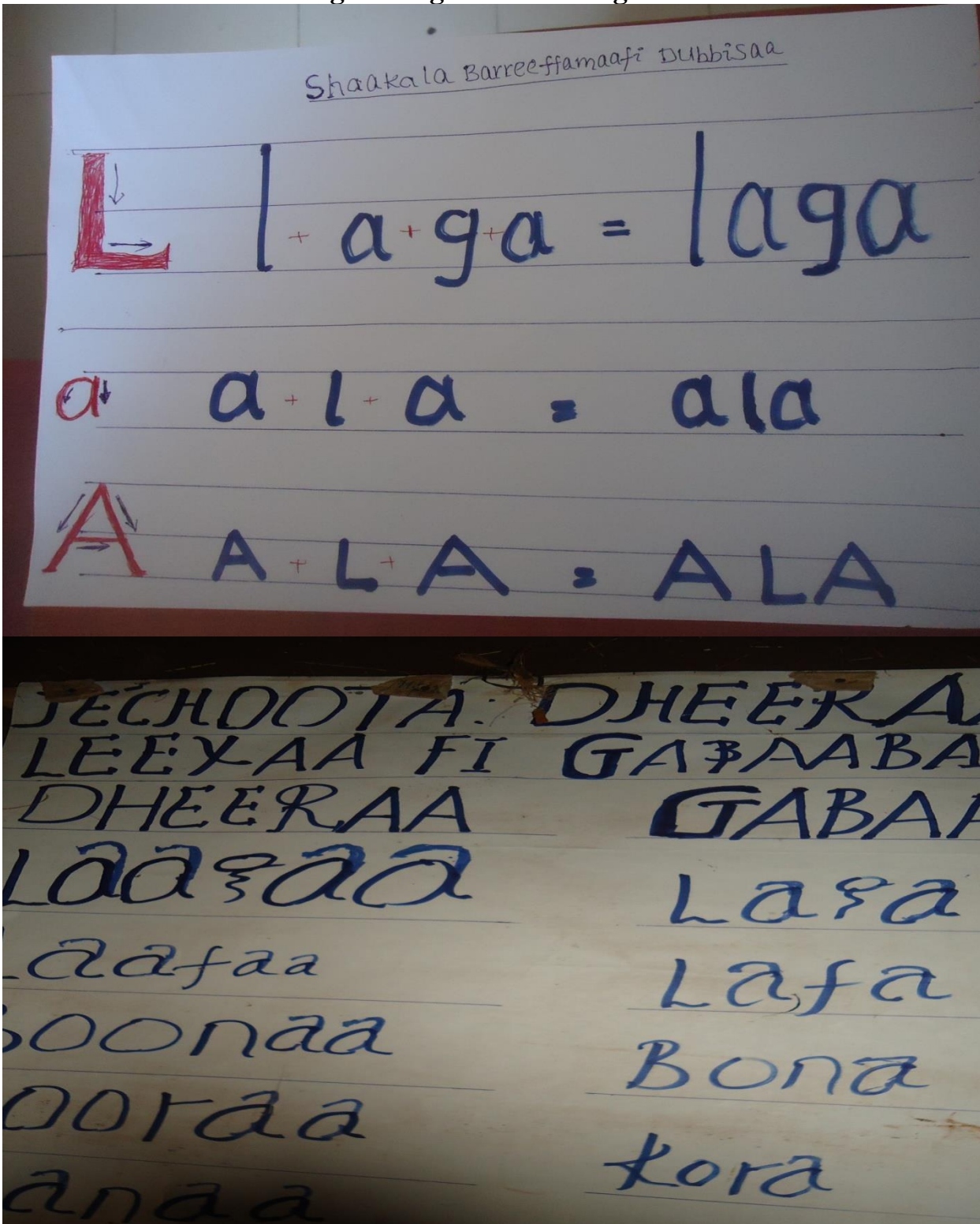
**Appendix 7: Documents(Artifacts)**

**7.1Abdi Bori Primary School**



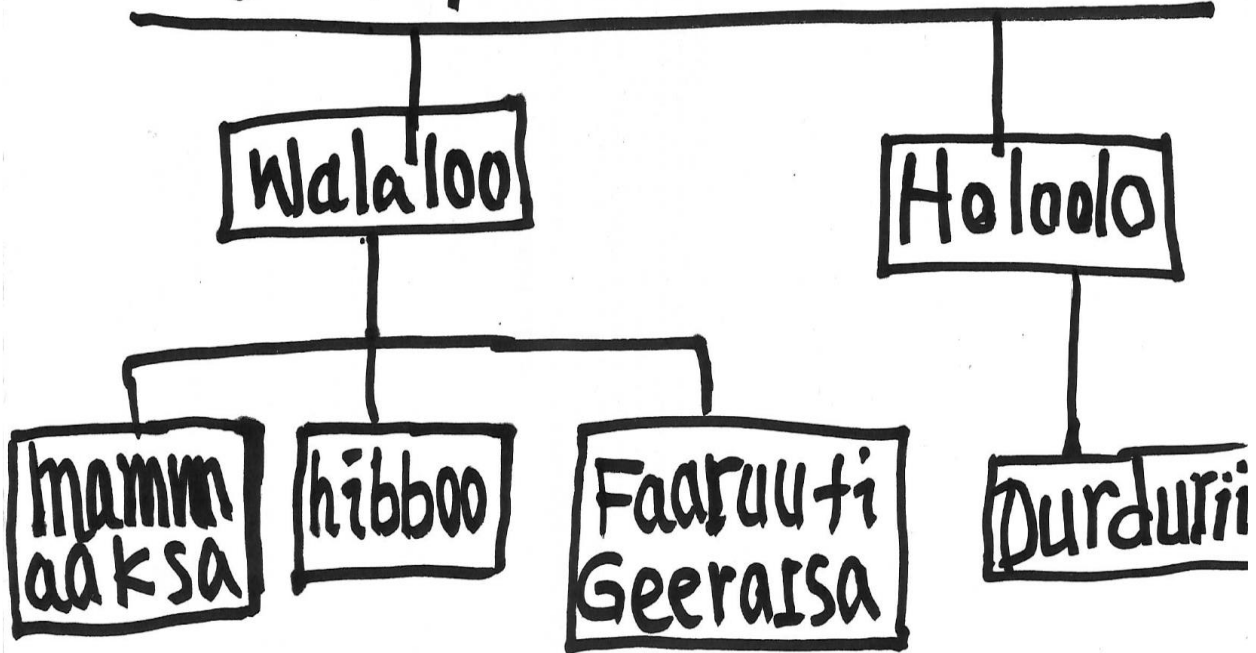


7.3 The Practice of Reading/writing & Short/Long Vowels

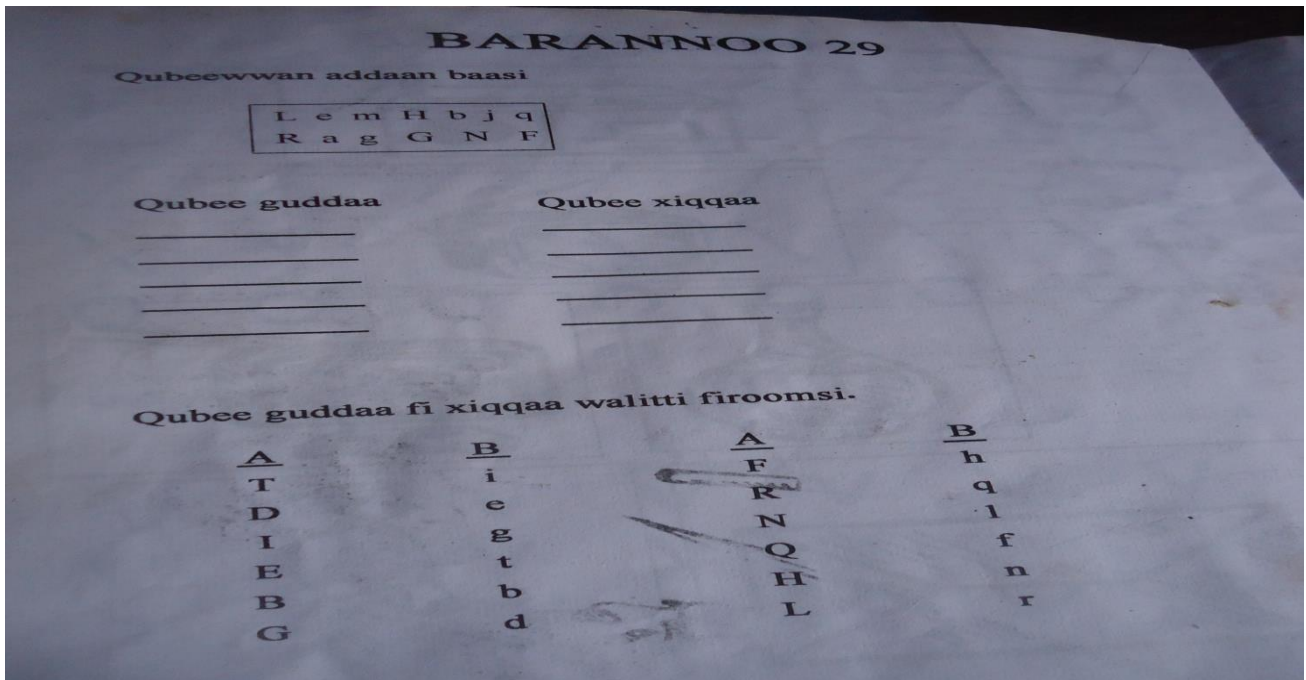


7.4 Graphic Organizers on Types of Oral Literature

# Bifa Afoolli Ittiin Dhahaatu

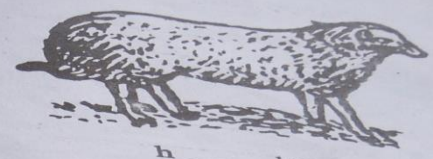


7.5 Textbook and Classroom Pictures

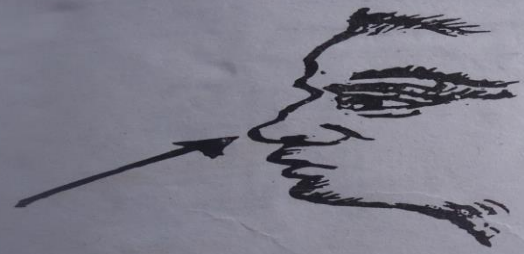




b \_ \_ fa



h \_ \_ laa



fu \_ \_ aa



\_ \_ \_ l'aa \_ \_



ha \_ \_ ee

### BARANNOO 32

Sagaleewwaniin jechoota ijaari.

A.

laa  
ma  
na  
fa  
ga  
bu

na  
ga  
ma  
ra  
la  
fa

Fakkeenya  
buna

B.

laa  
boo  
raa  
moo  
koo  
daa

raa  
naa  
faa  
fuu  
gaa  
kee

Fakk  
daar

Fakkii fi jecha walittii firoomsii.

## BARANNOO 34

mucha

harma

lukkuu

kittaa

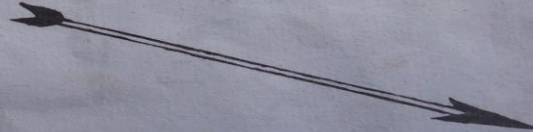
mooyyee

qullubbii

waraabessa

xiyyaa

qocaa



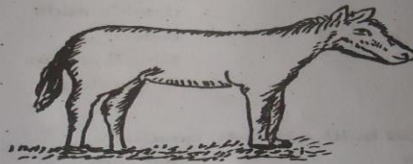
## BARANNOO TORBA GAANGEE

### Gilgaala 1

Gaaffiiwwan armaan gadii irratti gareen mari'adhaa.

1. Gaangee argitanii beektuu? Maal fakkaatti?
2. Gaangeen maal nyaatti?
3. Gaangeen maaliif fayyaddi?

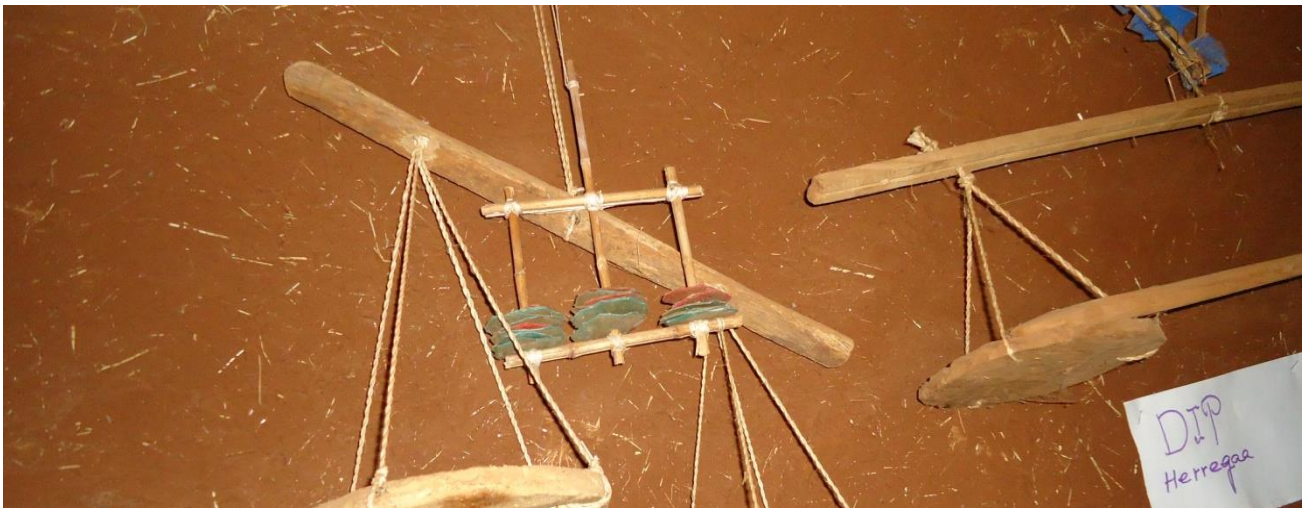
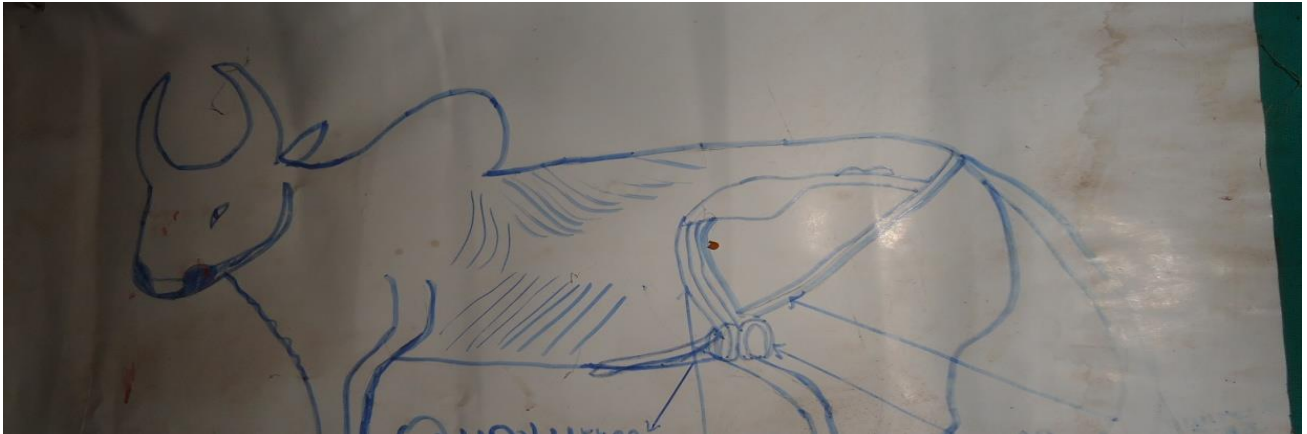
Amma dubbisa armaan gadii callisaan dubbisi.



Gaangeen beeyladaa keessa tokko. Abbaan ishee harreedha. Haatti ishee farda. Gaangeen hin dhaltu. Gaangeen midhaan dheedhii fi marga nyaatti. Jireenya isheetiif lafa ho'aa jaaltti. Garuu, bishaan irraa fagaatee jiraachuu hin dandeessu.

Gaangeen humna cimaa qabdi. Gaangeen horii geejjibaaf taatuudha. Mi'a gara garaa baatee lafa fagoo deemuu dandeessi. Namnoonnis yaabbatanii lafa fagoo ittiin deemu. Gaangeen faayidaa akkasii waan qabduuf, namoonni baay'een ishee horsiisu.

**7.6 Student-Drawn Picture to Illustrate Vocabulary and Reading Comprehension**

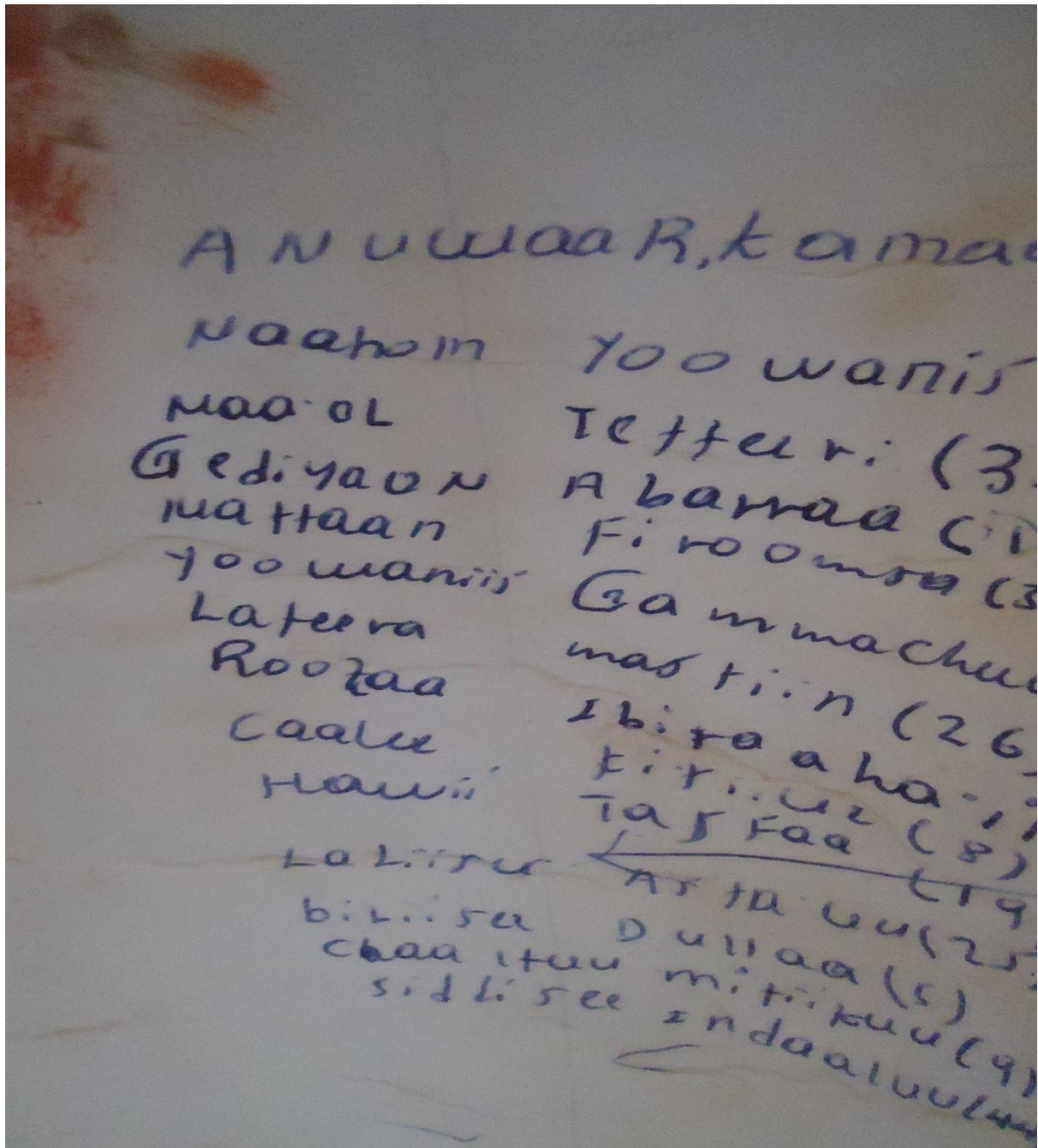


7.7 Teacher Hand-Written Lesson Plan

Juhyar 17/5/08

Da'aragoo		M/B/B	M/O/B	Wardah	Makda
Baris	Baris				
Baris	Hoj'ecuu	Opisii f doob	Jbsa y. trabi	Jlaale	H/w
msu	Shaaraku	Jafifi f doob	Jbsa y. laabo	Wardah	H/w
	Shaaraku	mala Shaaraku	Jbsa Kiycoob	Jlaale	

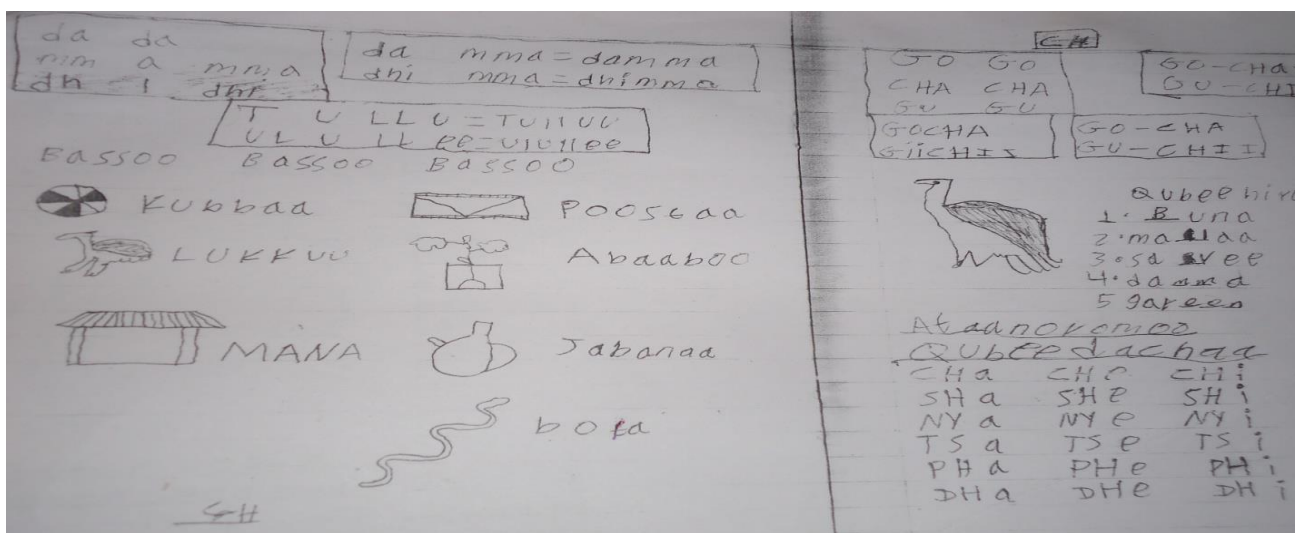
7.8 Students List on the Wall



## 7.9 Table of Contents(Grade Three)

Torban	Matadureewwan	
	Seensä	
1	Akaakuuwwan Dhukkubootaa	1
	Dhukkubootaafi Amaloota Isaanii	1
	Dhibee Garaa Kaasaa	1
2	Dhukkubsachuun Dura of Eeggachuu	12
	Gifira	12
	Qufaa	13
3	Namni Namaaf Qoricha	23
	Nama Eedsiin Qabame Kunuunsuu	23
	Dhukkubsataa Wal'aanu	23
4	Ollaa Bara Beelaa	35
	Ollaa Gaarii	35
	Boonsaa, Abbaa Fira	35
5	Birmannaa Gaafa Rakkinnaa	46
	Warra Walii Gale	46
	Faayidaa Ollaa Gaarii	46
6	Aadde Dureettiifi Dargaggeeyyii Lamaan	57
	Ga'ee Manguddootaa	57
	Jaarsolii Biyyaa	57
7	Sardiidoofi Daakiyyee	67
	Afoola	67
	Akaakuuwwan Afoolaa	67
8	Faayidaa Afoolaa	77
	Gorsa Gaarii	77
	Jireenya Gamtaa	78
9	Tooftaalee Seenessuu Afoolaa	88
	Aabbu Guddaafi Allaattii	88
	Tapha Hibboo	88
10	Barattoota Qaxalee	99
	Itti Fayyadama Yeroo	99
	Yeroon Qilleensa	99
11	Sagantaa Qo'annaa	111
	Barataa Cimaa	111
	Obboleeyyan Ciccimoo	111
12	Shamarran Bibilchaatoo	120
	Sagantaa Milkaa'inaa	120
	Mudannoo Avishaa	121

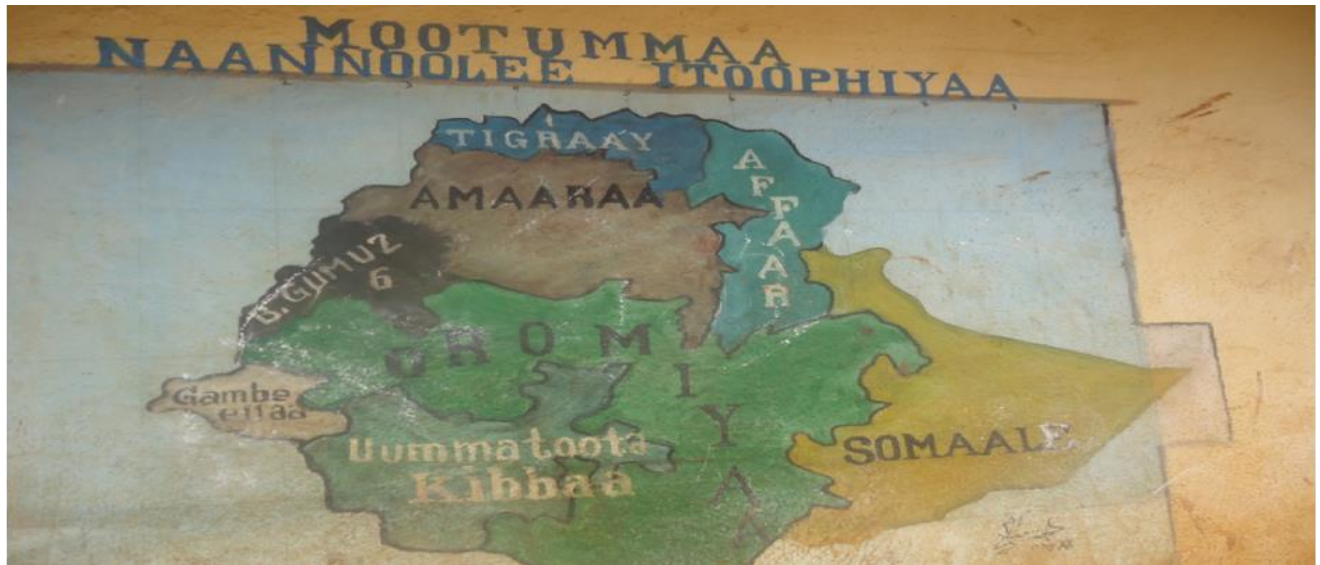
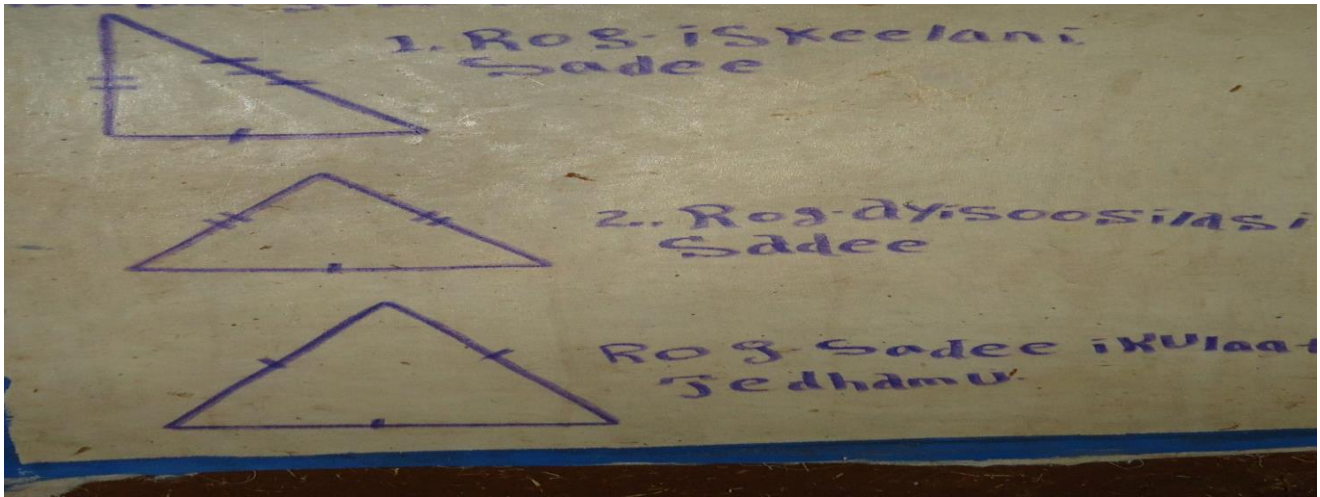
**7.10 Student-Made Artifacts**  
**Afan Oromo Alphabets Curved out from Hard Paper and Wood**



7.11 Cultural Tools



7.12 Environmental Print



Map of Oromia



