



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

INVESTIGATING THE NATURE OF CLASSROOM INTERACTION IN EFL CLASSES

BY

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SUBMITTED TO: DR. ALEMU H.

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**INVESTIGATING THE NATURE OF CLASSROOM INTERACTION IN EFL CLASS IN
GRADE 8 ARDI YOUTH ACADEMY, ADDIS ABABA**

BY

ASHENAFI WOLDE

**A Thesis Submitted to the Department of Foreign Languages and Literature in Fulfillment
of Master's Degree in English Language Teaching**

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ACRONYMS

EFL: English as a Foreign Language

IRF: immediate feedback response

ESL: English as a Second Language

T: teacher

S: student

SS: students

ABSTRACT

This study, titled "Investigating the Nature of Classroom Interaction in EFL Class in Grade 8 Ardi Youth Academy, Addis Ababa," aimed to explore classroom interactions in Grade 8 English as a Foreign Language (EFL) classes at Ardi Youth Academy in Addis Ababa, Ethiopia. Guided by Interactionist and Sociocultural Theories, the research sought to understand the nature of classroom interactions, identify predominant interaction types, and examine teachers' facilitation of these interactions. Employing a descriptive research design, data were collected through video recordings and semi-structured interviews with students and the teacher. The findings revealed a predominantly teacher-centered approach characterized by teacher-initiated communication, limited student engagement, and minimal peer interactions. Teachers focused on information transmission and predominantly used closed-ended questions, restricting opportunities for student-driven discussion and critical thinking. The study concluded that EFL classrooms in this context lacked a balanced, interactive learning environment. Recommendations included increasing student participation, incorporating open-ended questions, facilitating peer interactions, and balancing teaching approaches. These findings have implications for educational practice, curriculum design, and policy implementation, emphasizing the need for professional development and interactive teaching methods to promote active learning and critical thinking.

Keywords: Classroom interaction, EFL instruction, Teacher professional development

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

The English language has become a crucial instrument for education, communication, and opportunity in today's interconnected society. English competence opens possibilities in a variety of disciplines, including academic endeavours and international business, as noted by Richards (2001) and Ellis (2014). English language learning (EFL) has increased dramatically as a result of its worldwide significance, especially in nations where English is not the national language. But in order to learn this new language skill set effectively, a dynamic learning environment that encourages meaningful and engaging engagement is needed.

The key element for gaining fluency and confidence in using English is classroom interaction, even though grammatical drills and textbooks offer a foundation. According to Long and Crookes (2009), interaction gives language learners the chance to practice speaking in a meaningful and useful situation. Students can assess their vocabulary and grammatical knowledge as well as build critical communication skills including speaking, listening, and critical thinking through debates, discussions, role-playing, and group projects.

This active exchange allows them to experiment with the language in a safe space, learn from their peers' diverse perspectives, and receive immediate feedback from the teacher. The nature of this interaction is crucial. Effective EFL classrooms move beyond simple question-and-answer formats, where the teacher dominates the conversation. Instead, they create opportunities for students to build on each other's ideas, express themselves creatively, and negotiate meaning collaboratively (Walsh, 2011).

The importance of good interaction in an EFL classroom extends beyond simply practicing language skills. It fosters a sense of community and belonging among learners who share a common goal. When students interact effectively, they learn to collaborate, negotiate meaning,

and express themselves confidently. This not only builds their self-esteem but also equips them with the social skills necessary to navigate real-world communication situations (Ellis, 2018).

Nonetheless, research conducted on classroom interaction in EFL classes in Ethiopia indicated that the implementation of classroom interaction falls short of its potential. Aschalew Adera (2013) found that while teachers acknowledged its importance, there was a lack of organization and consistency in engaging students effectively. Similarly, Zinabu Yilma (2015) highlighted that effective questioning techniques were often underutilized, limiting student engagement. Habtamu Walga Adaba (2017) noted that interactive practices were insufficiently structured to enhance speaking skills. Alemayehu Wochato and Wondwosen Tesfamichael (2021) identified both intrinsic and extrinsic factors hindering effective interaction, and Sisay Ayalew Tsegaw (2022) emphasized the need for strategic feedback and interaction methods to boost student participation. This study aimed to find out the current nature of classroom interaction in EFL class, specially by focusing on private school grade eight interaction.

1.2. Statement of Problem

One of the most significant tasks in the field of language instruction is the study of classroom interaction in EFL (English as a Foreign Language) settings. English language ability is essential in today's globalized world for professional prospects, education, and communication, as noted by researchers like Jack C. Richards (2001) and Rod Ellis (2014). Proficiency in English opens doors in academic pursuits, international commerce, and cross-cultural contacts. This has led to a significant increase in English language learning activities globally, especially in areas where English is not the local language.

The importance of good classroom interaction in EFL learning is emphasized by Rod Ellis (2014). Though this kind of engagement is acknowledged to be important, it is noted that a lot of teachers find it difficult to put these strategies into practice in the classroom. This difference poses significant issues for the use of theoretical frameworks and research findings in practical educational contexts, especially in areas like Ethiopia where difficulties with EFL instruction are severe.

This study was driven by the need to fulfill gaps identified in research on classroom interaction in Ethiopian EFL classes. Previous research has shown significant shortcomings in implementation. Aschalew Adera (2013) used a survey method with classroom observations, questionnaires, and focus group discussions, finding inconsistencies and a lack of organization in facilitating student group discussions. Zinabu Yilma (2015) employed a descriptive survey using classroom observations, interviews, student questionnaires, and audio recordings, highlighting the underutilization of effective questioning techniques crucial for student engagement.

Habtamu Walga Adaba (2017) used a descriptive survey to examine teacher-student interaction practices in Grade Eight at Tullu Sangota Primary School, utilizing questionnaires, classroom observations, and interviews. His study emphasized the need for structured, interactive practices to enhance speaking skills. Alemayehu Wochato and Wondwosen Tesfamichael (2021) adopted a mixed methods approach, combining questionnaires, interviews, and classroom observations to investigate factors affecting Grade 11 student interactions, identifying both intrinsic and extrinsic influences like teacher behavior and classroom environment.

Sisay Ayalew Tsegaw (2022) conducted a qualitative analysis using observations, teacher interviews, and document analysis, focusing on feedback and interactional strategies in Grade 9, revealing the significant impact of strategic feedback on student participation.

These studies, however, reveal notable gaps: three were conducted outside Addis Ababa, one focused on Grade Eight in Oromia (Tullu Sangota), and four predominantly addressed high school levels. Additionally, two of these studies are nearly a decade old, highlighting the need for recent research on elementary-level interactions, particularly in Addis Ababa. This research stands out from previous studies in several ways. While earlier investigations primarily focused on high school levels or were conducted outside Addis Ababa,

This study uniquely targets elementary-level classroom interactions within the capital city. Additionally, it adopts a distinct methodological approach, employing video recordings and

semi-structured interviews to gain deeper insights into classroom dynamics. By utilizing these methods, this research aims to provide a more comprehensive understanding of classroom interaction practices at the elementary level in Addis Ababa, addressing notable gaps identified in previous studies. The following research questions were addressed in this study:

1. What is the nature of classroom interaction in EFL classes at the elementary level in Addis Ababa, Ethiopia?
2. Which types of classroom interactions are predominantly observed in EFL classrooms at the elementary level in Addis Ababa?
3. How do elementary-level teachers facilitate classroom interactions in EFL classes?

1.3. Objectives:

1.3.1. General objectives

To investigate the nature of classroom interaction in EFL classes at Ardi Youth Academy, specifically focusing on Grade 8.

1.3.2. Specific objectives

1. To explore the nature of classroom interaction at the elementary level in Grade 8 EFL classes at Ardi Youth Academy.
2. To identify which types of classroom interactions are predominantly observed in Grade 8 EFL classrooms at Ardi Youth Academy.
3. To examine how Grade 8 teachers at Ardi Youth Academy facilitate classroom interactions in EFL classes, and what factors influence their effectiveness?

1.4. Significance of the study

This study holds significant implications for both academia and educational practice at Ardiye Academy. By investigating the nature of classroom interaction in EFL classes, the research contributes to a deeper understanding of effective language learning strategies in the local context. The findings can inform curriculum development and instructional practices at Ardiye Academy, fostering more engaging and interactive learning environments. Additionally, the research framework and methodology serve as a valuable resource for other researchers

interested in exploring similar topics within the field of language education. The detailed methodology and theoretical underpinnings offer a blueprint for conducting research on classroom interaction in diverse educational settings, facilitating further inquiry and knowledge advancement in the field.

1.5. Scope of the Study

The scope of the study specifically focuses on Ardi Youth Academy at the grade eight level. Data were collected through video recordings and semi-structured interviews. The population consists of 62 students, among whom a subset will be selected for semi-structured interviews. Additionally, the study includes the sole teacher who teaches English in both grade eight and seven, as each grade has two sections. This scope ensures a detailed examination of classroom interactions in the specific context of Ardi Youth Academy's grade eight level English classes.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE REVIEW

This chapter reviews relevant theories to support the research. The principal areas to be discussed are the concept of the nature of classroom interaction in EFL class.

2.1. English as a Foreign Language (EFL)

Although English is more commonly encountered in ESL (English as a Second Language) classrooms, EFL (English as a Foreign Language) refers to learning English in nations where it is not the primary language (Richards & Ellis, 2014). EFL education is growing as a result of globalization. The dominance of English in science, technology, international business, and diplomacy opens up prospects for global education and career advancement (Long & Crookes, 2009). According to Smith et al. (2008), English is becoming more and more valuable due to increased worldwide mobility. The abundance of knowledge available in English online and elsewhere is accessed by learners with the support of an EFL education (Mercer, 2000). It prepares kids to interact with the knowledge and environment around them. In addition to being useful, EFL promotes cross-cultural dialogue and comprehension, strengthening the bonds that bind the world community together (Ellis, 2018).

Several distinguishing characteristics of EFL contexts are outlined by McDonough & Mackey (2016):

First of all, learners in these circumstances do not use English as their everyday language of discourse. EFL learners do not typically participate in everyday discussions or use English for regular tasks like grocery shopping or socialising, in contrast to native speakers or people in English-speaking communities.

Second, there are frequently little opportunities for EFL students to use their English outside of the classroom. EFL learners might not have many opportunities to practise English in authentic settings, which could impede their language learning process. This is in contrast to learners in English-speaking environments, where exposure to the language is continuous and varied.

Moreover, teaching approaches in EFL contexts usually place a strong emphasis on developing broad English language competency for academic or professional objectives. Instead of concentrating only on conversational fluency or colloquial phrases, EFL curriculum designs place a higher priority on providing students with the language tools and abilities required to succeed in academic or professional settings where competency in English is crucial.

Since Ethiopia is a non-English speaking context, EFL education essentially entails a specialized method to teaching and learning English while understanding the distinctive language and socio-cultural dynamics of such environments. EFL programs strive to support the development of English proficiency appropriate for academic and professional contexts through targeted language learning activities and structured classroom instruction, thereby enabling learners to successfully navigate and communicate within the global linguistic landscape.

2.2. Definition and concepts of Classroom interaction

In English as a Foreign Language (EFL) classroom interaction is the dynamic communication exchange between teachers and students. Both sides actively engage in the learning process as it is a collaborative approach (Long & Crookes, 2009). By encouraging students to use English for a range of objectives, such as expressing opinions, asking questions, working with peers, and participating in meaningful discussions, EFL interaction, in contrast to traditional teacher-centered techniques, stimulates language learning. Through this lively dialogue, students are given the opportunity to practise using the language, get feedback, and progressively improve their communication abilities.

2.3. The Nature of Classroom interaction

There are different categories of the Nature of Classroom interactions out there and most of them differ from one another, yet the researcher chose Mead and Vygotsky's Perspectives they categorize the nature of classroom as followings:

Symbolic Communication: Language serves as a tool for constructing meaning and identity, as advocated by George Herbert Mead (1863-1931). In classroom interactions, students engage in

using language not just to convey information but also to negotiate and shape their understanding of the world and themselves.

Negotiating Meanings: Mead's theory emphasizes the importance of interpreting symbols in diverse social contexts. Students learn to navigate different meanings attributed to words and expressions based on social interactions, thus enhancing their understanding of language as a socially constructed phenomenon.

Interactive Activities: Mead's ideas suggest that interactive activities such as role-playing, debates, and collaborative projects are effective for language learning. These activities provide opportunities for students to actively engage with language, experiment with different roles and perspectives, and develop their linguistic and social competencies.

Zone of Proximal Development (ZPD): Lev Vygotsky (1896-1934) proposed the concept of the Zone of Proximal Development, which highlights the importance of interactions that occur within the realm of what a learner can do with the assistance of a more knowledgeable other. In the classroom, interactions should be structured to operate within students' ZPDs, challenging them to reach their potential with appropriate support from teachers and peers.

Scaffolding: Vygotsky's theory emphasizes the role of scaffolding, where teachers provide temporary support to students as they work on tasks slightly beyond their current abilities. Through scaffolding, students are guided to develop new language skills and cognitive abilities, gradually becoming more independent learners.

Collaborative Learning: Vygotsky stressed the significance of collaborative learning environments, where students engage in peer tutoring, small-group discussions, and shared problem-solving activities. Such interactions foster dialogue, promote social interaction, and enhance language acquisition by providing opportunities for students to learn from and with each other.

2.4. The importance of classroom interaction in EFL

In EFL contexts, the value of classroom engagement cannot be emphasised. It has a big impact on how well students succeed in learning English. This is the way:

2.4.1. Promotes Active Learning and Practice

Students have plenty of opportunity to actively interact with the language in interactive courses. Participating in group projects, presentations, and conversations allows them to hone their speaking, listening, reading, and writing abilities in an engaging environment. Deeper knowledge and recall of the course material result from this active engagement (Long & Crookes, 2009). Students have plenty of opportunity to actively interact with the language in interactive courses. Participating in group projects, presentations, and conversations allows them to hone their speaking, listening, reading, and writing abilities in an engaging environment. Deeper comprehension and retention of the course material result from this active engagement. In 2009, Long and Crookes.

2.4.2. Enhances Access to Information and Engagement with the Wider World

English-language resources are widely available, especially in the disciplines of science, technology, and other intellectual pursuits. Through interactive classroom activities, EFL education enables students to access this large body of information. Students gain a wider perspective on the world and the ability to think critically by debating and evaluating material that is provided in English (Brumfit, 1997).

2.4.3. May Contribute to Cultural Exchange and Understanding

Interactive classrooms can foster cultural exchange and understanding. When students from diverse backgrounds collaborate, discuss, and learn from each other, they gain insights into different cultures and perspectives. This can contribute to a more interconnected and harmonious global community (Byram, 1997).

2.5. Kinds of Classroom Interaction

According to Richards (2001) Effective EFL classrooms encourage a variety of interaction patterns. The followings are the kinds of classroom interaction according to Richards.

2.5.1. Teacher-Student Interaction

This kind of idea-sharing is the foundation of classroom communication. Teachers guide students through assignments, give explanations, answer questions, and share their perspectives. In return, students ask questions, seek clarification when needed, and actively participate in class discussions.

2.5.2. Student-Student Interaction

The two most important components of interactive classrooms are peer learning and collaboration. Students collaborate on group projects, have brainstorming sessions, take part in role-plays, and give constructive criticism to one another. Students may practise communication skills in a secure and encouraging setting through this kind of engagement, which promotes a feeling of community and shared learning.

2.5.3. Whole-Class Interaction

Active learning may be effectively facilitated via brainstorming sessions, presentations, debates, and whole-class discussions. Students may exchange ideas, have in-depth conversations on difficult subjects, and gain insight from one another's viewpoints. The lively flow of information that takes place in an educational context between peers and teachers is known as classroom interaction (Wenger, 1998). From teacher-student interactions to student-student cooperation, it includes a wide range of communication activities.

2.6. Teacher's Role in the EFL Classroom

Successful English as a Foreign Language (EFL) instruction, according to Harmer (2007), is built on productive classroom interaction. It gives pupils a chance to communicate effectively using the recently learned language, developing their confidence, fluency, and critical thinking abilities. Within this framework, the educator has a pivotal role in enabling these exchanges,

converting the classroom from a static setting for instruction to a lively forum for inquiry and discussion. According to him, EFL instructors must.

2.6.1. Creating a Safe Space for Participation

Setting up a classroom that encourages interaction is one of the most important parts of a teacher's job. In order to do this, Harmer stresses the need of a "teacher's warmth." This kindness transfers into a classroom environment where students feel free to take chances, ask questions, and make errors without fear of embarrassment or criticism. When students feel that the classroom is encouraging and helpful, they are more inclined to engage.

2.6.2. The Art of Questioning

Strategic questioning techniques are another powerful tool in the teacher's arsenal for facilitating interaction. Moving beyond yes/no or factual recall questions, teachers should strive to ask open-ended, thought-provoking questions that encourage discussion and critical thinking. As Ellis (2003) suggests, these questions should prompt students to elaborate on their ideas, justify their reasoning, and analyse information. This approach not only deepens understanding but also creates opportunities for students to engage with the language and each other.

2.6.3. Providing Meaningful Feedback

Giving and receiving feedback is an important part of learning, and it helps to foster connection. According to Richards and Schmidt (2001), effective feedback must be given in a clear, precise, and helpful manner. Instead of only pointing out mistakes, it need to concentrate on helping pupils make improvements. In addition, it is important to provide feedback promptly so that pupils have the chance to incorporate the modifications in their next exchanges.

2.6.4. Encouraging Student-to-Student Interaction

The end objective is to enable students to speak with each other in an efficient manner, even though teacher-student connection is crucial. Incorporating exercises and assignments that demand student-to-student contact can help teachers accomplish this. Group conversations, role-plays, debates, pair work, and presentations can all be a part of this. Teachers may help students

improve communication skills, cooperation, collaboration, and active listening by providing chances for them to engage directly with their peers.

2.6.5. Adapting to Different Learning Needs

The way a teacher facilitates connection with pupils must change depending on their individual needs and skill levels. According to Harmer (2007), instructors sometimes need to take the lead in starting and facilitating conversations with novices. This might entail demonstrating appropriate language usage, structuring conversations, and offering sentence openers. As students advance, the instructor can progressively relinquish control, enabling a greater number of student-led conversations and exchanges.

2.6.6. Leveraging Technology for Enhanced Interaction

In an EFL classroom, technology may be a useful tool for encouraging engagement. Digital tools like as discussion boards, online forums, and interactive whiteboards can give students more channels for interaction and teamwork. But it's crucial to keep in mind that technology should only be used sparingly to support and improve in-person communication, never to completely replace it.

By customising their teaching methods to accommodate varying learning preferences and skill levels, as well as judiciously utilising technology, educators may enable their pupils to develop into self-assured and proficient communicators.

2.7. Effective Interactions in the EFL Classroom

In order to create an engaging learning environment that supports language acquisition, effective interaction in the EFL (English as a Foreign Language) classroom is essential. It's about establishing an environment where students actively interact, collaborate, and negotiate meaning with one another—it's not just about kids answering questions from the teacher. However, just how can we quantify and characterise these interactions?

2.8. What is Effective Interaction?

There are several key characteristics of effective interaction in the EFL classroom: some of them are:

2.8.1. Student-centered

Student expression and participation are valued. Activities that encourage students to use the language in context might include group discussions, pair work, and other activities. (In 2001, Rodgers & Richards)

2.8.2. Task-oriented

The language must be used intentionally by the students as part of a task or activity that is well-defined and encourages communication. For this, you may employ a problem-solving exercise or role-play. Breen (1987)

2.8.3. Meaningful

Engaging in interactions helps pupils learn and use the language. This indicates that there is a clear communication goal and that the language chosen is pertinent to the interests and experiences of the pupils. Long (1981)

2.8.4. Interactive

Pupils ask questions, negotiate meaning, and build on one other's ideas in addition to speaking in turns. Students are actively involved in the language in this dynamic learning environment. Ellis (2009)

2.9. Frequency and Duration, Questions & Feedback in Classroom Interaction

Assessing the Frequency and Duration of Classroom Interaction in EFL Classes

In EFL (English as a Foreign Language) settings, encouraging language learning through effective classroom engagement is essential. It encourages involvement with the subject matter, active learning, and the development of communication skills. It is insufficient to merely watch interactions, though. Both frequency and length must be taken into account in order to evaluate its efficacy.

2.9.1. Measuring Frequency

Frequency refers to how often interaction occurs within the classroom. The following are methods to measure it:

- **Talk Distribution:** Keep track of how much time kids and teachers spend conversing. There should ideally be a balance and plenty of opportunity for pupils to contribute (Walsh, 2002). One can utilise resources such as checklists for classroom observations or time-stamped audio recordings.
- **Number of Turns:** Count the number of times students initiate utterances, respond to prompts, or ask questions. This provides a quantitative measure of student participation (Allwright, 1984). Consider using tally sheets or observation software to track participation.
- **Interaction Ratio:** Calculate the ratio of teacher talk to student talk (TTT ratio). A lower TTT ratio indicates more student-centered interaction (Chaudron, 1988). This can be calculated by dividing the teacher's talk time by the total student talk time during a lesson.

2.9.2. Measuring Duration

The duration of an interaction episode is its length. Longer lengths of time frequently offer opportunity for greater investigation and learning, even though certain brief exchanges might be beneficial:

- **Average Length of Turns:** Determine how long students and teachers typically speak. According to Swain (2005), longer student turns may be a sign of elaboration and higher-order thinking. Speaker-separated audio recordings can be used for this study.
- **Sustained Interaction:** Track how long a sequence of uninterrupted interactions lasts. Seek out lengthy conversations, debates, or group projects where students may participate in meaningful conversation for longer stretches of time (Lyster, 2007). To determine the duration of an interaction, combine observation with time-stamped notes or video recordings.

2.9.3. Types of Questions in EFL Class for Classroom Interactions

In EFL classrooms, effective questioning strategies are crucial for fostering student learning (Richards & Wright, 2002). Two primary types of questions can be employed: lower-order and higher-order thinking questions (Anderson & Krathwohl, 2001).

2.9.3.1. Lower-order

Lower-order thinking questions focus on basic comprehension and recall. These questions typically have straightforward answers and serve as a foundation for building knowledge. Examples include the five "Wh-" questions (who, what, where, when, why) or binary questions prompting yes/no responses (Richards, 2001).

2.9.3.2. Higher-order thinking questions,

conversely, encourage students to analyze, evaluate, and apply their knowledge. These questions cultivate critical thinking skills, problem-solving abilities, and creativity (Krathwohl, 2002). Examples include comparative questions prompting identification of similarities and differences, open-ended questions that spark discussion and exploration, analytical questions requiring students to assess information, and procedural questions that guide them through tasks (Brookhart, 2010).

2.10. Feedback in EFL Classroom Interaction:

In EFL (English as a Foreign Language), effective classroom engagement involves more than just encouraging communication. In order to aid kids in developing their language abilities, it also entails giving them constructive criticism. Students may use feedback to pinpoint their strengths and shortcomings, modify their approach to learning, and eventually accomplish their language learning objectives.

2.10.1. What is Feedback?

In an EFL classroom setting, feedback is information given to students on their performance. It might be nonverbal (gestures and facial expressions), written (adjustments on tasks), or spoken (comments said out loud).

2.10.2. Kinds of Feedback in EFL Classrooms

In EFL classes, feedback can be categorised in a variety of ways. Below are a few typical kinds:

1. **Accuracy Feedback:** The correction of grammatical problems, pronunciation issues, or misuse of language is the main emphasis of this kind of feedback (Lyster, 1998). Examples include highlighting problems with subject-verb agreement or offering substitute words.
2. **Fluency Feedback:** The goal of this feedback is to help students' spoken or written language flow more naturally and more quickly (Long & Crookes, 2009). Examples include advice on how to practise speaking at a natural pace or how to use transition words.
3. **Strategic Feedback:** The purpose of this feedback is to assist students in becoming more independent learners by helping them build learning strategies (Wenden, 1998). Some examples of this include encouraging students to apply certain learning methods, such as paraphrasing or interpreting word meaning based on context cues.

2.10.3. Timing of Feedback:

1. **Immediate Feedback:** Students may make adjustments right away with this feedback, which is given during the communication activity itself (Mackey, 2003). Examples include pointing out mistakes when a pupil is writing or making small edits during a discussion.
2. **Delayed Feedback:** In order to give students time to consider their performance, this feedback is given after the communication task is finished (Reagan, 2005). Written remarks on an article or critiques on a videotaped presentation.

2.10.4. Feedback Delivery:

1. **Direct Feedback:** This type of feedback directly identifies mistakes or makes suggestions for enhancements (Ellis, 2008). Examples include offering a synonym or fixing a grammatical error.
2. **Indirect Feedback:** According to Ur (1996), this type of feedback encourages pupils to make their own corrections or identify mistakes. Examples include giving pupils clues or clarifying questions to help them arrive to the right answer.

2.11. Scaffolding

a theory made popular by Jerome Bruner, is an essential method in teaching. It offers learners short-term assistance while they pick up new abilities or information. Educational scaffolding aids students in moving towards autonomous learning, just as building scaffolding helps workers reach higher places.

2.11.1. Key Aspects:

- **Temporary Assistance:** As learners gain proficiency, scaffolding gradually reduces to give tailored help based on individual needs.
- **Adaptability:** Instructional strategies adjust to the student's development, making sure they are pushed but not overburdened.
- **Social Interaction:** Scaffolding acknowledges the value of teamwork. According to Vygotsky's sociocultural theory, learning is understood as a social process in which students construct knowledge together.

2.11.2. Scaffolding Techniques:

There are two main approaches to scaffolding: teacher-led and student-led. In teacher-led scaffolding, students are given feedback, direction, and skill demonstrations. It entails giving and receiving praise on a frequent basis, encouraging critical thinking, and asking probing questions. Student-led scaffolding, on the other hand, incorporates group discussions, peer teaching, and cooperative learning. In addition to giving detailed instructions and modelling problem-solving techniques, teachers also employ questions and prompts to encourage critical thinking. Both strategies seek to support students in developing their abilities and participating in the process of learning as a whole.

2.12. Theoretical Language Learning in EFL Classrooms: A Theoretical Framework with an Interaction-Based Approach

Comprehending theories of language learning is essential to designing EFL classes that effectively foster authentic conversation and skill enhancement. Some of the major theoretical

frameworks that emphasise the value of contact in promoting language learning are included below:

2.12.1. The Comprehensible Input Hypothesis (Krashen, 1985):

According to Stephen Krashen's hypothesis, language acquisition occurs best when learners are exposed to language that is just a little bit beyond their present comprehension level (i.e., comprehensible input). Students can obtain intelligible input in a variety of ways through interaction in EFL classrooms:

- **Teacher talk:** Teachers offer useful, intelligible feedback when they modify their language to be slightly more sophisticated than students' present level while still being understood through context and scaffolding.
- **Peer interaction:** Through cooperative exercises and conversations, students may work out interpretations, make sense of what they've learned, and introduce one another to other modes of thought.
- **Authentic materials:** Incorporating real-world texts, audio recordings, or films into classes can yield understandable, pertinent, and captivating content

2.12.2. The Interaction Hypothesis (Long, 1981):

This idea, which was developed by Michael Long, highlights how meaning is negotiated throughout language learning. Learners engage in negotiation when they communicate and make an effort to comprehend one another. They are pushed by this process to make use of their current language abilities, identify areas of knowledge gaps, and try out new forms and structures. Negotiation is facilitated by EFL classroom engagement in a number of ways:

- **Discussions:** Having lively conversations about subjects they find interesting helps students clarify misconceptions, defend their positions, and adapt their language to make themselves more understandable.
- **Task-based learning:** As students cooperate to achieve a common objective, cooperative and problem-solving tasks inevitably lead to bargaining.

- **Role-playing exercises:** By mimicking actual circumstances, role-playing exercises help students negotiate meaning in a secure setting.

2.12.3. Sociolinguistic Theory (Vygotsky, 1978):

The sociocultural theory of Lev Vygotsky emphasises the value of interpersonal communication and teamwork in education. Language learners internalise language through interaction with others in the Zone of Proximal Development (ZPD), according to the theory that views language acquisition as a social process. Sociolinguistic learning can take place in rich contexts in EFL classes via means of:

- **Peer scaffolding:** Through feedback, idea clarification, and alternate explanations, students may help one other learn.
- **Teacher scaffolding:** Within the ZPD, teachers can offer pupils temporary support in the form of scaffolding, which helps them comprehend and utilise language independently.
- **Group projects:** Students may exchange knowledge, negotiate meaning, and hone their collaborative communication skills by working on projects in groups

2.12.4. The Input Processing Model (Schmidt, 1995):

This paradigm, put out by Richard Schmidt, concentrates on how important it is for language learning to notice and understand linguistic input. The term "noticing" describes focusing on particular language elements in the input. There are many ways in which classroom interaction might improve noticing:

- **Teacher-directed attention:** During an exchange, educators have the ability to specifically call students' attention to certain vocabulary usage, pronunciation patterns, or grammatical structures.
- **Form:** Although communication should come first, including targeted exercises on certain language elements throughout an exchange might encourage notice.
- **Peer feedback:** Students can see areas for improvement in their language usage and become more aware of how they use language.

2.13. Empirical Studies in Ethiopian EFL Classroom Interaction:

This study investigates the nature of classroom interaction within an 8th-grade English as a Foreign Language (EFL) class at Ardi Youth Academy in Addis Ababa, Ethiopia. The recent implementation of the General Education Curriculum Framework (GECF) in 2019 adds significant context to this exploration. The GECF's emphasis on active learning and communicative language abilities aligns with current international trends in EFL pedagogy (GECF, 2019). This shift in policy highlights a potential move towards more interactive learning environments in Ethiopian classrooms.

A critical aspect of this research will be to explore how teachers in this specific case study translate these policy directives into their classroom practice. Here, existing research on EFL classroom interaction offers valuable insights. Aschalew Adera (2013) conducted an empirical study employing a survey method to investigate classroom interaction in Ethiopian EFL contexts.

The researcher used three primary data collection instruments: classroom observations, questionnaires, and focus group discussions. Classroom observations allowed Adera to directly observe teacher-student interactions within the classroom setting, providing first-hand insight into the dynamics of these interactions. The study highlighted a lack of organization in facilitating student group or pair discussions.

Zinabu Yilma (2015) explored the interactions between spoken classroom discourse and teacher questioning in Grade 10 at Glory Secondary Schools. Using a descriptive survey method, Yilma employed classroom observations, interviews with students and teachers, student questionnaires, and audio recordings to collect data. This comprehensive approach allowed for a thorough examination of how teacher questioning techniques influenced classroom discourse and interaction. The findings emphasized the critical role of effective questioning in fostering student engagement and interaction in the classroom.

Habtamu Walga Adaba (2017) examined the practice of teacher-student classroom interaction to develop learners' speaking skills at Tullu Sangota Primary School, focusing on Grade Eight

students. Adaba utilized a descriptive survey method, collecting data through questionnaires, classroom observations, and both open-ended and closed-ended interviews with students, as well as semi-structured interviews with teachers. The study underscored the importance of structured and interactive classroom practices in enhancing students' speaking abilities, highlighting the need for teachers to adopt more interactive and student-centered approaches.

Alemayehu Wochato and Wondwosen Tesfamichael (2021) investigated the factors affecting students' interactions in Grade 11 English classrooms in three selected secondary schools in Tembaro Woreda, Ethiopia. Employing a mixed methods approach, they gathered data through questionnaires, interviews, and classroom observations. Their study provided a comprehensive understanding of the various elements influencing student interaction, such as teacher behavior, classroom environment, and instructional strategies. The findings suggested that both intrinsic and extrinsic factors played significant roles in shaping the interaction dynamics within the classroom.

Sisay Ayalew Tsegaw (2022) conducted a qualitative analysis of classroom interaction in Ethiopian EFL speaking classes at Lalibela Secondary School, focusing on Grade 9. Using a descriptive qualitative design, Tsegaw collected data through observations, teacher interviews, and document analysis. The study concentrated on feedback, interactional strategies, and interaction-oriented speaking inputs, revealing that effective feedback and strategic interaction methods significantly enhanced student participation and speaking skills. This research highlighted the importance of adopting interaction-oriented approaches to foster a more engaging and productive learning environment.

In summary, these studies collectively shown a variety of research methods used to investigate communicative classroom interaction in Ethiopian EFL contexts. Common methods include surveys to gather data from larger participant samples, qualitative approaches to gain in-depth understanding through observation and interviews, and mixed methods to provide a comprehensive perspective. Data collection methods consistently employed across these studies encompass classroom observations, questionnaires, interviews, audio recordings, and document analysis.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The research was guided by Interactionist Theory and Sociocultural Theory. Interactionist Theory emphasized the role of social interaction in language learning, while Sociocultural Theory highlighted the influence of cultural and social contexts on learning. These theoretical frameworks informed the analysis of classroom interactions and their impact on language acquisition in EFL classes at the elementary level.

These frameworks guided the investigation of classroom interactions and their impact on language acquisition in EFL classes at the elementary level. Interactionist Theory informed the investigation of how student-student and teacher-student interactions contribute to language development, while Sociocultural Theory shed light on how cultural factors shape these interactions within the Ethiopian context

3.1. Research Design

This research was planned to investigate the nature of classroom interaction in EFL class, thus The researcher used a descriptive study approach, this approach was found very useful for understanding difficult real-world situations and complex interaction, this design made it easier to thoroughly explore and describe the nature of classroom interaction, it was also well-suited to a close examine the participants with best practices and known literature. Creswell (2014) states that a study using a descriptive research design aims to characterise the features of the population or phenomenon under investigation. primarily employed to comprehend a group or phenomenon. This entails gathering information via questionnaires, interviews, observation, and similar methods. Video recording and structure interview were used by the researcher so as to reach to the intended objective.

3.2. Sampling

This study investigated classroom interaction in eighth-grade English as a Foreign Language (EFL) classrooms at the Ardi Youth Academy in Addis Ababa using non-probable sampling, in which the research used purposive and convenient/availed/sampling so as to answer its research questions and attain the intended objective. These sampling methods allowed the researcher to gather data from a diverse group of students with varying language proficiency levels for a semi-structured interview as well as from the sole teacher. Since the research design is descriptive, these sampling methods were crucial in ensuring a comprehensive analysis of the data collected.

3.2.1. Setting

This study took place at Ardi Youth Academy, located in Addis Ababa's Asko area. The researcher contacted several schools in the area, including Hillside Academy, Ardi Youth Academy, Bikolos Nure Academy, and Asina School, hoping for their participation in the research. Unfortunately, all of these schools weren't able to accommodate the request except for Ardi Youth Academy, which agreed to be part of the study due to their interest in the topic being researched. The school's administration was supportive and granted permission to conduct the research. The study was successfully completed with the cooperation of Ardi Youth Academy.

3.2.2. Grade and sections

The researcher purposefully selected both grade 8 sections (sections A and B). Concentrating on the two sections of grade 8 allowed for a manageable and in-depth investigation into the nature of classroom interactions in that area of EFL class. The researcher focused on these classes for the management and thorough investigation, as they provided a more controlled environment for observing and analysing classroom dynamics

3.2.3. Students

The total population of the study consisted of 61 students from both sections of the eighth-grade EFL classes at Ardi Youth Academy in Addis Ababa. (Consider adding: The study aimed to investigate...) Through convenience sampling, all 61 students participated in the video recording sessions to capture classroom interaction.

For the semi-structured interviews, purposive sampling was employed. Ten students, representing high achievers, middle achievers, and low achievers, were selected from both sections. This selection ensured a diverse group based on academic performance, gender, and socio-economic background, allowing for a holistic understanding of interaction patterns. This approach, specifically focused on selecting students who could effectively answer interview questions. This approach provided in-depth insights into the students' perspectives on classroom interaction.

3.2.4. Teacher

The study included the teacher as a participant through convenience sampling. Given that he was the only teacher teaching in that grade level and there were no other instructors teaching in that particular class, the selection was straightforward. As the only English instructor for both grade eight and seven classes at Ardi Youth Academy, selecting another teacher wasn't possible. Additionally, considering that the research focused on classroom interaction, the teacher's perspective was essential to gaining comprehensive insights.

3.3. Data Collection instruments

In this study, the researchers employed a combination of semi-structured interviews and video recordings to gather the richest possible data. Interviews ensured a consistent format for collecting information from participants, while video recordings provided a more in-depth look at classroom interactions. This two-pronged approach allowed the researchers to effectively address their research questions and achieve his overall research goal.

3.3.1. Video recording

Video recording served as the primary tool for data collection in this research. The researcher opted for this method due to its ability to capture nonverbal cues and actions in detail, leading to a more comprehensive understanding of classroom interactions. Additionally, video recordings allowed for revisiting specific moments and making necessary corrections during analysis, while also serving as verifiable evidence. The researcher meticulously transcribed the recordings using Gail Jefferson's (2004) verbal time transcription system. This system focuses on capturing the timing and structure of spoken interactions, including pauses, overlaps, and turn-taking.

3.3.2. Interview

The researcher employed a semi-structured interview approach with all participants. This format allowed for a consistent focus on the research question while still offering flexibility to delve deeper into specific aspects of classroom interaction. Ten students, strategically selected from both sections for balanced representation, participated in the interviews. The manageable size of the student group ensured efficient data collection.

For the teacher interview, the semi-structured format remained the same. This approach allowed the researcher to explore the teacher's perspective on classroom interaction in greater detail, uncovering nuances beyond pre-determined questions.

For accurate transcription of interview responses, the researcher opted for the Intelligent Verbatim Transcription method. Developed by Jefferson (2004), this method prioritizes capturing the essence of what is said while eliminating extraneous elements like filler words ("um," "like") and false starts. This approach ensures faithful representation of the content while maintaining a clear and concise format for analysis.

3.4. Data Collection Procedure

Video Recordings: All the video recordings were conducted within a week time and there was no specific reason for choosing the time, it was done in different times because of the researcher's time schedule. detailed record of the classroom interactions, capturing both verbal and non-verbal communication. The recordings were analyzed to identify patterns in the nature of

classroom interaction., focusing on aspects such as teacher-student and student-student interactions, instantiation of questions, the types of questions asked, feedback, instructions of classes, Student Engagement and scaffolding techniques.

The researcher positioned himself at the back of the classroom to minimize his presence and avoid distracting the students. The classes selected for recording were chosen randomly. Both videos recorded the whole classes session from the start to the end.

For the interviews, Semi-Structured Interviews: Semi-structured interviews were conducted with 10 students selected through purposive sampling. The interview guide included open-ended questions designed to explore the students' perceptions and experiences of classroom interactions. The questions were formulated based on themes identified in the literature review and aimed to uncover deeper insights into the factors influencing effective interaction in the EFL classroom. The interviews were audio-recorded and transcribed verbatim for analysis.

3.5. Data organization and analysis

Once the detailed transcription process is complete, qualitative research comes to life through thorough analysis. A key part of this analysis is thematic analysis through coding, which involves labeling sections of data to organize and group them based on common features/. Essentially, coding helps transform raw video recordings and interview responses into a well-structured framework, where each part contributes to a bigger picture. The data from video recordings and semi-structured interviews were analyzed using thematic analysis. This involved several stages:

Familiarization with Data: The video recordings were watched multiple times to become thoroughly familiar with the interaction patterns. Similarly, interview transcripts were read repeatedly.

Coding: Initial coding was performed to identify key themes and patterns in the data. Codes were assigned to segments of data that were relevant to the research questions, such as instances of teacher feedback, student questions, and peer interactions. The codes were then grouped into broader themes. For the video recordings, themes included 'teacher-student interaction', 'student-

student interaction', and 'classroom management strategies'. For the interview data, themes included 'student perceptions of interaction', 'types of Lessons and Preference', and ' Classroom participation and Collaborative Work'.

The final step involved integrating the themes into a coherent narrative that addressed the research questions. Direct quotes from the interviews were used to illustrate key points and provide evidence for the finding. Miles and Huberman (1994) provide a comprehensive discussion on this approach, outlining various coding strategies and tools to effectively structure and analyze qualitative data. This approach allows researchers to move beyond surface details and understand the core of participants' experiences, perceptions, and perspectives.

3.5.1. Ethical Considerations

To protect participants' rights and welfare, the study adhered to strict ethical requirements. All participants, instructors and students alike, gave their informed permission before to participating in the study, outlining the study's objectives, their roles, and their rights regarding participation and data usage. Throughout the investigation, confidentiality was upheld, and all material was anonymized before being safely kept to thwart unwanted access.

Additionally, precautions were taken to reduce any possible discomfort or injury, and participant well-being was given top priority throughout the whole study procedure. Any ethical issues that surfaced throughout the study were dealt with in a timely and open manner, taking into account the interests of all parties involved.

CHAPTER FOUR

4. DISCUSSION OF RESULTS

The qualitative data analysis methods employed in this study primarily involved thematic analysis. Thematic analysis is a flexible and systematic approach to identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006). In this study, thematic analysis was chosen due to its suitability for capturing the complexity and nuances of classroom interactions.

Thematic analysis was conducted by iteratively coding the data to identify recurring patterns or themes. This involved systematically reviewing the interview transcripts and video transcripts, identifying meaningful segments of data, and assigning codes to these segments based on their content. These codes were then grouped into broader themes, capturing key concepts and patterns across the data set (Braun & Clarke, 2006).. The videos were meticulously transcribed using Gail Jefferson's (2004) verbal time transcription system. This system avoids unwanted sound and focuses on capturing the turn taking, structure of spoken interactions and details of what has been recorded, including pauses, overlaps, and turn-taking. The video recordings were recorded to observed the nature of classroom interaction, the kinds of classroom interaction that took place, students participation in the class, and teachers role in facilitate classroom interactions in EFL classes. So they discuss was done accordingly based on themes.

4.1. Analysis of video Transcript 1

Video Transcript 1. Lesson topic - Reading - "Machines with Memory"

The Nature of Classroom Interactions

Teacher Domination:

The teacher initiated communication (providing instructions, reading the passage by himself first, reading comprehension question from the book by himself, explaining as well, asking questions, assigning tasks). The students were only involved in providing responses to the teacher's prompts. There wasn't any student initiation too place at all. The indicators were:

T: Take out your textbook and exercise book. (They all did.)

T: So, we read a passage titled... last class— (pointing at one of the students)

T: What was the title?"

T: Okay, let's come to the mean/ not sure what does this has to here/.

T: you will be given a quiz. Have you studied? / he was just bluffing/

SSS: Yes.

T: No, right? (because most students didn't respond)

T: Okay, let's come to the mean: "Machines with Memories." There are many kinds of machines invented, so the passage compares two machines: the computer and the calculator..." went on explaining...

Limited Student Response and no sign of student to student interaction

Student responses were primarily reactive to teacher prompts (answering questions about page numbers, vocabulary meaning, or comprehension). There was minimal discussion or elaboration.

Examples

S1: Machines with memories." (Responding to the title question)

S: What is this word? (pointing to a word in the book)" (Asking for vocabulary clarification) and students simply reading one paragraph from the passage aloud when.

The data above highlighted a teacher-centered classroom interaction where the teacher controlled the lesson and communication in the form of initiation response feedback pattern. The teacher talk was dominant give less opportunity for the students talk, indicating limited student-initiated interaction. When the teacher questioned if students had studied for a quiz, the dismissive response indicated an authoritative approach. Transitioning to the main topic, "Machines with Memories," the teacher explained the content instead of allowing students to contribute, focusing on comparing computers and calculators.

This approach prioritized information delivery over student engagement, restricting opportunities for discussion and critical thinking, resulting in a passive learning environment. Through the whole class, there was no indication of peer discussion or collaborative learning. This was made evident when students turned to the teacher rather than their peers to ask questions regarding page numbers and word meanings. Moreover, the reading assignment was guided by the teacher. The rest of the class was to listen passively while the teacher assigned students to read paragraphs aloud. There were few opportunities for students to collaborate, have class discussions, or hone their critical thinking abilities because of this teacher-centered approach.

Types of Classroom Interactions

The dominant interaction type in this transcript was teacher-student interaction. examples that highlighted this:

Teacher-Student Interaction:

The teacher initiated most communication and controls the pace of the lesson. Students primarily responded to prompts or questions from the teacher.

T: We have answered the pre-reading questions (referring to the previous lesson), which are part of the reading.

T: Now, Let's read the passage.

T: Okay, let's read the passage for a few minutes—2 to 3 minutes.

T: Hurry up. It's on page 134. (The teacher moves between desks and instructs students to start reading. Some students ask about page numbers and meanings of words.)"

"T: Okay, let's come to the questions.

T: It's on page 135, Activity 10.1. Let's do it orally, okay?

T: Number one— (The questions were multiple-choice, and the teacher reads the instructions and the choices too, not giving students to read the questions. There answers were limited to choosing A, B, C, OR D)"

The date above indicated that there was little student-to-student interaction in the teacher-centered classroom. The majority of the conversation was started by the teacher, who also set the lesson's pace. Students rarely had the chance to think or discuss on their own; instead, they mostly responded to the teacher's commands and questions.

The Teacher's Role in Facilitating Interaction

The teacher's role in facilitating interaction in this transcript was limited to focused on Information Transmission. examples that contributed to this:

The teacher focuses on reading the passage, explaining content, and checking comprehension rather than creating an environment for exploration and discussion.

T: This is about the passage; we actually read it yesterday.

T: T: Okay, let's come to the mean: "Machines with Memories." There are many kinds of machines invented, so the passage compares two machines: the computer and the calculator..." went on explaining and reading for more than 12 minutes.

The above date showed that the teacher focused on reading the passage, explaining its content, and checking for understanding, rather than encouraging exploration, discussion, critical thinking, and opinion expressing. The teacher referenced the passage from the previous day and introduced the main topic, "Machines with Memories," explaining the comparison between computers and calculators and continuing to read and explain for over 12 minutes. This teacher-centered approach emphasizes delivering information, which limits student interaction, discussion, and critical thinking, creating a passive learning environment where students primarily receive information rather than actively engaging with the material.

4.2. Analysis of video Transcript 2

Video Transcript 2 (Grammar - "Adverbs and Adjectives")

This transcript, like Transcript 1, exhibited a teacher-centered approach with some student participation. Here are some specific examples that contribute to this:

The Nature of Classroom Interactions

Teacher Control

The teacher managed the flow of information by reviewing previous content, asking questions, providing definitions, and correcting student responses. As:

T: place your textbooks and exercise books on the table, can someone remind me what we learned in the previous lesson?

After students answer about the previous lesson

T: Now, let's move on to today's lesson.

T: You're quite familiar with today's topic. It's about adjectives and adverbs (writes on the board).

The data above showed that the teacher controlled the flow of information by reviewing previous content, asking questions, providing definitions, and correcting student responses. For example, the teacher began by instructing students to place their textbooks and exercise books on the table and asked, "Can someone remind me what we learned in the previous lesson?" After the students responded, the teacher transitioned to the new lesson, saying, "Now, let's move on to today's lesson." The teacher then introduced the topic by stating, "You were quite familiar with today's topic. It was about adjectives and adverbs," and wrote it on the board. This approach highlighted a teacher-centered method, focusing on delivering information and ensuring comprehension, rather than fostering a more interactive and student-driven learning environment.

Student Participation

Students participated by responding to the teacher's prompts (recalling prior learning, defining terms, providing examples).

S: Machines with Memory." (Responding to the previous lesson prompt)

S2: The handsome man came in my direction (Providing an example of an adjective).

The data above showed that student participation involved responding to the teacher's prompts by recalling prior learning, defining terms, and providing examples. For instance, one student

responded to the previous lesson prompt with, "Machines with Memory," while another student provided an example of an adjective by saying, "The handsome man came in my direction." This classroom dynamic suggested a focus on teacher-directed learning with some student participation in response to prompts. There was limited opportunity for student-driven discussion or exploration of concepts throughout the session.

Types of Classroom Interactions

Similar to Transcript 1, the dominant interaction type was teacher-student interaction. examples that highlighted this:

The teacher initiated most communication and directed the lesson. Students primarily responded to questions or prompts from the teacher.

T: What does 'adjective' mean? (Asking a question)

S: It's a word that describes or modifies a noun." (providing definition)

T: Can you give an example for that?

T: what is an adverb?

The data above showed that, similar to Transcript 1, the dominant interaction type was teacher-student interaction. Examples that highlighted this included the teacher initiating most communication and directing the lesson, with students primarily responding to questions or prompts from the teacher. For instance, the teacher asked, "What does 'adjective' mean?" and a student responded, "It's a word that describes or modifies a noun." The teacher then asked for an example and also posed the question, "What is an adverb?" This interaction pattern underscored a teacher-centered approach, with limited opportunities for student-driven discussion or exploration of concept

The Teacher's Role in Facilitating Interaction

The teacher's role in facilitating interaction in this transcript was limited.

The teacher emphasized providing definitions for grammatical terms and correcting student responses. There's limited focus on fostering deeper understanding through discussion or exploration.

T: Yes, it's a word that describes or modifies a noun. Can you provide an example?

Students start looking at their books

T: Don't look at your books; you've known this since grade one." Providing a definition and correcting student behaviour”

T: That is an adjective...

The data above showed that the teacher's role in facilitating interaction in this transcript was limited. The teacher emphasized providing definitions for grammatical terms and correcting student responses, with little focus on fostering deeper understanding through discussion or exploration. For instance, the teacher said, "Yes, it's a word that describes or modifies a noun. Can you provide an example?" When students started looking at their books, the teacher corrected them by saying, "Don't look at your books; you've known this since grade one." The teacher then affirmed, "That is an adjective," highlighting a focus on delivering definitions and correcting behavior rather than encouraging student-driven discussion or deeper exploration of concepts.

Limited Use of Open-Ended Questions:

The teacher primarily asked closed-ended questions that have specific answers. There are few opportunities for students to elaborate or explain their thinking.

T: What does 'adjective' mean? (Closed-ended question)

S: It's a word that describes or modifies a noun." (Responding to the closed-ended question)

The data above showed that the teacher primarily asked closed-ended questions that required specific answers, offering few opportunities for students to elaborate or explain their thinking. For instance, the teacher asked, "What does 'adjective' mean?" This closed-ended question

elicited a straightforward response from a student: "It's a word that describes or modifies a noun." This approach limited the chances for students to engage in deeper discussion or to develop critical thinking skills

4.3. Analysis of the semi- Interview Conducted with the Students

Using thematic analysis, the researcher categorized the interactions into key themes/codes/ and indicators. In this interview, the students were asked semi-structured interview questions/ **See Appendix C/**. This analysis dived into the structure of English as a Foreign Language (EFL) classes, drawing insights from interviews with ten students. The focus was on the teacher's role in guiding the learning process, student interaction with each other, and the overall classroom environment or nature. The interview responses were categorised into the following categories/themes:

Teacher as the Centre of Instruction:

The interviews paint a picture of a teacher-centred learning environment. The majority of students (9) described classes where the teacher takes the lead, explaining grammar concepts, introducing vocabulary, and guiding discussions. Interestingly, one student mentioned the occasional inclusion of free speech discussions alongside grammar instruction.

Limited Opportunities for Collaboration:

While student interaction plays a role in these EFL classes, the focus seems to be on individual work. Seven students reported that working alone is the norm. Collaboration through pairs or groups appears to be less frequent, mentioned by only three students.

Teacher Drives the Conversation:

The interviews consistently highlight the teacher's role in leading discussions. All ten students reported that the teacher primarily facilitates these exchanges by asking questions, providing explanations, and correcting student responses. Student-initiated discussions seem to be a rare occurrence, mentioned by just one student.

Structured Learning Progression:

The interviews reveal a structured approach to class progression. Typically, a lesson starts with the teacher reviewing the previous material (all students implied). This is followed by the introduction of a new concept by the teacher. Explanations, discussions guided by the teacher, and individual practice through assigned work complete the learning cycle (all students implied).

Teacher's Focus in Questioning:

The types of questions teachers ask also emerged from the interviews. The focus appears to be on lower-order thinking skills, with questions aimed at recalling information (7 students), prompting yes/no, eliciting definitions and having students construct example sentences, Comprehension of reading passages and reviewing previous lessons were mentioned by some students, but not the majority.

4.4. Analysis and interpret the semi-structured interview with the teacher

The semi-structured interview questions aimed to delve into the teaching methods and classroom dynamics of an EFL (English as a Foreign Language) teacher. Below is an analysis and discussion of the teacher's responses, supported by extracts from the interview.

Teaching Approach and Classroom Activities

The teacher described using a student-centered approach, stating, "I use a student-centered approach." This typically emphasizes active learning where students take more responsibility for their own learning. However, the teacher specified, "Pair and group discussions occur only once or twice a week." The rest of the time was dedicated to individual activities such as classwork, homework, oral questions, reading, defining words, and recalling previous lessons. This suggested a blend of student-centered and teacher-centered methods, with a significant portion of time allocated to individual work.

Despite the teacher's claims, the video recordings did not demonstrate these practices. There was no observed student-to-student participation in the recordings, and students reported, "We rarely get a chance to have pair and group interaction."

Student Participation and Interaction

When asked about student participation, the teacher confirmed that students typically asked questions, predominantly seeking word meanings, explanations, clarifications, and directions. "Yes, they do," the teacher said, describing the types of questions as "meaning of words, for explanation, clarification, direction questions." This indicated that students were engaged and sought to understand the material. The teacher also noted, "There are opportunities for discussions or debates," where issues were raised by the teacher and discussed either as a whole class or in pairs.

Encouraging Participation

To encourage active participation, the teacher used verbal encouragement and participation coupons, stating, "I verbally encourage them to participate and provide coupons for participation." The teacher identified challenges in promoting participation, such as some students' lack of engagement and the tendency for many to use their mother tongue during discussions. "Some students lack participation and most students use mother tongue during participation," the teacher noted. Despite attempts to motivate these students, the teacher mentioned, "The problem still stands."

Types of Questions and Critical Thinking

The teacher mentioned using various types of questions, including clarification questions, yes/no questions, definition questions, and exemplification questions. "Clarification questions, yes or no questions, definition questions, and exemplification questions," the teacher explained. While the teacher claimed to use open-ended questions to encourage critical thinking, saying, "Yes, I do," student interviews and video transcripts indicated a prevalence of closed-ended questions. This discrepancy suggested a difference between the teacher's intended and actual questioning practices, as students indicated they "usually get close-ended questions."

Handling Student Questions

When students raised questions, the teacher usually passed them to other students but often ended up answering them personally. "I usually pass it to other students, yet I most of the time answer them," the teacher said. This indicated a method of encouraging peer learning while also providing direct answers when necessary.

4.5. Findings

The study utilized thematic analysis to explore the nature of classroom interactions in English as a Foreign Language (EFL) classes at the elementary level in Addis Ababa, Ethiopia. The data were derived from video transcripts of classroom sessions and semi-structured interviews with students. The findings revealed a predominantly teacher-centered approach, characterized by teacher domination in communication, limited student responses, and minimal student-to-student interaction. The thematic analysis identified recurring patterns and themes, including the nature of teacher-student interactions, the role of the teacher in facilitating interaction, and the types of questions posed during lessons

1. **Teacher-Centered Classroom:** The video transcripts and interviews consistently showed that the teacher controlled the lesson and communication. Students were primarily reactive, responding to teacher prompts with limited initiation or interaction among peers. This answers the first research question regarding the nature of classroom interactions, which were found to be teacher-dominated and not conducive to active student participation.
2. **Limited Student Engagement:** There were few opportunities for student-driven discussion or collaboration. Most classroom activities involved individual work or direct responses to teacher questions. This addresses the second research question by identifying the predominant type of classroom interaction as teacher-student rather than student-student.
3. **Types of Interactions:** The dominant interaction type was teacher-student interaction, with the teacher initiating most communication and directing the lesson. Student-student interactions were rare. This reinforces the answer to the second research question, highlighting the lack of collaborative or peer interactions in the observed classrooms.
4. **Teacher's Role:** The teacher's role was primarily focused on information transmission. The teacher emphasized reading, explaining content, and checking comprehension, rather than fostering a more interactive or exploratory learning environment. This finding answers the third research question by detailing how teachers facilitated classroom interactions, primarily through a directive and content-focused approach.
5. **Questioning Techniques:** The teacher primarily used closed-ended questions, which limited opportunities for students to elaborate or engage in critical thinking. Open-ended

questions and discussions were rare. This further elucidates the third research question by showing the restrictive nature of the questioning techniques used by teachers, which did not encourage deeper student interaction or critical thinking.

CHAPTER FIVE

5. Conclusion and Recommendations

5.1. Conclusion

The study concluded that the EFL classrooms in this context were highly teacher-centered, with limited opportunities for student engagement, collaboration, or critical thinking. The teacher played a dominant role in guiding the lesson, with a focus on delivering information rather than facilitating student-driven interactions. This approach resulted in a passive learning environment where students primarily received information without actively engaging with the material.

5.2. Recommendations

1. **Increase Student Participation:** Encourage more student-initiated interactions and discussions to foster a more engaging and collaborative learning environment.
2. **Incorporate Open-Ended Questions:** Use more open-ended questions to promote critical thinking and allow students to elaborate on their responses.
3. **Facilitate Peer Interactions:** Create more opportunities for student-to-student interaction through group work, discussions, and collaborative activities.
4. **Balance Teaching Approaches:** Blend teacher-centered and student-centered approaches to provide a more balanced and interactive learning experience.

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Annexes/Appendices

Video transcription 1.

Appendix A. Video transcription 1.

Grade: 8 A

Period: 4th

Date: Thursday, March 26, 2024

Time: 45 Minutes

Lesson Topic: Reading about "Machines with Memory"

Teacher (T): Take out your textbook and exercise book. (They all did.) So, we read a passage titled last class— (pointing at one of the students) What was the title?

(Students didn't answer.)

T: Yes, what was the topic?

Student 1 (S1): Machines with memories.

T: Yes, "Machines with Memories." The passage compares computers and calculators. (Writing the lesson title on the board: "Machines with Memories.")

After writing the title,

T: We have answered the pre-reading questions (referring to the previous lesson), which are part of the reading. Now, Let's read the passage. Okay, let's read the passage for a few minutes—2 to 3 minutes. Hurry up. It's on page 134.

(The teacher moves between desks and instructs students to start reading. Some students ask about page numbers and meanings of words.)

Student 2 (S2): What is this word? (pointing to a word in the book)

T: That's "revolutionary"; it means something different. (Moves to another student.)

Student 3 (S3): What is this?

T: "Stigma," found in the material. (Moves to another student.)

After a few seconds,

T: I told you to read—hurry up, we have one-minute left. (Moves between students again, giving orders to read.)

Student 4 (S4): What is this?

T: This is called "squadra."

Student 5 (S5): What does this mean? (pointing on a word)

T: "Arithmetic"; it deals with numbers, mathematics, calculators—numbers, right?

(Teacher stands in front of the class.)

T: Okay, let's come to the mean/ not sure what does this has to here/. you will be given a quiz. Have you studied? / he was just bluffing/

Some students (SSS): Yes.

T: No, right? Okay, let's come to the mean: "Machines with Memories." There are many kinds of machines invented, so the passage compares two machines: the computer and the calculator. Let's see.

(The teacher starts reading the passage slowly, explaining, drawing and writing on the board, referring to images and other related concepts from the passage, asking students to follow along as he reads. The reading and explanations continue for almost 12 minutes and 35 seconds, with the teacher intermittently asking students to listen while they were somehow bored.) one's he finished,

T: This is about the passage; we actually read it yesterday/ I didn't see a points of explaining the same passage they read a day before'' referring to the teacher's word''. Let's read it one more time before we move on to the quiz. Read it one more time—hurry up, just read, read, read.

(Teacher starts moving between students, taking questions that aren't audible. This continues for about 4 minutes and 30 seconds.)

T: Okay, let's come to the questions. Before that, who can read a paragraph from this row near the door?

(some students' raises their hands.)

T: Yes, you can read. The rest of you, listen. Make your voice loud and clear.

(Five students read paragraph, they each read one paragraph for about 2 minutes.)

T: Alright, let's come to the questions. It's on page 135, Activity 10.1. Let's do it orally, okay? Number one— (The questions were multiple-choice, and the teacher reads the instructions and the choices too, not giving students to read this part.)

T: Based on the text presented above, choose the correct answer. Question 1: The most important difference between computers and other machines is that computers _____.

(The students choose options a, b, c, d. by raising hands. Most students raised their hands. This continues until question number three. After that, the teacher assigns the remaining questions as classwork to be done in their exercise books after 25 minutes were gone. The students begin working the classwork individual. No chance was giving for discussion or post reading.

Appendix B. Video transcription 2

Grade: 8N

Period: 6th

Lesson Topic: Grammar - "Adverbs and Adjectives"

Date: Thursday, March 27, 2024

Time 45 Minutes

The teacher (T) wrote the date and subject on the board, then proceeded to review the previous lesson with the students.

T: (Asked the students to place their textbooks and exercise books on the table, which they did)
Can someone remind me what we learned in the previous lesson?

Student 1 (S1): "Machines with Memory."

T: What did we discuss about this topic? What did you understand?

Student 2 (S2): Comparing computers with calculators.

T: Okay, how about the rest of you? Come share your thoughts.

Student 3 (S3): Uses of computers.

T: Great! How about others? Be active participants.

Student 4 (S4): About computer programs.

T: Yes, exactly!

Student 5 (S5): The functions of a computer's source.

T: Yes.

Student 6 (S6): The generations of computers.

T: Before yesterday's class, we discussed the generations of computers. Now, I need new insights. Nahomy, would you like to add something?

Student 7 (S7): About computer memory.

T: Correct, about computer memory.

Student 8 (S8): About the processing unit.

T: About the processing unit. We discussed the four functions: input, processing unit, memory, (asking what comes next) and output. These are some of the points we covered. Let's move on to today's lesson. You're quite familiar with today's topic. It's about adjectives and adverbs (writes on the board). We'll start by asking questions.

T: (Asks all students to stand up and informs them they won't sit until they answer questions)
What does "adjective" mean?

Student 9 (S9): It's a word that describes or modifies a noun.

T: Yes, it's a word that describes or modifies a noun. Can you provide an example? (Students start looking at their books) Don't look at your books; you've known this since grade one.

Student 10 (S10): "The handsome man came in my direction."

T: Yes, "The handsome man came in my direction." That's what an adjective means. Now, what's an adverb?

Student 12 (S12): It's a word that describes a verb.

T: Yes, it's a word that describes a verb. Excellent. (The teacher starts writing the definitions of adjectives and adverbs while the students are standing.) What's an adverb?

Student 13 (S13): It describes a noun.

T: Adverb describes a noun?

Student 13 (S13): I mean adjective.

T: That's an adjective. An adverb describes a verb. Who can add to this? (One or two students raise their hands) Look at this example: "Dan drives fast." How does he drive?

Students: Fast.

T: So, this is called an adverb. An adverb describes the verb. Participate.

Student 2 (S2): It also describes another adverb.

T: Yes, it can also describe another adverb. Can you give me an example?

Student: "X speaks English perfectly."

T: So, what's the adverb? Yes, if you want to sit down, answer quickly.

Student 2 (S2): The other adverb is "speaks."

T: That's a verb.

Student 2 (S2): Yeah, a verb.

T: Take a word that describes another adverb. Okay, participate if you want to sit down.

Student 13 (S13): Surprisingly easily.

T: Where's the word that describes the adverb?

Student 13 (S13): "Surprisingly."

T: That's directly from the book.

Student 14 (S14): "He drives fast frequently."

T: Okay, that's possible. "Frequently." Which one is the adverb?

Student 14 (S14): "Fast."

T: "Fast" is an adverb. What about "frequently"?

Student 14 (S14): It's also an adverb. Yes, thank you. Please sit down.

T: (The teacher writes "Dan drives amazingly fast" and explains) Yes, participate.

Student 15 (S15): (Says something)

T: Yes, but I need more. What does it describe? Connect it with another word. Then you can sit down.

(The students sit after seven minutes.)

T: The third one is this, "Handsome boy." It describes the boy. The word "boy" is a noun, but "handsome" is an adjective. When it comes to adverbs, they describe verbs, other adverbs, and sometimes adjectives. I'll show you an example. For instance, "Amen is handsome."

"Handsome" is an adjective, right?

Students: Right.

T: "Amen is really handsome." "Really" is an adverb; it describes the word "handsome." So, it describes three things: an adverb, a verb, and an adjective. Based on this, I brought a picture here (showed a small picture, a teaching aid, and explains it while taking responses from students in mass). Let's identify the adjective.

Students: "A good."

T: Ah, "a good."

Students: "A tall man."

T: Which one is the adjective?

Students: "Tall." Based on this, I'll give you a note (continues to distribute notes).

Appendix C

በከፊል የተዋቀረ የተማሪዎች የቃላት መጠይቅ ጥያቄዎች እና ምላሻቸው

1. የተለመደ የ EFL ክፍለ ጊዜን መግለጽ ይችላሉ? በክፍል ውስጥ ምን ታከናውናላችሁ?

• ተማሪዎች (9) መምህሩ ግራመር ነክ-ሀሳቦችን፣ የንባብ ማንበብ እና የቃላት ጥያቄ መጠየቅ፣ በማስታወሻ ደብተሮች ላይ ማስያዝ ያሉ ልምምዶችን እናከናውናለን።

• አንድ ተማሪ ግራመር ከመማር በተጨማሪ ስለ እርስ በእርስ የሚደረጉ ውይይቶችን ጠቅሷል።

2. በ EFL ክፍል ውስጥ ከክፍል ጓደኞች ጋር ምን ያህል ጊዜ ትወያያላችሁ?

• የግለሰብ ሥራዎች ኑው በመደበኛነት የምንስራው (7 ተማሪዎች) ነው።

• ሶስት ተማሪዎች አልፎ አልፎ ጥንድ ወይም የቡድን ስራዎችን እደሚሰሩ ጠቅሰዋል።

2.1. በክፍል ውስጥ ብዙ ጊዜ ጥያቄዎችን የሚያነሳው ወይም ውይይቶችን የሚጀምር ማነው?

• መምህሩ በዋናነት ውይይቶችን ይመራል (9 ተማሪዎች)።

• ተማሪዎችም እነዳንዴ ይጀምራሉ (1 ተማሪ) ጠቅሷል።

2.2. በክፍል ውይይቶች ወቅት በብዛት የሚናገረው ማነው?

• መምህሩ በማብራሪያ፣ በመመሪያ እና በጥያቄዎችን ቡመስጠት (በሁሉም 10 ተማሪዎች) ውይይቶችን ይቆጣጠራል።

3. በክፍል ውስጥ ጥያቄዎች ወይም የውይይት ርዕሶች የሚነሱት እንዴት ነው?

ተከታይ ጥያቄዎች:-

3.1. በቡድን ወይም በጥንድ ታወራለህ?

- ውይይቶች በአብዛኛው በክፍል አናከናውንም (8 ተማሪዎች) ::
- ሁለት ተማሪዎች ጥንድ ሆነው ውይይቶችን እደሚወያዩ ጠቅሰዋል::

3.2. በውይይቱ ወቅት መምህሩ ምን ያደርጋል?

- መምህሩ ውይይቱን ያመቻቻል፣ ምላሾችን ማስተካከል፣ ማብራሪያ መስጠት (ሁሉም 10 ተማሪዎች)::

4. የተለመደው የክፍል ክፍለ ጊዜ እንዴት ይቀጥላል?

- መምህሩ ያለፈውን ትምህርት ይከልሳል፣ ተማሪዎች ይጠይቃል ምላሽ ይሰጣሉ፣ መላሻችንን ያረጋግጣል ወይም ያስተካክላል፣ አዲሱን ትምህርት ያስተዋውቃል፣ ጥያቄዎችን ይጠይቃል ወይም ማብራሪያ ይሰጣል ፣ የክፍል ስራ ወይም የቤት ስራ ይሰጣል (ሁሉም 10 ተማሪዎች ምላሽ)::

5. መምህሩ በተለምዶ ምን አይነት ጥያቄዎችን ይጠይቃል?

የመምህሩ ጥያቄዎች የሚያተኩሩት:-

- አስታውስ፣ አዎ/አይ ምላሾች፣ ትርጓሜዎች፣ ምሳሌ ዓረፍተ ነገሮች (7 ተማሪዎች)
- የመተላለፊያ ግንዛቤ፣ ያለፈው ትምህርት ግምገማ (3 ተማሪዎች)

Appendix D. Semi-Structured Interview Conducted with Students/translated/

Semi structured Interview Questions for Students’ and their response

1. Can you describe a typical EFL class session? What happens during the class?

- students (9) described the teacher explains grammar concepts, Reading passage and vocabulary practice, Individual exercises in notebooks.
 - One student mentioned occasional discussions about free speech topics in addition to grammar.
2. How often do you work with classmates in EFL class?
- Individual work is the norm (7 students).
 - Three students mentioned occasional pair or group work.
- 2.1. Who usually raises questions or initiates discussions in class?
- The teacher primarily leads discussions (9 students).
 - One student mentioned student-initiated discussions (1 student).
- 2.2. Who typically talks the most during class discussions?
- The teacher dominates discussions through explanations, guidance, and questioning (all 10 students).
3. How are questions or discussion topics raised in class?

Follow-up questions:

3.1. Do you discuss in groups or pairs?

- Discussions are mostly class-wide (8 students).
- Two students mentioned discussions in pairs.

3.2. What does the teacher do during the discussion?

- The teacher facilitates the discussion by:
 - Correcting responses, providing explanations (all 10 students).

4. How does a typical class session usually proceed?

- Teacher reviews the previous lesson, Students respond, confirms or corrects understanding, introduces the new lesson, asks questions or provides explanations, assigns classwork or homework (all 10 students implied).

5. What kinds of questions does the teacher typically ask?

Teacher questions focus on:

- Recall, Yes/no responses, Definitions, Example sentences (7 students)
- Passage comprehension, Previous lesson review (**3 students**)

Appendix E. Semi-Structure interview questions for the Teachers:

1. Describe a typical EFL lesson in your classroom. What kinds of activities do you include, and how do students participate?

Response: I used students centered approach.

1.1.What does that mean?

Response: pair and group discussions, but only once or twice a week

1.2. What about the rest of the time?

We use individual works like classwork, homework, oral questions, reading, defining words, recalling the previous lesson...

1.3.How often do students work in pairs or groups?

Response: once or twice a week

1.4. Do students typically ask questions in class?

Yes, they do.

1.5.What kinds of questions are they?

Response: they ask for the meaning of words, for explanation, clarification, direction questions

1.6. Are there opportunities for discussions or debates?

Response: off course. The teacher raises an issue and the whole class discuss or sometime they discuss in pair

2. How do you encourage students to participate actively in class discussions?

Response: I verbally encourage them to participate and provide coupons for participation

2.1. What are some challenges you face in promoting student participation?

Response: some students lack participation and most students use mother tongue during participation.

2.2. How do you address these challenges?

Response: tried to motivate them, yet the problem still stands.

2.3. What types of questions do you typically ask in class?

Response: clarification questions, yes or no questions, definition questions, and exemplification questions

2.4. Do you ask open-ended questions that encourage critical thinking?

Response: Yes, I do. / the students interview incanted that they usually get close ended questions, the videos transcript indicates the same.?

5. When students raise questions in class, how do you respond? Do you always answer yourself, or do you sometimes encourage other students to answer?

Response: I usually pass it to other students, yet I most of the time answer them