

THE EFFECTS OF TEACHERS' ORAL ERROR TREATMENT ON STUDENTS' BEHAVIOUR IN ERROR CORRECTION: 10+3 IN FOCUS

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IN FOCUS**

**BY
MENGESHA BOGALE**



**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
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Abstract

The main purpose of this study was to investigate the effects of teachers' oral error treatment (supportive oral error feedback) on students' behaviour in error correction in the EFL classroom. Of this, the study tries to explore the types of oral errors students made frequently in their attempt to speak in the class. In addition, this study attempts to find out the extent of supportive oral feedback (clues) teachers provided to students following their oral errors that enabled them to correct the errors themselves. An attempt is also made to identify the effects of teachers' oral error treatment (supportive oral error feedback) on students' behaviour in error correction.

To meet the objectives above, three 10+3 English language teachers and their students at General Wingate TVET College were recorded and observed while teaching and learning respectively. Completing the transcription of the recorded lessons, the types of students' oral errors were identified based on Dulay et al. (1982) category of errors. The supportive oral feedback (clues) provided to students following their oral errors were found out based on Harmer (2001), and Richards and Lockhart (1994) oral feedback strategies. The effects of teachers' oral error treatment (supportive oral error feedback) on students' behaviour in error correction were also identified using questionnaire and interview for students, and teachers' questionnaire.

The results show that 102 oral errors were committed by learners and grouped under-13 categories. Of these, errors in agreement (15.69%) are the most frequent ones. In addition, teachers provided supportive oral error feedback (clues) to students that enabled them to correct the errors themselves using repetition, statement and question which all account for 1.42% or 11 clues out of 775 number of each oral feedback used in their classes. On the provision of 2 of these supportive oral error feedback (clues) to students, only 1.96% (2) of the errors out of 102 were self-treated by learners themselves. As the interview (all 4 interviewees) and questionnaire for students (79.25%), and questionnaire for teachers (2 out of 3) results show, provision of teachers' supportive oral feedback (clues) to students following their oral errors had positive (encouraging) effects on students' behaviour in error correction

Finally, EFL teachers are highly recommended to provide supportive oral feedback (clues) to students following their errors that enable them to correct the errors themselves rather than correcting them directly.

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

Nowadays, the method of teaching English language has been changed from the structural to the communicative language teaching approach. So has the treatment of oral errors from over-corrective towards a better classroom atmosphere for effective English language teaching-learning process for communication through committing errors. This shift is also true from viewing errors as signs of failure to positive aids to learning. This makes learners learn further from their mistakes. This view is supported by many researchers and educators. For instance, Richards (1975) and Taylor (1975), in Delamere (1996:280), suggest, "... errors were viewed as evidence of learner strategies or developmental stages in the second or foreign language learning process." Norrish (1983) also states, "There is an Italian proverb **Sbagliando S'impara** (we learn through our error) and making mistakes can indeed be regarded as an essential part of learning."

What seems relevant to pay attention for this study here is the teachers' oral error treatment of learners in the EFL classroom. In relation to this view, Allwright (1975) and Long (1977:467), cited in Lee (1997:467), point out, "It is important for teachers not to correct learners' errors directly and give the right answers immediately." Research evidence, on the other hand, shows that self-correction is the most effective way of error correction in written works followed by peer correction and teacher correction respectively (Tefaye, 1995). Cohen (1975:419), in Hahn (1987:8), also indicates, "Actually, student self-correction and peer correction may do more to eradicate errors than teacher correction." This could probably happen because of teachers' indirect correction. It seems in case of this correction that Horner (1988:217), in Italo (1999:68), notes, "Error correction is a widely used means of providing feedback in language classrooms." On top of these, Harmer (2001:100) states, "When responding to errors, teachers should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong."

Therefore, as the scholars above suggest on the relevance of providing helpful feedback on errors, oral error treatment (supportive oral error feedback) may highly be expected from EFL

teachers and error correction from students in the modern language teaching theory. However, EFL teachers may not seem provide supportive oral error feedback to learners following their oral errors in the EFL classrooms that enable them to correct the errors themselves from the researcher's work experience. These may probably make learners demotivate in correcting the errors themselves and in learning English language as well.

On support of the above idea, Atkins, et al. (1996) forward the following:

It is extremely important for high school teachers of English to give helpful, supportive feedback to students in order to support their learning. Yet often teachers are over-critical of their students' performances, to the point where students are afraid to participate, for fear of failure and even ridicule. This is demotivating and harmful psychologically and hinders the learning process (Atkins, et al. 1996:123).

Wondwossen (1992) in his MA thesis has also identified 539 occurrences of positive feedback and 336 of negative feedback of English language teachers in the teaching-learning process of EFL classrooms in some high schools. This implies that EFL teachers provide learners negative feedback that may probably discourage them in learning the language.

This current study, therefore, attempts to explore the effects of teachers' oral error treatment or supportive oral error feedback on students' behavior in error correction.

1.2 Objectives of the Study

The main objective of this study is to find out the effects of teachers' oral error treatment (supportive oral error feedback) on students' behavior in error correction in the EFL classroom. To meet this objective, the following three research questions were set and answered in the study.

1. Which type of oral errors do students make frequently?
2. To what extent do teachers provide oral error treatment or supportive oral feedback (clues) to students following their errors that enable them to correct the errors themselves?
3. What effects do teachers' oral error treatment or supportive oral error feedback have on students' behavior in error correction?

1.3 Importance of the Study

This study may have these contributions:

1. EFL teachers may benefit from the findings of the study regarding oral error treatment and its effects on students' behavior in error correction in the EFL classrooms.
2. The findings of this study may provoke more related studies in the future.
3. The results of this study may also contribute to the literature of teachers' oral error treatment and its effects on students' behaviour in error correction.

1.4 Scope of the Study

To depict the scope of this study specifically, the researcher took the ideas of some scholars here. Error treatment has an equivalent meaning with error correction (Chaudron 1977a cited in Chaudron 1988). Error correction is divided into direct and indirect correction. The direct correction of errors is overt correction and the indirect one is the provision of feedback on students' errors (Lee 1997). As overt correction of learners' errors by teachers has harmful effects on students' attitudes towards learning (Lewis and Hill 1985, Hendrickson 1980 cited in Lee 1997), the researcher attempted to focus the study on the provision of feedback. Feedback consists of assessment and correction as its main components (Ur 1996). Feedback as an assessment was left out of the study as it may not involve learners in correcting the errors themselves and the researcher inclined to feedback as correction. In principle, correction can and should include information on what the learner did right, wrong and why (Ur 1996). Hence, providing information (clues) on what learners did wrong was (were) the focus of this study. As providing non-supportive oral feedback to students following their errors may demotivate them both in correcting the errors themselves and in learning the language, the study attempted to investigate provision of EFL teachers' supportive oral feedback to students following their errors that enabled them to correct the errors themselves. Conducting the effects of teachers' supportive oral error feedback (clues) on students' behaviour in error correction was, as a result, intended to be the scope of this study.



1.5 Limitation of the Study

The researcher faced different problems in the process of doing this thesis. Of these, the most challenging was the inaudibility of some of the students' and teachers' utterances while transcribing them. Hence, there are some different incomprehensible words, phrases or sentences in the transcription. In addition, the recorded lessons were limited to about 40 minutes in each class on average as a result of this problem.

1.6 Definitions of Terms and Abbreviations

Effect: is the result of teachers' oral error treatment influence on Students' behaviour in error correction.

Error: a systematic deviation from the accepted code (Norrish, 1983:127).

Mistake: a non-systematic deviation from the language code indicating incomplete learning (Norrish, 1983:128).

Error Treatment: is the direct and/or indirect correction of students' oral errors by teachers.

Error feedback: a technique to help learners detect and/or correct errors (Lee 1997).

Error Correction: is the direct correction of errors by learners following the provision of teachers' clues on their errors.

Clue: a sign or some information which helps the learners to find the answer to a problem or question (Cambridge Dictionary 1995).

Behaviour: refers to the correct or incorrect response of learners.

EFL: English as a Foreign Language

ESL: English as a Second Language

TEFL: Teaching English as a Foreign Language

TVET: Technical and Vocational Education and Training

EGSECE: Ethiopian General Secondary Education Certificate Examination

TV: Television

BA: Bachelor of Arts

MA: Master of Arts

F: Frequency

%: Percent

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter tries to review the basic concept of errors and its significance, teachers' oral error treatment, students' oral error correction and effects of teachers' oral error treatment on students' behaviour in error correction in the EFL classroom. It also tries to see local research works in relation to this current study.

2.1 Basic Error Concepts and Its Significance

Errors, in general, are defined by different scholars almost in similar ways. For example, Dulay et al. (1982:139) define, "Errors are the flawed side of learner speech or writing. They are those parts of conversation ...that deviate from some selected norm of mature language performance." Norrish (1983:7) also defines an error as, "A systematic deviation that occurs when a learner has not learnt something and consistently 'gets it wrong'." In addition, (Dulay et al. 1982; Norrish, 1983; James, 1998), in Italo (1999:5), define error, "Any deviation from a selected norm of language performance, no matter what the characteristics of the deviation might be." Moreover, error is defined in Webster's Dictionary (1909:772) as, "An act involving an unintentional deviation from truth or accuracy, or an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done."

What seems common from the different scholars' definitions of error above is that they all agree there is an error in speech or writing. Its name also seems that it is an error in general according to them. However, it seems that they define error in a different way. For example, Norrish's (1983:7) definition of error focuses on the systematic deviation which is an error and the other scholars' definitions of error focus on a non-systematic deviation which is a mistake. On the other hand, as it is defined in Webster's Dictionary error seems that it is both a systematic deviation which occurs through deficiency in speech and a non-systematic deviation which occurs either through ignorance or accident or both from the learner(s) in performing (speaking) the language. Hence, error in this study means any deviation of learners' speech through deficiency, ignorance or accident from the accepted norm of mature English language use. In other words, errors and mistakes have been used interchangeably in this study.

As Burt and Kiparsky (1974), cited in Norrish (1983:106-108), and Hammerly (1991:83-84), say, there are fundamentally two types of errors, 'global' and 'local' on the basis of their effect on communication. The global error is the type which affects the interpretation of the whole sentence, and the local error merely a part of it, a clause or a phrase, as the scholars point out. For instance, the sentence 'The soldiers had been shooting when they are blindfolded' contains examples of both kinds of error, according to them. The major error which most likely leads to the misunderstanding of the sentence is the substitution of 'shooting' for 'shot', as they further state. This error, they say, affects the interpretation of the entire sentence, and the subordinate clause 'when they are blindfolded' hardly interferes with the utterer's intended meaning. So, they conclude that the former is global error and the latter is local error. Dulay et al. (1982:191-2) also divide errors into 'global' and 'local', too on their effects on communication.

As the different scholars suggest, errors seem they are divided into 'global' and 'local' types on the basis of their effect on communication in the EFL classroom. Global error is a type of error which breaks down communication in a sentence whereas local error is a type of error that breaks down communication on a part of a sentence, a clause or a phrase or may not break down communication in a sentence (Norrish 1983). On the other hand, some of the above and other scholars forward the following views on errors. For instance, students have been made to feel that errors bring discredit on the teacher and learner alike in many traditional language classes. They have been reprimanded for making too many errors (Norrish, 1983:1). However, studying learners' errors, according to Dulay et al. (1982:138), serves two major purposes. These are: (1) "[It] provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively."

This shows that errors have been considered undesirable for learners and teachers in many traditional language classes. However, errors are useful in providing data which helps to infer what the nature of the teaching-learning process is. They also indicate to teachers and curriculum developers which part of language that students have difficulty in learning and which errors have detracted them from communicating effectively.

In relation to the importance of errors, the above scholars also suggest, "Teachers and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors" (Dulay et al. 1982:139).

This quotation indicates that teachers and mothers who always interact peacefully with their students' or children's language errors have come to be aware of the importance of making errors. It seems making errors is an inevitable part of learning that people can't learn language without first committing them systematically.

Atkins et al. (1996:139) also suggest that errors are signs of stages in the learning process... "In fact all students should be encouraged to experiment with language, because unless they make errors they cannot be expected to work out ways of expressing their ideas better in English." In addition, Makino (1993:337) explains, "Learner errors are seen as a natural and indispensable part of the learning process. They are also seen as inevitable, since learners are encouraged to explore the target language." Zamel (1981:146), cited in Hahn (1987:9), also thinks, "Errors indicate not that the student has not yet learned but rather that s/he is in the process of doing so." Smith (1976:221) adds, "When you test a hypothesis, there must be a possibility of being wrong. If you are certain of being right, there can be nothing to learn because you know it already" (Ibid.).

It seems from the scholars' quotations above that errors are natural and unavoidable part of the learning process. They are also indispensable for learners to indicate that they are in progress in learning. This shows that students need to be encouraged to experiment with the language whatever errors they make. If learners don't show the possibility of being wrong when experimenting with the language and when they test a hypothesis, it seems that they are in doubt in gaining something new in learning.

2.2 Teachers' Oral Error Treatment

According to Webster's Dictionary (1909:2435), error treatment refers to, "The action or manner of treating errors, or the action or manner of dealing with errors often in a specified way." Error correction is also defined in the same dictionary. It is "The action or an instance of correcting errors, or the action or an instance of remedying or removing error or defect" (Ibid. 511).

Error treatment and error correction seem that they have almost similar concepts as they are defined in the dictionary mentioned above. Error treatment is the action of dealing with errors often in a specified way. This seems that errors are often either modified or removed and what is intended to do can be achieved. Error correction is also an action which focuses on remedying or removing error or defect. This seems that error correction includes either modification or removing of errors until the elimination of them from producing once again. So, both terms seem that they have the same meaning.

Chaudron (1977a), in Chaudron (1988:149), also explains the meaning of the term "correction" and its equivalence with error treatment. He notes that there are several increasingly narrow denotations of the term correction as follows:

The most general is equivalent to 'treatment of error,' which appears to be the most widely employed meaning, used to refer to any teacher behavior following an error-that minimally attempts to inform the learner of the fact of error the treatment may not pursue correction further. Note that such treatment may be evident only to the outside observer or only to the teacher providing it. The next most general meaning refers to some treatment which is explicitly enough to elicit (or which makes great efforts to elicit) a revised student response. And finally there is the 'true' correction which succeeds in modifying the learner's inter-language rule so that the error is eliminated from further production.

Based on the quotation above, error correction has three different meanings. The first and most general meaning is equivalent to the treatment of error. This way of error treatment seems that it is the direct correction of errors by the teacher, which may not have correction once again. The next most general meaning seems that it is the provision of feedback on students' response after making great efforts in eliciting information from learners. The third meaning seems that it is the giving of true correction for learners, which enables them to eliminate their errors forever. Hence, error treatment and error correction seem that they have almost the same (equivalent) meaning. However, the former seems one most general meaning of the later, which is narrower in meaning. Both terms, therefore, have been used interchangeably in this study.

On the other hand, Lee (1997:466) states, "Error correction can be operationalized in terms of direct and indirect correction." Direct correction, according to Hendrickson (1980), cited in Lee (1997:466), refers to, "Overt correction of errors" and suggests that it is the teachers' provision of correct forms or structures in students' faulty sentences. He also adds that this correction has harmful effects on students' attitudes towards ESL writing. Indirect correction, on the other hand,

refers to, "The provision of feedback on errors prompting students about the location of errors" (Robb et al. 1986 cited in Lee, 1997:466). "Strictly speaking, indirect correction is not error correction itself, but error feedback. Error feedback differs from direct correction of errors" (Lee, 1997:466).

As the scholars in the above quotations indicate, error correction seems that it is the direct and indirect correction of errors by the teacher. The direct correction of errors by the teacher is said to be overt-correction whereas the indirect correction of errors by the teacher is error feedback. Overt-correction seems the provision of correct answers on students' faulty sentences by the teacher. This way of error correction seems that it has harmful effects on learners' attitudes in learning English as a second language. As a result of overt-correction, "...students become reliant on teachers for error correction" (Ibid.:467). The quotation here shows that students may not get chances to correct their own oral errors by themselves if teachers over-correct them. This may not enable learners to think of more about their errors and experiment with the language.

Error feedback, on the other hand, seems that it is the supplying of feedback on errors initiating learners about the location of errors. This seems that it is quite important for learners to think of more on their errors and may enable them to correct the errors themselves after they get feedback from their teachers about the specific location of their errors.

It is on the effects of teachers' oral error feedback on students' response in error correction that the current study focuses on. It is because in the recent language teaching approach, providing supportive error feedback to students can help them promote error correction by themselves, as some researchers and educators suggest under the following sub-title.

2.2.1 Teachers' Supportive Oral Error Feedback

Feedback is defined by the following authors and/or researchers differently in different contexts. For instance, the following definition of feedback, according to (Ur, 1996:242), seems that it is general in the context of teaching.

In the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Some examples in language teaching: the words 'yes, right', said to a learner who has answered a question ; a grade of 70% on an exam; a raised eyebrow in response to a mistake in grammar ; comments written in the margin of an essay.

This quotation shows that feedback, in general, in the context of teaching seems that it is the supplying of information to the learner about his or her performance in learning usually with the objective of improving the performance which exists. The second and fourth examples given in the quotation indicate that the feedback is on assessment which is not the focus of the current study. The first and the third examples in the same quotation above seem that they are feedback on correction (Ur 1996). To make clear them, the words 'Yes, right', said to a learner who has answered a question and a raised eyebrow in response to a mistake in grammar seem that they are corrections on what the student's response is right and wrong respectively. It seems in strengthening this idea, (Ur 1996:242) says, "In principle correction can and should include information on what the learner did right, as well as wrong and why." In this quotation, correction seems that it includes giving information on what the learner did correctly, wrongly and the reasons why they made mistakes.

In relation to assessment and correction, (Ur, 1996:242) suggests, "It is of course, perfectly possible to give assessment without correcting, as when a final percentage mark on an exam is made known to a learner without the exam itself being returned or commented on. ... it is usually impossible to comment on what is right or wrong in what a learner has done without conveying some kind of assessment."

This quotation shows that giving assessment without correction seems possible in that a final percentage mark on an exam is made known to a learner. Giving correction without having some kind of assessment seems impossible. This is because when a teacher provides correction, the learner is very aware of what the teacher thinks that something was wrong. When comment is given on why something was appropriate, there is necessarily an underlying message of commendation.

In the context of English language teachers' oral feedback, it is also defined this way. Feedback refers to," Teachers' remarks or expressions (verbal or non-verbal) about the adequacy or

inadequacy and correctness or incorrectness of students' statements solicited or initiated in the development of subject-matter" (Wondwossen, 1992:7).

The idea in this quotation seems that it consists of the adequacy or inadequacy and correctness or incorrectness of students' responses after the initiation or provision of feedback from their teachers' expressions verbally or non-verbally which is somewhat broad in its sense.

In the context of the current study, teachers' oral error treatment (supportive oral error feedback) refers to giving students with clues on their oral errors, which enables them to correct the errors themselves. In other words, the feedback in this study focuses on giving learners with signs or some information on their oral errors, which helps them to find the correct answers to questions or problems, is quite important for them. This idea seems that it is supported by Atkins et al. (1996:139). They suggest, "...teacher feedback leading to student oral production of correct forms is very important." The idea in this quotation seems that teachers need to provide supportive oral error feedback which enables learners to produce correct forms or to correct their errors themselves. If students produce correct forms and/or meanings or correct their oral errors themselves and understand them seem that it is the main target of learning English language in relation to oral skill.

It seems in the context of oral error feedback that Lee (1997:466) also defines teachers' error feedback as follows. He says, "[It] is a technique to help learners detect and/or correct errors." The idea in this quotation seems that the teachers' oral error feedback which is helpful is undoubtedly important for learners to identify and/or correct their errors themselves.

In addition, James (1988:236-7), in Italo (1999:59), states, "Feedback refers to informing the learners that there is an error, and leaving them to discover and repair it themselves." This scholar's idea seems that feedback in the context of oral error needs to be supportive for learners. The teachers seem that they need to inform the learners that there is /are (an) error(s). Then, they need to give the chance for learners to discover their errors. After discovering, the learners need to repair or correct their oral errors themselves.

2.2.2. Roles of Teachers' on the Provision of Supportive Oral Error Feedback

The provision of teachers' supportive feedback to students following their oral errors plays a great role in the formal teaching-learning process of English language in the EFL classroom.

In the formal teaching classroom, the structure of common exchange between teachers and students, according to Sinclair and Coulthard (1975), in Wondwossen (1992:37), comprises three moves. These are-I-R-F: Initiation (teacher), Response (student) and Follow up (teacher). Though the Initiation and Response Play roles for the contribution of the follow up (teacher), this study focuses on the last common exchange on oral errors between teachers and students. This seems that when teachers and students exchange common ideas in the classroom, teachers need to initiate or prompt learners to say something in relation to their lessons. The students, then need to give response on what the teachers try to prompt them to say. If students' response is incorrect, the teacher needs to follow up the learner(s) to let him or her say the right answer(s) after providing him or her some clues.

It seems on the Follow Up (teacher) of feedback that Vigil and Oller (1976), in Allwright and Bailey (1991:93-4), note, "Second language learners get at least two kinds of feedback from their interlocutors. The first is 'cognitive feedback'- information about the language they use. The second is 'affective feedback'- emotional reactions in response to their utterances and signals as to the interlocutors' desire or willingness to continue communicating."

It seems that cognitive feedback which supports learners on providing information about the language they use is the main focus of this study more than the affective one. This is because the information that students get from their teachers through cognitive feedback seems that it is the feedback on oral errors, which enables them to correct their errors themselves. However, the affective feedback which teachers provide on students' oral errors seems that the teachers' reactions to students' ideas on what they say in promoting or declining improvement by learners.

Ammon (1956), in Temesgen (1999), proposes that feedback, generally, increases motivation and usually improves subsequent performances of learners. Sinclair and Coulthard (1975:51) also argue, "Learners' preferences and expectations indicate that the act of feedback provision is much needed and if this is totally stopped, learners would fail to proceed in their learning." The scholars further explain, "Learners expect feedback on the correctness or incorrectness of their

responses after a while. If teachers don't give feedback totally, learners would get it abnormal and this affects the teaching-learning process negatively" (Ibid.8-9).

It seems that providing feedback to students on the correctness or incorrectness of their responses is quite recommendable. It may help them to gain information about the language they use and motivate them for further learning. The motivation that they get through their teachers' feedback may enable them to increase their learning performances. If teachers' don't totally give feedback, the learners may not probably attend the teaching –learning process positively. This may affect the learner and /or the learning negatively. This condition seems that it is also true in the case of providing feedback to students on their oral errors in the EFL classroom. If students get supportive feedback on their oral errors, they may be motivated and correct the errors themselves. If they don't get, they may not actively involve themselves in learning and rather would be demotivated.

It is on the basis of between teachers and students common exchange using some of the following strategies that supplying supportive oral error feedback to students may probably be effective in the EFL classroom.

2.2.3 Strategies of Teachers' Supportive Oral Error Feedback

There are different strategies that teachers use in providing supportive oral error feedback to their students in the EFL classroom. The feedback strategies that teachers provide to students on their oral errors seem that they are divided into two, according to Harmer (2001). These are: (A) Error feedback during oral accuracy work and (B) Error feedback during oral fluency work.

2.2.3.1 Error Feedback During Oral Accuracy Work

Harmer (2001:106) states that students are expected to be able to correct errors themselves once the problem has been pointed out in oral accuracy work. If they can not do this, however, EFL teachers need to move on to the following alternative techniques so as to show them incorrectness, as he further notes.

- A) Repeating – It helps to ask the student to repeat what they have said, perhaps by saying Again? Which, coupled with intonation and expression, will indicate that something is not clear.

- B) Echoing: It is a precise way of pin-pointing an error. EFL teachers repeat what the student has said emphasizing the part of the utterance that was wrong, for example, Flight 309 Go to Paris? (Said with a questioning/intonation). It is an extremely efficient way of showing incorrectness during accuracy work.
- C) Statement and question: EFL teachers can, of course, simply say That's not quite right, or Do people think that's correct? To indicate that something has not quite worked.
- D) Expression: When EFL teachers know their classes well, a simple facial expression or a gesture (for example a wobbling hand), may be enough to indicate that something doesn't quite work. This, of course, needs to be done with care as the wrong expression or gesture can, in some circumstances, appear to be mocking or cruel.
- E) Hinting: It is a quick way of helping students to activate rules they already know (but which they have temporarily 'disobeyed') is to give a quiet hint. For instance, EFL teachers might just say the word 'tense' to make learners think that perhaps they should have used the past simple rather than the present perfect. This technique, of course, depends upon the students and the teacher sharing meta- language (linguistic terms) which, when whispered to students, will help them to correct themselves.
- F) Reformulation: It is an underrated correction technique which helps the teacher to repeat correctly what the student has said, reformulating the sentence, but without making a big issue of it, for instance:

S: I wouldn't have arrived late if I heard the alarm clock.

T: If I had heard...

S: ...if I had heard the alarm clock.

The alternative techniques that Harmer (2001) above suggests to EFL teachers to provide oral feedback on students' oral errors seem that they are supportive for learners. For example, Repeating, Echoing, Question, Expression and Hinting seem that they are supportive oral error feedback alternative techniques. It is because; EFL teachers seem that they provide clues (signs or some information) to students on their oral errors using these alternative techniques of oral feedback. If this is so, students may correct their oral errors themselves. However, the alternative

techniques such as Statement and Reformulation seem that they don't enable learners to correct their oral errors themselves. For example, when a student gives a wrong answer and if a teacher says 'That is not quite right', rather than giving clue on student's oral error, the learner may not correct the error him-or herself. The statement, 'That is quite right' also shows that the reaction of the teacher towards the learners' response doesn't seem helpful in providing clues to them following their errors. However, if the negative statement above or others is/are given to learners supportively, students may get clues and correct the errors themselves. In using Reformulation, the teacher's oral error feedback does not seem supportive to learners to correct their oral errors themselves. Because the teacher directly reformulates what the student says without giving clues on the learner's error. It seems, however, that it shows the supportive reaction of the teacher to student's response for further learning improvement.

Richards and Lockhart (1994:188-90) also suggest that oral feedback is often directed toward the accuracy of what a student says in language classrooms. According to them, oral feedback on form can be accomplished in different ways as follows. These are:

- A) Asking the student to repeat what he or she said.
- B) Pointing out the error and asking the student to self-correct.
- C) Commenting on an error and explaining why it is wrong, without having the student repeat the correct form.
- D) Asking another student to correct the error.
- E) Using a gesture to indicate that an error has been made.

The strategies that the scholars above suggest in providing oral feedback seem that they are helpful to learners in the EFL classroom. For instance, the strategy in, (A), seems supportive to learners. If a teacher asks a student to repeat what he or she said, it helps him or her to identify that there is an error. If a teacher, then, points out the error and asks the student to self-correct using the strategy in, (B), the student may probably correct the error him or herself. If a student can't correct the error him or herself, the teacher may use the strategy in, (D), to let another student correct the error. This may probably make learners correct the error in peers and if this fails, the teacher may provide chances to the whole-class to correct the error. The three strategies mentioned above seem that they are helpful to learners, which enable them to correct the oral



errors themselves. The strategy in, (E), also seems that it is supportive to learners if a teacher uses gesture to indicate that there is an error. Indicating an error to learners using gesture helps them to self-correct the error. However, the strategy in, (C), which focuses on commenting on an error may not seem supportive to learners in that it doesn't enable them to correct the errors themselves. It is because, the teacher doesn't seem let a student repeat the correct form rather than giving correction on an error him or herself. It also seems that he or she explains the reasons why an error is wrong. So, a student seems that he or she doesn't have any opportunity to self-correct the error.

Richards and Lockhart (1994:189), in addition, recommend the following strategies in giving oral feedback on content. These are:

- A) Acknowledging a correct answer: They say that the teacher needs to acknowledge a student's correct answer by saying, for example, "Good," "Yes, that's right." Or "Fine."
- B) Indicating an incorrect answer: The teacher needs to indicate a student's incorrect answer by saying, for instance, "No, that's not quite right," or "Mmm," as the scholars note.
- C) Praising: The teacher compliments a student for an answer by saying "Yes, an excellent answer," they also point out in their book.
- D) Expanding or modifying a student's answer: The teacher, they go on saying, responds to a vague or incomplete answer by providing more information, or rephrasing the answer in the teacher's own words. For instance,

T: Does any one know the capital of the United States?

S: Washington.

T: Yes, Washington, D.C. That's located on the east coast.
- E) Repeating: The teacher repeats the student's answer so as to indicate that there is an error.
- F) Summarizing: The teacher here gives a summary of what a student or group of students has said.

G) Criticizing: The teacher criticizes a student for the kind of response provided, Richards and Lockhart finalize. For instance,

T: Raymond, can you point out the topic sentence in this paragraph?

R: The first sentence.

T: How can it be the first sentence? Remember, I said the first sentence is not always the topic sentence in every paragraph. Look again!

Most of the oral feedback strategies on content above seem that they are supportive in giving positive reactions of the teacher towards students' ideas to promote their learning further. For instance, the strategy in , (A), Acknowledging a correct answer-saying, "Good," or "Fine" and so on may enable students to motivate to learn more. In this strategy, the teacher may not be expected to give oral error feedback as the student gives the answer correctly. The strategy in, (B), Indicating an incorrect answer- For instance, "No that is not quite right," or "Mmm" seems that it is quite important for learners to correct the errors themselves if it is provided supportively. Praising, (C), is also an oral feedback, which shows the positive (supportive) reaction of the teacher towards students' ideas for further learning improvement. The teacher may not be expected to give oral error feedback as the student's response is correct (right). In case of, Expanding or modifying a student's answer in, (D), seems that the reaction of the teacher towards the students' ideas is supportive. However, the teacher doesn't seem supportive in giving oral error feedback to learners to correct the errors themselves. What he or she does simply is correcting the errors him-or herself directly. The strategy in, (E), Repeating-seems that it is supportive in providing oral error feedback to students indicating that there is an error by repeating the incorrect answer. Summarizing in, (F), is an oral feedback strategy which seems supportive in the reaction of the teacher towards students' correct or incorrect ideas. However, it doesn't seem supportive in giving oral error feedback to students to correct the errors themselves. The last strategy is-Criticizing in, (G). This oral feedback strategy doesn't seem supportive in providing oral error feedback to students. It doesn't also seem supportive in giving positive reaction of the teacher towards students' ideas. It rather seems that it reflects the negative reaction of the teacher to students' ideas, which may de-motivate them in learning.

2.2.3.2 Feedback During Oral Fluency Work

Harmer (2001:107) suggests that tolerance of error in fluency sessions for English language teachers is much greater than it is during more controlled sessions. Nevertheless, there are times when teachers may wish to intervene during fluency activities, just as there are ways teachers can respond to their students once such activities are over, as the scholar adds. For instance,

- A) Gentle Correction: Teachers, as Harmer supposes, may well have to intervene if communication breaks down completely during a fluency activity. If their students cannot think of what to say, as to him, they may want to prompt them forwards. If this is just the right moment to point out a language feature, they may offer a form of correction, he also adds. Provided teachers offer this help with tact and discretion, as he points out further, there is no reason why such interventions shouldn't be helpful.
- B) Recording Mistakes: The same author explains that English language teachers frequently act as observers, watching and listening to students so that they can give feedback afterwards. Such observation, he also notes, allows them to give good feedback to their students on how well they have performed, always remembering that they want to give positive as well as negative feedback. However, Harmer supposes that one of the problems of giving feedback after the event in this technique is that it is easy to forget what students have said.

The two strategies above seem that they are helpful to learners. For instance, Gentle Correction in, (A), seems important to intervene and give correction when the students' oral errors break communication completely. However, this correction needs to be given carefully in a supportive way. If it is not given this way, students may be disturbed in expressing their ideas freely and may be de-motivated from further fluency speech. Recording mistakes in, (B), on the other hand, seems that it is common on the provision of feedback during oral fluency works. The teacher simply observes watches and listens to students' ideas during their oral fluency works so that he or she gives them feedback after the activity is over. This way of giving feedback to students on their oral fluency work may enable them to get constructive feedback on both their positive as well as negative sides how well they have performed. However, giving oral feedback for evaluative purpose is not the focus of this study. What seems better here is, the teacher needs to

record some important mistakes during students' oral fluency works and gives them chances to correct the errors themselves afterwards.

In relation to the above view, Lewis and Hill (1985:94) say the following.

Teachers should keep a small pad of paper beside them and make a note of one or two important mistakes. These may be 'important' for different reasons: a) They are common to several members of the class. b) They are likely to create genuine misunderstanding if not corrected. c) They show a gap in the students' knowledge- i.e. they are not positive mistakes which the students make, but things which it is clear they can't say because they don't have the appropriate word or phrase and the lack of this item seriously impedes the communicative effectiveness of what they are trying to say.

This quotation seems that teachers need to provide correction after the oral fluency works are over having some sort of recording mistakes on small pad of paper during the activity and make a note of one or two important mistakes. The mistakes may be important on their common occurrence, on creating genuine misunderstanding and/or on their nature in showing gaps in the students' knowledge. In such cases, it seems appropriate to discuss the mistakes afterwards. It may also be appropriate to ask students to repeat the practice (Lewis and Hill 1985). Then, the teacher may provide supportive oral feedback on errors to students, which helps them to correct the errors themselves.

2.3 Types of Error Correction

Error correction here means the direct correction of errors by learners after the provision of teachers' supportive oral error feedback. This way of error correction in oral works may be applicable through self-correction, peer correction, whole-class and teacher correction respectively if one fails to correct his or her oral error(s).

2.3.1 Self-Correction

Self-correction of oral errors by learners is believed to be effective by different scholars. For instance, Makino (1993:338) states, "In the process of language learning, learners sometimes notice some of their errors by themselves, through the strategy of monitoring, and they can also correct some of their errors when other people, such as teachers or peers, give them cues or hints about them." Allwright and Bailey (1991:107) note, "Students will internalize the correct forms when they repair their communication breakdown and produce the target language as accurately

mistakes, she adds, the teacher gets a lot of important information about the students' ability. Can they hear a particular mistake? Can they correct it? Thirdly, the students become used to the idea that they can learn from each other. So, peer correction as she further notes, helps learners cooperate and helps make them less dependent on teacher. Fourthly, if students get used to the idea of peer correction without hurting each other's feelings, they will be able to help each other learn when they work in pairs and groups, when the teacher can't hear what is said, she finalizes. On the other hand, Atkins et al. (1996:141) mention the disadvantages of it. Firstly, if it is always the same few students who offer to correct their peers, the teacher must find ways of calling on other students. Secondly, students may find it difficult to accept that peer-correction is aimed at encouraging cooperation, instead of just listening negatively for errors in order to criticize: Thirdly, they may feel they are being criticized by people who have no right to criticize them and fourthly, they may feel the teacher is not doing his job. So, peer correction should probably be introduced slowly over a period of time, as these authors suggest.

Peer correction, therefore, seems the second important process of error correction by learners being in the form of peers after supportive oral error feedback from their EFL teachers has been given. However, teachers and students need to be tactful in applying it in the EFL classrooms as it has its own side effects if it happens wrongly.

2.3.3 Whole-Class Correction

It is another way of oral error correction by learners after one's error is not corrected in self-and peer-correction processes. Teachers need to use this way of correction so as to help learners to learn further from their mistakes or errors. In this regard, Edge (1989), cited in Derb (2007:54), proposes, "...besides employing self-correction and peer-correction, the teacher can make use of whole-class correction to help students learn from their errors, and take an active role in giving feedback." The idea in this quotation seems that using whole-class correction is useful for teachers to help their students learn from their errors. What the teachers need to do here seems that they may give supportive oral feedback (clues) on students' oral errors. In this form of feedback, the same author suggests, "One of the teacher's roles is to make a collection of learners' errors and put them on the board for discussion" (Ibid.). The idea in this quotation seems that teachers are expected to collect learners' oral errors and write them on the board for

discussion in the class. The way teachers collect students' oral errors seems that the feedback teachers provide to learners is during oral fluency work.

2.3.4 Teacher Correction

This refers to the correction of students' mistakes by the teacher providing them with more help if they fail to correct in self-, peer-, and whole-class correction processes. In regard to this view, Edge (1989:27) suggests, "If we think that a mistake needs to be corrected and if neither the student who made the mistake, nor any other student can correct it, then the teacher has to give more help. This still doesn't mean that the teacher has to give the correct form straight away." She adds, "The more the students are involved in correction, the more they have to think about the language used in the classroom." So, if self-, peer-, and whole-class corrections fail at first, the teacher can sometimes help by focusing attention on the place where the mistake occurs.

Moreover, Atkins et al. (1996:141) suggest, "If self-correction and peer-correction fail, the teacher can correct the error him/herself. This can be done by saying the sentence up to the place where the error occurred, pausing in case there is any student who will try to correct it, then saying the whole sentence correctly and getting the class to repeat."

From the point of view of the authors above, teachers are expected to give more help to students who make errors after self and peer-correction processes fail. Then, students are highly involved in the correction process once again and may correct the errors themselves. If students, in case, fail to correct the errors after this help, teachers are even expected to tell the correct answers until the students are sure of them.

2.4 Effects of Supportive Oral Error Feedback on Students' Behavior in Error Correction

It may probably happen either positive or negative effects on students' behavior in error correction in the EFL classrooms when teachers give supportive oral error feedback to them. Different scholars have different views in regard to the provision of error feedback to learners in the EFL classrooms.

Burt et al. (1982:34), for example, in Temesgen (1999:7), argue, "The provision of negative feedback or correction is not a good means of helping learners to get rid of error because of its

Reproof Denial and Loop; and they showed much agreement in the use of repetition with no change.

In addition, Teshome's (1995) MA thesis which laid a great foundation to the current study is worth mentioning. The main purpose of this study was to investigate the types of corrective treatments grade-11 English language teachers used to repair their students' broken utterances in the classroom.

Besides, the study aimed at exploring the major errors that cause difficulty to the students in their attempt to speak in the class. An attempt was also made to know the extent of the learners' involvement in treating their oral errors. It was also endeavored to see the types of treatments the students prefer to have in the classroom through a questionnaire.

About 142 errors were committed by the students and fell under 12 categories as the result of the study indicates. Of these, errors in agreement were the most frequent ones. About 14 types of corrective treatment were also employed in the classrooms. In addition, the study found out that 91.5% of the identified errors were treated. Of these 70% of the treatments were given by teachers.

As the result of the questionnaire indicates, 83.7% of the 172 selected students showed their preferences for correction in the classroom. However, the types of corrective treatments they prefer were not the ones frequently used by their teachers.

Though has the current study some similarities with the above mentioned research works, it is quite different from them in that it focuses on the effects of teachers' oral error treatment on students' response in error correction. The teachers' oral error treatment aims at particularly on the provision of supportive oral feedback to students following their oral errors that enables them to correct the errors themselves. This makes the current study different and timely from the ones mentioned above.

CHAPTER THREE

METHODS AND PROCEDURES

This chapter focuses on the methods and procedures of this study. As the study follows a descriptive research method and was designed to find out some possible answers to the questions stated in 1.2 of the introduction, it attempts to give picture of the methods and procedures used to carry out it next to its setting and subjects as follows.

3.1 Setting and Subjects of the Study

This study took place at a governmental TVET College in Addis Ababa. It is because there was sufficient time to observe and record the actual English language teachers' provision of supportive oral error feedback on students' behavior in error correction as the lessons are provided with no plasma TV's. The oral errors that students made were source of their teachers' provision of clues on their response in error correction were also hoped to be high as they didn't pass the EGSECE successfully. In addition, General Wingate TVET College was selected as the area of the study out of 7 TVET Colleges in Addis Ababa because of its proximity to the researcher. Students at 10+3 level were also part of this study because of their maturity level.

Three (3) 10+3 English language teachers and one hundred and six students in General Wingate TVET College were the subjects of the main study. All the teachers are males whereas 52 of the students are females.

The 3 teachers were selected randomly from a list of five English language teachers. The remaining two were participated in the pilot-test. About 106 students out of the total of 175 in five departments with the same grade-level were inseparable from their English language teachers during the selection process. The nature of the study made this to happen. About 4 students from the sample learners and about 10 of them from the non-samples of the same grade-level were also selected randomly and participated in the interview and pilot-study respectively. The interviewees were selected using lottery system from each of 3SSOM and 3RC classes. No interviewees were selected from 3BIO class deciding that 4 of them could be enough. The respondents were also selected using lottery system from 31 of the students in Accounting

department after having chosen list of this department randomly out of the department of Accounting and Information Technology students in the same grade-level.

Of all Ethiopian English language teachers, two of them held their BA's in English language and the other his MA's in TEFL. They were graduated from different higher institutions in our country. Their teaching experience ranged from 8 to 33 years. For the sake of clarification, the students in the three departments are named 3SSOM (3rd year-Secretarial Science and Office Management), 3RC (3rd year-Road Construction) and 3BIO (3rd year-Banking and Insurance Operation). The teachers are indicated using T1, T2 and T3 who taught English language as a common course to students in the departments mentioned above respectively.

In general, the researcher used 60% of the teachers and 60.57% of the learners as samples for the main study from the overall population in each category.

3.2 Data Collection Procedures

To collect data for this study, the researcher used the following research methods and procedures.

3.2.1 Pilot-study

The pilot-study was used in this study to pilot (experiment) the questionnaires for teachers and students for the main study. Hence, the researcher designed questionnaires which consist of 14 items for English language teachers and 16 items for their students. The items were, redrafted about three times and were given to one of the researcher's classmates for evaluation. Based on the comments given, some items were modified and some words and/or phrases in some of the items were omitted. In place of them, more appropriate ones were substituted. After this, the research tools were given to my advisor. The advisor also gave the researcher some comments on the items to make them clearer. The researcher again tried to modify most of the items so as to make them clearer than the first case. The researcher, then, administered the teachers' questionnaire (see in appendix-G) for teachers and the 'Amharic' version of students' questionnaire (see in appendix-F) for students. After the results of the two pilot-studies were shown including the comments given in oral and written, item numbers-9 and 13 of the teachers' questionnaire were modified. Item number-14 was totally avoided, however. In addition, of the students' questionnaire, item numbers 1, 2, 3, 5 and 11 were slightly modified and the English language equivalent translation of some difficult 'Amharic' words in these items were given in

brackets. The other items in numbers-13, 14, 15 and 16 were also modified in terms of some words and/or phrases in each so as to make them clearer and understandable for the sample learners in the main study. The results of questionnaires for the pilot-studies are shown in table-1 below.

Table 1: Frequencies and percentages of teachers' and students' questionnaires in the pilot-study

Item Nos	Teachers												Students													
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		missed		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	2	100	-	-	-	-	-	-	-	-	2	100	5	50	2	20	-	-	-	-	2	20	1	10	10	100
2	-	-	2	100	-	-	-	-	-	-	2	100	3	30	1	10	2	20	1	10	3	30	-	-	10	100
3	-	-	-	-	-	-	1	50	1	50	2	100	5	50	4	40	-	-	1	10	-	-	-	-	10	100
4	1	50	1	50	-	-	-	-	-	-	2	100	2	20	4	40	2	20	1	10	-	-	1	10	10	100
5	-	-	-	-	-	-	2	100	-	-	2	100	2	20	2	20	3	30	3	30	-	-	-	-	10	100
6	-	-	2	100	-	-	-	-	-	-	2	100	-	-	5	50	1	10	3	30	1	10	-	-	10	100
7	-	-	2	100	-	-	-	-	-	-	2	100	1	10	3	30	1	10	3	30	2	20	-	-	10	100
8	-	-	-	-	-	-	1	50	1	50	2	100	-	-	3	30	1	10	4	40	2	20	-	-	10	100
9	-	-	1	50	1	50	-	-	-	-	2	100	1	10	4	40	1	10	4	40	-	-	-	-	10	100
10	-	-	1	50	-	-	1	50	-	-	2	100	5	50	4	40	1	10	-	-	-	-	-	-	10	100
11	-	-	-	-	-	-	1	50	1	50	2	100	-	-	2	20	1	10	3	30	3	30	1	10	10	100
12	-	-	2	100	-	-	-	-	-	-	2	100	2	20	2	20	1	10	4	40	1	10	-	-	10	100
13	-	-	1	50	1	50	-	-	-	-	2	100	1	10	-	-	2	20	6	60	1	10	-	-	10	100
14	-	-	-	-	2	100	-	-	-	-	2	100	8	80	-	-	1	10	-	-	1	10	-	-	10	100
15													4	40	3	30	1	10	2	20	-	-	-	-	10	100
16													4	40	2	20	2	20	2	20	-	-	-	-	10	100

constitute is affected: for example, the noun phrase, the verb phrase, preposition, and so on (Ibid.).

For more clarification, the researcher identified the particular linguistic constituents to categorize learners' oral errors in the voice recorder scripts.

The following error category has been indicated as a sample based on its role number extract and transcription (please see other extracts in appendix A).

Table 2: Sample Extract

	Transcript	Type of errors	No of Errors	Provision of clues on errors		Source of oral error treatment	Type of oral feedback	No of each feedback
				Yes	No			
Extract 2	T: Let's talk about houses in the cities and ...including houses in rural areas. Before ...going to discuss houses in the cities and houses in rural areas. First you... you put... you have to identify part – I and part – II. Cities, World Cities and rural areas. Example cites. I'll give examples of cities, yes?	Noun group	1		✓	Teacher		
	FV: Addis Ababa.						Question	14
	T: Addis Ababa is what? A rural area or a city?						Provide	1
	LLL: A city.							
	T: Another one, Dire Dawa?							
	LLL: A town.						Explanation	1
	T: Dire Dawa is also a city.							
	FV: Bahir Dar.							
	T: Bahir Dar is a big city. What about Nazereth? ...is a big city. Rural areas? Eh...? 'Burayu!'							
	LLL: (laughed.)							
	T: Yes? 'Karakore!' Ok! Another? Rural area? 'Mekature!'							
	LLL: (Silence.)							
	T: Rural area? 'Mekature!'							
	LLL: (Silence.)							
	T: Eh...? Yes?							
	LLL: (Silence.)							
	T: 'Sebeta!' yes, what?							
	LLL: (Silence.)							
	T: A rural area, ok!							

As the type of errors and oral feedback above are to be discussed with others in detail in the next chapter, the researcher thought it would be time- consuming and repetitive to discuss them here. Of course, all the rest extracts (see in appendix-A) were identified in the same way to the above extract.

3.2.2.1.2 Ways of Identifying Oral Error Feedback Strategies

The researcher used Harmer's (2001) and Richards and Lockhart's (1994) strategies of teachers' supportive oral error feedback (see 2.2.3 in the literature review). The strategies, in general, seem that they are quite important on the provision of oral feedback to the correctness or incorrectness of learners' responses. The current study, however, focuses on the incorrectness of learners' oral responses that they need the support of teachers' oral feedback following them so as to enable learners to correct the errors themselves.

3.2.2.2 Abbreviations and Symbols Used

3.2.2.2.1 Abbreviations Used in Identifying Who was Speaking

T: Teacher

S: Student

R: Researcher

M: Unidentified male learner

F: Unidentified female learner

MV: Male Voice

FV: Female Voice

LL: Unidentified subgroup of class

LL: Unidentified subgroup speaking in chorus

LLL: whole-class

LLL: whole-class speaking in chorus

3.2.2.2.2 Symbols Used in the Transcription of a Text

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

[:] Used to introduce a gloss, or translation, of speech

- // Used for phonemic transcription instead of standard orthography, where pronunciation deviates.
 - () Used for uncertain transcription
 - (//) Used for uncertain phonemic transcription.
 - X Incomprehensible item, probably one word only.
 - XX Incomprehensible item of phrase length.
 - XXX Incomprehensible item beyond phrase length.
 - Used to indicate pauses. It is also used to show interruption of a learner's utterance.
- (Allwright, 1990), cited in Allwright and Bailey (1991:222-23).

3.2.3 Conducting of an Interview

As interview (see in appendix-B) was used here to ask learners a series of questions in a formal way, its objective was to identify what effects students have as a result of provision of teachers' supportive oral error feedback influence on their responses in error correction and to supplement the information gained through the recorded lessons. Hence, after the completion of the recorded and observed lessons in the three classes, the researcher interviewed four (4) students using seven (7) questions. It was conducted in 'Amharic' (see in appendix-C) for the sake of comprehension of ideas with learners. However, it was translated into English language for analytical purpose (see the translation in appendix-D). Semi-structured interview was used while conducting.

3.2.4 Administrations of Questionnaires

Questionnaires were two types. These were questionnaires for students and teachers. They were administered as follows.

3.2.4.1 Administration of Questionnaire for Students

The main purpose of this questionnaire (see in appendix-E) was to identify what effects students have as a result of provision of teachers' supportive oral error feedback influence on their responses in error correction and to supplement the information obtained through recording of lessons and the interview. It was translated into 'Amharic' (see in appendix-F) for students to

make the items comprehend well and was administered to each of the samples after the interview was conducted. It includes 16 items each with an alternative response of Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree.

3.2.4.2 Administration of Questionnaire for Teachers

The main purpose of this questionnaire (see in appendix-G) was to supplement the information obtained through other mentioned research tools above. It was administered to each of the three teachers after the completion of recording and observation of lessons in each of their classes. It consists of 13 items each with the same alternative response of students' questionnaire in 3.2.4.1 above.

CHAPTER FOUR

ANALYSES AND DISCUSSIONS OF RESULTS

This part attempts to analyse and discuss the results of data collected through different research tools in the preceding chapter.

4.1 Category of the Identified Errors of Learners

On the basis of Dulay et al (1982), 102 oral errors of students in the three classes were identified and classified under – 13 categories as shown in the table below. Each category of errors is analysed in the order of most to least frequencies. To show this procedure, the extracts used as examples in each type of errors are not put in the right order.

Table 3: Frequencies and percentages of categories of errors in the three departments

No.	Type of errors	3SSOM		3RC		3BIO		Total		% of each error category
		F	%	F	%	F	%	F	%	
1	Noun group	11	78.57	-	-	3	21.43	14	100	13.73
2	Preposition	2	33.33	3	50	1	16.67	6	100	5.88
3	Article	2	25	4	50	2	25	8	100	7.84
4	Tense	6	42.86	8	57.14	-	-	14	100	13.73
5	Wrong number	11	73.33	4	26.67	-	-	15	100	14.71
6	Pronunciation	2	25	2	25	4	50	8	100	7.84
7	Word order	1	100	-	-	-	-	1	100	0.98
8	Vocabulary	2	22.22	-	-	7	77.78	9	100	8.82
9	Pronoun	2	33.33	-	-	4	66.67	6	100	5.88
10	Agreement	6	37.5	1	6.25	9	56.25	16	100	15.69
11	Adjective	-	-	-	-	1	100	1	100	0.98
12	Conjunction	-	-	-	-	1	100	1	100	0.98
13	Verb group	-	-	2	66.67	1	33.33	3	100	2.94
	Total	45	44.12	24	23.53	33	32.35	102	100	100

As shown in the table above, students' errors in agreement account for the highest frequency and percentage.

Agreement – here refers to errors that occur without following the rules of subject and verb agreement. For example, a plural subject is followed by a verb which shows plurality and a singular subject is followed by a verb which shows singularity according to the rules of English

grammar. However, errors that didn't follow this rule were made frequently by learners. The error in the following extract is taken as an example.

Extract - 7

T: Very bad! In deed. A human being passes a night with an animal, with their cats, dogs, donkeys, they sleep there. So, what do you advise them? Eh...? What do you ...what do you ...how do you advise them? What is your advice for this kind of people? Eh...? You advise them to do what? Eh...? Yes?

FV: The government see this rular (/ru:lær/) area people.

In the above example, the learner made an error. Because 'The government' is a singular subject. If the subject is singular, it should be followed by third person singular marker in case of present simple. Therefore, the answer might have been 'The government sees this rular (/ru:lær/) area people.' This and other related errors account for 15.69% of the total errors occurred having 37.5%, 6.25% and 56.25% in 3SSOM, 3RC and 3BIO classes respectively.

The second most frequent category of students' oral errors was wrong number. **Wrong number** – here refers to the use of plural nouns in place of singular nouns wrongly or vice versa. It is shown as an example in the following extract.

Extract – 6

T: Ok! Ok! One by one! Yeah!

FV: I think house of the cities are made of **stone**.

In this example, the learner is erroneous in case of using singular noun 'stone' instead of plural 'stones'. This is part of a wrong number error. This and other related wrong number errors account for 14.71% of the total errors having 73.33% and 26.67% in 3SSOM and 3RC classes respectively. However, no such errors were made in 3BIO class.

Noun group and tense were the third most frequent categories of students' errors which were identified. **Noun group error**-here means the use of a word or group of words, which is used as a noun wrongly. The following extract is taken to show this as an example.

8.82% of the total errors students made. About 22.22% and 77.78% of them, of course, were made by 3SSOM and 3BIO classes respectively. 3RC class didn't have such errors, however.

The next frequent categories of the identified errors of learners are article and pronunciation having the same percentage of errors out of the total ones. To begin with, **article** – refers to the use of definite and indefinite articles before nouns wrongly or the misuse of them. The following extract is taken to show this as an example.

Extract - 21

T: I am ... say it loud!

F: I am? Road construction student.

In this example, a student misused an indefinite article 'a' before Road Construction. This shows that the learner wouldn't make a sentence correctly. This and other related errors account for 7.84% of the total errors learners made. Of these, 3SSOM and 3BIO classes share 25% each and 3RC shares 50% of them.

Pronunciation error - here means the saying of words in a wrong way. To show this, the following extract is taken.

Extract - 27

T: encourage 'Kontroband'?

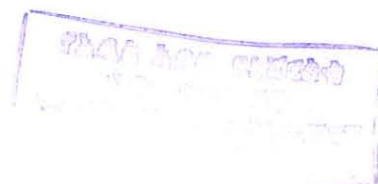
MV1: ...>- [: yes.]

T: ... an encourage 'kontroband'?

MV2: No! Illegal (/Ilegæl/) ...**illegal** (/Ilegæl/)...

In this example, the learner pronounced the word 'illegal' /Ili:gəl/ wrongly as transcribed phonemically above. This is an error of pronunciation. There are, this and other related errors of pronunciation which account for 7.84% of the total errors students made. Of these, 3SSOM and 3RC classes share 25% each and 3BIO class shares 50% of them.

The next frequent categories of errors are pronoun and preposition having equal percentage of errors out of the total. **Pronoun error**- here refers to words which are used in place of nouns



wrongly or the misuse of them in a sentence (an utterance). The following extract is taken to show this as an example.

Extract - 25

T: Ok. Can you tell me the relationship between Seyoum and Mr Martin?

MV: Seyoum is a high school student and Mr Martin is, eh ...? Instructor. So, the dialogue is

In this example, the learner didn't use the possessive adjective pronoun 'his' before instructor. This makes the relationship of the two persons unclear. One is a student and the other is an instructor. But, the learner might have used 'his' before instructor to show that Mr Martin is Seyuom's instructor.

In case of pronoun, relative pronoun is also included. It refers to the use of relative pronouns wrongly in an utterance, which help the speaker to relate the noun(s) with other clauses. The following is taken from the same extract above so as to show this as an example.

T: ...Ok! Your justification, please? How this dia... don't x informal?

MV: Because the dialogue is started from someone **which**, eh...! Include (diary) respect, but saying for example...

In this example, the learner made an error of relative pronoun 'which' after 'someone'. The learner might have used 'who' after 'someone'. It is because, we use relative pronoun 'who' to refer to people. Both the mentioned errors in the above extract and other related pronoun errors account for 5.88% of the total errors which were identified. Of these, 33.33% and 66.67% of the errors were made by 3SSOM and 3BIO learners respectively. 3RC learners didn't make such errors, however.

The next one is preposition. **Preposition error-** here means the use of words such as from, by, in, on, to, etc in wrong positions or the misuse of them in an utterance. The following extract is used to show this as an example.

Extract - 17

T: ...Ok! Another sentence? Any other sentence!? Can you give just information? You can talk about (justice.)

MV: Mortar are made? cement and sand.

In this example, the learner is erroneous in that he didn't use preposition 'from' after 'made' and before 'cement'. This and other related errors of preposition account for 5.88% of the total errors students made. Of these, 33.33%, 50% and 16.67% of them are shared by 3SSOM, 3RC and 3BIO students respectively.

The next less frequent category of the identified errors is verb group. **Verb group error-** here refers to the verb or group of verbs which is (are) used wrongly or the misuse of them in an utterance. The following extract is taken to show this as an example.

Extract – 25

T: Ok. Can you tell me the relationship between Seyoum and Mr Martin?

MV: Seyoum is a high school student and Mr Martn is, eh... instructor. So, the dialogue is **concern** about their personal eh...! Self and Mr Martin as Seyoum about mother, eh...! Health also.

In this example, the learner is erroneous in that he used the verb 'concern' after 'is', which is unnecessary and doesn't follow the grammar rule of English language. This and other related errors account for 2.94% of the total errors students made. Of these, 3RC and 3BIO students share 66.67% and 33.33% of them respectively. 3SSOM students didn't make such errors, however.

The last and the least frequent categories of the identified errors are word order, adjective and conjunction having equal percentage of errors. To begin with, **word order error** – here means the arrangement of words disorderly in a phrase or sentence. The following extract is taken to show this as an example.

Extract - 5

FV1: Is there anything would you say about houses in the rural areas?

FV2: If you ask me, I would say **that** about houses in rural areas...

In this example, the learner is erroneous in that she didn't use the word 'that' in its appropriate place. It might have been put after 'rural areas'. Then, the utterance might have been 'If you ask

me, I would say about houses in rural areas that...'. This error, of course, accounts for 0.98% out of the total errors in 3SSOM class only. The other one is adjective. **Adjective error** – refers to a word that is used wrongly in modifying a noun. The following extract is used to show this as an example.

Extract – 25

T: Dagnachew and Yosef. So, you can use your own name instead of saying Mr Martin and Seyoum. Ok! Go ahead!

Yosef: Hello, Mr Dagne.

Dagne: Hello, **Mr** Seyoum.

In this example, the learner (Dagne) is erroneous in that he used the title Mr for Seyoum. But Seyoum is a high school student with no title in the model dialogues. The learner (Dagne) mightn't have used the adjective Mr before the noun Seyoum and even he might have used 'Yosef' instead of Seyoum according to the instruction given. The adjective error here accounts for 0.98% out of the total errors students made only in 3BIO class. The other one is conjunction. **Conjunction error** – here refers to the use of connective words wrongly or the misuse of them in an utterance. The following extract is taken to show this error as an example.

Extract - 27

FV: If I were the president (/prez.dænt/)...

T: Eh...?

FV: ? I were the president (/prez.dænt/)...

In this example, the learner didn't use the conjunction 'If' before the subject 'I'. This makes the meaning of the sentence unclear. The learner might have used 'If' at the beginning of the if – clause. This error accounts for only 0.98% out of the total errors only in the 3BIO class.

In general, the first two most frequent categories of the identified errors are agreement and wrong number having 15.69% and 14.71% of the total errors students made. The noun group and tense follow the above two categories having 13.73% of the total errors each. These categories of errors are again followed by vocabulary which accounts for 8.82% of the total errors learners made.

Article and pronunciation are the frequent categories of the identified errors next to vocabulary with equal percentage of 7.84% each. The next two frequent ones are pronoun and preposition next to article and pronunciation. Each of them accounts for equal percentage of 5.88% each out of the total errors made by learners. The second to the last which is less frequent in the categories of the identified errors is verb group. Verb group accounts for 2.94% out of the total errors learners made. The least frequent categories of the identified errors are word order, adjective and conjunction. Each accounts for 0.98% out of the total errors made by 3SSOM, 3RC and 3BIO students.

4.2 Oral Feedback Strategies Used in the Classrooms

The other question that this study tries to answer was the extent of teachers' provision of supportive oral feedback (clues) to students following their errors that enabled them to correct the errors themselves. To answer this question, about 13 types of oral feedback strategies including the number of supportive oral error feedback (clues) were identified after the recorded and transcribed lessons in each of the sample teachers' classes. Each oral feedback strategy is analysed below table-5 in the order they are presented in the table. However, to analyse the strategies following their order, each extracts used as examples under each of them is not put in the right order.

Table – 4: Frequencies and percentages of each oral feedback strategies and their functions as clues on errors used by the sample teachers

No.	oral feedback strategies	T1				T2				T3				Total				% of each oral feedback given	% of each clue on errors	Total of each oral feedback and clues on errors	
		No. of oral feedback given		Clues used on errors		No of oral feedback given		Clues used on errors		No of oral feedback given		Clues used on errors		The teachers' oral feedback		Clues used on errors				F	%
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%				
1	Question	194	33.33	2	0.34	256	43.99	-	-	132	22.68	-	-	582	100	2	100	75.1	0.26	584	75.35
2	Explanation	18	33.96	-	-	23	43.40	-	-	12	22.64	-	-	53	100	-	-	6.84	-	53	6.84
3	Provide	12	46.15	-	-	10	38.46	-	-	4	15.38	-	-	26	100	-	-	3.35	-	26	3.35
4	Ignore	26	52	-	-	4	8	-	-	20	40	-	-	50	100	-	-	6.45	-	50	6.45
5	Praising	7	43.75	-	-	-	-	-	-	9	56.25	-	-	16	100	-	-	2.06	-	16	2.06
6	Expression	2	28.57	-	-	4	57.14	-	-	1	14.29	-	-	7	100	-	-	0.9	-	7	0.9
7	Echoing	1	100	-	-	-	-	-	-	-	-	-	-	1	100	-	-	0.13	-	1	0.13
8	Statement	3	50	2	33.33	1	16.67	-	-	-	-	-	-	4	100	2	100	0.52	0.26	6	0.78
9	Use of blackboard	4	25	-	-	3	18.75	-	-	9	56.25	-	-	16	100	-	-	2.06	-	16	2.06
10	Repetition	3	25	-	-	2	16.67	6	50	-	-	1	8.33	5	100	7	100	0.65	0.9	12	1.55
11	Summarizing	-	-	-	-	1	50	-	-	1	50	-	-	2	100	-	-	0.26	-	2	0.26
12	Criticism	-	-	-	-	1	100	-	-	-	-	-	-	1	100	-	-	0.13	-	1	0.13
13	Interruption	-	-	-	-	-	-	-	-	1	100	-	-	1	100	-	-	0.13	-	1	0.13
	Total	270	35.34	4	36.36	305	39.92	6	54.55	189	24.74	1	9.09	764	100	11	100	98.58	1.42	775	100

4.2.1 Question – here means (a) sentence(s) that teachers asked students to find out information. Different questions were asked by teachers in each class for different functions. The following extract is taken to show this as an example.

Extract – 6

T: ...do you want to say something about houses in the cities? Eh...? This group?

FV: As I think...

T: As I think!

FV: ...have a shower.

T: Eh...? Houses in the cities have...have what?

FV: ...have a shower.

T: Yes! As you see it, houses in the cities have showers.

In this example, the teacher asked learners some questions that have different functions. In the first sentence above, he asked the learners to say something about houses in the cities from their background knowledge. He asked them again saying, eh? To initiate learners to say something. After a learner made an error from a particular group member following the teacher's question, he asked her saying, eh...? Houses in the cities have...have what? These questions might help the learner to say the answer in a correct way. However, she didn't correct it and the teacher provided the right answer to her. These and other related functions of question account for 75.23% of the total oral feedback strategies. Of these, only 0.13% of the question helps the learner as a clue to repeat and correct the error herself. She didn't correct it herself, however.

4.2.2 Explanation – here means making the lesson(s) or (an) error (s) clear or easy to understand by describing or giving information about it to learners. The above extract is also given to show this as an example.

T: Houses in the cities are made of bricks. Ok? What else? Do you have any opinion, this group?

Houses in the cities are made of concrete, then. Ok! ...houses in the cities are, in my opinion, houses in the cities are made in rows...in rows... straight lines. How about houses in the rural areas? They are scattered, here and there, eh...?

In this example, the teacher explained to the learners how houses in the cities and in the rural areas were made of. This could make learners understand the lessons easily and clearly. The

teachers in each class didn't use this oral feedback technique when students made oral errors as a clue to help them correct the errors themselves. This, of course, accounts for 6.84% out of the total oral feedback techniques used by the teachers in the each class.

4.2.3 Provide – here means the direct correction of students' oral errors by their teachers. The following extract is taken to show this as an example.

Extract – 17

T: ...ok! Another sentence? Another sentence!? Can you give just information? You can talk about (justice.)

MV: Mortar ? are made cement and sand.

T: Mortars are made from...

In this example, the learner is erroneous in that he didn't use the plural form of 'Mortar' as the verb following it is 'are', which shows plurality. In addition, the learner misused preposition 'from' after 'made'. Then, the learner made an error of preposition in not using it in its proper place. What the teacher did after such errors of the learner was providing the correct answers to the learner directly. This mightn't help the learner to think of more about his errors and couldn't correct them himself. Provide, of course, accounts for 3.35% out of the total oral feedback techniques used by teachers in the three classes.

4.2.4 Ignore – here means the inconsideration of students' oral errors by their teachers. The following extract is used to show this as an example.

Extract - 28

T: Eh...?

MV: At this time, she ...eh...! She **get** something that either she? dead or something.

In this example, the learner is erroneous in that he didn't use third person marker 's' after singular third person 'she'. Again, the learner in the same utterance didn't use the auxiliary verb 'is' after 'she' and before 'dead'. However, the teacher didn't give any attention to both errors. He simply continued on the other issues of the lesson. Ignorance of errors could actually happen when the errors were unimportant during oral fluency work. However, if they were important depending

upon the decision of the teacher and could have been given clues on them, the learner might have got the chance to correct his errors himself. Ignore, of course, accounts for 6.45% of the oral feedback techniques out of the total used by the three teachers in each class.

4.2.5 Praising – here means the expression of teachers' admiration or approval on the correctness of students' responses. To show this using an example, the following extract is taken.

Extract – 28

MV: But at that time if they do like this, they might have the probability, for, eh...to, she have the probability to, eh... save x.

T: Very good! Very good! He perfectly answers my question, eh...! If she had taken the hospital, doctors would have saved her life. That is talking about the past. She passed away...

In this example, the teacher praised the student saying very good! Very good! On the correctness of his response on what the teacher asked for. This oral feedback technique, of course, didn't have any relation on the incorrectness of learners' responses. It was used by T1 and T3 in their classes. T2 didn't use this oral feedback technique, however. It accounts for 2.06% of the total oral feedback techniques used by the sample teachers.

4.2.6 Expression – here means the use of teachers' facial expression or gesture (like wobbling hand) to indicate students that their oral responses were correct or incorrect. However, any of the sample teachers didn't use this oral feedback technique as a clue on students' oral errors. The following extract is taken as an example to show the function of this technique.

Extract - 23

T: Still, it is a question. Imperative means what? Eh...? You can say, cook delicious food... (They do.) Make tea for me. All right! Ok! Any other?...

FV: Don't touch me!

T: Don't touch me, (aha!?) (Aha... ha... ha... ha...) This is you see, what we call *f'çd* [: sexual harassment.] (Aha... ha... ha...) Good. Ok.

In this example, the teacher showed his facial expression which indicated that he was surprised about on the learners' response in addition to the correctness of her answer. This accounts for

statements account for 0.52% out of the total ones used by the sample teachers except – T3. This technique was also used as providing clues on students' oral errors in the same extract above.

T: What did the teacher say? Eh...?

FV: The teacher said that I have a car.

T: 'I' means you! 'I' is representing 'you'. The teacher say I have a car is not right. 'I' is not right, eh...? The teacher said that...

In this example, the teacher used two statements following the learner's error. These are, 'The teacher say I have a car is not right' and 'I' is not right. These statements were supportive or specific clues to the learner following her error. However, she didn't answer it correctly. The statement which helped on the provision of clues to learners following their oral errors account for only 0.26% out of the total oral feedback techniques. The statements in the above examples and other related ones account for 0.78%, in general, out of the total ones used.

4.2.9 Use of Blackboard – here means a type of oral feedback technique that teachers used in the classroom to support learners to clarify the lessons more. This was actually happened by the sample teachers in the classrooms when they made clear the lessons they started. However, they didn't use it as a clue following students' errors. To show an example, the following extract is taken.

Extract - 27

T: ...what would happen if you were the president... the Prime Minister? (T: Wrote it on the blackboard.)

This example helped learners to identify the if-clause and the main clause of the conditional sentence. On the basis of tenses in each clause, students could make their own sentences easily. Therefore, using the blackboard as one of the oral feedback techniques had contributed a lot for the clarification of lessons for learners. It accounts for 2.06% out of the total oral feedback techniques used. It was also used by all the sample teachers in each of their classes.

4.2.10 Repetition – here means the saying or telling of words or sentences again. This oral feedback technique was used by all the sample teachers. However, it had different functions. To show this, the following extract is taken.

Extract - 12

LLL: If you ...you will suffer from cancer if you smoke cigarette.

T: Straight x. Say it again?

LLL: You will suffer from cancer if you smoke cigarette.

In the above example, the teacher used repetition to make learners clear on the use of if – clause and main clause of probable condition. Such and other functions of repetition account for 0.65% out of the total ones used by T1 and T2. However, repetition was also used by T2 and T3 in relation to giving clues following students' oral errors. The following extract is taken to show this as an example.

Extract - 22

T: ...can you give me a sentence? Interrogative. Yes, are question. ...yes, please?

MV: Where are you **come** from?

T: Where are you...?

In this example, the teacher provided the learner with clues following on his error i.e. 'come' instead of using 'coming'. The clue is a question with a function of repeating the first response in a correct way. There were such oral feedback techniques of repetition which account for 0.9% out of the total ones used by the sample teachers. Repetition as an oral feedback technique for different functions, in general, accounts for 1.55% of the total ones used by teachers in the three classes.

4.2.11 Summarizing – here means teachers' expression of most important facts about their lessons in a short and clear way. This oral feedback technique was only used by T2 and T3. However, it didn't have any contribution for providing clues to students following their oral errors. The following extract is used to show this.

Extract - 20

T: ...generally, each sentence you construct in your communication, any sentence you construct can't be outside these formulas. It is either correct or x or imperative one, etc. When you sit

down and chat the word when you be any (material) in your major course or whatever, that is the way...

In this example, the teacher, of course, T2 used summarizing to inform his learners about the most important facts of the types of sentences in English. Though this oral feedback didn't have any contribution on the providing of clues to students following their oral errors, it accounts for 0.26% of the total ones used in this study.

4.2.12 Criticism – here refers to the expression of teachers' disapproval on students' responses. This oral feedback technique, of course, was used by T2 only. To show this, T2's extract is taken below.

Extract - 21

T: Eh...? Do you know him?

MV: (laughed.)

T: The (president of) China is to visit Ethiopia. From which agency is this news? Eh...? From 'Walta'? Or from 'ENA'?- Ethiopian News Agency or from your personal made source? Eh...?

In this example, T2 used criticism as an oral feedback technique following the student's response on the president of China who is to visit Ethiopia. After a student made a sentence about the president of China, the teacher criticized the learner's idea saying 'From which agency is this news'? And so on. This feedback, then, might probably affect the learner from further learning. This oral feedback technique didn't have any contribution on the provision of clues to students following their oral errors. It, of course, accounts for 0.13% out of the total oral feedback techniques identified in this study.

4.2.13 Interruption – here means the process of teachers' reaction on making students' response stop from speaking. This oral feedback technique, of course, used by T3 only and didn't have any contribution on the provision of clues to students following their oral errors. The extract of T3 is taken below to show this.

Table – 5: Frequencies and percentages of treated and untreated oral errors of learners including the provision of clues on them

No	Type of errors	Treated by																		Untreated				Total				Total of each errors with and with out clues				
		Teacher (direct)				Self				Peer				Whole				Teacher (last option)														
		No clues		With clues		No clues		With clues		No clues		With clues		No clues		With clues		No clues		With clues		No clues		With clues								
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%					
1	Noun group	3	21.43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	78.57	-	-	14	13.73	-	-	14	13.73
2	Preposition	3	50	1	16.67	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	33.33	-	-	5	4.9	1	0.98	6	5.88
3	Article	5	62.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	37.5	-	-	8	7.84	-	-	8	7.84
4	Tense	5	35.71	3	21.43	1	7.14	1	7.14	-	-	-	-	-	-	-	-	-	-	-	-	-	4	28.57	-	-	10	9.8	4	3.92	14	13.73
5	Wrong number	4	26.67	3	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	53.33	-	-	12	11.76	3	2.94	15	14.71
6	Pronunciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	100	-	-	8	100	-	-	8	7.84
7	Word order	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100	-	-	1	100	-	-	1	0.98
8	Vocabulary	1	11.11	1	11.11	1	11.11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	66.67	-	-	8	7.84	1	0.98	9	8.82
9	Pronoun	-	-	-	-	-	-	1	16.67	-	-	-	-	-	-	-	-	-	-	-	-	-	5	83.33	-	-	5	4.9	1	16.67	6	5.88
10	Agreement	4	25	-	-	1	6.25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	68.75	-	-	16	15.69	-	-	16	15.69
11	Adjective			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100	-	-	1	0.98	-	-	1	0.98
12	Conjunction	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	1	0.98	-	-	1	0.98	
13	Verb group	1	33.33	1	33.33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	33.33	-	-	2	1.96	1	0.98	3	2.94
	Total	27	26.47	9	8.82	3	2.94	2	1.96	-	-	-	-	-	-	-	-	-	-	-	-	-	61	59.8	-	-	91	89.23	11	10.78	102	100

As it is shown in the table above, each error in each category of errors identified in this study was calculated whether it was treated by learners themselves or not. It is because correcting oral errors of learners by themselves following their teachers' provision of supportive oral feedback on their errors is one of the main focuses of this study. Hence, the sample teachers didn't provide clues on 89.23% of students' oral errors out of the total ones. Of these, 26.47% of them were corrected by the sample teachers directly. 2.94% of these errors were self-corrected though clues were not provided following them by their teachers. 59.8% of the errors were left untreated, however. On the other hand, 10.78% of the total errors identified in the study were provided clues by the sample teachers. Of these errors, 8.82% of them were corrected by the sample teachers after students fail in self-correction. Only 1.96% of students' oral errors were self-corrected on the provision of teachers' clues to students following their oral errors. However, each of the sample teachers in each of their classes didn't provide any chances to peer-and whole-class correction processes when students were unable to self-correct their errors.

In general, of all the 102 oral errors identified in the study, 35.29% and 4.9% of them were corrected by teachers and students (self-correction) processes respectively. 59.8% of them, however, were left untreated.

To identify whether EFL teachers provided clues to students following their oral errors, which enable them to correct the errors themselves, the nature of oral works need to be considered. As a result, it is shown below.

Table – 6: Frequencies and percentages of errors identified during oral accuracy and fluency works including the treated and untreated ones

Name of sample departments or teachers	During oral accuracy work						During oral fluency work						Total				Total errors	% of each treated errors	% of each untreated errors	% of error in each class	
	No of errors		Treated		Untreated		No of errors		Treated		Untreated		Treated		Untreated						
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%					
3SSOM/T1	23	51.11	15	33.33	8	7.78	22	48.89	2	4.44	20	44.44	17	37.78	28	62.22	45	100	37.78	62.22	44.12
3RC/T2	24	100	18	75	6	25	-	-	-	-	-	-	18	75	6	25	24	100	75	25	23.53
3BIO/T3	19	57.58	5	15.15	14	42.42	14	42.42	1	3.03	13	39.39	6	18.18	27	81.82	33	100	18.18	81.82	32.35
Total	66	64.7	38	37.25	28	27.45	36	35.29	3	2.94	33	32.35	41	40.2	61	59.8	102	100	40.2	59.8	100

As table 7 above shows, 51.11% and 48.89% of the errors were made by 3SSOM learners during oral accuracy and fluency works of T1 respectively. Of the first percent, 33.33% of the errors were treated whereas the other 17.78% of them were untreated. Of the second percent, 4.44% of the errors were treated but 44.44% of them were untreated. In addition, out of the total errors which were made by 3RC learners, 100% of them were made during oral accuracy work of T2. T2 didn't use oral fluency work, however. Of these errors, 75% of them were treated whereas 25% of them were untreated. Moreover, 64.71% and 35.29% of the errors were made by 3 BIO learners during oral accuracy and fluency works respectively. Of the first, 15.15% were treated but 42.42% of them were untreated. Of the second percent, 3.03% were treated but 39.39% of them were untreated.

In general, 37.78% of the errors made in T1 class were treated whereas 62.22% of them were untreated. The other 75% of the errors made in T2 class were treated but 25% of them were untreated. The rest 18.18% of them made in T3 class were treated though 81.82% of them were untreated. Hence, 40.2% of the errors out of the 102 errors identified were treated whereas 59.8% of them were untreated during both oral accuracy and fluency works respectively. In other words, 64.71% of the treated and untreated errors were made during oral accuracy works whereas the rest 35.29% of treated and untreated ones were made during oral fluency works.

4.3 Result of Interview for Students

Based on the main purpose of this interview mentioned earlier under 3.2.3 p.34, all the four interviewees gave their ideas to the researcher based on seven (7) questions (See them in appendix B) in relation to the title of the current study as follows. To begin with, in Q Nos.1 and 2, all the interviewees reported that they usually made oral errors in the EFL class. Of their errors, grammar took the first place as they remarked. In addition, vocabulary and pronunciation were also among the type of errors students made in the class as two of them added.

In Q No. 3, the interviewees agreed that their teachers provided them oral feedback when they made oral errors. Of the oral feedback types, provide (direct correction) of errors by teachers and hinting (giving clues) were used by their teachers. Two of the interviewees thought that provide (direct correction) of errors would be useful for them whereas the other two believed that giving clues to students following their oral errors would be supportive to them. As reviewed in the literature, direct correction of students' errors has harmful effects on their attitudes towards

4.4 Results of Questionnaires

4.4.1 Result of Questionnaire for Students

Result of questionnaire for students begins with its results in table-7 below followed by analysis.

Table 7: Frequencies and percentages of students' responses on the questionnaire

Item Nos.	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Missed items		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	60	56.6	26	24.53	8	7.55	7	6.6	5	4.72	-	-	106	100
2	41	38.68	34	32.08	8	7.55	17	16.04	6	5.66	-	-	106	100
3	54	50.14	33	31.13	6	5.66	5	4.72	7	6.6	1	0.94	106	100
4	41	38.68	33	31.13	13	12.26	10	9.43	8	7.55	1	0.94	106	100
5	11	10.38	20	18.87	16	15.09	39	36.79	16	15.09	4	3.77	106	100
6	38	35.85	36	33.96	11	10.38	12	11.32	6	5.66	3	2.83	106	100
7	22	20.75	25	23.58	12	11.32	26	24.53	15	14.15	6	5.66	106	100
8	15	14.15	27	25.47	14	13.21	29	27.36	21	19.81	-	-	106	100
9	49	46.23	23	21.7	9	8.49	18	16.98	7	6.6	-	-	106	100
10	66	62.26	27	25.47	5	4.72	1	0.94	7	6.6	-	-	106	100
11	46	43.4	25	23.58	17	16.04	10	9.43	8	7.55	-	-	106	100
12	33	31.13	20	18.87	15	14.15	20	18.87	17	16.04	1	0.94	106	100
13	15	14.15	13	12.26	17	16.04	29	27.36	31	29.25	1	0.94	106	100
14	46	43.4	34	32.08	12	11.32	5	4.72	9	8.49	-	-	106	100
15	53	50	30	28.30	10	9.43	7	6.6	5	4.72	1	0.94	106	100
16	61	57.55	23	21.7	5	4.72	10	9.43	7	6.6	-	-	106	100

Item No. 1, "Oral errors that affect meaning and communication are more important for learners to pay particular attention than oral errors which don't affect meaning and communication." In their reactions of this statement, 56.6% of the students strongly agreed, 24.53% agreed, 7.55% undecided, 6.6% disagreed and 4.7% strongly disagreed. This shows that most of the learners showed their agreement with the idea in the item above. Atkins et al (1996) also support this idea.

Item No. 2, "My teacher always corrects my oral error(s) him-or herself before providing me supportive feedback (clues) on them." In their responses to this statement, 38.68% of the respondents strongly agreed, 32.08% agreed, 7.55% undecided, 16.04% disagreed and 5.66%

strongly disagreed with the idea. This shows that most of the learners expressed their agreement with the idea in the item above.

Item No. 3, "My teacher always provides me supportive feedback (positive reaction) on my oral error(s), which helps me to promote learning." In their reactions to this idea, 50.94% of the learners strongly agreed, 31.13% agreed, 5.66% undecided, 4.72% disagreed, 6.66% strongly disagreed and 0.94% of them missed it. This indicates that most of the learners showed their agreement with the idea in the item above.

Item No. 4, "My teacher's supportive feedback (clues) on my oral errors are always clear." In their reactions to this statement, 38.68% of the learners strongly agreed, 31.13% agreed, 12.26% undecided, 9.43% disagreed, 7.55% strongly disagreed and 0.94% missed it. This implies that most of the learners showed their agreement with the idea.

Item No. 5, "My teacher's supportive feedback (clues) on my oral errors are not always specific." In their responses to this statement, 10.38% of the learners strongly agreed, 18.87% agreed, 15.09% undecided, 36.79% disagreed, 15.09% strongly disagreed and 3.77% missed it. This indicates that most of the learners showed their agreement with the idea in the item above.

Item No. 6, "My teacher always provides me supportive feedback (clues) on my oral errors immediately." In their reactions to this statement, 35.85% of the learners strongly agreed, 33.96% agreed, 10.38% undecided, 11.32% disagreed, 5.66% strongly disagreed and 2.83% missed it. The result indicates that most of the learners showed their agreement with the idea. This way of oral error feedback to students is supported by scholars (Harmer 2001; Richards and Lockhart, 1994) in case of oral accuracy work. Lewis and Hill (1985), on the other hand, suggest that providing oral feedback later after recording mistakes is also important in fluency work.

Item No. 7, "MY teacher always provides me opportunities to self-correct my oral errors." In their reactions to this idea, 20.75% of the respondents strongly agreed, 23.58% agreed, 11.32% undecided, 24.53% disagreed, 14.15% strongly disagreed and 5.66% missed it. This indicates that nearly half percent (most) of the respondents showed their agreement with the idea in the item above.

Item No. 8, "Our teacher doesn't provide us opportunities to correct our oral errors in peers when self-correction fails." In their responses to this statement, 14.15% of the learners strongly agreed,

25.47% agreed, 13.21% undecided, 27.36% disagreed and 19.81% strongly disagreed. This result indicates that nearly half percent of the learners showed their disagreement with the idea in the item above.

Item No. 9, "Our teacher provides opportunities to the whole-class to correct one's oral error(s) when self-and peer-correction fail." In their reactions to this statement, 46.23% of the respondents strongly agreed, 27.7% agreed, 8.49% undecided, 16.98% disagreed and 6.6% strongly disagreed. The result indicates that most of the learners showed their agreement with the idea in the item above.

Item No. 10, "I am happy to self-correct my oral errors when my teacher provides me supportive feedback (clues) on them clearly." In their reactions to this idea, 62.26% of the learners strongly agreed, 25.47% agreed, 4.72% undecided, 0.94% disagreed and 6.6% strongly disagreed. The result indicates that the majority of the respondents showed their agreement with the idea in the item above. Scholars support that feedback must be clear (Bandura 1969, Kulik and Kulik 1968, cited in Slavin 1994).

Item No. 11, "It is very difficult for me to self-correct my oral error(s) when my teacher's supportive feedback (clues) on them is (are) not specific (detailed) one(s)." In their responses to this statement, 43.4% of the respondents strongly agreed, 23.58% agreed, 16.04% undecided, 9.43% disagreed and 7.55% strongly disagreed with the idea. This indicates that most of the respondents showed their agreement with the idea in the item above. What scholars suggest in relation to the provision of feedback is-it must be specific (Ibid.).

Item No. 12, "It is very difficult for me to self-correct my oral errors when our teacher doesn't provide me supportive feedback (clues) on them immediately." In their reactions to this statement, 31.13% of the respondents strongly agreed, 18.87% agreed, 14.15% undecided, 18.87% disagreed, 16.04% strongly disagreed and 0.94% missed it. This indicates that half (50%) of the respondents showed their agreement with the idea in the item above.

Item No. 13, "I am not happy to correct oral errors of my peer(s) when he or she fails to self-correct." In their responses to this statement, 14.15% of the respondents strongly agreed, 12.26% agreed, 16.04% undecided, 27.36% disagreed, 29.25 % strongly disagreed and 0.94% missed it.

This indicates that most of the respondents showed their disagreement with the idea in the item above.

Item No. 14, "I am very happy when my teacher provides opportunities to my peer(s) to correct my oral errors after I fail to self-correct." In their reactions to this idea, 43.4% of the respondents strongly agreed, 32.08% agreed, 11.32% undecided, 4.72% disagreed and 8.49% strongly disagreed. The result indicates that most of the respondents showed their agreement with the idea in the above item.

Item No. 15, "I feel encouraged when our teacher provides opportunities to the whole-class to correct one's oral error(s) after self-and peer-correction fail." In their reactions to this statement, 50% of the respondents strongly agreed, 28.3% agreed, 9.43% undecided, 6.6% disagreed, 4.72% strongly disagreed and 0.94% missed it. This indicates that most of the respondents showed their agreement with the idea in the above item.

Item No. 16 "I feel very happy when our teacher corrects our oral errors only after self-, peer-, and whole-class correction fail." In their reactions to this statement, 57.55% of the respondents strongly agreed, 21.7% agreed, 4.72% undecided, 9.43% disagreed and 6.6% strongly disagreed. This indicates that most of (79.25%) the respondents showed their agreement with the idea in the item above.

4.4.2 Result of Questionnaire for Teachers

The main purpose of questionnaire for teachers was to supplement some information on the data obtained so far on the provision of teachers' supportive oral feedback to students following their oral errors and its effects on their response in error correction. It begins with its result in table-8 below followed by analysis.

Table – 8: Frequencies and percentages of teachers’ responses on the questionnaire

Item Nos	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Missed items		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	-	-	3	100	-	-	-	-	-	-	-	-	3	100
2	1	33.33	-	-	-	-	2	66.67	-	-	-	-	3	100
3	-	-	-	-	-	-	2	66.67	1	33.33	-	-	3	100
4	3	100	-	-	-	-	-	-	-	-	-	-	3	100
5	-	-	-	-	-	-	1	33.33	2	66.67	-	-	3	100
6	2	66.67	-	-	1	33.33	-	-	-	-	-	-	3	100
7	1	33.33	1	33.33	-	-	-	-	1	33.33	-	-	3	100
8	-	-	1	33.33	-	-	-	-	2	66.67	-	-	3	100
9	1	33.33	2	66.67	-	-	-	-	-	-	-	-	3	100
10	1	33.33	1	33.33	-	-	1	33.33	-	-	-	-	3	100
11	-	-	-	-	-	-	2	66.67	1	33.33	-	-	3	100
12	1	33.33	2	66.67	-	-	-	-	-	-	-	-	3	100
13	1	33.33	1	33.33	1	33.33	-	-	-	-	-	-	3	100

Item No. 1, “Teachers should pay particular attention to students’ oral errors that affect meaning and communication more than oral errors that don’t affect meaning and communication.” In their reactions to this statement, three of the teachers agreed with the idea. This indicates that all of the teachers showed their agreement with the idea in the above item.

Item No. 2, “I sometimes provide direct correction to my students on their oral errors immediately.” In their responses to this idea, one of the teachers strongly agreed whereas two of them disagreed. This indicates that most of the teachers showed their disagreement with the idea.

Item No. 3, “I sometimes provide non-supportive feedback (negative reaction) to my students on their oral errors in the EFL classroom.” In their reactions to this statement, two of the teachers disagreed whereas one of them strongly disagreed. The result indicates that all the teachers showed their disagreement with the idea.

Item No. 4, “I always provide supportive feedback (positive reaction) to my students on their oral errors, which help them to promote learning.” In their reactions to this statement, three of the

teachers strongly agreed with the idea. This indicates that all the teachers showed their agreement with the idea in the above item.

Item No. 5, "I don't always provide supportive feedback (clues) to my students on their oral errors clearly." In their responses to this idea, one of the teachers disagreed and two of them strongly disagreed. This indicates that all of the teachers showed their disagreement with the idea in the item above.

Item No. 6 "I always provide supportive feedback (clues) to my students on their oral errors specifically." In their reactions to this statement, two of the teachers strongly agreed and the remaining undecided with the idea. This indicates that two of the teachers showed their agreement with the idea.

Item No. 7, "I always provide supportive feedback (clues) to my students on their oral errors immediately." In their reactions to this idea, one of the teachers strongly agreed and the other one agreed. One of them strongly disagreed with the idea, however. This implies that most of the teachers showed their agreement with the idea above.

Item No. 8, "I don't always give chances to each of the learners to self-correct his or her oral error(s)." In their responses to this statement, one of the teachers agreed whereas two of them strongly disagreed with the idea. This implies that two of the teachers showed their disagreement with the idea above.

Item No. 9, "I always give chances to each of the learners to correct his or her oral error(s) in peers when self-correction fails." In their reactions of this statement, one of the teachers strongly agreed and two of them agreed with the idea. This indicates that all of the teachers showed their agreement with the idea in the above item.

Item No. 10, "I always provide chances to the whole-class to correct one's oral errors when self- and peer-correction fail." In their reactions to this statement, one of the teachers strongly agreed and the other one agreed with the idea. The rest disagreed with it. This implies that most of the teachers showed their agreement with the idea in the above item.

Item No. 11, "I don't always provide supportive feedback (clues) to my students on their oral errors, which help(s) them to correct the errors themselves." In their responses to this statement,

two of the teachers disagreed and one of them strongly disagreed with the idea. This indicates that all of the teachers showed their disagreement with the idea.

Item No. 12, "When students fail in correcting their oral errors in self-, peers- and whole – class correction, I always provide them correction." In their reactions to this statement, one of the respondents strongly agreed and the rest of them agreed with the idea. The result implies that all of the teachers showed their agreement with the idea in the item above. This idea is supported by Atkins et al. (1996) and Edge (1989).

Item No. 13, "Students always feel happy to correct their oral errors themselves when I provide them supportive feedback (clues) on their errors." In their reactions to this statement, one of the respondents strongly agreed and the other one agreed with the idea. The rest one undecided on this idea. This indicates that most of the respondents showed their agreement with the idea in the item above.

5.2 Recommendations

Based on the main findings for this study, the following recommendations are forwarded.

- It is quite useful for learners if their teachers provide supportive oral feedback (clues) to them following their errors rather than correcting the errors directly.
- When teachers provide supportive oral feedback (clues) to students following their errors, it is advisable if they give chance to peer-correction when self-correction fails and to whole-class correction when peer-correction fails respectively.
- Teachers need to know and use more oral feedback strategies that help learners to get supportive feedback following their oral errors that enable them to correct the errors themselves.
- Teachers and students should try to know more about the importance of making oral errors and on the effectiveness of correcting them by learners themselves.
- The government should facilitate conditions to teachers for workshops.
- More research is recommended to generalize the findings of this study.

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other opinion? Any other idea? Eh...? English language is... it is... what kind of language? Eh...? FV: ...x.... T: Which is a world language. FV: ...x... T: Yes! It is an international language. A world language, eh...? LLL: Yeah! T: That's why we are learning the English language. So, please...							
Extract 2							
T: Let's talk about houses in the cities and ...including houses in rural areas. Before ...going to discuss houses in the cities and houses in rural areas. First you... you put ...you have to identify part – I and part – II, cities, world cities and rural areas. Example cities. I'll have examples of cities, yes? FV: Addis Ababa. T: Addis Ababa is what? A rural area or a city? LLL: A city T: Another one, Dire Dawa? LLL: A town T: Dire Dawa is also a city. FV: Bahir Dar T: Bahir Dar is a big city. What about Nazereth? ...is a big city. Rural areas? eh...? 'Burayu!' LLL: (laughed.) T: Yes? 'Kara Kore!' Ok, another one? Rural area? 'Mekature!' LLL: ...x... T: Rural area? 'Mekature!' T: Eh...? Yes? LLL: ...x... T: 'Sebeta!' yes, what...? LLL: ...x... T: A rural area, Ok!	Noun group	1		✓	Teacher (direct)	Explanat ion 1 Question 14 Provide 1	
Extract 3							
T: We ask the question and the others must try to participate in the discussion. Do you have any idea about houses in the cities? Listen! How do you have? Eh? Do you have any idea about houses in...? LLL: ?cities.							

T: The cities. That is one (ready) one? Do you have any idea about houses in the rural areas? We can ask a question in different ways. You want to say something about houses in the cities. Another one? You want to say something about houses in the rural areas. You ask the question and then she will ask. Let's go all like that in pairs, Ok! ተራ በተራ [=turn by turn] ...xx ok! Start to discuss it now. Start discuss. ...questions become perfection ...speak up! Please. LLL: (Students were discussing.)	Article	1		✓	Teacher (direct)	Explanation Question Provide	2 7 1
Extract 4							
FV1: Do you have any idea about houses in the city? (T: ...guides the student, saying yeah!)	Tense	1		✓	Self	Question	1
FV2: I took ...I think ...are made by.... (T: guides, I think houses in the cities...)	Noun group	1		✓	Untreated	Praising	3
FV2: I think? made by... T: Yeah! Then the other quantities in particular... it seems to me that houses in the city are made in plan. In my opinion, houses in the city are made in plan. This is the question ...yeah!	Tense	1		✓	Untreated	Ignore	2
Extract 5							
FV1: I think houses...	Wrong number	2		✓	Untreated	Ignore	16
FV2: Continue...							
FV1: Do you have any idea about house? in the rural?	Noun group	2		✓	Untreated		
FV2: In my opinion, house of houses in the rural areas are made... (floors)							
FV1: Can you tell me about house? in...the city ከሌላ አንቺ የራስሽን [=What I say you is.]... የራስሽን አገላለጽ [=your own expression.]... በራስሽ አገላለጽ [=in your expression.] ...ምን ትፈልጋለሽ? [=what do you want?] በከተማ ውስጥ ካሉ ቤቶች [= houses in the city.] ...በካን የተሰሩ ቤቶችን ማለት ነው:: [= it means houses made in plans.] house... house of in the cities are ... I think house?	Wrong number	1		✓	Untreated		
	Wrong number	1		✓	Untreated		
	Wrong number	1			Untreated		
	Noun group	1		✓	Untreated		
	Wrong number	1		✓	Untreated		
... house of in the cities are ... are... I think houses in the cities are made by plans.	Noun group	1		✓	Untreated		
FV1: Do you want to say something about house? in the city?	Noun group	1		✓	Untreated		
FV2: I don't really have any idea about house of ...house of in the cities.	Noun group	1		✓	Untreated		
FV1: What? Your opinion about house in... rural areas?	Noun group	1		✓	Untreated		

FV2: It seems to me that house of in rural (/ru:lær/) areas are not made by plans. FV1: Can you tell me your opinion about houses in the rural areas? FV2: I have no idea at all. Please, house in the cities. FV1: Is there anything would you say about houses in the rural areas? FV2: If you ask me, I would say that about houses in rural areas. FV1: Do you think ...want to add anything on this house in the cities. FV2: I have never thought about it houses in rural areas.	Tense	1		✓	Untreated		
	Wrong number	1		✓	Untreated		
	Noun group	1		✓	Untreated		
	Article	1		✓	Untreated		
	Pronunciation	1		✓	Untreated		
	Word order	1		✓	Untreated		
	Vocabulary	1		✓	self		
	Pronoun	1		✓	Untreated		
Extract 6							
T: Do You have any opinion about houses in the cities? let me ask... do you have any opinion about houses in the cities? FV: But not many. T: Yes? listen to her, please! learn from your friends, ok! you can learn from your teacher you can learn form your mistake. you can also learn from your friends, yeah? <u>LLL</u>: Yeah! T: Ok! do you have any idea about houses in the city? FV: In my opinion, house in the cities are made ...roads. T: They have roads, yeah! in your opinion, houses in the cites have roads. how about houses in the rural areas? <u>LLL</u>: (Silence.) T: Eh...? <u>LLL</u>: (Silence.) T: They don't have roads. they don't have asphalt roads. ok! then, what else? do you have any... do you want to say something about houses in the cities? eh...? this group? FV: As I think... T: As I think! FV: ...Have a shower. T: Eh...? houses in the cities have ...have what? FV: ...Have a shower. T: Yes! as you see it, houses in the cites have showers. eh...? what about houses in the rural areas? <u>LLL</u>:...X...							
	Wrong number	1		✓	Teacher (direct)		
	Wrong number	2	✓✓		Teacher (direct)	Question	36
						Praising	2

T: Yes?	Noun group	1		✓	Untreated		
LLL: ... X...							
T: They have no shower. where do they take bath? where do they wash their body?	Noun group	1		✓	Teacher (direct)	Gesture (Clapping)	1
LLL: House in the city.							
T: Houses in the rural areas. They don't have shower, yeah?	Wrong number	1		✓	(Teacher (direct)	Provide	4
LLL: Yeah!						Ignore	1
T: So, where do they wash their bodies?							
LLL: In the river (laughed.)							
T: Is it a civilized way of doing it or uncivilized?							
LLL: Uncivilized.							
T: Uncivilized way of doing it, yeah! That is good! Wonderful class! Ok! ...information there? Eh...? Houses in the cities as to me, houses in the cities are ...in the rural areas are made of wood, yes? Houses in the cities, in the rural areas actually are made of wood and ...mud as well, ok! How about houses in the cities?							
LLL: (Silence.)							
T: They are made of ...							
LL: ...roads.							
T: I think you ...x... our sentence like that I think In my opinion ...eh?							
FV: I think ...							
T: Ok! Ok! One by one! Yeah!							
FV: I think house of the cities are made of stone .							
T: Very good! Ok! Another one? She said I think houses in the cities are made of stones. How about that group? Eh...?							
FV: As to...							
T: As to me, eh...? Houses in the cities are made of...							
LL: ... are made of ...							
T: Houses in the cities are made of bricks. Ok? What else? Do you have any opinion, this group? Houses in the cities are made of concrete, then. Ok! ...houses in the cities, in my opinion, houses in the cities are made in (rows.) ... (rows.), yes? In straight lines. How about houses in the rural areas? They are scattered, here and there, eh...? Can you draw the picture of houses.... Yeah, in the cities? Who can do that? Eh...? ...x... a picture of houses in the cities to our (classmates) on the blackboard.							

T: Cow... cows. FV: Muel, dog. T: Donkeys. Where do they sleep? LLL: (Silence.) T: Where do they sleep? LLL: (Silence.) T: In the same room, eh...? LLL: Yes! T: With the people? LLL: Yes!							
T: Is it good or bad? <u>LLL</u>: Bad. T: Very bad! In deed. A human being passes a night with an animal, with their cats, dogs, donkeys, they sleep there. So, what do you advise them? Eh...? What do you ...what do you... how do you advise them? What is your advice for this kind of people? Eh...? You advise them to do what? Eh...? Yes? FV: The government see this rular (/ru.lær/) area people. T: Ok! The government must support these rural people. Very backward and very poor people. They need the support of the government. They also need the support of educated people, eh...? Do you agree with this? FV: Yeah! T: Yes or no? <u>LLL</u>: Yes! T: Yes, we agree, eh...? Yes, we agree with this. You have to extend your discussion, Ok? Yes, and no is for grade 3 and 4, not for our class (echoing) ok? FV: (laughed sarcastically.)							
Extract 8							
T: Yes, one copy of this... and you duplicate down yourselves, eh...? FV: Ok! T: Then you return this one... please, eh...? <u>LLL</u>: Ok! T: ...took. ...where is your monitor? You don't have monitor? <u>LLL</u>: ʔʌʔʔʔ [=absent.]						Question	4

T: She is not around. <u>LLL</u>: Yes! T: She is missing the class... X-Don't tolerate! Trounce... trounce meaning missing the class, ok! <u>LLL</u>: Tolerate! T: I don't tolerate throughout really. Ok. Through out miss መሂድ ይችላሉ:: [=they can go.] then you can copy it for your own.							
Extract 9							
T: When we talk of the ...x... construction, we have structure and meaning form. If it is the structure, the wrong structure, then the meaning will be confused. Meaning would be wrong. Ok! I have a car. To give you example, I have a car. This is the learners speech of the teacher i.e. this is what I said earlier. You ask the question, please. What did the teacher say? Eh...? I have a car, what car? Eh...? What did ... what did the teacher say? In at all? Eh...? <u>LLL</u>: I have an ...x... teacher. T: Ok! You! What you feel ask the question, you ask your friend and she'll answer, Ok! I have a car, you ask the question. FV: Some have... T: No! No! not your. It is my speech, by direct speech. Yeah! Eh...? FV: The teacher say... T: What did... what did... teacher say? You ask your friend! FV: What did the teacher said? What did...? T: And you miss the answer. You see! When three of us are discussing. Now for what... you ask the question again, eh...? FV: What did the... T: I have a car... I have a car, eh...? FV: I have a car. T: No no... you ask them. FV: What did the teacher says? T: What did the teacher say? This time difference. She asked the question after I said, eh...? One step back, past tense. 'Do' the past tense is 'did', eh...? እኔ ካልኩ በኋላ ነው የጠየቀችው ጥያቄ [=she asked after I said.] እኔ ካልኩ በኋላ ነው	Agreement	1		✓	Untreated		
	Agreement	1		✓	Untreated		
	Agreement	1		✓	Teacher (direct)		
	Agreement	1		✓	Teacher (direct)		
	Pronoun	1	✓		Self		
	Tense	1	✓		Self	Question	24
	Agreement	1		✓	Untreated	Statement	4
						Repetition	2
						Expressio n (facial)	1
						Praising	1
						Ignore	3
						Explanatio n	3

T: My father is short. So am I. (T. smiled.), Ok! Another sentence? Another sentence!? Can you give just information? You can talk about justice. MV: Mortar are made? cement and sand. T: Mortars are made from... MV: Cement... T: Cement and... MV: Sand. T: Sand. Therefore, it is information. All right, by the way you can give me information in two ways. ...x ᠠᠯᠤᠰᠤ? [= if it happens.] negative for is that I can say. The moon is not the star. The moon is not the star. It is information. How you give information? ...x... can give you? ...xxx... any way! Why do you learn English? MV: To use it to learn the major course. T: Isn't it? Therefore, can you say...x...? Eh...? Come on? Just listen! Just practice to say something from the field of study. Yes? FV: English ... T: Yes? FV: English is not? major course. T: English is... FV: ... a major course. Right! It is the common T: ...not major course. Say it loud! FV: English is... (laughed.) English is not major course. T: English is not major course. Right! It is the common course. Any other? MV: The white board is not a blackboard. T: Say it anyone? MV: The whiteboard is not a blackboard. T: All right. Very nice and therefore, you can give information positively or negatively and therefore, you can give that does this say ...x... condition. Therefore, when youx... any material, then you can cross sentence that is information, positively or negatively. Therefore, without yet, English is not a major course. Mortar is made from cement and sand, etc.						
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Extract 18							
T: The second one is interrogative sentence. Interrogative. All right. As to give information to whom is to ask for information. Therefore, because the sentences ask for information. Informed the ...x... sentence is what a question sentence. How would be constructed interrogative sentences? We may construct interrogative sentences in two ways. How? By using wh- word or by using auxiliary verb. You will be wh- words. Can you give wh- words? MV: Why. T: Why. Yes! Any other? MV: Which. T: Which. Any other? MV: When. T: When. Any other? MV: Where. T: Where. What about this? How, is it wh- word? Yes, of course. Yes, it is. Because no without ...xxx... Ok! Therefore, ...x... ask questions using these words. Can you make sentences with the individuals? Yeah? MV: You will... T: using these words. Do you think this the wh-words? MV: Why? you learn English? T: What? Eh...? MV: Why? you learn English? T: Yes! Why you learn English? Why you learn English? For example, when ...xx... How would you say? How are you? How are you? Any other? MV: What is your name? T: What is your name? Or eh...? Where do you live? Eh...? Why don't you go? Why don't you go? Why doesn't	Tense	2	✓	Untreated	Explanat ion Question Ignore	5 55 1	

she come? When are you coming? etc. And therefore, what is the purpose of these sentences? The purpose of these sentences is to ask for... MV: ...information. T: The purpose of, all right, these sentences is to ...xxx... ask information. The second is to be, eh...? Auxiliary verbs. Another way? We make interrogative sentences is by using auxiliary verbs. ...xx..., eh...? MV: ...x... T: Yes? Eh...?xx... such as are, is, ...xx, can, eh...? Could, etc. such words, therefore, example here. Do you have? Do you have? Ok! Any other? Make questions with these auxiliary verbs. Yes? Yes? MV: Can you come with me? T: Can you come with me? Right. Can you come with me? Can you come with me? Any other? T: Eh...? FV: Is she a student? T: Is she a student? All right. Is she a student? Does she learn ...x? Is he a Road Construction student? Could you give me some birr? Can you help me? etc. Look! What is the decision in this type of consensus and study also? These are sentences yes-No questions consensus. The answer to this is either yes or no. What is that this way? You give information in words. For example, ...x... How old are you? MV: ...x... T: Why you learn English? MV: I learn English to communicate with ...x... T: What is your name? MV: My name is Haimanot Getachew. T: Haimanot Getachew. So and therefore, these are the two types of sentences.							
Extract 19							
T: Let's come to the third. Imperative sentence. Imperative sentence... look! We use sentences what? To give information. ...xxx. The second is we use the	Wrong	1		✓	Untreated		

sentences to ask for information. This is a type of sentence is said to be what? Interrogative, specific sentences. We can construct these type of sentences in two ways. By using the ...x... methods or auxiliary verbs. ...x... and the third type of sentence is what we mean by imperative sentences. Other than giving information... other than asking for information, we use to construct sentences for another purpose ...x... what do you mean by purpose? These are sentences that require someone to do or not to do something. They have what? Sentence that command, that instructs, that directs somebody to do or not to do. And therefore, their purpose is to tell somebody to ...x... something of... can you give me some examples? A 'do' sentence to. What are? Can anyone give me a 'do' sentence? Do this... do that... eh...? MV: Wash my cloth! T: What? Eh...? Wash my cloth? Ok! Wash my cloth. All right! Any other? You are going to tell somebody to something, all right. For example, can you ... do you remember some imperative sentences from exam papers? In exam papers, define imperative sentences, eh...? MV: Choose the ...x... T: Yes! Choose the best possible answer. Choose the best possible answer. Any other? Choose the best possible answer. Any other? Any other sentence from exam papers? MV: Fill in the blank. T: Fill in the blank. Yes! Fill in the blank. Fill in the blank. Stop talking! Come here! ...x... and 'Don't do'... and 'don't do' sentences, and 'don't do', and 'don't do'. Continue examples of a 'don't do' ...x... a 'don't do' sentences... MV: Don't turn this page. T: Don't turn the page. Don't turn the page Don't turn the page. For example, ... eh... in a national exam, there is instruction deny. Don't turn the page until you	number						
	Preposition	1		✓	Teacher (direct)		
	Verb group	2	✓		Teacher (direct)		
						Question	35
						Explanation	5
						Ignore	1
						Provide	2
						Repetition	1

are told. All right! Any other? MV: Don't go this side. T: Don't go this side. Eh...? For example, can... can give me a 'do' or a 'don't'... from your major area, or from, for example, what? Traffic signs. Can you give about this, eh...? There are certain traffic signs. It is enough. They are symbols. But they tell you what you are to do, or what you are not to do isn't it? Therefore, can you give me... x...? MV: Don't turn? the right side. T: Don't turn the right side. Yes. There can be a simple...x... verb. Don't turn the right side. Don't turn to the right side. Ok! Any other? MV: No park. T: Eh...? MV: No park. T: No parking. No parking. Ok! No parking. No parking. No parking. How would you say....xx... imperative? Don't park your car here, all right! No parking means what? Don't park your car here. And therefore, these are the type of sentences (call) referring to now. Is there a subject in each sentence? Remember! What we say the sentence has... have what? The subject and predicate, all right! Is the subject is missed 'do' and 'don't do', sentences? is there a subject? What is the subject? What is the subject of much type of this? FV: Because. T: Eh...? What is the subject of... what are these words? MV: You. T: You! Eh...? Therefore, the subject is ... x... Each sentence has ... you watch my note, you choose the best alternative, you fill in. It is under...xx... you don't write or you don't say, it is (harms), too. The same is true. Don't turn the page, don't. Don't ...x... the page, don't. Therefore, the subject of imperative sentences is 'you'. Again, what seem is all imperative sentences begin to what? Verb, verb, verb, all right. The verbs we have seem to go							
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imperative verbs. Therefore, when we construct..., when we tell some one to do something, you begin with the verb. You don't have meanings.								
Extract 20								
T: Finally, there is one more type of sentence ...x... and that is what we mean by exclamatory, sentence [T: Wrote it on the black board.] exclamatory sentence. What do you mean ...x... exclamatory sentence? So far, we have looked at three types of sentences, ...x... declarate, interrogate imperate, one more. That is exclamatory. What do sentences do? These are express... what? One's feeling. You express, you think what you feel. For example, you want to ...x... whatever ...x... this one, all right. How always is? How always? What is happening? Look! Since sentences, they are nothing that to information, they are nothing that to ask information, they are nothing to its some of ...xx... that tells among something. They are simply made to express one's feeling. You can stress the felling. What of them may right or wrong! What of people. And therefore, these are the main one type of sentences which is made to express what? What should be can. Generally, each sentence you construct in your communication, any sentence you construct can't be outside these formulas. It is either correct or ...x... or imperative one, etc. When you sit down and chat the word when you be any material in your major course or whatever, that is the way.						Use of blackboard	1	
							Explanation	1
							Question	7
							Summarizing	1
Extract 21								
T: Now, I want you make four types of sentences, orally! Orally! ...orally. I don't want be to write. Produce one sentence each four the... four types of sentences. (T: wrote this instruction on the blackboard.) Hurry up! Don't bother may be right grammatically, the structure may be ok! Now you produce the all sentences. ୧୫୮୩... [= etc.] Speak simply, why you learn language? It is	Pronunciation	2		✓	Untreated	Use of blackboard	2	
	Tense	2	✓		Teacher (direct)	Explanation	2	
						Question	23	

communicating. One way of communication will be what? It is ...x... pattern, all right. Therefore, would you, please make one more sentence for each type of sentence? For the ...x... one manage. I want everybody to participates. No body results ...xx... ok, Ok! Yes? What? Yes! Don't bother, say? To make a mistake! MV: The president (/prez.dænt/) of China? to visit Ethiopia. T: Say it loud! MV: The president (/prez.dænt/) of China? to visit Ethiopia. T: The president of China is... MV: To visit Ethiopia. T: To visit China, you see it! MV: To visit Ethiopia. T: Ok! The president of China... who is the president of China? MV: Hujintawo. T: What? MV: Hujintawo. T: Eh...? Do you know him? MV: (laughed.) T: The ...x... China is to visit Ethiopia. From which agency is this news? Eh...? From 'Walta'? or from ENA-Ethiopian News Agency? Or from your personal made source? Eh...? All right! What kind of sentence is it? The president of China is to visit Ethiopia. What kind of sentence up of the all types? MV: Declaratives. T: It is declarative. Giving information, Ok! Any other? Come on! Made ...x... Chance. (T: clapped using two fingers.) FV: ...x... T: I am... say it loud! FV: I am? Road Construction student. T: I am Road Construction student. All right! What is your name? FV: Kidist.	Article	1		✓	Teacher (direct)	Criticism 1 Repetition 1 Expression (clapping with two fingers) 1 Provide ignore 2 1
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T: Kidist... Kidist is a Road Construction... student. (T: wrote it on the blackboard.) all right. Therefore, what kind of sentence is this? It is again, what? Declarative. It is giving information. Kidist is not a Building Construction students. Kidist is not an Accounting student. This indicate, what? Declarative! How are they giving that information? It is not clear. It is not be.							
Extract 22							
T: All right! Can you give me from interrogative? Yes, please? Interrogative sentences? Come on! We...xx... (hurt.) or something, just think of, eh...? Yes. Can you give me a sentence? Interrogative yes, are question. ...yes, please? MV: Where are you come from? T: Where are you...? MV: come from. T: Where are you coming from? Where are you!? Where are you from? By the way who... when...xx... where are you from? Where are you from? Where are you from? Means...x... where are you from? MV: Ethiopia. T: All right? MV: (Silence.) T: You shouldn't say 'Gurage' or 'piazza'. Where are you from? Means -what is your nationality? Where are you from? ...x... ok! From Ethiopia. Where are you from? Ok! Any other? Any other inter making? Yes, please? Eh...? One you shouldn't forget this girl in? would you please make a sentence? Specific. Don't' bother, ask me? FV: Where are you go? T: Where...? FV: ...are you go? T: Where are you going? ...xx... where are you going? Where are you going? Where are you, what? Ok! Any other? Just miss! MV: How can I speak English fluently? T: How can I speak English fluently? Yes! How can I	Tense	2	✓		Teacher (after clue)		
	Tense	2	✓		Teacher (after giving clue)		
						Question	62
						Explanation	3
						Provide	2
						Repetition	2

speak English fluently? Who can give him the answer? He says, "How can I speak English fluently?" what do you say? MV: Speak and speak. T: Speak and speak, meaning what? MV: Always ...x... T: Always make practice. How can I speak English fluently? Practice constructs this ...x... sentence. Isn't it? You know the rules... you know the grammar but ...xx... you can't ...xx... speak. Why? You didn't practise. Therefore, don't be afraid ...x... to this. I thought this is before after enough. Practice is the old image of the ...x... class. All right! Any other? With auxiliary verb... with auxiliary verb? Kidist? Kidist: Can you lend me your pen? T: Eh...? Kidist: Can you lend me your pen? T: Can you lend me your pen? Can you lend me your pen? Yes, of course. No, I can't. I am using English. Ok! Any other? Any other sentence? With auxiliary verb? ... eh...? Just listen! MV: What are you doing? T: What are you...? MV: ...doing? T: ...doing? Ok! I said, this auxiliary verb. Are you doing your homework? Are you doing your homework? Are you studying? All right! Are you studying? Are you doing a homework? That is it? Yes, please? MV: Are you Ok? T: Are you ok? Are you ok? When we say, are you ok? to somebody, When we say are you ok? When you... when we do that a person is not all right, or the ...x... are you ok? Just I am...xx... I don't say. And therefore, ...xx...							
Extract 23							
T: Ok! Can we be imperative sentence? Imperative. Can you someone do or nothing? Just listen. MV: Don't smoke!							

T: Don't smoke! Don't' smoke here! Ok! Yes? MV: What ...xx...? T: Is that for (indicating towards himself.)? LLL: (laughed.) T: (Aha... ha... ha...) yet ...x.. MV: What...? T: What ...x... I can say imperative. Imperative. Taking someone to do or not to do. MV: You cook ...eh! T: that is a question. I said imperative. MV: Can you cook ...eh? T: Still, it is a question. Imperative means what? Eh...? You can say, cook delicious food... they do make tea for me. All right! Ok! Any other? What about you, you boy? Just over there? ...yes? You see no problem if you sit down and control. No! No! just try to say... try to say... make a mistake. That is all, all right! Eh...? Anyone? FV: Don't touch me! T: Don't touch me, aha!? (Aha...ha...ha...ha...) This is you see, what we call ትንሳ [: Sexual harassment.] (Aha...ha...ha...). Good. Ok! MV: Don't come with me. T: Don't come with me. Yes, please? MV: Don't? late? the class. T: Don't...? MV: Late the class. T: Don't me late to the class. Don't me late to the class. Ok! Please? MV: Don't play with me. T: Eh...? Don't copy, eh...? Something like that ok! For example, why do you copy? Don't look at me, you say. No, something like that. For example, why you look at me. Don't look at me, you say. But somebody says that because there is something behind. But you first have take, say no! please, you finish your trading and be on the job! All right! That is impossible. And you boys take care! Eh...? Ok! Am I clear with these speeds? Am I clear?	Agreement	1	✓		Untreated		
	Preposition	1	✓		Teacher (direct)	Question	23
						Explanation	3
						Expression (pointing towards the teacher himself and facial)	2
						Statement	1
						Ignore	1
						Provide	1
						Repetition	1

LL: Yes. T: Mind you, you will be asked to write sentences, to just write sentences and...x... Therefore, you have to participate, ok! Shall we say something or... (indicating towards the researcher.) Yes? R: That is all right. Yeah!							
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Teacher – III-A

Extracts	Type of errors	No of errors	Provision of supportive error feedback (clues)		Source of error treatment	Types of feedback used	No of each feedback
			Yes	No			
Extract 24							
T: So, eh... eh... whenever you speak, ok! Speaking can be practised... in the classroom, in the x environment and xx. Ok! So, eh... eh... practice... practice then and practice makes you perfect, eh...? After so many practices, you will be perfect. Perfection comes later after so many practices. So, eh... eh... don't be fear whenever you speak with a partner, eh... in the classroom, in your school compound and immediate environment, ok! Now, today we are going to start, eh...! How you can greet people whenever you meet somebody... you have to greet him, yes! So, there are some expressions whenever you greet somebody in the morning and in the afternoon, ok! It depends on the time, eh! You can greet, eh! X. Now you are going to practice, eh...! Eh...! Some expressions that will help you to greet x. Ok! Please do it, ...ok! I am going to write down, eh...! Some expressions... important expressions used for greeting, eh! Then you kept the stage and practise with your partner. That is you are expected to do, ok! Here, eh! Here a dialogue between Saba and					Explanation Question Use of blackboard	2 28 2	

Sam. I am going to write, eh! How Saba and Sam conduct this dialogue, yes? So, eh... I need two students came to the stage and practise this dialogue with your partner. First, you have to practise with your partner, then after you came to stage and try to as what being a role and model this dialogue, ok! Eh...! Let me write down the situation first. Saba and Sam went to the same high school... the same high school... the same high school and now x at the same college. They went walking across the campus. They went walking... walking... across the campus... across the campus, ok! (T: wrote the situation on the blackboard.) Here, eh! How the dialogue goes. Here, how...

Sam: Hi, Saba, ok! Eh!

Saba: Hi, Sam, Ok! Again Sam ok! Hi. How is it going? And

Sam: Ok! How about you?

Saba: Not bad... not bad... by the way... by the way how is your girlfriend? How is your girlfriend?

Sam: Really homesick. Sam, really homestick.

Saba: Too bad... too bad. (T. wrote the dialogue on the blackboard.) Here is now the dialogue goes, class. Here is the dialogue between Sam and Saba. You can xx. Sometimes of expressions used to greet x. Now, what you are expected to do is eh! Try to discuss with your partner... with you partner. One of you play the role of Sam and the other play the role of Saba. Take turns to be Sam and Saba and exchange your role. I will give you, eh...! Some four minutes to be discussed with your partner, then after I need two volunteer students come to the stage and practise the dialogue for the rest of the class. Ok! You can start now. Write now. Discuss this dialogue. One of you play the roles of Saba and the other play the role of Sam. Take turns to Saba and Sam, Ok. Go ahead! Start by the way.

LLL: (Started discussing.)

T: Eh...! Now, it is time, eh...! For students to... to practise this dialogue, eh...! On the stage. Come out! Is there any volunteer students who can practise the dialogue? Eh...! I need two students. Don't be shy! You relax! And x the

dialogue. Eh! Two students, please? Yes! Come on, please! Eh...! Come on! Hurry up, please? LL: Dani... Dani... sami... Dani... Sami... T: ...yes! Another student? Ok! You are going to play the role of Saba. Who play the role of Sam? ...Yosef, come out! Yosef: ...አሁን ነው የገባሁት:: [: I have just entered in.] T: Come out! Yosef: ...አሁን ነው የገባሁት:: [: I have just entered in.] T: Ok! Eh! Eh! Let's listen to x while conducting this dialogue.... Ok! Eh...! You can start now. MV: Hi, Saba. FV: Hi, Sam. How is it going? MV: Ok! How about you? FV: Not bad. By the way, eh...! How is your girlfriend? MV: Really homesick. FV: Too bad. MV: Eh... FV: To do. T: Ok...! LLL: (clapped.) T: Another students? Another try! Another try! ...ok, don't be shy! You have to be confidential! ...ok! I need two more students to practise this dialogue. Come on, please! Ok! LLL: (Shouted.) T: Eh...! Come on!...kept down, please! Kept down! Ok! ...ok! ...ok! Any male students... xx. Come on!, yeah? (...two short dialogues each between a teacher and a student were left out here because of being less important...) T: Hi! Hi! That is, eh...! Informal dialogue... informal, yes! That means, eh...! You give friend in equal status, according to educationally, as far as age is concerned, if you are equal status with your friend, eh...! You can use, hi!... hi! Abebe. Hi! Kebede. Hi! Aster. So, such kind of expression is used to apply for your friends. Eh...! For your friends, if equal status. As far as age is concerned, as far as educational background is concerned, whenever x equal status, you can use, hi. But if there is a gap... a gap, eh..., you are not expected to use hi. For						
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exam... for instance, there is a gap between you and me. I am your teacher and you are my students, eh...! It is not formal to use hi for your teacher, for elderly people, eh...! Of old people, eh...! You can't use such kind of expressions because you are not in equal status, age or educational background is concerned. So, you can use such expression for your, eh...! Friend, for your classmates, eh...! Or any person, eh...! Equal in status and xx. Hi! Saba. Hi! Sam. How is the (rain?) This is a kind of expression. How is (dream?) what does it mean class? How is it going? Eh...? What does it mean? This is informal, Jal, eh...? How is (free?) means what? LL: How about you? How about You? T: Eh...? Yeah! How about you? That is possible, ...eh...! How about you? So, ok! Eh...? How is it doing? Is there...? Ok! How about you? How are you? How is going? Means how are you? How are you? I am ok! I am fine. I am x, your response be, eh...! How about you? Not bad. By the way, how is your brother? Not bad. Not so good. Not so bad, is a kind of expression, informal expression, yes? Eh...! Not bad. Really homesick. What does it mean, eh...! Homesick? For example if somebody eh...! Eh...! Goes abroad and stayed there for a x long periods of time deseparated from his parents, his friends even his country home life. So you are feeling homesick. That means you (dreaming) day and day out. Your countries, your friends, your families and the wholes, ...this informal expressions, class, yes...! Eh...! That showed not bad... too bad, eh...! Short and precise.							
Extract 25							
T: Now, eh...! Eh...! You are going to see another expressions i.e. eh...! Formal expressions. Let me write down on the board and as usual you can practise, eh...! This dialogue, eh...! For coming dialogue, with coming dialogue, with your partner ok! Let me write down. Here is another dialogue. Eh...! Let me give you situation first. Situation plays the very pivotal word or mandatory, eh...! Before producing a (model.) you! The situation, Seyoum is, eh...! A high school student, eh...!							

MV1: How are you? MV2: Fine thanks you and yourself? MV1: Very well, thank you. How is your mother? MV2: Oh she's ok. T: ...Dagnachew, so instead of saying Seyoum and Mr. Martin, eh...! You play the role of Mr. martin and you play the role of, eh... Seyoum. Ok! Mr. Martin say... your name is what? (T: Pointed to one of the students.) S: Dagnachew. T: Dagnachew and Yosef. So, you can use your own name instead of saying Mr. Martin and Seyoum. Ok! Go ahead! Yosef: Hello, Mr. Dagne. Dagne: Hello Mr Seyoum. How are you? Yosef: Fine thanks and yourself? Dagne: Very well. Thank you. How are... how is Your mother? Yosef: oh! She's Ok! Dagne: Oh! That is good. Thank you. LLL: (Clapped.) T: Ok! Another student? Another student? ...yes? ...another student? Ok! MV1: Hello Mr Martin. MV2: Hello Seyoum. How are you? MV1: Fine thank you and yourself? MV2: Very well. Thank you. How is your mother? MV1: Oh she is ok. MV2: That is good. T: Thank you very much my x. Thank you. Ok! Now class xx to learn eh...! Some comment, expressions as far as reading is concerned, eh...! Here, eh...! Ok... is there any person by the way? Ok! You can do one to one practice on the stage. Is there any person? Ok! Let's x. FV: x than. T: Yes! Ok! Come on! Come on, please! Come on! LLL: (Laughed.) T: Ok! Allright. Ok! Here, eh... Hello Mr. martin, Hello Seyoum, How are you? This one is formal... formal language, eh...! How are you? ... eh! How are you?						Ignore	10
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Fine... thank you. Instead of saying thanks... instead of saying thanks... fine thank you, as formula. Fine thank you ... and yourself? What does it mean class? And yourself? MV: How about you? T: How about you? How about you? And yourself? Very well thank you. How is your mother? Oh she's ok. Thank you. That is good. Eh...! Yes! Ok! Eh...! Whenever you x some words in sho... each contracted form... short form of writing... as far as spoken language is concerned, yes! Short form of writing. You can use. She's Husen... she is i.e. the long form. Eh...! Short form... contracted form is. She's. That is ... yes! And the like. You can use short form of writing in spoken language. Let me add some more...eh...! Dialogue. Eh...! Here is, eh...! Is it formal or informal dialogue? LL: Formal. T: Eh? LL: Formal. T: Yes? LL: Formal. T: Raise your hands, please? ...yes? MV: Formal. T: Ok! Can you give me your justification? ...how? MV: xxx T: ...Ok! Your justification, please? How this dia... don't x informal? MV: Because the dialogue is started from some one which, eh...! Include (dairy) respect, but saying for example, hello and the words there by including thank you and that... thank you very well and something. So, that makes this dialogue formal. T: Ok. Can you tell me the relationship between Seyoum and Mr Martin? MV: Seyoum is a high school student and Mr Martin is, eh...! ? instructor. So, the dialogue is concern about their personal, eh...! Self and Mr Martin as Seyoum about mother, eh...! Health also. T: What about their status?						
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MV: Their status...eh...! T: Ok! I think it is already answered that it is a teacher student relationship. So, Seyoum should respect his teacher Mr Martin's... Because they are not in equal status. Very nice, eh...! So far so good. Let's continue another dialogue. ...(the next dialogues were left out because of their similarity with the above ones)...						
Extract 26						
T: This grammatical aspect or grammar focus is not new for you, eh! You learnt at English (course) when you were in grade 9 or 10 even in the lower grades. I think you have got some knowledge about grammatical aspects. Ok! Since this definition x a grammar... you only elicit something about conditionals, eh...! From your general knowledge... from your stack of knowledge, eh! Try to elicit something that conditionals, eh! Already conditional sentences ...major categories are there in English, too, eh! Yes? Eh? ...yes? MV: Three. T: Three, ok. Can ...can you cite them? Eh! Just for the sake of revision, eh! Ok, here three types... major categories... three types (T: wrote them on the blackboard.) conditional type-1 i.e. probable condition...probable condition, ok! Can you say something about probable condition, especially in ...x... grammatical formula... the meaning, eh! When do you use such, eh...eh... conditional type, type - 1. All condition, probable (T: wrote it on the blackboard.), probable condition, eh! That is talking about the present, the present. If you do something in the presence, you can see the presence, you can see the future in the presence. For instance, if you study your lesson so hard, you will succeed. Eh! That you have time still, eh! You have time... you have time to be the anticipated target, eh! The exam is in the future and you have time. Starting from now on wards if you started for survive... if you struggle study... manage study, you will get ...xx... so, we are talking about the					Explanation 3 Question 9 Use of blackboard 2	

future. That is one, eh! It is probably... likely. If you do something in the present, eh! You will get the fruits of your endeavor in the future. As far as meaning is concerned. So, if you use that probable condition, eh! For instance, if you plant trees and if you water the plants, they will grow well. You have time. You can do that. That is ok! Short and x brief discussion on probable condition, type. 1. And the other one is... ok! Unlikely... unlikely... conditional type - 2 (T: wrote it on the blackboard.) unlikely, eh! Unlikely, has ከዚህ በፊት [: Before this] I think there is chance... our very narrow... many little chance to fulfill. For instance, you can say, eh! Xxx eh! Yes? For example, if I won a lottery, I would but car, yes! What about chance of probability? Eh...? MV: There is very little. T: Eh...? MV: There is very x T: There is very little chance, but...but... it is not likely to happen, very less. There is a chance, of course. But ...eh...! The chance is very limited, eh... you can get the chance with a number of eh... eh... people are. That is unlike ...likely condition x conditional type -2. What about type - 3. Yes? Eh...? Ok! Conditional type -2 in the form of questions? (T: Wrote a sentence on the blackboard.)							
Extract 27							
T: Ok! Now, conditional type -2, ok! To cancel xx type -2, if-clause and main clause. If clause means x stand by itself, i.e. a better clause and main clause... independent clause. Any type by itself for its mean if you state any of these sentences started, eh... with, eh... the main clause, you know: What would happen if you were the president... the prime minister? (T: Wrote it on the blackboard.) ...x... here is the dialogue between two students, eh...? What would happen if you were the presid... the prime minister? Yes! One student ask and the other will give response, yes! This is conditional but...x... form of communicative, eh! Communicative approach. Good! Ok! What would happen if you were	Pronunciation Conjunction Vocabulary	2 1 4		✓ ✓ ✓	Untreated Teacher (direct) Untreated		

MV: If I were? Prime Minister, I would encourage Kontroband. T: ...I would increase 'Kontroband'. MV: ... I would encourage... encourage. T: ...encourage 'Kontroband'? MV: ... hø [:yes.] T: ...an encourage. 'Kontroband'? MV2: No! illegal (/Ilegæl/)...illegal (/Ilegæl/)... T: Is it expected one can be a Prime Minister? ...any how that is all right ...it is ok! I think... yeah! ...eh...? Yes? What would happen if you were the Prime Minister? Oh! Eh...? Yes? Yes!? ...xx... If I were a Prime Minister, ...yes? What would happen... if you were a prime minister? Yeah? FV: If I were a Prime Minister, I would reduce unemployment. T: ...I would reduce...? FV: ... unemployment. T: Ok! Good... good. If ...eh... she says that if I were a Prime Minister, I would reduce unemployment. ...unemployment. Ok! It is ok! Very nice. Yes? MV: If I were a Prime Minister, I ? develop the democracy like USA- America. T: Ok! If I were a Prime Minister, I would develop... MV: Yes, the democracy... like USA- America. T: Pardon, please! If I... MV: If I... T: What would happen if you were a Prime Minister? Eh...? MV: If I were the prime Minister, I ? develop... T: ... I would develop... T: Eh...? MV: ...our democracy like USA- America. T: Ok! I would develop democratic country or ok! Eh! Good... good... another student? What would happen if you were at class? Eh...? You are in Ethiopia, who knows? You will be a prime Minister. So, chance of probability ...x... it is limited. Still you have the chance to be a prime Minister. ...x... like this ...xx... the chance of over there. Backbencher? Eh...? MV: If I were a prime Minister...						Repetition	1
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T: Eh...? MV: I would give you chance for international ...x... T: Ok! Ok! Who says that if you ...x... a prime Minister, eh...? MV: ...I would give you chance for international languages. T: Oh! Oh! International languages. You would give the chance of disseminating international language. Ok! Eh...? Another try? Yes? MV: If I were a prime Minister, I would enjoy myself and using democracy...xx... T: Ok! Thank you. Another try? Ok! That is ...try to participate actively. (Active) participation is very indispensable, yes! Eh...! Come on! Yes? MV: If I were a prime Minister, I would develop place and patriotism in a country. T: Ok! Peace and patriotism in a country. Ok! Peace and patriotism. You would develop peace and patriotism. Ok! Eh! Ok! So you can be ...x... MV: If I were a prime Minister, I would remove ...the... T: I would remove, eh...! MV: ...the... poverty of our country... the overall the country. T: Ok! Ok! Good! Good! Eh...! You have a good dream. I think your dream will come true in the new future. Let it be.							
Extract 28							
T: Ok! Conditional type -3 class! Let's shift to conditional type-3, eh...! Another name for conditional type -3? Eh...? Impossible condition (T: wrote impossible condition on the blackboard.) Ok! Say something from your background knowledge about conditional type - 3, impossible condition (T: wrote impossible condition on the blackboard.) In what circumstance something is impossible, eh! i.e. we are talking about what? The past. We are talking about past. Something which fulfilled in the past and doesn't ...x... with the present formal. No connection with the present, yes! Let me give you an example so that the meaning will be clear, yes! If she had taken to the hospital, doctors would have saved her life. What does it mean? You can... x... the meaning of same. Yes?	Agreement Agreement Agreement	1 1 1		✓ ✓ ✓	Untreated Untreated Untreated		

MV: I think she is already dead ማለትም [: Means] if she had taken to the hospital, doctors would have saved her. T: Eh...? MV: At this time, she... eh...! She get something that either she? dead or something. T: Where's she there? MV: But at that time if they do like this, they might have the probability for, eh... to, she have the probability to, eh... save...x... T: Very good! Very good! He perfectly answers my question, eh...! If she had taken the hospital, doctors would have saved her life. That is talking about the past. She passed away... the class. She passed away, ...yes! They didn't take her to the hospital, as a result, she passed away. We are talking about the past events. Can you recover her from her illness? She had already passed away ...died. Yes, for example, one student says, if I had studied my lesson very hard, I would have passed the exam. That means, when did this person say, eh... such kinds of sentence, eh...? He already failed the exam. When you received, eh...! His grade, he failed. So, conditional type -3 is used to express regret. Yes! Regret! Talking about the past. If you want to express your regret you can use conditional type-3. Then, let me tell you one proverb, eh! There is no venom like slip of the tongue, eh!. There is no venom like slip of the tongue, for instance, eh! Can you tell me Amharic equivalent of this proverb? There is no venom like slip of the tongue, eh? Amharic equivalent, yeah! Eh...? There is no venom like slip of the tongue, eh...? Can you tell me Amharic equivalent? MV: የአፍ ወለምታ በቅቤ አይታሽም:: [:There is no venom like slip of the tongue.] ካመለጠ አመለጠ ነው አይደል? ካፍ ከወጣ አፈፍ ነው የሚባለው አይደል ተማሪዎች? [: If a mouth throws a mistake once, it never returns it, isn't it?] ስለዚህ [: Hence,] Conditional type -3 ...x... some kind of similarity with this proverb, eh! So, we are talking about the past. You can bring the past into the present. It is already died. በቀደም ለታ ሁለት ሰዓቶች ጠፍተውብኛል::						Explanation	3
						Question	16
						Use of blackboard	2
						Praising	2
						Ignore	3
						Summarizing	1

...እነዚያን ሰዓቶች አግኝቶ ላመጣ፤ወረታውን አልከፍልም፡፡ ምክንያቱም ላይመለሱ ነገደዋልና፡፡ [፡ I lost two hours last time. I never acknowledge someone who has got them. Because they have once lost forever.] the present time, because, eh...! If you can beat that target, there is a target... the anticipated target to be mastered by you. You can beat the target. Still you have time. Still you have time. If I study my lesson hard, eh...! I will score good grades. That means you have time, something to...xx... or words, eh...! You struggle...xx... you will be fruitful in the future. But when you come to conditional type -3, eh...! We ...xx... already the past... the past. You can't bring the past into the present. This is already past. The past is already past. That is ...xx... conditional one and two. So, to put it in a nutshell, eh...! Finally, I would like to put in a form of a table, especially the form... the grammatical aspect of conditional type -1, 2 and 3. Ok! Let's summarize... (...T. postponed the summary for the next period.)						
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MV1: As we get chances to speak in the class, the teacher corrects our errors at the time of speech.

R: Does the teacher correct the errors after providing chances to you to self-correct the errors or before?

MV1: The teacher provides us examples and informs us not to be wrong. We do things based on the examples given. But if we make mistakes frequently...

R: Eh?

MV1: We provide the chance to our teacher to correct the errors.

R: Ok! Very good. As you say you correct errors themselves, what do you feel on the provision of your teacher's oral error treatment (supportive oral error feedback) on your self-correction process? How about for your classmates?

MV1: Eh?

R: Your teacher provides you supportive oral error feedback, then you correct the errors yourselves. If this is so, what do you feel on the provision of supportive oral error feedback and the correction of errors yourselves in general?

MV1: Eh...in this course, when I make oral and homework errors my teacher corrects my errors and my classmates. As students join a school to learn to get facts and the teacher supports using providing correction, I and my classmates are happy on the provision of our teacher's supportive oral error feedback on our response in error correction. I feel that this is the right way of teaching-learning process.

R: Ok! Thank you very much.

MV1: I also thank you.

STUDENT: 2

R: Ok! Thank you very much for your cooperation to this interview.

MV2: I also thank you.

R: Very good. Eh... you learn English language as a common course. I think you make oral errors in the class when you learn. So, how do you see it? Or do you make errors or ...?

MV2: Yes. I make errors. I mean as the objective of coming to school is to learn, I make errors. Learning means correcting the errors and learning from them. So I make errors while learning. However, these errors are corrected by others who have experiences in making errors and are already corrected.

R: That is good. How often do you make errors in the class while you speak?

MV2: Errors are seen from different perspectives and points of view. For example, when we learn major courses, we use English language for communication and we don't have any problems. However, when we speak in English language in its period, as the teacher perceives errors from many directions...

R: Eh?

MV2: There are many errors in English period, especially grammar errors. The average errors that I make depend on the length and frequency of my participation.

R: Ok! Very good. Does your teacher provide you oral feedback when you make oral errors?

MV2: Yes. When providing feedback, he uses his own method. When I make errors, the teacher provides me clues on my errors so as to self-correct them.

R: Eh...

MV2: For instance, if I make a present tense instead of past tense,...

R: Eh...eh...

MV2: The teacher provides me clues that indicate to express past action. If I don't self-correct the errors following the clues, he gives the chance to my classmates. If my classmates fail to correct the errors, the teacher provides correction himself.

R: Very good. Would you mention the supportive oral error feedback strategies that your teacher provides for you and your classmates?

MV2: Yes. From feedback...

R: From feedback, yes.

MV2: As I think after a teacher asks questions, students produce answers. When there are errors and students self-correct them, the probability of unforgetting is too high. Therefore, if all students are asked personally and after they provide their own response, they make their own different errors. If their errors are told and asked to discuss them together, it is possible to help each other and correct the errors ourselves. If this is so, we may be perfect in oral speech. Hence, this method is good as I think.

R: Ok! Very good. Do your teacher's oral feedback strategies enable you to self-correct your oral errors? How do they enable you?

MV2: Yes. My teacher's oral feedback helps me to self-correct my errors. As the teacher doesn't provide answers personally, he tells the correct answers to the whole class based on my error(s). I try to identify my error(s) when he speaks and then I self-correct them.

R: Very good. Ok! Do your teacher's oral feedback strategies enable you to correct the errors in peers?

MV2: Yes. I mean, there are two or above students who participate when a teacher asks questions. When we give answers, a second student doesn't repeat my error if I make at the beginning. But he may make another error. Based on these different errors, the teacher provides correction to each of the errors. Then, we learn from each other's error correction.

R: You correct errors each other?

MV2: Yes. We correct our errors in peers.

R: If peer-correction fails,...

MV2: Eh...?

R: Does your teacher provide the chance to whole-class to correct the errors?

MV2: Yes. First, the teacher writes the answers in a sentence level for example, then he identifies the oral errors and informs the correct answers to the whole class at the end.

R: You mean at the end?

MV2: He provides correction to the whole class at the end.

R: Ok! You are telling me that your teacher provides you correction on your oral errors.

MV2: Yes.

R: When does your teacher corrects your oral errors? For instance, some teachers provide correction immediately following students oral errors. Some others provide clues to students following their oral errors and enable them to self-correct the errors. If self-correction fails, they provide chances to peers to correct the errors. If this fails, they provide chances to the whole class to correct the errors. If all these processes fail, the

teachers provide correction at the end. How about ways of your teacher's oral error correction?

MV2: I think that my teacher's error correction or feedback is correct. There are many oral errors in a period. Providing answers to all errors at the end is difficult as they are forgettable. Students are unable to join (record) all errors. However, if oral feedback is given following error(s) immediately, we can remember and write the answer. If we apply this way of oral error feedback and error correction, we can gain much knowledge. As my teacher provides correction immediately with in a sentence, I believe that it is a good method.

R: Ok! Very good. Finally, what I would like to ask you is that what do you feel on the provision of your teacher's oral error treatment (supportive oral error feedback) on your response in self-correction? How about in case of your classmates? What do you say (feel) in general?

MV2: As I think, the provision of our teacher's oral error treatment (supportive oral error feedback) on our response in error correction is good. However, the motivation of learners is not as such high as I see them.

R: Thank you very much for your cooperation to this interview.

MV2: I also thank you.

STUDENT: 3

R: I firstly thank you for your cooperation to this interview.

FV1: Ok! Thank you.

R: Eh...what I ask you next to this is that as a student of Secretary, do you make oral errors when you learn English language in its period?

Fv1: Yes.

R: How often do you make oral errors in average?

FV1: In average?

R: Eh...how often? Sometimes...? Or always...? Or like this...

FV1: We usually make oral errors in English language class.

R: Ok! What type of oral errors do you make frequently?

FV1: I am not clear.

R: Eh...for instance, pronunciation errors, grammar errors or other type of errors?

FV1: I usually make grammar errors.

R: Ok! Grammar errors?

FV1: Yes.

R: Very good. Let's move to the next question. Does your teacher provide you oral feedback when you make oral errors?

FV1: Yes.

R: Ok! What oral feedback strategies does your teacher provide you in the class? For instance, there is question, provide (direct correction) or providing clues and letting you correct the errors yourselves. Does he provide you such oral feedback strategies?

FV1: Yes. He provides us direct correction.

R: Eh...what?

FV1: Eh...he provides me direct correction on my oral errors.

R: Ok! Which oral feedback strategies do you think are supportive for you? The teacher provides oral feedback as you said...

FV1: Yes.

R: Which oral feedback strategies do you think are supportive for you particularly when you make errors?

FV1: I think what the teacher provides direct correction immediately is supportive.

R: Ok! How about for your classmates? Do you think that direct correction is supportive or what else?

FV1: I think that direct correction is supportive for them.

R: Ok! The other question is that, do your teacher's oral error feedback strategies enable you to self-correct your oral errors?

FV1: Yes.

R: How do the strategies enable you to self-correct the errors? For instance, your teacher provides you feedback on your oral errors,...

FV1: Eh...

R: Do your teacher's oral feedback strategies enable you to self-correct your oral errors?

FV1: Yes.

R: How is it? Would you add some more explanation?

FV1: Eh...my teacher provides me correction and then he lets me correct the errors myself again.

R: Eh...means your teacher provides you clues on your errors?

FV1: Yes, he provides me clues on my errors.

R: Eh...

FV1: After this, I do self-correct my errors.

R: Very good. If you fail to self-correct your errors, does your teacher provide you direct correction or does he give chances to your peers to correct the errors?

FV1: He provides chances to my peers to correct the errors or he lets me refer supportive books.

R: Eh...very good. Eh...does your teacher provide chances to the whole class to correct your errors when peer-correction fails and before you refer books?

FV1: He provides opportunities to the whole class.

R: Ok! If probably you, your peers and whole class fail in correcting your errors...

FV1: Eh...

R: Does your teacher provide you correction at the end or does he leave it out untreated?

FV1: Yes, he provides us direct correction. In addition, he tells us to refer to supportive books.

R: Ok! Very good. Let's continue to the next question, I think you said that your teacher's oral feedback strategies enable you to correct your oral errors in peers. How do they enable you?

FV1: I am not clear.

R: Eh...do you correct your oral errors in peers when you make them?

FV1: Yes.

R: How is please? Would you make me clear the order? You first make oral error, isn't it?

FV1: Yes.

R: If there is an error, your teacher provides you clues on the error?

FV1: Yes, he provides us clues.

R: Then, do you self-correct your oral errors?

FV1: Yes.

R: Then after in peers?

FV1: Yes.

R: If peer-correction fails...

FV1: He tries to correct the errors.

R: Is it before providing chances to the whole class to correct the errors or after?

FV1: First, he provides chances to the whole class.

R: Eh?

FV1: Then the teacher makes it clearer.

R: Ok! Very good. Does your teacher provide you direct correction on your oral errors?

FV1: Yes.

R: When does he provide you correction? For instance, some teachers provide direct correction as soon as you make oral errors. Some others provide clues on the oral errors and let the learner to self-correct the errors. In this case, the teacher provides correction after such processes. When does your teacher provide you correction in relation to this?

FV1: Our teacher also does the same.

R: Any clarification...

FV1: He first provides us clues on our oral errors so us to correct the errors ourselves. Then, he helps us to correct the errors.

R: Ok! Very good. What do you feel on the provision of your teacher's oral error treatment (supportive oral error feedback) on your response in self-correction in general? How about your feeling in relation to your classmates?

FV1: As we correct the oral errors in collaboration with each other, it is very good. Its effect is also good.

R: Very good. Thank you very much for your cooperation.

FV1: I also thank you.

STUDENT: 4

R: Ok! I first thank you for your cooperation to this interview.

FV2: I also thank you.

R: After this, I would like to ask you some questions. As a student of Secretary, you learn English language as a common course...

FV2: Yes.

FV2: Yes.

R: Let's say you make oral errors.

FV2: Yes, yes.

R: When you make oral errors?

FV2: Eh...he provides me oral feedback.

R: Ok! If you receive oral feedback from your teacher, does it help you to correct your errors?

FV2: If I fail to understand something, the teacher helps me to understand it.

R: Ok! It is ok. The teacher provides you with oral feedback.

FV2: The teacher provides me with oral feedback.

R: The teacher provides me with oral feedback.

FV2: Yes.

R: Ok! Eh...ok. The teacher provides me with oral feedback.

FV2: Yes.

R: When does the teacher provide you with oral feedback?

FV2: Yes.

R: Some teachers provide oral feedback. Some do not.

FV2: Yes. If the teacher provides oral feedback, it helps me to correct my errors.

FV2: Yes.

R: If whole-class feedback is provided, does it help you to correct your errors?

FV2: Yes.

R: Which ways does the teacher provide oral feedback?

FV2: Ok! My teacher provides me with oral feedback to correct my errors.

R: Eh...ok. The teacher provides me with oral feedback to correct my errors.

FV2: I am not sure.

R: Ok! In general, does the teacher provide oral feedback?

FV2: Yes.

R: I think you make oral errors when you learn English language in the class. How often do you make such errors in your opinion?

FV2: I make many oral errors in the class. As they are not such many, I make some oral errors. For instance, I may make grammar and some vocabulary errors when I try to use them in relation to their contexts.

R: Ok! Does your teacher provide you oral feedback when you make oral errors?

FV2: Means?

R: Eh... oral feedback such as supportive oral error feedback (clues), question that helps you to self-correct your errors or other oral feedback strategies. Does he provide you such oral feedback strategies?

FV2: Yes.

R: What oral feedback strategies does he provide you in the class?

FV2: Means?

R: Oral feedback strategies like question, repetition, giving clues or others?

FV2: Yes. The teacher provides us different questions and lets us refer to dictionaries as well as giving comments to study grammar well.

R: Ok! Of the mentioned oral feedback strategies (such as question-which may help the learners to get clues on errors, clues- which help learners to find the answer for the error, and provide- which helps the teacher to give direct correction on errors and so on, which of them do you think are supportive for you and your classmates?

FV2: What I usually focus on is on the provision of teacher's clues to me on my oral errors so as to self-correct them.

R: Eh...it is ok. Ok! Very good. Next to this, does your teacher supportive oral error feedback strategies enable you to self-correct your oral errors in class?

FV2: Yes.

R: How is it? Would you explain it?

FV2: On feedback?

R: Eh.

FV2: I may self-correct the errors based on my teacher's clues on them.

R: Do you self-correct your oral errors?

FV2: Yes, I self-correct using information.

R: Eh...ok.

FV2: I self-correct based on information.

R: It is ok! Next to this, do your teacher's oral feedback strategies enable you to self-correct your oral errors in peers in class?

FV2: Yes.

R: Eh...how do correct them?

FV2: For instance, if the teacher doesn't answer my question when I ask him, he provides chances to learners to answer that question. If students don't answer it, the teacher provides me the answer or he may refer to a material and then answer it immediately.

R: Eh...for instance, you give an answer when a teacher asks you a question...

R: I think you make oral errors when you learn English language in the class. How often do you make such errors in your opinion?

FV2: I make many oral errors in the class. As they are not such many, I make some oral errors. For instance, I may make grammar and some vocabulary errors when I try to use them in relation to their contexts.

R: Ok! Does your teacher provide you oral feedback when you make oral errors ?

FV2: Means?

R: Eh... oral feedback such as supportive oral error feedback (clues), question that helps you to self-correct your errors or other oral feedback strategies. Does he provide you such oral feedback strategies?

FV2: Yes.

R: What oral feedback strategies does he provide you in the class?

FV2: Means?

R: Oral feedback strategies like question, repetition, giving clues or others?

FV2: Yes. The teacher provides us different questions and lets us refer to dictionaries as well as giving comments to study grammar well.

R: Ok! Of the mentioned oral feedback strategies (such as question-which may help the learners to get clues on errors, clues- which help learners to find the answer for the error, and provide- which helps the teacher to give direct correction on errors and so on, which of them do you think are supportive for you and your classmates?

FV2: What I usually focus on is on the provision of teacher's clues to me on my oral errors so as to self-correct them.

R: Eh...it is ok. Ok! Very good. Next to this, does your teacher supportive oral error feedback strategies enable you to self-correct your oral errors in class?

FV2: Yes.

R: How is it? Would you explain it?

FV2: On feedback?

R: Eh.

FV2: I may self-correct the errors based on my teacher's clues on them.

R: Do you self-correct your oral errors?

FV2: Yes, I self-correct using information.

R: Eh...ok.

FV2: I self-correct based on information.

R: It is ok! Next to this, do your teacher's oral feedback strategies enable you to self-correct your oral errors in peers in class?

FV2: Yes.

R: Eh...how do correct them?

FV2: For instance, if the teacher doesn't answer my question when I ask him, he provides chances to learners to answer that question. If students don't answer it, the teacher provides me the answer or he may refer to a material and then answer it immediately.

R: Eh...for instance, you give an answer when a teacher asks you a question...

FV2: Yes.

R: Let's say you make an error.

FV2: Yes, yes.

R: When you make errors, does your teacher provide you clues on them or not?

FV2: Eh...he provides us clues.

R: Ok! If you fail to self-correct your oral errors after the provision of clues, does your teacher provide chances to correct them in peers or does he correct them himself?

FV2: If I fail to self-correct the errors after the provision of clues on them, he provides chances to my peers to correct them.

R: Ok! It is ok. If you and your peers fail to correct the errors, does your teacher provide direct correction on them or does he provide chances to whole class to correct them?

FV2: The teacher may already correct them.

R: The teacher may correct them...

FV2: Yes.

R: Ok! Eh...ok, when I go to the next question, does your teacher correct your oral errors in class?

FV2: Yes.

R: When does he correct them? For instance, you may make oral errors when your teacher asks you questions...

FV2: Yes.

R: Some teachers may provide students direct correction immediately when you make oral errors. Some others may provide them clues on their errors rather than direct correction.

FV2: Yes. If clues are given, you self-correct your oral errors. If you fail to self-correct, the teacher may provide chances to peers to correct the errors. If these both ways fail, the teacher may provide chances to the whole-class to correct the errors.

FV2: Yes.

R: If whole-class correction fails, the teacher provides direct correction on your errors as last option.

FV2: Yes.

R: Which ways does your teacher follow in correcting your oral errors in relation to the above ways?

FV2: Ok! My teacher asks me different questions and provides me clues on my oral errors if I make them. He, then, provides us chances to my peers to correct the errors if I fail to self-correct them. If this fails, the teacher provides correction himself.

R: Eh...ok. Very good. When I go to the next and final question, what do you feel on the provision of your teacher's supportive oral error feedback on your response in self-correction? How about you're feeling in case of your classmates? How do you see or evaluate it?

FV2: I am not clear here.

R: Ok! In general, there is oral error treatment...

FV2: Yes.

R: Eh...your teacher provides you supportive oral error feedback and you self-correct your errors.

FV2: Yes.

R: You told me that your teacher provides chances to your peers to correct the errors if you fail to self-correct them. Then, the teacher provides chances to the whole-class to correct the errors if peer-correction fails. If this fails, teacher corrects the errors himself as last option.

FV2: Yes.

R: What do you feel in the process of such oral error correction in your opinion?

FV2: I feel that it is very good. Let it be continue.

R: How do you feel the process in relation to your classmates as they are, I think, with you?

FV2: As we do the same thing in the class, I think it is also good for them.

R: Ok! Thank you for your cooperation.

FV2: Ok! I also thank you.

Appendix-E: Questionnaire for Students

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Questionnaire for Students

Dear student,

This questionnaire is designed for a research purpose. It is prepared to collect some relevant information about the effects of teachers' oral error treatment (supportive oral error feedback) on students' behavior in error correction in the EFL classroom. Therefore, the researcher kindly requests you to give your honest response.

Your cooperation in completing the questionnaire frankly will have a great contribution to the success of this study.

Don't write your name.

Thank you in advance!

Direction-I: Please, fill the following personal information about yourself. **Personal Information**

Sex: _____

Age: _____

College: _____

Department (section): _____

Grade (level): _____

Direction-II: Please, mark with a tick (✓) in ONLY ONE of the five spaces among the given alternatives below in front of statements. First decide and then tick what real feeling you have in each of the statements.

No.	Statements	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Oral errors that affect meaning and communication are more important for learners to pay particular attention than oral errors which don't affect meaning and communication.					
2	My teacher always corrects my oral error(s) him- or herself before providing me supportive feedback (clues) on them.					
3	My teacher always provides me supportive feedback (positive reaction) on my oral error(s), which helps me to promote learning.					
4	My teacher's supportive feedback (clues) on my oral errors are always clear.					
5	My teacher's supportive feedback (clues) on my oral errors are not always specific.					
6	My teacher always provides me supportive feedback (clues) on my oral errors immediately.					
7	My teacher always provides me opportunities to self-correct my oral errors.					
8	Our teacher does not provide us opportunities to correct our oral errors in peers when self-correction fails.					
9	Our teacher provides opportunities to the whole -class to correct one's oral error(s) when self- and peer-correction fail.					
10	I am happy to self-correct my oral errors when my teacher provides me supportive feedback (clues) on them clearly.					
11	It is very difficult for me to self-correct my oral error(s) when my teacher's supportive feedback (clues) on them is (are) not specific (detailed) one(s).					
12	It is very difficult for me to self-correct my oral errors when our teacher does not provide me supportive feedback (clues) on them immediately.					
13	I am not happy to correct oral errors of my peer(s) when he or she fails to self -correct.					
14	I am very happy when my teacher provides opportunities to my peer(s) to correct my oral errors after I fail to self-correct.					
15	I feel encouraged when our teacher provides opportunities to the whole- class to correct one's oral error(s) after self-and peer-correction fail.					
16	I feel very happy when our teacher corrects our oral errors only after self-, peer-, and whole- class correction fail respectively.					

If you have any comments on the questionnaire, you can write it at the back of this sheet.

Appendix F: Questionnaire for Students in 'Amharic'

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ትምህርት ቤት

የውጭ ቋንቋዎችና ስነ ጽሑፍ ትምህርት ክፍል

የተማሪዎች መጠይቅ

ውድ ተማሪ፣

ይህ መጠይቅ የተዘጋጀው ለጥናትና ምርምር ጠቀሜታ እንዲውል ነው። መጠይቁ ሲዘጋጅ እንግሊዝኛ ቋንቋን እንደ ውጭ ቋንቋ በሚማሩ ተማሪዎች ላይ የመምህራን የንግግራዊ ስህተት እርምጃ/ የንግግራዊ ስህተት ግብረ-መልስ/ በተማሪዎች የስህተት እርምጃ መልስ አሰጣጥ ውጤት ዙሪያ አንዳንድ አስፈላጊ የሆኑ መረጃዎችን ለመሰብሰብ ነው። በመሆኑም ለመጠይቆቹ ትክክለኛውን መልስ ትሰጥ/ጭ/ ዘንድ አጥኚ ው በአክብሮት ይጠይቃል።

መጠይቁን በትክክል ለመሙላት የአንተ/ች/ ቅን ትብብር ለጥናቱ መሳካት ትልቅ ድርሻ ይኖረዋል።

ስም መጻፍ አያስፈልግም

በቅድሚያ አመሰግናለሁ!

ትዕዛዝ- I: ስለ ራስዎ ግላዊ መረጃ የሚከተሉትን እንዲሞሉ ይጠየቃሉ።

ግላዊ መረጃ ፆታ _____

ዕድሜ _____

የኮሌጁ ስም _____

ትምህርት ክፍል _____

የክፍል ደረጃ _____

ትዕዛዝ- II: ከዚህ በታች ከተሰጡት አምስት አማራጮች መካከል አንዱን ብቻ በመምረጥ በያንዳንዱ አረፍተ ነገር ትይዩ ባዶ በታ ላይ የጭረት ምልክት (✓) ያድርጉ። ለአያንዳንዱ አረፍተ ነገር የተሰማዎትን ትክክለኛ ሐሳብ በመወሰን የጭረት ምልክቱን ይጠቀሙ።

ተ.ቁ	ዐረፍተ ነገሮች	አማራጮች				
		በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	እልስማማም	በጣም እልስማማም
1	ተማሪዎች ፍቺና ተግባራትን /meaning and communication/ ከሚያደናቅፉ የንግግር ስህተቶች ይልቅ ፍቺና ተግባራትን ለሚያደናቅፉ የንግግር ስህተቶች ልዩ ትኩረት ቢሰጡ የበለጠ ጠቀሜታ አለው።					
2	አስተማሪዬ አጋዥ የንግግር ስህተት ግብር-መልስ (ፍንጭ) ከመስጠታቸው በፊት					

Appendix-G: Questionnaire for Teachers

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Questionnaire for Teachers

Dear Teacher,

This questionnaire is designed for a research purpose. It is prepared to collect some relevant data about the effects of teachers' oral error treatment (supportive oral error feedback) on students' behavior (response) in error correction in the EFL classroom. Therefore, the researcher kindly requests you to give factual response.

Your cooperation in completing the questionnaire genuinely will have a great contribution to the success of this study.

Don't write your name.

Thank you in advance!

Direction-I: Please, fill the following personal information about yourself. **Personal information**

Sex _____

Age _____

College you work for: _____

Subject you teach; _____

Field of study (Major): _____

Qualification: _____

University you graduated from: _____

Work experience: _____

Direction-II: Please, mark with a tick (✓) in ONLY ONE of the five spaces among the given alternatives below in front of each statements. First decide and then tick on what actual feeling you have in each statements among the alternatives.

No.	Statements	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teachers should pay particular attention to students' oral errors that affect meaning and communication more than oral errors that don't affect meaning and communication.					
2	I sometimes provide direct correction to my students' on their oral errors immediately.					
3	I sometimes provide non-supportive feed back (negative reaction) to my students on their oral errors in the EFL classroom.					
4	I always provide supportive feedback (positive reaction) to my students on their oral errors, which help them to promote learning.					
5	I don't always provide supportive feedback (clues) to my students on their oral errors clearly.					
6	I always provide supportive feedback (clues) to my students on their oral errors specifically.					
7	I always provide supportive feedback (clues) to my students on their oral errors immediately.					
8	I don't always give chances to each of the learners to self-correct his or her oral error(s).					
9	I always give chances to each of the learners to correct his or her oral error(s) in peers when self-correction fails.					
10	I always provide chances to the whole-class to correct one's oral errors when self-and peer-correction fail.					
11	I don't always provide supportive feedback (clues) to my students on their oral errors, which help(s) them to correct the errors themselves.					
12	When students fail in correcting their oral errors in self-, peers-, and whole-class correction, I always provide them correction.					
13	Students always feel happy, to correct their oral errors themselves when I provide them supportive feedback (clues) on their errors.					

If you have any comments on the questionnaire, you can write it at the back of this sheet.

Declaration

This thesis is my original work and has not been presented for a degree in any university and all the sources used are also duly acknowledged.

Mengesha Borele

Name

MB

Signature

18/06/09

Date