

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

**Exploring the Practice of Student-Teacher's Oral Interaction
in EFL Classes: Pawe Preparatory and Senior Secondary
School in Focus**

By



Esubalew Getnet

June, 2011

Addis Ababa University

**EXPLORING THE PRACTICE OF STUDENT-TEACHER'S ORAL
INTERACTION IN EFL CLASSES: PAWE PREPARATORY AND
SENIOR SECONDARY SCHOOL IN FOCUS**

**A Thesis Submitted to the Department of English in partial fulfillment
of the Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)**

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Table of Contents

Title	Page
Acknowledgements	i
Table of Contents	ii
List of Tables.....	iii
Abstract	v
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.3.1 General Objective of the Study.....	3
1.3.2 Specific Objectives of the study.....	4
1.4 Significance of the Study	4
1.5 Scope of the Study.... ..	4
1.6 Limitations of the study.....	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	5
2.1 Overview of the Literature.....	5
2.2 Student-Teacher Oral Interaction	5
2.3 Teachers Talk in EFL Classroom	6
2.3.1 The Amount of Teacher Talk	7
2.4 Pupils Talk in EFL Classroom.....	8
2.5 Initiation- Response- Evaluation (IRE) pattern	9
2.6 Initiation-Response-Feedback (IRF) and Dialogue Interaction Pattern.....	9
2.7 Questioning Behavior	11
2.7.1. Types of Questions	12
2.8 Wait Time.....	13
2.9 Feedback and Error Treatment.....	14
2.10 The Importance of Student-Teacher Oral Interaction	14
2.11 Verbal Teaching Behavior	15

2.11.1 Direct Teaching Behavior.....	15
2.11.2 Indirect Teaching Behavior	15
2.12 Factors Affecting Students' Oral Performanc.....	15
2.12.1 The Meddling of Mother Tongue.....	15
2.12.2 Poor Background Speaking Experience	16
2.12.3 Seating Patterns/Arrangements.....	16
2.12.4 Fear to Speak in Front of Class	17
2.12.5 Teacher-Centered Classroom	17
2.12.6 Lack of Techniques to Motivate Learners.....	17
2.12.7 Socio-Cultural Constraints	18
2.13 Review of Related Works.....	18
CHAPTER THREE: RESEARCH METHODOLOGY.....	20
3.1 Subjects	20
3.2 Instruments for Data Gathering	20
3.2.1 Observation.....	21
3.2.2 Questionnaire	22
3.3 Procedures	22
3.4 Methods of Data Analysis	23
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION	24
4.1 Data Analysis and Discussion Based on the classroom	
Observation	24
4.1.1 Descriptions of classroom Events-class-'D' First	
Round Visit	24
4.1.2 Descriptions of classroom Events-Class 'A' First	
Round Visit	28
4.1.3 Descriptions of classroom Events-class 'A' second	
Round visit.....	32
4.1.4 Descriptions of Classroom Events-Class 'D' Second	
Round Visit	35
4.2 Analysis and Discussion of Students' Questionnaire.....	37

4.3 Analysis and Discussion of Teachers' Questionnaire	45
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS.....	51
5.1 Conclusions	51
5.2 Recommendations	53
BIBLIOGRAPHY	55
APPENDICES	58
Appendix-A.....	58
Transcriptions	
Appendix-B.....	76
Amharic Version	
Appendix-C.....	82
EFL classroom Observation Checklist	
Appendix-D.....	83
Inter observer agreement	
Appendix-E.....	84
Flanders' Interaction Analysis Categories (FIAC)	
Appendix-F.....	85
Foreign Language Interaction Analysis (FLINT) System	
Appendix-G.....	87
Symbols used in the Transcriptions	

List of Tables

Table 1: Student-Teacher Oral Interaction Analysis for Class 'D' First Round Visit	27
Table 2: Student-Teacher Oral Interaction Analysis for Class 'A' First Round Visit	31
Table 3: Student-Teacher Oral Interaction Analysis for Class 'A' Second Round Visit.....	34
Table 4: Student-Teacher Oral Interaction Analysis for Class 'D' Second Round Visit.....	36
Table 5: Amount of Talking Time	38
Table 6: Questioning practices.....	39
Table 7: Wait time	41
Table 8: Feedback and Error Treatment	42
Table 9: Attitude Questions	44
Table 10: Amount of talking Time	45
Table 11: Questioning practices.....	46
Table 12: Wait Time.....	47
Table 13: Feedback and Error treatment	48
Table 14: Attitude questions	50

Acronyms

L1= First Language

L2= Second Language

EFL= English as a Foreign Language

IRF=Initiation Response Feedback

IRE=Initiation Response Evaluation

MOE= Ministry of Education

TT= Talk Time

TTT= Teacher Talk Time

STT= Students Talk Time

ABSTRACT

This study explored the practice of Student-Teacher's oral interaction in EFL classes: Pawe Preparatory and Senior Secondary School, in Benishangul Gumuz Regional State is the focus of the study). The study involved 93 participants out of 278 grade 11th students. In other words, the study covers 1/3 of the targeted population. It also included 4 randomly selected English teachers. As the students were grouped into 4 sections, simple random sampling techniques were employed to determine the specific representative sample wanted from each section. To collect data from the subjects, the study utilized observation using audio recordings as a major tool and questionnaire for both students and teachers. Two selected sections were observed twice each. The recordings were played repeatedly to see, the amount of talking time, the questioning practices, wait time, and the provision of feedback during student-teacher's oral interaction practices. The talk was analyzed based on the Flint system adapted from Moskowitz, 1971. The questionnaires of both the students and the teachers were analyzed by grouping the similar items together using tabular frequency and percentage. The results showed that teachers dominated the amount of talk, they forwarded short answers and/or knowledge or factual information questions and none of the students in turn asked the teacher question, not tolerating till response came from the students, interrupting learners while expressing their responses/ideas for error correction are the results obtained. Besides, fear to speak in front of the class, inability to understand easily the teacher's instruction and inconvenient classroom seating which impedes students' oral practices were what they considered as the barriers of their oral performance development. Thus, based on the findings, conclusions were drawn and recommendations were made.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The aim of teaching a language in general and speaking in particular is to get students become communicatively competent (Rivers,1981). In other words, learners in a language class not only learn to construct sentences, but also to develop the ability to interact using the language they learn for various communicative purposes.

Specifically, the main purpose of teaching English in the Ethiopian system of education is to help students attain communicative language ability for academic purposes.

Traditionally, the teaching of oral skills was considered most difficult, especially in English as a Foreign Language classroom situation. Probably, this is because of little or no exposure of learners outside the classroom or may be because of lack of opportunities to practice speaking in real-life communicative settings. Mainly, outside the classroom learners never talk unless they have a reason to speak the language in any case (Brown, 1994).

Besides, teachers are usually the ones who select and initiate topics for conversation and restrict students' responses. In other words, teachers tend to dominate the interaction and speak for most of the time because they think that close and persistent control over the interaction is a precondition for achieving their instructional goals.

Language learning environment that encourages students to interact and practice in the pragmatic and authentic use of language for meaningful purposes, on the other hand, can surely develop and enrich students' interactive or communicative proficiency which in turn motivate to achieve their learning.

Thus, suitable classroom activities that should have dynamic effect to move learners from predetermined textbook tasks to a lively interactive, reflective, or expressive behavior are important where learners get sufficient time and chance to practice English in its actual use independently of the teacher

(Hedge, 2000 and Brown, 1994). This type of situation helps students in order to create an opportunity to practically explore their knowledge of the language and use it to express their own thoughts and intentions.

Accordingly, oral interaction in EFL classroom promotes language learning as it provides the students with opportunities to practice the target language with each other. What is more, practical student-teacher oral interaction facilitates learners to decompose the target language structure and derive meanings from various classroom events.

Therefore, practices that develop learners' ability to express themselves through speech seem an important component of a language course. Thus, one of the measures to be taken for the improvement of students speaking skills is studying how the practice of student-teacher oral interaction is being carried out. The purpose of this research is, therefore, to explore the practice of student-teacher oral interaction in EFL classes.

1.2 Statement of the Problem

As literatures indicate, verbal interaction is one of the most challenging tasks in the practical classroom setting. According to, Byget, (1987), one of the worst tasks in a foreign language teaching is the problem of how EFL teachers provide learners with better opportunities to be able to practice the language interactively.

It is mostly agreed that speaking has not been given due attention. The teaching of speaking skill is more demanding on the teachers than the teaching of any other language skills. Besides, it is an intimidating challenge for learners to interact using the language effectively and in many ways in undervalued skill.

One of the main reasons for low oral performance by many language learners is simply they are not given sufficient opportunities and time to practice the target language in the real practical classroom seating.

Locally, Sisay, (1999), says if we take a thorough look at the practice in the teaching of speaking skill in English that is going on in Ethiopian high

schools today, we may observe multi-faceted and deep-rooted problems such as focusing on the grammatical aspects of the language and inability to communicate orally. Furthermore, he asserts that even if student-teacher oral interaction is vital, there are teachers who perceive these practical activities in a different way. But, the interactive and practical situation between them determines learners' desire for speaking the language.

In general, even if students are exposed to English language learning starting from primary level and also used as a medium of instruction in secondary schools, from my experience, their oral performance in asking questions, giving response and generally in oral participations they are still inefficient. Similarly, their comprehension of spoken English is inadequate. This happens because both teachers and students focus on the structural aspects of the language (Sisay, 1999). Thus, this situation initiates me to study on the area.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The purpose of this study was to explore the practice of Grade 11 Student-Teacher's oral interaction in EFL classes.

1.3.2 Specific Objectives of the study

To this end, the specific objectives of the study were to:

1. compare the amount of the teachers and the students talk time
2. see the questioning practice of the teachers and the students
3. see the teacher's wait time for students' response
4. see the behavior of the teacher in feedback provision
5. identify factors that affect students' oral performance

In order to address the above stated objectives, the following basic research questions were raised to be answered in the course of the study:

1. Who is talking more in the classroom: the teacher or the students?
2. What does the questioning practice of the teacher and the students looks like?

3. Does the teacher give enough time for students' response?
4. What does the behavior of the teacher looks like in feedback provision?
5. What are the factors that affect students' oral performance?

1.4 Significance of the Study

The results of this study may give an important insight for language teachers on how different practices influence students' attempt in developing their speaking skill in varied contexts of student-teacher oral interaction in EFL classes. Besides, it may add a conceptual framework to classroom pedagogical practices and may also point out where adjustments are to be made to create better learning opportunities for students. Lastly, it may be significant for other researchers in that they can make use of it as a springboard for further studies.

1.5 Scope of the study

This study is thematically delimited to the practice of student-teacher oral interaction in EFL classes. Regarding to the site, it is delimited to Pawe Preparatory and Senior Secondary School (i.e. Benishangul Gumuz regional state). However, it would have been very comprehensive if other schools are also part of the study.

1.6 Limitations of the study

The first limitation of this study comes from the amount of classroom observations made. Only two sections were observed each two times. But, it would have been very crucial if more observations were made. Secondly, since the study was made on one school it may not be possible to generalize the conclusions and the findings for other schools.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview of the Literature

The idea of learning by doing through expressing one's idea and learning from differential experiences has come to be valued over a mere simulation of language behaviors. Therefore, negotiations of meanings become more favored over grammatical drill exercises; and as well functional and interactional language behaviors appear to be at the center of most language classroom practices. Especially, student-teacher oral interaction activities that provide comprehensive input and representative experiences of the real-world communicative demands are becoming of the most important concerns of pedagogical perspectives. Similarly, the beliefs of teacher dominating of the classroom talk time and teacher initiative of learning has become learner followed and cooperative learning.

Moreover, what different researchers or scholars said about oral interaction are tried to review in the following sections. Among these: the behavior of teachers and students talk in EFL classroom, different dialogue interaction patterns, teacher's wait time and questioning behavior, teacher's feedback and discourses analyzing teaching behavior, and factors that affect students oral performances are the points incorporated. Finally, what local researchers found are also tried to include.

2.2 Student-Teacher Oral Interaction

In EFL classroom, the teacher often asks questions to learners and answers the questions and vice versa; or the teacher participates in learning activities (Tuan, 2010). Such oral interactions take place between the teacher and the class and/or small groups in the class and/or individuals (p.31). In this case,

Most of the time teacher talks in class hardly ever giving students chance to talk except when she /he occasionally ask them questions. Even on such occasions because she/he insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive (Chaudron, 1988:17).

Likewise, Van Lier, (1988), states that in most EFL classroom students have only very restricted opportunities to participate in the EFL classroom.

Therefore, this kind of interaction does not clearly provide a motivating learning environment. However, teaching is always a shared-relationship job. It involves the participation from many people.

Furthermore, Brown, (1994), recommends TT should not occupy the major proportion of a class hour; otherwise, the teacher is probably not giving students enough opportunities to talk. Harmer, (1991:49), also says to foster learners to produce communicative output, they should be engaged in real communicative activities.

2.3 Teachers Talk in EFL Classroom

Flanders, (1970), says two thirds of classroom time consists of talk, and that talk is teacher talk (TT). This rule is often quoted to show how in most classrooms, the time available for every individual learner to talk is extremely limited. This is especially important if, as is currently the case, interaction by learner is regarded as a major vehicle for foreign language learning. Recent studies indicate that little exchange in this pattern, revealing that TT does little to foster exploratory talk or risk taking. Instead TT restricts the quality of pupil talk by controlling both the form and content of pupil responses to teacher-initiated questions or requests for verbal behavior (Long, 1984).

As a tool of implementing teaching plans and achieving teaching goals, TT plays a vital role in language learning. As Nunan, (1991), points that TT is of crucial importance, not only for the organization of the classroom but also for the process of successful learning. TT is important because it is probably the major source of comprehensible target language input the learner is likely to receive. The amount and type of TT is even regarded as a decisive factor of success or failure in EFL classroom teaching.

The classroom exclusively comes to be an ideal place for learners to learn English if it allows learners to be in continuous contact with teachers who speak the target language and with peer learners who can practice the language together to help in learning. The kind of input and interaction that is made available by TT is particularly important (Ibid). Similarly, Ellis,

(1983:143) pointed out in a language lesson; successful outcomes may depend on the type of language used by the teacher and the type of interactions occurring in the classroom.

It can be concluded that TT in the EFL classroom serves as at least two functions. Firstly, it serves as a valuable input of language exposure. Secondly, it is used in different ways to generate the interaction, to make the input comprehensible and consequently make the learning take place (Chaudron, 1988).

2.3.1 The Amount of Teacher Talk

According to SLA theories, both teachers and students should participate in language classroom activities. Teachers have to face two tasks in language classroom (1) offer enough high-quality English language input; (2) offer more opportunities for students to use the target language (Chaudron, 1988).

An important issue is whether the amount of TT influences learners L2 acquisition or foreign language learning. Researchers in language classrooms have established that teachers tend to do most of the classroom talk. TT makes up over 70 percent of the total talk (Chaudron, 1988). It is evident that if teachers devote large amounts of time to explanations or management instructions, student talk will be indeed severely restricted.

Regarding this, Nunan, (1991), points that, teachers need to pay attention to the amount and type of talking they do and to evaluate its effectiveness in the light of their pedagogical objectives.

In order to avoid more TTT, many scholars tend to maximize student talk (STT) and minimize TT time (TTT). Besides, the best lessons are ones where STT is maximized. Getting students to speak To use the language they are learning is a vital part of successful language teaching (Harmer, 2000).

In contrast, Wong-Fillmore, (1985), put forward her findings that;

All the success in second language learning occurred in teacher dominated classes. But, little second language learning takes

place in student-center classrooms. In successful classrooms the teacher serves as the main source of input. However, in student-centered classroom, the pupils did not receive so much teacher input and tended to use their L1 when talking among themselves. Therefore, she argued the amount of TT should not be decreased blindly.

If do so, she suggested two conditions to ensure successful language learning: One is the students must have high-level language proficiency so that they can communicate with their teacher and among themselves; the other is there must be enough students who want to communicate in class. If the two conditions do not exist, the decrease of TT time won't lead to successful language learning.

2.4 Pupils Talk in EFL Classroom

Successful peer discussion is characterized by mutual cooperation over the style of discourse and by efforts to sustain the discourse while coming to terms with the general topic (Barnes, 1976).

Besides, the resulting pupil talk falls far short, however, of the exploratory pupil talk of the type described by Barnes, (1976), in which pupils participations in peer-group discussions are involved in comparing observations and perceptions, offering tentative interpretations, conclusions or theories and respecting or monitoring their findings.

Goodman, (1980), says most pupil-talk in modern classrooms still tend to involve pupils in a psycho-linguistic guessing game. The purpose of the game is to guess which way the teacher wants the discussion to develop. The rules require the pupils to make guesses and observe the teachers responses, which, although not necessary explicit, give clues similar, in content if not in form. This approach inevitably increases pupil talk; pupils have to use slightly more language in order to identify the teacher's intention then they use in response to closed questions. Therefore, pupil-teacher talk of the variety can hardly be described as providing a model interaction pattern appropriate for use by foreign language pupils.

2.5 Initiation- Response- Evaluation (IRE) pattern

Commonly referred to as the recitation script or triadic dialogue is the pattern that involves the teacher posing a question to a student to which he or she usually already knows the answer. Students are expected to provide a brief but correct response to the question which is then evaluated by the teacher with such phrases as “Good,” “That’s right,” “No, that’s not right (Hall and Walsh, M, 2002:188).

Similarly, Hall and Walsh, (2002:188), states that the frequent use of the IRE sequence did not allow for complex ways of communicating between the teacher and students. While many of the earlier studies on classroom interaction have argued that prolonged participation in the recitation script provides limited learning opportunities.

In general, it was found that students in classrooms whose interaction was limited primarily to the IRE script were less able to recall and understand the topical content than were students who were involved in more topically-related, participatory discussions (Ibid).

2.6 Initiation-Response-Feedback (IRF) and Dialogue Interaction.

Pattern

This typical interaction pattern in the teacher dominated language classroom follows the initiation-Response-Feedback (IRF) sequence (Tuan, 2010). The percentage of utterances falling in to this three-part structure may be over half about 50% to 60% (Van Lier, 1996). Besides,

Since the IRF structure produces a single pattern of interaction where the teacher both initiates and closes the exchange and the students out put is limited to the response in the second turn. This talking time for the teacher and students are unequal. The teacher controls the topic and general discourse by directing turn taking through the use of questions.

The teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the most common pattern of language interaction between the teacher and students in a classroom (Tuan, 2010). According to, van Lier,

(1996), this model has been characterized as a closed, rather than an open discourse format. Therefore, it makes the lesson less communicative (p. 152). However, the nature of feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience. This pattern supplies learners with more opportunities for meaning negotiation (Ibid).

Tuan, (2010), states that questioning at the third turn helps elicit higher quality talk from students, make the length of their utterances and increases language output. The initiation from the teacher serves as the input of the target language students' performance in the output of language. The feedback from the teacher enhances learner's learning of language. This *IRF* pattern supports and promotes interactions more effectively (Hall and Walsh, 2002; Van Lier, 1996). If the teacher utilizes the third turn to provide further opportunities for interaction rather than using evaluation comment, the *IRF* pattern can be less restrictive. Moreover, Tuan, (2010) states that;

Most teachers produce interaction which feature examples of the IRF and display questions; these are typical of traditional classroom interactions but rarely occur natural or genuine communication.

Hall and Walsh, (2002), points that when the third part of *IRE* sequence contained a teacher evaluation (*E*) of a student response, it severely constrained students learning opportunities. However, if, instead of evaluating student responses, the teacher followed up on their responses (*F*) by asking them to expand on their thinking, justify or clarify their opinions, or make connection to their own experiences, the teacher directed pattern of interaction enhances opportunities for learning.

Subtle changes to the standard pattern of oral interaction, primarily to the third part of the triadic dialogue, can create significantly different language learning environments. The choice of follow-up move determines to a large extent the direction of subsequent talk. Teacher contributions that

evaluated rather than encouraged tended to suppress student participation. Conversely, teacher follow-ups that invited students to expand up on or qualify their responses opened the door to further discussion, and provided more opportunities for learning.

In IRF pattern, the teachers affirmed student participation in the process of knowledge building, challenges students to extend their thinking and engagement with the subject matter, and provided opportunities for them to take ownership of the ideas. These strategies, in turn, helped to create an inclusive classroom culture that valued participation and learning, and ultimately enhances students' academic performances in the language arts classroom.

Thus, it can be concluded that the typical three part interaction exchange is neither wholly good nor wholly bad. Instead, it can only be evaluated by looking at how it unfolds moment to moment on particular occasions in particular classroom contexts (Tuan, 2010).

2.7 Questioning Behavior

The tool used in the direct interaction between the teacher and learners is "*questions*". According to, Corey 1981, cited in Tuan, 2010:32), the teacher questioning is a fundamental and important means of oral interaction. It is considered one of the teacher's initiating activities and facilitates students' language learning by asking questions and initiating responses from students.

The teacher questioning serves purposes such as letting learners present their ideas, testing their understanding knowledge or skills, engaging them actively in participating in learning, stimulating their thinking and letting them to review and practice previously learnt materials.

Therefore, learning occurs as a result of questions; questions serve to focus the objectives of the curriculum; a good teacher is a good questioner (Morgan, 1991 cited in Tuan, 2010). Finally, he asserts that the purpose of question is to motivate, sustain and direct the thought process of the pupil.

2.7.1 Types of Questions

Tuan, (2010), classifies teacher questions into procedure, recall /process questions and closed/ open question. Procedural questions are used as the part of teacher language in giving instructions in classroom. They are for teacher student cooperation and do not require students to produce any language. The recall question language focuses on retrieving knowledge and checking whether learners mastered the previous lessons.

By contrast, with process questions, learners have to go through more complex mental process because the teacher ask them to make a decision, to voice out their opinions as well as to justify or evaluate any given statement or situation which stimulates their thinking and motivates them to deal with the matter (Tuan, 2010).

With closed questions, learners' answers are very narrow in a few words or a short sentence. They encourage learners to find out the facts, or present their knowledge. Open questions require all possible answer. So, they provide learners with more opportunities of interactions at advanced level of thinking and encouraging learners to participate actively in their learning for producing more language output.

Long, (1984), says questioning helps to activate the teacher-learner interaction and ensure that all students participate in their learning. Two questioning techniques for the teacher in EFL classrooms: "referential" and "display" questions. "Display" questions are those questions for which the teacher knows the answers before hand and requires students to display knowledge. It generates interactions that are typical of didactic discourse. This relates to the nature of classroom interaction in that the IRF pattern is the mostly seen type of oral interaction.

With display questions, not only does the teacher evidently know the answers, but students are also more likely to know them. The teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students' participation in the form of "natural"

conversation which is characterized by non-soliciting turn taking (Tuan, 2010:33).

Secondly, “referential” questions are the questions whose answers are not already known by the teacher. Therefore, it has greater potential to generate social discourse. With the purpose for communicating rather than testing the students’ knowledge, it is used when the teacher’s aim is to enhance students’ speaking skills and create a social-like atmosphere in the classroom. Besides, students’ answers to referential questions are more meaningful, longer and subjective in most circumstances (Tusi, 1995).

2.8 Wait Time

Teachers need to take in to account another device: wait time. As (Mary 1986 cited in Tuan, 2010), states that after asking a question, teachers typically wait only one seconds or less for a student response. If the response is not forthcoming in that time, teachers rephrase the question, asks another student to answer it, or answer it themselves. They should allow a few second of silence after posing a question. In any case a suitable pause should last 3-4 seconds of uninterrupted silence.

Wait time is strictly connected to improvements in student achievement and, more exactly, it increases the length of student responses, stimulates the variety of responses offered and decreases students’ failure to respond.

After students complete an answer, teachers often begin their reaction or there next question before a second has passed. The increasing of the pause after student gives answer is equally as important as increasing wait time (Tuan, 2010:35).

Finally, Tuan, (2010:35), states that longer wait time has been found to increase the frequency and enhances the quality of students responses. Besides, the duty of the teacher is to provide guidance and inspiration, decide what questions to ask and how to ask them and create learning situations which stimulate learners to listen, read, write, discuss, ask questions, perform tasks, solve problems or engage in other activities. Whereby, learners will have more opportunities to express their ideas, join classroom activities and interact with the teacher.

2.9 Feedback and Error Treatment ✓

Learning is enhanced when students understand what is expected of them, get recognition from their work and learn from their errors (Danyt, 2006). She further states that effective praise delivered by the teacher could improve the academic achievement of students. Asenafi, (2000), also concludes that teachers did not provide students equal opportunities to respond and they are not praising or motivating them to learn from their mistakes.

Effective feedback includes comments delivered sincerity, comments directly related to student performance rather than on personal aspects, providing conditions in which mistakes are permitted, offering a specific plan for improvement and encouraging them to make efforts that will lead to success (Ibid).

Therefore, teachers should make learners primarily to correct their own errors (i.e. Self-repair). One way of promoting such self-repair may be through increased wait-time. When the learner makes an error, or hesitates, the teacher may pause briefly rather than immediately pouncing on the learner to correct. This gives the learner a chance to self-monitor and self correct (Van Lier, 1988).

2.10 The Importance of Student-Teacher Oral Interaction

Rivers, (1981), writes:

...Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed in real-life exchanges where expressing their real meaning is important to them. They thus have experience in creating messages from what they hear, since comprehension is a process of creation and in creating discourse that conveys their intentions (P.160-2).

In addition, theories of communicative competence emphasize the importance of oral interaction as human beings use language in various contexts to “negotiate” meaning or simply stated, to get one idea out of one mind and into the mind of another person and vice versa (Brown, 1994).

Finally, Nunan, (1988), says student-teacher oral interaction is important to enable students to use the knowledge, opinions or experiences of the target language that they have learned.

2.11 Verbal Teaching Behavior

Verbal teaching behavior includes all the verbal act of the teacher, which occur in the classroom interaction. According to, van Lier, (1996), verbal communication is understood as lecturing, questioning, praising or criticizing pupils etc. TT is categorized by Flanders, (1970), as direct or indirect teaching behavior. Both direct and indirect teaching behaviors have a place in good teaching. Similarly, Celce-Murcia, (1988), indicated ten interaction categories that are subdivided into four broader groups which are from Flanders, (1970). These include direct teacher talk, indirect teacher talk, pupil's response and silence or confusion.

2.11.1 Direct Teaching Behavior

The ten categories of Flanders, (1970), are mutually exclusive and cover all that happens in a classroom. The common features are lecturing, gives directions, criticism or justifies authority and other highly teacher directed activities.

2.11.2 Indirect Teaching Behavior

Indirect teaching behavior includes teacher's talk that indirectly influences pupils. It is characterized by teacher's reliance on accepting student's feelings, acknowledging pupils' ideas, providing praise and encouragement, pupil asking questions and accepting feelings etc.

2.12 Factors Affecting Students' Oral Performance

There are different factors that can affect students' oral proficiency. These are teacher, student, school and classroom-related. The following are the some of them that may hinder the development of students' oral proficiency.

2.12.1 The Meddling of Mother Tongue

A teacher may experience translating main ideas of a given task to be the students' language and this may be taken as a habit whenever the teacher

thinks that students appear confused; instead of trying to create interactive situations or even taking some model students to help others. For instance, Golebiowska, (1990:1), states that;

One of the most difficult challenges in teaching foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom.

2.12.2 Poor Background Speaking Experience ✓

As Teshome, (1988), indicated that students who came to secondary school from different joiner schools have got low language experience, and so, they may not be active in oral interaction. If students lack previous speaking experience, they may not dare to speak English in front of their peers (Tsui, 1995; Byget, 1987). The students would mostly passive or become speechless till the period ends. As soon as the class is up, they may breathe a sigh of relief for being let free from being confined to such lifeless classroom atmosphere. Additionally, the author says;

...It is not rare in many schools that students keep quite all through the lesson while the teacher busily performs all by herself; ironically, as soon as the bell rings for the end of the conversation class, the students burst out with a surging storm of talk in their mother tongue as they have finally found an out let for their voices.

2.12.3 Seating Patterns/Arrangements ✓

According to, Byrne, (1986:1), the arrangements of the classroom which rarely favors communication can be taken as one of the inhibitive variables that can influence students attempts to make better oral production practices.

Besides, there will be classes in which little attention is given to how the seating arrangements for oral discussions should be made and to whether the classroom is suitable for oral production practice or not. As a result, such condition may interfere in students' effort to speak the language (Fisiha, 2007).

2.12.4 Fear to Speak in Front of Class

As Mekonnen, (1998), points that fear of making mistakes or embarrassment, or putting oneself on the defensive side are some of the concerns that observed on students. Thus, one can realize that such factors can hinder students' efforts to express their own ideas orally.

He also says the major factors related to students may fail to give oral responses, and this is not necessary because they do have low English Proficiency, but because they do not know how to express their ideas in English. To some extent, some students are laughed at by their peers. So, in front of their peers, some students may lack confidence to speak in English (Ibid).

2.12.5 Teacher-Centered Classroom

According to Tusi, (1995), confirms, in teacher-centered oral interaction, a teacher's talk accounts for more than 70% of the class time. It is mostly the teacher who initiates, determines, and decides the nature and patterns of student-teacher oral interactions. Byget, (1987), also says the reason might be that students may be reluctant to engage in oral interaction activities. Similarly, Shumin, (1997), states the reason saying;

We can not force learners to take part actively in student-teacher oral interaction activities, because oral interactions are not the result of forced students involvement, rather the need to talk should come from them.

2.12.6 Lack of Techniques to Motivate Learners

The simplest technique is getting students, first, to talk about classroom routines such as a apologizing for being late or not completing exercises, talking about some general points related to homework, revising or summarizing the previous lesson and so on. These techniques do not only help students to motivate their psychological readiness, but more importantly it may create a sense of naturalness to interact and communicate effectively (Rivers, 1987).

2.12.7 Socio-Cultural Constraints

According to, Hedge, (2000), students' socio-cultural background can determine the conditions in which certain behavior should be manifested and how it should be acted out; and the general working behaviors of pair or group discussions. It can, therefore, determine who should speak, how and when to express one's opinions or feelings in a conversation or in a social setting.

Similarly, Tsui, (1995), states that some students who are asked to respond would be unwilling to speak properly. This is, perhaps, because this behavior of students may be affected by cultural factors (p.8). Brown, (1994:24), also says students' cultural assumptions about the purpose of a given interaction and its outcomes can influence the nature of their participation and interactions in the classroom.

Learners must have oral competence, which includes knowing what users of the target language expect socially and culturally (Hedge, 2000; Shumin, 1997; Tsui, 1995). They need to acquire the knowledge of what comments or feedback are appropriate and what are wrong; how to interfere in a conversation; how to ask for repetition or clarification; how to express one's opinions or ideas, which, perhaps, opposes others' and so on (Tsui, 1995).

It is, thus, important for EFL teachers to be aware of such cultural impacts on students' attempts to express themselves orally.

2.13 Review of Related Works

If we look at local studies, Sisay, (1990), found that in the classroom, teachers do most of the talk and pupils talk is very low. He further said that most of the teachers talk is direct, including lecturing and giving instructions. Due to this students are forced to take a passive rôle that results independently on the teacher.

Using Bellack et al, (1986), Tamene, (2000), also found that teachers are responsible for most of the moves in the language classrooms. They structure, solicit, and react. In contrast, students' participation in these

moves of language is typically confined to responding to teachers' questions. Moreover, he concludes that;

It is the teacher who makes all the decisions, s/he continually organizes his talk as a lesson-long phenomenon and it is his talk which officially constitutes the lesson. Pupils are officially limited to making or trying to make contributions to his talk, their participation is not on their own terms but on his; they are expected to listen to what he says and follow his development of the topic to 'learn.'

Similarly, in his study of classroom interaction and its influence on the development of trainees speaking skills at technical and vocational training institutes, Daniel, (2007), found that the beliefs of both trainees and teachers on the importance of classroom interaction to promote English language learning was crucial. Moreover, he concluded, teachers merely use of lecturing method, not using group work activities, interrupting learners while they are expressing their ideas, and teachers not encouraging learners to participate are some of the problems that were taken as the impediments of trainees development of speaking skills.

Therefore, in this study, among the types of classroom interactions, the study will focus on the practice of student-teacher oral interactions. The methodology used to see this is described below:

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter deals with the research design. It describes the participants who took part in the study including how they were selected. It also discusses the procedures followed to carry out the research.

Mainly, the research was designed to explore the practice of Student-Teacher oral interaction in EFL classes. Thus, a descriptive research method was used.

3.1 Subjects

The target population of this study was Pawe Preparatory and Senior Secondary School English language teachers and Grade 11th Students (i.e. in Benishangul Gumuz regional state) in the academic year of 2010/11. The total population of English language teachers were 7, whereas, the total population of Grade 11th Students on which the study mainly focused were 278.

To determine the sample size of Teachers, simple random sampling techniques was used and 4 randomly selected teachers were taken.

Similarly, the target population of Grade 11th Students were grouped into 4 sections- that was 11th A =80, 11th B =97, 11th C = 86, and 11th D = 91 respectively. Therefore, to determine, again, their sample size, from the four sections, 93 of them were taken randomly in order to get the representative sample of each section/group. That was from 3 sections, 23 Students and from 1 section 24 Students were selected randomly. Totally 1/3 of the total populations of the subjects were selected.

3.2 Instruments for Data Gathering

To collect the necessary data, the researcher employed two different instruments of data collection: observation and questionnaire. These tools were used as follows:

3.2.1 Observation

Since observation was the major tool of this study, the study greatly depended on observation of Student-Teacher oral interaction in English classrooms.

To make the study reliable, the observations were made by the researcher and a co-observer. Before the actual observation took place, the researcher tried to train the co-observer on how to observe and tally using the designed checklists for this study, which were adapted from (Moskowitz, 1971, in Kidane, 2006).

Thus, from two randomly selected classes, the researcher has done two round visit in each class. As the researcher wanted to analyze the questioning practice, the teacher's behavior in feedback provision, wait time and amount of talking time, audio recording was found to be appropriate.

During the actual classroom observation, the co-observer was recording and ticking the observation checklists while the researcher was also taking notes and ticking the observation checklists. Except section 'D' which was recorded for 28 minutes, the rest 3 visits were recorded for the whole 45 minutes. For this reason, the four round class lessons were transcribed and coded using the interaction analysis categories proposed by (Flanders, 1970:34). To see the above mentioned practices and behaviors, the researcher used tallying hash marks categories from (Flanders, 1970:38). Likewise, I tried to describe and interpret the lesson of the two classes. The transcriptions will be analyzed by replaying the events of the teaching-learning process that were recorded. The average time of coding every classroom event was 20-25 tallies per minute or 3 seconds for every event (ibid: 37).

3.2.2 Questionnaire

To cross-check the data gathered from the observation the researcher also used questionnaire. In preparing the questionnaire, an attempt has been made to include different behaviors and practices of oral interaction made by Teachers and the Students in EFL classroom.

Two sets of close-ended questionnaires, one set for the students and the other for teachers were prepared and administered. The questionnaires of the Students was translated into Amharic to avoid misunderstandings, by translator and then back translated to English by another translator to check for accuracy of content. But, the Teacher's questionnaire was written in English. In both cases care has given for the language.

The questionnaire includes 17 items for the Students and 16 items for teachers. From these questions number 1,2,3 and 4 consider the questioning practice of the teacher, 5,6,7 and 8 are relevant to teacher's behavior in feedback provision, 9 and 10 deals with teacher's wait time, 11,12 and 13 are on the amount of talking time; and the rest items focuses on attitude questions that they considered as barriers for Students' oral performance. The same is true the content of teacher's questionnaire.

Therefore, after the observations were made the questionnaire was distributed among the sample teachers and students; and collected immediately after being filled in the classrooms.

3.3 Procedures

To elicit genuine information from the subjects of the study, first the purpose and importance of the research was explained to the subjects of the study briefly. But, they were not informed as recording will took place. This is done to prevent possible artificial performance of the subjects.

The questionnaire was administered in a face-to-face situation. Depending on the information gathered through the observation, a five point Likert scale rating was organized and administered to the subjects.

3.4 Methods of Data Analysis

As a method of data analysis, for the purpose of this study, the researcher used information found from the notes made in the live classroom observation by replaying the audio recordings and from the questionnaire.

To analyze the notes found from the live classroom and the responses of the subjects of the study, qualitative and quantitative methods were used.

The recordings were played repeatedly to capture the tally of the different features of each of the teacher's and the student's talked. This could help to study the different behaviors and practices of them in the classroom.

The close-ended questionnaires of the students and the teachers were analyzed by grouping the similar ones together. To accomplish this, first, the responses of the students were organized, tabulated and analyzed. In such a way the teachers' also done. They were described in percentage based on the tabular frequency distribution. In addition, the responses were tried to discuss in relation to the ideas of the scholars being treated in the review of related literature.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

As stated in the previous chapters the main objective of this study is to explore the practice of Student-Teacher oral interaction in EFL classes: the case of Pawe Preparatory and Senior Secondary School in focus.

In order to achieve the above objectives, the 5 different types of questions that mentioned in the previous chapter of this study need to be addressed carefully.

This chapter, therefore, deals with the discussion and analysis of the data gathered through consecutive classroom observations and both the students and the teachers questionnaire. Thus, the first part deals with the analysis of data gathered from the actual classroom observations based on the designed categories (i.e. the Flint system adapted from Moskowitz 1971, in Kidane, 2006). The second part is concerned with the analysis of the student's questionnaire followed by the teacher's questionnaire. In all cases, the data is organized using tables with its relevant interpretations.

4.1 Data Analysis and Discussion Based on the Classroom Observation

4.1.1 Descriptions of Classroom Events-Class-'D' First Round Visit

In this classroom, when the teacher enters into the class, he greets the students and one student cleaned the blackboard. Then after, the teacher writes the date on the left corner of the blackboard and the topic of the day's lesson i.e. people on the move_ village life in Botswana which is found on page 17. The teacher began, therefore, teaching the day's lesson by revising the previous lesson that he taught. (See Appendix A transcription 1).

This teacher did not allow enough time for students to express their ideas for he was using mostly lecturing method. Though, the students participated sometimes in the questioning and answering practices, their responses were limited individual words emanated from the textbook. This teacher usually evaluated their responses in the follow-up moves by saying 'ok', 'very good', or 'yes' etc. The following phenomenon illustrates this event; and how the

teacher dominates the classroom talk in turn 7 below. (See Appendix A transaction 1).

Extract 1

5. T: *Ok! Who does cattle pen belongs to and who does cattle kraal belongs to or in short what is the difference between the two expressions? Yes!*

6. Worku: *cattle pen is a place where most cattle are stay until they graze the land. But, cattle kraals are a place where cattle are living together at the night.*

7. T: *Ok! Another student (2x). I hope you can guess what cattle pen on line 23 and cattle kraal on line 56. Of course, worku has tried. Cattle pen belongs to the people in the village. Last time I explained what homestead is which is what? A place which consists of huts and which belongs to what? Families we said and we discussed cattle pen belongs to the people in the village. But, cattle kraal on line 58 belongs to members of a family. The family consists of what? Father, mother, son, daughter, grandfather, grandmother, aunt, and uncle. ... Cattle kraal belongs to a family where as cattle pen belongs to the people in the village. Ok! Now let us move on the comprehension questions. Read question one up to three...*

In turn 7, the teacher gives several initiations before the students give response. In this case, the student did not get a chance to respond. Furthermore, the following extract shows this situation. (See, Appendix A Transcription 1).

Extract 2

47. T: *Line 60. Beginning from line 60 it says by April and may the land around the cattle is getting dark. The herd boys work hard most of the cattle in this case we can say April and May. Why? Because, the herd boys work to stop starving the cattle.*

48. SS: *'Mindin new yalew?' Eh! Eh! Murmuring in group ****

The teacher as can be seen in turn 47 above, forwarded a question but did not tolerate till response comes from the students. At this moment most students confused. They murmured each other and then one student asked her friend in Amharic 'Mindinew Yalew?' In turn 48, which means what did he said?

The following extract also shows another behavior i.e. when the IRE and/or IRF sequence breaks at the end.

Extract 4

19. T: *The men or the herd boys started their cattle herding back to their cattle places. This is mentioned in line 54.why?*

20. Getachew: *Because the time is at the end of the rainy season...*

21. T: Worku

22. Worku: *Because the boys or the students are belongs to their learning and their parents are belongs to their home.*

As it can be seen from the above extract, in turn 20, a student replied the teacher's question but the teacher without evaluating the student's response; he gave the chance for another student. In this case, the teacher initiates in turn 19, and the students replied in turn 20, but did not get feedback/evaluation from the teacher. Therefore, the IRE/F sequence do not flow orderly.

Regards to the teacher's feedback provision it was observed when the teacher discourage the students response. Below extract 5 shows this phenomenon:

Extract 5

63. T: *...What are the women's jobs mentioned in the passage? New hands please (2x).*

64. S: *Cleaning up the walls in the village.*

65. T: *Is cleaning up the walls in the passage is the women's job? Have you got it in the passage? No! No! You were not following us. If you bored, you can stay out side.*

74. T... *What are the boy's jobs?*

75. S: *Help the family.*

76. T: *Eh! Emm... help the family. No! No!*

As it is seen in turn 65 and 76 above, the teacher discouraged the response of students. But, rather than saying in that according to, Norish, (1989), it is better to say, you have a point there but...

As it was observed in this classroom it seems as there is shortage of textbook. Have a look the extract given below.

Extract 6

51. T: *What are the men's jobs mentioned in the passage? The women's job? The children's jobs? Jobs shred by every one. Now, let me you to do this exercise in groups. Have a group of 3 please! We can answer this question that ...*

52. S: *'Metsihafun amitaw!'* ***

As it can be seen above, the students command his friend in Amharic 'Metsihafun amitaw' which means give me the book. In some instances like

turn 51 above, it was observed when the teacher gives several initiations before students gave response. (See Appendix A Transcription 1).

As it was observed, the teacher was reacting frequently with those students who actively respond. Due to this reason, he said as follows:

Extract 7

63. T:Remember in your continuous assessment part, classroom participation has its own value.

The teacher by creating expectation in the mind of the students to get some value in turn 63 above, he tried to encourage them to take part actively in the questioning and answering practices.

The practice of class 'D' student-Teacher Oral Interaction according to Hash Marks (Flanders, 1970:38) and based on the FLINT System adapted from (Moskowitz, 1971, in Kidane, 2006) looks like the following:

Table 1: Student-Teacher Oral Interaction Analysis for class 'D' first round visit

Behavior	Categories	Frequency	%	Overall total in %
Teacher	2. praises/ encourages	15	7.98	82.44
	3. Calls up on/gives opportunity to ask/ answer, etc	11	5.85	
	3a. Repeats students response	5	2.66	
	4. Asks question	70	37.23	
	5a. Gives feed back/ correct students answer	3	1.6	
	6. Gives direction	47	25.	
	7a. Criticizes/gives negative comments	4	2.13	
Students	8. Short (solicited responses)	12	6.38	17.55
	- Long (solicited responses)	21	11.17	
	- Asks teacher for help	-	-	
	9. Initiates participation	-	-	
	Total	188	100	100

As can be seen from Table 1 above, among the selected categories for this research purpose, the majority of talks were done by the teacher. Mostly, this teacher spends his time by forwarding questions and giving directions for students. This together encompasses 62.23%. Entirely, the amount of talk done by the teacher comprised 82.44%. Whereas, the talk practiced by the students was only 17.55%. None of the students took the initiation and asking the teacher for help. Therefore, it is possible to conclude that the teacher highly dominates the students talking time.

4.1.2 Descriptions of Classroom Events-Class 'A' First Round Visit

This teacher started the day's lessons by writing the topic of the discussion on the board i.e. *words that are sometimes confused*; which is on page 20. Different from the teacher in class 'D' this teacher started the lesson with out reminding the previous lesson.

Similar to class 'D' this teacher was not allowing sufficient time for the students to respond. Moreover, the responses, even, were restricted individual words originated from the textbook that did not help students to talk for a long period of time. (See Appendix A Transcription 2).

Extract 1

42 T: ...How many words are there?

43. SS: Two

44. T: Two words. What are they?

45. SS: Road and track.

46. T: Road and track. ...The difference between what?

55. SS: Cattle with cows.

56. T: The second ones crops with what?

57. SS: Crops with vegetables.

58. T: Vegetables. And the third group of words homestead found in line what?

59. SS: In line 21

60. T: Huts with what?

61. S: With houses

As it can be seen above, most of the responses were the predetermined accurate answers that are from the textbook. These do not initiate the students to express their ideas a lot. Those questions which need further explanations were not forwarded towards the students in this class. Therefore, as was observed, the teacher was mostly using lecturing method.

Around ten minutes after the class already began, some students murmured and the front seated students told the teacher to make the given question clear in Amharic. Since face is the index of mind, this teacher started using the Amharic language as the instructional media for extended time. The following extract tries to show this event.

Extract 2

15. T: ... Fence 'malet mejemeria min malet new?' Fence 'malet atir malet new aydel? Atir lemindinew yemiyagelegilew?'

16. S: 'Andin bota keandegnaw bota lemeleyet'

17. T: 'Lemisale hulet sewoch yerasachewonbota lemeleyet mindinew yemiyadergut?'

18. SS: 'Atir yiseralu'

19. T: 'Atir yiseralu. Aydel endie? Selezih atir yeminilew degmo lemisale kemin liseru yichilal?'

Starting from the Amharic language becomes the instructional media; many students were raising their hands to take part in the questioning and answering practices. Both the students and the teacher were talking in Amharic (i.e. from turn 15-38) for a long and extended period of time. (See Appendix A transcription 2).

As was observed this teacher was angry. Because, some students were confused and did not respond correctly what he was asking them, though the instructional media was still Amharic. The observer also confirmed as the classroom atmosphere was not as such comfortable.

In the questioning and answering practices that were practiced in this class, though, responses were confined words; students do not get the chance to respond effectively.

Regards feedback provision and error treatment, this teacher was observed while discouraging the responses of students comparing with the previous teacher in section 'D'. The extract below depicts this event.

Extract 3

93. Takele: Crop means the growth of the land.

94. T: Crop means the growth of the land!

95. Takele: Vegetable means a kind of plant.

96. T: A kind of plant. Does crop mean the growth of the land?

97. SS: No!

98. T: No! (2x). This is not the right answer!

In the above extract, in turn 96, the teacher repeats first the response of the student's verbatim and then in turn 97, students in chunk discourage him and again in turn 98, the teacher himself criticizes the student. Similarly, have a look the extract below.

Extract 4

- 102.** *Crops, when we say crops, they include what?*
103. SS: *'Teff', surgem, maize, etc...*
104. T: *Now when we come to vegetables:*
105. SS: *Cabbage, orange, ****
106. T: *Orange! Is it vegetable?*
107. SS: *No!*
108. T: *No! You are not right! ...*

In the above extract, the teacher and the students interchangeably discouraged the respondent. As was observed this student was highly humiliated and he hide himself between his friends.

Though this teacher was not allowing sufficient time for students to respond/express their ideas, he was better comparing with the previous teacher in section 'D'. But, even if, he was better from the previous teacher, more extended turn was observed. (See Appendix A Transcription 2).

In this class, as of the teacher in section 'D', it was observed when the teacher asks a question and without waiting response from the students he quickly replied it. So, he did not tolerate till they organize their answer. (See Appendix A Transcription 2). It was also observed when he commands them not to use Amharic (L1). Extract 5 below shows this phenomenon:

Extract 5

- 62. T:** *As much as possible just use the instructional media English. Please! Do not use any mother tongue or any language out of the instructional media English.*

In turn 62 above, this teacher warns the class to avoid using L1. Some minutes after the above warning, a student was tried to respond in Amharic. The extract below illustrates this happening.

Extract 6

- 90. T:** *What crop mean? And what vegetables are?*
91. S: *'Andu tiratirie sihon' vegetable 'demo'...*

92. T: As I have informed you earlier, do not use any mother tongue or any other language! Use only the instructional media I said!

In turn 92 above, the teacher interrupted the student response and he warns as it is impossible to use L1.

The practices of class 'A' first round visit of student-Teacher Oral Interaction according to Hash Marks (Flanders 1970:38) and based on the flint system adapted from (Moskowitz, 1971, in Kidane, 2006) illustrated in such a way:

Table 2: Student-Teacher Oral Interaction Analysis for Class 'A' First Round Visit

Behavior	Categories	Frequency	%	Overall Total in %
	2. Praises/encourages	15	7.12	74.62
Teacher	3. Calls up on/gives	10	4.74	
	3a. Repeats students response	19	9	
	4. Asks question	94	44.55	
	5a. Gives feedback/ corrects students answer	7	3.32	
	6. Gives direction	7	3.32	
	7a.Criticizes/gives negative comments	6	2.84	
Students	8. Short (short-solicited responses)	42	19.91	25.12
	- Long (solicited- response)	10	4.74	
	- Asks teacher for help	--	--	
	9. Initiates participation	1	0.47	
		Total	211	100

Different from the previous teacher i.e. 'D', among the categories above, the majority talk was done in this class based on questioning and answering

practices. The teacher forwards 94 different questions, in turn, 42 times students replied. This shows how the teacher dominates the classroom talk. Totally, the questioning and answering practice covers 64.46% of the whole classroom talk. None of the students asks the teacher for help or direction like that in class 'D'. Once only a student took the initiation.

Regards the amount of talk that practiced in this class, 74.62% of the talk was done by the teacher and the rest 25.12% was the talk done by student. From this, one can easily conclude that the teacher highly controls the talk.

4.1.3 Descriptions of Classroom Events-Class 'A' Second Round Visit

The teacher started the day's lesson, in this second round visit, by revising what he has taught before. He raised the topic of the previous session- words that are sometimes confused. *Is that note?* Was the speech of the teacher. At this time some students were nodding their heads and some others said 'yes' and murmured positively to show their agreement. (See Appendix A Transcription 3). Furthermore, the questioning and answering practices of the observed class looks like the following:

Extract 1

18. Bekalu: *Get in or get into.*

19. T: *Get in or get into. We may say get in or...what?*

20. SS: *Get into.*

21. T: *Either get in or what?*

22. SS: *Get into*

23T: *... what kind of phrasal verb is used for leaving this form of transport?*

24. Ashenafi: *Get out off.*

As it can be seen from the above extract, the forwarded questions were questions that do not help the students to talk for the extended period of time. Therefore, though, there were plenty of opportunities for learners to respond for a long period of time those turns was dominated by the teacher himself. (See Appendix A transcription 3 turn 7-10).

The other behavior wanted to be investigated and observed was the teacher wait time. As was observed, in this class, the teacher does not wait till students replied answer. So, the teacher's none stop speech was observed.

(See Appendix A Transcription 3 turn 3, 7, 17 and 53). The extract below also tried to show this:

Extract 2

15. T: ...*You know what board means? To leave from the minibus, from the car and to board into the minibus we use different words...*

In turn 15 above, the teacher was asking a question towards students. But, he himself responds it. (See Appendix A Transcription 3). The teacher's provision of feedback and error treatment in this session also looks like as follows:

Extract 3

61. T: *Get out off (2x). Is he right?*

62. SS: *No! No! ****

63. T: *take care of the former wrong answer!*

69. T: *get in or get in to he said. Is he right?*

70. SS: *No! He is not right.*

78. T: *Is he right? No!No! Can you try again?...*

As can be seen above, it was observed when the teacher disapproves of the students' response. In turn 61 and 69 above, for instance, the teacher makes the students in mass to discourage the respondent and he warns him also in turn 63. In turn 78, he again confirmed his wrongness. In general, this teacher was characterized by discouraging the students' behavior and controlling the students talking time.

Moreover, the practices of class 'A' second round visit Student-Teacher oral Interaction according to Hash Marks in (Flanders 1970: 38) and based on the FLINT System adapted from (Moskowitz 1971, in Kidane, 2006) are presented below:

Table 3: Student-Teacher Oral Interaction Analysis for Class 'A' Second Round Visit

Behavior	Categories	Frequency	%	Overall Total In %
Teacher	2. praises/ encourages	9	5.92	71.05
	3. Calls up on / gives Opportunities to ask or respond questions etc...	8	5.26	
	3a. Repeats students response	21	13.82	
	4. Asks questions	46	30.26	
	5a. Gives feedback/ Corrects students answer.	5	3.29	
	6. Gives direction	13	8.55	
	7a. Criticizes/ gives negative comments	6	3.95	
Students	8. Short(solicited response)	37	24.34	28.94
	-Long-(solicited response)	3	1.97	
	-Asks teacher for help	4	2.63	
	9. Initiates participation	-	-	
Total		152	100%	100%

In table 3 above, most of the practices were done through questioning and answering. From the total tallies of the selected categories, the questioning and answering practices consists of 56.57% which is the highest tally comparing with other tallies. Concerning the amount of talk, the teacher had much control over the patterns of interaction. 71.65% is the teacher talk and the remaining 28.94% covers the students' talk. None of the students took, in this class, the initiation and comparing from the previous

two observed classes, more students took asking the teacher for help. (See appendix A Transcription 3).

4.1.4 Descriptions of Classroom Events-Class 'D' Second Round Visit

This teacher started the lesson by asking the class if they have questions on the previous lesson. Then, he continued and said '*it can be suggestions, comments, or anything else*'. Therefore, this teacher seems open to obtain comments. (See Appendix A Transcription 4).

As was observed, very few students were answering the teacher's questions though; he tried to make the conversation interactive. In the first round visit of this class, it was also observed when very few students respond for his questions.

Therefore, even if, as was observed long and extended teacher talk was practiced in this class, the opportunity of students to ask and respond questions was better comparing the whole observed classes of the previous sessions. (See appendix A transcription 4).

About feedback and error treatment, this teacher like the teacher in section 'A' was observed, in this second round visit, while discouraging the students when they respond incorrectly. Have a look the extract 1 below:

Extract 1

11. **T:** *They wait in the village. What about the people involved there or the participants for these activities?*
12. **S:** *I think the children are the participants.*
13. **T:** *I don't think so! Eh! Is he right (2x)?*
14. **SS:** *No!*
15. **T:** *No! Another. Who can try (2x)?...*
22. **S:** *In the farm land.*
23. **T:** *In the farm land! How it could be? Is she right?*
24. **SS:** *No!*
25. **T:** *No! No! Read the passage again! Eh! Worku;...*

As it can be seen from the above extract, there was circumstances that makes the wrong respondent to upset when the teacher and the students successively discourage in chunk. (See appendix A transcription 4).

Though, the observer and the co-observer was not observing the whole period (i.e. 45 minutes) like the previous 3 sections, it was observed also in

this class when the teacher do not wait till the students replied their organized and memorized answers. (See Appendix A Transcription 4, turn 41).

The practices of class 'D' second round visit of Student-Teacher Oral Interaction according to Hash Marks in (Flanders 1970: 38) and based on the FLINT System adapted from (Moskowitz 1971, in Kidane, 2006) are presented below:

Table 4: Student-Teacher Oral Interaction Analysis for Class 'D' Second Round Visit

Behavior	Categories	Frequency	%	Overall Total In %
Teacher	2. Praises/ encourages	15	11.54	85.38
	3. Calls up on / gives opportunities to ask or respond questions etc...	11	8.46	
	3a. Repeats student response	12	9.23	
	4. Asks questions	56	43.07	
	5a. Gives feedback/ corrects students answer.	1	0.77	
	6. Gives direction	11	8.46	
	7a. Criticizes/ gives negative comments	5	3.85	
Students	8. Short(solicited response)	15	11.54	14.62
	-Long-(solicited response)	4	3.08	
	-Asks teacher for help	-	-	
	9. Initiates participation	-	-	
Total		130	100%	100%

None of the students, as can be seen from Table 4 above, took the initiations and ask the teacher for help. Like the previous observed classes, the amount

of talk done in this class was also dominated by the teacher (i.e. 85.38%). 14.62% of the talk was done by the students. Among all the categories, 43.07% from the total talk was done for questioning practices.

It was observed in section 'A' in both rounds and in section 'D' in the second round visit, the students language use was short answer words that do not lead them to the opportunities to talk for a long period of time. It was also observed that the teacher in section 'A' frequently discourages the students than the teacher in section 'D'. Similarly, more mother tongue practices were observed in section 'A' than 'D'. In both cases the teacher highly dominates the talk time.

4.2 Analysis and Discussion of students' Questionnaire

In addition to direct classroom observation, questionnaire was also used to collect data for the study to cross-check the results obtained from the observation. The 17 items of the questionnaire that were administered to the students are grouped in to five categories according to the relationship of the items in it. These are:

A: Amount of talking time

B: Questioning practices

C: Wait time

D: Teacher's Feedback and error treatment; and others like

E: Attitude questions that they considered as barriers of their oral Performances.

Table 5: Amount of Talking Time

Responses	11. Provides you enough opportunities and time to talk?		12. Dominates you in the classroom talk?		13. Initiates you to talk more?	
	F	%	F	%	F	%
a) Always	6	6.45	29	31.18	19	20.43
b) Often	11	11.83	23	24.73	11	11.83
c) Sometimes	17	18.28	21	22.58	14	15.05
d) Rarely	51	54.54	16	17.2	28	30.11
e) Never	8	8.6	4	4.3	21	22.58
Total	93	100	93	100	93	100

According to table 5, item 11, 64.14% of the respondents reflected that their teacher does not provide opportunities and time to talk. 6.45% and 11.83% of them, on the other hand, indicated that their teacher always and often gives them this opportunity respectively. The rest 18.28% reported sometimes. The observed classroom result is also in harmony with this scrutiny. This shows that students enough occasions to talk is very confined.

31.18% and 24.73% of the respondents, in item number 12, from the above table, correspondingly said that the teacher controls the talking time always and often. This comprised 53.91%. On the contrary, 17.2% and 4.3% of them respectively indicated that their teacher rarely and never take over their talking time. The rest respondents i.e. 22.58% asserted sometimes. More than the above analysis point; the observed outcome supports and strengthens this idea. (See Appendix A transcriptions).

To this end, it is possible to conclude that the teacher controls the talking time of the class.

The last question, regarding the amount of talking time was the frequency of the teacher that initiates students to talk more. Hence, the majority i.e. 52.69% of them confirmed that their teacher do not initiates them to talk. On the other hand, 20.43% and 11.83% of the respondents said always and often initiates them respectively. The remaining 15.05% rated sometimes. Comparable end result as well obtained from the observed classrooms.

From this, one can infer that the teacher is the sole central orator in the classroom.

Table 6: Questioning Practices

Responses	1.Praises/encourages you to ask or respond questions?		2.Givestudents opportunities to ask and respond questions?		3.Asks you close-ended questions?		4.Asks you open-ended questions?	
	F	%	F	%	F	%	F	%
a)Always	2	2.15	3	3.23	36	38.71	21	22.88
b)Often	11	11.83	5	5.38	31	33.33	36	38.71
c)Sometimes	23	24.73	16	17.2	7	7.52	17	18.28
d)Rarely	31	33.33	34	36.56	10	10.75	8	8.6
e)Never	26	27.93	35	37.63	9	9.68	11	11.83
Total	93	100	93	100	93	100	93	100

In order to know whether teachers praise/encourage students to ask/or to respond questions subjects were asked to indicate how frequently their teacher give them chance. For this reason, a large number of respondents i.e. 61.29 % of the respondents claimed that their English teacher do not give this chance. 24.73% of them replied sometimes. The rest, 11.83% and 2.15% of them said, their teacher always and often praises/encourages

them respectively. The result obtained from the actual classroom observation has a significance similarity from the above analysis.

It is, therefore, possible to conclude that students do not get much encouragement to ask or respond questions from their teacher.

As can be seen from the above table, item 2, shows the frequency of their teacher that gives them opportunities to ask and answer questions. To this, 71.19 % of the respondents indicated that their teacher do not give them this opportunity. Whereas, 8.61 % of the respondents said that their teacher provides them this chance. The remaining 17.2% of them said sometimes. The obtained result from the actual classroom observation also strengthens this idea.

One can, therefore, safely conclude that the teachers do not effectively give them opportunities to ask and respond questions.

Item number 3, in the above table, depicts that 38.71% and 33.33% of the respondents rated their teacher always and often asks them close-ended questions in that order. This together becomes 72.04%. Whereas, 20.43% of them reported that their teacher does not do this. The rest 7.52% asserted sometimes. The result obtained from the observation was consistent with the above analysis.

This suggests that the teacher frequently forwards close-ended questions towards students.

61.29% i.e. the majority of respondents, in item 4, from the above table, asserted that their teacher do not ask them open-ended questions. On the contrary, 8.6% and 11.83% of them said their teacher always and often forwards this question correspondingly. As was observed in the classroom even most of the responses that were replied for those few open-ended questions were short answer questions that do not help students to talk a lot.

From the above analysis, one can deduce that open-ended questions that help students to talk for long period of time are not practiced effectively.

Table 7: Wait Time

Responses	9.Gives you enough time to respond to questions/express your ideas?		10.Condemns when you take long time to respond?	
	F	%	F	%
a)Always	3	3.23	3	3.23
b)Often	7	7.52	6	6.45
c)sometimes	14	15.05	9	9.69
d)Rarely	31	33.33	12	12.9
e) Never	38	40.86	63	67.94
Total	93	100	93	100

As to table 7 above, most of the students [38 (40.86%)] and [31(33.33%)] of them confirmed that their teacher never and rarely give them enough time to respond/express their ideas consecutively. This covers 74.19%. On the other hand, 10.75% of them confirmed as they get this condition. The remaining 15.65 replied that they get sometimes this situation. The actual classroom observation result also verified this point. (See Appendix A transcription 1-4).

It can be seen that from the above analysis, the students do not get sufficient time to respond. But, according to, Byget, (1987) and Byrne, (1987) since speaking is a basic skill, it needs sufficient time to practice.

Regarding item number 10, in table 7 above, subjects were asked about the behavior of the teacher in condemning them when they take time to respond. For this reason, the majority i.e. 80.84% of them confirmed as their teacher do not censure them.

Therefore, this suggests that teachers do not show students, behavior that embarrasses them from expressing their ideas.

Table 8: Feedback and Error Treatment

The other teacher behavior sought to be investigated through questionnaire was teacher's practice of feedback provision and error treatment.

Responses	5.Criticizes (gives negative comments such as: you are wrong etc ...when you make errors?)		6.Provides positive reinforcements like excellent, keep it up, etc... when you respond correctly?		7.Gives you opportunities to re-correct your errors?		8.Gives you cues/ direction when you respond wrong answer?	
	F	%	F	%	F	%	F	%
a)Always	21	22.58	37	39.78	11	11.83	10	10.75
b)Often	35	37.63	20	21.51	17	18.28	14	15.05
c)sometimes	16	17.2	13	13.98	10	10.75	13	13.98
d)Rarely	15	16.13	15	16.2	34	36.56	33	35.48
e)Never	6	6.45	8	8.6	21	22.58	23	24.73
Total	93	100	93	100	93	100	93	100

Students were asked about the practices of teachers' criticism on how frequently he discourages them when they make errors. For this reason, from the total respondents 27.58% and 37.63% of them said that their teacher always and often criticizes them respectively. This comprised 60.21%. On the contrary, 22.58% of them indicated that their teacher do not condemn them. The result obtained from the observation also reveals this outcome.

It is, therefore, possible to infer that the intellectual works of students are discouraged by the teacher.

On the other hand, in item number 2, from table 8 above, it tried to assess the frequency of the teacher that give positive reinforcements when students respond correctly. To this, the majority of respondents i.e. 61.29% of them reflected that their teacher appreciates them when they respond correctly.

10.22% of them said, their teacher do not strengthen them. 13.98% of the respondents also replied sometimes. The above result was also dependable with what was observed while the teaching-learning process was under way. (See Appendix A transcriptions 1-4).

From this analysis, one can deduce that the teacher is underpinning students positively that in turn inspire and encourages them to participate.

The other teacher behavior wanted to be investigated was the teacher's provision of students' opportunity to re-correct their errors. As a result, most of the respondents i.e. 36.56% and 22.58% of them reported that their teacher rarely and never provides them this opportunity respectively. 30.11% of them reported that as their teacher gives them this chance to re-correct their errors. The remaining 10.75% of them said sometimes. Besides, the actual classroom observation result confirms this point.

From the above analysis, one can suggest that the teacher do not provide opportunities for learners to re-correct their own errors.

Related to the above question, subjects were as well asked the frequency of teacher's provision of clues when they respond wrong answer. Out of the total of them, for this item, 35.48% and 24.75%, said rarely and never provides hint in that order. The rest respondents, (i.e.13.98%), said sometimes and 10.75% and 15.65% of them again said their teacher always and often gives hint respectively. Valuable similarity also found from the observation result. (See Appendix A transcriptions1-4).

Therefore, it is possible to conclude that giving clue when students respond incorrect answer was not effectively practiced. Generally speaking, providing feedback to students serves the students as a mirror to look at themselves, but only if it addressed in a way it motivates the students to produce more ideas (prodroubou, 1992).

developed poor perception of their oral ability, they will tend to restrain their speech. Stated differently, when students lack confidence in their oral production skills, they are less likely to speak out/express their ideas in front of others.

The last attitude question, in this part, needed to be looked into was whether students can easily understand the instructions given by their teacher or not. As a result, 67.74% of the respondents reported that they couldn't easily understand. The rest 32.26% of them, answered, they can easily understand it. This reveals that understanding easily the teacher's instruction is a trouble of the majority student.

4.3 Analysis and discussion of Teachers' questionnaire

Like that of student's questionnaire, teacher's questionnaires are grouped in to five major categories based on the relationship of ideas they contain. Except few questions, the content of these questionnaires are similar with the students' questionnaire. In order to cross-check the results obtained from the students questionnaire and in general with that of the actual classroom observation, teachers were also asked about the amount of talking time. These are analyzed and discussed as follows:

Table 10: Amount of talking Time

Responses	11.Dominate the students talking time?	12.Initiates / let students to talk more than your talking time?
	F	F
a) Always	0	0
b) Often	0	0
c) Sometimes	1	1
d) Rarely	2	2
e)Never	1	1
Total	4	4

According to table 10, item 11, it seems the teachers do not take over the talking time of students. The reason is the majority (i.e.3) of the respondents rejected controlling the talking time of students. One teacher replied as he sometimes does. The observation result, on the other hand, showed the reverse from the above result.

Concerning the amount of talking time, half of them (i.e. 2) and 1 teacher in table 10 above, item 12, initiates students rarely and never talk more than their talking time consecutively. A teacher also replied as he sometimes let his students to talk. The result of the observation also asserts the above idea.

From this point of view, one can realize that the teacher dominates the classroom amount of talk.

Table 11: Questioning Practices

Responses	1.Praise/ encourages students to ask and respond to questions?	2.Give students opportunities to ask and respond questions?	3.Ask students open-ended questions?
	F	F	F
a) Always	0	-	3
b) Often	3	-	1
c) Sometimes	1	1	0
d) Rarely	0	2	0
e)Never	0	1	0
Total	4	4	4

A large number of respondent (i.e. 3) of them among the 4 teachers confirmed that they often praise/encourage them to ask and respond questions. One teacher reflected as he sometimes does this practice. It shows that there is a significance difference with the results obtained from the students' response and from the observed classes.

As can be seen from the above table, item 9, half (i.e. 2 teachers) and 1 teacher said that they rarely and never give their students lengthy time to respond/express their ideas in that order. The rest teacher said that he sometimes offers this opportunity. This result is also confirmed by the observation.

In conclusion, students do not get enough time to respond/ express their ideas.

With regards to item 10, 3 teachers said that they wait till their students organize and memorize to express their ideas. The observed result disproved this. Because, it is mostly observed when the teacher interferes and stops students when they were expressing their ideas. (See Appendix A transcription 1-4).

Table 13: Feedback and Error treatment

Responses	4. Give students negative comments like: you are wrong?	5. Give students positive reinforcement such as excellent keep it up etc?	6. Give students' chance to re-correct their errors?	7. Condemn students when they fail to express/ respond their ideas?	8. Give students cues while they make errors?
	F	F	F	F	F
a) Always	0	2	0	0	0
b) Often	0	2	0	0	0
c) sometimes	0	0	1	0	1
d) Rarely	1	0	3	3	3
e) Never	3	0	0	1	0
Total	4	4	4	4	4

Through questionnaire, the other teacher behavior wanted to be investigated was teacher's provision of feedback and error treatment. Due to this, in item 4 from the above table 13, teachers were asked about the frequency of their provision of negative comments. The majority of them rejected forwarding this comment. This shows that they do not almost use these types of

comments. But, the observed classroom result shows the reverse. (See Appendix A Transcription 1-4).

In item 5 above, half of the respondents replied that they always positively hearten their students and the rest half also said, they often reinforce them. In such manner, the majority of students were confirmed. The insights portrayed during the observation also tended to support and substantiate this finding.

This reveals that teachers have high regard for the intellectual work of students that lead them into success.

3 teachers, for item number 6 above, said that they rarely give students opportunity to re-correct their errors. And, one teacher said, sometimes.

One can, therefore, realize that the opportunity of students correcting their own error is very limited. The observed classroom result also strengthens their response. (See Appendix A Transcription1-4).

According to table 13, item 7, 3 teachers claimed that they rarely criticize students when they fail to respond. 1 teacher again said never. But, from the observation point of view, the above result is insignificant. (See Appendix A transcription1-4).

Item, 9, in table 13, most of the respondents (i.e. 3) of them said, they rarely give students clues while they make errors. One teacher sometimes performs this practice. In this context, both the observational finding and the responses obtained from the respondents showed significance resemblance.

Table 14: Attitude Questions

Responses	13. Allowing sufficient time for learners to respond promotes their oral performance?	14. Students easily understand your instructions?	15. Student-teacher oral interaction promotes students' oral performance?	16. The classroom Seating pattern/ arrangement affects students' oral performance?
	F	F	F	F
Yes	3	1	4	3
No	1	3	0	1
Total	4	4	4	4

Regarding the impediments of students' oral performance development, teachers were asked to indicate what they considered/believed as hindrance. In item 13 above, 3 of them reported that allowing sufficient time for learners promotes their oral performance. One teacher, on the contrary, refused this idea. From this point of analysis, one can realize that allowing sufficient time promotes the learners oral performance. In the same table, in item 14, 3 of the respondents said that students' couldn't easily understand teacher's instructions. Only one teacher said they easily understand it. Therefore, from this point of view, one can conclude that students couldn't easily understand the teacher's instruction.

The third attitude question needed to be examined was whether student-teacher oral interaction promotes students' oral performance or not. In this case, the whole teachers (i.e. 4 of them) replied that it promotes their oral performance. This reveals that student-teacher oral interaction enhances students' oral performance.

The last item, in table 14 above, 3 of the respondents said that the classroom seating pattern affects students' oral performance. One teacher, in contrast, said, it do not have any effect. In conclusion, from the above interpretation, the classroom seating arrangement has its own effect on the development of students' oral performance.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the results of the findings, it can be concluded that:

Providing sufficient amount of talking time and opportunities for learners in EFL classrooms is very crucial. In this regard, the observed classroom findings show that the teachers dominated the students' amount of talking time (i.e.78.37%). But, teachers talk, according to Brown, (1994), should not occupy the major proportion of a class hour; otherwise, the teacher is probably not giving students enough opportunities and time to talk. In connection with this, Chaudron, (1988) also says teacher dominated talk restricts the quality of pupil talk by controlling the form and content of pupil responses to teacher initiated questions and if teachers devote large amount of time to explanations, students talk will be indeed severely restricted.

Concerning questioning, from the results of this study, the findings show that those questions that the teachers forwarded were short answer or close-ended questions and/or knowledge or factual information type of questions. As these types of question are lower order questions, they contribute less to language learning (Tuan, 2010). Similarly, with close-ended questions learners' answers are very narrow in a few words or a short sentence. As the findings show, teachers were the sole initiators of questions and in turn almost none of the students asked the teachers question.

Though, questioning helps to activate the teacher-learner interaction and ensure that all students participate in the learning, in most EFL classrooms, students have only very restricted opportunities to participate in the questioning and answering practices. Therefore, this kind of interaction does not provide a motivating learning environment (Van Lier, 1988).

Commonly, even if, the purpose of question is to motivate, sustain and direct the thought process of the pupil, from the findings, it is concluded that the teachers questions and the students response were confined words; in that students do not get chance to express their responses/ideas freely.

Though, there were little opportunities for learners to respond for extended period of time, as the findings show, those turns were controlled by the teachers themselves in the four observed sessions.

The other findings show that teacher's wait-time is very low. After asking a question, teachers typically wait only one second or less for a student response. If the response is not forthcoming in that time, as the findings show, teachers ask another student to answer it, or answer it themselves. Therefore, in the observed lessons, teachers tried to ask questions during the teaching-learning process. Nevertheless, as the findings show, the time given to think for learners about the teachers questions was very low.

From the results of the findings, it is also concluded that the teachers interference, regarding to feedback provision and error treatment, while students were speaking for error correction do not encourage learners to participate in questioning and answering practices. The teachers' provision of opportunities for learners to re-correct their errors is also too minimal. But, learning is enhanced when students understand what is expected of them, get recognition from their work and learn from their errors (Danyt, 2006).

Generally speaking, providing feedback to students serves them as a mirror to look at themselves, but only if it addressed in a way it motivates the students to produce more ideas (Prodrobou, 1992).

In addition to the above findings of the study, from the responses of both students and teachers, it is concluded that poor arrangements of the classroom setting, their socio-cultural background, fear to speak in front of the class and inability to understand easily the teacher's instruction are what they considered as barriers of their oral performance development.

5.2 Recommendations

Based on the findings of the study and the conclusions reached, the following recommendations are made.

In order to avoid more teacher talk time, many scholars tend to maximize students talk time (STT) and minimize teacher talk time (TTT). The best lessons are ones where SST is maximized (Tuan, 2010). Thus, getting students to speak, to practice the language is important for successful teaching. What is more, the amount and type of teacher talk is regarded as a decisive factor of success or failure in EFL classroom teaching (ibid). Maximizing students talking time and use the target language to express themselves, to speak or to use the language they are learning is vital.

Therefore, to achieve this, language experts, the MOE, teacher educators or the teacher training programs should give training for EFL teachers on how to maximize students amount of talking time and minimize the teacher's talking time and on how to provide and create opportunities for learners to ask questions, express their ideas, feelings, opinions and responses freely.

In connection with this, the researcher believes that questions must be given emphasis in the English language methodology courses. Therefore, responsible bodies: teacher educators and/or language experts or the teacher training institutions should train EFL teachers on ways of forwarding questions, what type of questions, how to encourage learners to ask and/or to respond to questions, and specifically, teachers should use techniques like: praising, giving clues, and directing rephrased questions towards them.

Furthermore, curriculum designers, language experts, researchers and teacher training programs should give emphasis alongside the pedagogic activities of students oral practice; and training has to be given for teachers on how to let learners ^(to) comment or criticize the practical oral activities done by the teacher and the students in a low-anxiety provoking classroom condition in a variety of settings and contexts.

Wait-time is the other strategy that should be given attention in asking and answering sessions. Thus, teacher training institutions or teacher educators

should give training for EFL teachers on the concept of how to provide their learners sufficient time to respond and/or to express their ideas, feelings opinions depending up on the purpose of questioning since wait time provides students adequate time to think and answer questions.

It is not advisable also to interrupt students when they are practicing orally; correction can take place systematically after they finish either individually with the student or with the whole class. Moreover, it is very essential to organize seminars, workshops or there should be a kind of on-going-training for EFL teachers, especially on the concept of how to provide learners feedback or treat their errors and on the value of enhancing self-correction in order to make the students gain confidence of their oral speech practice; and to go inline with recent teaching method development.

The other findings show that understanding the teacher's instruction in easy way was a trouble of the majority of students. Therefore, the MOE, language experts or syllabus designers should prepare materials in a way that written in easily comprehensive English, which mainly consider words used in every day communication. What is more, the materials should take the students' common socio-cultural backgrounds and level of knowledge into consideration.

It is also recommended that there should be extra-speaking practices among the co-curricular activities of the school such as English language clubs or days; in which students could participate actively presenting their short creative plays, news and so on that help them to improve their stage fright and gain confidence in their interaction with the teacher.

Finally, since the practice of student-teacher oral interaction plays significance role in determining the success and/or failure of students' oral performance, any responsible body: can be school administrators and teachers should try their effort to create conducive classroom atmosphere that facilitate this practices.

Therefore, this paper does not in any way claim to be a complete one, it is deemed essential that more research has to be conducted on the problem, in order to come up with reliable solution.

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APPENDICES

Transcription-1

Appendix- A: Transcriptions of Classroom Events

Appendix- A: Section 'D' Observation Lesson Transcriptions:

First Round Visit

Name of the School: Pawe Preparatory and Senior Secondary School

Date of observation: 05/07/ 2003 E.c

Time of Observation: 45 minutes

1. Teacher: Let us do questions on the passage. Section 2: people on the move. Village life in Botswana. As we said last time people on the move indicates the way of life ... the people way of life by moving on one place to another place. So, please start doing on the passage. In short, the passage refers to what life looks like in Botswana. In that lesson, we discussed some vocabulary questions and some reference questions as well. In today's lesson we are going to do the comprehension questions. Read it once the passage.

2. SS: Murmuring***

3. T: As we have said cattle pen is on line 23 and cattle kraal is line 58 not 58 but 59.

4. SS: Murmuring* ** reading in chunks

5. T: Ok! Who does cattle pen belongs to and who does cattle kraal belongs to or in short what is the difference between the two expressions? Ok!

6. Worku: cattle pen is a place where most cattle are stray until they graze the land. But, cattle kraals are a place where cattle are living together at the night.

7. T: Ok! Another student (2x). I hope you can guess what cattle pen on line 23 and cattle kraal on line 56. Of course, worku has tried. Cattle pen belongs to the people in the village. Last time I explained what homestead is which is what? A place which consists of huts and which belongs to what? Families we said and we discussed cattle pen belongs to the people in the village. But, cattle kraal on line 58 belongs to members of a family. The family consists of what? Father, mother, son, daughter, grandfather, grand mother, aunt, and uncle. In space, cattle kraal belongs to a family where as cattle pen belongs to the people in the village. Ok! Now let us move on the comprehension questions. Read question one up to three. So, today's lesson starts from number 3 and for the time being skip number 4 and start from number 5. Number 5 read numbers 5.

8. SS: Murmuring

9. T: Number 5 (2x). Read number 5. Which says when does the hot season start? We can get information for this question on paragraph 7. When does the hot season start? Yes, please! you can get information starting from line 42.

10. Tizazu: ok! The hot season starts from the late November or in other words starting from December the hot season will start.

- 11. T:** Good! The hot season, according to paragraph 7, says by November or by December because it says by November the cattle are strong enough to start ploughing then the families and the villages will move to and live in small hats until harvesting time. With them they take their seed and every thing they will need over the long, hot months ahead. By November, it says, so, we have November and the long hot months ahead might be December. So, you can say by November and December. Question 6 (2x). Read question 6.
- 12. SS:** Murmuring. Where is question 6?
- 13. T:** On Friday, it says. So, it means every body in the children are with in belongs to the lands were they spend the weakened. This information is given to in line 49. Why? New hands please!
- 14. Genanew:** the school has finished its own time.
- 15. T:** Ok! Good!
- 16. Tizazu:** I think more of the children are students around that area and the school time is from Monday up to Friday at the end of the week that means starting from Friday when students finished their parents which is the so called farmland.
- 17. T:** Right you are! Good! To help with the ploughing and sowing could be the summary of what you have been said. The next question is 7. Read question 7 please!
- 18. SS:** The men or the herd boys take the cattle back.
- 19. T:** The men or the herd boys started their cattle herding back to their cattle places. This is mentioned in line 54.why?
- 20. Getachew:** because the time is at the end of the rainy season is at the end because of this the men and boys make return their cattle back.
- 21. T: Worku**
- 22. Worku:** because the boys or the students are belongs to their learning and their parents are belongs to their home.
- 23. T:** Good! Another student (2x). In January, it says in line 53 when school has started again the women opened to stay on the lands during the dry season. The men and the herd boys take the cattle back to the cattle forest. Why? It has clear answer. Yes please!
- 24. Tizazu:** Already during this time the ploughing system has finished.
- 25. T:** Excellent! Yes, this is right.
- 26. Tizazu:** so, there are no students because the school has started at the education system and the women will be stay at the farmland. In this case, the person or the herd cattle should be take the cattle to the grassland.
- 27. T:** Good! As he said during this season the ploughing has been finished. So, the rest workers on the families are left to...in this case the herd boys and the men took the cattle back to the place. This is one reason. The second reason could be because the grass is growing on the land. Let us move to number 8. Number 8(2x).
- 28. SS:** Which is the easiest time or year for the herd boys? Why?
- 29. T:** Number 8 which is the easiest time or year for the herd boys? Why? Iyerusalem, can you try?
- 30. Iyerusalem:** Because the herd boys are younger than the men ***
- 31. T:** Ok! Can you try again? Read the questions; and the question says which is the easiest time or year for the herd boys and why?

- 32. Iyerusalem:** the cattle herds are emm ...
- 33. T:** Ok! Emebet (2x).
- 34. Emebet:** In April and May.
- 35. T:** Eh! The time is in April and May. Yes, please?
- 36. S:** Of course, the herd boys are free at night because at that time they are not working the move is on the start and they are free to discuss each others and there is no cattle looking for at that time and in other words.
- 37. T:** Ok! Good!
- 38. S:** the end of the rainy season.
- 39. T:** Why?
- 40. S:** Because there is plenty of grass on the land.
- 39. T:** Question 9. Read question number 9 please!
- 40. SS:** Murmuring. Reading in chunk.
- 41. T:** Question 9 which is the most difficult time or year for the herd boys and why?
- 42. Assefa:** In April and May.
- 43. T:** Which paragraph or which line?
- 44. Assefa:** Paragraph 10.
- 45. T:** Line?
- 46. Assefa:** Line 16.
- 47. T:** Line 60. Beginning from line 60 it says by April and may the land around the cattle is getting dark. The herd boys work hard most of the cattle in this case we can say April and May. Why? because the herd boys work to stop starving the cattle. Good! We are on number 10. Read number 10, please!
- 48. SS:** 'Mindin new yalew?' eh! Eh! Murmuring in group.
- 49. T:** According to question number 10, in a Botswanan village women and children are responsible for certain jobs. There are also certain jobs where they work on together with in the information contained in the reading passage. What are the men's jobs?
- 50. SS:** Murmuring.
- 51. T:** What are the men's jobs mentioned in the passage? The women's job? The children's jobs? Jobs shred by every one. Now, let me you to do this exercise in groups. Have a group of 3 please! We can answer this question that ...
- 52. S:** 'Metsihafun amitaw' murmuring...
- 53. T:** Men's job. What are the men's jobs? Women's job (2x). Children's job and job's shred by every body. You can list your answer in your exercise book or in a piece of paper. What are the men's jobs? What are the children's jobs? And job' shred by every one?
- 54. S:** Let us divide each question.
- 55. T:** Ok! Five minutes to discuss on it... with in five minutes in line 26 look at line 26. It says the old people of the village are highly respected. Village affairs, problems or quarrels are discussed by the men at long meetings in the kgotla it says. So, you can find different many jobs in the passage. And, the same is true men's job, women's job, children's job and job's shred by every one. Please, now let us discuss together. Let us begin from what the men's job mentioned in the passage. The men's job mentioned, yes.

- 56. S:** Strengthening the homestead ***
- 57. T:** Strengthening the homestead what? Which line (2x)?
- 58. S:** Line 35.
- 59. T:** Line 35. The men mend their tools or ploughs, dry and soften animal skins, repair the thatched roofs, clean up the wall, not only what?
- 60. S:** Mending their tools or ploughs.
- 61. T:** Ok! Two.
- 62. S:** Dry softens animals, repairing the thatched roofs and strengthening the homestead fence, or mending the road or track which leads to their village.
- 63. T:** discussing village affairs is given in line 26. In line 30 another men's job is mentioned. It says looking after the cattle in line 35 mending tools and plough dry, soft animal skins as Tizazu said in line 5 repairing thatched roofs. This is in line 56, again in line 36 cleaning their village well and in line 54 it is mentioned that herding cattle is also be the men's job. The next one is women's job. **What are the women's jobs mentioned in the passage? New hands please, new hands (2x). Remember in your continuous assessment part, classroom participation has its own value.**
- 64. S:** Cleaning up the walls in the village.
- 65. T:** Is cleaning up the wall in the passage, is the women's job. Have you got it in the passage? Yes.
- 66. T:** Makes bear ***
- 67. T:** Sorry?
- 68. S:** Excellent! Making bear, this is mentioned in line 17. The second job's of women mentioned in the passage. Worku again say I mean Getachew.
- 69. Getachew:** Repairing them with mud or plaster.
- 70. T:** Repairing them with mud or plaster. This is in line 34. And, what else?
- 71. S:** Weeding the crops.
- 72. T:** Weeding the crops. Good! What else (2x)? Can you mention?
- 73. S:** They repair or asking to work.
- 74. T:** Ok! (2x). Another (2x)? The fourth job mentioned in the passage is scaring away the birds from the crop. This is mentioned in line 65. Let us move children's job mentioned in the passage. The children's could be the boys and the girls. What are the boy's jobs?
- 75. S:** Help the family.
- 76. T:** Eh! Emm... help the family. No! No! Can you make it specific please? Make it specific. They help the family as she said could be looking after the cattle is the children's job in Botswana, according to the passage. The next one, who can try please? You can find in line 58 or in line 64 rather. What children's job is mentioned in that line? Sofian, can you try please? Eh!
- 77. S:** Cattle kraal.
- 78. T:** Ok! Good! They build cattle kraals. Ok! The next one is the girls' job. What are the girl's jobs mentioned in the passage? We don't have time to spend. So, let me answer this question. The girls' jobs are scaring away the birds from their crops. Ok! Good! What are left are, jobs shared by every one. So, this is homework for you and we will discuss it in the next period lesson. Do you have questions? If you don't have questions, do the jobs shred by every one for the next period.

Transcription-2

Appendix- A: Transcriptions of Classroom Events

Appendix- A: Section 'A' Observation Lesson Transcription:

First round visit

Name of the School: Pawe Preparatory and Senior Secondary School

Date of observation: 06/07/ 2003 E.c

Time of observation: 45 minutes

1. **Teacher:** Ok! Good! Now in section 2, for today we are going to see the vocabulary parts. From this section we are going to discuss the words sometimes confused of students or any body. So, what kinds of words are that we call which creates or which sometimes confused us? Now through this section we are going to see different words that confused us. Under part one it says words that are sometimes confused (2x). Now, some English words have similar meanings but, are also different in important ways. Study this sentences from the reading passage in section one it says. Here it is a paragraph in a passage it contains 2 paragraphs I mean 3 paragraphs (2x). So, in each paragraph there are certain vocabularies or there are certain words which have similar meanings but different in important ways it says. Now let me give you the next 5 minutes to read the passage and to come up with the words in the text. You can continue the discussion with the passage.
2. **Students:** Murmuring in groups and what do you say for this?
3. **T:** Ok! Now let us continue our discussion with the words in the passage. Now at the beginning it says some English words have similar meanings but are different in important ways. Now here in this lesson we are going to understand that some words are similar in meaning but the rest of the words are what? Different. Those words which have nearly similar meanings we call them what?
4. **SS:** Synonyms.
5. **T:** Yes? They are synonyms (2x). We may not get a synonym word for a certain word. We may not get exactly the synonym word for a certain word. On the other hand, sometimes two words are not or they may not match in meanings. So, those words which have different meanings we call this as:
6. **SS:** Antonyms.
7. **T:** They are antonyms. So similar to synonyms we may not get exactly an antonym word for a certain word. So now this section and from the given passage there are different words which have nearly the same meanings but different in what way?
8. **SS:** In meaning.
9. **T:** Let us continue with the passage. The men strengthen the homestead fence or mend the road or track which leads to their village. This sentence is found from the passage in line 35. Let us first examine the word 'fence'. The first word is what?
10. **SS:** Fence,

11. **T:** Yes, fence (2x). Now if you were asked to provide, to provide means, to give, to provide a word with a similar meaning to fence, you may suggest the word hedge or wall. Now look at the three words in meaning. Are they similar in meaning? Do they convey the same meaning? Do you think? What does fence mean? Who can tell me this word? What does fence mean (2x)? The 'fence' or 'hedge' or 'wall'.
12. **Habtamu:** It is a barrier from one place to the other.
13. **T:** Yes?
14. **Habtamu:** It separates one place from the other.
15. **T:** to separate one place from the other place or another place. Ok! It is good try! Another? A fence (3x). Fence 'malet mejemeria min malet new'? Fence 'malet atir malet new aydel? Atir lemindinew yemiyagelegilew?'
16. **S:** 'Andin bota keandegnaw bota lemeleyet'
17. 'Lemisale hulet sewoch yerasachewonbota lemeleyet mindinnew yemiyadergut?'
18. **SS:** 'Atir yiseralu'
19. **T:** 'Atir yiseralu. Aydel endie? Selezih atir yeminilew degmo lemisale kemin lisera yichilal?'
20. **SS:** 'ke enchet.'
21. **T:** 'ke enchet lisera yichilal.'
22. **SS:** 'ke biretim lisera yichilal woym ke' beloket lisera yichilal'.
23. **T:** 'ke biretim woym ke' wire 'lisera yichilal selezih ya keza' material 'ye miseraw neger huletochin negeroch lemeleyet yemintekemibetin min enilewalen?'
24. **SS:** 'Atir enilewalen.'
25. **T:** 'Awoo atir enilewalen (2x). 'Atir belen senegelitsew' hedge 'ena' wall 'degmo mindinnachew?' what is the difference between the two words?
26. **Bekalu:** Hedge 'ke biretina keteleyayu negeroch sisera' wall 'degmo ke dengayina ke teleyayu negeroch yiseral.'
27. **T:** Ok! What about wall?
28. **S:** Wall 'kedingay' and 'keteleyayu negeroch yiseral'.
29. **Ok!** It is good try! Because you are familiar with what wall mean. For example, this is wall. It is made up of what?
30. **SS:** Stone and cement.
31. **T:** Stone and cement, yes. So, this is a mixture of cement and stone. So wall and fence are a little bit different. But, they use for the same purpose. Similar to this hedge. Let me tell you the meaning of this word which I discovered from the dictionary. Hedge means a barrier of closely growing bushes (2x). 'koy ahun lemisale bush tawkalachehu aydel?'
32. **SS:** 'Awoo!'
33. **T:** 'Be' Geography 'timirtachehu bush mindin nachew? Bush 'yeminilachew min aynet tekloch nachew? Bush 'malet min malet new?'
34. **SS:** 'Gorgowada botawoch'.
35. **T:** So, bush 'malet achachir yehonu tekloch nachew aydel endie?' Neger gin hedge 'sinel bushoch hunew gin achachir tiktik belew yebekelu negeroch nachew. Lemisale linitklachew enichil

yihonan enezihin negeroch, ye enezih tegibar demo be sinesireat yemineteklachew kehone lemin yitekmunan?’

36. **SS:** ‘Le atir yitekimunan. Yihinen neger egnam enetekemibetalen aydel endie. Be bet akababi ye andegnawon gorebetachin meret ke lelagdaw lemeleyt be mesmer asizen entekilewalen. Selezih enezih bushoch nachew.’ So, hedge is a barrier of closely growing bushes (2x). So, ‘neger gin enezihin wordoch eyandandachew senay leyunet alachew aydel endie?’ Gin yesostoch tegibar senay’, similarity ale aydel endie? Andin bota ke andegnaw min lemadreg?’
37. **SS:** ‘Lemeleyet’.
38. **T:** ‘Malet new aydel endie?’
39. **SS:** ‘Awool!’
40. **T:** So, these words are sometimes confused somebody. That is why our lesson is words that are sometimes confused. So, these words may get somebody confused. Not always, sometimes. Ok! Now ... it says you might suggest the word hedge or wall. The words fence, hedge and wall are all similar because they are all barriers which separate one piece of land from what?
41. **SS:** Another.
42. **T:** Another. That has similar purpose. That is why we use them for the same purpose. And, however, there are also important differences in their meanings. A fence is made up of wood or what? Metal. A hedge is made of bushes; a wall is made of stone or cement. It is therefore, important to use which ever word is most accurate. So, somebody may use fence or wall or another person may use hedge and it depends up on his interest and his choice or his thought to convey his message. Now, next let us examine the word road and track (2x). How many words are there?
43. **SS:** Two
44. **T:** Two words. What are they?
45. **SS:** Road and track.
46. **T:** Road and track. Now let me give you the next five minutes to discuss the difference and the similarities between the two words between ‘road’ and ‘track’. This much enough discussion is enough. The difference between what?
47. **SS:** Track and road.
48. **T:** What did you come up with the discussion? Raise your hands please and tell me what road mean and track mean? Their similarity and their differences.
49. **Saleamlak:** These words are similar because these words are both open ways made by people. So, that they can move easily from one place to another. However, a road is different from a track because it usually has a smooth surface made by train, concrete and granite.
50. **T:** Ok! That is good! Any other? The differences and the similarities between the two word road and track. What does road mean and what does track mean? We use road and track for the same

purpose. But, there are slight differences between the two words? Road and track (2x).

51. **Kalkidan:** Road is a smooth surface and track is a rough surface and it is narrow.
52. **T:** Very good! Actually it is the same with Saleamlak. Road is a little bit narrow and wider and when we look track it is what?
53. **SS:** Narrow.
54. **T:** Narrow! Yes? We use the two words for the same purpose to tell somebody the same purpose. There are differences between the two words. It says let us examine the word 'road' and 'track' in the same sentence. These words are similar because they are both open ways made by people. So, that they can move more easily from one place to another place. However, a road is different from track (2x). Because, it usually, now 'it' refers to the road; it usually has a smooth surface made from tar. Tar is some thing that we use to build or to construct a road. A tar or concrete, you know what concrete mean or gravel? a track usually has a much rougher surface than a road. We said a road is a little bit rougher surface than road. So, a track usually has a much rougher surface than a road and probably is quite narrow. A path is a kind of track but is even narrower probably just two person to walk along it. So, these are the differences between what road mean and what track mean. A road is a little bit wider than a track or a track is a little bit narrower than a road and there are also differences between the two words with the material to be constructed. Now based on the above discussions here are exercises. Explain it says (a) the differences in meaning and (b) the similarities in meaning between the two words it says. The first word in each word was used in the reading passage in section one it says. Now let us proceed to the exercises. Number 1 it says 'cattle' this word is found from the reading passage in line 2 cattle with what?
55. **SS:** Cattle with cows.
56. **T:** The second ones crops with what?
57. **SS:** Crops with vegetables.
58. **T:** Vegetables. And the third group of words homestead found in line what?
59. **SS:** In line 21
60. **T:** Huts with what?
61. **S:** With houses
62. **T:** Houses and the last number 5 ploughing found in line 52.so, ploughing with sowing. Now in each number there are two pair words and we are going to identify the differences between the two words and similarities (2x). A cattle- cow, crops- vegetables, homestead- village, huts with house and ploughing with sowing. Now let me give you the next 10 minutes to discuss the differences and the similarities between the two words in each number. You can continue now. Ok! Now let us come to the discussion words. **As much as possible just use the instructional media English. Please, do not use any mother tongue or any language out of the instructional media English.** What are the similarities in meaning and the differences in

meaning between the words in each group? The first word in each group was used in the reading passage in section one. As I have informed you earlier there are differences between the two paired words in each number. There is the difference between what cattle and cows mean? Cattle- cows, homestead-village, huts-houses, and ploughing-with sowing these are the two paired words in each number. Now I want to tell the differences and the similarities between the two paired words of 'cattle' and 'cows' (4x).

63. **Bekalu:** Cattle means a group of animal and cows means a number of cows.
64. **T:** A cattle is a group of animals. What kind of animals (2x).
65. **Saleamlak:** Cattle are the chief from as a whole.
66. **T:** As a whole. Habtamu can you try the difference between cattle and cows?
67. **Habtamu:** The similarity of both of them are useful for human beings and when we see the difference between them, cattle is a number of animal and it consists of cows and oxen and cow is different from cattle and cows contains only cow.
68. **T:** Very good! (2x). As you have heard from his discussion or as habtamu said, a cattle is what?
69. **SS:** Murmuring ***
70. **T:** From the word we understand on the number.
71. **S:** A large number of animals.
72. **T:** It consists of cows, ox, and may be cough. So, cattle are what?
73. **SS:** Murmuring.
74. **T:** The number indicates and consists of what?
75. **SS:** Murmuring ***
76. **T:** Many number and cows means a group of cow. We are not saying a single cow but many cows. And we says cows's' at the end indicates what?
77. **SS:** Plural.
78. **T:** Plural form. What about their similarities?
79. **SS:** Murmuring ***
80. **T:** Both of them are useful for human beings and both cows and cattle indicate as they are animals. The second one crops with vegetables (2x).what did you come across the difference and the similarities between them?
81. **SS:** Murmuring***
82. **T:** What does crop mean? And what does vegetable mean?
83. **SS:** Murmuring***
84. **T:** Now I need the difference and the similarities between them?
teacher calling Ashenafi.
85. **Ashenafi:** Both of them are useful for food purposes.
86. **T:** Both of them are what?
87. **SS:** Useful for food purposes.
88. **T:** Useful for food purposes he said. So, you are telling us their similarities. What about the differences between the two words?
89. **SS:** Emm ***

90. **T:** What crop mean? And what vegetable are?
91. **S:** 'Andu tiratirie sihon' vegetable 'demo'...
92. **T:** As I have informed you earlier, do not use any mother tongue or any other language. Use only the instructional media I said!
93. **Takele:** Crop means the growth of the land.
94. **T:** Crop means the growth of the land.
95. **Takele:** Vegetable means a kind of plant.
96. **T:** A kind of plant. Does crop mean the growth of the land?
97. **SS:** No!
98. **T:** No! (2x). This is not the right answer!
99. **Bekalu:** crop means a kind of seed.
100. **T:** A kind of seed. Good!
101. **Bekalu:** Vegetables are green plants.
102. **T:** Vegetables are green plants. We can mention some examples to see the difference and the similarities between the two words. Crops, when we say crops, they include what?
103. **SS:** 'Teff', surgem, maize, etc...
104. **T:** Now when we come to vegetables:
105. **SS:** Cabage, orange, ***
106. **T:** Orangel! Is it vegetable?
107. **SS:**No!
108. **T:** No! You are not right! Any other? Raise your hand. Who said orange as a vegetable? Any other?
109. **Kasahun:** Tomato.
110. **T:** Tomato can be vegetable. Good! Now from this discussion I think you have a little bit information to identify the differences and the similarities between two words. They are not similar but they are both crops and vegetables are important for human beings and we use them in our daily life. Now let us proceed to the next what homestead mean and what village mean (2x)? What does homestead mean and what does village mean? And what is the difference between the two words? Home stead in line 20 and village.
111. **Kalkidan:** Homesteads are a single house in that one group of family lives and a village is many group of houses that many group of families live together.
112. **T:** Excellent (3x). Now from her discussion, we have heard that a home stead is what?
113. **SS:** Murmuring.
114. **T:** a single house which consists of a single house which consists of a single parent. But, when we say village, in a village how many houses do you think there are?
115. **SS:** Many.
116. **T:** Many houses. From this village, we can get a number of parents living in a single house. So, homestead include under what?
117. **SS:** Under a village.
118. **T:** Under a village! Yes?
119. **SS:** Yes.
120. **T:** Under a village. Villages consist of what?
121. **SS:** Many homesteads.

122. **T:** So, from her discussion, she said homestead is a single house which consists of only parent and village includes a number of house not a number of homesteads and in each homesteads there are a single parent. What about the rest of you?
123. **SS:** Murmuring.
124. **T:** What do you understand from the words homestead and village (2x)?
125. **SS:** Murmuring.
126. **T:** Is there any different idea (2x)? Say some thing at least about homesteads and village.
127. **Habtamu:** Homestead means it contains several huts surrounded by them and village is the number of homesteads which live in one place.
128. **T:** Is the idea similar with her?
129. **SS:** Yes.
130. **T:** Yes. What about the rest of you? If you have different idea, please raise that idea? Huts and houses almost they are similar. Huts and houses (3x).
131. **Habtamu:** When we see the similarities between huts and houses, both of them are used as a shelter and huts are only narrow houses, it may be only for one person. But, house is a wide and live in it more than one person.
132. **T:** Very good! Any other (2x). Huts and houses. The difference between the two words not only the difference but also their similarities.
133. **Kalkidan:** Their similarities are they both are homes people to live in and their difference is hut is a small house that is made from grass and house is a big house made from stone.
134. **T:** Now from their discussion, their similarities and differences are as follows. Huts and houses both are used as a shelter. But, when we see their difference, huts are what?
135. **SS:** Small.
136. **T:** Is it small or bigger than house?
137. **SS:** It is small.
138. **T:** A smaller in size than house. So, it consists or it may have a capacity to hold one or two person. But, when we say houses, it is bigger than huts. So, it has a capacity of holding many people. More than 5 or 6 or above these numbers. Good! So, we have finished our today's discussion about words that are sometimes confused (2x) not always but sometimes confused. So, next time we will discuss section 2 vocabularies. Let us get it right. Under this topic we will see different words phrasal verbs like 'get in', 'get on', 'get off', 'get on to', and 'get out off' we will discuss about this phrasal verbs next time. Thank you very much!

Transcription-3

Appendix- A: Transcriptions of Classroom Events

Appendix- A: Section 'A' Observation Lesson Transcription:

Second round visit

Name of the School: Pawe Preparatory and Senior Secondary School

Date of observation: 07/07/2003 E.C

Time of Observation: 45 minutes

1. **Teacher:** ok! Well come to this section in this lesson and last time we have discussed about the vocabulary sections. Under this section part one, words that are sometimes confused. Is that not?
2. **SS:** Yes.
3. **T:** Yes. We discussed some words which rose from the passage and we have discussed the differences but, also their similarities with words and not only their differences but also their similarities. Now, in this lesson today, we are going to see under part 2 section 2 vocabulary and part 2 let us get it right. On the other way, we mean that let us get the right word to convey our idea from the following words. The words are 'get in', 'get on', 'get off', 'get on to', 'get in to', and 'get out off'. We use these phrasal words to say the same meaning. So, we use differently the words. We use these phrasal verbs to talk how we bored and leave vehicles. You know what vehicles mean?
4. **SS:** Yes.
5. **T:** Vehicles (2x). So, we use these words for two purposes in vehicle. You know what a vehicle is? A kind of what?
6. **SS:** A kind of car or ***
7. **T:** It may be car or a kind of car. When we say there are different types of car, may be taxi, lorry, minibus, bus etc... so, in general, we call them vehicles. We use these words to board and to leave. You know what leave mean? Leaving some thing means what? Going away or far from that thing. So, for leaving and board, however, each verb can be only used with a particular form of transport (3x). We may not use get in for minibus for example, and we may not use get on for a lorry. We may not use get on for a taxi. So, each word may be used for different transport or form of transport. For example, he got in the car (2x). Look, the phrasal verb is what?
8. **SS:** Got in.
9. **T:** Got in. you know got in comes from get in and got is the past form of what?
10. **SS:** Get.
11. **T:** Get. He got in the car. Look at the sign at the end of the sentence. You can't say like this instead we must say like this: he got in to the car. So, to board in the car we use the word get in to (2x). Rather than saying get in, got in or get in that is similar except that simple tense and present tense. So, for the car to say board we use what? Get in to, when we make this word in to past simple tense. It is changed into what?
12. **SS:** Got in to

13. **T:** Got in to. Now, look at the second example. He got on to the minibus (2x). Is there any difference between the two sentences?
14. **SS:** Yes, there is.
15. **T:** Yes, there is. The first sentence, he got on to the minibus. So, we can not say got on to for a minibus to board. **You know what board mean? To leave from the minibus, from the car and to board into the minibus we use different words. Instead of saying he got on to the minibus we should say what?**
16. **SS:** He got into the minibus.
17. **T:** He got into the minibus. Got onto and get into are different words. So, we must say as the second example. Now, here are a table containing the form of transport verbs used for boarding and verbs used for leaving. Now, let me give you the next two minutes to discuss the differences between the form of transport, the words that you are going to use for leaving for this form of transport. Now, continue your discussion. Now, from this table, there are forms of transport verbs used for boarding, verbs used for leaving. Under the form of transport we get car, taxi, and minibus. Which phrasal verbs we use for boarding?
18. **Bekalu:** Get in or get into.
19. **T:** Get in or get into. We may say get in or...what?
20. **SS:** Get into.
21. **T:** Either get in or what?
22. **SS:** Get into
23. **T:** Very good! Now, what kind of phrasal verb is used for leaving this form of transport?
24. **Ashenafi:** Get out off.
25. **T:** Get out off. We should say get out off instead of saying get in or get in to, to say what?
26. **SS:** For leaving.
27. **T:** For leaving. So, get out off is used for leaving in the car, taxi, or minibus. Now, let us see the bus. What kind of phrasal verbs we use for boarding (2x).
28. **Kasahun:** Get on.
29. **T:** Get on! Very good! What about for leaving?
30. **SS:** Get off.
31. **T:** Get off (2x).lorry, or to board from lorry?
32. **Saleamlak:** Get off.
33. **T:** Get off, for leaving and get on for boarding. Now, let us see for driver's cabin at the back of the car. We use what kind of verbs for boarding?
34. **Habtamu:** Get in or get into.
35. **T:** Get in or get into for driver's cabin and verbs used for leaving.
36. **SS:** Get out off.
37. **T:** Get out off. What about at the back?
38. **SS:** Get on or get on to.
39. **T:** Get on or get on to. For leaving?
40. **SS:** Get off.

41. **T:** Get off is used for leaving. Plane, we say plane, the plane may be large plane or small plane. So, we use different words for a large plane to board in and we use the large plane what kind of verbs used for boarding?
42. **SS:** Get on.
43. **T:** Get on or what?
44. **SS:** Get on to.
45. **T:** Get on to, get on. For leaving?
46. **SS:** Get off.
47. **T:** Get off. What about for a small plane to board it?
48. **SS:** Get in.
49. **T:** Get in or what?
50. **SS:** Get into.
51. **T:** Get into. Very good! What about for leaving?
52. **SS:** Get out off.
53. **T:** Get out off. Now, train, bicycle, or tracker, horse, or camel and each form of transport have their own words for boarding and for leaving (2x). Based on the table, let us proceed to the exercises. Exercise one says complete the following exercises by using the correct form of 'get in', 'get on', 'get off', 'get on to', 'get in to', or 'get out off', (2x). Now, discuss through the questions and we will come back to our discussions. We may not use these words directly may be the sentence in past action. The action may be take place in the past. So, if it is take place in the past; we use the past simple form of these verbs. If the actions are take place now, we use the verbs as it is. May be you may need to add's', or 'es' etc... now let us come to the exercises number one (3x). It says: I _____ the minibus and walked home (2x). Now, at the first let us identify this sentence, whether it is the meaning or whether it conveys as for boarding or leaving. Is it for boarding or for leaving?
54. **SS:** For leaving.
55. **T:** Rise up your hand.
56. **S:** Leaving.
57. **T:** For leaving. I _____ the minibus and walked home. There are two actions. Which one takes place first? Leaving from the minibus or boarding from the minibus?
58. **SS:** Leaving from the minibus.
59. **T:** Leaving from the minibus. I _____ the minibus and walking into home is the second action. Now, which word is do you think is used to leave the minibus? It says complete the following sentences by using the correct form of the verbs or the words 'get in', 'get on', get out off', etc... which word?
60. **Saleamlak:** Get out off.
61. **T:** Get out off (2x). Is he right?
62. **SS:** No! No! ***
63. **T:** Take care of the former wrong answer!
64. **T:** What is wrong with him? Since the action happened in the past we should say got out off which is the past form of get out off. So, instead of saying get out off, we should say what?

65. **SS:** Got out off.
66. **T:** Got out off and take care of the former wrong answer! I got out off the minibus and walked home. So, got out off. Very good! Now the next sentence: She _____ they taxi and asked the driver to take her to a hotel. Is it boarding or is leaving the taxi?
67. **SS:** Boarding the taxi. She _____the taxi and asked the driver to take her to a hotel. For the taxi what kind of word we use?
68. **Takele:** get in or get into.
69. **T:** get in or get in to he said. Is he right?
70. **SS:** No! He is not right.
71. **T:** Eh! Kalkidan can you try?
72. **Kalkidan:** Got in or got in to. Very good! Because, from the sentence we understand that the action take place when?
73. **SS:** In the past.
74. **T:** In the past. Now, the next sentence: The driver _____his lorry and drove off. Now, is it for leaving or boarding?
75. **SS:** For boarding.
76. **T:** It is for boarding. A driver can drive or could drive his lorry after boarding. So, what kind of verb are you going to use for this kind of sentence? The driver_____ his lorry and drove off. We said for boarding.
77. **S:** The driver get on his lorry and drove off.
78. **T:** Is he right? No! No! Can you try it again? The driver _____his lorry and drove off.
79. **S:** The driver got on his lorry and drove off.
80. **T:** Very good!(2x). He corrects his mistake him self. Instead of saying get on, the driver get on his lorry and drove off. We must say or we should use the past simple tense of get on. Which is got on..

Transcription-4

Appendix- A: Transcriptions of Classroom Events

Appendix- A: Section 'D' Observation Lesson Transcriptions: Second Round Visit

Name of the School: Pawe Preparatory and Senior Secondary School

Date of observation: 12/07/ 2003 E.c

Time of Observation: 28 minute

1. **Teacher:** Before directly proceeding to the today's lesson, do you have questions on the previous lessons that we have learnt? Questions, it can be suggestions, comments, or any thing else? If you don not have questions let us start the today's lesson. a year in Botswanan village. here we do have a table which contains several things like months, the type of activities that are practiced, where these activities take place, the type of people who involved there or participants who take part in the se different activities. See the tables once.
2. **Students:** Murmuring ***
3. **T:** Have you read? As you can see from the table there are examples that are filled with this table. Look there for instance, in the month part from June up to September there are activities that are practiced in this month. Among these the first is village meetings and the second one is feasts, marriages, festivals and others. And, when we come to the third part there are questions which ask where these activities take place?
4. **SS:** In the village.
5. **T:** In the village. Yes! What about the type of people who involved there (2x).
6. **SS:** Men and ***
7. **T:** Raise your hand please! Eh! Tizazu.
8. **Tizazu:** For the first question the participants were men where as for the second question the participants are every one.
9. **T:** Good! As you can see in the table men and every one are the participants. Look again the second example between the months October and November. No activities are practicing in these months instead they wait until the rains to begin. Therefore, what about where the activities are takes place?
10. **Worku:** In the village.
11. **T:** they wait in the village. What about the people involved there or the participants for these activities?
12. **S:** I think the children are the participants.
13. **T:** I don't think so! Eh! Is he right (2x)?
14. **SS:** No!
15. **T:** Another. Who can try (2x)?
16. **S:** Every one
17. **T:** Yes, every one is the people who take part. What about from November up to December? I think you forget already the passage. Remember or take some seconds and you can apply

scanning type of reading to extract these answer. Read the highlights or read through the pace of the passage and you can easily get information. You can go through the paragraph.

18. **Genanew:** The children are the people who involved there.
19. **T:** very good! The children are the participants. The children are the participants who take part in this activity. Where the activities are take place?
20. **S:** The school year and feasts and marriages are also other type of activities that take place.
21. **T:** very good (2x)! As she said among the type of activities that are practiced the school year mainly children will go to school the other is different feasts and marriages are other types of activities that practiced. During or between the two months. Where they are take place (2x)? Where these activities are take place (2x)?
22. **S:** In the farm land.
23. **T:** In the farm land! How it could be? Is she right?
24. **SS:** No!
25. **T:** No! No! Read the passage again! eh worku;
26. **Worku:** The children in their school and different marriages and feasts took place mostly in the village.
27. **T:** Very good! As he said the first is in the school and the second one is not mostly but all of the feasts and marriages are taking place where?
28. **SS:** IN the village.
29. **T:** In the village (2x). Very good! The feasts and the marriages are taking place in the villages. What about the people who involved there? Who are the participants?
30. **S:** The participants are children.
31. **T:** Every one. Children and every one are the participants who involved in these types of activities. Very good! Next let us see the next one. What about in January (2x)? What type of activities? What are the activities that take place? What type of activities are take place in January? Emebet, can you try? What about mikedes? Eh... Mekedes would you try? Please utter out or breathe out what comes in your mind. Eh...
32. **Mekdes:** Weeding the crops.
33. **T:** Weeding the crops very good (2x)! What about the place where the activities are taking place?
34. **S:** At the farm land.
35. **T:** At the farm land. Very good! Who are the participants? Who are involved in these activities? Participants (2x).
36. **Genanew:** Every one.
37. **T:**Every one? I don't think so. Can you try again?
38. **Getachew:** Men
39. **T:** Men... no read the passage again starting from line 53 please!
40. **S:** Women.

41. **T:** Women! Yes! Women are the participants who weed the crops in the farm land. Yes! Ok. Next from April up to what? From April up to May. What are the activities that take place between these months? What types of activities are taking place (2x)?
42. **Tizazu:** Straying too far the cattle by herd boys in their search for water. Moving the cattle to special wells and boreholes and sometimes builds new cattle kraals.
43. **T:** Excellent! As he said straying too far cattle, moving the cattle to special wells and sometimes builds new cattle kraals, yes. Where they take place?
44. **Worku:** I think around the farm land.
45. **T:** very good! Among the farm land or around the cattle posts. Next, what are the participants?
46. **S:** Herd boys or the children and women and girls.
47. **T:** Excellent! The children and women and the girls are the people who involved in these activities.

Appendix-B

Amharic Version

የተማሪዎች መጠይቅ

ይህ ጥናታዊ ዕሁፍ መጠይቅ በአስራ አንደኛ ክፍል ተማሪዎችና በእንግሊዝኛ መምህሩ መካከል የሚደረግ (የሚተገበረውን) የንግግር ግንኙነት ምን እደሚመስል ለመዳሰስ (ለማግኘት) የቀረበ ነው። ስለሆነም የምትሰጡት እውነተኛ ምላሽ ጥናቱን ለሚሰራው ሰው ታማኝነት ካለው ውጤት እንዲደርስ ትክክለኛ መረጃ ይሰጣል ተብሎ ይታመናል። ስለዚህም እያንዳንዱን ጥያቄ በጥሞና ካነበባችሁ በኋላ ትክክለኛ የሆነውን መልስ የራይት (✓) ምልክት በማድረግ እንድትመልሱ በትህትና ትጠየቃላችሁ።

ማሳሰቢያ፡- ስም መፃፍ አያስፈልግም

በቅድሚያ ለትብብራችሁ አመሰግናለሁ!

የትምህርት ቤቱ ስም _____

ክፍል _____

ትዕዛዝ I: የሚከተሉት ቁጥሮች በሚወክሉት ቃላት መሰረት መልስ (ሽ)

- 5 = ሁልጊዜ
- 4 = ብዙውን ጊዜ
- 3 = አንዳንድ ጊዜ
- 2 = በጣም አልፎ አልፎ
- 1 = በጭራሽ

ትዕዛዝ II. የእንግሊዝኛ መምህሩ (ሯ) :-

ተ.ቁ	ሀ. ጥያቄ የመጠየቅ ባህሪ	5	4	3	2	1
1	በክፍል ውስጥ ጥያቄ እንደጠይቅ ወይም እንደመልስ ያበረታታል (ታበረታታል)።					
2	በክፍል ውስጥ ጥያቄ እንደጠይቅና እንደመልስ ዕድሉን ይሰጠኛል (ትሰጠኛል)።					
3	ገደብ ያለው (ዝግ የሆኑ) ጥያቄዎችን ይጠይቃል (ትጠይቃል)።					
4	ገደብ የሌላቸው (ብዙ ሊያነጋግሩ የሚችሉ) ጥያቄዎችን ይጠይቃል (ትጠይቃል)።					
ለ. የቃል መልስ እርማት						
5	ስህተት ስመልስ (ስሰራ) ተሳስተሃል በማለት በመቆጣት ይናገረኛል (ትናገረኛል)።					
6	በትክክል መልስ ከመለስኩኝ እጅግ በጣም ጥሩ ነው፤ ቀጥልበት ወዘተ በማለት ያበረታታል (ታበረታታል)።					
7	የራሴን ስህተት እኔው እራሴ እንዳርም ዕድሉን ይሰጠኛል (ትሰጠኛል)።					
8	ስህተት የሆነ መልስ ስመልስ ፍንጭ በመስጠት መልሱን እንዳስተካከለው ያደርገኛል (ታደርገኛል)።					
ሐ. ለጥያቄ ምላሽ ጊዜ መስጠት						
9	በቂ የሆነ ጊዜ መልስ እንደመልስም ሆነ ሐሳቤን እንዳብራራ ይሰጠኛል (ትሰጠኛል)።					
10	ሐሳቤን ለመግለፅም ሆነ መልስ ለመመለስ ረዘም ያለ ጊዜ ከወሰድኩ በመቆጣት ይገስፀኛል (ትገስፀኛል)።					
11	መ. የንግግር ጊዜ መጠን					
12	ለንግግር በቂ ጊዜና ዕድል መስጠት የመናገር ችሎታ የን እንዳዳብር ያደርገኛል (ታደርገኛል)።					
	ክፍለ ጊዜውን በንግግር እራሱ (እራሷ) ይሸፍነዋል (ትሸፍነዋል)።					
13	በክፍል ውስጥ ብዙ እንደነጋገር ያበረታታል (ታበረታታል)።					

ተ.ቁ	ሠ. አመለካከትን የሚጠይቅ ጥያቄ	አዎ	አይ አላስብም
14	የአማርኛ ቋንቋን በእንግሊዝኛ ክፍለ ጊዜ መጠቀም እንግሊዝኛ የመናገር ችሎታህን (ሽን) ያዳብራል ብልህ (ሽ) ታስባለህ (ታስቢያለሽ)?		
15	የአንተ (ቺ) ማህበረሰባዊና ባህላዊ ልምድ በእንግሊዝኛ የመናገር ችሎታህ (ሽ) ላይ ተፅዕኖ ያሳድራል ብለህ (ሽ) ታስባለህ (ታስቢያለሽ)?		
16	በክፍል ውስጥ ፊት-ለፊት ወጦ በእንግሊዝኛ መናገር እቸገራለሁ ብለህ (ሽ) ታስባለህ (ታስቢያለሽ)?		
17	በክፍል ውስጥ የእንግሊዝኛ መምህሩን ትዕዛዝ በቀላሉ ትረዳለህ (ትረጅቃለሽ)?		

Students' Questionnaire

Dear Students:

The purpose of this questionnaire is to explore how the practice of Student-Teacher oral interaction in EFL classes at grade 11 levels looks like. Therefore, the researcher believes that your genuine responses are important to arrive at a reliable result. So, you are kindly requested to give your response on each item. Please, read each questions very carefully and put (✓) mark the option you agree.

N.B. You need not to write your name on the questionnaire.

Thank you in Advance!

Name of the school _____

Grade and section _____

Direction: Put (✓) mark on the number that represents the following key words in the table.

5= Always

4= Often

3= Sometimes

2= Rarely

1= Never

I. How often does the teacher:

No	A. Questioning Behavior	1	2	3	4	5
1	praises or encourages you to ask or respond questions?					
2	gives you opportunities to ask and answer questions?					
3	asks you close-ended questions?					
4	asks you open-ended questions?					
B. Feedback and Error Treatment						
5	criticizes (gives negative comments such as: you are wrong ... when you make errors?					
6	gives positive reinforcement such as: Excellent, keep it up when you respond correctly?					
7	gives you opportunities to re-correct your errors?					
8	gives you cues or direction when you respond wrong answer?					
C. Wait Time						
9	gives you enough time to respond questions or express idea?					
10	condemns when you take long time to respond?					
D. Amount of Talking Time						
11	provides you enough opportunities and time to talk more improve your speaking ability?					
12	dominates the classroom talk?					
13	Initiates you to talk more?					

Adapted from (Danyt, 2006)

II. Do you think that:

No	E. Attitude Questions	Yes	No
14	using 'Amharic' in English classroom improves your oral performance?		
15	your socio-cultural background affects your oral performance?		
16	speaking in front of the class is difficult for you?		
17	you easily understand the instructions given by your teacher?		

Adapted from (Danyt, 2006 and Daniel, 2007)

Teachers' Questionnaire

Dear Teachers:

The purpose of this questionnaire is to explore how the practice of Student-Teacher oral interaction in EFL classes at grade 11 levels looks like. Therefore, the researcher believes that your genuine responses to the questions help the researcher to obtain the necessary information. So, you are kindly requested to give your response on each item. Please, read each questions very carefully and put (✓) mark the option you agree.

N.B. You need not to write your name on the questionnaire.

Thank you in Advance!

Name of the school _____

Teacher's Qualification _____

Direction: Put (✓) mark on the number that represents the following key words in the table.

5= Always

4= Often

3= Sometimes

2= Rarely

1= Never

II. How often do you:

No	A. Questioning Behavior	5	4	3	2	1
1	praise or encourage students to ask or respond questions?					
2	give students opportunities to ask or respond questions?					
3	ask students open-ended questions?					
	B. Feedback and Error Treatment					
4	give students negative comments such as: you are wrong, etc..?					
5	give students positive reinforcement such as: Excellent, very good etc...?					
6	give students chance to re-correct their errors?					
7	condemn students when they fail to express or respond ideas?					
8	give students cues while they make errors?					
	C. Wait Time					
9	give students long response time to respond or express their ideas?					
10	give students short response time to respond or express their ideas?					
	D. Amount of Talking Time					
11	dominate students talking time?					
12	Initiate/let students to talk more than your talking time?					

II. Do you think that:

No	E. Attitude Questions	Yes	No
13	allowing sufficient time for learners to respond promotes their oral performance?		
14	students easily understand your instructions?		
15	student-teacher oral interaction promotes students' oral performance?		
16	the classroom seating pattern/arrangements affect students' oral performance?		

Adapted from (Danyt, 2006 and Daniel, 2007)

Appendix-C

EFL classroom Observation Checklist

Name of the School _____

Grade _____

Qualification _____

No. of students in the class _____

Observer _____

Date of observation _____

Part I: Teacher's Behavior

No.	Teacher's Behavior	Total tallies	%
1.	-initiates questions (individuals solicits) to		
2.	-calls upon (gives opportunity to ask or answer questions; to give comments, opinions, etc.)		
3.	- Praises /encourages (gives positive reinforcement, E.g. excellent, very good, keep it up, etc.)		
4.	- criticizes (gives negative comments, e.g. you are wrong,)		
5.	- gives feedback to		
6.	- gives direction		
	Total		100

PART II: Students' Behavior

No.	Student's Behavior	Total tallies	%
7	- Gives responses		
8.	a) Long responses (long solicited responses).		
	b) Short responses (short solicited responses).		
9.	- asks teacher for help, direction etc.		
10.	- initiates participation (gives comments, asks for clarification, asks teachers opinions, etc.)		
	Total		100

Adapted from (Moskowitz, 1971, in Kidane, 2006)

Appendix-D

Inter observer agreement

Behavior	Categories	Observer	Co-observer
Teacher	-Initiates questions to		
	-Calls upon		
	-Praises/encourages		
	-Criticizes		
	-Gives feed back		
	-Gives direction		
Students	-Gives long responses		
	-Gives short responses		
	-Asks teacher for help		
	-Initiate participation		

Adapted from (Moskowitz, 1971, in Kidane, 2006).

Summary of the observer and the co-observer overall total tallies of the 4 round visits

Sections	Observer	co-observer	difference
1. Section 'D' 1 ST round visit	90	111	21
2. Section 'A' 1 st round visit	127	114	13
3. Section 'A' 2 nd round visit	78	89	11
4. Section 'D' 2 nd round visit	61	47	14
Total	356	361	59

Inter observer Agreement = Total Agreement / Total Agreement + Total
Difference

$$\text{IOA} = 717 / 776 = 0.92$$

Appendix-E

Flanders' Interaction Analysis Categories (FIAC)

Teacher Talk	<p>1. <i>Accepts feeling.</i> Accepts and clarifies an attitude or the feeling tone of a pupil in nonthreatening manner. Feelings may be positive or negative. Practicing and recalling feelings are included.</p> <p>Response 2. <i>Praises or encourages.</i> Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um um?" or "go on " are included.</p> <p>3. <i>Accepts or uses ideas of pupils.</i> Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.</p>
	<p>4. <i>Asks questions.</i> Asking questions about content or procedure, based on teacher ideas, with the intent that a pupil will answer.</p>
	<p>6. <i>Lecturing.</i> Giving facts or opinions about content or procedures; expressing his own ideas, giving his own ideas, 7. procedures; expressing his own ideas, giving his own ideas, 8. Giving his own explanations, or citing an authority other than a pupil.</p> <p>6. <i>Giving directions.</i> Directions, commands, or orders to which a pupil is expected to comply.</p> <p>Initiation 7. <i>Criticizing or justifying authority.</i> Statements intended to change pupil behavior from none acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.</p>
Pupil Talk	<p>Response 8. <i>Pupil-talk response.</i> Talk by pupils in response to teacher initiates the content or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.</p>
	<p>Initiation 9. <i>Pupil-talk initiation.</i> Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</p>
silence	<p>10. <i>Silence or confusion.</i> Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</p>

Flanders, 1970:34

Appendix-G

Symbols used in the Transcriptions

*** = Unrecorded Voice

T= Teacher

S= Student

SS= Students

Declaration

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

Name: Esubalew Getnet

Signature: 

Date 26/09/2003 E.C.