

Addis Ababa University
College of Humanities, Language Studies, Journalism and
Communication
Department of Foreign Languages and Literature

Assessing the Practice of Turn-Taking in Group Discussions in ELT
Classrooms: Grade 9 Students of Miskaye Hizunan Medahine Alem
Monastery Church School in Focus

A Thesis Submitted to Addis Ababa University, Department of Foreign
Languages and Literature in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

By: Kefale Mengistu

Advisor: Abebe G/Tsadik (Ph.D.)

June 2019

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Approved by Examining Board:

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Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Declaration

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

Name: Kefale Mengistu

Signature: _____

Date: June 2019

Abstract

In this study, an attempt was made to assess the practice of turn-taking in classroom group discussions with reference to grade 9 students in Miskaye Hizunan Medahine Alem Monastery church school. The subjects of the study were grade 9 students and English language teachers at Miskaye Hizunan Medahine Alem Monastery church school. 50 students from one randomly selected section among four sections and 15 English teachers have taken part in filling the questionnaire. Three randomly selected groups from a section were observed for a total of six periods and a one-day observation was audio-taped and transcribed. SPSS software and Allwright's (1980) model of turn-taking practice were employed to analyze the data that were gathered through questionnaire and observation, respectively. The analysis of the data shows that from the total of 125 turns, the majority of turns were taken by the teacher and the group leaders which is 16(12.8%) and 56(44%), respectively. Based on the findings, it was concluded that the nature of the group, the presence of a constant leader and reporter in the group, do not give appropriate time for each group work... affect the practice of turn-taking in classroom group discussions. Therefore, English language teachers should consider these problems and exert their maximum effort to have relatively an equal turn distribution in the classroom group discussions.

Acknowledgments

I would like to express my heartfelt gratitude to my advisor Dr. Abebe G/Tsadik, who has devoted his precious time and knowledge in giving me invaluable and constructive comments and encouragement right from the very beginning to the end of the study. I would like to give thanks *to* Miskaye Hizunan Medahine Alem Monastery Church School for providing me the opportunity to attend my class in the regular program.

Special thanks go to my friend Endalew Molla,(Ass. Prof) who gave me invaluable comments and suggestions without any reservation.

English teachers and students who participated in this research in their school deserve thanks for their full cooperation during data collection.

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CHAPTER ONE

1. Introduction

1.1. Background of the Study

In Ethiopia, the approach to teaching-learning of English has undergone radical changes over many years. The objectives of learning English have been changed. It is unquestionable that English is the language for trade, job, market, access to information, for academic use, etc. Being able to use the language for effective communication in real life situations locally or globally has become the prime purpose for learning English as a second or foreign language.

As English is a skill based subject, effective communication depends on how much competent a person in a language, particularly in speaking skill. Girma (2014), states that to foster students' speaking skill, CLT (communicative language teaching) approach is utilized in Ethiopian educational curriculum from primary to tertiary level.

The communicative language teaching approach tends to encourage pair and group work activities which are believed to promote the more creative use of language. It is obvious that in pair and group work there is a discussion. As Leinson (1983) points out, the discussion is characterized by turn-taking. This is because of the fact that discussion involves two or more people and it is governed by turn-taking norms and conventions which determine who talks, when and for how long he/she talks (Barbara, 2012).

Turn-taking is a foundation for speech and language development so students in a group should think of language as a back-and-forth exchange system: one person talks while the other listens, and vice versa. Scholars suggest that interaction in the classroom promotes the learners' ability to use second or foreign language to express their ideas (Allwright, 1984; Ellis, 1988; Vanlier, 1988).

Many researchers (Maroni, Gnisci & Pontecorvo; 2008) found out that there is turn-taking in classroom group discussions, but none of them showed how it is practiced in the secondary level of education. So the concept of turn-taking, which is the foundation of language development, need to study how it is practiced in our high schools. Bygate (1987) argued that turn-taking plays a vital role to maximize the students' speaking skill.

Unless teachers can control the classroom group discussions systematically, only a few students may dominate the group. According to Bygate (1987), a speaker who lacks how to handle turn-taking in the discussion is one who doesn't let others have a turn to speak.

Although taking turns in group discussions is one of the important aspects of developing speaking skill and good classroom management, high emphasis is not given by English language teachers, students, and schools. Therefore, studying the practice of turn-taking is necessary.

1.2. Statement of the problem

Teaching a language in the classroom is not an easy task. It needs to observe the students' overall activity, students' background, learning style, and motivate them to share their experience with others. However, in our country's context, the teachers dominate in the classroom group discussions. According to Amenu (2005), even on active learning (student-centered teaching approach), teachers use traditional language teaching methods and usually dominate the interaction. As a result, the students have got a limited chance to communicate using the target language.

To maximize the students' language competence, it is better to create a conducive environment inside the classroom as well as outside the classroom. That may help our students to act as talkers, questioners, arguers, and chatterboxes.

To give additional contribution, observing students' role in group discussions and studying the students' practice in turn taking will be an important aspect. Kramsch (1987) suggests that students in the classroom may not be participating equally. Therefore, this can be one problematic area that needs to be studied.

In Miskaye Hizunan Medahne Alem Monastery Church School in Addis Ababa, there is peer supervision which happens once or twice a year. From this practice, teachers can share their experiences with each other. Since the current researcher is an English language teacher at that school, he got a chance to observe the teaching of spoken English class. In that class, the teacher organized the students into groups of five. In two days of observation, the researcher had seen only two students that were dominating other students in a group. In the other group, there was a better conversation but with unbalanced time of talk. This was the incident which pushes the researcher to study the practice of turn-taking in classroom group discussions.

Regarding to the practice of turn-taking in English language classes, different researches were conducted inside and outside of Ethiopia. Let us see first the researches were conducted outside Ethiopia and inside Ethiopia next.

Barbara (2012) assessed the management of classroom interaction as an important constituent of a teaching-learning process of state primary schools spread all over Italy. The findings indicate that the teachers were interrupting the groups as a form of giving support. Moreover, some students were silent in a group.

Research on the nature of turn-taking among freshman students in an EFL class in their group discussion at A.A.U. was conducted by Taddese in 1997. For the study, the researcher took one freshman class which consisted of 33 students. His findings show that the majority of turns were taken or given by the teacher or the group leaders.

Girma (1999) investigated the pattern of turn-taking in a group discussion in grade 11 EFL class at Kokebe Tsibah senior secondary school. These findings indicate that the majority of turns were taken by the teacher and the group leaders.

Yohannes (2008) also conducted a study on the nature of turn-taking patterns in group discussion:10+2 students of Cruise private school. His findings were similar to that of Taddese's and Girma's. The majority of turns were taken by the teacher and the group leaders.

The above-mentioned researchers used only classroom observation to get the data from teachers and students. But this research in addition to observation, used a questionnaire so as to have diversified data.

Thus, this study aimed at filling this research gap. Therefore, this research tries to answer the following questions:

- ✓ How do the students involve in taking and giving turns in classroom group discussions?
- ✓ How long does each student take turns in group discussions?
- ✓ How often does each student take turns in group discussions?
- ✓ How do English language teachers involve in taking and distributing turns to the students in classroom group discussions?

1.3. Objectives of the Study

This study will investigate the practices of turn-taking in classroom group discussions among grade 9 students. Specifically, the study has the following specific objectives:

- ✓ To assess students involvement in taking and giving turns in classroom group discussions.
- ✓ To investigate how long each student takes turns in group discussion.
- ✓ To investigate how often each student takes turns in group discussion.
- ✓ To assess teachers involvement in taking and distributing turns in group discussions.

1.4. The scope of the Study

This study is confined to grade 9 students of Miskaye Hizunan Medahne Alem Monastery Church School in Addis Ababa. More specifically it focused only on one section from four sections of the grade level because it would not be manageable to analyze if they were all sections in the grade level.

1.5. The significance of the Study

The researcher believes that the result of the study will provide invaluable information for EFL teachers to assess their practice of classroom management on language teaching in general and turn-taking in a group discussion in particular. In addition to this, it helps for textbook writers by providing some information about what type of discussion points to be included in the textbook. Further more, the study may serve as a base for further studies who wanted to conduct in this area.

1.6. Limitation of the study

The researcher believes that study on the practice of turn-taking in the classroom group discussion needs longer time to assess as many classroom trends as possible. However, the time and financial constraints did not allow the researcher to conduct the study in-depth. And when the researcher gathered the data through observation in the classroom group discussion, there was a problem to get a natural conversation among group members. In addition to these, using small sample size was also a limitation of this study.

CHAPTER TWO

2. Literature Review

Introduction

It is one kind of intellectual culture to study literature before starting research. Related literature is always helpful to find out the gaps in the respective areas. The literature becomes an input to the analysis and planning the research study. Literature is also helpful for gathering conceptual knowledge in the relevant field. The researcher also reviewed a good number of literature related to the practice of turn-taking in classroom group discussions and the activities that promote turn-taking in group discussions.

2.1. Group work

Borman (1977:12) states that group work is one or more meeting of small groups of people who thereby communicate; face-to-face in order to fulfill a common purpose and achieve a common goal. Moreover, Oxford Dictionary of Education (1937:187) defines that, group work is a method of involvement in discussions talking over pertinent problems either to increase the degree of participation on the part of the students or bring about decision making.

According to Long and Porter (1985:209), group work increases students talking time as it allows many students to talk at the same time instead of one as in lock-step. This view emphasizes that the students' involvement in language learning class becomes increased by the use of group work.

Brumfit (1984) explains that the term quality does not imply students' response to teachers inhibiting in questions in a whole class setting. But it refers to a more natural setting in which group work provides for normal conversation via release from the demand for accuracy at all costs. So, it is true that learners develop the quality of their talk and then get indispensable language competences as they fight or struggle to communicate in group work.

2.1.1. Nature of the students in the group

❖ Extroversion- Introversion

Harmer (2001:86) argues that regarding extroversion- introversion in terms of verbal performance, introverts one likely to tend towards the low level of participation or silence in group interaction. Extroverts, in contrast, tend to talk a lot often more than their fair share. This definition indicates that some students in the group may become silent because of their own personal cases.

❖ Authoritarianism

Authoritarianism is about acceptance versus opposing authority. Davies (1994) explains that when authoritarians are in subordinate position, they accept this as natural and appropriate; less tend to participate in group discussion. This indicated that some students who have this behavior may mostly dominate other students.

Ability or language proficiency is of the main resources groups need to accomplish their tasks via talking. Ellis (1994), thus it is the main factor that affects the practice of students' to take turns in group discussion.

Group cohesiveness is how learners feel about other learners in the group. Knight and Lindsay (2006:9) state that if group members like each other, their participation and fruitful communication will be increased. The implication behind these view teachers should take care of group cohesiveness while they organize group learning since it has a considerable impact on students taking turns in group discussion.

2.1.2. Factors that affect students to get relatively equal turns in group discussions

It is the most influential factor that students do not get turns in group discussion. Nunan (1998) argues that tasks that are not interesting and motivating may inhibit learners from taking part in group discussion. The difficulty level of tasks which are given to students in group co-operative learning should be suitable for the level of learners understanding. Ur (1996) suggests that group activities should be simple, interesting, challenging and encouraging.

Richards and Rodgers (2001:200) state that, some tend to group the students in terms of their ability as heterogeneous or homogenous learning groups. Some others may prefer random, interest, achievement, friendship or convenience grouping techniques depending on the purpose

and the type of the task. Assigning of the students based on the above criteria the learners may interact interestingly, and all students in the group can get almost equal turns.

Scholars suggest that teachers should limit the time of a certain group task. According to Dennick and Exley (2004:24) explains that there is nothing more boring to a student than to be involved in confused small group talks session where the time to complete tasks either too long or too short.

Moore (1995:222) suggests that teachers' movement among the students will allow the students to interact hotly during group discussion. But if the teachers overdo this movement, it can have a negative effect as it is unnecessary interference in students discussion.

Teachers should monitor the group discussion continuously and give help to the students to take turns. During this process, teachers see who are among the group members actively participated and who become silent, Porter (1985:120).

2.2. Definition of Turn

While interaction is going on, it may not be difficult to identify a turn as we can simply point at a person currently holding the floor and speaking. Furthermore, as Van Lier (1988: 100) indicates, we might tend to say that a turn occurs whenever one person speaks, for as long as he or she speaks and until another person speaks. The problem here is that on the course of the interaction someone else may jump in and hence may overlap as consequences of which we may have problems in indicating whether to accept the latter as anew and separate turn or not.

Not only that, we may encounter false starts half-finished or cut-off turns, and so on in which the border lines are likely to be blurred and make it difficult to separate or demarcate the turns (Nunan,1985, VanLier,1988). Such problems can be easily observed predominantly in natural or informal conversations where turns are not pre-allocated; they are locally managed.

Defining a turn in a more specific and precise way is very difficult since a turn cannot be understood as a static unit. In relation to this, Goodwin (1977) writes the following:

"A definition of turn as a static unit with fixed boundaries does not accurately describe its structure. Rather, the turn has to be conceptualized as a time-bound process...It...Does not seem possible to first define the turn and then work out how it is to be exchanged. Rather, intrinsic structure elements of the unit being exchanged, its boundaries, seem implicated in the process of exchange itself."

According to the above view, the turn should be understood and conceptualized as a time-bound process. It is the time that matters and determines the structure of the turn. Thus, in an attempt to define the turn, the question 'what is turn' may not be answered. What can be answered rather is 'when is a turn' since this takes as to a description of what a turn will 'turn out to be' (Van Lier, 1988).

2.3. Turn-taking

As stated in (focus on basics V.8.N.2005) turn-taking is to speak or act while no one else is and then to pass the floor onto another person through a glance, gesture, or speech pause; that is a policy for floor control where only one person can speak or act at any given time.

In many classrooms, equal rights of communication are suspended. this because the teachers allocate the turn to the students, i.e., he decides who the next speaker is going to be; and when the student's turn is completed the teacher holds the floor over again automatically and speaks as much as he wants (MacHoul, 1978:188).in view of the above quote, the teacher has the right to stop or interrupt the turn of the student as he/she thought that they are more powerful and responsible than his/her students.

Some turn taking aspects to gain importance within the school context characterized by asymmetrical interactive roles and the typical sequence teacher's initiation, students response, teacher's feedback (IRF). Classroom interaction is an interaction where "the participants do not accomplish the equality communicative rights and obligations, but differentiate for unequal access to the power of managing the interactions."(Orletti, 2000:12). The classroom, therefore, represents an asymmetrical interaction where the teacher not only attributes speaking turns but also controls thematic organization, opposite to the way the equal conversation is led (Candela, 1999; Gomez & Mauri, 2000).

The typical sequence in the three phases of class interaction (Sinclair & Coulthard, 1975), allowed identifying different teachers' and students' role. In most didactic sequence, the teacher starts with a question, that can be addressed to a particular child or to anyone who is willing to respond; student respondents and the teacher takes a turn again, making an evaluation of the student's participation and/ or allocating the next turn (Fasulo& Pontecorvo,1999). This relatively regular sequence in all classroom interactions (Wells, 1993), affects the turn-taking strategies, pause and silence values and conversational pave of this particular context (McHoul, 1978).

2.3.1. Turn-taking in the school context

Some turn taking aspects gain particular importance within the school context characterized by asymmetrical interactive roles and the typical sequence teacher's initiation, student's response, teacher's feedback (IRF). Classroom interaction is an interaction where "the participants do not accomplish the equalities of communicative rights and obligations, but differentiate for unequal access to the power of managing the interaction" (Orletti, 2000; 12). The classroom, therefore, represents an asymmetrical interaction where the teacher not only attributes speaking turns but also controls thematic organization, opposite to the way the equal conversation is led (Candela, 1999; Gomez Alemany & MauriMajos, 2000). The typical sequence in the three phases of class interaction (Sinclair & Coulthard, 1975), allowed identifying different teachers' and students' role. In most didactic sequence, the teacher starts with a question, that can be addressed to a particular student or to anyone who is willing to respond; a student responds and the teacher takes a turn again, making an evaluation of the student's participation and/or allocating the next turn (Fasulo & Pontecorvo, 1999). This relatively regular sequence in all classroom interactions (Wells, 1993) affects the turn taking strategies, pause and silence values and conversational pace of this particular context (McHoul, 1978). Rowe's (1974) longitudinal study on the silence and pauses in classroom interaction, where only the pauses between the student's answer and the following teacher's turn and among the students' lack of response and the teacher's following valuation or question were considered, showed that usually when the student doesn't respond, the teacher's question is repeated within one second; when the student responds, the teacher reacts within 0.9 seconds. Rowe (1974) called this variable a "wait-time" (reaction-time latency) and observed the changes that occur by manipulating the two levels of this variable. The teachers were asked to increase the latency time to 3-5 seconds. The results showed important changes in

students' responses: the number of words, the number of appropriate, hurried up and speculative responses, the variety of verbal moves and the frequency of the questions increased, while the number of errors decreased. Students revealed a higher verbalism in their answers but the number and the type of teacher's questions though changed too. It is concluded that, despite the fact that long latency periods increased student's involvement, the shorter pauses were more natural and essential for better control over the interaction.

2.3.2. Turn-Taking as a pedagogical strategy

One of the key features of classroom interaction is the exchange of turns, roles, and talks (conversation) between the teacher and learners and among learners themselves. Turn-taking has to do with the allocation and acquisition of turns i.e. how turns are exchanged in a talk or conversation (Hatchby&Wooffit, 2008:49). Turn allocation is about giving turns to the next speaker (s), while turn acquisition describes how turns are received. In other words, turn acquisition determines the kind of action(s) the next speaker(s) can or should take when it is his/her turn (koole & Berenst, 2008:135; Koole, 2006:173).

Turn-taking as a pedagogical approach is at the core of teaching and learning in any subject. It comprises instructional and regulative components as it takes into account what kind of knowledge is to be exchanged and how it should be transmitted (Singh, Nicolson & Exley, 2001 :). It is concerned with pedagogical content knowledge (PCK), which is an important component of the teaching-learning processes as it encompasses four interrelated components, namely 'knowledge of students, knowledge of environmental contexts, knowledge of pedagogy and knowledge of subject matter' (Appleton & Harrision, 2001:2). PCK determines the nature and quality of knowledge the nature and quality of knowledge constructed by learners and teacher's behavior in classroom interaction. For instance, good knowledge of subject content is associated with more interactive teaching environment, while lack of knowledge of subject matter is associated with hostility and an authoritative relationship with the learners (Graaff & Davidoff, 1997:105).

The most familiar turn-taking pattern in social interaction is the selection of the next speaker by the current speaker (e.g by asking the question, by grazing towards a particular person, by addressing him/her by name) and self-selection (Liddicoat, 2007:63-64; Silverman, 1998:100). Similarly, in classroom interaction, turn-taking usually initiated by the teacher through asking

questions or giving instructions (e.g. by raising hands, by answering questions)(Koole & Berenst, 2008:135; Koole, 2006:169). Learner self-selection may occur, depending on the assertiveness of the learners engaged in the interaction. There are many oral genres in classroom talk. These include activities such as giving instructions, presenting information, asking or answering questions, accepting or rejecting ideas, etc. (Thuraisingam,2001:4). The most common turn exchange in many classrooms follows the Initiate-Respond-Feedback (IRF) exchange, where teachers initiate questions and learners have to respond to the questions (Ellis,1992:2). The IRF exchange is associated with power relations and control (Singh et.al.,2001:2) and it often restricts the learners from expressing their views and understanding of subject content, especially in classrooms where the learners are taught in an additional language. It encourages learners to repeat what the teachers say or to give chorus answers, what Brock-Utne (2006: 35) refers to as 'safe talk'. This kind of interaction is associated with the transmission or traditional mode of teaching, where the teacher takes control of the lesson content and management. It is also linked to an autocratic instead of democratic mode of teaching which encourages learner creativity and helps learners to construct their knowledge through collaborative or group learning.

Whilst teacher-initiated questions are common interaction, the kinds, and quality of questions asked are of importance, as they determine the kinds of responses given by learners. Explained in terms of Krashen's Input Hypothesis (Gass & Selinker, 1994:146; Eliss, 1997:35), the quality of the input usually correlates with the quality of output in the teaching-learning process. For example, questions of low order thinking do not encourage the learners to think or to express their views; instead, they may encourage learners to memorize and retrieve certain facts. To facilitate effective communication in the classroom, it is imperative that learners are provided with a challenging, comprehensible and scaffolding input and meaningful feedback (Van Erde et al., 2008:34; Shrum & Glisan, 2000:3).

2.3.3. Turn-taking in Second Language Classrooms

Students in the second language classroom usually find it very difficult to practice the skill of turn-taking (Kramsch, 1987; Van Lier,1988; Hedge, 2000). For example, Smith (1986) reported that, university students of advanced speaking skill, and a great deal of difficulty functioning well to interact in small groups using the language (Yule,1996:93). Hedge (2000:268), similarly, says that students usually say that find it very difficult to find their next turn to step into a

conversation. They may problems like; watching for indications that the current speaker is coming to a close: giving signals of a desire to come in: formulating a turn which fits the flow of the conversation and which picks up on what has already been said: and finding the language to express it. Sacks et. al (1974: 698) under the footage does not say that teaching the skill of turn-taking for students under five years old is the hardest thing to do.

The above view tells us that the skill of turn-taking is something very difficult to teach our students whatever their level is. Starting from children up to university students, they find it difficult to practice the skill of turn taking.

Some researchers like Larsen and Long, (1991) say that in the second language classroom, the teacher has the power over the interactions that occur in the class. The teacher is the one who usually initiates participation, decides for how long it should last or to end the interaction, etc...Kramsch (1987:21-22) points out that "in teacher-fronted interaction, the teacher selects the next speaker and automatically selects him or herself for the succeeding turn".

Obviously, the above view endangers the second language classroom because, as Van Lier (1988) argues, self-initiation can see as a readiness to learn the target language. And if the teacher is the one who controls the classroom, then the students have very little chance to make use of the target language which in return make affect learning the target language.

Based on the rules set for the construction of turns in natural conversation, a simple set of rules for the management of turn-taking in the classroom interaction can be suggested. Accordingly, McHoul (1978: 188), proposes the following rules:

1. For any teacher's turn, at the initial transition -relevance place of an initial turn-construction unit:
 - a. If the teacher's turn is constructed so as to involve the use of a 'current speaker selects the next' technique, then the selected has both the right obligation to speak.
 - b. If the turn is not so constructed, then the teacher must continue.
2. For any selected student's turn, at the initial transition relevance place of an initial turn construction unit:

- a. If the selected student's turn involves the use of a 'current speaker selects the next' technique, then it is the teacher who has the right and obligation to speak.
 - b. If the turn is not so constructed, the teacher may self-select as the next speaker.
 - c. If not, the student may continue, but need not, unless the teacher self-selects.
3. For any teacher's turn, if the teacher has continued to speak, then the other rule recycles and continues to operate only when transfer to a student is affected.
 4. For any student's turn, if neither of the first two rules has operated, and the current speaker (the student) continues to speak allowed by C in 2, the rules recycle and are in effect at the next transitions-relevance place and continue to apply recursively until transfer to the teacher is affected.

These rules show how turns are constructed in the second language classroom and how the teacher and the students have to work on the turns that occur during classroom interaction.

2.4. Turn Taking in Group discussions

In order to a successful interaction to take place in the classroom, Allwright and Bailey (1991:19) suggest that everybody has to manage at list five different things:

- ✓ Who gets to speak? (participants' turn distribution)
- ✓ What do they talk about? (topic)
- ✓ What does each participant do with the various opportunities to speak? (task)
- ✓ What sort of atmosphere is created? (tone)
- ✓ What accent, dialect, or language is used? (code)

Van Lier (1988:92) also states that "the reason for focusing on participation is the assumption that is in some way directly related to learning or at last to opportunities for learning". Moreover, participation pre-supposes attention, and it is, of course, a basic of the psychology of learning that attention is a prerequisite for learning. Similarly, Rivers (1987:4) says that interaction allows the students to increase their language accumulation through listening or reading linguistic materials or even through the output of other student's discussion and problem-solving tasks.

As Van Lier (1988:97) says, in general, conversation turn-taking is governed by competition and 'initiative'; participants look for opportunities to take the floor and try to maintain it even if there

is another person who wants to hold the floor as the current speaker does. And because of this, as long as the current speaker holds the floor and does not want to let go of the opportunity, obviously, the chance of the hearer's turn will be minimized. In such cases, the hearers look for possible endpoints as a chance to get their turn, even if they know that the present turn may take a long time.

Turn-taking construction refers to two key features:

- The turn-taking constructions have the property of "project ability". That is it, it is possible for the participants to project, in the course of turn construction units, what sort of unit it is and at what point it is likely to end.
- Turn construction units bring into play 'transition-relevance places' at their boundaries. In other words, at the end of each unit, there is the possibility for the legitimate transition between speakers, (Hutchby&Wooffitt, 2002).

CHAPTER THREE

3. Research Methodology

Introduction

In this section, the sample size and sampling techniques, instruments of data collection procedures of data collection and methods of data analysis are the main points that are discussed.

3.1. Research Design

This study disclosed EFL students' practice of turn-taking in classroom group discussions. To answer the research questions, mixed methods approach (qualitative and quantitative approaches to data collection and analysis) were employed.

This study employed a mixed methods approach. Mixed methods approach is used to refer to the combination of both qualitative and quantitative approaches of data collection and analysis in a single study. Qualitative research, according to Lodico et al (2006:15) is a research approach that collects data through observations and interviews and makes analysis qualitatively. On the other hand, Shukla (2008:32) clearly puts that quantitative approach is chosen to provide specific facts which can help decision makers and policy formulators.

As this study is an investigation on EFL students' practice of turn-taking in classroom group discussions, descriptive research, and mixed methods approach was followed. The reason for selecting this strategy is that a descriptive research design allows the researcher to describe the practice of students to take turns in classroom group discussions. In this research qualitative data, were collected first and then followed the quantitative data. Here the quantitative data were used to support and strengthen the qualitative data. "The utilization of both qualitative and quantitative of data allows the researcherto get a better understanding of the research problem that is being investigated if the researcher views it from different perspectives." (Denscombe 2007:134).

3.2. Research Sites and Participants

3.2.1. The Research Site

Miskaye Hizunan Medhane Alem Monastery Church School, which is found in Addis Ababa, was selected as the site where the research was conducted. The school is the Ethiopian Orthodox Tewahido Church, with a large number of students from KG to Preparatory levels. The school was conveniently selected because the researcher has been teaching there. Thus, the researcher's familiarity with the working environment of the specific area enriched and validated the data.

3.2.2. Participants of the Study

The study was conducted only one section of students among the four sections of grade 9 students at Miskaye Hizunan Medhane Alem Monastery Church School so as to see the problem under investigation in detail. Specifically, the participants of the study were 50 students in one section of grade 9 students and all English language teachers who taught at Miskaye Hizunan Medhane Alem Monastery Church School in Addis Ababa were participated in order to get adequate information about the practice of turn-taking in the school. Purposive sampling was employed in this study to choose the sample students so as to check the practice of turn-taking in the school.

3.3. Data Collection Instruments

The accuracy of the data depends on the right choice of instruments (Fraenkel&Wallen, 2006:113). These two scholars say that before researchers begin to collect the data, they need to determine what kind of instrument(s) is/are appropriate to get accurate data. Based on this argument, the data on the practices of turn-taking in group discussions were collected through classroom observations and questionnaire. The use of different data collection instruments contributed to cross check as it allowed for the investigation of the research question from different angles and from more than one perspective (Denscombe, 2007:134).

3.3.1. Classroom Observations

According to Shukla (2008: 33) observation is a widely used method to examine how people behave in groups, in the classroom as members of a classroom. It also allows the researcher to collect data on what people actually do, rather than what they say, they do or will do. Observation as a data collection tool helps the researcher to get first-hand information and allows

elimination of contaminating factors (Frankfort and Nachimias, 2006:206). In addition, observation allows understanding of context through the researcher's presence, provides direct information, records activities in a natural setting and allows identification of unanticipated events.

In this study, the observation was used as a tool to see the practices of turn-taking in group discussions. With these objectives in mind, after getting permission from the teacher and the students, the researcher selected three groups randomly from a section and observed for a total of six periods and employed audio recording during the observation to investigate how long and how often each student take turns in classroom group discussion.

3.3.2. Questionnaire

A questionnaire, according to Lodico, et al. (2006) is the most commonly used instrument to collect data in descriptive research. For this study, the researcher developed a structured questionnaire for all students and teachers involved in EFL speaking skills.

Questionnaire for this study was used to collect data on teachers and students to see the practice in taking and giving/distributing turns in classroom group discussions. According to Dorneyi (2003), a questionnaire can yield the respondents factual, behavioral and attitudinal types of data. The attitudinal questions are concerned with what people think; therefore, they include questions about beliefs, opinions, attitudes, values, and interests.

3.4. Methods of Data Analysis

After the data collection was completed, the next step was to process and to analyze the collected data in accordance with the objective of the research. The data analysis and interpretation step according to Cohen, et al. (2005:147) involve organization, accounting for, and explanation of the data. In other words, it means getting the meaning of the data in terms of the respondents' ways of understanding the situation, noting patterns, themes, categories, and regularities.

Among the six periods of observation, the one day's audio recorded data was analyzed through Allwright's (1980) model of turn-taking pattern because this model directly much with the objectives of the study and helps to analyze the data in an easy and understandable way.

The quantitative data from the questionnaire were analyzed using the Statistical Packages for Social Sciences (SPSS, old version). The open-ended questions were analyzed through a

categorization of responses. All the other items in the questionnaire were analyzed through qualitative methods of data analysis.

3.4.1. Models for Analyzing the Recorded Data

In order to achieve the objective of the study, the audio recorded data was transcribed with a focus on the turns. The researcher used Allwright's (1980) model to transcribe the recorded data because it is directly matched to the objectives of the study.

Allwright classifies turn-taking into two categories: turn to get and turn to give. He then further classifies the two into other sub-categories.

A. Turn to get

- i. **Accept:** respond to personal solicit
- ii. **Steal:** respond to a personal solicit made to another person.
- iii. **Take:** respond to a general solicit (e.g. a question addressed to the whole class.)
- iv. **Take:** take an unsolicited turn, when a turn is available "discourse maintenance".
- v. **Make:** make an unsolicited turn, during the current speaker's turn, without intent to gain the floor (e.g. comments that indicate one is paying attention).
- vi. **Make:** take a wholly private turn, at any point in the discourse (e.g. a private rehearsal, for pronunciation practice of a word spoken by the teacher).
0. **Miss:** fail to respond to a personal solicit within whatever time is allowed by the interlocutor(s).

B. Turn to give

Symbol

- fade out and/or give way to an interruption.
- O** make a turn available with without making either a personal or general solicit (e.g. by simply concluding one's utterance with the appropriate terminal information markers).
- P** make a personal solicit (i.e. nominate the next speaker)
- G** make a general solicit.

CHAPTER FOUR

4. Data Analysis, Presentation, and Discussion

Introduction

In this chapter, the researcher presents, analysis, and discussions of the research. First, the data obtained through a questionnaire analyzed and discussed using the Statistical Package for Social science old version. Secondly, the data obtained from classroom observation discussed using Allwright's (1980) model of turn-taking pattern. Then the data obtained from students and teachers open-ended questions discussed qualitatively.

4.1. Background Information of Participants

The questions in part one of the questionnaire aimed to discover background information of the participants. The participants in this study were both teachers and students. This shows by the tables below.

Table 1 *Description of the participants (Students)*

Sex	Number	%
Male	24	48
Female	26	52
Total	50	100

Table 2 *Description of the participants (Teachers)*

Sex	Male			Female			Total
	14			1			
Age	Under 25	25-29	30-39	40-49	50-60	+60	
Number	-	2	6	1	4	2	15
Percent	-	13.3	40	6.7	26.7	13.3	100

4.2. Presentation and Interpretation of the data collected from the students and the teachers.

4.2.1. Students' and teachers' response to the nature of the group in the classroom

The aim of asking this question is, to see the nature of the group members whether they are homogeneous or heterogeneous in their performance. Homogenous group means a group which has students with the same ability and heterogeneous group is a group which includes students with a different ability.

Table 3, The nature of the group (students' and teachers' opinion)

Students' Response on Whether Students with homogenous ability sit together

Students' Response	Frequency	Percent	Cumulative Percent
Strongly Agree	4	8.0	8.0
Agree	9	18.0	26.0
Uncertain	5	10.0	36.0
Disagree	18	36.0	72.0
Strongly Disagree	14	28.0	100.0
Total	50	100.0	

Teachers' Response on Whether Students with homogenous ability sit together

Teachers' Response	Frequency	Percent	Cumulative Percent
Strongly Agree	2	13.3	13.3
Agree	4	26.7	40.0
Disagree	5	33.3	73.3
Strongly Disagree	4	26.7	100.0
Total	15	100.0	

As can be seen from the above table, only (26%) of students and (40%) of teachers agreed with the statement which is students with homogenous ability sit together. And (10%) of the students were not sure whether the students with homogenous ability sit together or not. On the other hand, the majority of the students and the teachers that is (64%) and (60%) respectively did not agree with the idea that is the nature of the group should be homogeneous. The same fact was revealed on observation. The researcher checked the students score in each group and convinced that the group is not homogenous.

According to Choen (1972), homogenous groups are not helpful for the students to take turns in different classroom group discussions. So teachers should form a group based on the heterogeneous group than homogenous because when we form the group from students which have the same ability there will not be turn taking especially if there are lower achievers in the group.

4.2.2. Students' and teacher's response on: Are the students pre-informed about their roles in the group?

The researcher asked this question to the participants, to check the students understanding about their roles in the group whether they are pre-informed or not.

Table 4 *Students are pre-informed about their roles in the group (students' and teachers' opinion)*

Students' response on whether they are pre-informed about the roles of each group member

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	4	8.0	8.0
Agree	10	20.0	28.0
Uncertain	17	34.0	62.0
Disagree	12	24.0	86.0
Strongly Disagree	7	14.0	100.0
Total	50	100.0	

Teachers' response on whether the students are pre-informed about the roles of each group members

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	1	6.7	6.7
Agree	3	20.0	26.7
Uncertain	4	26.7	53.3
Disagree	4	26.7	80.0
Strongly Disagree	3	20.0	100.0
Total	15	100.0	

The above table shows that only (28%) of the students agreed on the fact that they are pre-informed about their roles in the group. Most of the students that are (34%), were not certain in their roles in the group whether they are pre-informed or not and (38%) of the students replied that by saying they are not pre-informed about their roles in the time of group discussions.

On the other hand, only (26.7%) of teachers agreed that students should be pre-inform about their roles in the group. The majority of teachers that is (46.7%) said that no need for pre-informed the students' roles in the group. And (26.7%) were not certain for the statement that is the students are pre-informed about their roles in the group. The same thing happened on observation. The researcher observed that most of the students do not know their roles.

Ur (1996) explains that if the students do not understand exactly what they have to do in their group there will be confusion, lack of effective practice and possible loss of control. So before the teachers formed the group it is expected that to inform the student's role in the group. This also helps all the students take the turn and to think of themselves as a part of the group. In addition to this pre-informed, the student's role in the group helps to avoid the dominance of one or two students in the group.

4.2.3. Students' and teachers' response on: Are group leaders constant or varied in each group?

The aim of asking this question is, to see the students whether there is the same leader in the group or they all have got the chance to be a group leader.

Table 5 *There is a constant leader in the group. (students' and teachers' opinion)*

Students' and teachers' response on whether a constant leader							
Students' response	Freq.	%	Cumulative %	Teachers' response	Freq.	%	Cumulative %
Strongly Agree	7	14.0	14.0	Strongly Agree	4	26.7	26.7
Agree	20	40.0	40.0	Agree	4	26.7	26.7
Uncertain	3	6.0	6.0	Uncertain	1	6.6	6.6
Disagree	15	30.0	30.0	Disagree	3	20.0	20.0
Strongly Disagree	5	10.0	10.0	Strongly Disagree	3	20.0	20.0
Total	50	100	100	Total	15	100	100

As it is shown from the above table (54%) of students and (53.4%) of teachers agreed with the statement which is, there is a constant group leader in the group. And (6%) students and (6.6%) teachers were not certain with the given statement. On the contrary, (40%) of students and (40%) of teachers did not agree with the statement i.e. there is a constant group leader in the group.

The same fact was shown on observation. When the researcher observed for 6 different days the group leader was constant in each group. The group leaders of each group also report what they have discussed to the class.

According to Davies (1994b), when there is a constant leader appears in the group, they become dominator and powerful and they have a chance to get more turns than others. From these, we can conclude that unless each group members get the chance to be a leader in the group, there is no relatively equal distribution of turns in the group

4.2.4. Students' and teachers' response on: Are group reporters constant or varied in each group?

The aim of asking this question is, to see the students whether there are the same reporter in the group or they all have got the chance to be a group reporter.

Table 6 *There is a constant reporter in the group. (students' and teachers' opinion)*

Students' and teachers' response on whether a constant leader and reporter

Students' response	Freq.	%	Cumulative %	Teachers' response	Freq.	%	Cumulative %
Strongly Agree	9	18.0	18.0	Strongly Agree	3	20	20.0
Agree	18	36.0	36.0	Agree	5	33.3	33.3
Uncertain	6	12.0	12.0	Uncertain	4	26.7	26.7
Disagree	15	30.0	30.0	Disagree	-	-	-
Strongly Disagree	2	4.0	4.0	Strongly Disagree	3	20	20.0
Total	50	100	100	Total	15	100	100

As it is shown from the above table almost half of the participants agreed with the statement which is, there is a constant reporter in the group (54%) and (53.3%) of students and teachers respectively. And (12%) of students and (26.7%) of teachers were not certain with the given statement. On the other hand, (34%) of students and (20%) of teachers did not agree with the statement i.e. there is a constant reporter and group leader in the group.

The same fact was shown on observation. When the researcher observed for 6 different days there was a group, but there was not a reporter in each group. Rather the group leaders of each group also reports what they have discussed to the class.

It is obvious that when there is a constant reporter in the group, they become dominator and powerful and they have a chance to get more turns than others. From these, we can conclude that unless each group members does not get the chance to be a reporter in the group, there is no relatively equal distribution of turns in the group.

4.2.5. Students' and teachers' response on: Do teachers encourage their students to take turns in classroom group discussions?

The aim of asking this question is, to know how and in what way the teachers support their students to take relatively equal turns in classroom group discussions.

Table 7 I facilitate and encourage my students to take turns in each group discussions. (Students' and teachers' opinion)

Students' response on whether their teachers encourage them to take turns in each group discussion

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	2	4.0	4.0
Agree	5	10.0	14.0
Uncertain	15	30.0	44.0
Disagree	17	34.0	78.0
Strongly Disagree	11	22.0	100.0
Total	50	100.0	

Teachers' response whether they encourage their students to take turns in each group discussions

Teachers' response	Frequency	Percent	Cumulative Percent
Strongly Agree	7	46.7	46.7
Agree	5	33.3	80.0
Uncertain	3	20.0	100.0
Total	15	100.0	

As can be seen from the above table the majority of the students that is (56%) were not facilitated and encouraged by their teachers to take turns in each group discussion. Only (14%) of the students were facilitated by their teachers to take turns in each classroom group discussions. And (30%) of the students were not sure whether teachers facilitate and encourage them to take turns in each group discussions or not.

(80%) of teachers replied that they facilitate and encourages their students to take turns in each group discussions. And only (20%) of the teachers were not certain whether they facilitate and encourage their students to take turns in each group discussions or not. The above table indicated that all of the teachers can facilitate and encourage their students to take turns in each group discussions.

Even if all teachers did not agree with the statement that is, the majority of the students' response was the opposite of them. The fact that the researcher observed the actual classroom showed that the opposite of teachers' response. The researcher observed that teachers' support to the student to get their turns in the group was not enough.

According to Pricket (1990), teachers should monitor and encourage group interaction continuously and give help when asked. During this process, teachers see what problems the students are encountering when they are doing the task co-operatively. This idea supports us to conclude teachers should encourage their students to take turns in the time of group discussion.

4.2.6. Students' and teachers' response on if appropriate time is allocated for each group work

The aim of asking this question is, to see whether teachers give appropriate time for the students in the given task for each classroom group discussions or not.

Table 8 *Appropriate time is allocated for each group work. (students' and teachers' opinion)*

Students' response on whether the appropriate time is allocated for each group work

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	10	20.0	20.0
Agree	9	18.0	38.0
Uncertain	6	12.0	50.0
Disagree	15	30.0	80.0
Strongly Disagree	10	20.0	100.0
Total	50	100.0	

Teachers' response on whether the appropriate time is allocated for each group works

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	7	46.7	46.7
Agree	3	20.0	66.7
Uncertain	1	6.7	73.3
Disagree	3	20.0	93.3
Strongly Disagree	1	6.7	100.0
Total	15	100.0	

As it is indicated in the above table, half of the students from the total that is (50%) said that the appropriate time is not allocated for each group work. (38%) of the students respond that appropriate time is allocated for each group work. Finally, (12%) of the students were not certain with the given statement that is appropriate time is allocated for each group work or not.

On the other hand, the data shows that the majority of teachers (66.7%) allocated the appropriate time for each group work. (26.7%) of teachers did not allocate appropriate time for each group work for each group work. And (6.7%) of teachers were not certain whether appropriate time is allocated for each group work or not. The fact revealed in observation is different from the teachers' response because the students who are found in the same group were doing other activities out of the given topic. This indicated that the time which was allocated by the teacher was not appropriate within the given task. If we do not allocate appropriate time for each group

work, the students may expose themselves to disturbing. Therefore, the researchers' classroom observation is directly the same as the students' response but different from teachers' response.

Ur (1996) suggests that the group activities or tasks should be simple, interesting, challenging; encouraging and that should be with appropriate time. This indicated that giving group tasks by itself is not enough rather the teachers allocate a specific time that is directly matched with the nature of the task.

4.2.7. Students' and teachers' response on whether the message that transfers by the teachers and students are well organized and understandable.

The aim of asking this question was to see if the teachers and the students transfer well organized and understandable message or not. Because if the message that was transferred by both teachers and students is not well organized and understandable, there will not be turn taking.

Table 9 *The message that transfers by the students and the teachers are well organized and understandable (Students' and teachers' opinion)*

Students' response on whether the message that transfers by the teachers are well organized and understandable

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	7	14.0	14.0
Agree	6	12.0	26.0
Uncertain	15	30.0	56.0
Disagree	14	28.0	84.0
Strongly Disagree	8	16.0	100.0
Total	50	100.0	

Teachers' response on whether the message that transfers by the students are well organized and understandable

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	1	6.7	6.7
Agree	5	33.3	40.0
Uncertain	3	20.0	60.0
Disagree	4	26.7	86.7
Strongly Disagree	2	13.3	100.0
Total	15	100.0	

The above table indicated that (44%) of the students replied that the message that transfers by their teachers is not well organized and understandable. (26%) of the students said that the

message that transfers by their teachers is well organized and understandable. And (30%) of the students were not certain whether the message that transfers by their teacher is well organized and understandable or not.

On the contrary, (40%) of the teachers answered that the message that transfers by the students is well organized and understandable. And (40%) of teachers were agree that the message that transfers by the students is not well organized and understandable. Finally, (20%) of the teachers were not sure whether the message that transfers by their students is well organized and understandable or not.

The same fact was shown on observation. The researcher checked from the actual classroom group discussion, the message those was transferred by the teacher and the students was not a little bit clear and understandable.

According to Hatch (1992), participants do not have to agree on meaning in order to have a discussion, but they must have a common theme or topic for their discussion. This indicated that in order to continue the discussion each member should have a common topic.

4.2.8. Students' and teachers' response on if issues given for discussions are interesting for the students

The aim of asking this question is, to see to what extent the discussion points are interesting for the students.

Table 10 Issues given for discussions are interesting for the students. (students' and teachers' opinion)

Students' response on whether Issues given for discussions are interesting for them

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	4	8.0	8.0
Agree	12	24.0	32.0
Uncertain	10	20.0	52.0
Disagree	16	32.0	84.0
Strongly Disagree	8	16.0	100.0
Total	50	100.0	

Teachers' response on whether Issues given for discussions are interesting for the students

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	5	33.3	33.3
Agree	3	20.0	53.3
Uncertain	4	26.7	80.0
Disagree	2	13.3	93.3
Strongly Disagree	1	6.7	100.0
Total	15	100.0	

As indicated in table 9 above, the majority of the students that is (48%) said that the issues that are given by our teachers to discuss in groups are not interesting. (32%) of the students replied that issues given for discussions by our teachers are interesting. And (20%) of the students were not sure whether issues given for discussions given by the teacher are interesting or not.

On the other hand, the majority of teachers which are (53.3%) replied that issues given for group discussion are interesting, only (20%) of teachers were not agree with the given statement and (26.7%) of teachers were not sure to the statement.

The fact was displayed on observation is the same as students' response. The researcher observed that issues that are given the students did not consider the students' age and grade level.

According to Nunan (1998), tasks that are not interesting and motivating may inhibit learners from taking part in group discussion. This indicated that the students' involvement in the group is depending on the nature of the issue. So the English teachers should spend enough time by think which issues are highly attracted my students or not. It is obvious that selecting interesting issues for the students is not a simple task. It needs up to date ourselves to know the current issues which identify the student's interest.

4.2.9. Students' and teachers' response to whether students are motivated when they are given group discussion.

Table 11 *Students are motivated when they are given group discussions. (Students' and teachers' response)*

Students' response to whether they are motivated when they are given group discussions

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	10	20.0	20.0
Agree	10	20.0	40.0
Uncertain	11	22.0	62.0
Disagree	14	28.0	90.0
Strongly Disagree	5	10.0	100.0
Total	50	100.0	

Teachers' response on whether the students are motivated when they are given group discussions

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	2	13.3	13.3
Agree	4	26.7	40.0
Uncertain	3	20.0	60.0
Disagree	3	20.0	80.0
Strongly Disagree	3	20.0	100.0
Total	15	100.0	

As can be seen from the above table 10, the majority of the students that is (40%) agreed that they are motivated in group discussions. On the other hand, (38%) of the students were not interested in group discussion. And (22%) of the students were not certain whether they are motivated in classroom group discussions or not.

(40%) teachers agreed that students are motivated in the given classroom group discussions; on the opposite of this (40%) of teachers replied that students are not motivated when they are given group discussion. Finally, (20%) of teachers were not sure whether the students are motivated when they are given group discussions or not.

The same fact was displayed on observation. The researcher observed that most of the students in the group were interested and motivated to do their tasks in groups.

According to Brumfit (1984), the term quality does not imply students' response to teachers inhibiting in questions in a whole class setting. But it refers to a more natural setting in which group work provides for normal conversation via release from the demand for accuracy at all costs. Group discussion helps to enhance language learning. We also understand the above table that half of the participants were interested and motivated group discussions. By using this as a good habit it is better to support our students to do the given tasks in groups.

4.2.10. Students' and teachers' response on if students are convinced on the values of turn-taking in group discussions

The aim of asking these questions is, to see whether the students are convinced of the values of taking turns in group discussions.

Table 12 *students are convinced on the value of taking turns in group discussions (students' and teachers' response)*

Students' response on whether the students are convinced of the values of taking turns in group discussions

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	6	12.0	12.0
Agree	9	18.0	30.0
Uncertain	11	22.0	52.0
Disagree	16	32.0	84.0
Strongly Disagree	8	16.0	100.0
Total	50	100.0	

Teachers' response on whether the students are convinced of the values of taking turns in group discussions

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree			
Agree	3	20.0	20.0
Uncertain	5	33.3	53.3
Disagree	7	46.7	100.0
Strongly Disagree			
Total	15	100.0	

As it is displayed on the above table 11, (38%) of the students said that they are not convinced of the values of taking turns in group discussions. In the same way, (46.7%) of teachers replied that the students are not convinced of the values of taking turns in group discussions. (30%) of the

students and (20%) of the teachers agreed that the students are convinced of the values of taking turns in group discussion. Finally, (22%) of students and (33.3%) of teachers were not sure whether the students are convinced of the values of turn-taking in a group discussion or not.

4.2.11. Students' and Teachers' response on whether teachers encourage idle students to take turns in group discussions

The aim of asking these questions is, to see whether each of the group members is participated relatively by taking equal turns and how the students and teachers are practice turn-taking in group discussions.

Table 13 *Whether teachers encourage idle students to take turns in group discussions (students' and teachers' response)*

Students' response on whether teachers encourage idle students to take turns in group discussions

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	6	12.0	12.0
Agree	9	18.0	30.0
Uncertain	16	32.0	62.0
Disagree	11	22.0	84.0
Strongly Disagree	8	16.0	100.0
Total	50	100.0	

Teachers' response on whether teachers encourage idle students to take turns in group discussions

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	2	13.3	13.3
Agree	3	20.0	33.3
Uncertain	6	40.0	73.3
Disagree	2	13.3	86.7
Strongly Disagree	2	13.3	100.0
Total	15	100.0	

From the above table, even though (38%) of the students did not agree with the statement, (33.3%) of teachers agreed with the statement i.e. I encourage idle students to take turns in group discussions. And (30%) of the students with the statement but, (26.6%) of the teachers did not agree with the statements. Finally, (32%) of the students and (40%) of the teachers were not

certain within the given statements. This indicated that most of the time teachers in the classroom follow only higher achievers and they may ignore lower achievers.

The same fact was revealed on observation. When the researcher observed the group some students were still silent throughout the whole discussion.

Micael (1985) argued that the group discussion helps the students directly involved more students talk. This indicated that even if group discussion fosters the students' interaction some students may become idle unless the teachers manage the group well.

4.2.12. Students' and teachers' response on whether there is a smooth exchange of speaking turns.

The aim of asking this question is, to see whether the students select the next speaker or not and if the current speaker does not select the next speaker, how the discussion is continued.

Table 14 *There is a smooth exchange of speaking turns (students' and teachers' opinion)*

Students' response on whether there is a smooth exchange of speaking turns

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	6	12.0	12.0
Agree	14	28.0	40.0
Uncertain	17	34.0	74.0
Disagree	9	18.0	92.0
Strongly Disagree	4	8.0	100.0
Total	50	100.0	

Teachers' response on whether there is a smooth exchange of speaking turns

Teachers' response	Freq.	Percent	Cumulative Percent
Agree	4	26.7	26.7
Uncertain	5	33.3	60.0
Disagree	6	40.0	100.0
Total	15	100.0	

As can be seen from the above table, (40%) of the students agreed with the statement that is, there is a smooth exchange of speaking turns. (26%) of the students were not agree and (34%) of the students were not certain within the given statement.

On the other hand, (40%) of the teachers were not agree with the statement which is, there is a smooth exchange of speaking turns. Only (26.7%) of the teachers were agree within the given statement. Finally, (33.3%) of the teachers were not certain within the given statement.

The researcher was also checked through observation and there were confusions between the students how the discussion is continued and the distributions of turn one to the other. Some students were interrupted others speech. These ideas can strength the teachers' response.

According to Bonvillan (1993), in group discussions the turns do not have a fixed order and so are arranged by current speaker selection or next selection.

4.2.13. Students' and teachers' response on if every student in the group shows the signals of backchanneling

The aim of asking this question is, to check the message the speaker sends is being received by the listeners and that the message is valued, even if the listener does not agree with the current speaker's idea.

Table 15 Every student in the group shows that the signals of backchanneling (students' and teachers' opinion)

Students' response on whether every one of them in the group shows the signals of backchanneling

Students' response	Freq.	Percent	Cumulative Percent
Strongly Agree	2	4.0	4.0
Agree	13	26.0	30.0
Uncertain	15	30.0	60.0
Disagree	12	24.0	84.0
Strongly Disagree	8	16.0	100.0
Total	50	100.0	

Teachers' response on whether every student in the group shows the signals of backchanneling

Teachers' response	Freq.	Percent	Cumulative Percent
Strongly Agree	1	6.7	6.7
Agree	4	26.7	33.3
Uncertain	4	26.7	60.0
Disagree	3	20.0	80.0
Strongly Disagree	3	20.0	100.0
Total	15	100.0	

As can be shown from the above table 14, (40%) of the students and the teachers did not agree with the statement which is, students in the group shows signals of backchanneling. (30%) of students and (33.3%) of teachers were agree with the given statement. Finally, (30%) of the students and (26.7%) of teachers were not certain with the given statement.

The fact was shown on observation. The researcher checked some of the students were not listening when their colleagues were speaking.

According to Hatch (1992), all cultures have back channeling forms; like "yeah", "uh huh", nodding the head, etc. So when we do these the speaker expects others to want to have a discussion with him/her and part of the way he/she judges how much others want to discuss is by their use of backchanneling signals.

4.3. Presentation and Interpretation of the data collected from the audio taped through Allwright's (1980) model of turn-taking pattern.

4.3.1. Distribution of Turn Getting Categories among the participants in each group

Table 16 *Turn getting Distribution*

Group-One

<i>Turn to get Categories</i>	<i>Participants</i>							<i>Total</i>
1-accept	-	2	2	1	-	-	-	5
2-steal	-	-	1	1	1	-	1	4
3-take	-	-	-	-	-	-	-	-
4-take	-	19	3	4	-	-	2	28
5-make	-	1	-	-	-	-	1	2
6-make	-	-	-	-	-	-	-	-
o-miss	-	-	-	1	-	1	1	3
Total	-	22	6	7	1	1	5	42

As indicated in table one, above, 4's-takes is 28 out of the total turns of 42. This shows that most of the turns were through self-initiation. 5's-make can also be seen in the table is only 2 out of 42 turns were interrupted, this indicated that the turns were transfers one to the other smoothly. On the other hand, out of the total turns the teacher did not participate, this shows that the group members were not supported by their teacher's. In addition to this, based on the above data, Gm3L and Gm4L were the least participants off in the group. They got 1 chance for each out of 42 turns.

Table 17 Frequency and Percentage of Turn getting Categories

Group-One

<i>Turn getting Categories</i>	<i>Participants</i>						<i>Total</i>	
	<i>T</i>		<i>GL</i>		<i>GMS</i>			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1-accept	-	-	2	4.8	3	7.1	5	11.9
2-steal	-	-	-	-	4	9.5	4	9.5
3-take	-	-	-	-	-	-	-	-
4-take	-	-	19	45.2	9	21.4	28	66.7
5-make	-	-	1	2.4	1	2.4	2	4.8
6-make	-	-	-	-	-	-	-	-
0-miss	-	-	-	-	3	7.2	7.2	
Total	-	-	22	52.4	20	47.6	42	100

As displayed on the above table, out of the total turns of 42 most of it was taken by the group leader 22(52.4%). Whereas the group members took only 20(47.6%) turns. From these turns, out of 42 turns, the majority was 4's-takes 28(66.7%). The group leader took two additional by accepting 2(4.8%) and by 5's-make 1(2.4%).

Table 18 Turn getting Distribution**Group-two**

<i>Turn to get Categories</i>	<i>Participants</i>							<i>Total</i>
	T	GLH	GM1H	GM2H	GM3L	GM4L	GM5L	
1-accept	-	1	1	1	-	1	-	4
2-steal	-	-	1	-	2	-	-	3
3-take	-	-	-	-	-	-	-	-
4-take	4	7	5	2	-	-	3	21
5-make	-	-	-	1	-	-	-	1
6-make	-	-	1	-	-	-	-	1
0-miss	-	-	3	-	-	-	2	5
Total	4	8	11	4	2	1	5	35

The above table shows that the majority of turns were taken by 4's-takes, which is 21 out of 35 turns. In this group, the distribution of turns relatively fared. Because the teacher was nearly follow up the group members. Out of the total turns of 35, the teacher took 4 turns and the group leader took 8 turns. Together the teacher and the group leader took 12 turns.

Table 19 Frequency and Percentage of Turn getting categories**Group-2**

<i>Turn to get Categories</i>	<i>Participants</i>						<i>Total</i>	
	<i>T</i>		<i>GL</i>		<i>GMS</i>			
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
1-accept	-		1	2.9	3	8.6	4	11.4
2-steal	-		-		3	8.6	3	8.6
3-take	-		-		-	-	-	-
4-take	4	11.4	7	20	10	28.6	21	60
5-make	-		-		1	2.9	1	2.9
6-make	-		-		1	2.9	1	2.9
0-miss	-		-		5	14.3	5	14.3
Total	4	11.4	8	22.9	23	65.7	35	100

In this group, the teacher and the group leader took 12(34.3%) turns out of the total 35 turns. The teacher took 4's-take 4(11.4%) and the group leader took 7(20%) turns through self-initiation. Additionally, the group leader took a turn by accepting 1(2.9%).

The group members took the majority of turns 23(65.7%) out of the total of 35 turns. From these turns, the majority was taken by 4's-take 10(28.6%). Moreover, they also took by accepting 3(8.6%), steal 3(8.6%), 5's-make 1(2.9%) and 6's-make 1(2.9%). Finally, they took turns by missing 5(14.3%).

Table 20 Turn Getting Distribution

Group-3

<i>Turn to get Categories</i>	<i>Participants</i>								<i>Total</i>
	T	GLH	GM1H	GM2H	GM3L	GM4L	GM5L	GM6L	
1-accept	-	-	4	3	1	1	1	1	11
2-steal	-	-	-	-	-	-	-	-	-
3-take	-	-	-	-	-	-	-	-	-
4-take	15	10	5	8	-	-	-	-	38
5-make	-	-	-	-	-	-	1	-	1
6-make	-	-	-	-	-	-	-	-	-
0-miss	-	-	-	-	-	-	-	-	-
Total	15	10	9	11	1	1	2	1	50

Group three has taken the majority of turns by responding of 4's-take that is 38 out of 50 turns. Even if the majority of turns took regarding 4's- take, lower achiever students did not take by unsolicited turn when the turn was available.

In this group, nearly half of the turns 25 out of the total turns of 50 were taken by the teacher and the group leader. This turn distribution indicated that the teacher and the group leader dominate the group members.

Table 21 Frequency and Percentage of Turn Getting Categories Group-3

<i>Turn-taking Categories</i>	<i>Participants</i>						<i>Total</i>	
	T		GL		GMS			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1-accept	-	-	-	-	11	22	11	22
2-steal	-	-	-	-	-	-	-	-
3-take	-	-	-	-	-	-	-	-
4-take	15	30	10	20	13	26	38	76
5-make	-	-	-	-	1	2	1	2
6-make	-	-	-	-	-	-	-	-
0-miss	-	-	-	-	-	-	-	-
Total	15	30	10	20	25	50	50	100

In group three the teacher and the group leader took 25(50%) turns out of the total of 50 turns. The teacher took 4's- take 15(30%) and the group leader took 4's-take 10(20%). Both the teacher and the group leader did not take turns through accepting, stealing, 3's-take, 5's-make,6's- make and by missing.

The other participants took 25(50%) turns out of the total of 50 turns. From this turns, the majority was taken by 4's-take 13(26%). They also took other turns by accepting 11(22%) and 5's-make 1(2%).

4.3.2. Overall Turn Getting Distributions in Frequency and Percentage

Table 22 Over all Turn to get Distributions in Frequency and Percentage

<i>Turn to get Categories</i>	<i>Participants</i>						<i>Total</i>	
	T		GL		GMS			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1-accept	-	-	3	2.4	17	13.4	20	15.7
2-steal	-	-	-	-	7	5.5	7	5.5
3-take	-	-	-	-	-	-	-	-
4-take	19	15	36	28.3	32	25.	87	68.5
5-make	-	-	1	0.8	3	2.4	4	3.1
6-make	-	-	-	-	1	0.8	1	0.8
0-miss	-	-	-	-	8	6.3	8	6.3
Total	19	15	40	31.5	68	53.5	127	100

The overall Turn getting distribution showed that nearly half of the turns were taken by the teacher and the group leader, which is 59(46.5%) out of the total turns of 127. From this turns almost all of the turns were taken through self-initiated moves; 4's-take 34(26.8%). The other turns they took were with accepting 3(2.4%) and wit out the intent to take the floor, 5's-make 1(0.8%).

On the contrary, more than half of the turns were taken by the students, that is 68(53.5%) out of the overall turns of 127. From these turns, the majority of turns were taken by 4'5-take 32(25.2%), by accepting 17(13.4%), stealing 7(5.5%), 5's-make 3(2.4%) and 1(0.8%) through private rehearsal that is 6's-make. The other turns they took were, through missing 8(6.3%).

4.3.3. Distribution of Turn Giving Categories among the participants in each group

Table 23 Turn giving Categories

Group-1

<i>Turn to give Categories</i>	<i>Participants</i>							<i>Total</i>
	T	GLH	GM1H	GM2H	GM3L	GM4L	GM5L	
-	-	3	3	1	1	1	3	11
O	-	10	1	2	1		1	15
P	-	10	-	2	-	-	1	13
G	-	-	-	-	-	-	-	-
Total	-	23	4	5	1	1	5	39

In group one, from the total turn giving the distribution of 39, the majority of it was giving through concluding one's utterance with the appropriate terminal/intonation marker which is 15. It appears that none of the participants were making general solicit. The rest of the turns were made by fade-out that is 11 and by making personal solicit 13.

Table 24 Turn giving the distribution

Group-2

<i>Turn to give Categories</i>	<i>Participants</i>							<i>Total</i>
	T	GLH	GM1H	GM2H	GM3L	GM4L	GM5L	
-	-	3	5	1	1	-	-	10
O	1	6	2	1	1	1	-	12
P	-	9	3	-	-	-	-	12
G	2	3	1	-	-	-	-	6
Total	3	21	11	2	2	1	-	40

In this group out of the total 40 turns, the majority of turns were made by the two turns which had equal share that is O, concluding one's utterance is 12 and P, make a personal solicit. The rest of the turns were made by fading out that is 10 and through making general solicit 6.

Table 25 Turn giving the distribution

Group-3

<i>Turn to give Categories</i>	<i>Participants</i>								<i>Total</i>
	T	GLH	GM1H	GM2H	GM3L	GM4L	GM5L	GM6L	
-	3	-	-	-	-	-	1	-	4
O	-	-	8	8	1	1	1	1	20
P	8	12	-	-	-	-	-	-	20
G	2	-	-	-	-	-	-	-	2
Total	13	12	8	8	1	1	2	1	46

From the total turn giving the distribution of 46, the majority was made by O, by concluding one's utterance and through P, personally solicit which is 20 for each. The general solicit were made only by the teacher which is 2. The rest of the turns were made through fade-out that is 4.

4.3.4. Overall Turn giving Distribution in Frequency and Percentage

Table 26 Overall Turn giving Distribution in Frequency and Percentage

<i>Turn to give Categories</i>	<i>Participants</i>						<i>Total</i>	
	T		GL		GMS			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
_	3	2.4	6	4.8	16	12.8	25	20
O	1	0.8	16	12.8	30	24	47	37.6
P	8	6.4	31	24.8	6	4.8	45	36
G	4	3.2	3	2.4	1	0.8	8	6.4
Total	16	12.8	56	44.8	53	42.4	125	100

The above table showed that, out of the overall total of 125 turns, the majority were made by the teacher and the group leaders, which is 16(12.8) and 56(44%) respectively. The group leaders alone made almost half of the overall total. The teacher and the group leader made the majority of turns through personal solicit 39(54.2%). They also made turns by a fade out 9(7.2%), by concluding intonation marker 17(13.6%) and with general solicit 7(5.5%).

On the other hand, the group members took a total of 53(42.4%). The group members made the majority of turns by concluding or intonation marker 30(24%). they also made turns through fade out 16(12.8%), by personal solicit 6(4.8%) and by general solicit 1(0.8%).

CHAPTER FIVE

5. Summary, Conclusions, and Recommendation

5.1. Summary

This study investigated the practice of turn-taking in group discussion. The study aimed to assess teachers and students involved in taking and distributing of turns in group discussions and to investigate how often and how long each student take turns in group discussions. Fifteen(15) English teachers and fifty (50) students who are teaching and learning, respectively at Miskaye Hizunan Medahine Alem Monastery Church School participated in this study.

For this study, a questionnaire and classroom observation were used as the data collection tools. The responses of the questionnaire that were obtained from teachers and students were recorded and analyzed using quantitative data analysis methods. Furthermore, qualitative data analysis methods were used for open-ended questions. The classroom observation were audio recorded and transcribed. Finally, they were analyzed quantitatively using Allwright's (1980) model.

5.2. Conclusion

Based on the outcomes of the study, the researcher comes with the following conclusions:

- The nature of the groups were heterogeneous that also help the students to take turn in different classroom group discussions.
- Most of the students did not know their roles in the classroom group discussions. Therefore, some students became silent at the time of group discussions.
- There were constant leader and reporter in each group.
- The teachers' support, to get each student in the group their turns, was not satisfactory.
- The appropriate time was not allocated for each given task to discuss in groups.
- The message that was transferred by the teacher and the students was not clear and understandable.
- Issues that were given to the students were not considering the students' age and grade level.
- Some students were still silent throughout the whole discussion.

- There were confusions between the students how the discussion was continued and the distributions of turns among group members. Some students interrupted others speech
- Some of the students were not listening when their group members were speaking rather than showed the signals.
- Nearly half of the turns were taken by the teacher and the group leader, which is 59(46.5%) out of the total turns of 127.
- Out of the overall total of 125 turns, the majority made by the teacher and the group leaders, which is 16(12.8) and 56(44%) respectively. The group leaders alone made almost half of the overall total

5.3. Recommendation

In brief, in Ethiopian context, particularly in Miskaye Hizunan Medahine Alem Monastery Church School context, the researcher suggests that the following recommendations solve the problems to solve the problems related to the practice of turn-taking in group discussion.

- 1) Motivation is the great tonic of doing every work. Since English is not our mother tongue and turn-taking is not highly developed in our culture motivation is needed for taking and giving turns in groups. In the same way, turn-taking is the most important thing in language development. English teachers can come towards positive motivation to driveway the negative factors which affect the students to give and take turns.
- 2) To have turn-taking in the group heterogeneous groups are very important and English teachers should consider it when they are forming the group.
- 3) For doing any task successfully by taking relatively equal turns in the group English teachers should make awareness to the students about the roles of each group members.
- 4) The main thing which helps to have hot participation among the group is that, providing an interesting task which should be considered the student's age and grade level. So English teachers should provide hot issues for them and they should design and give an appropriate time which is not too short or too long.
- 5) It is obvious that group discussion enhances learning particularly speaking lesson, so it is expected that all the group members participate. But because of different factors i.e. is students personality, culture, background the students may be silent. To solve these

problems teachers should motivate the silent students in the group. Therefore, teachers should give more attention to the silent students in each group to be part of the given task.

- 6) Smooth exchanging of ideas among group members is very important. But some students in the group members may affect this condition; they may interrupt, they may not take turns, they may do other activities without the given activities to do in the group. To solve the above problems English teachers should make awareness for the students what they are doing during the group discussion; and also give awareness for the values of taking and giving turns including the equal distribution of turns among the group members.
- 7) The teacher and the group leaders should be aware of how they manage the group and the given time during group discussion. Because mostly they both may dominate the group members by taking others turn.
- 8) turn-taking should be emphasized in the classroom group discussion and teachers should take the proper initiative to follow up the students in the group.

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Appendices

Appendix 1: The transcription symbols used in this paper

symbol	meaning
[]	- an indication of turn getting and turn giving categories
	- a place where the speaker was overlapped by another speaker
[]	- the overlapping speech of the second speaker
(#)	- a short pause
()	- long pause
//	- using of Amharic word
(@)	- not listened
hh	- intake of breath
!!	- laughing
??	- an indication of unfinished the word
T	- teacher
GL	- group leader
GMS	- group members
GMH	- group members of higher achievers
GML	- group members of lower achievers
GM1	- group member one
GM2	- group member two
GM3	- group member three
GM4	- group member four
GM5	- group member five
GM6	- group member six

Appendix 2: Transcription of group one's discussion

GL : [4's take]

Okay. [P]

GM1: [accept]

I want to be a Chemist

GL: [4's take]

You want to be a Chemist [O]

GM1: [4's take]

Yes, no, no, I want to be Biochemist.

GL: [4's take]

Biochemist [O]

GM1: [4's take]

Yes

GL: [4's take]

Why do you want to become Biochemist [O]

GM1: [4's take]

I want to be a Biochemist because our country is a poor country and her (#) sorry our country is a poor country and its economy is supported by agriculture. so (#) hh (#) in agriculture there should be many developments and if I were a Biochemist I can make many chemicals that support the agricultural society [O]

GL: 4's take]

I understand [O]

GL: [4's take]

What about you? What do you want to be? [P]

GM2: [accept]

I want to be an architect [O]

GL: [4's take]

What? [O]

GM1: [Steal]

Okay [-]

GL: [4's take]

I cannot hear your voice [-]

GM2: [4's take]

I want to be an architect [O]

GL: [4's take]

Architect [O]

GM2: [4's take]

Yes

GL: [4's take]

You want to be an architect. Why do you want to be an architect? [P]

GM2: [miss]

wait

GM2: [steal]

hh architecture hh building Ethiopia has many architects but not perfect architect [-]

GL: [5's make]

Special architect [O]

GM1: [accept]

Yeah I want to be () [-]

GM3: [steal]

and there is no an amazing building [O]

GL: [4's take]

Okay there is no special architecture (#) a designer

GL: [4's take]

What about you? [P]

GM4: [miss]

// [-]

GM5: [steal]

I want to be a doctor [O]

GL: [4's take]

Why do you want to be a doctor? There are so many jobs [P]

GM5: [4's take]

yes, you may give many jobs that makes painful you greater than a doctor (@) [P]

GL: [4's take]

Why do you want to be a doctor? [P]

GM5: [miss]

wait

GL: [4's take]

You do not have suggestion [P]

GM5: [4's take]

I do not but () [-]

GL: [4's take]

What! tell me [P]

GM2: [steal]

What about you? What is your future plan? [P]

GL: [accept]

I want to be an engineer (#) IT engineer. Because what I see in our country is not developed in technology she is a poor country ||] [O]

GM5: [5's make]

[] no, no, not she 'it' say it is [-]

GL: [accept]

Yeah, okay the same (#) so i want to be IT engineer to design software () [-]

GM2: [4's take]

Okay [O]

GL: [4's take]

I want to be a good designer [O]

GM2: [4's take]

so you want to be a software engineer [P]

GL: [4's take]

Yeah [-]

The discussion ends

Appendix 3: Transcriptions of group two's discussion

GL: [4's take]

Let's talk about (#) [G]

GMS: [miss]

!!

GM2: [4's take]

Do you like this figure? [O]

GM1: [4's take]

|| [O]

GM3: [steal]

That is a good idea [-]

GM1: [4's take]

Your phone number [-]

GM2: [4's take]

I do not want to give my phone number (#) no way hh okay () is it yours? [P]

GM1: [miss]

wait

GM2: [4's take]

What?

GM1: [4's take]

You can check this number. By the way, is it yours or not? [P]

GM2: [4's take]

It is mine [P]

GM1: [4's take]

Phone number || [-]

GM2: [4's take]

one, one, one || . Do you know the meaning of this? [P]

GM1: [miss]

Wait

GM2: [5's make]

Number [P]

GM1: [4's take]

|| [-]

GM2: [4's take]

hashtag number [O]

GM1: [4's take]

they will see each other in each time [G]

GM2: [4's take]

speaking (#) I am hh do not like speaking [-]

GM1: [4's take]

you loved my eye [P]

GM5: [miss]

!!

GM2: [4's take]

Phobia [-]

GM1: [6's make]

You know the meaning of go () come () [-]

GM5: [miss]

!!

T: [4's take]

Do you finish? [G]

GM2: [4's take]

Yeah [O]

T: [4's take]

Good [o]

GM2: [4's take]

Do you like it? [P]

T: [4's take]

Yeah but it is better to make it long your speech [G]

GM2: [4's take]

Okay [O]

T: [4's take]

Do not you have additional idea [G]

GM2: [4's take]

Additional ?? additional idea () [-]

GL: [4's take]

What is your future plan? [P]

GM1: [accept]

my future plan is to be a pilot [O]

GL: [4's take]

Why do you choose this field? [P]

GM1: [4's take]

Because I want to join in academy (#) pilot academy. [-]

GL: [4's take]

Okay What about you Edlawit? [p]

GM2: [accept]

In the future I want to be a Biochemist [o]

GL: [4's take]

Why do you choose this field? [P]

GM2: [4's take]

Because in the first time (@) [-]

GM3: [steal]

My future plan is to be an engineer [O]

GL: [4's take]

What do you want to be in the future? [P]

GM4: [accept]

I want to be a teacher [O]

GM1: [steal]

What about you they asked the group leader [P]

GL: [accept]

In the future I want to be a doctor because I want to be save people from many accident [O]

GM1: [miss]

Wait

GL: [4's take]

Okay my friends I wish all your job to be successful thank you [G]

the discussion ends

Appendix 4: Transcription of group three's discussion

T: [4's take]

Okey now we are going to discuss about future plan and you are going to tell me about your future plan. Yoseph what do you want to be in the future oayy? [G]

GM1: [accept]

when I grow up I want to be a TB specialist. [O]

T: [4's take]

Eden what about you? what do you want to be in the future? [P]

Gm2: [accept]

I want to be a judge [O]

T: [4's take]

Okay Hayman [P]

GM3: [accept]

Solider [O]

T: [4's take]

What about you Nate? [P]

GM4: [accept]

(@) electric power in Ethiopia [O]

T: [4's take]

In Ethiopia hh [-]

T: [4's take]

Mekibeb what do you want to be in the future [P]

GM5: [accept]

I want to be a farming [O]

T: [4's take]

You want to be a farmer [-]

T: [4's take]

Dagim [-]

GM6: [accept]

and I want to be a businessman [O]

T: [4's take]

So you all have a future plan why do you choose? The main question is that, why do you want to be TB specialist? [G]

GM1: [accept]

now in Ethiopia TB is very dangerous diseases next to HIV. This disease is more affected to the poor people. When the poor people is affected by this diseases there are so many problems. The major problem is many problem.... many problems. When they do not have money they do not cure and protection this diseases ?? so I want to be TB specialist [O]

T: [4's take]

that is good. Is there anything that you want to add? [P]

GM1: [accept]

When I grow up and when I !! TB specialist I were (#) what the hospital to protect this diseases [O]

T: [4's take]

The hospital [-]

GM1: [4's take]

Yeah

T: [4's take]

Okay Eden, you want to be a judge [p]

GM2: [accept]

yeah

T: [4's take]

why

GM2: [4's take]

Because to serve the people honestly [P]

T: [4's take]

is there hh ?? () go on-go on [G]

GL: [4's take]

What do you want to be in the future? [P]

GM1: [accept]

I want to be an hh (#) a mechanical engineer [O]

GL: [4's take]

Why do you want this field? [P]

GM1: [4's take]

I want to this field because of in our country most mechanics cannot produce a motor and when I grow up I am going to produce a motor. [O]

GL: [4's take]

How can you try to participate? [P]

GM1: [4's take]

by improving myself every day and by improving myself every day and studying very hard [O]

GL: [4's take]

(@) hh what sure another probability [P]

GM1: [4's take]

If I will not mechanical engineer I want to be an electrical engineer [O]

GL: [4's take]

Thank you for replied my question [P]

GM1: [4's take]

Okay [O]

GM5: [5's make]

|| || || [-]

GL: [4's take]

What is your future plan? [P]

GM2: [accept]

I want to be an architecture [O]

GL: [4's take]

Why do you want to be an architecture [P]

GM2: [4's take]

because I love art [O]

GL: [4's take]

Okay (#) how can to participate to be architecture in now? [P]

GM2: [4's take]

hh (#) improving myself every day [O]

GL: [4's take]

Okay () if you are an architecture what is your plan 'B' Job? [P]

GM2: [4's take]

My plan 'B' job is an actor [O]

GL: [4's take]

Why you want to be an actor? [P]

GM2: [4's take]

Because I love watching video and film.[O]

GL: [4's take]

(#) do you have any role model? [P]

Gm2: [4's take]

My role model is Abebe Balcha hh my Abebe Balcha is your role model because he is the most famous actor in Ethiopia. [O]

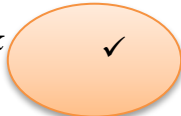
The discussion ends

Appendix 5: Questionnaire for Student(s)

Dear Student,

This questionnaire is designed to gather information on the practice of turn-taking in group discussion. I believe that the success of the study highly depends on your genuine responses. Therefore, I kindly request you to complete the questionnaire frankly. I would also like to assure you that the information you provide will be used ONLY to meet the objectives of the study, and it will be treated anonymously. I thank you very much indeed for your invaluable cooperation.

Part I: Background Information

These questions are about you, your gender and grade level. In responding to the questions, please tick  in the appropriate box.

1. Gender

Female Male

2. Grade level -----

Part II: Open-ended Questions

Directions: Please read the following statements and tick (✓) as appropriate.

No	Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Students with homogenous ability sit together					
2	Students are pre-informed about the roles of each group member					
3	There is a constant group leader in our group					
4	There is a constant reporter in the group					
5	Our teacher encourages us to take turns in each group discussions					
6	The appropriate time is allocated for each group work					
7	The message that transfers by the teacher is well organized					

	and understandable					
8	Issues given for discussions are interesting for us					
9	We are motivated when our teachers give group discussions for us					
10	We are convinced on the value of taking turns in group discussions					
11	Our teacher encourages idle students to take turns in group discussions					
12	There is a smooth exchange of speaking turns among group members					
13	Every student in a group shows the signals of backchanneling					

Appendix 6: Questionnaire for Teacher(s)

Dear Teacher,

This questionnaire is designed to gather information on the practice of turn taking in group discussion. I believe that the success of the study highly depends on your genuine responses. Therefore, I kindly request you to complete the questionnaire frankly. I would also like to assure you that the information you provide will be used ONLY to meet the objectives of the study, and it will be treated anonymously. I thank you very much indeed for your invaluable cooperation.

Part I: Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please tick  in the appropriate box.

1. Gender

Female Male

2. Age

Under 25 25-29 30-39 40-49 50-59 60+

3. What is the highest level of formal education that you have completed?

Diploma Bachelor Degree Masters Degree

4. How long have you been working as an English language teacher?

1-2 years 3-5 years 6-10 years 11-15 years
16-20 years More than 20 years

Directions: Please read the following statements and tick (✓) as appropriate.

No	Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Students with homogenous ability sit together					
2	Students are pre-informed about their roles in group discussions					
3	There is a constant group leader for each group					
4	There is a constant reporter for the group					
5	Teachers encourage their students to take turns in each group discussions					
6	The appropriate time is allocated for each group work					
7	The message that transfers by the students are well organized and understandable					
8	Issues given for discussions are interesting for the students					
9	Students are motivated when they are given group discussions					
10	Students are convinced on the value of taking turns in group discussions					
11	I encourage idle students to take turns in group discussions					
12	There is a smooth exchange of speaking turns					
13	Every student in the group shows the signals of backchanneling					