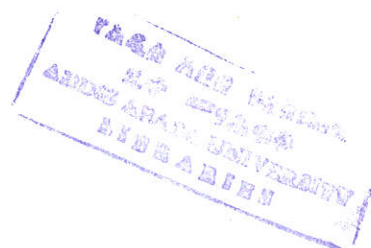


ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAMME)



**AN EXPLORATION OF ENGLISH TEACHERS' LANGUAGE USE
DURING LESSONS AND THE IMPLICATIONS THIS HAS FOR
STUDENTS' LANGUAGE PRACTICE OPPORTUNITIES**

BY
YIHUN BIRHANU

JUNE, 2009
ADDIS ABABA

**An Exploration of English Teachers' Language Use During Lessons and
the Implications this Has for Students' Language Practice
Opportunities**

**By
Yihun Birhanu**

**A Thesis Presented To the Department of Foreign Languages and
Literature
(Graduate Programme)**



**In Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Teaching English as a Foreign Language (TEFL)**

**June, 2009
Addis Ababa**

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAMME)

**An Exploration of English Teachers' Language Use During Lessons and
the Implications this Has for Students' Language Practice
Opportunities**

By
Yihun Birhanu



Approved by Examining Board:

Advisor
Tamene Hiti

Signature
Tamene H.

Examiner
Mekasha Kassa

Signature
[Signature]

Table of Contents

	Page
Acknowledgments.....	i
Abstract.....	ii
Chapter-One	
1. Introduction.....	1
1.1. Statement of the Problem.....	1
1.2. Objectives of the Study.....	2
1.3. Significance of the Study.....	3
1.4. Limitation of the Study.....	3
1.5. Organization of the Study.....	4
1.6. Definitions of Key Terms.....	4
Chapter-Two	
2. Review of Related Literature.....	6
2.1. The Study of Teachers' Language in English Classrooms	6
2.2. The Functions of Teachers' Initiative Language in EFL Classrooms.....	8
2.2.1. Teacher's Informative Acts in the Classroom.....	9
2.2.2. Teachers' Elicitation Acts in the classroom.....	12
2.3. The Role of Teachers' Initiative Acts on Students' Practice Opportunities.....	16
2.3.1. Eliciting Information from Learners.....	17
2.3.1.1. Wait time of Teachers' Solicitation.....	19
2.3.1.2. Eliciting Further Information from Students.....	20
2.3.2. Informing Students for a Certain Purpose.....	21
2.3.2.1. Informing Students How to Carry out Activities.....	21
2.3.2.2. Informing Students to What They Respond.....	24

Chapter-Three

3. Research Methodology.....	26
3.1. The Subjects of the study.....	26
3.2. Data Gathering Tools.....	27
3.2.1. Classroom Observation.....	27
3.2.2. Questionnaire for Students.....	28
3.2.2. Teacher Interview.....	28
3.3. Method of Data Analysis.....	28

Chapter-Four

4. Analysis of Data.....	30
4.1. Analysis of Teacher-1's Initiative Acts.....	31
4.1.1. Analysis of T-1's Eliciting Acts in a Grammar Lesson.....	31
4.1.1.1. 'What' Type of Solicit Acts.....	32
4.1.1.2 Questions with 'Whs' other than 'What'.....	39
4.1.1.3. 'Yes/No' Question Type.....	41
4.1.1.4. 'Miscellaneous' Solicit Acts.....	43
4.1.2. Analysis of T-1's Informative Behavior in a Grammar Lesson.....	49
4.2. Analysis of Teacher-2's Initiative Acts.....	54
4.2.1. Analysis of Teacher-2's Eliciting Acts in a Speaking Lesson.....	54
4.2.1.1. 'What' Type of Solicit Acts.....	55
4.2.1.2 Questions with 'Whs' other than 'What'.....	61
4.2.1.3. 'Yes/No' Question Type.....	65
4.2.1.4. 'Miscellaneous' Solicit Acts.....	66
4.2.2. Analysis of T-2's Informative Behavior in a Speaking Skill Lesson.....	70

Chapter-Five

5.1. Summary.....	76
5.2. Conclusion.....	79
5.3. Recommendation.....	82

Bibliography.....84

Appendices.....88

List of Appendices

Appendix A: Key to the transcriptions Convention.....88

Appendix B: Grammar lesson transcript.....89

Appendix C: Grammar teacher interview transcript.....99

Appendix D: Speaking lesson transcript.....102

Appendix E: Speaking teacher interview transcript.....112

Appendix F: Questionnaire for students.....115

Appendix G: Students' questionnaire responses on teachers' language use.....117

Appendix H: Observation Checklist.....118

Appendix I: General appraisal on grammar tasks of grade 10 English textbook....119

Appendix J: General appraisal on speaking tasks of grade 10 English textbook....121

List of Tables

Table 1: The synopsis of respondents of each solicit category used in
the grammar lesson.....31

Table 2: The effect of T-1's question types upon her turn allocation behavior.....48

Table 3: The synopsis of respondents of each solicit category used in
the speaking lesson.....54

Table 4: The effect of T-2's question types upon his turn allocation behavior.....70

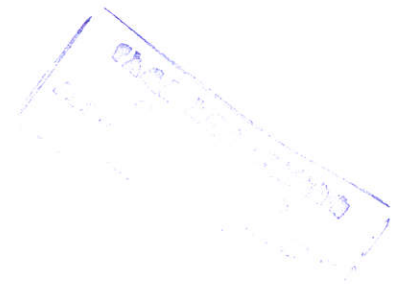
Acknowledgements

I would like to express my deepest gratitude to Dr. Tamene Kitila, my thesis advisor, for his unreserved and valuable expert guidance and relentless assistance in the course of the study. I surely would have not finished my study without his assistance. But, he is not responsible for the errors made in this paper.

I am also grateful to the English teachers and Grade Ten students of Meskerem Primary and Secondary School in Addis Ababa for their co-operations in allowing me to record the classroom interactions, responding to the interview and filling-out the questionnaire. My gratitude also goes to Aklilu Dessalegn who helped me ~~by~~ borrowing the audio recording material.

Moreover, I am greatly indebted to my family especially my siblings-Aragaw Birhanu, Yeshalem Birhanu, Elsa Birhanu and Dessalegn Birhanu who contributed their financial and moral supports for the success of the study. It ~~was~~ their heartfelt encouragement that brought the study to its end.

Finally, I would like to thank my friends who helped me in giving important information and materials.



Abstract

This study was carried out to explore the nature of initiative language used by Grade Ten English teachers and the implication it had for students' practice opportunities in the classroom. Specifically, it was meant to investigate the kinds of eliciting and informative acts Grade Ten English teachers gave and the extent to which these affected students to practice the language; and to find out what turn allocation and feedback behaviors they used with the initiative acts.

Two English teachers and their sixty students they were teaching were the subjects of the study. The subjects were taken from one of the government high schools in Addis Ababa. Transcriptions of audio-taped lessons were the main data used in the study. Data obtained from students' questionnaire responses, teacher interviews and notes taken from classroom observations were also used to supplement the main data.

The results of the study showed that teachers' initiative acts had a great role on students to practice controlled and discrete language items. In addition to this, students had only the chance to provide responses, which were very short and predetermined, solicited by the teachers. They did not get opportunities to practice the language items in contexts to discover how the language items or elements work. Therefore, teachers' initiative utterances did not motivate students to use the language for communication. As far as teachers' turn allocation behavior was concerned, no consistent behavior was found. The grammar teacher, for example, had general solicit turn allocation behavior while the speaking teacher had personal solicit turn allocation behavior. Finally the finding showed that teachers used their initiative acts more frequently for the purpose of evaluative feedback behavior than discursal feedback behavior.

Therefore, it was concluded that the traditional method of language teaching, which is excessively governed by Initiation (I) by the teacher, followed by a Response (R) from a pupil and then followed by the Feedback (F) to the pupil's response (IRF), is still an influential approach in the school. On the basis of the study, the implementation of a balanced activities approach, which cannot be a continuation of the current traditional approach nor should it be a strong form of a communicative approach is recommended.

Chapter-One

1. Introduction

1.1. Statement of the problem

In high schools, a major portion of class time in teaching English as a foreign language is usually taken up by teachers talking in front of the class. The main reason why teachers tend to dominate interaction is that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals. Teachers think that students' unpredictable responses can be avoided when teachers talk much of the time during lesson. In many high school language classroom situations the nature of students' classroom interaction patterns is highly determined by the nature of teachers' initiative utterances. This implies that the nature of teachers' language use has a significant role in creating opportunities for students to practice the language in the classroom. If the language of the teachers such as high amount of explanations, types of questioning, kind of feedback and kind of instruction/direction minimize students' involvement in the lessons and inhibit their opportunities to use language for communication, they act mainly as respondents of short, simple and predetermined answers relying on what the teacher says. Hence they have little chance to practice the target language for a certain functional purpose. However, Byrne (1987: 1) suggests "...our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purpose." Part of the reason for the lack of students' communicative language practice in an EFL classroom may therefore attribute to the excessive use of IRF (Initiate-Response-Follow-up) model, which is two third of the classroom language is used by the teacher. As Nunan (1987) indicates, the repetition of extensively used IRF cycle is a major reason for the absence of genuine communication in classroom language lessons.

In line with the above problem, the reminiscence of my high school English teachers' initiative language provided me an experience to be totally dependent on what they said about the language rather than to practice part of the classroom language to express my own views. In other words, they tended to use the target language exclusively for informing concepts or grammatical items, drills or drill-like solicit acts for controlled

practice activities, and corrections of linguistic errors. "If teachers devote large amount of time to explanations, learners have less opportunity to produce the target language, and contrariwise, if teachers spend much time in drills or controlled practice, learners may thus have less opportunity to evaluate input or produce creative language" Chaudron (1988: 52). Put differently, the ratio of total teacher talk as compared to students in classroom interaction patterns, teachers have taken much of the interaction time for controlled practice activities. Therefore, in high schools, most language teachers do not usually manipulate their roles that can create extended or roughly tuned practice opportunities for their students in the parts of the lesson (Atkins, Hailom, & Nuru, 1996). They close the classroom exchange of the lesson only by getting students to practice controlled activities about the form of the target language through responses to their initiations such as display questions. For this reason the findings of Tamene (2000), in describing the functions of teacher talk in L2 classrooms, indicate that negotiating meaning is lacking in most of the students classroom language practice. This research has therefore been designed to explore the characteristics of teachers' initiative acts, which refer the eliciting and informative behaviors of teachers in L2 classroom interactions, and the role they have on the extent to which students practice the target language. In general the study has been planned to provide insights into:

- 1) The nature of high school teachers' initiative utterances used in selected EFL classrooms, and
- 2) How classroom teacher's initiative acts influence students to practice the language.

1.2. Objectives of the Study

The general objective of the study is to investigate the extent to which teacher's language use influences students' practice opportunities in classroom interaction. This study, in particular, has been designed to answer the following questions.

- 1) What kinds of initiative acts do teachers use in EFL classroom? And what kind of implications do these acts have for students' practice opportunities?
- 2) Why does the teacher use explanation in the classroom and to what extent that explanation affects students' practice opportunities?

- 3) What types of questions do the teachers use? And is there a predominance of any particular type?
- 4) What kind of turn allocation behaviors do teachers use in the classroom?
- 5) How might each teacher's individual feedback be characterized?

1.3. Significance of the Study

The study is intended to serve high school English language classrooms as a solution that the kind of students' language practice opportunities in the classroom can be highly determined by the nature of teachers' language in the classroom. That means, the study might throw some understanding about the nature of teachers' language uses in EFL classrooms. The kind of such understanding can be partly discovered through investigating the kinds of teachers' initiative acts in L2 classrooms. In particular the study is hoped to address;

- 1) High school language teachers' verbal behavior.
- 2) Material developers for the purpose of teaching English as a foreign language at secondary school level, and
- 3) Teacher training centers or institutions about what sort of ideas might be necessary in the area of teaching EFL classrooms.

1.4. Delimitation of the Study

English teachers usually use the language for different purposes of pedagogical and non pedagogical goals. This can be done by, for example, eliciting, informing, controlling, modeling, solving problems, instructing/ directing, giving cue items, giving turns, and giving feedback. Looking these all functions was not the purpose of the study. In stead it was limited to the first two functions-eliciting and informing utterances which are categorized in the initiative moves of Sinclair and Coulthard's (1975) classroom discourse structure. Because of this delimitation, the study did not look every classroom act of the teachers used for various purposes.

1.5. Organization of the Study

This study has been planned to explore teachers' initiative language use during lessons and the implications this has for students' practice opportunities through studying the classroom processes of English teaching/learning in selected secondary school, Meskerem Primary and Secondary School. The study has five chapters. It begins with the description of the statement of the problem in chapter-1. Chapter-2 reviews related studies. Chapter-3 describes the research methodology and the subjects used in the study. Chapter-4 presents the analysis and interpretation of the data on the nature of teachers' initiative language uses and the practice opportunities they created for students in a grammar and speaking lessons. Chapter-5, the last one, reviews the findings of the study in terms of the research questions. In addition to this, it includes the conclusion and recommendation based on the findings of the study.

1.6. Definitions of Key Terms

1. **Act:** is an utterance of the teacher/students in a classroom discourse which equates with a clause and/or phrase in grammar.

2. **Question:** In the context of this study a question refers to the eliciting/solicit acts of initiation in the three part structure of classroom exchange (IRF) used by Sinclair and Coulthard (1975). Its function is to request a linguistic response from students. Teachers have different solicit acts to get their students involved in the language classroom interactions. The following acts are the main terms of teachers' solicitation behaviors when rationale was made to classify the kinds of questions in the analysis part of the study:

2.1. **'What' type of questions/solicits:** these are kinds of questions in the recorded data which are only used with the 'what' type either at the beginning or end of the interrogative sentences for different purposes.

Example: what is the difference between a few and few?

Little is used for what?

2.2. **Questions with 'Whs' other than 'What':** these include all whs such as 'who', 'how', 'which' etc

2.3. 'Yes/no' questions: these are a category of questions that either require a 'yes' or a 'no' response or a more extended response that begin with 'yes' or 'no'.

2.4. Miscellaneous questions. This category of questions consists of all solicits other than the three above. The nature of solicits in this kind may not have interrogative structure in its grammatical form. In this study miscellaneous questions include:

A) teacher's unfinished utterance to get students either to repeat the response or to fill teacher's incomplete utterance.

B) To ask question

C) To express ones own idea: such as 'any example'

3. Explanation: It also refers the informative act of the teacher used in the initiation part of classroom exchange (Sinclair and Coulthard, 1975). Its sole function is to provide information for students' acknowledgment of attention and understanding.

4. Discoursal feedback behavior: It is a process of providing feedback that develops a dialogue between teacher and students, by picking up students' contributions and incorporating them into the flow of classroom discourse.

Chapter-Two

2. Review of Related Literature

2.1. The Study of Teachers' Language in English Classrooms

The nature of teacher talk has a significant role in classroom discourse patterns and a number of studies have been devoted to investigating its characteristics and effects on students' practice opportunities or the characteristics that make teacher talk non-communicative and/or communicative. This interest reflects the importance of such talk in language teaching. Issues which have been investigated include the amount of teacher talk, speech modifications made by teachers, instructions and explanations, type and number of questions asked and the nature of feedback. J.D. Ramirez et al.'s (1986) research, for example, on longitudinal study of immersion programs for language minority children, coined from Chaudron (1988: 54), was one of the studies that investigated the effects of teacher talk in classroom discourse. The main purpose of the researchers was to analyze the pedagogical functions of explaining, commanding, questioning, modeling, feedback, and others. As Chaudron states, the medians across all programs and teachers they found were: explaining, 23.7%; questioning, 17.6%; commands, 15.8%. From this result we can realize that explanation to be the most dominant function of utterances which develops more students' comprehension skills than their production ones.

In relation to Chaudron, Nunan (1989: 26) also indicates "In some language classrooms it has been shown that teachers talk for up to 89 per cent of the available time." Nunan did not seem to oppose such high dominance of teacher talk for the reason that he believes "whether this is a good thing or not will depend on what one believes about the role of language input in learning the language in the classroom." Put differently, if the teacher believes that his/her learners learn best by actually practicing in the target language, he/she will probably try to structure classroom activities so that the amount of learner talk is increased at the expense of teacher talk. If, on the other hand, the language teacher believes that his/her talk in the classroom is a valuable source of comprehensible input for learning the target language, he/she will be much less worried by his/her dominant language use behavior.

Hasan (2006) also did an analysis of the classroom discourse to find out the patterns of the use of English teachers' questions and initiations. In this study, six classes of Non Native Speaking (NNS) English teachers were audio and video recorded. The results of the analysis were consistent with the general claim that teachers in traditional classroom interactions usually speak most of the time. In this study, there were a greater number of teachers' initiations while the number of students' initiations was smaller. There were 176 teachers' initiations among all the six classes while only 10 students' initiations could be found. These made the classroom teacher talk dominant (non-communicative) and students' opportunity to use the language was inhibited. Lastly, Abd-Kadir and Hardman (2007) did an analysis of the discourse of whole class teaching in twenty Kenyan and Nigerian Primary School English lessons. In the Kenyan data, teacher explanation, questions and cued elicitations accounted for over 80% of the initiating moves, while pupil demonstration accounted for only 4% of the responses. And in the Nigerian data, teacher questions and cued elicitations accounted for nearly 60% of the initiating moves, whereas pupil questions accounted for less than 1%. In these two sets of data, over 92% of the choral and individual responses were three words or less. This implies that the dominance of teacher talk gives students little opportunity to respond and so their responses tend to be very short in length and very simple in linguistic complexity.

In the Ethiopian context also teachers' language uses have been investigated by various local researchers such as Yosef (1990), Zerihun (1995), and Woldu (1996). These researches raised teachers' language features such as questioning, explanations and feedback in relation to their roles on pedagogical functions. And they found that English teachers' classroom language uses have a decisive role in determining students' language learning in the classroom. This study also attempted to explore the nature of English teachers' initiative language use in relation to the extent to which it created opportunities for students to practice the target language in the classroom.

2.2. The Functions of Teachers' Initiative Language in EFL Classrooms

Beginning the section with Sinclair and Coulthard's view about classroom exchange helps me to explore how teacher's initiative language influences students' practice opportunities in classroom discourse. Thus, according to Sinclair and Coulthard (1975: 21) there is a typical three-part classroom exchange usually consists of an Initiation (I) by the teacher, followed by a Response (R) from a pupil and then followed by the Feedback (F) to the pupil's response. They also divide the exchange into five classes of moves which then form the two major classes of exchanges- boundary and teaching exchanges. Boundary exchanges include framing and focusing moves, while initiation, response and follow-up moves form the teaching exchanges. The function of the boundary exchanges is to signal the beginning or end of a stage of a lesson, whereas the teaching exchanges are individual steps by which a lesson progresses.

They further identify a number of different categories of teaching exchanges. The four main functions of these teaching exchanges are informing, directing, eliciting, and checking and are distinguished by their different types of act which form the initiating moves. Apart from the four main functions of teaching exchanges, there are some other acts suggested by Sinclair and Coulthard. These include clue, nomination, reply, react, accept, and evaluate. From these teaching exchanges we can realize that the initiation and response moves are complementary. While the function of an initiation move is to pass on information, direct an action or elicit a fact, the type of response move is predetermined by the opening move because its function is to be an appropriate response to the opening move. The function of a follow-up move, on the other hand, is to let the student know how well he/she has performed (p. 48). It usually occurs after the response move and is realized by acceptance, comment, and evaluation (Sinclair & Coulthard, 1975). On more general terms, Van Lier (1996: 150) describes the features of the 'IRF' sequence as follows:

- a. It is three turns long.
- b. The first and the third turn are produced by the teacher, the second by the student.
- c. The exchange is started and ended by the teacher.

- d. The first teacher's turn is designed to elicit some kind of verbal response from a student. The teacher often already knows the answer, or at least has a specific idea in mind of what will count as a proper answer.
- e. The second teacher's turn (the third in the exchange) is some kind of comment on the second turn. Here the student finds out if the answer corresponds with whatever the teacher has in mind.
- f. It is often clear from the third turn whether or not the teacher was interested in the information contained in the response, or merely in the form of the answer, or in seeing if the student knew the answer or not.
- g. If the exchange is part of a series, as is often the case, there is behind the series a plan and a direction determined by the teacher. The teacher leads, the students follow.

Based on the above classroom discourse structure, English teachers talk for many different reasons; eliciting, informing, controlling, modeling, solving problems, instructing/ directing, giving cue items, giving turns, asking questions and giving feedback.

2.2.1. Teacher's Informative Acts in the Classroom

A commonly used sort of teacher's language in classroom interaction that has not been widely studied is the explanation. "Explaining is a feature of teacher talk which is usually considered the epitome of teachers' role."(Wragg & Wood, 1984 cited in Ur, 1996: 16). Different terms are used when referring to teacher explanatory behavior and kinds of this behavior. In Sinclair and Coulthard (1975) code, for example, explanation is used as 'informative' acts, while in Flanders' (1970) system, it would typically coded as 'lecturing' acts, under the direct influence of teacher talk where the teacher expresses or explains his/her own ideas, or gives information which he/she has selected to the students. Chaudron (1988) distinguishes explanations of concept and procedural explanations. Explanations of concept refer to the teacher's information about grammatical rules, meanings of words, uses of expressions and so on. Procedural explanations on the other hand refer to many types of structuring lesson activities. Ur

(1996) uses the term instruction when referring to one particular kind of explanation which comprises the directions that are given to introduce a learning task which entails some measure of independent student activity. Todd (1997) also identifies different purposes served by teacher's informative utterances. They are: to introduce new language, to introduce context, aids, content, to introduce objectives, goals, rationale, to clarify, to deal with students' questions, and to treat errors. Weldu (1996) again, coined from Duffy and associates (1986), stated effective explanations which are characterized by four features. These include: responsiveness to student restructuring of information, an effort to put students in conscious control of information; a presentation of declarative; conditional and procedural information which is conceptually accurate, explicit and meaningful; and an attempt to assist student effort to build understanding by sequencing and providing restructuring 'hook'.

Therefore, in different stages of an English lesson, teacher's language for explanation can exist. In the beginning stage of the lesson, the teacher might use the language to revise the previous lesson which can inform students that each lesson is not idiosyncratic. It may be for this reason that Van Lier (2001: 96) argues "the basic IRF structure can be used initially to draw on learners' previous learning to establish a platform upon which new knowledge and understanding can then be scaffolded, co-constructed and developed." In the presentation stage, the teacher is concerned as knower of the new language, and hence he/she explains this in a way that the meaning of the new language or concept is as clear and memorable as possible. 'A good presentation will often give students enough grammatical information by itself' Atkins, Hailom and Nuru (1996: 40). According to them, teacher's grammatical explanation needs to be very simple and clear; not too long and meaning-focused. The students then listen and try to understand what the teacher intends to say. In order to check their understanding, the teacher might ask comprehension questions such as "Do you understand?". However, learners might sometimes say they do even if they in fact do not, unwillingness to lose face, or because they think they know what they have to do, but have in fact completely misunderstood. To clear such doubt, the teacher asks students to do something that will show their understanding: to paraphrase in their own words, or provide further illustrations of their own. Asking such questions provides students an opportunity to generate their own more

comprehensible input that consolidates their language learning at a better rate (Seliger 1977). Richards and Lockhart (1994:114) also strengthen this idea by saying “The opening, or ‘entry,’ of a lesson generally can have an important influence on how much students learn from a lesson” .

Teacher’s informative language use might also extend to the practice stage, where students tend to do most of the talking. What makes teacher’s explanation at this stage different from the former-the presentation stage, is that it mainly concerns on clarifying for students how to do tasks, treating their errors, and dealing with their questions/problems which may be planned or unplanned for the teacher. Therefore, the teacher, at this stage, might start providing unplanned explanations. As quoted by Chaudron (1988), Yee and Wagner (1984) distinguished between planned and unplanned explanations for students’ questions. The latter are those which are generated by sudden questions students may ask and for which teachers may not have ready made answers requiring explanations. Planned explanations, on the other hand, are intentional and tend to co-occur with certain other features like framing and focusing, examples, and restatement of what has been said (Chaudron, 1988). In relation to this, Allwright (1986), coined from Nunan (1989), suggests that it is usually unreasonable to expect teachers to provide coherent explanations or points of language when put on the spot by learners. Put simply, students can get coherent and clear response in a better position when their teacher plans his/her explanation than unplans it. To conclude, a teacher in an English lesson uses explanation in order to:

- Revise the previous lesson,
- Introduce the new lesson,
- Provide modification for students’ responses,
- Clarify students’ problems/questions,
- Provide non-academic information,
- Simplify the meanings of new words and complexity of grammar,
- Motivate students to elicit the right answer,
- Create contexts in which students can practice a certain activity, and
- Revise/summarize the lesson

2.2.2. Teachers' Eliciting Acts in the Classroom

Teachers in language classrooms use the target language for the purpose of asking many questions. For example, Long and Sato (1983) observed a lot of 938 questions in six elementary level ESL lessons. Nunan (1991) also reports questioning as one of the commonly used strategies, and in some classrooms teachers use more than half of the class time exchanging questions and answers. With reference to language teaching, teachers ask questions for several functions. These include; to check learners' understanding; to elicit information; to control their classrooms; to remind them about work completed in a previous lesson; to keep their learners involved during lessons; to express their ideas and thoughts; to enable learners to hear different explanations of the material; and to help teachers to evaluate their learners' learning. At the grammar presentation stage, for example, teachers solicit students to say something about the previous lesson or they ask them some concept checking questions. When Atkins, Hailom and Nuru (1996: 50) discuss about how to introduce the new language, they stated the following outline:

Contextualizing → Concept Checking → Eliciting, and → Grammar focus.

In relation to the characteristics of teachers' solicitation acts to get students to respond, Bellack and his colleagues (1966) have offered a clear description of language classroom discourse involving a four-part framework: structure, solicit, respond and react (Allwright & Bailey, 1991: 98). The following exchange gives an example of these four parts:

e.g. What's a conductor?

Teacher: O.K. Now. A conductor. (Structuring) Pedro, what's a conductor?
(Soliciting)

Student: A conductor is the people who is boss in em for example, in music. (Responding)

Teacher: OK. (Reacting)

As can be seen from this example, teachers use "structuring" to begin the instructional plan and "soliciting" to propose a question. The learners then provide the requested information (response) followed by the teacher's evaluative comments or feedback (react).

Sinclair and Coulthard (1975), on the other hand, account for the predominant IRF exchange which is made up of the combinations of moves, beginning with an initiating move often in the form of a question, followed by a response, and then followed by feedback, perhaps in the form of an evaluative comment. Thus, teacher's question is likely to occupy the first part of the widely used three-phase IRF exchange. In both Bellack et.al.'s (1966) four-part framework and Sinclair and Coulthard's (1975) three-phase teaching exchange structure, teacher's solicitation or elicitation has been used to move the classroom discourse ahead for different purposes. These include what Ur. (1996: 229) has stated why a language teacher might ask a question in the classroom:

- To provide a model for language or thinking.
- To find out something from the learners (facts, ideas, opinions).
- To check or test understanding, knowledge or skill.
- To get learners to be active in their learning.
- To direct attention to the topic being learned.
- To inform the class via the answers of the stronger learners rather than through the teacher's input.
- To provide weaker learners with an opportunity to participate.
- To stimulate thinking (logical, reflective or imaginative): to probe more deeply into issues.
- To get learners to review and practice previously learnt material.
- To encourage self-expression.
- To communicate to learners that the teacher is genuinely interested in what they think.

Although teachers in the language classroom solicit students for the above purposes, there is no common consensus to classify questions in a certain category for research purposes. Therefore many researchers on teachers' questioning behavior have developed their own question taxonomies to describe the different question types. In one of the earliest taxonomies Barnes (1976), for example, cited from Perk (1988), distinguished four types of questions he observed in secondary school classrooms in Britain: (1) Factual questions ('what?'), (2) Reasoning questions ('how?' and 'why?'), (3) Open questions that do not require any reasoning, and (4) Social questions (questions that

influence student behavior by means of control or appeal). Barnes made much of the distinction between two types of reasoning questions: those that are closed in that they are framed with only one acceptable answer in mind, and those that are open because they permit a number of different acceptable answers.

Bloom (1956), on the other hand, categorized questions based on cognitive taxonomies. As Bloom stated there are six cognitive levels in educational objectives. The first three (knowledge, comprehension and application) are called lower cognitive level where as the other three (analysis, synthesis and evaluation) are called higher cognitive level. Questions used in each group are not the same. In the first case, for example, convergent types are used whereas in the latter divergent types are mostly used. Kearsley (1976) also provides an extensive taxonomy of question types based on conversational data. Long and Sato (1983) made use of this framework in their study of ESL teachers' questions, but found it necessary to make a number of changes to include new categories to accommodate questions not accounted for by Kearsley's categories, and to eliminate other categories not exemplified in their classroom data. The following is their modification and expansion of Kearsley's (1976) taxonomy of questions' functions:

1. Echoic:

- (a) Comprehension checks (e.g. OK? All right? Does everyone understand "polite"?)
- (b) Clarification requests (e.g. what do you mean? I don't understand what?)
- (c) Confirmation checks (e.g. Did you say "he"?)

2. Epistemic:

- (a) Referential (e.g. why didn't you do your homework?)
- (b) Display (e.g. what's the opposite of "up"?)
- (c) Expressive (e.g. It's interesting the different pronunciations we have now, isn't it?)
- (d) Rhetorical: asked for effect only, no answer is expected from listeners, answered by speaker (e.g. why did I do that? Because...)

Referential questions are genuinely information seeking, while display questions 'test' the learner by eliciting already known information, as the following example shows:

T: What is the capital of Peru?

S: Lima

T: Good (Long and Sato, 1983: 271)

However, the issue of taxonomy of teacher's questions becomes more difficult when Van Lier (1988) has questioned the value of drawing a distinction between display and referential questions as:

Such [display] questions have the professed aim of providing comprehensible input and of encouraging early production. I shall suggest by and large, what gives such question types their instructional, typically L2-classroom character is not so much that they are display rather than referential, but that they are made with the aim of eliciting language from the learners (p.222).

According to Van Lier, the important distinction between questions in the classroom is the fact that classroom questions of whatever sort are designed to get learners to produce language. For Van Lier, what distinguishes instructional questions from non-instructional (conversational) questions is their eliciting function, not their referential or display nature. Therefore, he further suggests "An analysis must go beyond simple distinctions such as display and referential questions, yes/no and open-ended questions, and so on, to investigate what different tasks questions set and the different commitments they place on the answerer"(Ibid: 224). Nevertheless, the distinction between "display" and "referential" questions has become widely accepted and is still commonly referred to in research on teachers' questions without being questioned.

From the above different kinds of question taxonomies in language classrooms, we can understand that the actual choice of questions is likely to be influenced by a number of considerations. For example, how much does the teacher want to help the students towards short answer at any given point of practice? In this case, referential or open-ended questions appear less than display questions, so he/she will probably want to ask a number of display questions to familiarize the students with the intended practice activity. Another consideration is whether any of the question types seems to offer better opportunities for meaningful practice. For instance referential questions require students to provide some information from their own world which is not in the question. In addition to these, sometimes, there is no precise evidence what exact response he/she wants to elicit from the students. For example the kind of questions such as 'when is Christmas?' may be answered with either a sentence or a phrase as 'it's on December 31st' or 'December 31st'. Since both answers are possible, it is a difficult situation to

determine the nature of this solicit act which answer it requires students to respond. So differences in question categorizations are the reality of research activities related to teachers' questioning behavior. Despite these differences, in the context of this study, Van Lier's (1988) view, which suggests no predetermined category can be made to measure the nature of students' responses, is used. In support of Van Lier, Tamene (2000) states:

My own view agrees with Van Lier's perspective of treating questions. That is, the emphasis on the distinction on its own does not seem to be a rewarding line to pursue as both seem to be relative terms representing context-bound concepts. What is a display question in one context may not be display in a different context. Language teachers, therefore, may need to consider contextual factors such as learners' background, previous lesson, task type, the objective of the lesson, etc. to switch between the types of question they are using to cope with the demands the context places upon them. (p.70)

According to this view the taxonomy of question categorizations can perhaps be possible based on the grammatical forms of the questions and the contexts in which each solicit act exists. For the purpose of this study also the rationale of classification of questions is grounded on this view.

In the above two sections, attempt is made to justify for what purpose teacher's informative and eliciting acts are used in the language classroom communication. But, since the initiation and response moves are complementary, Sinclair and Coulthard (1975), the discussion of teacher's initiative language isolated from its effect upon students' response makes the structure of classroom lesson non hierarchical.

Therefore, looking its role on students' response or practice opportunity is the main objective of the ensuing section.

2.3. The Role of Teacher's Initiative Acts on Students' Practice Opportunities

Since for many foreign language students the classroom is the primary situation in which an opportunity to use the target language is created, the kind of language students use during a particular lesson might have an important influence on their language

development. This implies that the nature of classroom teacher's initiative language use has a significant role in creating opportunities for students to practice the language in the classroom. Put differently, if the initiative acts of the teacher trigger them to practice the language with different contexts, practicing the language in classroom interaction serves students in several ways.

One function of initiating students to produce the target language is that it enhances their fluency. Although it is obviously said that fluency and accuracy are different dimensions of language performance, practice not only enhances fluency but it also has a role in improving students' accuracy. A second way in which practicing the target language may serve the language learning process is through hypothesis testing. That is, students' producing output is a way of testing their comprehension about how the target language is used for a certain purpose. In accordance with this idea, Swain (1995: 75) suggested as "output, particularly erroneous output, can often be an indication that a learner has formulated a hypothesis about how the language works. Sometimes this output invokes feedback which can lead learners to modify or 'reprocess' their output." Therefore, since the processes involved in producing language can be quite different from those involved in comprehending language, teacher's soliciting and informative acts in the classroom have their own significant role on students' practice opportunities.

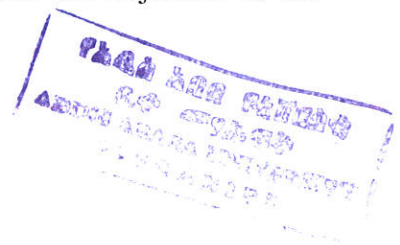
2.3.1. Eliciting Information from Learners

In the previous section, we have seen that when a teacher initiates an IRF sequence, this usually has the function of eliciting information from a student. If this is simply a straightforward request, which does not convey other discursal information such as directive or informative, Sinclair and Coulthard (1975), we can describe the teacher's verbal act as a direct elicitation. Teacher's direct elicitation can initiate students to provide either predetermined or unpredictable responses. For example, teacher's classroom solicitations, which are highly used in IRF classroom (Van Lier 1988) offer students a way to practice language or encourage them to regurgitate facts or pre-formulated language items. As Richards and Lockhart (1994: 186) also state 'language teachers often ask a rapid sequence of convergent questions to encourage whole-class participation before moving on to some other teaching technique.' For this purpose, some

of teacher's questions encourage students to produce very short and simple responses. In other words excessive use of teacher's display questions discourages students from trying to communicate their own ideas in the target language and therefore restrict their potential language practice opportunities to controlled and predetermined responses.

Some of other teacher's solicitations, on the other hand, can be a means through which students can express their own ideas. When the teacher poses such questions, students have the opportunity to use the language for expressing their own ideas. This kind of practice opportunities is mostly similar with language acquisition in the natural context because students strive to create their own linguistic features to express what they want to say. In support of this idea, Swain (1995) states as "in producing the target language learners may notice the gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially." In other words, the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may bring to their attention something they need to discover about their L2 linguistic well-formedness. The strategy of making students informed about the gap between what they know and they want to know through solicitation of open ended utterance can be a good opportunity for their potential learning in the classroom.

Considering the possible effects of questions on student language production, Brook (1986), for example, tried to determine if using higher frequencies of referential questions had an effect on adult English learners in a second language classroom discourse. She found that learners' responses to referential questions were on average more than twice as long and more than twice as complex in terms of syntax as responses to display questions. However, it is important to realize that these two question types are not exclusive of each other for students' language learning but that they are two components of the same whole to move the content of a lesson ahead. The determinant of the question type should be the aim of the particular activity and/or the objective of the lesson (Van Lier 1988).



Teacher's solicitations of students to give response may have been influenced by the nature of wait time the teacher gives, his/her turn allocation behavior and his/her feedback behavior.

2.3.1.1. Wait time of Teacher's Solicitation

An important dimension of a teacher's soliciting skills is wait-time. It is, Rowe (1974), cited from Gall (1984: 43), 'the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer.' Students need to think of an answer before they can put it in to words. Especially when teachers pose higher-cognitive level question, they should be aware of what the response requires students to have such as; relevant information stored in their memory bank; long and appropriate linguistic and lexical knowledge; and organized content. Such characteristics of a response suggest that teachers should give students sufficient time to think before immediately expecting a verbal response.

Different studies such as Swift and Gooding (1983), and Tobin and Capie (1987) found that extending wait-time for three up to five seconds has beneficial effects, including improved student engagement and longer verbal responses. In related research, Richards and Lockhart (1994: 188) also suggest that length of student responses increased when teachers provide students enough time. This implies that teacher's post solicitation wait-time has a great role on the extent to which the teacher provides opportunities for students to use the language in the classroom.

The phenomenon of a very short wait time after questions is prevalent in classrooms. White and Lightbown (1984) for example, analyzed seven transcripts of fifty-minute ESL lessons from grade 8, 9, and 10 in French school. They report that 'the average wait time in these transcripts was 2.1 seconds' (p. 229). The reasons, they continued, are first that teachers need to cover the syllabus in a specified period of time, and second that teachers are afraid of that a longer wait time will slow down the pace and lead to boredom and disruption in the classroom. Based on this finding, it is possible to say that teachers have the misconception that an effective teacher should be able to solicit immediate responses from students and that a responsible teacher should talk all the time. Such kind of

teachers' misconception prevents students from answering long and complex linguistic productions. When the teacher puts a great deal of pressure on students to come up with an answer immediately, this might create anxiety and hence they might provide scrambled responses.

2.3.1.2. Teacher's Turn Allocation Behaviors

Turn in this study refers to the speaking opportunity for a student in a classroom interaction. In a particular classroom interaction, teachers might use different kinds of turn allocation behaviors. For instance, they may call upon specific students to talk- a 'direct nomination' or 'personal solicit' (Allwright and Bailey 1991: 124) or they may throw the turn open to the whole class- a 'general solicit' (Ibid: 124). The former kind of turn allocation requires either a short or long linguistic production from particular respondents whereas the latter kind usually requires short and predetermined choral responses. Individual students may have very limited practice opportunity when the teachers have more frequently used general turn allocation behavior than personal turn allocation behavior. Put differently the nature of teachers' solicit acts and the kinds of their turn allocation behaviors have a direct relationship. This means, when the solicit acts require long and complex responses from students, personal solicit turn allocation is used. And when the solicit acts initiate them to provide short and predetermined responses, general solicit turn allocation is mostly used.

When a response is not forthcoming from students, as Tsui (1996) refers, the language teachers do one of the following: allocate the turn to another student, provide the answer themselves, or repeat or modify the question for the whole class. This means, teachers who turn to another student, mostly brighter from whom they are sure of getting a correct response in order to make themselves feel good about their own teaching, or who answer the question themselves upon getting no immediate response may be minimizing those nominated students' further opportunities to use the language.

2.3.1.3. Eliciting Further Information from Students

Elicitation is one of the important strategies of teacher's feedback behaviors. There are some kinds of strategies that a teacher intends to elicit further information from students

to correct students' utterance. This can be done by using teacher's unfinished utterances and clarification requests to provide correct forms. These can be usually used to motivate students to repeat their responses or create further correct information. For better understanding let us see the following ideal exchange:

1. T: I need to watch TV in the cafeteria. So it's time for what?
- 2 S: Watch TV.
- 3 T: It's time for ...
- 4 S: It's time for TV
- 5 T: Can you explain it?
- 6 S: It's time for watching TV.
- 7 T: It's time for watching TV.

Line 3 shows that the teacher has the intention to get further responses from students and he/she gives a solicit act with unfinished utterance. After taking the student turn in line 4, the teacher again gives another solicitation in line 5 which requires students' clarification skills. This skill can help the student to provide complete response in lines 6. Finally, the teacher repeats the complete response to the student in line 7. In this episode, therefore, the students are provided extended solicit acts in lines 3 and 5 for the purpose of initiating them to practice the gerund form of the verb 'watch', as a potential learning opportunity. In other words, the students have used three different instances (Watch TV; It's time for TV...; and It's time for watching TV.) because of the nature of teacher's feedback technique, which did not entirely rely on the evaluative feedback behavior, Sinclair and Coulthard (1975).

2.3.2. Informing Students for a Certain Purpose

In relation to students' response, teacher's informative language has also different purposes such as to inform them how to carry out activities, and inform them about their responses.

2.3.2.1. Informing Students How to Carry out Activities

It is important that students understand properly what is expected of them, and attempt to use the language in the classroom when the teacher informs them meaningfully. In

relation to this it is common to hear teachers explaining instructions to students as either a preliminary to activities or if some confusion about them seems to arise. Teachers therefore should use language to explain for students with the intention of making the instruction of the task clearer and less ambiguous. When the teacher provides tasks for students, her/his informative utterance might prompt them to:

A. Practice controlled activities. (Practice Stage)

After new items have been presented in meaningful contexts, the students must be given ample opportunities to practice the items with a certain control. At this stage, it is the students' turn to do most of the talking, while the teacher's task is to inform students important procedures that initiate them to practice the items. So the main purpose of teacher's informative acts at this stage mainly concerns on "clarifying for students how to do tasks, treating their errors, and providing clues that they use to practice certain language items" Harmer (1991). This means, students have been informed that they have no further possibility to provide responses.

B. Practice freer activities. (Production Stage)

At this stage, the focus of teacher's initiation changed to the need for teaching the language for communication. Teacher's initiation should change from the focus of accuracy to fluency because 'the aim is to help the learners make the leap from controlled practice of language to effective use of grammar in communication, by requiring them to attend to grammar, while working on tasks that retain an emphasis on language use' Atkins, Hailom and Nuru (1996: 84). In other words, students' controlled practice opportunities in the classroom cannot be an end by themselves. However, some language teachers usually use them as an end by themselves. In relation to this, Byrne (1987) stated as:

Many teachers feel that they have done their job if they have presented the new material well and have given their students adequate, though usually controlled, practice in it. All the same, no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the classroom, provision must be made as part of the lesson. (p.2)

Therefore, the teacher should inform the students to use the language as they wish to try to express their own ideas. This can be usually done by informing them to discuss ideas in pair or group. Initiating students to practice the activities in group has been advocated by methodologists who believe in the interactive approach to language learning. It has been further supported by classroom research (Allwright, 1984; & Pica and Doughty, 1985) which highlights the linguistic and social benefits learners derive from conversing with one another within a well-designed group task. Atkins, Hailom and Nuru (1996: 71) also advocate the use of group work because:

- a) Pair and group work enable the students to have a lot of oral practice.
- b) They enable the students to use English meaningfully and naturally.
- c) They make all students active. Getting students to speak one by one does not.
- d) They are motivating. Students like speaking to their friends. They are also happier not worrying about whether the teacher is going to correct them.
- e) Students can learn from each other.

Thus, the use of two-way rather than one-way interaction in the language classroom creates a better learning opportunities for students when they interact in group work. Varonis and Gass (1985) have also shown that when nonnative speakers converse with other nonnative speakers, they experience a greater degree of involvement in their interaction, are more persistent in their attempts to get their ideas across, and hence work harder to modify their interlanguage toward greater comprehensibility. Varonis and Gass have found that this pattern becomes increasingly apparent when linguistically and culturally divergent speakers engage in L2 interaction. Put differently, teacher's initiation of group work activities in the classroom helps students to develop a cooperative learning strategy. Regarding on this, Nunan (1992:3) indicates that 'students working in cooperative groups significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expressions and spelling'.

Therefore, the information the teacher provides for students how to do activities has a decisive role on how they can use the language in the classroom. In addition to this, the teacher also might inform students to their responses. In the IRF structure of teaching

exchange this can happen in the follow up activity of the teacher. Thus, hereafter the nature of teacher's explanation can belong to teacher's feedback behavior.

2.3.2.2. Informing Students to What They Respond

As illustrated by the sequences used by IRF, one of the ways that teachers sustain dialogues with their students is to provide certain grammatical information for what students say as the basis for what they say next. Although grammatical explanation for students' responses helps them understand about the nature of the responses, excessive use of it might be used by a 'traditional' language teacher. Atkins, Hailom and Nuru (1996: 86), in this regard, say 'The 'traditional' grammar teacher gives lots of explicit information about rules of grammar, usually in the form of hard and fast rules; presents and practices structures/forms as discrete items and as ends in themselves, i.e. not as a means for communication' Such kind of excessive use of informative utterances limit students' attention to focus more on the structure of the language than the use of the language for communication.

So, when a teacher provides the correct form, for example grammatical mistake, he or she clearly indicates that what the student said is incorrect. This might be done with explicit explanation like:

S: The dog run fastly.

T: 'Fastly' doesn't exist. 'Fast' does not take '-ly.'

In the above exchange, with out making sure whether the student is able or not to distinguish grammatically unacceptable form in his/her own response with further chance to clarify it, the teacher him/herself immediately explains the error of the response. Such kind of teacher's immediate explicit explanation of student's errors would possibly limit their self correction chances on the task set, and hence their practice opportunities of the target language. If the teacher makes use of explicit explanation feedback, after arising the respondent's or other students' confirmation checks through solicit acts, it will create a better chance for students at least to express their own idea about the form of the language.

In a classroom where the language form is used for communication, learners' wrong utterances may be used as a means of getting them further practice opportunity by

providing them more discorsal feedback than evaluative one. As Allwright & Bailey, (1991) indicate, the classroom interaction between Ighor and his teacher was extended not because he used correct linguistic production but it was his non intelligible responses that made the teacher to sustain the dialogue with Ighor. From this evidence, to maximize students' language production opportunities, teachers' discorsal feedback has a better influence on students' practice opportunity than his/her evaluative feedback-Sinclair and Coulthard (1975). .

As a conclusion of the previous discussions about teacher's initiative language (eliciting and informative acts) and the role it has on students' potential language practice opportunities, it is appropriate to create equal chances for accuracy and fluency practice activities in the classroom. As Atkins, Hailom, and Nuru (1996) indicate:

Teachers in high schools must use their initiative to determine which features of language will respond best to form-focused instruction, and which can be acquired without explicit focus if students have enough exposure to the language and opportunity to use it. Classroom research from a number of studies supports the view that a balanced approach consisting of form-focused teaching and corrective feedback provided within the framework of a communicative approach will be more effective in developing second language abilities than an exclusive emphasis on formal knowledge and accuracy or an excessive emphasis on fluency. (p154)

In support of this idea, Littlewood (1981) also, in his view of weak version of communicative approach, accepted that balanced focus for accuracy and fluency is more appropriate method of language teaching than strong communicative approach. Therefore, teachers' initiative acts for the use of balanced focus for form and meaning of the language would give students not only to respond to the teacher's solicitations but also they can use the language independently in the classroom.

Chapter-Three

3. Research Methodology

This chapter deals with the research design adopted for this study. It describes the subjects who took part in the study and how they were selected. It also discusses the methods followed to carry out the research. The chapter consists of three parts. The first part deals with matters related to the description of the subjects of the study. The second part describes the tools used for gathering data. The last part discusses methods related to data analysis.

3.1. The subjects of the study

The subjects of the study were two Grade Ten English teachers and sixty students from the classes in which the selected teachers were teaching. One of the subjects of the teachers had a BEd in English language teaching at Jimma University while the other had an MA in Teaching English as a Foreign Language (TEFL) at Addis Ababa University. Since the study focused on investigating teacher's initiative language use and the implication this has for students' practice opportunities, choosing Grade 10 level for the study has emerged from the recognition that students at this grade level have a better classroom language use experiences than grade 9 students. In addition, when students' social, cognitive and linguistic competences are matured enough, these by themselves help them to participate even in a complex communication situation. Grades 11 and 12 students were not selected because the nature of classroom practice opportunity provided for Grade 10 students might have its own effect upon those Grades students' practice opportunities.

The subjects were selected from a particular government school in Addis Ababa. For the purpose of the study, I searched for different schools without plasma, a factor affecting teachers' language use in the classrooms. During my searching time, I could find only five schools (Shimelis Habte Secondary School, Meskerem Primary and Secondary School, Misirak Goh Secondary School, Atse Naod Secondary School, and Temenja Yaž

Secondary School). Then I decided to select one school because of the following two main reasons:

- 1) all the schools have used the same textbook and syllabus, and
- 2) the study excludes factors affecting students' participations,

Therefore, I selected Meskerem Primary and Secondary School because one of the teachers of the school was my friend who facilitated my research communication with the school administration and teachers of English Department. The school had five teachers. Then, I selected two teachers since the data recorded and analyzed required close investigation about the nature of teachers' language use in the classroom. So, I intended to observe two teachers who were cooperative to be recorded.

3.2. Data Gathering Tools

The data were collected through audio-tape recording with classroom observation, questionnaire for students and teacher interviews.

3.2.1. Classroom Observation

Before I started recording of lessons and observation of the classroom communication, I observed the two teachers' classes to be acquainted with students and hence to get rid of pseudo classroom interactions because of my appearance. After the first observation, the lessons of each teacher were recorded with a pocket size apparatus. At the time when lessons were recorded, I made notes which were related with the purpose of the study. See appendix- H. Altogether six lessons were observed and recorded. From these data, grammar and speaking lessons were selected. These lessons had relatively close recording time and they created some opportunities for students to provide verbal responses. The grammar lesson of T-1, for example, stayed for 36 minutes and speaking lesson of T-2 lasted for 39 minutes. The transcriptions of the lessons were made based on a convention attached in appendix-A.

3.2.2. Questionnaire for Students

The questionnaire mainly consists of three parts: personal information, objective responses of students about their teacher's language use, and their subjective responses. See appendix F. The questionnaire was distributed for thirty students per section where observation and recording were conducted. Before I distributed the questionnaire, I conducted the homeroom teachers of the observed sections and collected the names of thirty students- ten from the first top, ten from the middle group, and ten students from the lower level. Therefore, the distribution of the questionnaire was made by calling the names of these students. The distribution and collection processes took about 20 minutes per section.

3.2.3. Teacher Interview

Semi-structured interviews were prepared for both teachers. Questions were prepared in relation to their language use in the classroom and students' practice opportunities. Then, the teachers were interviewed after the observation and recording processes were over. This helped me to find genuine information from the subjects. The time and place of both teachers' interviews were different. But similarly, before the interview started, they were informed about what points the interview consisted of. The full transcriptions of the interviews are found in appendixes C and E.

3.3. Method of Data Analysis

Descriptive method was the main way of analyzing the data. Since the research questions and literature reviewed were organized based on Sinclair and Coulthard's (1975) basic structure of classroom discourse- IRF, analysis of the data would follow how teachers initiated students to provide responses and what initiative acts the teachers again used after students responses. The classification of teachers' solicitation utterances, as stated in the previous chapter, followed the view of Tamene (2000) which concurs with Van Lier's (1988). Therefore, question types were categorized based on their grammatical forms and contexts in which each solicit act exists. Before creating the category, the transcribed data were closely looked to determine what types of questions the teachers used in the recorded data. Similarly the analysis of teachers' informative utterances was made after the examination of the recorded data at hand. The mean values of students' responses for

the questionnaire (see appendix G) and teachers' responses for the semi-structured interviews were also stitched with in the different contexts of the descriptive method of analysis.

Chapter-Four

4. Analysis of Data

As stated in the previous chapter, the procedure of data analysis is governed or ruled by Sinclair and Coulthard (1975) language classroom discourse structure. The classroom discourse according to Sinclair and Coulthard (1975) has three part exchange usually consists of an initiation by the teacher, followed by a response from a pupil and then followed by the feedback to the pupil's response. The analysis of this study focuses on the first part of the structure-initiation move of the teacher and the effect it brings upon students' practice opportunities. In this study initiation move refers to the eliciting and informative behaviors teachers used in the language classroom discourse. In other words the data transcribed have been analyzed to explore the nature of teachers' questioning and explanation acts used to get students to practice the target language during the lessons. Therefore, I analyzed the audio-taped lessons of teachers' language use in both classes separately with the aim of how he/she initiated students to use the language in the classroom.

The analysis was made following the sequences of the time when lessons of teachers were recorded. Therefore, the lesson of teacher-1 recorded on March 20, 2009 about conditional sentences was analyzed first. Then, the analysis of teacher-2's lesson about talking on the telephone, recorded on March 23, 2009, would follow.

The main purpose of the analysis was to answer the following questions:

- 1) What kinds of initiative acts do teachers use in EFL classroom? And what kind of implications do these acts have on students' practice opportunities?
- 2) Why do the teachers use explanation in the classroom? To what extent does that explanation affect students' practice opportunities?
- 3) What types of questions do the teachers ask in English lessons? And is there a predominance of any particular type?
- 4) What kind of turn allocation behaviors do teachers use in the classroom?
- 5) How might each teacher's feedback be characterized?

4.1. Analysis of Teacher-1's Initiative Acts

4.1.1. Analysis of T-1's Eliciting Acts in a Grammar Lesson

The kinds of categories used in this data as discussed in the previous section is mainly based on the grammatical forms of questions and the contexts in which they are used to bring students a potential practice opportunity. In other words, the categories underlie the teacher's intended goals to address students in the classroom communication. Therefore the types of solicitation acts found from the data include four categories:

- 'What' types of questions,
- Questions with 'Whs' other than 'What',
- 'Yes/no' questions, and
- Miscellaneous questions.

The total number of solicit acts found in the data are sixty one (61). From these eliciting acts, 36 responses were provided in chorus and 20 answers were given by individual students. For better recognition about the solicit acts and their responses, the following table depicts the synopsis of respondents of each solicit category used in the grammar lesson.

Table-1: The synopsis of respondents of each solicit category used in the grammar lesson

Categories of questions	T	S	Ss	No response	Total
'What' type at the beginning	-	7	5	-	12
'What' type at the end	1	4	12	-	17
Questions with 'Whs' other than 'What'	-	2	1	-	3
'Yes/no' questions,	-	1	5	-	6
Miscellaneous questions	3	6	13	1	23
Total	4	20	36	1	61

4.1.1.1. 'What' Type of Solicit Acts

As the above table indicates, there are twenty nine instances totally found in the solicit acts of the teacher using 'what' type both at the beginning and end of the solicitations. From these solicitations only 1 act was answered by the teacher in the latter type. Individual students also got the chance to answer 11 'what' questions whereas 17 'what' solicit acts were answered in chorus. From this numerical data we might be able to predict that the majority of students' answers with 'what' questions were very short, simple and predetermined since 17 turns were devoted for choral responses which usually required short answers from the students. The analysis of both types of 'what' questions- at the beginning and at the end, were treated in the same section because the teacher used them interchangeably in a similar context.

When teacher-1 opened the lesson of the day, she solicited students to revise the previous lesson. To begin the revision of the previous lesson, she used what solicit acts. Let us first see the exchange below:

5 T: Ok. Please silent. Take out your exercise books. Ok. Yesterday...before yesterday we were discussing [on] what point? what is that? We discussed on.....

6 Ss: Adjectives.

7 T: on adjectives. About adjectives. And we said the order of adjectives [are]first what comes?

8 Ss: Quality

9 T: Quality. Then what?

10 Ss: Size, color

In this way, the teacher initiated students to participate on the discussion of the previous lesson because it provided additional opportunities to learn previously taught material and allowed the teacher to provide correction or reteach areas that students were having difficulty with and it made students aware that lessons have inherent relationship. Thus as excerpt 5T indicates the teacher posed a 'what' solicitation for the whole class. The nature of this solicitation has two features:

- a) Embedded solicitation "we were discussing [on] what point?", and
- b) Single or bare solicitation "what is that?"

The purpose of the two solicitations was the same, to initiate students to give a response which was known by the teacher, about adjectives. That was why students answered in

chorus 'adjectives' in instance 6Ss. There may be certain prediction for students' choral response that can be attributed to the nature of teacher's 'what' solicitations. First there is a pronoun 'we discussed' in the first solicitation act. This pronoun by itself has a possible implication that everybody had been equally initiated to provide the response together. In addition to this, the word 'point' also refers that the 'what' solicitation focuses on a particular idea (adjectives, 6Ss) which perhaps consists of other more specific points within it. Therefore, the whole students, active and passive, would answer this particular answer in chorus. The teacher then confirmed that the response was right when she repeated it in instance 7T. Following the correct response, the teacher solicited students with other 'what' solicit acts in instance 7T and 9T in order to motivate them to state the order of adjectives discussed in the previous lesson. In the context of initiating students to elicit the order of adjectives the teacher used an adverb, 'first', before the 'what' solicit-first what comes?, 7T. This word initiated students to focus on the rules of adjectives in a sentence. In other words, 'first' indicates that the purpose of teacher's solicitation in 7T was to encourage students to describe the order of adjectives such as quality, size, color, etc. to make students active at how adjectives are used when they come together in a particular sentence.

Similarly the word 'then', as extract 9T indicates, refers the kind of adjective following quality, 8Ss. Put differently; the contexts of 'what' questioning acts in 7T and 9T were based on creating form-based language practice opportunity for students. Students would not be able to further practice their own words of quality, size and color at sentence level in instances 8Ss and 10 Ss. Therefore, the teacher intended to use the language to refresh students' very short and highly controlled comprehension of the previous lesson which limited their opportunities to use adjectives with specific words such as quality, size and color. Because the purpose of the 'what' solicits was to elicit short and predetermined responses, choral responses were used in both turns of students, 8Ss and 10 Ss. The teacher closed this short initiation-response exchange to open another new exchange when she said 'Ok', a boundary marker Sinclair and Coulthard (1975), in instance 23 T as:

23 T: Ok. Good. And we said something about few and a few again little
and... (writing on the board)

24 Ss: a little

- 25 T: and a little. Ok. What do you mean by few and little? The meaning of few and a few? Abel
- 26 S: Few is for countable
- 27 T: Excellent. Few is used for countable. Countable. And the meaning of few and little is what?
- 28 Ss: hardly any.
- 29 T: hardly.....
- 30 Ss: Any.
- 31 T: Hardly any. Ok so what is the difference between a few and few?
Yes Abel.
- 32 S: A few is greater than few in quantity.
- 33 T: A few is [more] greater than few. That is the meaning is to mean that a few is what?
- 34 Ss: Not much
- 35 T: Not ihhh.....
- 36 Ss: Not much
- 37 T: Not much. Not much. When we say that few, we mean hardly.....
- 38 Ss: Hardly any
- 39 T: Hardly any. Hardly any. This is what we discussed about yesterday and before yesterday. And another point on little. Little is used for what?
- 40 Ss: Uncountable.
- 41 T: Uncountable. And again this one (a little) is also uncountable. But the difference between little and a little is what? Yes Wessenie.
- 42 S: The difference is like a few and few; little means hardly any and a little is not too much
- 43 T: Ok. Little means hardly any. This one (a little) is what?
- 44 Ss: Not much
- 45 T: Not too much. This all are what we discussed yesterday. Good. Now Today we will see on conditional.....

Before starting the discussion of the exchange, there is one factor for students' language practice opportunity that directed them into a wrong language use. This problem happened in instance 33T when the teacher wrongly repeated student's correct answer, 32S. In a classroom especially where the language is foreign, like Ethiopia, teachers are usually used as models for how the language is used. In other words, most students accept what the teacher says is always right. Therefore most students in the classroom even 32S, unless he had ambiguity tolerance, would take teacher's wrong expression [more greater] as a correct language form in their practice opportunities when they used the language with comparative activities.

In the introduction of the new exchange stated above, the teacher began it by informing students about the other points being discussed in the previous lesson followed by her



incomplete utterance. Teacher's informative act and incomplete utterance are not the immediate concern of this section. So we will see both acts in the other parts of the analysis. To come to the matter at hand, the teacher, in turn 25T, initiated students to use the language at a better length possibly because the 'what' act at the beginning solicit carried a defining function of adjectives, few and little. According to Bloom's (1966) taxonomy of cognitive levels in educational behaviors, soliciting students to define concepts such as used in 25T is grouped under the category of low cognitive level either in knowledge or comprehension. As far as teacher's main purpose in a language classroom is to motivate students to use the language to express what they know or understand about the given concepts, few and little, 'what' solicit act in such context had a contribution in helping students to use the language at a better freedom and length of linguistic production in excerpt 26S than those solicit acts used in the previous episodes.

Although the context of 'what' solicit in excerpt 25T is to initiate students to provide the meanings of adjectives (few and little), 26S responded the function of the adjective, few. However, the teacher confirmed that the answer was right by repeating it in instance 27T. This might indicate that teacher's initiation had a multiple function to express both the meaning and function of adjectives. That was why 28Ss responded 'hardly any' and the teacher again positively accepted their response in 31T. From such kind of classroom discourse not only as Sinclair and Coulthard (1975) suggested 'a single teacher's speech act can have multiple function as feedback and initiation' but also a particular initiative act in this classroom 25T, served to motivate students to reflect different frames of understanding as in 26S and 28Ss. So this way of language use might be recognized as one of the means of maximizing students' practice opportunities in the classroom and/or the strategies used to shift turn allocation from individual respondent, 26S to whole class respondents, 28Ss.

In the above episode, there were seven instances of initiations (25T, 27T, 31T, 33T, 39T, 41T, and 43T) used with Wh (what) solicitations. Among these solicitations, in instances 31T and 41T students used the language at a better length in turns 32S and 42S than the other teacher's instances even in 25T, which was used as a meaningful solicit act in the exchange. Unlike 26S, 32S and 42S responses come with a better length for the possible

reason that in instances 31T and 41T, there was a significant phrase 'difference between', which by itself required students' cognitive abilities to use the target language for comparing and contrasting purposes which require a more complex cognitive ability and hence language use than a comprehension solicit act in instance 25T.

Then the teacher ended the revision of the previous lesson by using a closing marker 'now' and informing students about the new lesson at 45T. As the excerpt episode used above indicated the teacher took long time for revision purpose that had an influence on leaving insufficient time for students to practice the language elements presented in the new lesson. According to my observation data the teacher stayed for eighteen minutes to close the revision part and begin the new lesson. In this regard Ur (1994) suggests that teacher's revision period should not exceed five minutes. In the summary of teacher's language for revision purpose, eliciting acts were highly used. Put differently, the teacher encouraged students to contribute some information about what they had been learnt. In support of this idea the mean value of item 6 of students' questionnaire is 3.7, which is almost near to 4 that the teacher usually asked students to revise the previous lesson. See appendix-G. The teacher also in the interview pointed out:

For me revision of the previous lesson is very important. I have my own purpose or objective. For example, I usually revise the previous lesson to remind students what they have been learnt before. So just to make some connection between the previous lesson and the recent or new lesson I asked them to tell me what the previous lesson was. I will not inform them because I want them to speak in the classroom. For this objective most of the time I use questioning than informing students to revise the previous lesson.

Similar to the purpose used in the revision of the previous lesson, the main purpose of the teacher's 'what' solicit acts used at the beginning of the new lesson was to draw students' attention more often to the form of the language, conditional sentences, than to its function in a certain context. Let us see the following exchange:

47 T: Ok. I think you were learnt on grade 9, 8 and so on Ok. How many types of conditional sentences are there?

48 Ss: Three

49 T: They areyes Bekelech. How many are they?

50 S: three

51 T: Ok. What are these? Henok.

52 S: Probable conditional or type one.



53 T: Probable type I probable or likely conditional sentence (writing on the board). And type two Selamatwit

From the above episode, not only the ‘what’ solicit in 51T but also the preceding ‘whs’ solicits with ‘how’ in instances 47T and 49T need more students’ controlled responses of the target language about conditional sentences than their practical abilities of the given language form in a certain context. This means the solicit act ‘how many’ in the context of the exchange refers the number of different ideas (type-1; type-2; and type 3) that can be included in a particular whole (conditional sentences). Therefore, the potential practice opportunities created for students in instance 47T and 49T were to respond a word ‘three’ or (‘they are three’). Similarly, the ‘what’ solicit act at the beginning in 51T required students to specify the conditions (probable, improbable and impossible) in which the ‘three types’ responded in 48Ss and 50S were distinctly provided. In other words, teacher’s deductive method of using the language highly restricted students’ practice opportunities into very limited and predetermined responses. Although refreshing students knowledge of the language to a certain extent may be a potential learning opportunity for students especially in foreign language classrooms, staying long on a topic which is familiar for Grade Ten students since they ‘were learnt on grade 9, 8 and so on’ 47T, became a preventive factor for students to use the language form by creating a context within a limited classroom time.

Teacher’s use of ‘what’ solicit acts again appeared when the answers of the activities in the textbook about conditional type one were made on page 220. As usual, first let us see the exchange:

146 T: Let’s do it together. Let’s do it together. Ok. Now use the clauses given below to complete the blank spaces in the following text. What are the clauses? The clauses are A up to

147 Ss: E (in chorus)

148 T: Then the first one is what? I think we can overcome poverty..... Tigist

149 S: B

150 T: B says what? Read B

151 S: If we embrace each other

152 T: Good. Excellent. I think we can overcome poverty if we ihh.....

Just to begin with the discussions about the answers of the activities, the teacher read the instruction perhaps as a possible strategy to bring students’ attentions into the first point

of the task. After reading the instruction, she immediately posed the 'what' solicit act in instance 146T. Unfortunately because there was no enough wait time left for students, the teacher answered the question herself in the same instance by reading the letters of clauses rather than the clauses themselves. As far as T-1's wait time is concerned, the mean value of her students' response for item 5 is 3.50 which means that the teacher gave students almost usually enough time to think about the answers to questions (See appendix-G). In a language classroom especially in a foreign context, teachers are models for students' language use opportunities in the classroom. But teacher's way of answering for the 'what' solicit act in instance 146T had an influence on how students should provide answers to the questions of activities. It was the effect of this influence that a student in 149S answered by reading the letter of the answer rather than the clause itself for teacher's 'what' solicit act in instance, 148T. Therefore, another initiative act was used by the teacher in instance 150T to encourage the student to read the clause in which the letter represented. Fortunately 151S was able to read the answer with an intelligible pronunciation and the teacher's acceptance in turn 152T indicated not only the answer was right but also it gave the student a chance to evaluate his reading proficiency. Similarly 'what' at the end solicit act in the following exchange functioned for repetitive choral response.

- 158 T: Then the second one If everybody does his/her job properly.. Girum
- 159 S: C. We can increase productivity
- 160 T: We can increase Ihh.....
- 161 Ss: Productivity
- 162 T: Increase what?
- 163 Ss: Productivity
- 164 T: Productivity. If every body does his or her job properly we can increase what?
- 165 Ss: Productivity.

The 'what' solicit act used in instance 162T and 164T had no further objective other than the teacher's incomplete utterance used in 160T to make students provide similar response in chorus, productivity. In the three solicit acts (160T, 162T, and 164T) choral repetitive response was given based on 159S answer. This choral repetitive response might be good practice opportunity especially for low proficient readers how 'productivity' is pronounced. This strategy went to the pre-closing stage of the exchange 195T, where the teacher motivated students to ask questions from every part of

the discussion made in the lesson. From all exchanges analyzed above, we might tend to recognize that teacher's language with 'what' solicit acts mainly limited for a controlled and predetermined responses which were more convenient for general solicit turn allocations than for personal solicit turn allocations. The 'what' solicit acts also initiated students to focus more on how the forms of the language were used in sentences than their uses for communication in a certain context. For such kind of occurrence in addition to the nature of teacher's solicit acts the textbook has a great contribution. In my general appraisal of grammar tasks used in the textbook, I found only accuracy based activities. See appendix-I. For this purpose, certain information was given for students about how the given form was used. This made students' language practice opportunity limited to the mastery of certain language items. Therefore, teacher's initiative acts were partly influenced by the way language used for grammar tasks in the textbook. In relation to this the mean value of students' response for item 9 in the questionnaire is 3.60 which means that the teacher usually motivated students to focus more on accuracy than fluency activities (See appendix- G). From this evidence teacher's language used for the purpose of refreshing students' knowledge of the target language had a strong preventive role on their free language use opportunities in the classroom.

4.1.1.2 Questions with 'Whs' other than 'What'

Based on the summary of the table used for the types of questions on page 31, three instances were found with 'whs' solicit acts other than 'what'. In these instances, two answers were given by individual students when one instance was provided by the whole class. This means, the teacher did not give any response for one of the three solicit acts. From the three instances, the 2 contained 'how' solicit acts whereas the other one had 'which' solicit act.

The first 'whs' solicit acts found just from the beginning of the new lesson as the following exchange shows:

47 T: Ok. I think you were learnt on grade 9, 8 and so on Ok. I think you were learnt on grade 9, 8 and so on Ok. How many types of conditional sentences are there?

48 Ss: Three

49 T: They areyes Bekelech. How many are they?

50 S: three

In the context of this exchange the solicit act 'how many', in turn 47T, initiated students to respond about the types of conditional sentences. This solicit act was posed because the teacher intended that students' knowledge of the language was important for their language learning opportunities in the classroom. In the previous section, attempt was made to express that knowledge of the language to a certain extent facilitates students' language learning. The problem is when it becomes an end by itself for grammar learning. As different language specialists such as Bygate (1987) and Harmer (1991) indicate that teaching language forms as an end by themselves is not a meaningful language learning opportunities for students. The function of 'how' solicit act in instance 47T and 49T was to initiate students to give a simple response, 'three' in 48Ss and 50S. Therefore, the potential learning opportunities created for students in instances 47T and 49T was not beyond responding the word 'three' (or 'they are three'). Other than the practice opportunity created for the students, the solicit act can be also used as a means of shifting turn allocation from general solicit, 48Ss to personal solicit, 50S. Since the solicit act came at the beginning of the new lesson, it can be considered as a brainstorming activity to guide students into a freer activity. This kind of grammar solicitation act can be also used in a classroom where balanced activities approach is implemented. According to Harmer (1991) balanced approach has provided students better opportunity to focus both on the accuracy and fluency activities. This can come true when the teacher was able to move the lesson from more controlled activity to the freer one. Teacher's 'whs' solicit acts have their own roles to initiate students to use the language both in a controlled and freer ways. In the following 'which' solicit act also students had been in a state of highly controlled practice opportunity:

- 81 T: Ok this is the form for type one conditional sentence. Let us see the example. Ok any example. Weseenie
82 S: If I study hard, I will pass the exam.
83 T: Ok. If I study hard (writing on the board)
84 S: Comma
85 T: Comma
86 S: I will pass the exam.
87 T: I will pass the exam. Excellent. Now in the if clause which word [show] that is probable conditional sentence? Selamawit.
88 S: Study

To the miscellaneous solicit act in instance 81T ‘any example’, a student provided a correct answer in 82S. It was following this that ‘which’ solicit act was used in instance 87T. In the context of this exchange the student was able to respond a word ‘study’ correctly, 88S. In other words, the only learning opportunity created for students with ‘which’ question type was to motivate them to identify the correct tense form used in the if clause. Therefore, unlike the miscellaneous initiative act used in the beginning of the episode, teacher’s ‘which’ solicit act could not be able to push or initiate students to use the conditional sentence to express their own ideas. Student 82S, for example, attempted to create her own context, taking an examination. However, the teacher did not allow students to keep going to use the language form for communication purpose. Generally, teacher’s ‘whs’ other than ‘what’ solicits were also completely controlled students’ practice opportunities to the focus of the structure of conditional sentences and very limited and predetermined responses.

4.1.1.3. ‘Yes/No’ Question Type.

Yes/no question type was also used in T-1’s initiative acts for various purposes. As the table on page 31 indicates six instances were used with yes/no solicit acts. From these acts, five answers were provided in chorus. The other one response was answered by an individual student. Like the teacher did in ‘whs’ question type other than ‘what’, she also did not give answers in this question type.

Most of the solicit acts of this question type used in the recorded lesson requested students’ confirmation for comprehension. In the other case there was an instance used to initiate students to reason out (clarification request) why they say ‘yes’ or ‘no’. For better understanding let us see the following episode.

- 101T:Ok.One example. Example four. Something which is general truth. Henok.
102 S: The battle of Adwa is takes place in 19.....
103 T: Yes yes
104 S: The battle of Adwa is takes place in 19.....
105 T: Ok. Is that? [Do] this sentence have if clause and main clause?
106 Ss: No
107 T: Could you repeat it?
108 S: The battle of Adwa is takes place in 19.....
109 T: The battle of Adwa [is takes] place in 19 and something. It is simply a sentence. It is simply statement. Ok

Before starting the analysis of the exchange, let me raise some points about the quality of teacher's language input used in instances 105T and 109T. As stated before, teacher's language use for many foreign language students serves as a model for how the target language is used in a certain context. Therefore, teacher's use of solicitation with 'do' form in turn 105T, 'do this sentence have...' was totally a wrong model for students to form a similar question type. Similarly in instance 109T, the teacher repeated student's response with its error '...is takes place...' Such kind of positive repetition misinformed students to accept that 'is takes place' is grammatically a right saying in the language. So it became a missed opportunity for students to learn its right way of saying. This indicates that the quality of teacher's initiative acts sometimes becomes a wrong input for students' language learning in the classroom.

When we turn back to the analysis of the question type, the student in turn 102S attempted to make his own sentence based on the teacher's miscellaneous solicit act in instance 101T. As except 105T shows, it was to the purpose of correcting student's error the teacher posed the 'yes/no' question type. This might bring the idea that how the teacher gave students feedback for their responses. Therefore, in stead of criticizing the respondent or explaining why the answer was wrong, the teacher directed the error to the whole class. As far as teacher's strategy of giving feedback was concerned, students' response for item 2 has the mean value of 4.30 which means the teacher usually initiated students to correct or comment errors in the classroom. See the appendix-G. Thus, the complete answer for the 'yes/no' solicit act in the context of instance 105T was not to say only 'yes' or 'no' but to give some reasons why the sentence was correct or incorrect. However, since the teacher allowed choral response, the length of response did not exceed saying 'no', in 106S. Even when the teacher initiated the student with incorrect answer to repeat what he said, 107T, explanation was given by the teacher, 109T, why the answer is incorrect to the 'yes/no' question in instance, 105T. In other words, the yes/no question functioned more to confirm students' comprehension of the wrong answer than to arise their clarification for the wrong answer.

The other three 'yes/no' questions were used in a similar context-to request students' confirmation check. However, they were found scattered in different episodes of the lesson. Bringing them together here takes a large space. So only the solicit acts with out their contexts were stated. These include 156T 'Do you agree with her?', '170T 'Do you agree with her answer?' and 183T 'Do you agree with his answer?'. In the cases of the whole instances choral responses were given. To prevent the redundancy, let us see one context in which this turn allocation (choral response) happened:

- 178 T: A says what?
- 182 S: If more roads are built
- 183 T: Do you agree with his answer?
- 184 Ss: No
- 185 T: No. Ok Yes Fitsum
- 186 S: If more health stations and centers are built

Like the student 104S did a mistake when he attempted to create his own conditional sentence and then the teacher directed the responsibility of correcting the error to other students in the previous exchange, here the teacher also did the same thing when a student made a mistake to the textbook question in turn 182S. As 104S knew that he made a mistake by the choral response, 182S was also informed his mistake in the same strategy, choral response, 184Ss. To check the confirmation of the whole class, 184Ss, the teacher nominated a student in turn 186S to read the answer for the whole class. The important point in the context of the above exchange is to recognize how choral response, 184Ss. prevented students' from practicing long and complex linguistic production of the target language as student 186S practiced. Put differently, the higher choral response used in the classroom the lower individual students' long and complex language use opportunities would happen.

4.1.1.4. 'Miscellaneous' Solicit Acts

As stated in the introduction of the analysis, different initiative acts are grouped under the category of miscellaneous solicit acts based on their different grammatical forms. The category therefore consists of various utterances of the teacher that motivated students to provide answers with a certain linguistic production. According to T-1's transcribed grammar lesson, 23 solicit acts were found. From this initiative acts, the teacher provided answers to the 3 solicitations. Individual students answered 6 of the solicit acts and choral

responses took 13 of the solicitations. 1 initiative utterance had no respondent. In this section we have three functions of miscellaneous solicit acts. These include:

- A) repeat what was said
- B) express one's own idea
- C) ask question

4.1.1.4.1. Miscellaneous solicit acts to initiate students to repeat what they said

Language teachers in the classroom have various strategies to initiate students to provide responses. Among them one is teacher's unfinished utterances. This kind of teacher's utterances has mainly two purposes-to motivate students either to complete the utterance or to repeat what they said. In this section, the latter is treated. T-1 motivated her students to repeat what they said as:

- 25 T: Ok. What do you mean by few and little? The meaning of few and a few?
Abel
- 26 S: Few is for countable
- 27 T: Excellent. Few is used for countable. Countable. And the meaning of few and little is what?
- 28 Ss: hardly any.
- 29 T: hardly.....
- 30 Ss: Any.
- 31 T: Hardly any.

As the above episode indicates, teacher's incomplete utterance in turn 29T occurred as a result of making sure students' choral response in 28Ss to the 'what' question in instance 27T. Therefore, the teacher's unfinished utterance, in this context, was partly used as a strategy of giving feedback. In relation to feedback behavior, this episode contains praising and repetition, 27T and incomplete repetition, 29T, which was at the same time used as a miscellaneous solicit act. Put differently, the first two kinds- praising and repetition 27T, are positive feedback which refers to teacher's evaluative behavior for students' responses. The third feedback act, incomplete repetition-29T, on the other hand, consists of a multi-function, evaluative and initiative. In the initiative function of this solicit act, students were motivated only to repeat a simple word 'any'. Perhaps repetition of a long word with a difficult pronunciation or repetition of a phrase or a sentence can give an opportunity for students to practice pronunciation or orders of words in a phrase/sentence. But In the context of the above episode, teacher's incomplete utterance

in turn 29T might be perhaps used because both 'hardly' and 'any' have a negative meaning. In the rules of English language two negatives could mostly come together one followed the other when they are determiners and adverbs or be verbs and adverbs like "there is no any.....; there is hardly any...; he is not any good at English etc'. To this end, T-1 tended to assume that students would notice such exceptional rules when they were initiated by her unfinished utterance. But for students who were well aware of the rules, the solicit act might not bring further potential learning opportunity.

4.1.1.4.2. Miscellaneous solicit acts to initiate students to express their own ideas

In the other case, there were some instances with non question form of teacher's initiative acts used to encourage students to express their own ideas:

- 81 T: Ok. Let us see the example. Ok any example. Weseenie
82 S: If I study hard, I will pass the exam.
83 T: Ok. If I study hard (writing on the board)
84 S: Comma
85 T: Comma
86 S: I will pass the exam.
87 T: I will pass the exam. Excellent. Now in the if clause [If I study hard] which word show [shows] that is probable conditional sentence? Selamatwit.
88 S: Study
89 T: Study. Study. The verb in the simple present .And in the main clause [I will pass the exam]? Yes Hanna
90 S: Simple past
91 T: Will pass. This one (showing to the clause on the blackboard).which is a simple future form. Ok another example. One more. Yes...
92 S: If I know the answer, I will tell you.
93 T: Ok. That is good. If I know the answer (writing on the board)
94 S: I will tell you.
95 T: I will tell you. Excellent. Ok just like the first one Know is verb one in simple.....

The above exchange started with a miscellaneous initiative act 'let us see the example. Ok any example.' 81T. The underlined phrase of initiation put students in a complete freedom to come up with their own sentences of type one conditional sentences. Thus, a student in turn 82S responded correctly. But as stated in the 'whs' initiative acts with 'which', the teacher did not create a context that could enhance students' opportunities to express their own views as instance 87T and 89T show. In other words, the teacher again

controlled the whole students' attentions back to the form of the language instead of extending the functions of initiative acts that can increase students' opportunity to use the language form for communication purposes. Similarly, an additional miscellaneous act was given in instance 91T, Ok another example. Like the first student, another student constructed a correct conditional sentence in turn, 92S. Then the teacher accepted the response with a praise and repetition in instance 93T. At the first look we might predict that teacher's appreciation came from the essence of encouraging students to use the language. But as instance 95T indicates above, the teacher praised the student, 93S, because she got correct linguistic input to initiate the class into a highly controlled practice activity with her unfinished utterance 'know is verb one in simple.....'. From the above two limited miscellaneous solicit acts we might be able to realize that students could be able to practice the language correctly to the teacher's miscellaneous solicits, 82S and 92S, but the teacher did not allow them to use the language in a certain context. Instead, she used the solicit acts for the purpose of making students conscious about the forms of the sentences. Contrary to this, item number 1 of the students' questionnaire has a mean value of 3.56. This value is greater than the expected mean and near to 4, which means the teacher usually encouraged students to use the language to express their own ideas in the classroom. That means many students believed that their teacher motivated them to express their own ideas in the classroom. Perhaps it might be these rare initiative chances (any example; another example) that could be considered by students as their teacher encouraged them to express their own ideas freely.

4.1.1.4.3. Miscellaneous solicit acts to initiate students to ask questions

Teachers usually need to get some feedback from students if there is a problem in the state of classroom communication. Perhaps in the process of communication in or out of a classroom the speaker should get a certain response from the receiver. One of the strategies the speaker (teacher) uses to establish meaningful communication is to initiate the listener (learner) to ask question. This happened in this classroom as:

121 T: do you have any question now? Yes

122 S: main clause ላይ ማለት ነው

123 T: Say it in English

124 S: Simple future.... እረ ተቸር በአማርኛ ልናገር

- 125 Ss: (laughing)
- 126 S: can, will, shall ከዚያ ላይ አይደል የምንጨምረው?
- 127 T: Yes of course. Ok as your friend asks why don't we use here (in the main clause) will, may, can, shall and so on? We can give answers for her question. Ok Henok
- 128 S: Both of them are simple present tense or.....(not heard)
- 129 T: Ok. Excellent. Is that clear for you? (Pointing to S, who initiated the question)
- 130 S: No
- 131 T: No. Ok. Yes (pointing to wessenie)
- 132 S: Since our sentence is general truth, and in the general truth there is a law and the law said that if you want to express the general truth in type one conditional sentence you have to use the if clause and main clause and simple present in the general truth.

Thus as instance 122S shows, the student started to ask in English and continued in Amharic. Beginning the question in English may have its own implication that the student was aware of using the language in the classroom. Despite her inability to finish the question in English, she continued in Amharic. It was at this moment the teacher ordered, 123T, her to use the target language to ask a question. As a first step, the teacher did right to initiate the student again to use the language but the student did the same thing in instances 124S and 126S. After the failure of the instruction, the teacher in instance 127T repeated the student's question in English which can serve as an opportunity for 122S and other low proficiency students in using the language in the classroom as a model how it is possible to ask the question in English. Here it is possible to raise two kinds of teacher's initiations: telling the students to ask in English, and translating the question into English. These kinds of initiations might come partly from her attitude to the use of local language in the classroom communication. As I observed, the classroom she used it rarely when students could not understand what they should do. The mean value of students' response for item-11 is also 2.33 also points out that the teacher used local language rarely in the classroom.

Therefore the translated question of the student has created an opportunity for other students to give their suggestions for the problem. This can come true when the teacher initiated them to comment or explain their own idea before she answered it. In the context of the above exchange, the teacher encouraged students with a miscellaneous solicit act 'we can give answers for her question', 127T. In this solicit act the pronoun 'we' had an

implicit motivation for students that the teacher minimized the gap of the ability between her and them to answer the question. The noun phrase ‘answers’ also implied that there was more than one possible response to the question. This was a good strategy the teacher initiated students to use the language in the classroom. When students responded to item 3 of the questionnaire, as appendix-G indicates, the mean value of their response was 3.56. Based on this statistical data, the teacher usually solicited students to give responses to their classmate’s question. In the entire responses of students, it was in instance 132S the maximum linguistic production of students was found. This might be partly attributed to:

- 1) the nature of the solicit act as it was translated into English by the teacher 127T ‘why don’t we use here?’; and
- 2) the strategy of teacher’s turn allocation ‘we can give answers for her question’

Summarizing T-1’s question types might have an underlying effect upon her turn allocation behavior used in the recorded lesson.

Table-2: The effect of T-1’s question types upon her turn allocation behavior

Categories of questions	S	Ss	Total
‘What’ type at the beginning	7	5	12
‘What’ type at the end	4	12	16
Questions with ‘Whs’ other than ‘What’	2	1	3
‘Yes/no’ questions,	1	5	6
Miscellaneous questions	6	13	19
Total	20	36	56

As the table indicates from the total of 56 solicit acts, other than answered by the teacher and remained unanswered, 36 solicit acts were responded in chorus whereas 20 acts were answered by individual students. Therefore, teacher’s solicit acts indicated that providing more choral response opportunities might give the implication that the teacher had used more general solicit turn allocation behavior than personal solicit turn allocation. Unlike this evidence, students’ response for item-12 has a mean value of 3.80 which indicates that the teacher more frequently motivated individual students to answer the solicit acts

than the whole class. In the time of interview, the teacher suggested her turn allocation behavior as:

Most of the time I gave turns for my students first for volunteer students. Then for students who are sitting in the classroom without participations. They become active listeners. So I have to give turns for these students. And the other is if the whole students raise their hands, just I give turns in row, this row, this row. Not only some rows I also involve the whole rows. Especially when you teach form like when you teach present perfect tense, whole class response has an advantage. For example 'what is the form of this tense?' has or have plus verb three. I know all students know this form and they tell me together. So this is the best advantage of choral responses in my class.

In this interview, as she specified the nature of solicit acts she used in teaching grammar 'what is the form of this tense?', we can realize that in grammar lessons the teacher mostly used general turn allocation behavior that required very short and predetermined answer convenient for choral response.

4.1.2. Analysis of T-1's Informative Behavior in a Grammar Lesson

In the recorded data of this teacher's grammar lesson, informative language of the teacher found scattered in different contexts with short utterances. Bringing these short pieces of acts together into the same context may not give clear meaning for the analysis. Therefore, I preferred to use some of the exchanges where teacher's informative behaviors were used within their own contexts.

T-1 had two major parts to revise the previous lesson. In the first part, she solicited students to express their own views about the points they learnt in the previous lesson, from instance 5T-16TS. In the second part, the teacher informed them other points which were discussed in the previous lesson as:

23 T: And we said something about few and a few again little and... (writing on the board)

24 Ss: a little

25 T: and a little. Ok. What do you mean by few and little? The meaning of few and a few? Abel

26 S: Few is for countable

27 T: Excellent. Few is used for countable. Countable. And the meaning of few and little is what?

When the teacher informed students in instance 23T, she did not tell every point of the discussion clearly. Instead she used the word 'something' in her informative act which

could initiate students to answer what it refers about 'few'/'a few'; and 'little'/'a little'. Therefore, her limited range of explanation left some opportunity for students to mention points they claimed that they had learnt about the adjectives, few and little. Unlike to this teacher's language use, students' response for item-4 has 3.23 a mean value which points out that the teacher usually explained an idea for students in different ways. In the context of this recorded lesson, teacher's informative utterance was changed to eliciting act in instance 25T onwards. Thus, her declarative statement became a means to bring the questioning and answering strategy from instance 25T to 27T. In addition to this, the teacher used explanation to give feedback for students' responses:

- 81 T: Let us see the example. Ok any example. Weseenie
82 S: If I study hard, I will pass the exam.
87 T: Excellent. Now in the if clause which word show [shows] that is probable conditional sentence? Selamatit.
88 S: Study
89 T: Study. Study. The verb in the simple present .And in the main clause [I will pass the exam]? Yes Hanna
90 S: Simple past
91 T: Will pass. This one (showing to the clause on the blackboard).which is a simple future form. Ok another example. One more. Yes...
92 S: If I know the answer, I will tell you.
93 T: Ok. That is good. If I know the answer (writing on the board)
94 S: I will tell you.
95 T: I will tell you. Excellent. Ok just like the first one (showing to the first sentence) Know is verb one in simple.....
96 Ss: Simple...
97 T: Simple present. Ok. This is one use of simple future. But simple future ihh.....probable conditional sentence we use when we want use general truth. General truth. When we want to express something like general truth we use what?
98 Ss: Simple present (in chorus)
99 T: Simple present in both clauses in the if clause and.....
100 Ss: Main clause
101 T: Main clause. Ok. One example. Example four. Something which is general truth

The teacher in the above exchange used explanation in instances 89T, 91T, and 95T, to direct students' attention to the grammatical forms of the sentences. If we see the conditions in which the two students used in turns 82S and 92S, they were different contexts-studying hard, and being loyal. But the teacher used the same explanation for these contexts because more concern was given for the form of the language than its use.

Because of this nature of explanation, students were prevented from exploratory language use and forced to focus on how the rules of conditional sentences were used in sentences. In addition to this, the informative behavior of the teacher in instance 97T was used (with less clear and organized ways) to control the topic of classroom exchange into one situation known as 'general truth'. This means students would not be able to use the language of conditional sentences to the contexts other than general truth. As far as following IRF structure of a language lesson is concerned teacher's role of controlling topic is a professional authority. Van Lier (1988:165) also states "the learners just have to wait and see and follow the directions given to them beforehand. This practice is one of the ways in which the teacher's power, control and superior status are manifested and maintained in traditional classroom." That was why the teacher initiated students to give only sentences with general truth in instance, 101T. Put simply, in a language classroom where maximum form focused direction is facilitated, the teacher becomes more of a master of communication rather than a consultant. It was based on this form-based initiative acts the teacher moved the classroom communication to the textbook activities as:

137 T: Ok. Now I think there is exercise into your exercise books. Page 220. Page 220. It says what 'use the clauses given below to complete the blank spaces in the following texts.' It says. Now there are choices A, B, C, D, and E. On your text book page 220. Page 220 Ok. Take out your textbook. Ok. And you are now going to write these exercises into your exercise book. I think we are discussing about type one conditional sentences and blank spaces are there one two, three, four and five. We select the answers from the given choices. Choices are what A, B, C, D and...

138 Ss: E

139 T: Do this one.

140 Ss: Oral?

141 T: Not oral. Do it on your exercise book and I will see/check it.

Instance 137T opened the exchange with informative acts to direct students' attention to the textbook activities. In other words, before the teacher made use of procedural explanation she informed students where the activity was found. Then she provided an instruction, Ur (1996: 18), "which comprises the directions that are given to introduce a learning task which entails some measure of independent student activity." The students were informed that the instruction of the activities mainly consisted of two purposes: to write the clauses into their exercise books and to select the answers from the given

choices. That means, the maximum language practice opportunity the activities of the textbook provide for students to practice conditional sentences does not go beyond from identifying appropriate clauses for the given incomplete cues of main clauses and if clauses. This implies that in addition to teacher's language, the nature of language use in the textbook has also put students' language practice opportunity in a very limited situation. In other words, the textbook, has partly determined the possibility of language choice of the teacher's explanation to initiate students to practice the language form in a highly controlled situation. It may be for this reason that in instance 141T, the teacher did not allow students to discuss ideas in group. She simply informed them to write the questions into their exercise books and answer them. Students' response for item-8, as appendix-G indicates, has a mean value of 4.80 which means that the teacher did not always inform them to discuss ideas in pair or group. No group work happened in a language classroom has the implication that cooperative language learning, which helps students to practice the language as it is acquired in a natural context, did not exist. When students responded for item 10 the mean value is 2.90, which is relatively the same response with item-8 stated above. This indicates that the teacher created rare opportunity to use the language as it is used outside the classroom.

Many language scholars agree on the significance of group work in language classrooms to negotiate ideas in group. Group work in the language classroom therefore seems to facilitate the development of two factors which, according to Seliger (1983), are important prerequisite for successful interaction, and hence for better learning opportunities:

- a) a more amenable social environment within the classroom situation; and
- b) a framework for the instrumental use of the foreign language in communicative, well-structured language tasks. Such classroom interaction leads to the closest possible simulation of natural and instrumental language use, which is conducive to language learning. Therefore, the use of two-way rather than one-way interaction in the language classroom creates a better learning opportunities for students when they interact in group work. Even from my classroom observation periods the teacher did not inform students to discuss ideas in group. This sort of explanation is partly attributed to the textbook activities. Although it is not the right context for evaluating the tasks of grammar in grade

10 textbook, because it has its own role on teachers' initiative language, I made a general appraisal on its communicative nature for learning the language in the classroom. See appendix I. From this evaluation I found that most of the grammar tasks initiate students to practice discrete or isolated language items not to use the language in a certain context.

The teacher also in the interview explains:

Grade ten English textbook is very good for me because it involves the whole skills speaking, listening, reading and writing. The problem is time. You don't have time for checking your students' listening skills or their writing skills. The textbook has also a problem of repetition with grammar tasks. In each grammar section different language items are given repeatedly especially neither nor, either or, and tenses. When you are teaching these parts again and again your students even do not like to learn them. In addition to their repetition they do not motivate further language use chances for students. They do not create a context how the language rules or forms are used in a certain situation. This might force you how to teach grammar in the classroom. So the redundant grammar tasks must be revised and avoided these help to include other important points. Next the textbook should involve a variety of grammar tasks such as controlled and free activities to help students learn the language more meaningfully.

It may be for this reason that students' mean value for item 7 is 3.26 which means the teacher usually informed them to practice more controlled activities than free activities. See appendix-G. To the end of the lesson, teacher's explanation was used to revise the form of the language and inform students to do the assignment, 214T, based on the text book's controlled instruction:

214 T: Ok type one conditional sentence, the if clause and the main clause is used to probable conditions and another use is about general truth. Then next time you try the exercises on page 220 again now complete blank spaces using on your clauses there. You try B. We did now A. Yes?

215 Ss: Yes

216 T: And you will try B at home and come. Ok

217 Ss: Ok.

As a summary of T-1's initiative language use in the classroom, many subjective responses were collected from students' perceptions about the role of the teacher on their practice opportunities. The following were the main responses:

- The teacher asked me questions to express my own ideas,
- The teacher told the class to discuss ideas in groups,
- When she motivated me to give answers,

- When I get the chance to explain my friends questions,
- She gives me a chance to talk about something I like very much jokes, or drama,
- When she did not interrupt me when I speak to the calls, and
- I don't want to listen always. I want the teacher asks to give some suggestions.

4.2. Analysis of Teacher-2's Initiative Acts

Like the analysis of T-1, this section of initiative act analysis consists of both the eliciting and informative utterances used by T-2.

4.2.1. Analysis of Teacher-2's Eliciting Acts in a Speaking Lesson

Similar to T-1, the eliciting utterances used in this speaking lesson are grouped into four categories as:

- 'What' types of questions,
- Questions with 'Whs' other than 'What',
- 'Yes/no' questions, and
- Miscellaneous questions.

Based on these categories, the total initiative acts used in the tape recorded date of the lesson were pointed out in the following table. The table includes the respondents of the solicits during the lesson. The total number of eliciting acts found in the data is thirty one (31).

Table-3: The synopsis of respondents of each solicit category used in the speaking lesson

Categories of questions	T	S	Ss	No response	Total
'What' type at the beginning	1	17	-	1	19
'What' type at the end	-	-	1	-	1
Questions with 'Whs' other than 'What'	1	1	1	1	4
'Yes/no' questions,	-	1	1	-	2
Miscellaneous questions	-	4	1	-	5
Total	2	23	4	2	31

4.2.1.1 'What' Type of Solicit Acts

Before stating the nature of 'what' question types in T-2's speaking lesson, I want to inform readers that six 'what' solicit acts were not registered in table 3 because they were repeatedly used for the same responses. As the table indicates therefore there are twenty instances totally found in the solicit acts of the teacher with 'what' type both at the beginning and end places. From these instances, 1 eliciting act was answered by the teacher and 1 act had no respondent. Individual students also got the chance to answer 17 'what' question types whereas only 1 'what' solicit acts was answered in chorus. From this numerical data we might predict that the majority of students' answers with 'what' questions required long linguistic productions since 17 turns were devoted for individual students' responses which usually require longer linguistic productions than those linguistic productions choral responses require. In this study, since there was no significant difference found in the data upon students' practice opportunities, both types of 'what' solicit acts- at the beginning and at the end, were used in the same analysis section. Therefore the functions of both 'what' solicit acts were discussed together in the analysis.

The use of 'what' solicit acts came from the beginning of the revision of the previous lesson as the following exchange shows:

5 T: OK. When we come back to our lesson if you remember last week classes on the previous class on the Friday's class we have been discussing about phone talking. How to talking phone. Today I brought to you a kind of material (a kind of four pages material about talking on the telephone in English) which might help you to identify important words in telephone talking. And you had assignment. Right?

6 Ss: yes.

7 T: What was the assignment? Who had remind [reminded] me?

8 Ss: Silent

9 T: Ok. The assignment was.....Abel can you remind me?

10 S: To bring words which are important...

11 T: What kind of words? Just words....

12 S: words which are important in telephone taking.

13 T: yeah, to bring words which are important in telephone talking.

In the beginning of the exchange the teacher, unlike T-1, initiated students about the previous lesson by informing them, 5T, not by soliciting them to explain it. But the teacher did not continue using informative acts. In instance 7T, he encouraged them to

clarify the assignment for their confirmation response in turn 6Ss. When we look into students' responses in 6Ss and 8Ss, we can give more emphasis to the role of teacher's 'what' solicit act on how students practice the language. The 'what' question in instance 7T, for example, had the intention to initiate students to elicit the content of the assignment and perhaps possibly to reflect teacher's purpose of identifying students who did and did not do the assignment. From the reminiscence of school life it is obvious to recognize that students sometimes provide insincere response 'yes' for the assignment they did not do. In other words, for teacher's 5T 'yes/no' solicit act, students who were absent in the previous lesson or who had some other reasons might say 'yes' in instance 6Ss as a face saving expression because they did not want to be looking careless by saying 'I don't know' or being tacit. In addition to this, in instance 5T providing short answer with whole class response was possible whereas initiative act 7T required students to use the language with a longer and more complex linguistic production than instance 5T did. This means 'what' solicit act in turn 7T mainly needed particular student's response. For this reason, the teacher directed the turn, 9T, to a particular student instead of responding himself. This kind of strategy is very important in order to maximize student's language use chance as a student used in turn 10S. Without giving any follow-up activity, the teacher kept going another solicit act 11T, which encouraged the student, 10S, to contribute further information. Successfully he could provide the necessary additional information in instance 12S. Unlike Sinclair and Coulthard (1975) IRF structure of teaching exchange, therefore, 11T primarily served as an act of a clarification request which extended student 10S's opportunity to provide further response in turn 12S. For the purpose of such extended student's language practice opportunity, therefore, questioning-answering strategy is better than IRF structure (Nunan 1987). As students' response to the questionnaire for item-6 also points out, the mean value is 3.63. (See appendix-G). This indicates that the teacher had usually revised the previous lesson by soliciting students to explain it.

The 'what' solicit act was also used in a context where the teacher initiated students to tell expressions necessary for telephone talk purposes.

15 T: what are the important words for caller? What kind of words that you find?

16 S: Hello.

17 T: Hello. A very simple one. Ihm (pointing to another volunteer student)

18 S: Hi.

19 T: Hi. For greeting. Ihm

20 S: May I speak to somebody.

21 T: May I speak to somebody (with a tone of acknowledgement) a person that we want to meet.

In the context of the above exchange, two 'what' questioning acts were used in instance 15T to modify the questions for students to respond the intended information with different comprehension strategies. As Chaudron (1988) states, 'question modification provides students a better opportunity to practice the language' But sometimes the kind of words used in 'what' solicit act have some roles in determining the nature of the solicit utterance. The use of the underlined word in instance 15T (words), for example, made students focus more on simple words used for a caller, 16S & 18S, than long expressions, 20S. Therefore following 16S's response, the teacher commented that the answer was very simple. Similarly, the teacher was not satisfied with 18S's answer because he suggested that it is used for informal greeting situation. These comments were given not because students answered wrongly but because the meanings of 'important words' or 'kinds of words' 'in instance 15T did not mainly refer those responses given in 16S & 18S. Because of these comments, the students started to contribute long expressions used for a caller in turn 20S. Unlike the feedback to the previous two responses, the teacher accepted this response with a tone of acknowledgement. Therefore, the primary function of 'what' solicit act in the context of instance 15T might be mainly to initiate students to contribute long expressions which are used formally on the telephone talk. This solicit act moved the lesson ahead a long distance even when the teacher directed students to contribute expressions necessary for a receiver. In other words, the same grammatical structure of 'what' solicit act were used for the purpose of encouraging students to provide necessary input about expressions of telephone talking. To mention here all instances with their episodes requires a long space, so I preferred to select only some instances with out their contexts:

31 T: What are the other words that you find?

39 T: What are important expressions for receivers?

41 T: What could be the other expressions that are important in [receiving for receiver]?

51T: What would be another [expressions]?

Like the ‘what’ solicit act in instance 15T, these instances in their contexts of the transcribed lesson were not used to encourage students to respond specific expressions a caller or a receiver uses in a particular context such as at the beginning of the telephone, leaving a message, answering to the wrong number, etc. But the teacher used these solicit acts to initiate students to elicit every expression used by a caller or a receiver. Thus, ‘what’ solicit acts might be used as a brainstorming strategy to refresh students’ knowledge of those expressions which can help them to use the language correctly and meaningfully when they were engaged to the controlled and/or free practice activities as a caller and/or receiver. The teacher began to use ‘what’ solicit acts for a specific situation when he required students to respond expressions for a caller in the following exchange:

- 59 T: Answering wrong number (Writing on the board). This can be a new title. .
And [that person call or dial] a wrong number what do you think? Ihmm...
60 S: I’m afraid you dial the wrong number.
61 T: I’m afraid you dial wrong a number. I’m afraid you dial a wrong number.
Thank you very much I’m afraid you dial a wrong number.
62 S: What is the meaning of I’m afraid?
63 T: Ok what is the meaning of I’m afraid? (Shifting to the whole class) Who can tell us?. Yeah. It’s more similar to I’m sorry. I’m afraid that means I’m sorry. Just ways of expressing being polite.....Now let’s say you call to Addis Ababa University, what do you expect the operator? Let’s say you two guys are operators there. Now somebody calls. Somebody calls. What do you say? You pick up the phone and you say what?
64 S: Can I help you please?
65 T: Before saying can I help you, you said what?
66 Ss: (buzzed unheard response)
67 T: Ok. Hello Addis Ababa University? Right?

After introducing the title of the exchange, answering wrong number, the teacher initiated students to elicit an expression used by a receiver to a wrong caller. Such kind of solicitation has a potential learning opportunity for students to practice certain expressions for a particular purpose. A student rightly provided the desired response in turn 60S. Although the teacher confirmed the answer with a rising tone repetition, a positive evaluation of Sinclair and Coulthard (1975), the response was unclear input for some students. So a question was raised by student’s self initiated solicitation in turn 62S. Then the teacher immediately started explanation after his ‘who’ solicitation act because there was no wait time. This might indicate that students had little opportunity to give

their own view about the problem raised by their classmates. As students' response for item-3 shows, the mean value of teacher's initiation of students to give comments upon their friends' question is 2.35. This means, initiating students to give comment was a rare case in T-2's classroom communication. (See appendix- G).

In my observation checklist also, I found this teacher's frequently use of informative acts to help students' comprehension skills. By way of explanation, therefore, the teacher directed students to a context what expressions a caller says at the very beginning of telephone talking. For this purpose they were drawn to the context of what an operator does possibly say, 63T. It is inevitably true that context in language classroom motivates students to use the language actively (Harmer 1991). But the function of 'what' solicit act in 63T lacked clarity when it solicits students as 'what do you expect the operator [.....]? In fact students might predict that the operator was at the situation of telephone talking but it was not clear what kind of thing they had to expect about the operator. So it was the modification of the solicit act in the same instance, 'what do you say', helped students give any expression used by the operator, 64S. Based on the given context and modification, students had been given a potential learning opportunity to practice what a caller would possibly respond at the beginning of the telephone.

Then a student in turn 64S provided a response which can be used by a caller but not at the beginning stage. To this response, the teacher informed 64S and the whole class that the answer is not right by informing and posing another 'what' solicit act. This extended use of solicitation might have the intention that the teacher required students to use the language in the classroom. However, no clear answer was given in instance 66 Ss. Since the question needs long response, choral response was not possible. Therefore, the teacher would have created a better learning opportunity if he had continued further personal solicit turn allocation behavior than answered the question by himself as excerpt 67T shows. This means the teacher did not motivate students to correct wrong answers by themselves. Contrary to this the mean value of item-2 is 3.40 that the teacher usually initiated individual students to correct errors. Therefore, following the 'what' question type in this context, the teacher used two kinds of feedback behaviors-informing students that the answer is not right, 65T, and providing model answer, 67T. Perhaps these feedback behaviors were created because the nature of 'what' solicit acts used in the

exchange required contextual responses from students. Other than this context used for answering the question of 62S, no context in the recorded data was observed to initiate students to practice the language for expressing their own ideas. In support of this data, the mean value of students' response for item-1 is 2.96. This means, it was sometimes the teacher motivated students to use the language to express their own ideas in a certain context.

The other instance of this question type was used when the teacher discussed the controlled practice activities with students taken from an external source other than the textbook. In my observation I suggested that the teacher might get the textbook inadequate for teaching speaking skills. Many students did not take out their English textbooks. For this reason, like the grammar part of the textbook, I also made a general appraisal upon the textbook's speaking skill tasks. See appendix-J. Before starting the discussion, let me state here the activity to recognize the context of teacher's 'what' question type and the potential practice opportunities it might bring for students.

Instruction: what are the question forms of the following expressions?

1. A: _____?
B: This is Kebede.
2. A: _____?
B: Who's this?
3. A: _____?
B: Just a minute.
4. A: _____?
B: I'm afraid you have the wrong number.
5. A: _____?
B: Would you please tell him to call me back?

This activity does not exist in the current Grade 10 English textbook. It was brought by the teacher's self initiative because he believed that the textbook is inadequate for students' telephone talking practice opportunity. During the interview he suggested:

Of course that day I used a short handout I just prepared as an additional material for my lesson. Sometimes the textbook fell to cover the whole necessary things that the students need. So it asks you to prepare your own material, self accessible material. So I brought a kind of material related to punctuation. I do remember. (Interviewer = but I observed you distributing a material about the kinds of expressions used for telephone talking.) Ok expressions. I had prepared another one I thought you ask me the first one about punctuation. Ok I used those expressions because the recent English textbook that we are using in our school does not have any expressions that could help students to use the language outside



the classroom. Therefore, I bring my own material from different sources as a manual that can help them to communicate on the telephone when they are at different actual situations. So it is the inadequacy of the textbook that makes me prepare additional material.

As a solution of this problem the above activity was provided for students. The instruction of this activity requires them to give question forms of expressions on the blank spaces. This means, students had some degree of possibilities to answer one blank space with different expressions. Therefore the possible practice opportunity for students to use expressions as a caller (Q1-4) and as a receiver (Q5) was created in these controlled activities. It was based on this purpose, the following exchange was created:

91 T: What would be the question? If somebody says you 'I'm afraid you have the wrong number' what would be the question?

92 S: Hello 524831

93 T: Hello 524831. I'm afraid you have a wrong number. Ihmm....Do you have another alternative?

94 S: Hello. Is it 911?

95 T: Yeah. It should be question form. Hello is it 911 Now 911 refers to what kind of call?

96 S: Emergency.

97 T: Emergency. In our country or US?

Therefore in instance 91T, the teacher solicited students to provided expressions necessary for a caller. Because it stands for more than one possible answer, two or three turns could be used as students responded in turns 92S and 94S. The learning opportunities created for 92S is different from 94S for the reason that the former student's response had a miscellaneous form in its structure (hello 524831) whereas 94S's response was a 'yes/no' question form. For this reason, although the nature of the activity is controlled and non contextual, teacher's 'what' question form had sometimes given students some practice opportunities as excerpts 92S, 94S, and 96S above show.

4.2.1.2 Questions with 'Whs' other than 'What'

As table-3 indicates, on page 54, 'whs' questions were used in four instances of this recorded speaking skill lesson. From these instances, 1 solicit act was answered by the teacher, another is responded by an individual student and the third one was responded in chorus. The remaining one had no respondent. The use of 'whs' questions was found at

the very beginning of the classroom interaction when the teacher initiated students for social communication purpose. This might be because communication in classroom is not only confined to pedagogical purposes but it is also a place where social issues are partly treated. Thus T-2 posed social initiative acts, despite students' silence. First let us the following exchange;

- 1 T: good morning class
- 2 Ss: good morning teacher.
- 3 T: how're you today? How was the week end? The week end seems what? It was nice? (with a questioning intonation)
- 4 Ss: silent
- 5 T: OK. When we come back to our lesson if you remember last week classes on the previous class on the Friday's class we have been discussing about phone talking. How to talking phone. Today I brought to you a kind of material (a kind of four pages material about talking on the telephone in English) which might help you to identify important words in telephone talking. And you had assignment. Right?
- 6 Ss: yes.
- 7 T: What was the assignment? Who had [remind] me?
- 8 Ss: Silent
- 9 T: Ok. The assignment was.....Abel can you remind me?
- 10 S: To bring words which are important...

Teacher's social solicitation with 'how' in instance, 3T, was a good opportunity for students to express their own ideas. This means, students had the potential learning opportunity how the target language is used in a certain social context for greeting purpose. To the initiative acts, students became silent. Their silence might be attributed to the nature of teacher's language use in turn 3T:

- a) The solicitation acts dealt with two big situations- today and the week end. Therefore students had been in a dilemma to decide which situation they should speak about. However, the teacher modified the latter (about the week end) with 'what' solicitation.
- b) The teacher did not give students enough wait-time to think about things happed in the three days. Unless the teacher left enough time for students to gather certain information from their memory, they would not be able to respond the question soon. As the recording instrument shows, the teacher used one second between post solicitation 3T and feedback 5T instances. In chapter two discussions, wait time of teachers postsolicitation should be at least 5 seconds (Chaudron 1988). Therefore T-2's concern might not be initiating students to speak about themselves but to direct them to

the pedagogic goal of the day. That was why he ignored their silence and began the teaching exchange by informing them about the previous lesson, 5T.

After the beginning of the new lesson, the teacher initiated students to remind him about the assignment in instance 7T with 'who' solicit, 'who had [remind] me?'. This solicit act refers the personal solicit (Allwright and Bailey 1991) which motivated every student especially volunteers to inform the class about the assignment. Since the response required long linguistic production, the teacher directed the 'who' solicit to an individual student response, 9T, which is a personal solicit act. This means, other than realizing about the inherent relationship of lessons, the students had the opportunity to express their comprehensions about the objective of the assignment. Based on the given turn allocation, therefore, the student answered the question using his own language in turn 10S. Therefore, the teacher provided, by using personal solicit act, individual students an opportunity to use the language to express their own views. Unlike this opportunity, the 'who' solicit act in the following exchange was used for a highly controlled practice opportunity as:

53 T: The other expressions

54 S: Can you leave a message?

55 T: Can you leave a message. Yeah. Leaving message. Another topic. Now on that occasion the person we find might not be there. Therefore we have to leave a message. When he comes or she comes, she would find a message and she would understand why that person calls to her. Therefore one way to ask for a message is can you leave a message? Let me ask you one simple question. Who would say these things? The caller or the receiver?

56 Ss: The receiver...the caller.

57 T: The caller (with questioning intonation). The receiver. Right

This exchange is initiated by a miscellaneous solicit act, 53T, for the purpose of encouraging students to give additional information about expressions used for a receiver. The teacher then accepted the response of a student, 54S, by repeating it and providing some information about it, 55T. In the same instance the teacher posed a 'who' solicit act 'who would say these things?' Students in this context were expected to say either 'the caller' or 'the receiver'. Next to the 'who' questioning utterance in the same instance, 55T, either or possibility 'the caller or the receiver' was given for students. Put differently, 'who' which refers the caller or the receiver lost its function in the exchange and it had less contribution for students' practice opportunity. To keep their controlled

practice opportunity with the 'who' solicit act, the either or solicitation ('the caller or the receiver?') was not necessary.

In addition to this, the teacher used 'who' solicitation act to allocate turns for an individual students in the following episode:

- 59 T: Answering wrong number (Writing on the board). This can be a new title. .
And [that person call or dial] a wrong number what do you think? Ihmm...
60 S: I'm afraid you dial the wrong number.
61 T: I'm afraid you dial wrong a number. I'm afraid you dial a wrong number.
Thank you very much I'm afraid you dial a wrong number.
62 S: What is the meaning of I'm afraid?
63 T: Ok what is the meaning of I'm afraid? (Shifting to the whole class) Who
can tell us?. Yeah. It's more similar to I'm sorry. I'm afraid that means
I'm sorry. Just ways of expressing being polite.....Now let's say you
call to Addis Ababa University, what do you expect the operator? Let's
say you two guys are operators there. Now somebody calls. Somebody
calls. What do you say? You pick up the phone and you say what?
64 S: Can I help you please?

In this exchange the 'who' question type was created as result of student's self initiated solicitation in turn 62. After repeating student's question in instance 63T, the teacher directed the chance to the students to provide answer. Repetition of student's question in this context had an opportunity for other students, especially those who missed hearing it from the student, 62S, to comprehend the meaning of the question and attempt to participate. In addition to the repetition, the teacher solicited students with 'who' which refers the answer was not possible to be given in chorus but by individual students. Although this was an encouraging moment to arise students' practice opportunities to produce their own language in order to notice the gap between what they want to say and what they can say (Swain 1995), the teacher did not give them enough wait time to collect and organize ideas into their mental system. As the recording instrument shows, he used two seconds which is very little as Chaudron (1988) stated that wait time in a second language classroom should be between 3-5 seconds. In relation to this, students' questionnaire response for item-5 about their teacher's wait time has a mean value of 2.27 which means it was a rare case that students got enough time to think about the answers to the questions. See appendix-G. For this reason, the teacher took the answering turn for himself and minimized students rate of participation and amount of talk in the classroom. The teacher was taking the turn perhaps he might believe that students'



comprehension had more advantage than their production. Students' response for item-4 had also 3.60 mean value which indicates that the teacher more frequently informed students to comprehend an idea in different ways. In support of this, the teacher in the interview suggested as:

I use explanation and questioning while I teach different kinds of lessons, any kinds of skills and language elements to my students. But explanation is undeniable. It is necessary. Since you are a teacher you must explain things or concepts to your students. It is undeniably very important. Even students need it very much. While you come to each class, they need you to explain something like their questions. So I use explanation in the classroom a bit and I use questioning when I want them to check whether they are dealing with the tasks or not. It helps students to interact and participate in the teaching learning process.

4.2.1.3 'Yes/No' Question Type.

T-2 in the recorded lesson used only two instances with 'yes/no' question type in the contexts of extending possible answers from students and checking their comprehension. From these two instances the first answer was provided by an individual student when the other was answered in chorus. The first instance of this question type was used when the teacher discussed the classroom work with students as:

91 T: What would be the question? If somebody says you 'I'm afraid you have the wrong number' what would be the question?

92 S: Hello 524831

93 T: Hello 524831 I'm afraid you have a wrong number. Ihmm....Do you have another alternative?

94 S: Hello. Is it 911?

95 T: Yeah. It should be question form

Hello is it 911 Now 911 refers to what kind of call?

96 S: Emergency.

97 T: Emergency. In our country or US?

For this exchange some discussion was made when the function of 'what' question was analyzed. Here the discussion is bound to the role of instance 93T, which had been used to solicit students' 'yes/no' and further additional responses. The context in which 'what' solicit act used in instance 91T was to initiate students to provide more than one possible answer. In the context of 'yes/no' in instance 93T, on the other hand, the teacher requested students to provide further information by using the word 'another'. In addition to soliciting students to give additional responses, this solicit act used as a means of using

personal solicit turn allocation strategy for the reason that the required response needs individual students' participation. Extending questioning and answering interaction using 'wh' question type thus helped students to attempt their own ideas as the teacher used in 95T.

4.2.1.4. 'Miscellaneous' Solicit Acts.

The total number of miscellaneous question types used in this speaking lesson was 5. From these, one of the solicit acts was answered in chorus. The remaining 4 acts were answered by individual students. The teacher had no turn to provide answers for any one of the miscellaneous solicit act. In comparison with T-1, it was only one fifth of the miscellaneous solicit acts used in T-2's classroom exchange. For this reason the kind of contexts that was discussed in T-1 under miscellaneous section did not totally appear in the discussion of T-2's solicit acts.

4.2.1.4.1. Miscellaneous solicit acts to initiate students to express their own ideas

From the beginning to a certain stage of the lesson, the teacher solicited students to give expressions necessary for a caller and a receiver. To this end, the teacher used miscellaneous solicit acts in the following episode:

51 T: What would be another [expressions]?

52 S: Be patient.

53 T: Be patient. (with a positive tone). Be patient. (writing on the board)

Be patient is also good to use on the waiting. I will call to that person. Be patient; be tolerant to wait. Be tolerant to wait that means. Be patient . The other expressions

54 S: Can you leave a message?

55 T: Can you leave a message. Yeah. Leaving message. Let me ask you one simple question. Who would say these things? The caller or the receiver?

56 Ss: The receiver....the caller.

57 T: The caller (with questioning intonation). The receiver. Right? Can you leave a message? That means he refers to the receiver. If somebody says can I leave a message that could be

58 S: Caller.

Solicit acts in instances 51T and 53T are functionally the same, initiating students to contribute expressions necessary for a receiver. The only difference is their grammatical forms. As far as teacher's insufficient language input in the classroom and the role it has on students' practice opportunity is concerned a certain justification was given in the first

part of T-1's grammar lesson. In the above episode also, T-2 had insufficient language quality in the first solicit act, 51T, another [expressions]. This solicit act consisted of a singular indefinite determiner, another. From the rule of English language, it is inevitably true that 'an' and 'a' are singular indefinite articles coming before singular count nouns. 'Other', on the other hand, is indefinite determiner which can come with singular or plural nouns. Therefore, the correct form of using articles or determiners in a solicit act can be, for example, 'other expression/expressions', or 'another expression'. The teacher in the above 'what' solicit act misguided students that 'another [expressions]' is formal way of miscellaneous request form.

In a place where teachers are models for students how the target language is used in or out of the classroom, this insufficient input quality can wrongly serve students as a possible language use opportunity to ask questions in or out side the classroom. Both of T-1's and T-2's wrong language input might be one of the factors for students' fossilization of the language use at a certain stage (Wilkins 1976). When we turn back to the beginning objective of the analysis, the miscellaneous solicit act in instance 53T had the intention to motivate students to provide more than one answer since it says 'other expressions'. For this reason, the solicit act required more individual students' response than choral one as a student in turn 54S did. In this context, therefore, learners had the chance to provide their own possible answers about expressions for a receiver.

Unlike the solicit act in 53T, the other miscellaneous act used in 57T encouraged students to complete teacher's unfinished utterance. The nature of this utterance had limited students' opportunity to attempt the required response because teacher's explanation about the receiver gave them a clue to guess the right answer of the unfinished utterance was 'a caller'. From both instances of teacher's utterances, 53T & 57T, students might be able to get better practice opportunity in the former one, 53T, which initiated students to come up with an expressions of their own.

4.2.1.4.2. Miscellaneous solicit acts to initiate students to ask questions

Teacher's solicitation to request students to ask question comes at the last stage of the lesson. The prevention of opportunities for students to ask questions in the discussion part of the lesson might have an implication that teacher talk had a dominant role in the

classroom discourse. The teacher closed the lesson after the discussion of the five controlled activities provided on page 60 as:

99 T: what would be the question form for this (Q-5)?

100 S: I'm sorry he's not here could you like to leave a message?

101 T: I'm sorry he's not here would you like to leave a message? This is the right answer. It should be like this we will say. Ok This is the end of telephone talking and those (blablas) again this is the end of unit seven. I mean is it unit seven or unit eight I think?

102 Ss: Unit eight.

103 T: Ok. Unit eight. Do you have any question? Do you have any question? Is it clear? Telephone talking ግልፅ ነው? እንዴት ነው? ሁላችንም ገብቶናል? ካሁን በኋላ ስልክ ቢደወልልን can we speak in English? አሁን ምንድን ነው ያየነው ways to leave a message መልእክትን ማስቀመጫ፥ ተሳስተው ሲደውሉ እንደተሳሳቱ መናገሪያ and ደዋይም ሆነን ስንናገር ነበር ሪሲቨርም ሆነን ስንናገር ነበር we have done different things ከዚህ ላይ ጥያቄ አላችሁ ወይ? የኒታችንን ጨረስን ማለት ነው? Do you have any question please? Say no or yes. No questions?

104 Ss: No.

Instance 101 T contained the information about the end of the lesson. It was after informing students that no more time was left for further discussion that the teacher requested them to ask questions. It was the first instance he initiated students to raise their problems or doubts. The teacher used local language to elicit some questions from students. Perhaps the use of local language for lower level may have its own significant contribution to enhance students' comprehension and hence activate their learning opportunities. But for intermediate level students it might facilitate the degree of its interference when they attempt to practice the language for a certain purpose. Students' response for item-11 about teacher's use of local language has 3.63 mean value. This indicates that the teacher more frequently used local language in the classroom. Therefore teacher's initiative act with local language had insignificant contribution for students practice opportunities in the classroom. In the interview the teacher also explained as:

My personal attitude towards the use of local language in the classroom is helpful. I am the teacher who gives more explanation and other things. Whenever you think communicative language teaching, although many people say it can develop students' language use ability, it becomes very challenging to apply it into our natural situation. So sometimes using L1 or local language helps you make things very clear for students especially when you are teaching grammar structural things, you need to use it. Whether you like it or not because if you do not use it,

the main purpose of teaching the language will lose its aim. So I personally support to use mother tongue sometimes not always.

Based on this evidence, local language is used as one of T-2's initiative acts to encourage students to ask questions. However, it had insignificant role for their practice opportunity. This time most students were, as I observed the classroom, stretching their backs, yawning, and collecting their instructional materials back to their bags. When the teacher posed a request to ask questions in instance 103T, students responded 'no' perhaps because they knew that was the end of the lesson where classroom communication should come to an end. Therefore initiating students to raise a question only in this context might not have brought further language practice opportunities for students.

When we scrupulously look into the meaning of instance 101T it refers that, other than the five controlled activities, students were not pushed to the production stage where primary focus is on meaning or fluency of the target language for telephoning purposes. For this reason, students had only a limited opportunity to practice expressions used at the beginning of telephone talking which were highly controlled by the nature of the activity. In relation to this, students' response for item-7 has a mean value of 3.66. See appendix-G. This indicates that students had more opportunity to use the language for controlled activities than for communication purposes. Put differently a balanced accuracy and fluency activities (Harmer 1991) or pre-communicative and communicative activities (Littlewood 1981) were not treated on behalf of maximizing learners' communicative practice opportunities in the classroom. The absence of balanced focus for accuracy and fluency might make students language learning confined only to the instructional purposes of certain discrete items. As students responded for item-9 and item10, the mean values were 3.80 and 3.03 respectively. In other words, the teacher solicited students to focus more on accuracy than on fluency which has the influence of using the language based on its meaning for non academic purposes. Therefore, in instance 103T, the teacher perceived that students meaningfully learned telephone talking in English when they were exposed for controlled practice activities. The data found from teacher's interview also supported this fact as:

Bringing the communicative function of English language in to the context of high school classrooms is unthinkable. One reason it requires long time for practicing a particular item in different contexts. I mean it takes time. If you look it grade 10 English textbook it contains a wide range of syllabus which has fourteen units. Imagine in a single unite you are expected to cover various points of the language. And you are running out of time to cover those of things if you attempt to provide your students to use the language in the classroom. so it may be possible to help students to practice some controlled activities of the language in the classroom.

Summarizing the types of solicit acts of T-2, like T-1, might imply the turn allocation behavior of the teacher used in the recorded speaking lesson.

Table-4: The effect of T-2's question types upon his turn allocation behavior

Categories of questions	S	Ss	Total
'What' type at the beginning	17	-	17
'What' type at the end	-	1	1
Questions with 'Whs' other than 'What'	1	1	2
'Yes/no' questions,	1	1	2
Miscellaneous questions	4	1	5
Total	23	4	27

This table revises the total of 27 answers provided by students in the recorded lesson. 23 of solicit acts were answered by individual students whereas only 4 solicit acts were responded in chorus. Therefore, unlike T-1, the speaking lesson teacher had more personal solicit turn allocation behavior than general solicit turn allocation one. Regarding on this data, I also observed that many individual students participated in responding to teacher's solicit acts. Students' response for item-12 has also a mean value of 3.70. See appendix-G. This indicates that T-2 had given turn allocation opportunities more frequently for individual students than for the whole class.

4.2.2. Analysis of T-2's Informative Behavior in a Speaking Skill Lesson

Unlike T-1's most informing behaviors, this teacher's language for explanation was not found scattered. But in some instances they were short and in other contexts they became very long. Based on their purposes, I preferred to use the long instances to bring more

recognition upon the nature of teacher's informative acts in the classroom communication. The teacher started to use informative acts just to revise the previous lesson:

5 T: OK. When we come back to our lesson if you remember last week classes on the previous class on the Friday's class we have been discussing about phone talking. How to talking phone. Today I brought to you a kind of material [a kind of four pages material about talking on the telephone in English] which might help you to identify important words in telephone talking. And you had assignment. Right?

6 Ss: yes.

7 T: What was the assignment? Who had remind [reminded] me?

8 Ss: Silent

9 T: Ok. The assignment was.....Abel can you remind me?

10 S1: To bring words which are important...

The teacher used the initiative act to refresh students about the previous lesson because perhaps he assumed that soliciting students about last week's lesson would take long time until students rehearsed ideas from their memory bank. So, from his refreshment of ideas more students might have the chance to get some points to say something about telephone talking. Unfortunately the teacher only used the informative act to revise the topic of the previous lesson not what was discussed also in it. In stead he informed students that he brought a kind of material to the classroom which might help them to identify important words in telephone talking. In my observation I had the impression about why he did this. I suggested that the teacher might get the textbook inadequate for teaching speaking skills. But as stated in the analysis of 'what' solicit act of this teacher; the nature of activities he came up with did not solve the problem he stated. Based on the classroom practice, the teacher's comment on the textbook was made on the interest to inform students about what expressions are used for a caller and a receiver and to provide them those very controlled activities given on page 60. As an evidence of this fact, let us see the exchange below:

39 T: Ok let's do like this. What are important expressions for receivers when somebody says hello? What will be the response? Again the same things. Right? Hello. Ok what are other expressions which are important for receiver?

40 S: Who is it?

41 T: Who is it? (with a positive rising tone) Yeah. Yeah. Now the pronoun 'it' we use always on the phone. As you know we can use 'it' for persons. But when somebody is on the phone if he is on the phone, we use it because

recognition upon the nature of teacher's informative acts in the classroom communication. The teacher started to use informative acts just to revise the previous lesson:

5 T: OK. When we come back to our lesson if you remember last week classes on the previous class on the Friday's class we have been discussing about phone talking. How to talking phone. Today I brought to you a kind of material [a kind of four pages material about talking on the telephone in English] which might help you to identify important words in telephone talking. And you had assignment. Right?

6 Ss: yes.

7 T: What was the assignment? Who had remind [reminded] me?

8 Ss: Silent

9 T: Ok. The assignment was.....Abel can you remind me?

10 S1: To bring words which are important...

The teacher used the initiative act to refresh students about the previous lesson because perhaps he assumed that soliciting students about last week's lesson would take long time until students rehearsed ideas from their memory bank. So, from his refreshment of ideas more students might have the chance to get some points to say something about telephone talking. Unfortunately the teacher only used the informative act to revise the topic of the previous lesson not what was discussed also in it. In stead he informed students that he brought a kind of material to the classroom which might help them to identify important words in telephone talking. In my observation I had the impression about why he did this. I suggested that the teacher might get the textbook inadequate for teaching speaking skills. But as stated in the analysis of 'what' solicit act of this teacher; the nature of activities he came up with did not solve the problem he stated. Based on the classroom practice, the teacher's comment on the textbook was made on the interest to inform students about what expressions are used for a caller and a receiver and to provide them those very controlled activities given on page 60. As an evidence of this fact, let us see the exchange below:

39 T: Ok let's do like this. What are important expressions for receivers when somebody says hello? What will be the response? Again the same things. Right? Hello. Ok what are other expressions which are important for receiver?

40 S: Who is it?

41 T: Who is it? (with a positive rising tone) Yeah. Yeah. Now the pronoun 'it' we use always on the phone. As you know we can use 'it' for persons. But when somebody is on the phone if he is on the phone, we use it because

somebody is difficult to identify the sex always we use it on the phone. Who is it is a question that means identify yourself who is calling. Who is calling. We can say who is calling. Now again this is also as a question. What could be the other expressions that are important in receiving for receiver? Ihmm.

42 S: What do you need?

43 T: Exactly. What do you need (writing on the board). After identifying that person we have to ask what he needs. What do you need? Ihmm

44 S: What can I help you?

45 T: What can I help you? (writing on the board). Always when somebody picks the phone and call someone he has got his own purpose. Right? Either he needs some kind of help or he wants to say 'hi' that person. He has some kind of purpose. Therefore we should say what can I help you.

In the above exchange, the teacher explained the answers for students after they provided responses for the 'what' solicit acts he posed. The context of explanations in turns 41T, 43T, and 45T, probably had the recognition that students can use the expressions when they got rich input from the teacher. Therefore the learning opportunity of students was to identify contexts and manners in which when and how expressions can be used on the telephone talk. From this point of view, teacher's explanation served the students to learn the comprehension of expressions for the purpose of practicing controlled activities stated in the analysis section of 'what' solicit acts of this teacher. In other words, explanation about the nature of answers was used after teacher's repetitive feedback. However, unless care is taken, teacher's informative acts for students may lead students to confusion and erroneous use of the target language. For example when a student answered question number 3 of the activity in the material, the teacher informed students about the answer:

85 T: Question number three. Just a minute please. That means somebody needs to meet some one not you. Not you. ihmm.

90 S: Could you put Abebe there?

91 T: Could you put Abebe on the phone? Abebe is not there. Could you put could you could you put Abebe on the phone. The preposition we use on phone is on or to. The preposition we use not 'in' not 'by' or 'through'. These two ways are the right way to use on the telephone. The prepositions that are always used on the telephone conversation should be either 'on' or 'to' ok? Therefore question number three is like this. Let's pass to four. I'm afraid you have a wrong number. I'm afraid you have a wrong number. What would be the question? If somebody says you 'I'm afraid you have the wrong number' what would be the question?

92 S: Hello 524831

In instance 91T, the teacher accepted student's response and explained it. When the teacher explained the functions of prepositions on telephone talking, students might have got a potential learning opportunity about the uses of 'on' and 'to' when they will be on the telephone. Discussing the functions of prepositions in a lesson either with planned or unplanned explanations requires great attention since they might be interchangeably used for the same function and they have their own complicated subcategorization features in a phrase structure rule Radford (1981). The teacher in instance 91T brought this idea into the classroom for telephone talk purpose. But there are contexts or situations where interlocutors on telephone conversation can use prepositions other than 'on' or 'to' such as 'by', contact him by telephone or 'through', wait a moment I'll put you through. Therefore such kinds of uses of expressions which were absolutely ignored by T-2's explanation in instance 91T created a missed learning opportunity for students. It may be for this reason that Chaudron (1983: 138) suggests 'elaboration in the linguistic material, unless carefully done, may cloud the point being made with too much redundant and confusing information. This is particularly evident in some instances of teachers' lengthy explanations.'" In addition to this, Atkins, Hailom and Nuru (1996:40) stated as "Often teachers want to give only grammar information in the form of long and detailed explanations. A big danger with grammatical explanations is that they can be too technical and too abstract for students to follow."

Thus, sometimes when teachers explain a concept or a grammatical structure as this teacher did in instance 91T, they should take care of how it affects the way students can practice the target language in and out side the classroom. In addition to creating missed learning opportunities because of providing long explanation for the form of the language, teacher's informative act has its own effect on how to do the activities:

75 T: Ok now there are five expressions. I just give you only the responses only the answers. Try to answer the questions. What are the question forms of these answers? Now the answers are given so what would be the questions? What would be the question for the first one? This is Kebede. What would A...write it on the dialogue Ok try to finish it only ten minutes may be. Ten minutes.

When the teacher informed students in this instance, he said that 'I just give you only the responses. The intended learning opportunity was to initiate students to use appropriate

expressions on the black spaces as a caller or a receiver. But, based on the context of the activity, the underlined adjectival phrase has no clear meaning whether the given responses referred a caller or a receiver. For instance the first four activities required students to be a caller and the last one required them to be a receiver. In addition to this, the nature of the last activity, Q-5 is different from the first four and the teacher's explanation did not represent it. As stated above this activity needed students to practice expressions necessary for a receiver but the positions of a caller and a receiver was not right when they practiced the activity.

5. A: _____? (Receiver)

B: Would you please tell him to call me back? (Caller)

Such kind of teacher's lack of clear informative acts therefore influenced students how to practice expressions as a caller and a receiver. In order to enhance students' practices of the expressions, the teacher did not inform them to make pair or group activities. Instead he encouraged them to write the answers on the black spaces, which is an individual activity. In my observation of the lesson also, like T-1, this teacher did not use group work activities. He informed them only to complete the blank spaces of the activities. When students responded for item-8, the mean value becomes 4.60 which means that the teacher always informed students to interact ideas and use the language in group. Scholars agree on the importance of group work for language classroom. The lack of pair or group work activity thus hampered students' cooperative language learning opportunities in the recorded lesson.

As a summary of T-2's initiative language use in the classroom, like T-1's discussed earlier, many subjective responses were collected from students' perceptions about the role of the teacher on their practice opportunities in the classroom interaction. These include:

- The teacher told the class to discuss ideas in groups,
- When he encouraged me to correct my own errors,
- When he gives me the chance to explain my friends questions,
- He gives me a chance to talk about what did I do yesterday or before yesterday,
- When he did not interrupt me when I speak to the calls,

- I want to speak about love, economy or films in Ethiopia. My friends argue with me. But there are no questions to discuss about these points in the classroom. Always the teacher told us about grammar, vocabulary and reading materials, and
- The teacher should ask me questions to express my own ideas.

Chapter-Five

In this part, summary of the study, conclusion, and recommendations are included.

5.1. Summary

Classroom discourse structure, according to Sinclair and Coulthard (1975), consists of an initiation by the teacher, followed by a response from a pupil and then followed by the feedback to the pupil's response. This implies that teacher's language use in a classroom has its own significant influence on how students should practice the language in the classroom. The essence of this study-exploring teachers' initiative acts in the classroom and the role they have on students' practice opportunities, was therefore grounded on the recognition of the three-part classroom exchange stated above.

Two Grade Ten English teachers and their sixty students were the subjects used in the study. Transcriptions of audio-taped lessons were the main data used in the study while data obtained from student questionnaire responses, teacher interviews and notes taken during classroom observations were used to supplement the main data. The following questions were raised to achieve the purpose of the study:

- 1) What kinds of initiative acts do teachers use in EFL classroom? And what kind of roles do these acts have on students' practice opportunities?
- 2) Why do the teachers use explanation in the classroom? To what extent does that explanation affect students' practice opportunities?
- 3) What types of questions do the teachers ask in English lessons? And is there a predominance of any particular type?
- 4) What kind of turn allocation behaviors do teachers use in the classroom?
- 5) How might each teacher's feedback be characterized?

Based on the data obtained from the above limited subjects on limited aspects of the target language taught in the secondary school, the following findings were reported. For this reason, the findings reported here cannot be generalizeable. But it needs to be stated that similar result might be found from subjects with a background that is similar to the subjects considered in this study. Other wise the present findings need to be held true to the present study.

Research question-1: What kinds of initiative acts do teachers use in EFL classroom?

And what kind of roles do these acts have on students' practice opportunities?

The kind of initiative acts used in both recorded classroom lessons required students to generate controlled and predetermined responses. This means teachers initiative acts were helpful to:

- Elicit very short, simple, and predetermined answers
- Request students to repeat what they said,
- Check comprehension/request for confirmation checks,
- motivate students to be conscious about the rules of the language in sentences,
- Clarify the form of the language without a context, and
- Inform students' responses either to accept or comment.

Because of these kinds of teachers' initiative acts, students' practice opportunities were highly limited to formal instruction of the language and very short and simple linguistic productions. This means, students were not able to exploit other practice opportunities beyond what ^{were} presented formally.

Research Question-2: Why do the teachers use explanation in the classroom? To what extent does that explanation affect students' practice opportunities?

Both teachers used explanation to:

- a) Revise the previous lesson,
- b) Introduce new language item/topic/objective,
- c) Inform students about the nature of conditional sentences/expressions on telephone talking,
- d) Inform students to carry out activities individually.
- e) Correct students' errors,
- f) Inform students about the given responses,
- g) Reformulate students' responses
- h) Revise/Summarize points in the part of the lesson or at the end of the lesson

Since the nature of the explanation was directing students to the form of the target language and to the correction of their errors, it influenced students to focus on how the target language is used. This means, the explanation did not give students an opportunity to discuss ideas in groups or with less teacher control.

Research Question-3: What types of questions do the teachers ask in English lessons?

And is there a predominance of any particular type?

The following were types of questions found in the analysis of the data:

- a) 'What' types of questions,
- b) Questions with 'Whs' other than 'What',
- c) 'Yes/no' questions, and
- d) Miscellaneous questions.

All these types of questions were used to initiate students to generate predetermined and less complex sentences. From the total of 92 questions of all types used by both teachers, the first question type, 'what' question type, took 49 eliciting acts. This means 'what' question type was more often used in both classroom discourses than any other solicit type. Therefore, teachers usually used a monotonous strategy to initiate students to provide responses.

Research Question-4: What kind of turn allocation behaviors do teachers use in the classroom?

In this regard, no consistent behavior was found between T-1 and T-2 turn allocation. T-1 in the grammar lesson used a general solicit turn allocation behavior whereas T-2 in the speaking lesson used personal solicit turn allocation behavior. The evidence of this finding relies on the types of questions and their respondents. From the total of 61 solicit acts of T-1, for example, 36 acts were answered in chorus. From T-2's 31 total solicit acts, on the other hand, 23 acts were responded by individual students. Therefore, T-1 in the recorded grammar lesson used general solicit acts for choral responses whereas T-2 in the recorded speaking lesson used personal solicit acts for individual student responses.

Research Question-5: How might each teacher's feedback be characterized?

Based on the analysis, the feedback behaviors of both teachers were characterized as:

- Accepting students when they answered only the predetermined response.
- Commenting on the wrong response by reformulation or explanation.
- Requesting students for confirmation check when wrong answers were provided.

These feedback behaviors almost belong to the teachers' evaluative feedback behavior. Unlike discursal feedback behavior, such kind of feedback behaviors used in the language classroom does not create extended language practice opportunities for students. On the other hand, as stated above, they limit students' sight of language learning opportunities into the highly controlled uses of language forms.

5.2. Conclusion

Based on the above findings the researcher made the following conclusions.

1) Teacher's initiative acts are designed to elicit some kind of verbal responses-which are often already known by the teacher, from a student and to provide more evaluative than discursal feedback behavior (a process of providing feedback that develops a dialogue between teacher and students, by picking up students' contributions and incorporating them into the flow of classroom discourse). For this reason, teachers' initiative acts in the school are used to check students' specific knowledge about the idea the teachers will count as a proper answer. Excessive use of such teachers' initiative language, therefore, tends to put the majority of students in the school to lose the opportunity of using the target language to express their own views in the classrooms.

2) Teachers' initiative acts might be widely used for teaching the form of the language. Therefore, structural method of language teaching is an influential approach in the school. Unlike this, Byrne (1987: 1) stated "...our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purpose." If students are detached from the practice of fluency activities at high school level, this implies that implementing communicative English courses at higher institution levels for freshman students may become a great trouble.

3) Students mainly use the language in the classrooms to give short, simple and predetermined responses solicited by the teacher. So students' maximum opportunity of using the language may not exceed responding a simple sentence (S-V-O). Since the

kinds of initiative acts used in the classroom are mainly for the purpose of providing short and predetermined responses, students' creative uses of the target language is a rare case in the classroom communication.

4) Teachers' instructions have been widely used to instruct students to carry out individual activities without sharing ideas in pairs or groups. Therefore, teachers' informative acts may not have a significant role to implement co-operative language learning in classroom communication. The significance of cooperative learning is very immense. Nunan (1992:3), quoting from Stevens et. al.(1987), indicates that 'students working in cooperative groups significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expressions and spelling'. Therefore, the lack of teachers' informative act for making group work activities has an impact on losing the above advantages in a language classroom.

5) Controlled practice activities are used as an end by themselves in grammar and speaking classrooms. This means production stage does not exist in the classroom interaction. From my general appraisal of grammar and speaking tasks of Grade Ten textbook, there is a redundancy of discrete and isolated language elements without contexts. In other words, the textbook does not provide roughly tuned input along with the controlled activities. Therefore, the textbook has been encouraging the implementation of teaching methodology which focuses more on the teaching of the formal accuracy than the functional use of the language. Partly it is this might be the factor that influences teachers not to initiate classroom communication with a certain context.

6) The majority of teachers' feedback behavior may have a great focus on the form of students' responses. This kind of teachers' feedback behavior deprives students of exploratory language use.

7) The quality of teachers' language use in initiative move may be sometimes a wrong input for students' language learning in the classroom. In other words, the higher teachers use the language wrongly when soliciting and/or informing students, the higher students' interlanguage development might be wrongly influenced.

8) Teachers who have used personal solicit turn allocation behavior for individual students' responses might give students less linguistic production opportunity than teachers who have used general solicit turn allocation behavior for choral responses. For example, from the total of 36 choral responses in the grammar lesson, the maximum number of words used by individual student was fifty (50), in instance 123S, whereas in the speaking lesson an individual student had the maximum opportunity to use fourteen (14) words, in instance 100S. This tends to indicate that the nature of teacher's solicit acts might have a more determinant factor upon the length and complexity of students' linguistic production than teacher's turn allocation behavior.

Limitations of the study

The first limitation is that the study pays much attention to the study of teachers, neglecting factors affecting students' language use in the classroom. The second limitation is that this work focuses on speaking, and grammar lessons of the recorded teachers excluding the vocabulary, reading, writing and listening lessons. Therefore, the generalizeability of findings and conclusions reported here would not be applicable for the other subjects.

5.3. Recommendation

As a solution to the problems found from the analysis, the following ideas are recommended:

1) In favor of students meaningful language learning in the classroom, teachers should use initiative acts flexibly for the purposes of both accuracy and fluency activities. This means language teachers could become more reflective with regard to how they address students and plan their talk. Therefore, to promote both accuracy and fluency opportunities in the classroom, the use of a balanced activities approach, which cannot be a continuation of the current traditional approach nor should it be a strong form of a communicative approach, is recommended. The implementation of this approach not only exposes students to comprehensible language and meaningful interaction but also provides them a degree of explicit focus on grammar and correction. Making language flexible is not only for the purpose of balancing accuracy and fluency, but it is also important for keeping the students' interest and involvement in the language program. Harmer (1991:258) in this regard says 'the need for balance is also a motivational consideration since a teacher who follows a program of similar activities day after day will bore the students.' Therefore implementation of this approach can bring change in the use of the language for communication for high school students.

2) Teachers' instructions for students to carry out tasks in the classroom should facilitate pair or group work activities. Although instructing students to do activities individually is an inevitable part of language learning strategy, more frequently use of it without pair or group work will detach students from cooperative language learning opportunities.

3) Teachers' self evaluation of their own initiative language, by recording the lessons without their students' awareness, is very crucially significant to diagnose their contributions for students' controlled and free practice language use opportunities. If possible inviting colleagues to comment upon the recorded data has a mutual benefit for the recorded teacher and the evaluator.

- 4) Grade Ten English language curriculum designers should integrate finely tuned activities used for grammar and speaking skills with roughly tuned practice activities. In other words the language of the textbook should be designed based on the weak version of communicative approach which provides equal attention to form and function of the language.
- 5) English teachers should get additional in service or workshop training for the quality of effective initiative language use in the classroom.
- 6) Teachers' over dominant uses of solicit acts that initiate only very controlled and predetermined responses from students should be minimized because such solicit acts do not allow the pupils to express their feelings using English in the classroom. Therefore, providing students some solicit acts that require students' higher cognitive levels-analysis, synthesis, and evaluation Bloom (1956), is very important to help students partly focus more on the function of the language than its form.
- 7) Experimental research should be also made on the nature of teachers' initiative language use and the role it has on the developments of students' language production abilities.
- 8) Teacher training institutions also have taken great responsibility to take a close look at the nature of the syllabus currently implemented in relation to its significance for classroom discourse. From my personal impression, providing for trainees courses related to discourse analysis in a classroom, teacher's speech acts and material development, etc might bring some changes to how teachers can initiate their students in the classroom communication.

Bibliography

- Abd-Kadir, J., & Hardman, F. (2007). "The discourse of whole class teaching: A comparative study of Kenyan and Nigerian primary English lessons." **Language and Education**. 21(1), 1-15.
- Allwright, D. (1984). "The importance of interaction in classroom Language learning." **Applied Linguistics** 5: 156-171.
- _____. (1986). "Making Sense of Instruction. Workshop Presentation, RELC Regional Seminar, Singapore, April 1986." In Nunan, D. (1991). **Understanding Language Classrooms: A Guide for teacher- Initiated Action**. New York: Prentice Hall.
- _____. (1988). **Observation in the Language Classroom**. London: Longman Group UK LTD
- Allwright, D and Bailey, K. (1991). **Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers**. Cambridge: Cambridge University Press.
- Atkins, Hailom, and Nuru. (1996). **Skill Development Methodology. Part I**. Addis Ababa: Addiss Ababa University
- Bellack, et.al. (1966). **The Language of the Classroom**. Teachers College Press, New York.
- Bloom, B.S. (1956). **Taxonomy of Educational Objectives. Hand Book I Cognitive Domain**. New York: David McKay Co.
- Brook, C.A. (1986). "The Effects of Referential Questions on ESL Classroom Discourse." **TESOL Quarterly**, 21(1): 47-59
- Bygate, M. (1987). **Speaking**. Oxford: Oxford University Press
- Byrne, D. (1987). **Teaching Oral English**: Newed: Essex: Longmans
- Chaudron, C. (1988). **Second Language Classroom: Research on Teaching and Learning**. Cambridge: Cambridge University Press.
- Duff, G. et.al. 1986. **Classroom Teaching Skills** (3rd ed). Lexington: D.C. Health and Company.
- Flanders, N.A. (1970). **Analyzing Teacher Behavior**. Reading Mass: Addison. Wesley

- Gall, M.D. (1970). "The Use of Questions in Teaching." In **Review of Educational Research**: 40(5): 707-721
- Harmer, J. (1991). **The Practice of English Language Teaching**. London: Longman
- Hasan, A. S. (2006). "Analysing bilingual classroom discourse." **The International Journal of Bilingual Education and Bilingualism**. 9(1), 7-18.
- Institute of Curriculum for Development and Research (ICDR) (1996). **Syllabus Document**. Unpublished Material from Institute for Curriculum Development and Research (ICDR), Addis Ababa.
- Kearsley, G. P. (1976). "Questions and Question-Asking in Verbal Discourse: A Crouse-Disciplinary Review." In Long, M and Sato, C. (1983). **Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions**. Rowley, Massachusetts, Newbury House.
- Krashen, S. D. (1988). **Second Language Acquisition and Second Language Learning**. New York: Prentice Hall.
- Littlewood, W. (1981). **Communicative Language Teaching: An Introduction**. Cambridge: Cambridge University Press. London: Longman.
- Long, M. and Sato, C. (1983). "Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions." In Seliger, H and Long, M (1986) **Classroom Oriented Research**. Rowley, Massachusetts, Newbury House. 269-285.
- Ministry of Education (2006). English for Ethiopia (**Pupil's Book**), **Grade 10**. Addis Ababa: Educational Materials Production and Distribution Agency.
- Nunan, D. (1987). 'Communicative Language Teaching: Making It Work'. **ELT Journal** 41 (2), 136-145.
- _____. (1989). **Understanding Language Classrooms: A Guide for teacher-Initiated Action**. New York: Prentice Hall.
- _____. (1991). **Language Teaching Methodology: A Textbook for Teachers**. Prentice Hall International UK Limited
- _____. (1992). **Collaborative Language Learning and Teaching**. Cambridge: Cambridge University Press.

- Peck, A. (1988). **Language Teaching at Work: A Description of Methods**. New York: Prentice Hall.
- Pica, T. and Doughty, C. (1985). "The role of group work in classroom second language acquisition." **Studies in Second Language Acquisition** 7:233-248.
- Richards, J and Lockhart, C. (1994). **Reflective Teaching in Second Language Classrooms**. Cambridge: Cambridge University Press.
- Rowe, M. B. (1986). "Wait-time: showing down may be a way of speeding up." **Journal of Teacher Education**. 37: 43-50.
- Rutherford, W. E. (1987). **Second Language Grammar: Language and Teaching**.
- Seliger, H. W. (1977). "Does practice make perfect? A study of interaction patterns and L2 competence." **Language learning**. 27, 263-78.
- _____. (1983). "Learner interaction in the classroom and its effect on language acquisition." In Seliger, H. W. and Long, M. (1986). **Classroom-oriented research in second language acquisition**. 246-267 Rowley, Mass: Newbury House.
- Sinclair, J. McH and Coulthard, R.M. (1975). **Towards an Analysis of Discourse: The English Used by Teachers and Pupils**. London: Oxford University Press.
- Swain, M. (1995). "Three Functions of Output in Second Language Learning." In Widdowson, H.G: **Principles and Practice in Applied Linguistics**. London Oxford University Press.
- Swift, J. N. & Gooding, C. T. (1983). "Instruction of Wait Time Feedback and Questioning Instruction on Middle School Science Teaching." In **Journal of Research in Science Teaching**, 20(8), 721-730.
- Tamene Kitila (2000). Classroom Verbal Behavior and Learning Opportunities in Selected Secondary School EFL Classrooms. Doctoral Dissertation: Addis Ababa University, Institute of Language Studies.
- Tobin, K. (1987). "The Role of Wait Time in Higher Cognitive Level Learning." In **Review of Educational Research** 57, pp. 69-95.
- Todd, R.W. (1997). **Classroom Teaching Strategies**. Prentice Hall. International Book Distributors Ltd.

- Tsui, A.B.M. (1996). "Reticence and Anxiety in Second Language Learning." In Bailey, Karthleen M and Nunan, David: **Voices from the Language Classroom**. 145-167
- Ur, Penny. (1996). **A course in Language Teaching: Practice and Theory**. Cambridge: Cambridge University Press.
- Van Lier, Leo. (1988). **The Classroom and the Language Learner**. London: Longman
- Varonis, E and Gass, S. (1985). "Non-Native/Non-Native Conversations: A Model for Negotiation of Meaning." **Applied Linguistics** 6: 71-90
- Weldu Michael, (1996). "The Nature of Explanations Given by Grade Ten English Language Teachers." Addis Ababa University, MA Thesis.
- White and Lightbown, P.M. (1984). "Asking and Answering in ESL Classes." **Canadian Modern Language Review**. 40: 222-244
- Wilkins, D.A. (1974). **Second Language Learning and Teaching**. London Edward Arnold
- Yee, V. and Wager, M. (1984). "Teacher Talk: The Structure of Vocabulary and Grammar Explanations." In Chaudron, C. (1988). **Second Language Classroom: Research on Teaching and Learning**. Cambridge: Cambridge University Press.
- Yoseph Mekonnen (1990). "A Study of the Classroom Language of Secondary Teachers of English." Addis Ababa University, MA Thesis.
- Zerihun Mekonen (1995). "The Nature and Kinds of Questions Teachers and Students ask in the English Classrooms Secondary School." Addis Ababa University, MA Thesis.

Appendices

Appendix- A

Key to Transcriptions

The audio recorded lessons were transcribed with no special attention for rules of punctuation marks and capitalization. Wherever necessary, comments such as teachers' activities and tone of voices were provided in brackets and wrong forms of teachers' language uses were indicated in sic, [] form. In addition to this, Amharic letters were used to identify easily where the teacher used local language. In the process of the transcriptions, the following initials were used to identify the participants.

T= Teacher speaks

S=Student speaks

Ss= Students speak

I= Interviewer

Z= Grammar teacher

Y= Speaking skills teacher



Appendix-B

Teacher-1 Grammar Lesson Transcript

1 T(eacher): stand up every body. Good moring.

2 S(tudents): good morning teacher.

3 T: sit dow.

4 Ss: thank you teacher.

5 T: ok. Please silent. Take out your exercise books.

Ok. yesterday...before yesterday we were discussing [on] what point? what is that? We discussed on...

6 Ss: adjectives.

7 T: on adjectives. About adjectives. And we said the order of adjectives [are]..... first what comes?

8 Ss: Quality

9 T: Quality. Then what?

10 Ss: Size, color

11 T: Please tell me the answer one by one. Ok Genet.

12 S: Size

13 T: Size (with a long tone which shows a solicit 'what else?')

14 S: Length of time

15 T: Length of time (with a long tone which shows a solicit 'what else?')

16 S: Shape

17 T: Shape

18 S: ~~hll~~ color

19 T: Color

20 Ss: Plus (in chorus)

21 T: Plus

22 Ss: Noun

23 T: Noun. Ok. Good. And we said something about few and a few again little and...
(writing on the board)

24 Ss: a little

- 25 T: and a little. Ok. What do you mean by few and little? The meaning of few and a few? Abel
- 26 S: Few is for countable
- 27 T: Excellent. Few is used for countable. Countable. And the meaning of few and little is what?
- 28 Ss: hardly any.
- 29 T: hardly.....
- 30 Ss: Any.
- 31 T: Hardly any. Ok so what is the difference between a few and few?
Yes Abel.
- 32 S: A few is greater than few in quantity.
- 33 T: A few is [more] greater than few. That is the meaning is to mean that a few is what?
- 34 Ss: Not much
- 35 T: Not ihhh.....
- 36 Ss: Not much
- 37 T: Not much. Not much. When we say that few, we mean hardly.....
- 38 Ss: Hardly any
- 39 T: Hardly any. Hardly any. This is what we discussed about yesterday and before yesterday. And another point on little. Little is used for what?
- 40 Ss: Uncountable.
- 41 T: Uncountable. And again this one (a little)is also uncountable. But the difference between little and a little is what? Yes Wessenie.
- 42 S: The difference is like a few and few; little means hardly any and a little is not too much
- 43 T: Ok. Little means hardly any. This one (a little) is what?
- 44 Ss: Not much
- 45 T: Not too much. This all are what we discussed yesterday. Good. Now Today we will see on conditional.....
- 46 Ss: Sentences

- 47 T: On conditional sentences (writing on the board) Ok. I think you were learnt on grade 9, 8 and so on Ok. How many types of conditional sentences are there?
- 48 Ss: Three
- 49 T: They areyes Bekelech. How many are they?
- 50 S: three
- 51 T: Ok. What are these? Henok.
- 52 S: Probable conditional or type one.
- 53 T: Probable type I probable or likely conditional sentence (writing on the board).Type two (with an initiative intonation) Selamawit
- 54 S: Improbable
- 55 T: Improbable or...
- 56 S: Impossible
- 57 T: Improbable ortype two or unlikely conditional...Ihh..
- 58 Ss: Sentences (in chorus)
- 59 T: Ok. Type three. Type three... Hileny (nominated by the teacher). Type three?
- 60 S: Silent
- 61 T: Type three. Tizita (nominated by the teacher).
- 62 S: Silent
- 63 T: Ok. Yes.
- 64 S: Impossible
- 65 T: Impossible conditional Type. Let us see one by one. Type one conditional sentence or likely conditional sentence. Probable or likely conditional type one. Ok any conditional sentence has two parts If clause and ...
- 66 Ss: main clause
- 67 T: If clause and main clause (writing on the black board). Ok in the if clause, what is the tense? Yes Henok.
- 68 S: Simple present.
- 69 T: Simple present. And in the main clause.....Yes (pointing to a student)
- 70 S: Future.
- 71 T: Simple future. Excellent. Simple future. Ok what do we mean by simple future tense? Yes

- 72 S: Will
- 73 T: Will
- 74 S: Shall
- 75 T: Shall
- 76 S: Can
- 77 T: Can
- 78 S: May
- 79 T: May Plus
- 80 S: Verb one
- 81 T: Verb. Ok this is the form for type one conditional sentence. Let us see the example.
Ok any example. Weseenie
- 82 S: If I study hard, I will pass the exam.
- 83 T: Ok. If I study hard (writing on the board)
- 84 S: Comma
- 85 T: Comma
- 86 S: I will pass the exam.
- 87 T: I will pass the exam. Excellent. Now in the if clause which word [show] that is probable conditional sentence? Selamatwit.
- 88 S: Study
- 89 T: Study. Study. The verb in the simple present .And in the main clause [I will pass the exam]? Yes Hanna
- 90 S: Simple past
- 91 T: Will pass. This one (showing to the clause on the blackboard).which is a simple future form. Ok another example. One more. Yes...
- 92 S: If I know the answer, I will tell you.
- 93 T: Ok. That is good. If I know the answer (writing on the board)
- 94 S: I will tell you.
- 95 T: I will tell you. Excellent. Ok just like the first one (showing to the first sentence)
Know is verb one in simple.....
- 96 Ss: Simple...

- 97 T: Simple present. Ok. This is one use of simple future. But simple future
ihh.....probable conditional sentence we use when we want use general truth.
General truth. When we want to express something like general truth we use what?
- 98 Ss: Simple present (in chorus)
- 99 T: Simple present in both clauses in the if clause and.....
- 100 Ss: Main clause
- 101 T: Main clause. Ok. One example. Example four. Something which is general truth
. Henok.
- 102 S: The battle of Adwa is takes place in 19.....
- 103 T: Yes yes
- 104 S: The battle of Adwa is takes place in 19.....
- 105 T: Ok. Is that? [Do] this sentence have if clause and main clause?
- 106 Ss: No
- 107 T: Could you repeat it?
- 108 S: The battle of Adwa is takes place in 19.....
- 109 T: The battle of Adwa [is takes] place in 19 and something. It is simply a sentence. It
is simply statement. Ok yes.
- 110 S: If we pull it the air it will damage.
- 111 T: Yes yes.
- 112 S: If we pull it the air it will damage.
- 113 T: If we pull it the air it will damaged. It will damaged. Ok. Good.
- 114 S: Man is mortal
- 115 T: Man is mortal is simple sentence. Yes
- 116 S: If the water boils 100 degree centigrade, it will evaporate.
- 117 T: Excellent. If you boil water, it evaporates (writing on the blackboard). This is
general truth. If you boil water, it will
- 118 Ss: evaporate
- 119 T: General truth. Ok. So conditional type one sentence is such kind of things that is
will, can, may so you can see simple present tense in the if clause and in the main
clause simple ihh.....
- 120 Ss: Simple future

- 121 T: Simple future. Yes do you have any question now? Yes..
- 122 S: main clause ላይ ማለት ነው
- 123 T: Say it in English
- 124 S: Simple future ... እኔ ተቸር በአማርኛ ልናገር
- 125 Ss: (laughing)
- 126 S: can, will, shall ከዚያ ላይ አይደል የምንጨምረው?
- 127 T: Yes of course. Ok as your friend asks why don't we use here (in the main clause) will, may, can, shall and so on? We can give answers for her question. Ok Henok
- 128 S: Both of them are simple present tense or.....(not heard)
- 129 T: Ok. Excellent. Is that clear for you? (Pointing to S13, who initiated the question)
- 130 S: No
- 131 T: No. Ok. Yes (pointing to wessenie)
- 132 S: Since our sentence is general truth, and in the general truth there is a law and the law said that if you want to express the general truth in type one conditional sentence you have to use the if clause and main clause and simple present in the general truth.
- 133 T: So when we want to explain or when we want to say something about general truth, in the if clause and in the main clause we only use what? Simple.....
- 134 Ss: present tense
- 135 T: Simple present tense. Ok. I think it is clear
- 136 S: Nodding her head.
- 137 T: Ok. Now I think there is exercise into your exercise books. Page 220. Page 220. It says what 'use the clauses given below to complete the blank spaces in the following texts.' It says. Now there are choices A, B, C, D, E. On your text book page 220. Page 220 Ok. Take out your textbook. Ok. And you are now going to write these exercises into your exercise book. I think we are discussing about type one conditional sentences and blank spaces are there one two, three, four and five. We select the answers from the given choices. Choices are what A, B, C, D and
- 138 Ss: E
- 139 T: Do this one.
- 140 Ss: Oral?

141 T: NOT ORAL. Do it on your exercise book and I will see/check it.

(She looked the activities round the class and checked if everybody has understood the direction and then looked at some students who seemed not to be ready for the activity.)

142 S: መልሱ ይህ ከሆነ ይህን ከዚህ ላይ ነው የምዕራው

143 T: አወ select from this and fill the answer.

144 T: Where were you? (for a student who came very late into class)

145 S: አስተማሪ ጠርቶኝ ነው

146 T: Let's do it together. Let's do it together. Ok. Now use the clauses given below to complete the blank spaces in the following text. What are the clauses? The clauses are A up to

147 Ss: E (in chorus)

148 T: Then the first one is what? I think we can overcome poverty.....

Tigist

149 S: B

150 T: B says what? Read B

151 S: If we embrace each other

152 T: Good. Excellent. I think we can overcome poverty if we ihh.....

153 Ss: embrace each other

154 T: embrace each other and Ihh.....

155 Ss: work hard

156 T: work hard. Do you agree with her?

157 Ss: yes

158 T: Good. Then the second one If everybody does his/her job properly

Girum

159 S: C. We can increase productivity

160 T: We can increase Ihh.....

161 Ss: Productivity

162 T: Increase what?

163 Ss: Productivity

164 T: Productivity. If every body does his or her job properly we can increase what?



165 Ss: Productivity.

166 T: Productivity. Then the third one we have to give basic education to farmers.
Yes, yeah

167 S: D

168 T: Read D

169 S: If more health stations and centers are built.

170 T: Imm... We have to give basic education to farmers if more health stations and centers are built. Do you agree with her answer?

171 Ss: No.

172 T: Ok. What is your answer? Don't say teacher. First raise your hand, yes wessenie.

173 S: The answer is E.

174 T: E says what?

175 S: If we want to raise their living standard.

176 T: Ok. We have to give basic education to farmers if we want to raise their living standard. And the fourth one. People will be healthy..... Yes Kalkidan

177 S: A

178 T: A says what?

179 Ss: (Read the clause in chorus)

180 T: Only Kalkidan. Please Kalkidan.

181 S: Silent

182 S: If more roads are built

183 T: Do you agree with his answer?

184 Ss: No (in chorus)

185 T: No. Ok Yes Fitsum

186 S: If more health stations and centers are built

187 T: Excellent. People will be health if more health stations and centers are built.
Ok and the fifth People andcan move from place to place one Ok

188 S: A

189 T: A says what?

190 Ss: If more roads are built

191 T: If more roads are ihh....

- 192 Ss: If more roads are built
- 193 T: Now from this exercise, we know that, ihh....every if clause and main clause are inside one conditional ihh.....
- 194 Ss: Sentence.
- 195 T: Sentence. Ok do you have any questions? From the exercise again or from what is written on the board. Ok Henok. Please silent
- 196 S: inaudible
- 197 T: We have to give basic education to farmers, ihh.....This is what?
- 198 S: We can increase productivity
- 199 S: That is main clause (with out nomination)
- 200 T: Ok. We have to give basic education to farmers.
This is if clause or main clause?
- 201 Ss: main clause (in chorus)
- 202 T: this is main clause. So what is added now?
- 203 Ss: if clause.
- 204 T: the if clause. So the answer is what?
- 205 Ss: The answer is E.
- 206 T: E .We have to give basic education to farmers if we want to raise their living standard. So what is your question? Is that clear?
- 207 S: Nodding his head.
- 208 T: Ok. Good. Ok. So any question? Yes Bekelech.
- 209 S: If we boil the water, if we will boil at 100 degree centigrade.....
- 210 T: If we boil water, ihh...
- 211 S: The water boils at 100 degree centigrade.
- 212 T: So this is simply what? This is simply general truth. General truth. Yes? Water evaporates at100 degree centigrade. This is simply what?
- 213 Ss: General truth
- 214 T: General truth. Ok type one probable conditional sentence, the if clause and the main clause and another use is about general truth.
Then next time you try the exercises on page 220 again now complete blank spaces using on your clauses there. You try B. We did now A. Yes?

215 Ss: Yes

216 T: And you will try B at home and come. Ok

217 Ss: Ok (in chorus)

END OF THE LESSON

Appendix-C

Grammar Teacher Interview Transcript

(Note: I: Interviewer

Z: Interviewee)

I: welcome to this interview session, miss Z

Z: thank you.

I: the first question is how long have you been teaching English?

Z: about seven years and 9 months

I: what about your qualification in teaching English?

Z: actually I am BEd

I: where?

Z: Jimma University.

I: Ok. Since the time you graduated, have you had any opportunity of attending workshops, seminar or any thing related to language teaching?

Z: Yes.

I: can you state them?

Z: like action research; active learning in language classroom and like this

I: what was your language learning experience? I mean your personal experience as a language student?

Z: when I was a primary and secondary schools student I did not like English language why because our English teachers did not give as opportunities to use the language. They simply give as grammar parts. Even they don't want to speak their students. So I don't want to learn language because of the influence of my English teachers' method of language teaching.

I: ok. Let us come to your teaching. Do you revise the previous lesson?

Z: of course.

I: why?

Z: For me revision of the previous lesson is very important. I have my own purpose or objective. For example, I usually revise the previous lesson to remind students what they have been learnt before. So just to make some connection between the

previous lesson and the recent or new lesson I asked them to tell me what the previous lesson was. I will not inform them because I want them to speak in the classroom. For this objective most of the time I use questioning than informing students to revise the previous lesson.

I: how do you do that?

Z: by questioning them or by immmm.....yeah most of the time I ask them questions.

I: what do you do when your students provide wrong or incomplete answers to your question?

Z: I say in the class 'it's good but something is missed so who can make it complete and I ask the other student and that student may complete it or not and again I will give for the other students. If they miss it again I will give the chance for the whole class if the whole students do not know the answer completely then I will give the complete answer.

I: how do you give turns for your students to respond answers?

Z: Most of the time I gave turns for my students first for volunteer students. Then for students who are sitting in the classroom without participations. They become active listeners. So I have to give turns for these students. And the other is if the whole students raise their hands, just I give turns in row, this row, this row. Not only some rows I also involve the whole rows. Especially when you teach form like when you teach present perfect tense, whole class response has an advantage. For example 'what is the form of this tense?' has or have plus verb three. I know all students know this form and they tell me together. So this is the best advantage of choral responses in my class.

I: what problems do you observe with grammar tasks in grade ten textbook?

Z: Grade ten English textbook is very good for me because it involves the whole skills speaking, listening, reading and writing. The problem is time. You don't have time for checking your students' listening skills or their writing skills. The textbook has also a problem of repetition with grammar tasks. In each grammar section different language items are given repeatedly especially 'neither nor, either or, and tenses. When you are teaching these parts again and again your students even do not like to learn them. In addition to their repetition they do not motivate

further language use chances for students. They do not create a context how the language rules or forms are used in a certain situation. This might force you how to teach grammar in the classroom. So the redundant grammar tasks must be revised and avoided these helped to include other important points. Next the textbook should involve a variety of grammar tasks such as controlled and free activities to help students learn the language more meaningfully.

I: thank you very much for giving answers to my questions.

Z: thank you, too.

Appendix- D

Teacher – 2 Speaking Lesson Transcript

1 T(eacher): good morning class

2 S(tudents): good morning teacher.

3 T: how're you today? How was the week end? The week end seems what? It was nice?
(with questioning intonation)

4 Ss: silent

5 T: OK. When we come back to our lesson if you remember last week classes, on the previous class on the Friday's class, we have been discussing about phone talking. How to talking phone. Today I brought to you a kind of material (a kind of four page material about talking on the telephone in English) which might help you to identify important words in telephone talking. And you had assignment. Right?

6 Ss: yes.

7 T: What was the assignment? Who had remind [reminded] me?

8 Ss: Silent

9 T: Ok. The assignment was.....Abel can you remind me?

10 S: To bring words which are important...

11 T: What kind of words? Just words..

12 S: words which are important in telephone taking.

13 T: yeah, to bring words which are important in telephone talking. Now today I brought to you some words and I want you listen what are the words that you bring? Ok I need you to tell me the important words that you find. Ok let's start 'Talking on the telephone' (he writes the title on the blackboard)

So let us define it into two parts by saying important words called caller (writing on the board). A caller means a person somebody who calls that home and who would be the other one?

14 Ss: Receiver.

15 T: Receiver (writing on the board). Let's do like this. So what are the important words for caller? What kind of words that you find? Ihm (pointing to a volunteer student).

16 S: Hello.

- 17 T: Hello. A very simple one. Ihm (pointing to another volunteer student)
- 18 S: Hi.
- 19 T: Hi. For greeting. Ihm
- 20 S: May I speak to somebody.
- 21 T: May I speak to somebody (with a tone of satisfaction) a person that we want to meet. Ok. We are going to talk.. May I speak to you, somebody a person that we want Those of you who doesn't bring any words please copy down these things please into your exercise books. Ok (pointing to S2)
- 22 S: How are you?
- 23 T: How are you? Fine. How are you (writing on the board). Ok. Fine. What else?
- 24 S: Hang on.
- 25 T: Hang on. Hang on, to wait; for waiting. Let's give it another time. If we need somebody to wait on the line with out just he closed the phone we can say 'hang on'. What could be the other way to say hang on?
- 26 S: Just a minute.
- 27 T: Just a minute, it could be (writing on the board). What else?
- 28 S: Wait a moment.
- 29 T: Wait a moment, could be. Fine. Now these expressions....(interrupted by a student) what else? Let's add something.
- 30 S: Hold on.
- 31 T: Hold on (writing on the board). Now these four expressions shows somebody should stay on the line. Until we call somebody, until we find somebody to talk to that person we say hang on. Again we can say just a minute, wait a moment. This shows we are advising that person to wait for some minutes. Right? For seconds it could be. Ok. What are the other words that you find? Important expressions. Ihm
- 32 S: (Unheard)
- 33 T: Yes....I can't hear you
- 34 S: Dialing....(unheard)
- 35 T: Dialing call. Ok imm (with a sense of doubt). As a caller or receiver?
- 36 Ss: Caller.
- 37 T: This could be caller. Ohh dialing call. Ok

38 S: Forewel (she might want to say farewell)

39 T: [Forwell] (writing on the board). We can say bye for [forwell]

Ok let's do like this. What are important expressions for receivers when somebody says hello? What will be the response? Again the same things. Right? Hello. Ok what are other expressions which are important for receiver?

40 S: Who is it?

41 T: Who is it? [with a praising tone] Yeah. Yeah. Now the pronoun 'it' we use always on the phone. As you know we can use 'it' for persons. But when somebody is on the phone if he is on the phone, we use it because somebody is difficult to identify the sex always we use it on the phone. Who is it is a question that means identify yourself who is calling. Who is calling. We can say who is calling. Now again this is also as a question. What could be the other expressions that are important in [receiving for receiver]? Ihmm.

42 S: What do you need?

43 T: Exactly. What do you need (writing on the board). After identifying that person we have to ask what he needs. What do you need? Ihmm

44 S: What can I help you?

45 T: What can I help you? (writing on the board). Always when somebody picks the phone and call someone he has got his own purpose. Right? Either he needs some kind of help or he wants to say 'hi' that person. He has some kind of purpose. Therefore we should say what can I help you. Ihmm

46 S: What is up?

47 T: What is up? Right we can say. If he is a very close friend we can say 'what is up' Ok in the mean time what is the meaning of what is up? What does it mean? What is up, class? That means...

48 S: How's every thing?

49 T: How's everything. What's up, what is going on that? What is going on? What is new? It means what is new, what's up. Ok the response for what's up could be...

50 S: Nothing so

51 T: Nothing so. There is something new that will tell something. Somebody is sick. How did you bring these things? Or if you are getting nothing new, we said nothing. What's up? Nothing. And so on. Ok. What would be another [expressions]?

52 S: Be patient.

53 T: Be patient. (with a positive tone). Be patient. (writing on the board)

Be patient is also good to use on the waiting. I will call to that person. Be patient; be tolerant to wait. Be tolerant to wait that means. Be patient . The other expressions?

54 S: Can you leave a message?

55 T: Can you leave a message. Yeah. Leaving message. Another topic. Now on that occasion the person we find might not be there. Therefore we have to leave a message. When he comes or she comes, she would find a message and she would understand why that person calls to her. Therefore one way to ask for a message is can you leave a message? [writing on the board]

Let me ask you one simple question. Who would say these things? The caller or the receiver?

56 Ss: The receiver....the caller.

57 T: The caller [with questioning intonation]. The receiver. Right? Can you leave a message? That means he refers to the receiver. If somebody says can I leave a message that could be

58 S: Caller.

59 T: Caller. That means this person wants to leave a message and he wants us to leave his message to the target person that you wants to talk.

Now there is nothing new I brought for you. Many things are mentioned by you already. But there are some important expressions to add in addition of these things. For example "answering the following to leave a message " [reading in the material] "would you leave that a message" one way to express, and "can I leave a message for you please". And this [pointing to the material at hand] could be one way, answering wrong number. Answering wrong number (Writing on the board). This can be a new title. And [that person call or dial] a wrong number how he should answering? What do you think? Ihmm...

60 S: I'm afraid you dial the wrong number.

61 T: I'm afraid you dial wrong a number. I'm afraid you dial a wrong number. Thank you very much I'm afraid you dial a wrong number. That means this is not the number that you want. This is another's home ok. If you say is it 09115522, I'm afraid you dial the wrong number. This is another home ok. Other expressions? I'm sorry you dial a wrong number or you got a wrong number. Instead of saying that I'm afraid we can change I'm sorry that means to refer that person who dial the wrong number or he is on the line with another person who is strange for him. Now answer to the telephone this could..... (interrupted by a student question)

62 S: What is the meaning of I'm afraid?

63 T: Ok what is the meaning of I'm afraid? Who can tell us? . Yeah. It's more similar to I'm sorry. I'm afraid that means I'm sorry. Just ways of expressing being polite. I'm afraid. In your grade nine English course you had remembered you learnt about polite expressions. Expressions like please, excuse me, pardon me. Those things. I'm afraid is one of the group [groups] for polite markers and it should like I'm sorry. And afraid by itself when it is without I'm, it has another meaning which is related to scared, to be scared of something; to be threatening with something. Now let's say you call to Addis Ababa University, what do you expect the operator? Let's say you two guys are operators there. Now somebody calls. Somebody calls. What do you say? You pick up the phone and you say what?

64 S: Can I help you please?

65 T: Before saying can I help you, you said what?

66 Ss: [buzzed unheard response]

67 T: Ok. Hello Addis Ababa University? Right?

Let's say, what is you father's name? [pointing to a boy sitting in the front bench].

68 S: Kedir

69 T: Kedir. And somebody calls to his home, Ato Kedir's home. Now he is there to answer the phone. Somebody calls and he picks up what 'Ato Kedir's home' That means this home belongs to Kedir. Or you call to Air lines, Ethiopian Airlines. The first word that the person who received the call should be identified the organization or institution. Therefore you should be aware of these things.

Now we are going to do a kind of exercise regarding this one. Who's it please already mentioned. The other thing hello Addis Ababa university, hello Addis Ababa Hilton, hello Addis Ababa Sheraton. I mean a name of the institution you mention a name of institution there. This means if somebody says can I speak to Abebe if Abebe is answering it's me That means start talking that is Abebe that you're talking to.

Now let's do a kind of the kind of exercise regarding this one. All of you take out your exercise book and be ready to write.

70 S: (not heard)

71 T: No. On the first line. Not on the back. This is the part of the lesson. Are you ready? I'm just waiting to you to dictate you. Ok the instruction says... [Interrupt it] It's a kind of class work. It's class work. The instruction says...[interrupted by a student question]

72 S: on the back (with a questioning intonation)

73 T: No. At the front side, at the front side of your exercise book. Ok the instruction says, I'm just starting be ready, "What are", first say class work this is our classwork "the question form of the following expressions?" [Reads the instruction phrase by phrase repeatedly and finally the complete instruction with one breath] Now this is the instruction. I'm going to give you the responses. You are going to fill the gap of the questions. Now number one. Number one. Underline the instruction. Underline it. Underline it. Number one. Just leave a line a blank space dash. One line full of blank space and full of dash. Number one dash blank then B says..

74 Ss: (Do not understand the instruction and hence raised different questions in a buzz voice)

75 T: Ok. You can say A and B [writing on the board]. B says this is kebede. This is kebede. Now question number two. Question number one has two version A B again question number two has its own A B. A blank, blank. Then B who's this. This expression [pointing to the board to refer, but not there]. Then let's pass to question number three then again three A blank. There is no word to write. Blank. Dash. Then B says just a minute please. Just a minute please. Just a minute please. Then question number four. Again A as usual is blank. There is no word to write. Then B says I'm afraid you have the wrong number. Now what would be the question form when we

are answering the question I'm afraid you have the wrong number. Ok question number five A blank. Question number five A blank. B: would you please, would, would w-o-u-l-d would you please tell t-e-l-l- him to call me back. Would you please tell him to call me back?

Ok now there are five expressions. I just give you only the responses only the answers. Try to answer the questions . What are the question forms of these answers? Now the answers are given instead of what would be the questions? What would be the question for the first one? This is Kebede. What would A...write it on the dialogue Ok try to finish it only ten minutes may be. Ten minutes.

(The teacher then rolled among the students and discussed with some of them. And S1, Abel made an exchange with the teacher privately about the instruction of the activities)

S1: B should be the caller

T: I am referring B as a caller I am not referring A as a caller

S1 But A should be caller in the first one

T: yeah regularly A may be a caller, but I need only the response Do you understand my point? A should be blank therefore I need a receiver A this one but I understand that A is caller in the first case

76 S: ሁሎችም ሰዎች አንድ መሆን ይችላሉ?

77 T: የተለያዩ ናቸው No they are different. If there is any problem you can call me. Show me your hand I will come. Then he kept checking the answers of some students. Let me see, please give me your pen please. Ok you are not clear about .Ok question number five. Question number five B is the caller and A is the receiver. And B says he is saying would you please tell him to call me back? That means somebody is not there right? Ok I need that kind of expression that show the person who is in need is not there. Ok I mean he got 4 out of 5. give me a pen please. (And he started checking students' answers.)

T: ለምንድን ነው የማትፀረው

S: ከዚህ በፊት ያለውን ስላልሰራሁ

Your ten minutes are over let me see, give your pen please. You are not sure about it. Ok one more chance Ok let's do together. Let me have your exercise book. Ok this is kebede. Good morning. Hello. Can I get Solomon? Just a minute. Is it 0911... this could be.... (unheard).

Let's do it together. Now question number one. Ok question number one B says this is kebede. What should be the question?

78 S: Hello. May I speak to Kebede?

79 T: Hello. May I speak to Kebede? One way. Right answer. Right answer. This is Kebede you see. Hello. May I speak to Kebede? This is Kebede. Caller says hello may I speak to Kebede, then B says this is Kebede. Ok. Fine. What would be another way to question number one again for question one? Simply hello. Simply hello with out referring anything or saying something. Therefore question number one would be answered on this way. The first one is the most the most preferable one. Hello. May I speak to Kebede is a good way to express. Ok. Let's pass to question number two. Question number two B says who's this?

80 S: Hello.

81 T: Hello. Imm.. One way.

82 S: Good evening.

83 T: Good evening. Good evening. Who's this? Good morning. What did you say (pointing to S1).

84 S: Can I speak?

85 T: Can I speak to somebody?

Who's this?

Can I speak to Abebe, please?

Who's it? Who's that person needs Abebe? Now somebody says on to A can I speak to.. Who's this ok you are asking him again who is that person who calls that person. Question number three. Question number three. Just a minute please. That means somebody needs to meet some one not you. Not you. ihmm.

86 S: May I speak to Bekele?

87 T: May I speak to Bekele. Again the same expression. If you were a caller I would say just a minute please.

88 S: Can I get that please?

89 T: Can I get that please.

Just a minute please. Ok. Fine it works.

90 S: Could you put Abebe there?

91 T: Could you put Abebe on the phone? Abebe is not there. Could you put could you could could you put Abebe on the phone. The preposition we use on phone is on or to. The preposition we use not 'in' not 'by' or 'through'. These two ways are the right way to use on the telephone. The prepositions that are always used on the telephone conversation should be either 'on' or 'to' ok? Therefore question number three is like this. Let's pass to four. I'm afraid you have a wrong number. I'm afraid you have a wrong number. What would be the question? If somebody says you 'I'm afraid you have the wrong number' what would be the question?

92 S: Hello 524831

93 T: Hello 524831

I'm afraid you have a wrong number. Ihmm....Do you have another alternative?

94 S: Hello. Is it 911?

95 T: Yeah. It should be question form

Hello is it 911 Now 911 refers to what kind of call?

96 S: Emergency.

97 T: Emergency. In our country or US?

98 Ss: US

99 T: In US. Somebody calls to 911 that means this call is to emergency either to the policeman a kind of institution always therefore emergency or accident You are calling to 911 or 970 or a wrong number. Now the last one and the very interesting one. The last one says would you please tell him to call me back. That means the person that we need is not there. This expression means caller would you please tell him to call me back.

Now what would be the question form for this?

100 S: I'm sorry he's not here could you like to leave a message?

101 T: I'm sorry he's not here would you like to leave a message? This is the right answer. It should be like this we will say. Ok This is the end of telephone talking and those blablas again this is the end of unit seven. I mean is it unit seven or unit eight I think?

102 Ss: Unit eight.

103 T: We're going to revise. We do have some minutes. Let's try to do our unit seven. Do you have any question? Do you have any question? Is it clear?

Telephone talking ግልፅ ነው? እንዴት ነው? ሁላችንም ገብቶናል? ካሁን በኋላ ስልክ ቢደወልልን can we speak in English? አሁን ምንድን ነው ያየነው ways to leave a message መልእክትን ማስቀመጫ፣ ተሳስተው ሲደውሉ እንደተሳሳቱ መናገሪያ and ደዋይም ሆነን ስንናገር ነበር ሪሲቨርም ሆነን ስንናገር ነበር we have done different things ከዚህ ላይ ጥያቄ አላችሁ ወይ? ዩኒታችንን ጨረስን ማለት ነው? እስኪ እስኪ ዛሬ የተማርነውን እንሰብስብ:: እንሰብስብ:: Do you have any question please? Say no or yes. No questions?

104 Ss No.

105 T: The son of Kedir do you have the question?

106 S: No.

107 Ok. Tomorrow we will try to do the vocabulary and after that we will pass to unit 9 because your guide matric examination is coming to us. So we have to finish these and we have to do matric questions. See you tomorrow. Thank you very much. Have a nice day.

END OF THE LESSON

Appendix- E

Speaking Teacher Interview Transcript

(Note: I: Interviewer

Y: Interviewee)

I: welcome to this interview programme , mr Y

Y: thank you.

I: the first question is how long have you been teaching English?

Y: I have been teaching English language for five years

I: and what about your qualification in teaching English?

Y: my educational qualification I have MA degree in teaching English as a foreign language.

I. Since the time you graduated, have you had any kind of attending workshops, seminar or any thing related to language teaching?

Y: of course I had different training opportunities in teaching English language given in different places especially trainings held by British council. I just attend different things related to different issues related to ELT [English Language Teaching].

I: more specifically what kinds of points were raised there to teaching English in the classroom?

Y: like how to apply communicative language teaching in the classroom, how to handle large classes, more of the points were focusing on professional development.

I: now let us come to your teaching experience, how do you initiate your students to practice the language in the classroom?

Y: initiating or encouraging students in the classroom is a difficult task since you have many numbers of students in a class. As you know I am teaching in government school which has a large number of students in a particular classroom. And I try to use different techniques I can say I am a bit successful because I try to help them participate but only few students can participate.

I: teachers have different ways of initiating students to participate students in the classroom such as questioning, explanation etc. What kind of strategy do you use in your classroom?

Y: I use explanation and questioning while I teach different kinds of lessons any kinds of skills and language elements to my students. But explanation is undeniable. It is necessary. Since you are a teacher you must explain things or concepts to your students. It is undeniably very important. Even students need it very much. While you come to each class, they need you to explain something like their questions. So I use explanation in the classroom a bit and I use questioning when I want them to check whether they are dealing with the tasks or not. It helps students to interact and participate in the teaching learning process.

I: I: what do you do when your students provide wrong or incomplete answers to your question?

Y: this is obviously happened in our day to day class life. Students give you wrong responses when you ask them but it is very difficult to correct immediately after they make the mistake, because they will be shy, they will be embarrassed by your feedback or something. I used my own technique to hide these problems by using some diplomatic words like 'do not you think that is the right way to say?' or polite ways of corrections more often I use peer corrections 'is there any body who correct it?' by calling the names of students.

I: one day I observe you using a kind of external material into the classroom without the textbook. Can you explain it why you used it?

Y: Of course that day I used a short handout I just prepared as an additional material for my lesson. Sometimes the textbook fell to cover the whole necessary things that the students need. So it asks you to prepare your own material, self accessible material. So I brought a kind of material related to punctuation. I do remember. (Interviewer = but I observed you distributing a material about the kinds of expressions used for telephone talking.) Ok expressions. I had prepared another one I thought you ask me the first one about punctuation. Ok I used those expressions because the recent English textbook that we are using in our school does not have any expressions that could help students to use the language outside the classroom. Therefore, I bring my own material from different sources as a manual that can help them to communicate on the telephone when they are at

different actual situations. So it is the inadequacy of the textbook that makes me prepare additional material.

I: what is your attitude towards the use of local language in your class room when you want to initiate your students to use the language?

Y: My personal attitude towards the use of local language in the classroom is helpful. I am the teacher who gives more explanation and other things. Whenever you think communicative language teaching, although many people say it can develop students' language use ability, it becomes very challenging to apply it into our natural situation. So sometimes using L1 or local language helps you make things very clear for students especially when you are teaching grammar structural things, you need to use it. Whether you like it or not because if you do not use it, the main purpose of teaching the language will lose its aim. So I personally support to use mother tongue sometimes not always.

I: do you motivate your students to communicate in order to help them learn the target language?

Y: to tell you frankly I do not encourage students to practice the language. I can give them some kinds of controlled practice activities.

I: why do you do that?

Y: In fact bringing the communicative function of English language in to the context of high school classrooms is unthinkable. One reason is it requires long time for practicing a particular item in different contexts. I mean it takes time. If you look it grade 10 English textbook it contains a wide range of syllabus which has fourteen units. Imagine in a single unite you are expected to cover various points of the language. And you are running out of time to cover those of things if you attempt to provide your students to use the language in the classroom. So it may be possible to help students to practice some controlled activities of the language in the classroom.

I: thank you very much for your cooperation for giving me answers to my questions.

Y: you're welcome.

Appendix-F

Questionnaire for Students

Dear students,

This questionnaire has been designed to explore your English teachers' language use during English lessons and the influence of this on the extent to which you practice the language. The success of the study largely depends on the contribution expected to be obtained from you through this questionnaire. I therefore request you to read the questionnaire carefully and complete it as honestly as you can. You may not need to write your name.

Thank you in advance for your cooperation.

Part I: Personal Information

Name of the School: _____

Grade and section: _____

Sex: _____

Part II: Read each statement in this section and decide whether the statement happens **Always, Usually, Sometimes, Rarely or Never** by putting a tick (✓) mark against the statements.

Always (A) = 5

Usually (U) = 4

Sometimes (S) = 3

Rarely (R) = 2

Never (N) = 1

	A	U	S	R	N
1. Your English teacher's language encourages you to use your own ideas (experience) freely.					
2. The teacher encourages you to correct errors in the classroom.					
3. There is enough chance to give comments or feedbacks on your classmates' questions.					

4. The teacher explains an idea in different ways to help you understand it.					
5. The teacher gives you enough time to think about answers to questions.					
6. The teacher revises the previous lesson by asking students different questions.					
7. While you do activities in the classroom, the teacher gives you instruction to practice more controlled activities than free activities.					
8. The teacher uses instruction for more individual class activities than pair or group work activities.					
9. The teacher motivates you to focus more on accuracy than fluency activities.					
10. The teacher creates practice opportunities that help you to use the language with people outside the classroom.					
11. The teacher uses mother tongue in the classroom .					
12. Questions in the classroom are more frequently answered by individual students than whole class					

Part III: Write your own views for the following question.

13. What should your English teacher do to create practice opportunity for you in the classroom?

Appendix- G

Students' Questionnaire Responses on Teachers' Language Use in the Classroom

Table-1

No	Items	Responses			
		Grammar Sec.		Speaking Sec.	
		Mean	Sta. Dev.	Mean	Sta. Dev.
1	Your English Teacher's language encourages you to use your own ideas (experience) freely	3.56	1.25075	2.96	1.42595
2	The teacher motivates you to correct errors in the classroom	4.30	.38527	3.40	1.42877
3	There is enough chance to give comments or feedbacks on your classmates' questions.	3.56	1.16511	2.35	1.23409
4	The teacher explains an idea in different ways to help you understand it.	3.23	1.50134	3.60	1.40443
5	The teacher gives you enough time to think about answers to questions.	3.50	1.24958	2.27	1.14836
6	The teacher revises the previous lesson by asking students different questions.	3.70	1.31700	3.63	1.24522
7	While you do activities in the classroom, the teacher gives you instruction to practice more controlled activities than free activities.	3.26	1.52978	3.66	1.12444
8	The teacher uses instruction for more individual class activities than pair or group work activities.	4.80	.40684	4.60	.40827
9	The teacher motivates you to focus more on accuracy than fluency activities.	3.60	1.10172	3.80	1.32353
10	The teacher creates practice opportunities that help you to use the language with people outside the classroom.	2.90	1.29588	3.03	1.32570
11	The teacher uses mother tongue in the classroom	2.33	1.29544	3.63	1.18855
12	Questions in the classroom are more frequently answered by individual students than whole class.	3.80	1.32353	3.70	1.26355

Appendix-H

Observation check list

For both teachers' classroom initiative language use, I followed the same procedures based on the purpose of the study. These include:

- 1) How the teachers began the lesson?
- 2) How he/she initiates to do activities in the classroom?
- 3) To what extent the teachers initiate students to express their own ideas?
- 4) How the teachers allocate turns for students to participate in the class?
- 5) Do teachers use group works to facilitate classroom communication?
- 6) Do teachers use local language in the classroom?

Details of the observation are included in different sections of the analysis part.

Appendix- I

A General Appraisal on Grammar Tasks of Grade 10 English Textbook

The basic views of grammar- as explicit and/or implicit- are largely attributed to Rutherford's (1987:57) metaphors of language, namely 'machine and 'organism'. Like machine, languages have component parts or 'building blocks' that can be 'taken part' and 'put together', namely phonological, morphological, syntactic, lexical, semantic, etc. structures. The mastery of these discrete elements in textbooks sometimes is taken as the primary emphasis of grammar in high schools. This view also signals language as a 'finished product' or as a 'fixed system'. In the 'machine-like' view of language lies the explicit view of grammar. That is, the place of teaching grammar, in grade 10 textbook, is mainly viewed as an object of study in isolation from meaning, use, 'change', and 'movement'. The textbook consists of 14 units in which reading comprehension, vocabulary, grammar, speaking, listening, and writing are separately given. In other words, in each unit, grammar has been independently treated within 14 sections. Grammar items include Expressing contrasts with although, though and even though; The position of adverbs in sentences; The past perfect tense; Expressing similarities and differences in English; The past perfect tense (revision); Using 'may' and 'might' to express possibility; Expressing results (revision) ; Phrasal verbs 2; Writing sentences using correlative conjunctions such as 'either...or', 'neither....nor', and 'both....and'; State verbs (revision); Revision verbs followed by the infinitive marker 'to' and verbs followed by '-ing'; Using 'either...or', 'neither....nor', and 'both....and' (grammar review); Using participial phrases to express time; Relative clauses (revision); Order of adjectives; Conditional sentences (revision); Order of adjectives (revision); and Conditional sentences (grammar review).

In some parts of the above sections there are grammar revisions. Before doing the activities, students are provided definitions of language items and examples. As the discrete view of grammar, the textbook urges students to memorize certain specific grammatical items in non contextual exercises. Because of this, it is treated by way of isolating it from the natural context that the language can be used in when necessary. If we go through the whole grammar sections of the textbook, we will get lots of controlled grammatical activities without leading students to use grammar for communication. For

example, for conditional sentences grammar activities found in unit-13, the objectives of the activities, as stated by the language Panel of the Institute of Curriculum Development and Research (ICDR 1996), are to encourage students to make sentences using the conditional, and complete sentences using correct verb forms.

Grammar in grade ten English textbook is therefore placed on an overemphasized explicit usage, while little attempt has been made to integrate it with skills and other language aspects to escalate learners' independent use of the language. This may be contrary to the current theory and practice of foreign language teaching which provides balanced emphasis for both the process and product approaches of language learning in classrooms.

Appendix- J

A General Appraisal on Speaking Skill Tasks of Grade 10 English Textbook

Like reading, grammar, listening, writing, and vocabulary, speaking skill has been given a separate section in the textbook. In each section of the skill, various tasks are raised with different contents as:

<u>Units</u>	<u>Contents</u>	<u>numbers of exercises</u>
1.	– Rules and regulations	2
2.	– Asking for and giving directions	1
3.	– Advising someone what to do	2
4.	– Speaking	2
5.	– Drought	1
6.	– Trees	1
7.	– Asking for information and following Direction	2
8.	– Speaking on the telephone	3
9.	– Help	2
10.	– What I have	1
11.	– River puzzle	1
12.	– Twenty questions (guessing game)	1
13.	– Talking about pollution in your area	1
14.	– Expressing agreement and disagreement	1

From these fourteen contents used for speaking skill, eight contents have one exercise, five contents have two exercises, and only one content-speaking on the telephone, which is not used by the recorded teacher (T-2), has three exercises. Put simply, the maximum opportunity for students to practice the skill is only in one exercise. The nature of many of the activities has been provided in a very controlled manner. Like grammar tasks, students have been given definitions of language items, examples, dialogues, and rules to follow when they start doing the tasks. Therefore students are initiated to practice the activities based on the given controlled contexts.


As far as the nature of the textbook's instructions is concerned, many of them do not inform or initiate students to practice speaking skills. They encourage students to write a

set of rules in their exercise books; to write an advice sheet; to choose the correct answers; and to read dialogues, tables or paragraphs. Some of the other instructions also lack clarity to inform students about the purposes of the activities they are practicing. For example, without giving any further information, the instructions become very vague when they inform students to discuss about: speaking, pages 86-87; drought, page 100; trees, page 117; what I have, page 183; river puzzle, page 198; twenty questions, page 212; and talking about pollution, page 225. In other words, the contexts of instructions used for these activities are not clear what potential learning opportunities students get from the contents. The controlled practice activities and obscure nature of instructions used in the speaking sections of the textbook therefore have their own underlying effects upon how teachers initiate students to use the language in the classroom.

DECLARATION

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

NAME: Yihun Birhanu

SIGNATURE: 

PLACE: Addis Ababa University, DFLL

DATE OF SUBMISSION: June, 2009