

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

**EFL CLASSROOM ORAL INTERACTION AND ITS REALIZATION  
WITHIN TEXTBOOK-BASED ORAL ACTIVITIES: MEKI UPPER  
PRIMARY SCHOOLS IN FOCUS**

**BY  
AYELE NEGA**

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# TABLE OF CONTENTS

	<b>PAGE</b>
Acknowledgement .....	i
Table of Contents .....	ii
List of Tables .....	vi
Abstract.....	vii

## **CHAPTER ONE: INTRODUCTION**

1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Objectives of the Study.....	4
1.3.1. Major Objectives.....	4
1.3.2. Specific Objective .....	4
1.4. Significance of the Study .....	5
1.5. The Scope of the Study.....	5
1.6. Organization of the Thesis.....	5
1.7. Limitations of the Study .....	6
1.8. Definitions of terms and Abbreviations Used .....	6
1.8.1. Definition of a Term.....	6
1.8.2. Abbreviations Used .....	6

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.0. Introduction .....	7
2.1. The Concept of Classroom Oral Interaction.....	7
2.2. Importance of Classroom Interaction.....	8

2.3. Functions of Speaking.....	9
2.3.1. Talk as Interaction .....	10
2.3.2. Talk as Transaction.....	10
2.4. Aspects of Classroom Oral Interaction as Methods of Teaching .....	10
2.4.1. Teacher Talk .....	11
2.4.2. Learner Role.....	12
2.4.3. Treating Error in the Classroom .....	12
2.4.4. Teachers' Questions .....	13
2.4.4.1. Types of Teacher Questions .....	14
2.4.4.2. Questioning Skills .....	15
2.4.5. Code Switching .....	15
2.4.5.1. Why Students use the Mother Tongue in class...	16
2.4.5.2. Attitudes to Mother Tongue Use in the Classroom .....	16
2.5. Classroom Oral Activities for Developing Speaking Skills .....	17
2.5.1. Characteristics of a Successful Speaking Activity.....	18
2.5.2. Problems of Speaking Activities .....	19
2.6. Affective and Cognitive Factors .....	20
2.7. Classroom Management .....	20
2.8. English for Ethiopia Series .....	21
2.9. Components of the New Textbook.....	22
2.9.1. Unit Objectives.....	22
2.9.2. Lessons.....	22
2.9.3. Topic-based Activities.....	22
2.10. Previous Local Works .....	22
 <b>CHAPTER THREE: METHODOLOGY</b>	
3.0. Introduction.....	24

3.1. Research Setting .....	24
3.2. Respondents of the Study.....	24
3.3. Instrument for Data Collection .....	24
3.3.1. Questionnaire .....	24
3.3.1.1. Teacher's Questionnaire .....	25
3.3.1.2. Students' Questionnaire .....	25
3.3.2. Interview .....	26
3.3.2.1. Teachers Interview .....	26
3.3.2.2. Interview for Students .....	26
3.3.3. Classroom Observation .....	27
3.3.4. Oral Activities Analysis in the Textbook .....	27

## **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION**

4.0. Introduction .....	29
4.1. Data from the Teachers' Questionnaires .....	30
4.1.1. The Concept of EFL Classroom Interaction .....	30
4.1.2. Teacher Talk .....	32
4.1.3. Teachers' Questions .....	33
4.1.4. Error Treatment .....	34
4.1.5. Mother-Tongue Use .....	35
4.1.6. Oral Activities in the Students' Book .....	36
4.1.7. Affective/Cognitive Factors and Classroom Management .....	37
4.2. Data from Students' Questionnaires.....	38
4.2.1. EFL Classroom Oral Interaction .....	38
4.2.2. Teachers' Questions .....	40
4.2.3. Error Treatment .....	41
4.2.4. Mother-Tongue Use .....	42

4.2.5. Oral Activities in the Students' Book .....	43
4.2.6. Affective and Cognitive Factors .....	44
4.2.7. Classroom Management .....	45
4.3. Data from the Analysis of Textbook .....	46
4.4. Comparison of Teachers' and Students' Responses to the Items....	48
4.5. Discussions .....	49

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND  
RECOMMENDATIONS**

5.1. Summary of Findings.....	52
5.2. Conclusion.....	54
5.3. Recommendations.....	55

REFERENCES.....	57
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Appendix A.1: Teachers' Questionnaires.....	61
Appendix A.2: Students' Questionnaires.....	63
Appendix B.1: Teachers' Interview .....	65
Appendix B.2: Students' Interview.....	69
Appendix C.1: Classroom Observation of Teacher's Performance .....	72
Appendix C.2: Classroom Observation of Students' Behavior.....	73
Appendix A.2.1. Students' Questionnaire (Amharic Version) .....	74
Appendix A.2.2. Students' Questionnaire (Oromo Version).....	76

## LIST OF TABLES

- Table 1:** Teachers' Responses to Classroom Oral Interaction and Related Concepts.
- Table 2:** Teachers' Responses to Teacher Talk.
- Table 3:** Teachers' Responses to Questioning Skills.
- Table 4:** Teachers' Responses to Oral Error Correction.
- Table 5:** Teachers' Responses to Mother-Tongue Use in Doing Interaction Activities.
- Table 6:** Teachers' Responses to Oral Activities of Grade 8 Textbook.
- Table 7:** Responses on Affective/Cognitive Factors and Classroom Management.
- Table 8:** Students' Responses to Classroom Interaction and Related Ideas.
- Table 9:** Students' Responses to Teachers' Questioning Skills.
- Table 10:** Students' Responses to Teachers' Oral Error Correction in the Classroom.
- Table 11:** Students' Responses to Mother-Tongue Use in the Classroom Interaction.
- Table 12:** Students' Responses to Oral Interaction Activities in the Textbook.
- Table 13:** Students Responses to Affective and cognitive Factors in Classroom Interaction.
- Table 14:** Students' Responses to Classroom Organization and Management.

## **Abstract**

The study was carried out to explore EFL classroom oral interaction and its realization within textbook-based oral activities. To this end, two research questions have been developed: how teachers teach speaking skills, and the extent to which the oral activities presented in the textbook encourage classroom oral interaction. For this study, three upper primary government schools were chosen purposefully, as there are some private primary schools in the town. Then, ten teachers and 130 students filled in the questionnaire. In the interview, four teachers and six students participated. Three randomly selected classes were observed twice and the oral activities in the students' book were also evaluated. Then, the data were analyzed both qualitatively and quantitatively.

The results of the study revealed that classroom oral interaction most likely is devoid of learners' active participation. Students have been hardly confronted with the totality of language use (genuine classroom oral interaction), as classes were mainly teacher-fronted. Teachers' strict control over the lesson was found to be less likely to promote interaction and, thereby, to facilitate the evolvment of learning opportunities. In addition to the difficulty of oral activities in the textbook, lack and shortage of learning materials as well as insufficient time given for activities would impair the effectiveness of oral interaction.

Based on the results of the study, it is recommended that teachers be given professional development courses and intensive language improvement training. Furthermore, insight should be given to the appropriateness and distribution of learning/teaching materials (i.e. the syllabus, student's book, and teacher's book) by the bodies concerned.

## Chapter One: Introduction

This Chapter states the background of the study, the purpose of teaching speaking at the upper primary level, statement of the problem, objectives of the study, scope of the study, significance of the study, and organization of the thesis in brief.

### 1.1. Background of the Study

The advancement in science and technology and their impacts on every aspect of life has increased the importance of English language as a tool for global communication. Richards and Rodgers (2001) point out that English is today the world's most widely used language as it is the dominant language of commerce, religion, and government in most parts of the world. As a result, the teaching/learning of English has been placed in a very important position. Regarding this, Rivers (1987) suggests that the English language is not only a tool for future encounters in outside world; it is also the instrument that creates and shapes the social meaning of the class itself. Therefore, the increase requirement of the language at all levels has brought a need for a new approach which enable students learn how the language system is used for communication.

Thus, the nature of classroom oral interaction, by far and large, could take a more important role in the general running of foreign language course from entry to course completion. In recent years, EFL classroom research directly illustrates classroom methodology and is therefore of immediate relevance to classroom teachers. Bailey (1985), cited in Lier (1988, p.xvi), stresses this notion as follows:

*The findings of classroom-centred research may be more directly applicable to teachers' needs than other types of second language research. Ultimately, these findings will help teachers*

*and researchers alike to better understand the teaching/learning process, thereby facilitating that the process in all its complexities.*

Hence, in looking at the classroom, the focus tends to be on the teacher, because the teacher's activities can easily be seen. Furthermore, choosing course contents on the basis of their communicative value for the learner and the sort of oral interaction at a given level would enlighten teachers' insights into what happens in EFL classroom. Thomas (1987) suggests that the teaching and learning that goes on in the classroom involves focusing on various aspects of classroom methodology, the strategies, activities, and techniques that the teachers employ to communicate their teaching point.

In Ethiopia, English is used extensively in schools and universities and learning this language strongly appears to be decisive. In the educational curriculum of the country, the attention given to English is two-folds. On the one hand, it is taught in Ethiopian schools starting from Grade 1 when pupils begin their formal education. Secondly, it is the medium of instruction from Grade 9 onwards up to the university level. Besides, it is an important compulsory school subject as students' future education depends on their proficiency in English.

\* Despite such broad coverage allotted to English language as subject and medium of instruction in the curriculum, students' proficiency in the language is not adequate enough to meet the demands of their classroom. Various explanations have been given for this state of affairs based on studies at different levels. For example, according to Berhanu Bogale (2000), some of these are lack of conditions to use the language both in and outside the school, inappropriate textbooks, large class size, and lack of motivation on the part of students. Similarly, other previous studies could tell us that students' weak command of the English language at the lower levels can certainly contribute to

the problems later in the higher levels (Sisay, 1999; Tamene, 2000). Bearing this in mind, the present study attempts to investigate the nature of classroom oral interaction and its realization within textbook-based activities of Meki primary schools (i.e. Grade 8) in East Shoa Zone of the Oromia Region.

The Language Panel of the Institute of Curriculum Development and Research (ICDR) developed new textbook English for Ethiopia series and renewed the syllabus in 2007 with the aim of improving English language teaching. By the end of the second cycle of the upper primary level (Grade 8), according to the new educational structure and its objectives, students should have mastered the basic English skills necessary for them to function effectively in Grade 9, where English becomes the medium of instruction in most subjects. At this level, students should be able to understand spoken instruction, as well as information and explanations given in English on a range of topics from the other subject areas. They should ask and talk about topics related to both their everyday lives and to the other subject areas.

## **1.2. Statement of the Problem**

According to Bygate (1987), one of the basic problems of foreign language teaching is preparing learners to be able to use the language. These days, the problem is likely to be serious at all levels in Ethiopian schools. It is an intimidating challenge for learners to use the language even to express themselves appropriately and efficiently. On the other hand, students are exposed to English language learning, starting from Grade 1. In addition, the language is used as a medium of instruction in secondary schools and at tertiary level. Despite this abundant exposure, most students fail to communicate in the language. Sisay Assefe's (1999) finding could tell us that students' speaking skill at secondary school was found to be below the expected standard. Furthermore, Tamene Kitila's study depicts that students' performance in English language skill as follows:

*Despite the importance of the English language in individual student's life both in and after school and in the country's overall development endeavors, there is one general dissatisfaction that is invariably expressed by English teachers at different levels of the educational system: students performance in English language skill is generally less than adequate to meet the demands that their classroom level requires of them (Tamene, 2000, p.1).*

Almost all studies mentioned above basically revealed similar findings. Those studies which were conducted at higher levels (universities or colleges) blame the lower ones (secondary schools) as the main causes of students' poor performance in English. Likewise, in turn, findings of secondary schools blame the primary levels. So, perhaps, the blame seems to make a vicious circle. This is the point of departure that inspires the present study. Besides, my teaching experience in government high schools and the different studies done on similar issues have convinced me that students' oral communication is not adequate enough to meet the demands of their classroom and the problem needs to be studied further. Thus, the researcher is initiated to attempt to explore the nature of classroom interaction and its realization within textbook-based oral activities in Grade 8 at primary schools.

### **1.3. Objectives of the Study**

#### **1.3.1. Major Objective**

The main objective of this study is to explore the nature of oral interaction in upper second cycle primary schools of EFL classroom (i.e. Grade 8, in focus).

#### **1.3.2. Specific Objective**

The specific objective of the study is to get answer to the following questions:

1. How do teachers teach speaking skills?
2. To what extent do oral activities presented in the textbook encourage interaction?

#### **1.4. Significance of the Study**

Basically, primary school education, by far and large, play a paramount role in the later educational success of students because academic basis of pupils are most likely founded at this level. With regard to the importance of such a study, Lier (1984, p.11) discussed succinctly as follows:

*It must be of interest, to all people involved in education in anyway (whether as parents, learners, policy makers or researchers) to know more about what goes on in classrooms, not in order to eavesdrop, check or compare, but in order to understand and perhaps to promote if improvement is desirable.*

Therefore, language learning and teaching activities in the classroom should aim at maximizing student language use both in and outside the school. The results of this study will have importance to English language teachers, material developers, and other bodies concerned by providing an insight into the strength and weakness of oral activities used to help students develop their speaking skill. They can also be used as a basis for further study.

#### **1.5. The Scope of the Study**

The need to investigate the nature of classroom interaction may require wider coverage of population in different places and at various levels. However, this is practically impossible where there are mainly time and financial constraints. Consequently, this study is confined to three primary schools in Meki Town of East Shoa Zone. Perhaps, the place is chosen for the sake of convenience and so far it was least researched.

The study is delimited to examining the nature of classroom oral interaction and its realization with textbook-based oral activities in the mentioned schools.

#### **1.6. Organization of the Thesis**

The thesis has five prominent chapters, including Chapter One described above. Chapter Two is the review of related literature which presents themes and relevant theories. Method (or design) of the study is the third chapter of the thesis, where the researcher chooses the most appropriate instruments and

procedures that provide for the collection and analysis of data, and how they are implemented. Then, Chapter Four, comprising the data analysis, interpretation and discussion, presents the results and discussions of the data. Finally, the summary, conclusions and recommendations are drawn on the basis of the results and discussions of the data analysis.

## **1.7. Limitations of the Study**

As the main objective of the study is to explore the nature of ELF classroom oral interaction and its realization within textbook based oral activities, there is a need of evaluating the textbook. One of the main constraints that the researcher faced was student's book has been distributed without the syllabus and teacher's book in the three target schools.

## **1.8. Definition of a Term and Abbreviations**

### **1.8.1. Definition of a Term**

**Realization:** A way of crosschecking classroom oral interaction in line with oral activities presented in the students' textbook, or make real by actual (concrete investigation); marked by keen awareness (as the meaning or implications of something). (Webster's Third New International Dictionary).

### **1.8.2. Abbreviations Used**

**CLT:** Communicative Language Teaching

**TTI:** Teachers Training Institute.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**ESL:** English as a Second Language

**ICDR:** Institute for Curriculum Development and Research

**L1:** First Language.

**L2:** Second Language.

**T:** Teacher.

**S:** Student.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

This chapter reviews prominent studies and relevant theories to support the present research. The principal areas to be discussed are the concept of classroom oral interaction and its importance, teacher talk, learner role, error treatment, teachers' questions, code switching, classroom management (or organization), English for Ethiopia series textbook-based oral activities, affective and cognitive factors, and previous local studies.

### **2.1 The Concept of Classroom Oral Interaction**

Richards and Platt (1992) defined classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships that occurs within classrooms. They also defined classroom interaction in relation to interaction analysis by saying that it is any of several procedures for measuring and describing the behavior of students and teachers in classrooms.

In recent years, the increased demand of the language at all levels has brought a need for a new approach which enables students to learn how the language system is used for communication purposes. Thomas (1987) suggests that whatever pedagogical approach is taken, it is the interaction of the classroom, the assumption and assignment of different kinds of participant role which mediates between teaching and learning.

Interaction is a process in which people have a reciprocal effect upon each other through their actions, or it can be seen as a process of mutual accommodation, with the addresser acting upon the addressee to cause a reaction (Thomas, 1987). Interaction is more than the learners' reaction to the teachers' action (Littlewood, 1992; Byrne, 1986; Bygate, 1987). If a lesson is designed for classroom interaction to progress, the action of the teacher should be followed

by a reaction which, as a result influences or modifies the teacher's next action and so on.

In line with this, Brown (1994, p.59) explains the concept of classroom interaction as follows:

*...In the era of communicative language teaching, interaction is, infact, the heart of communication; it is what communication is all about. We send messages; we receive them; we interpret them in context; we negotiate meaning, and we collaborate to accomplish a certain purpose . . . we have discovered that the best way to learn to interact is through interaction itself.*

Therefore, interaction involves not just the expression of one's own ideas but the comprehension of those of others. For example, Wells (1981), cited in Rivers (1987), has expressed interaction: "Exchange is the basic unit of discourse.... Linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver, and the context of situation. (For Wells, the content of the message is part of the situation)".

Similarly, Allwright (1984), cited in Ellis (1994), sees interaction as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person-to-person interaction. Whether in oral or graphic form, comprehension and expression of meaning are in constant interaction.

Therefore, through interaction process, it is possible to observe and describe the interactional events that take place in a classroom in order to understand how learning opportunities are created.

## **2.2. Importance of Classroom Interaction**

As suggested by Rivers (1987), interaction is so important in language learning situations because, through interaction, students can increase their language

store as they listen to or read authentic linguistic materials, or even the output of their fellow students in discussions and problem-solving tasks. Similarly, according to Allwright and Bailey (1991), the interaction that occurs in the classrooms is important because it determines what "... learning opportunities the learners get. Our concern with interaction is related to our three outcomes for learning: the input provided for learning, the practice opportunities that emerge, and the effects of all that happens on the receptivity of the learners."

Consequently, for communication to take place, perhaps, the social and interactional factors in the classroom play a crucial role. Furthermore, Ellis (1994) suggests that more recent discussions of language teaching methodology have emphasized the importance of providing opportunities for learners to communicate. Ellis further notes that whatever promotes student participation in a relaxed and enthusiastic atmosphere stimulates the interaction that is essential for successful language learning. More importantly, Rivers (1989, p.489) claims that we must not feel that interaction is somehow wasting time where there is so much to learn. She further suggests:

*Unless this adventurous spirit is given time to establish itself as a constant attitude, most of what is learnt will be stored unused, and we will produce learned individuals who are inhibited and fearful in situations requiring language use ... when utterances are not generated to attain communicative goals, they can hardly be rewarded by the attainment of such goals, and language learning is deprived of its true meaning.*

On the whole, it's important to give insight for learners' interaction in the classroom and to recognize the very different functions speaking performs in daily communication and the different purposes for which students need speaking skills.

### **2.3. Functions of Speaking**

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional and transactional functions of speaking as follows:

### **2.3.1. Talk as Interaction**

This refers to what we normally mean by 'conversation' and describes interaction which serves a primarily social function. According to Ur (1996:130), interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate goodwill. Brown and Yule (1983) suggest that language used in the interactional mode is listener-oriented for them, examples of interactional use of language are greeting, making small talk, telling jokes, giving compliments.

### **2.3.2. Talk as Transaction**

Ur (1996) points out transactional language as those in which language is being used primarily for communicating information. They are message-oriented rather than listener-oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. According to Ur (1996), examples of language being used primarily for transactional purpose include news broadcasts, lectures, descriptions and instructions (ibid).

## **2.4. Aspects of Classroom Oral Interaction as Methods of Teaching.**

More recent discussions of language teaching methodology have emphasized the importance of providing opportunities for learners to communicate. Supporting this view, Clippel (1983, p.5) forwards: "Learning is more effective if the learners are actively involved in the process." English teachers should know that speaking is an interactive process requiring much effort on the part of the learners. Therefore, it is useful to examine the different aspects of classroom

interaction: teacher talk, learner role, error treatment and teachers' questions (Eliss, 1994).

#### **2.4.1. Teacher Talk**

The role of teachers and learner are, in many ways, complementary. According to Breen and Canddlin (1980), cited in Nunan (1989), the teachers has three main roles in communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as participant, and the third is to act as an observer and learner. One of the main factors that will affect the learner's development on entering into the formal education system is what actually goes on in the classroom. According to Allwright and Baily (1991), talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behaviour. Since we, as teachers, do so much talking, it will be useful to ask what our talk is like, what regularities can be observed, and how teachers' talk relate to learners' gradual progress in the target language.

According to Cook (2001), at a more general level, teachers should be aware of the values embodied in their teaching and see what function second language learning has for the individual students they teach and the society in which they are placed. A major portion of class time in teaching is taken up by teachers talking in front of the class. No matter what teaching strategies or methods a teacher uses, it is necessary to give directions, explain activities, clarify the procedures students should use on an activity and check students' understanding. Furthermore, teachers should use strategies like speaking more slowly, using pauses, changing pronunciation, modifying vocabulary and discourse. When teachers use teacher talk, they are trying to make themselves as easy to understand as possible, and effective teacher talk may provide essential support to facilitate both language comprehension and learner production. Interestingly, teacher talk has attracted attention because of its

potential effect on learners' comprehension (Richards and Lockhart, 1996:182; Chaudron, 1988; Ellis, 1994).

Therefore, efforts should be made, on the part of teachers, in developing a variety of their talk which would sound natural for the learners outside the classroom as much as possible.

#### **2.4.2. Lerner Role**

The development of communicative language teaching has had a dramatic effect on the roles that learners are required to adopt. This is particularly true of oral interaction activities where learners are required to put language to a range of uses, to use language which has been imperfectly mastered, to negotiate meaning, in short, to draw on their own resources rather than simply repeating and absorbing language (Nunan, 1989). In other words, the learners should contribute as much as they gain, and thereby learn in an independent way.

#### **2.4.3. Treating Error in the Classroom**

Chaudron (1986), cited in Allwright and Bailey (1991), defined errors as linguistic forms or content that differed from native speakers' norms or facts, and any other behaviour signaled by the teacher as needing improvement. Language learners inevitably make errors and recent years have a debate about the value of error correction in the classroom. In many foreign language situations, according to (Hedge, 2000), where there is little exposure to English or practice available in the community, error correction is an expected role for the teacher. However, the debate has been useful in raising issues like the inconsistency in error correction. In connection to this, Ellis (1994) suggests that there is now a considerable literature dealing with error treatment (Hendrickson 1978; Herron 1981; Chaudron 1987 and 1988; Horner 1988; Gainer 1989; Allwright 1991). Much of this literature is taken up with addressing whether, when, which, how, and by whom the students' errors should be corrected.

Many language educators recognize or advise, however, that correcting every student error is counter-productive to learning a foreign language. Students often feel threatened or embarrassed from over-correction (Hendrickson 1978; Herron 1981). Therefore, teachers need to create a supportive classroom environment in which their students can feel confident about expressing their ideas and feelings freely without suffering the threat or embarrassment of having each one of their oral errors corrected.

According to Hedge (2000), a similar way of dealing with errors is to decide which of them impedes communication. Global errors cause misunderstanding by the listener while local errors tend not to as they relate only to part of what is said. In response to how to correct errors, Hendrickson's research indicates that indirect procedures have proven to be more effective than direct ones in which the teacher immediately supplies a correct response. With respect to who should correct errors, Herron (1981) forwards that once students are made aware of their errors, they may learn more from correcting their own errors than from having their teacher immediately correct them in a direct approach. Moreover, peer correction with teacher guidance may be a more worthwhile and effective technique of error correction.

On the whole, an important role for the teacher might be to encourage self-correction. It certainly fits with contemporary ideas about building responsibility in learners and reducing dependence on the teacher.

#### **2.4.4. Teachers' Questions**

Among the different aspects of classroom interaction, by far and large, questioning is widely held to promote effective teaching and learning. According to Perrott (1986), cited in Seime (2002), questioning is believed to be one of the observable indicators of effective teaching. It provides a convenient and efficient means of putting things from the point of view of the learner. Perrott further

suggests that teachers' questions constitute a primary means of engaging learners' attention, promoting verbal responses, and evaluating learners' replies. Moreover, when used effectively, teachers' questions facilitate and enlighten interaction. In line with this, Richards and Lockhart (1996) suggest that questioning is one of the most common teaching techniques used by teachers. Based on research, perhaps, questions play a crucial role in language acquisition which can be used to allow the learner to keep participating in the discourse and even modify it so that the language used becomes more comprehensible and personally relevant. Ellis (1994) claims that a question is likely to occupy the first part of the ubiquitous three-phase IRF exchange.

#### **2.4.4.1. Types of Teacher Question**

There are many different ways to classify questions. Banbrook and Skehan (1989), cited in Richards and Lockhart (1996), for the purposes of examining the role of questions in the classroom, distinguished three kinds of questions: procedural, convergent, and divergent. Procedural questions have to do with classroom procedures and routines, and classroom management, as opposed to the content of learning. Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often short answers, such as 'yes' or 'no' or short statement. Whereas, divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require students to engage in higher level thinking. They inspire students to provide their own information rather than to recall previously presented information.

On the other hand, according to Thornbury (1996) and Ellis (1994), there are two types of questions: referential and display question. The former ones are questions that teachers do not know the answers in naturalistic and classroom discourse. They are likely open and genuine. The latter ones are questions that the teacher knows the answer to and which are designed to elicit or display particular structures. They are likely closed and much more frequent in whole-

class teaching in ESL classrooms. Long and Sato (1983), cited in Thornbury (1996), suggest that the vast majority of questions teachers ask are display questions, whereas, in real life, of course, most questions are referential. Therefore, the types of questions teachers' ask in the classroom interaction have their own significant roles for the learners to improve their speaking skills.

#### **2.4.4.2. Questioning Skills**

In the view of the importance of questioning as a teaching strategy, the skill with which teachers use questions has received a considerable amount of attention in teacher education (Richards and Lockhart 1996). Among the issues that have been identified are the following:

- i. **The range of question types teachers use.** It has often be observed that teachers tend to ask more convergent than divergent questions. These questions serve to facilitate the recall of information rather than to generate student ideas and classroom communication.
- ii. **Student participation.** In many classrooms, students have few opportunities to ask questions on their own, although they may be given the opportunity to answer questions.
- iii. **Wait-time.** An important dimension of a teacher's questioning skills is wait-time, that is, 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 (ibid.).

#### **2.4.5. Code-Switching**

Code-Switching is going from one language to the other in mid-speech when both speakers know similar two languges (Cook, 2001). Similarly, Ustunel (1004) defines code-switching as the alternating use of two languages at the word, phrase, clause, or sentence level. Code switching is found all over the world where bilingual speakers talk to each other. It is a process peculiar to them. Bilingual code switching, according to Cook (2001), is neither unusual nor abnormal; it is an ordinary fact of life in many multilingual societies like

Ethiopia. Cook (2001) suggests that code switching is inevitable in the classroom if the teacher and students share the same languages and should be regarded as natural.

#### **2.4.5.1. Why Students use the Mother Tongue in Class?**

According to Harmer (2001), there are many understandable reasons why students revert to their own language in certain activities. Some of them are:

- a. A principal cause of this L1 (mother tongue) use is the language required by the activity. If we ask beginners to have a free and fluent discussion about global warming, for example, we are asking them to do something which they are incapable of. In other words, the choice of task has made the use of L1(mother tongue) inevitable: students can hardly be blamed for this.
- b. Another reason why students use their own language in the classroom is because it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate levels. Eldridge (1996), cited in Harmer (2001), suggests that codeswitching between L1 and L2 is naturally developmental, and not some example of misguided behaviour.
- c. The other cause of mother tongue use can be teachers themselves. If they frequently use the students' language, then the students will feel comfortable doing it too. Teachers need, therefore, to be aware of the kind of example they themselves are providing .

Finally, it is worth pointing out that the amount of L1 (mother tongue) used by particular students may well have a lot to do with differing learner styles and abilities. Some use mostly English from the very beginning, where as others seem to need to use their L1 more frequently.

#### **2.4.5.2. Attitudes to Mother Tongue Use in the Classroom**

More recently, attitudes to the use of the students' mother tongue have undergone a significant change. However, Harmer (2001) argues that if students are doing an oral fluency activity, the use of a language other than

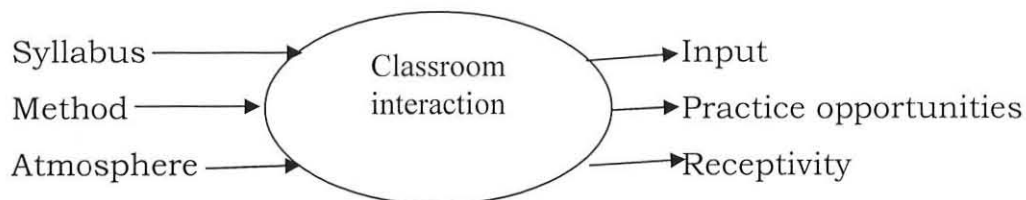
English makes the activity essentially pointless. Teachers will want to promote as much English use as possible.

## **2.5. Classroom Oral Activities for Developing Speaking Skills**

According to Ur (1996), classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. Structured task or topic-based activities with clear goals are good basis for classroom talk in foreign language, particularly at elementary and intermediate levels. Likewise, Hedge (2000) suggests that the communicative classroom will need to expose learners to input which they can attend to, and opportunities to produce output in more controlled activities.

Conceptualizing learner needs, by far and large, is one of the most important frameworks for developing materials for spoken language. Dat (2003) notes that it is essential to look at both subjective and objective needs in the learner. The former comprises such areas as the learners' speaking proficiency, the learners' speaking difficulties and real-life conversational situations outside the classroom, all of which will help the teacher to decide what to teach. The latter includes such aspects as personality, learning styles and preferences, wants and expectations of the course, all of which will help the teacher to decide how to teach. Furthermore, Allwright and Bailey (1991) suggest that teachers plan their lessons by making selections with regard to what to teach (the syllabus), how to teach (method), and perhaps also the nature of the social relationships they want to encourage (atmosphere). When acted on, their plans result in classroom interaction. The interaction provides learners with opportunities to encounter input or to practice the L2 (second language).

Fig 1: The relationship between plans and outcomes (Allwright and Bailey 1991:25)



Nunan (1988) notes that some syllabus designers have suggested that syllabus content might be specified in terms of learning tasks and activities. They justify this suggestion on the grounds that communication is a process rather than a set of products. The tasks or activities through which the learners practice the target language need to be meaningful and communicative.

### 2.5.1. Characteristics of a Successful Speaking Activity

A successful or effective speaking activity in the classroom, according to Ur (1996), succeeds in satisfying the following criteria:

- a. **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. **Motivation is high.** Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Furthermore, for successful oral practice, it is important to design skill-acquiring tasks that help learners to acquire new language, to learn rules of interaction, and to experience communication of meanings.

### 2.5.2. Problems of Speaking Activities

Rivers (1987) suggests that there are so many possible ways of stimulating communicative interaction; yet, all over the world one still finds classrooms where language learning is a tedious, dry-as-dust process, devoid of any contact with the real world in which language use is as natural as breathing. According to Rivers (1987), the following are some of the problems in getting learners to talk in the classroom:

- a. **Inhibition.** Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. **Nothing to say.** Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves.
- c. **Low or uneven participation.** This problem is compounded by the tendency of some learners to be dominated, while others speak very little or not at all.
- d. **Mother-tongue use.** In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language.

In order to overcome those problems, teachers may give insights to the following ideas suggested below by Ur (1996, pp.121-122):

- Use group work.
- Base the activity on easy language.
- Make a careful choice of topic and task to stimulate interest.
- Give some instruction or training in discussion skills.
- Keep students speaking the target language.

English teachers therefore, pay attention for the ideas suggested above in their classroom oral interaction.

## **2.6. Affective and Cognitive Factors**

According to Ehrman (1996), affective factors relate to the learner's emotional state and attitude towards the target language. 'Cognitive variables' refer to the intellectual activities of the learners. Student feelings have as much power to affect their learning success as their styles and strategies. Witkin et al (1971), cited in Stern (1983), defined cognitive style as a characteristic self-consistent mode of functioning which individuals show their perceptual and intellectual activities. Style is a term that refers to consistent and rather enduring tendencies or preferences with an individual. Whereas, as to Brown (1994), strategies are specific methods of approaching a problem or task, or modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

On the whole, learning styles indicate how students most effectively use their resources, and the affective dimension affects how efficiently students can use what they have.

## **2.7. Classroom Management**

According to Tsue (2003), classroom management refers to aspects of classroom organization, such as conducting individual, pair, or group work, dealing with disruptive behavior, and handling daily business such as collecting assignments and taking roll calls. Today, teachers are frequently encouraged to cultivate a more fluid and more flexible classroom organization and not to view themselves exclusively in the role of class instructor. Stern (1983) suggest that teachers must aim to produce a learner who is increasingly aware, self-relient, better able to learn directly from experience.

Classroom management is a crucial issue in ELT class in Ethiopian schools where the average class size is likely to be between 60 and 90 (Atkins, Hailom and Nuru, 1996). They also point out that effective classroom management

involves creating healthy learning conditions, providing challenging but manageable tasks, and getting students to participate fully.

## **2.8. English for Ethiopia Series**

In recognition of the deficiency of the textbooks that were being used for English language teaching, the language panel of the Institute of Curriculum Development and Research (ICDR) developed new textbook: English for Ethiopia series, and renewed the syllabus in 1996 with the aim of improving English language teaching (Girma Gezahegn (2005)). According to the new educational structure and its objectives: by the end of second cycle of the English course (or Grade 8), the students should have mastered the basic English skills necessary for them to function effectively in Grade 9, where English becomes the medium of instruction in most subjects. At this level, students should be able to understand spoken instruction, information and explanations given in English on a range of topics from the other subject areas.

They should ask and talk about topics related to both their everyday lives and to the other subject areas. Since primary education will be of eight years duration, English is taught as a subject starting from Grade 1. Currently, however, by the beginning of the Ethiopian Academic year in September (2000 E.C.), another new textbook has been adapted and distributed: English for Ethiopia Series. The concern of the present study is to have a closer look at the extent to which oral activities presented in Grade 8 textbook encourage interaction.

The content and approach of the syllabus is focused on more of the communicative use of English than the teaching of the formal accuracy. Every unit appears with listening and speaking skills followed by reading and writing. The syllabus pays substantial attention to oral interaction. Both unit and specific objectives stress on speaking like dialogues as their main content from the very beginnings of most units. Coming first is more focused than coming at the end on the whole.

## **2.9. Components of the New Textbook**

English for Ethiopia, Grade 8, has fifteen units. Each unit has three main sections unit objectives, lessons and topic-based activities. This design and approach seems different from the previous textbooks used in this level. Let's look at the course components:

### **2.9.1. Unit objectives**

Every unit begins with well-stated objectives and students will have the awareness of what to do beforehand. These objectives, like the syllabus above, stress learners' oral practice and encourage them to use the language for communication; Perhaps, the other skills, too.

### **2.9.2. Lessons**

Students' book has several lessons ranging from nine to twelve in every unit, and deal with skill-based activities and on different topics. Conversational models are given priority position, enhancing discussion and group work. Most lessons have been written in a way suitable for group, pair, and interactive talk.

### **2.9.3. Topic-based Activities**

Every unit has more than one reading passages that are short, sometimes even a single paragraph. These passages integrate the skills and vocabularies. Moreover, they promote discussion among learners and with their teacher. Finally, if the activities are suitable to the learners' grade level and designed by taking into account trends in methodology some of the oral activities presented in the textbook encourage interaction.

## **2.10. Previous Local Works**

Studies have been carried out on the nature of classroom interaction in the past. Among these, Tamene Kitila (2000), Brehanu Bogale (2000), Sisay Assefie (1999), Tsion Elemu (2007) and Daniel Erresso (2007) are significant ones. These studies have attempted to assess problem areas from different angles. For example, Tamene Kitila's (2000) finding forwards that the existing practice of teaching and learning in secondary schools English class still leaves much to be

desired if students are expected to complete their secondary education with better communicative skills in English language, since students did not have extended opportunities to take part in classroom interaction. Students' participation in general is limited by the teachers' way of teaching as the teachers mainly use lecture method (Tsion Elemu, 2007). Furthermore, the findings carried out by Daniel Erresso (2007) indicate that as teachers talk too much, they didn't allow sufficient time for the trainees to respond. They also interrupted trainees while they were trying to express their feelings.

On the whole, the previous results revealed that classroom interactions are mostly teacher-dominated. On the other hand, however, there are still other problems that have not been addressed.

In short, the main focus of the previous studies, probably were on the nature of classroom interaction in general and methods of teaching in particular. However, the present study tries to investigate the relationships between what authorities in the field suggest about the nature of EFL classroom oral activities and how these activities have been designed in the student's book at the target level. In addition to, the methods of teaching in the actual classroom. The educational level that it would be conducted is also different, it is going to be studied at second cycle primary school (i.e. Grade 8 in focus).

## **CHAPTER THREE: METHODOLOGY**

### **3.0. Introduction**

This chapter presents the research methodology, that is, the instruments used in the research and how they were implemented as well as the procedures followed in collecting the data. As the main objective of this study was to explore the nature of oral interaction in upper second cycle Primary Schools of EFL classroom, both qualitative and quantitative methodologies were employed.

### **3.1. Research Setting**

The collection of the data was confined to three Primary Schools in Meki Town of East Shoa Zone. The schools were chosen for the sake of convenience and proximity.

### **3.2. Respondents of the Study**

The subjects of this study were 130 randomly selected Grade 8 students from the three schools based on the total population in each school. Moreover, 10 English language teachers participated in the study.

### **3.3. Instruments for Data Collection**

To elicit the necessary data from the sample population, the researcher employed three instruments: questionnaire, interview, and classroom observation. Furthermore, textbook analysis for speaking skills was made.

#### **3.3.1. Questionnaire**

A questionnaire was one of data gathering instrument for this study. Two sets of questionnaire items were designed for both teachers and students, with five scales ranging from 'strongly agree' to 'strongly disagree' in the questionnaire. The two questionnaires were the same in content with the exception of minor differences in wording. The items in the questionnaire were all close-ended. This

was done mainly because the researcher felt that it would be easy to collect and summarize the data.

Each questionnaire consisted of closed-items, and for each item, five options: “strongly agree”, “agree”, “have no idea”, “disagree” and, “strongly disagree” were employed. However, for students questionnaire, by taking into account their grade level and to obtain more reliable information, three options were employed: “agree”, “disagree” and “have no idea”. The consolidated three response levels were believed to indicate more valid information as recommended by some scholars in the field. For instance, Green and Oxford (1995, p.271) used this technique and explained their purpose as "consolidating the five response levels into three categories of strategy use to obtain cell sizes with expected values high enough to ensure a valid analysis."

Care has been taken in designing the questionnaire so that the items will fit into the objectives of the investigation.

#### **3.3.1.1. Teachers' Questionnaire**

As stated earlier, the items in the teachers' questionnaire were close-ended. The questionnaires were distributed to English teachers at the target grade level in the three schools. The distribution of the questionnaire was done with the cooperation of school administrators and teachers. Then, the teachers filled in the questionnaire and returned them on the same day of administration.

#### **3.3.1.2. Students' Questionnaire**

The items in the students' questionnaires were also close-ended. These questionnaire items were designed in English and translated into both Amharic and Oromo language for ease of understanding. This is because the research was carried out in the Oromia Region where students might prefer the Oromo

language at the target level. The questionnaire was finally distributed to a total of 130 students from the three schools.

### **3.3.2. Interview**

The main purpose of interviewing was "to find out what is in someone else's mind ... to access the perspective of the persons being interviewed . . . we interview people to find out from them things we cannot directly observe" (Patton, 1990). In this particular study, semi-structured interview was used. The researcher preferred to use what Patton (1990) calls "the general interview guide approach within qualitative interview". This approach involves outlining a set of issues that are to be exploited by each respondent before interviewing begins. Using the semi-structured interview, four teachers and six students were interviewed. It was conducted immediately after the classroom observation was over. This was done intentionally in order to avoid the inconvenience of being observed after interview. Moreover, conducting the interview after the classroom observations was believed to minimize the change of teachers' and students' classroom behavior. The interview questions were carefully designed to meet the main objective of the study and were tape-recorded while interviewing.

#### **3.3.2.1. Teachers' Interview**

From the three target schools, four teachers were involved in the interview. Accordingly, semi-structured interview items were conducted. To get the necessary (full) information, the interview would be translated into Amharic language so that teachers could freely express their ideas in an extended way.

#### **3.3.2.2. Interview for Students**

Six students were randomly selected from the target schools for interview. Five semi-structured interview items were prepared and conducted both in Amharic and Oromo languages so that students would be free to express their ideas efficiently.



### **3.3.3. Classroom Observation**

In order to increase the reliability of the information from the questionnaire and interview, a third instrument was additionally used; that is, real time classroom observation was employed. It was believed that the tools would produce reliable data that could not be obtained in any other way. Unlike other research techniques, the observation techniques could produce data which reflect typical classroom behaviors.

To obtain the required information, each class was observed twice in different speaking lessons. This was done through non-participant observation strategy. The observation sessions were conducted on the basis of observation checklist which was adopted from FIAC (Flanders Interaction Analysis Categories, by Moskowitz, 1971). Consequently, teachers' and students' participation would be assessed while they were doing the interaction activities based on the revised items in the checklist. The items have been carefully designed to meet the objectives of the study. Then, the frequency of an activity was shown by putting a (✓) mark in the representative box.

### **3.3.4. Oral activities Analysis in the Textbook**

According to Ghosn (2003: 291), in English language teaching (ELT), the course book is a central element and, in the case of English as a Foreign Language (EFL) for the primary school, it is often the only exposure to English, aside from the teacher that students receive. To this end, much of schooling could be characterized as talk around texts (Bartn, 1994, cited in Tomlison, 2003). Therefore, one purpose of the study was to get answer for the research question: To what extent do the oral activities presented in the text book encourage interaction?

Communicative language teaching views materials as a way of influencing the quality of classroom interaction and language use (McDonough and Shaw,

2003). Dubin and Olshtain (1986), also state that teaching materials may hinder or promote classroom interaction. Thus, course material analysis helps to investigate whether the materials are designed following the principles of CLT.

To this end, the researcher used materials evaluation criteria outlined by Dubin and Olshtain (1986, pp. 29-30) which reads as:

1. Do most of the materials provide alternatives for teacher and learners?  
Alternatives may be provided in terms of learner tasks, learning styles, presentation techniques, and expected outcomes. This is a significant feature of effective materials, since not all types of learning routes are suitable for all learners.
2. Which language skills do the materials cover? Are they presented separately or are they well- integrated? Materials often reflect the developers' preference for some language skills at the expense of others.
3. How authentic are the text types included in the materials?
4. Are the materials compatible with the syllabus? The procedures, techniques and presentation of items must be in harmony with the specifications given in the syllabus.

Moreover, Islam (2003) points out that the potential for language acquisition is enhanced when language input is relevant, significant, salient, engaging and of interest to the learner.

On the whole, the focus is mainly to see how trends in material design can likely progress parallel to trends in methodology. Particularly this study tries to ferret out the relationship between the oral activities presented in the textbook and the method of teaching/learning in the classroom.

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

### 4.0. Introduction

As stated in the preceding chapter, the main objective of the present study is to explore the nature of classroom oral interaction and its realization with textbook-based oral activities. In order to achieve this objective, two questions mentioned earlier need to be answered. To recall them once again, they are:

- a. How do teachers teach speaking skills?
- b. To what extent do oral activities presented in the textbook encourage interaction?

In order to answer these questions, the researcher used both qualitative and quantitative methodology. In this chapter, the data were organized, as well as the results and discussions were presented. The process of data collection, questionnaire, interview, observation, and textbook analysis interacts with the process of data interpretation and analysis.

Therefore, data obtained from questionnaire, interview, and observation were presented and discussed in an integrated manner. Discussion of the findings for both group of respondents was dealt with in a separate section for the sake of convenience. Accordingly, the teachers' responses to the items in questionnaires and interviews were analyzed against findings obtained from the classroom observation first, and then the data collected from the students were treated in a similar manner. Moreover, teachers' responses are compared and contrasted against the students' responses, and discussion of the data was made.

## 4.1 Data from the Teachers' Questionnaires

### 4.1.1 The Concept of EFL Classroom Oral Interaction.

In order to identify teachers' awareness of the nature of classroom oral interaction, the following questionnaire was distributed to them in order to collect their reactions.

**Table 1: Teachers' Responses to Classroom Oral Interaction and Related Concepts (notions).**

Item (s)	Statement	No. of Respondents					Total No. of respondents
		Strongly agree	Agree	Have no idea	Disagree	Strongly Disagree	
1	Teacher-centered oral interaction is the most appropriate way of all interaction types.	2	1	--	4	3	10
2	I like to teach linguistic forms and communication functions separately.	2	4	---	2	2	10
3	I feel EFL classroom oral interaction activities are very difficult to implement.	1	2	--	3	4	10
4	Students prefer grammar and vocabulary learning to practising speaking.	5	4	1	---	---	10
5	Students are not willing to express their own ideas and feelings freely in oral activities.	3	7	---	---	---	10

As seen in Table 1, seven teachers responded negatively to question No.1. That is, teacher-fronted oral interaction is not the most appropriate way of interaction. However, according to the other three teachers' responses, the

interview and classroom observation proved that teachers practically implement teacher- fronted activity.

As indicated in Item 2, six teachers responded that they like to teach linguistic forms and communication function separately. Both the interview and classroom observation confirmed that teachers give much emphasis to linguistic forms (rules) than to language use because students prefer grammar and vocabulary learning than practising speaking. Teachers' responses to Item 4 endorsed to students like to learn grammar than communication (see Appendix B-1)

In Item 3 of Table 1, seven teachers responded that EFL classroom oral interaction activities are not very difficult to implement. During the interview, the respondents raised several factors that hindered carrying out oral interaction activities like students' unwillingness to speak, suitability of the oral activities in the textbook, time constraints, and lack of teacher CLT training. For example, as indicated in Table1, all teachers responded positively to Item 5. That is students were not willing to talk freely in the classroom oral activities. They also confirmed that the learners' past English learning experiences influenced their participation during oral interaction activates (see Appendix B-1).

#### 4.1.2 Teacher Talk

**Table 2: Teachers' Responses to Teacher Talk**

Item (s)	Statement	No. of Respondants					Total No. of respondents
		Strongly agree	Agree	Have No idea	Disagree	Strongly Disagree	
6	I haven't been trained about communicative language teaching at college.	1	3	1	3	2	10
7	Students can hardly understand when I talk in English in class.	1	3	---	5	1	10
8	A major portion of class time is taken up by a teacher's talk.	1	6	--	1	2	10
9	I find the class easily handled when I use the students' mother tongue.	2	3	1	3	1	10
10	I use a variety of talk (changing pronunciation, modifying vocabulary and discourse) to help students practise genuine interaction.	1	8	---	---	1	10

As can be seen in Table 2, only five teachers have been trained about CLT (See Item 6). During the interview, the teachers confirmed that attention has not been given to teacher training. They said that new text books have been adapted constantly on the basis of CLT but teachers did not have any training in CLT. Some of them graduated from TTI (Teachers Training Institute) many years ago and are still on the same level. One can thus see a gap between the new textbook and the teachers who are unfamiliar with implementing the communicative (interactive) language teaching methodology.

Item 8 of Table 2 revealed that teachers talk a lot in the classroom while students are often passive listeners. Similarly, Items 9 and 10 also showed that major portion of class time is taken up by teachers' talk. Classroom observation verified that teachers' talk took almost more than half of class time, though with students', there is insignificant participation. That is, in the observed classrooms having large number of students, only few students were involved in trying to answer teachers' questions either from their teachers or the textbook. During the interview, respondents also argued that students at the lower grade did not have the experience of speaking and that they become unresponsive when they reach Grade 8. They further said that the problem is threefolds: lack of teacher training, text books' inappropriateness and students' poor background experience (see Appendix B-1).

#### 4.1.3 Teachers' Questions

**Table 3: Teachers' Responses on Questioning Skills.**

Item (s)	Statement	No. of Respondents						Total No. of Respondents
		Strongly Agree	Agree	Have No	Disagree	Strongly Disagree		
11	I often ask oral questions in the classroom.	5	3	1	1	---	10	
12	I like asking open-ended questions to help students speak a lot.	6	3	---	1	---	10	
13	Students have few opportunities to ask questions orally in the classroom.	2	4	--	2	2	10	

The information in Table 3 depicts that most of the teachers responded positively to Item 11, 12 and 13. For example, eight teachers answered that they often ask oral questions, whereas nine of them responded that they get used to asking open-ended questions to help students speak in the classroom.

Furthermore, Classroom observation illustrated that teachers even began class by asking questions. However, they did not give enough time and opportunity for students to interact. As suggested in the review, learning is more effective if the learners are actively involved. They would quickly move to engaging themselves on exercises and home works rather than practising oral interaction. Teachers rush for course coverage and so would like to stick only to the textbook (see Appendix B-1).

#### 4.1.4 Error Treatment

**Table 4: Teachers' Responses to Oral Error Correction.**

Item (s)	Statement	No. of Respondents					Total No. of respondents
		Strongly agree	Agree	Have No idea	Disagree	Strongly disagree	
14	I believe it is a good idea to correct students' oral error on the spot (immediately)	4	2	--	1	3	10
15	I give priority to self and peer-correction in the oral practice activities	4	6	---	....	.....	10
16	Students feel threatened and embarrassed (ashamed) when their errors are immediately corrected	4	5	1	....	.....	10

It can be seen that six teachers responded positively to Item 14 as they believe that students' oral error should be corrected immediately.

However, as reviewed in the literature by Hedge (2000) and Herron (1981), indirect procedures have proven to be more effective than direct ones in which the teacher immediately supplies a correct responses. An important role of the teachers might be to encourage self-correction by creating a supportive classroom environment where their students can feel confident about expressing

their ideas and feelings freely without suffering the threat or embarrassment of having each one of their oral errors corrected. Item 16 in Table 4 supports the above idea. That is, nine teachers responded positively with the view that immediate oral error correction impairs students' participation.

#### 4.1.5 Mother-Tongue Use

**Table 5: Teachers' Responses to Mother Tongue Use in Doing Interaction Activities.**

Item (s)	Statement	No. of Respondents					Total No. of Respondents
		Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree	
17	Difficult oral activities in the textbook revert students to using their mother tongue.	3	5	--	1	1	10
18	Students use their first language when they are asked to do (discuss) oral activities in the classroom.	4	2	---	2	2	10

As illustrated in Table 5, for Item 17, eight teachers replied that students' revert to their own language when faced with difficult oral activities. The respondents, during the interview, also confirmed that the new Grade 8 textbook has difficult vocabulary items which are beyond the students' level. Moreover, the language required by the activity is another cause of students' mother-tongue use. Classroom observation also depicted that students feel at ease when they discuss the oral activities in the text book in their own language (see Appendix B-1).

#### 4.1.6 Oral Activities in the Students' Book.

**Table 6: Teachers' Responses to Oral Activities of Grade8 Textbook.**

Item (s)	Statement	No. of Respondents					Total No. of respondents
		Strongly agree	Agree	Have No idea	Disagree	Strongly disagree	
19	Both the syllabus and content of the students' book give much emphasis to free oral interaction.	4	3	---	2	1	10
20	I like the oral activities in the students' book as they are interesting and meaningful.	1	8	---	1	---	10
21	The oral activities in the students' book are appropriate for the students' grade level.	2	5	--	3	---	10
22	I think speaking activities are undervalued in the textbook.	2	2	---	5	1	9
23	All skills are well integrated in the students' book.	4	3	---	1	2	10
24	The time allotted for carrying out oral activities are not sufficient.	3	2	2	3	---	10

According to Table 6, more than half of the respondents (70%) replied that the content of students' book gives emphasis to free classroom talk; however, both classroom observation and responses from teachers' interview do not likely support what they responded regarding Item 19. For example, during classroom observation, the period of time allotted is taken up by teacher talk or pauses (see Appendix B-1)

Similarly, the result of Item 21 above is opposed to the responses given in the interview by some of the teachers themselves. According to them, the activity is difficult for the students' grade level (see Appendix B-1).

According to the responses to Item 24, the time allotted to carry out oral activities are not sufficient: five teachers responded positively while three of them gave their answer negatively. Furthermore, in the observation and interview, it is confirmed that ample time has not been given to effectively perform the activities. One can see that the classroom discussion is dominated by few students (participants) and the teacher only in a classroom having more than seventy students. In other words, the majority of students in the classroom could be passive listeners.

#### 4.1.7 Affective/Cognitive Factors and Classroom Management.

**Table7: Responses to Affective Cognitive/ Factors and Classroom Management.**

Item (s)	Statement	No. of Respondents					Total No. of respondents
		Strongly agree	Agree	Have No idea	Disagree	Strongly disagree	
25	Students' speaking proficiency doesn't match with the oral activities presented in the new textbook.	---	4	----	4	2	10
26	I think students do not have interest in speaking.	---	2	1	7	---	10
27	Students participate in oral interaction activities when the teacher is warm and friendly.	6	4	--	----	----	10
28	Large class size and fixed seat arrangement hinder the use of flexible classroom organization.	5	5	----	----	---	9
29	Students' disruptive behavior could impede oral interaction in the classroom.	3	5	----	1	1	10

As shown in Table 7, six teachers responded negatively regarding Item 25. On the contrary, classroom observation and interview responses support the other four respondents who agreed on the view of the item (see Appendix B-1).

The majority of students in the classroom kept silent when their teacher asked questions that require a word or a sentence-level answer.

Concerning students' interest towards speaking English, most respondents (70%) responded that they believe students have interest to speak English but their background experience impedes to communicate using the language. Teachers proved this problem when they were asked in the interview (see Appendix B-1).

The information on Item 27 above shows that the teachers' warm and friendly behavior helped students to be free to speak in English in classrooms. Speaking English is especially difficult for foreign language learners unless teachers use these behaviors because speaking is an interactive process requiring much effort and practice on the part of the learners.

Responses given for Item 28 and 29 are almost similar. That is, all teachers responded positively to Item 28 and eight of them to Item 29, respectively. Classroom observation could reveal that the average class size is likely to be between 65 and 95 and the fixed seat arrangement is uncomfortable, too. These unhealthy conditions most likely invite students to misbehave in the classroom.

## **4.2. Data from Students' Questionnaires**

### **4.2.1. EFL Classroom Oral Interaction**

To analyze students' awareness about the nature of classroom oral interaction, the following statements were given to show their reactions.

**Table 8: Students' Responses to Classroom Interaction and Related Ideas.**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	f	%	
1	I prefer to learn grammar and vocabulary to practising speaking in the classroom.	72	55.38	44	33.85	14	10.77	100
2	Oral interaction activity for me is a wastage of time	20	15.38	100	76.92	10	7.69	100
3	We learn grammar and communication function separately.	40	30.76	63	48.46	27	20.76	100
4	I like teacher-fronted oral interaction most often.	25	19.23	93	71.53	12	9.23	100

According to Table 8, 55.4% of the students gave priority for grammar and vocabulary learning than practising oral interaction to Question No.1. They affirmed this preference in the interview by asserting that grammar and vocabulary would appear in examinations but not genuine oral interaction. On the otherhand, the result of question No. 2 shows that students have the awareness of oral interaction. That is, 76.9% of the respondents did not feel that interaction is somehow wasting time. As mentioned in Chapter Two, students learn so much from interaction.

The information in Table 8 (Item 3) revealed that 48.5% of the respondents disagree by supporting an integrated method of language teaching. However, a significant number of students (30.8%) responded that they learn grammar and communication separately. Besides, two respondents during the interview said that they learn grammar even from another book, since the new textbook doesn't have much grammar as the previous one. As indicated in Table 8 to item 4, 71.5% of the respondents answered that they did not single out teacher fronted oral interaction activities. Students have a belief that teacher-centered oral

interaction might not lead them successfully to use the language for effective communication. Although students didn't favor teacher fronted, way of teaching, observation and interview actually attested that classroom interaction had most likely been dominated by teacher talk (see Appendix B-2).

#### 4.2.2. Teachers' Questions

**Table 9: Students' responses to teachers questioning skills**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	f	%	
5	My teacher always asks oral questions in the classroom.	70	53.851	42	32.31	18	13.84	100
6	I like when the teacher asks open and genuine questions which require free response.	114	87.69	12	9.23	4	3.0	100
7	Only few students ask questions orally in the classroom.	80	61.53	35	26.92	15	11.54	100

Concerning teachers' questioning skills as can be depicted in Table 9 (Item 5 above), 53.9% of the respondents said that their teachers often ask oral questions in the classroom. Classroom observation and interview proved that teachers frequently used to ask questions. The literature perhaps portrayed that questioning is widely held to promote effective teaching and learning (see Appendix B-2).

Unlike teachers, the majority of students did not ask questions. The data in Item 7 illustrated that 61.5% of the respondents agree on the above idea. One reason for this, according to students' interview, is lack of background knowledge of speaking experience in English language. Furthermore, during the classroom

observation, many students were quiet except few who could answer questions either from their teacher or the textbook.

### 4.2.3. Error Treatment

**Table 10: Students' Responses to Teachers' Oral Error Correction in the Classroom**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	f	%	
8	I feel discouraged when the teacher corrects errors in the middle of my speech or at the end.	65	50	47	36.15	18	13.85	100
9	The teacher gives due emphasis for both self and peer correction in the classroom.	90	69.23	29	22.30	11	8.46	100
10	The teacher corrects every error in the classroom interaction.	43	33.07	77	59.29	10	7.69	100

According to Table 10, immediate oral error correction has negative impression on the part of students (see Item 8). The other 36.2% of the students disagree and they did not feel discourage by their teacher's immediate oral correction. However, the information gained from interview supports the former one. As the review of related literature discussed that in many foreign language situations, where there is little exposure to English, error correction is an expected role for the teacher, but the debate is taken up by addressing whether, when, which, how, and by whom the students' error should be corrected. Further, correcting every student error is counter-productive to learning a foreign language. This view has been endorsed by 59.3% of the respondents for Item 10 above as

students often feel treated or embarrassed by over-correction (see Appendix B-2).

#### 4.2.4. Mother-Tongue Use

**Table 11: Students' Responses to Mother-Tongue Use in the Classroom Interaction**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	f	%	
11	I feel happy when the teacher uses my mother tongue most often.	52	40	72%	55.38	6	4.62	100
12	Difficult oral activities revert me to use my mother tongue.	70	53.83	52	40.00	8	6.15	100
13	I often feel shy and fearful to speak in English even with my friends.	74	56.92	46	35.38	10	7.69	100
14	When the teacher asks us to practise English orally, we often use our mother tongue.	70	53.85	55	42.31	5	3.84	100

As indicated in Table 11, Item 11, more than half of the respondents (55.4%) disagree on their teachers' often use of mother tongue in classroom interaction, whereas 40% of the respondents feel happy if their teacher often interacts with their mother tongue. On the other hand, classroom observation and interview would likely exhibited the tendency of using mother tongue in the classroom interaction (see Appendix B-2). However, as reviewed in Chapter Two, if students are doing an oral fluency activity, the use of a language other than English makes the activity essentially pointless. To this end, teachers will want to promote as much English as possible.

The data depicted in Item 12 attested that 53.9% of the respondents agree on the choice of task (activity) which could make the use of students' first language inevitable. As already discussed in the teacher questionnaire section, students during the interview said that the new Grade 8 English textbook has difficult vocabulary items which they were unable to understand; in addition to deficient lower grades' level oral interaction experiences.

#### 4.2.5. The Oral Activities in the Students' Textbook

**Table 12: Students Responses on the Oral Interaction Activities in their Textbook.**

Item (s)	Statements'	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	F	%	
15	The oral activities in my book are very interesting and meaningful.	97	74.61	26	20.00	7	5.38	100
16	All skills are well-integrated in the new English textbook.	48	36.92	44	33.85	38	29.23	100
17	The oral activities are appropriate to our grade level.	37	28.46	65	50.00	28	21.54	100
18	Sometimes the teacher skips the oral interaction exercises.	40	30.77	76	58.40	14	10.77	100
19	The time allotted to practise speaking activities is insufficient	63	48.46	53	40.77	14	10.77	100
20	I often participate in the classroom oral practice.	51	39.23	68	52.31	11	8.46	100

Although the majority of students could not get involved (participate) in the classroom interaction, 74% of the respondents replied that they like the oral activities in their textbook as indicated in Item 15 of Table 12. However, more than half (50%) of them responded negatively to the appropriateness of the oral activities for their grade level (see Item 17). The students' responses to Items 15 and 17 somehow contradicted, but the data from interview supported Item 17

more. Both the teacher and student respondents claimed that the oral activities presented in the textbook are most likely inappropriate for the grade level. They further noted that the book is new in its approach and design from the previous one which is difficult to practice. That is, they have contradicting view on the appropriateness of oral activities in the textbook (see Appendix B-2).

According to Table 12, Item 19, the time allotted to practise speaking activities is inadequate. This is attested by 48.5% of the respondents responses. Teachers, in the interview, claimed that ample time was not given to practise the oral activities in the classroom.

#### 4.2.6. Affective and Cognitive Factors

**Table 13: Students' Responses to Affective and Cognitive Factors in Classroom Oral Interaction**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	f	%	
21	I don't have interest in speaking English both in and out of schools.	40	30.775	78	60.00%	12	9.23%	100
22	The teacher often motivates us to express ourselves.	100	76.92	22	16.92	8	6.15	100
23	I don't have the ability to carry out the speaking activities in the textbook.	70	53.85	37	28.46	23	17.69	100
24	I like a humorous, warm and friendly teacher to get involved in oral practise activity.	94	72.31	20	15.38	16	12.31	100

As can be seen in Table 13 above, more than half (60%) of the respondents have had interest towards speaking English both in and out of school. whereas, 30% of them were not curious to practise speaking English. Both groups of respondents during the interview claimed that the situations are inconvenient for students to develop curiosity of practising the target language. The major

factors which impeded them were lack of speaking practice exposure outside the classroom and the insufficient experience in the lower grades. Further, they pointed out that attention has not been given particularly for the lower primary school (i.e. Grade 1-4). “As you know”, they said, “at this level, there is self-content method of teaching that allows simple promotion.” Simple promotion method consequently hurt the upper primary level (Grade 5-8). The data in Items 22, 23 and 24 revealed that the respondents replied positively. As described in Table 12, Item 17 above, students’ responses to Item 23 has been basically similar. In other words, one can easily see a mismatch between students’ speaking proficiency and the appropriateness of the oral activities in their textbook. Students also condemned during the interview that teachers are not skillful to carry out active (or interactive) teaching and learning methodology particularly in the lower Primary School.

#### 4.2.7. Classroom Management

**Table 14: Students' Responses to Classroom Organization and Management**

Item (s)	Statement	Response Category						Total
		Agree		Disagree		Have No Idea		
		f	%	f	%	F	%	
25	Fixed seats are not convenient to do interaction activities.	73	56.15	33	25.38	24	18.46	100
26	The large class size affects my participation in the oral interaction activities.	70	53.85	42	32.30	18	13.85	100
27	Students’ disruptive behavior often hinders classroom speaking practice.	82	63.07	34	26.15	14	10.77	100
28	The teacher never uses pair or group work practise in oral interaction activities.	44	33.85	69	53.07	17	13.97	100

According to Table 14, students responded positively to Items 25, 26 and 27 (i.e. 56.2%, 53.9% and 63.1% respectively). Similarly, classroom observation confirmed that large class size, fixed seat arrangements and disruptive behavior were common problems in the three target schools. These factors directly (or indirectly) impeded the oral interaction practice. Moreover, during the interview, both group of respondents claimed that getting students to participate fully is practically impossible as speaking by its very nature is an interactive process requiring much effort and practise on the part of the learners. Concerning teachers' use of organizing students in pair or group work practice, 53.1% of the respondent in Item 28 replied that their teachers are engaged in conducting pair and group work in the classroom interaction. However, as it could be seen in the observation, teachers hardly carried out effective classroom organization since the environment, perhaps, was not conducive.

#### **4.3. Data from the Analysis of Oral Activities in Textbook**

Communicative language teaching views materials as a way of influencing the quality of classroom interaction and language use (MC Do-nough and Shaw, 2003). Dubin and Olshtain (1986) also state that teaching materials may hinder or promote classroom interaction. Therefore, the purpose of course material analysis is to investigate whether oral activities presented in the textbook encourage interaction and follow the principles of CLT.

The activities or tasks through which the learners practise the target language need to be meaningful and communicative. As outlined in Chapter Three, Methodology part, the researcher used the following criteria as a yardstick to evaluate oral activities in the material:

- i. Are the oral activities set in real world context?
- ii. Do the materials provide a balance of activity, i.e. accuracy and fluency?

- iii. Do the activities allow students to demonstrate their knowledge or skills in using the EFL?
- iv. Are the skills presented in the textbook appropriate to the course?
- v. What activities are there for integrating language skills?

Students' textbook under discussion (i.e. English for Ethiopia, Grade 8 Student's Book) has been adapted and distributed for the first time by the beginning of the Ethiopian Academic year in September, 2007. The book has fifteen main units. Every unit begins with unit objectives which could give awareness for both teachers and students. On the other hand, the syllabus contains unit and specific objectives, content methodology, instructional resources, as well as evaluation and follow-up. The syllabus pays a substantial attention to oral interaction.

Following material evaluation criteria outlined by Dubin and Olshtain (1986), the following analyses were made about the oral activities presented in the textbook:

- a. Both the content and methodology give attention to communicative use of English than teaching the formal accuracy.
- b. Grammar (form) has less focus in the textbook. It is presented integratively with the other skills.
- c. Listening and Speaking have been emphasized in the syllabus.
- d. Lessons have examples of different real-life situations and the literature provides language in a variety of registers within a context of discourse, thus promoting awareness of language use.
- e. The passages talk about stories which provide a meaningful and personally relevant context for interaction in the target language.
- f. Activities like sample dialogues and different kinds of lessons which try to link the content to the learners' experiences were presented.

- g. Some of the oral activities are set in real world context that provide a beginning point to generate discussion.
- h. The textbook, however, lacks a balance of activities. Reading and writing cover much of the portion. Besides, it doesn't provide alternatives for the teacher and learners since not all types of learning routes are suitable for all learners.
- i. The skills presented in the textbook seem inappropriate to the grade level. The oral activities allow students to demonstrate their knowledge or skills, but lack of ample time and the students' poor background experience impede them to practise effectively.

#### **4.4. Comparison of Teachers' and Students' Responses to the Items**

In this section, an attempt has been made to analyze differences in the views of teachers and students regarding their responses to the questionnaire and interviews. The results of real classroom observation helped the researcher confirm the discrepancies between the responses of teachers and students on some of the items. For example, teachers' questionnaire Items 14, 21, and 25 and in parallel to students' questionnaire Items 8, 17 and 23 respectively, are basically the same in content except minor wording differences. As revealed in Table 4, teachers believed that students' oral error should be corrected immediately, whereas according to Table 10, that is, students' response, depicted that immediate oral error correction has negative impact on the part of students. More than half (50%) of the respondents feel discouraged when errors were corrected on the spot.

Concerning the appropriateness of oral activities in the students' text-book, both types of respondents gave different answers for the similar item (see Tables 6 and 13). To this end, during the interview, teachers and students replied that the oral activities presented in the textbook most likely seemed difficult for the grade level. Here, teachers perhaps were in dilemma to have an informed decision. Furthermore, according to Table 1, for instance, six teachers

responded positively to Item 2. These teachers used to practise isolated language items rather than integrating language skills. Besides, there have been mismatches between responses given to Item 3 under Table 1 and information obtained from interview and classroom observation. That is, the oral activities in the new English textbook were difficult for effective implementation (See Tables 6 and 12). Similarly, there were discrepancies between the responses of teachers and students on Items 25 and 23, respectively. That is, a question about students' speaking proficiency level and the oral activities available in their textbook. As mentioned earlier in material evaluation section and interviews and observation, the oral activities presented in the textbook did not match with the students' speaking proficiency. Most of the activities require an extended oral production from the learners, which is practically impossible. The classroom observation confirmed that much of the classroom interaction was strictly from the textbook where major portion of the time was taken up by the teacher.

#### **4.5. Discussion**

The teaching of oral language skills was traditionally considered most difficult because, in the past, written language was given more attention than speaking. However, the results of the analysis could reveal that the long tradition has not been likely changed in CLT. Students learn to speak by speaking (Rivers, 1981). On the other hand, the teaching of speaking skills, with practical, problems and genuine classroom oral interaction, are more demanding for the teacher in helping students practise the foreign language. One reason for this is, teachers' lack of adequate professional development. As the data depicted, teachers whose educational level is TTI have been assigned to the target grade levels to teach English.

It might be difficult to expect the practicality of CLT principles and student-centered method of teaching even if those teachers probably have got the requisite awareness of the approaches through workshops or seminars. The

results of the analysis further illustrated that students have been hardly confronted with the totality of language use (or genuine classroom oral interaction). This is because much emphasis has likely been given for the tendency towards grammar and vocabulary.

According to Stern (1992), the experience of learning a foreign language by first learning the code (grammar rules) has been far less successful. This is probably one reason for learners' difficulty to express themselves in English throughout their eight years' schooling. On the other hand, teachers also pay a substantial attention to formal linguistic features (language rules) as shown in the data analysis. However, one of the central problems in language teaching is code-communication dilemma (Stern,1992). That is to focus on the form and to communicate at the same time is difficult, if not impossible. Classroom oral interaction is most likely devoid of fluency practice which is very useful in promoting oral communication.

Students were not given adequate opportunity to practise speaking in the classroom even if most of them were passive. As the data revealed, a major portion of class time was taken up by the teacher's talk. This classroom talk is often not in English but in the students' first language (i.e. either Amharic or Oromo language).

As mentioned in the literature, if students are doing an oral fluency activity the use of a language other than English makes the activity essentially pointless. During the actual observation, the researcher identified various flaws on the part of the teachers as well as the students. Among these problems, teachers use of lecture methods, students' frequent use of mother-tongue and disruptive behavior, as well as teachers belief about error treatment are the major ones. Teachers' beliefs about error correction and what authoritative like Hedge and Herron (1980) recommend have been contradicting. They argue that indirect

procedures have proven to be more effective than direct ones in which the teacher immediately supplies a correct answer.

As mentioned in the material analysis section above, the textbook is designed in such a way that it enable students to communicate effectively in English. Some of the activities which are communicative and meaningful could help students develop their interaction skills. But, it is difficult for teachers to teach without the syllabus and teacher's book. Concerning the oral activities in the text book, the results of the analysis portrayed that teachers and students had contradictory beliefs. Data obtained during interview and observation however supported students' opinion. That is, the oral activities presented in the new book are difficult for the grade level as students are poor in their background knowledge.

The nature and role of the syllabus are deciding factors for teachers in selecting, providing activities, and deciding the type of interaction (Byrne, 1986). Unfortunately, both the syllabus and teacher's guide have not been distributed in the three target school except a few numbers of textbook for each classroom. Thus, it is easy to imagine the dramatic and discouraging effect that lack of these materials has in the teaching/ learning process in general and oral interaction practice in particular. To this end, Dubin and Olstain (1986) claim that teaching materials hinder or promote classroom interaction. Furthermore, as pointed out by Ghosn (2003), language teaching materials are central elements and, in the case of English as a foreign Language for primary schools, they are often the only expose to English, in addition to what students receive from the teacher.

## CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary of Findings

Classroom oral interaction is more effective if students are actively involved in the process. To this end, the first objective of the study was to investigate how teachers teach speaking skills in the upper primary schools (i.e. Grade 8 in focus). The second objective was to inquire the extent to which oral activities presented in the textbook encourage students to improve their oral communication in English. To get appropriate answers for these questions, the researcher used questionnaire, interview, real classroom observation, and text analysis so as to make the study more reliable and valid. These instruments were analyzed, interpreted, and discussed in an integrated manner. Then, the following findings were identified:

- a. Major findings indicate that EFL classroom oral interaction most likely is devoid of learners' active participation. Students have been hardly confronted with the totality of language use (real communication), as classes were mainly teacher-fronted. The data analyzed, also revealed that teachers face some problems in implementing an interactive, student-focused way of teaching. Some of these are teachers' inadequate professional development, students' poor background knowledge, lack and scarcity of learning materials, and difficulty of oral activities for the grade level. Some teachers who have been assigned to teach at the target grade level, graduated from TTI (Teachers Training Institute) many years ago. These teachers could not get the opportunity to upgrade their professional level which is crucial to the modern language classrooms. Furthermore, both teachers and students were frequently accustomed to using first language (mother tongue) during English lesson which most likely impedes more target language use in the classroom. The other inconsistency observed in the analysis was teachers' beliefs about oral

error correction and what recent studies have been suggesting in the field. Six out of ten teachers believed that errors should be corrected immediately. Whereas, an important role of the teachers might be to encourage self-correction by creating a supportive classroom environment where their students can feel confident about expressing their ideas and feelings freely without suffering the threat or embarrassment of having each one of their oral error corrected.

- b. Concerning the second objective, results of the analysis revealed that the oral activities presented in the student's book pays a substantial attention to free oral interaction. However, teachers' misunderstanding on the appropriateness of the oral activities in the textbook were observed. There has been a mismatch between what they responded to the questionnaire since their responses in the interview were contradicting. Students' responses and the results of material analysis proved that the oral activities offered in the new textbook somehow looked difficult for the target grade level. The design and development of the book is different and far less related from the preceding books at the upper primary level.

Although students' new textbook under discussion has been distributed for the first time by the beginning of Ethiopian new academic year (in September, 2007), it is without the syllabus and teacher's book in the three target schools. The researcher got the syllabus from the ICDR (Institute for curriculum Development and Research). Teachers have been complaining about the challenge they faced due to lack of these significant materials. Moreover, the distribution of the students' books was not in sufficient quantity. They had been distributed while students were learning the previous textbook with its emphasis on grammar and less emphasis to use the language for communication. Consequently, it seems a new set of challenge for the students to lend themselves to the new book, which most likely facilitates the development of speaking skills through intensive oral practice. The analysis further depicted



that the time allotted for English lessons is not sufficient to practise the oral activities effectively in a classroom with large number of students.

As seen from the analysis, fixed seat arrangements, students' disruptive behavior, and large classsize have directly or indirectly impeded classroom oral practice. Furthermore, one worthwhile observation that can be made about these findings probably is that the methods of teaching at the target level seem far less compatible with the principles of modern classroom oral interaction.

## **5.2. Conclusion**

The main findings of the study suggest that there is a mismatch between what EFL classroom oral interaction theory claims and what is actually practised in the classroom. As seen from the results, teachers put less emphasis on using the language for oral communication. Their difficulty to create opportunities for learners to interact in the target language is due to lack of professional development and frequent training about student-focused methodology and the principles of CLT. As mentioned in the literature, one important feature of modern language classrooms is that they provide learners with great opportunity for oral interaction in the target language as a means of developing their speaking skills. So, the attention given to oral communication is not encouraging.

Moreover, there is a disparity between the oral activities designed in the textbook and the trends in methodology (teaching method). Although the activities pay a substantial attention for effective classroom oral interaction, it is a big challenge for teachers to help students without the syllabus and teacher's book. There is also shortage of student's book and its distribution has not been timely.

On the whole, EFL classroom oral interaction is most likely devoid of students' active participation in the target grade level though some investigators in the field see interaction as something good to happen in the classroom.

### **5.3. Recommendations**

EFL teachers, most significantly, are expected to create opportunities for students to interact in the target language in order to facilitate the development of speaking skills and encourage more communication in the classroom.

Some recommendations for making classroom oral interaction more effective have been made from the present study:

1. Teachers should be given both professional development courses and an intensive language improvement training.
2. Teachers' less tendency to put emphasis on the transmission of knowledge (much focus on isolated grammar rules) about the language should be encouraged, whereby giving more attention for learner-fronted activities.
3. New material design should tend to progress in parallel with trends in methodology (i.e. methods of teaching at classroom level).
4. The bodies concerned (mostly material developers) should distribute the new book including the syllabus and teacher's book, in addition to at least a moderate amount of students' book. The distribution ought to be timely, too.
5. The appropriateness of oral activities ought to be constantly scrutinized based on students' language proficiency level.
6. Teachers' frequent use of students' mother-tongue essentially impairs oral communication during English lesson. Therefore, it should be minimized.
7. Students' oral error should be corrected by themselves or by their peers, which certainly fits with contemporary ideas about building responsibility in learners and reducing dependence on the teacher. Students should be

encouraged to avoid inhibition and reluctance to take risk and contribute freely to the classroom oral activities.

8. The problem of large class size and fixed seat arrangement need to be improved by the bodies concerned.
9. Language teachers, in as much as possible, should be able to create a threat-free environment in which students are more willing to participate in the classroom oral interaction

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## Appendix A.1

### Teachers' Questionnaire

**Dear Teacher,**

This questionnaire is designed to conduct research on EFL classroom oral interaction and its realization within textbook-based activities at Grade 8 level. Your genuine responses to the questions will help the researcher to obtain the necessary information. This will contribute to the improvement of the teaching/learning process. Please give it your full attention.

**There is no need to write your name.  
Thank you very much.**

**Instruction:** For each of the following statements please decide whether you strongly agree, agree, have no idea, disagree, or strongly disagree based on your teaching experience. After reading each statement, indicate your conviction by putting a tick (√) under the appropriate column on the right side.

No.	Statement	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree
1	Teacher-centered oral interaction is the most appropriate way of all interaction type.					
2	I like to teach form and communication function separately.					
3	I feel classroom oral interactions activities are very difficult to implement					
4	Students prefer grammar and vocabulary to practice speaking.					
5	Students are not willing to express their own ideas and feelings freely in oral activities.					
6	I haven't been trained about CLT.					
7	Students can hardly understand when I talk in English in class.					
8	A major portion of class time is taken up by teacher's talk.					
9	I find the class easily handled, when I uses students' mother tongue.					
10	I use a variety of talk to help students practice genuine oral interaction.					
11	I often ask oral questions in the classroom.					
12	I like asking open-ended questions to help students speak a lot.					

No.	Statement	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree
13	Students have few opportunities to ask questions orally in the classroom.					
14	I believe it is a good idea to correct students oral error on the spot.					
15	I give priority for self and peer correction in the oral practice activities.					
16	Students feel threatened and embarrassed when their errors are immediately corrected.					
17	Difficult oral activities revert students to use their mother tongue.					
18	Students use their first language when they are asked to do oral activities in the classroom.					
19	Both the syllabus and content of the students' book give much emphasis to free oral interaction.					
20	I like the oral activities in the students' book as they are interesting and meaningful.					
21	The oral activities in the students book are appropriate to the students grade level.					
22	I think speaking activities are under valued in the textbook.					
23	All skills are well integrated in the students' book.					
24	The time allotted to carry out oral activities are not sufficient.					
25	Students' speaking proficiency doesn't much with the oral activities presented in the new textbook.					
26	I think students do not have interest to speak English.					
27	Students participate in oral interaction activities when the teacher is warm and friendly.					
28	Large class size and fixed seat arrangement hinder the use of flexible classroom organization.					
29	Students' disruptive behavior could hinder oral interactions in the classroom.					

## Appendix A.2

### Student's Questionnaires

**Instruction:** For each of the following statements, please decide whether you agree, disagree, or have no idea based on your learning experience. After reading each item indicate your convection by putting a tick (✓) under the appropriate column on the right side.

No.	Statement	Agree	Disagree	Have No Idea
1	I prefer to learn grammar and vocabulary than practice speaking.			
2	Oral interaction activities for me is simply a wastage of time.			
3	We learn grammar and communication function separately.			
4	I like teacher-fronted oral activities most often.			
5	My teacher always asks oral questions.			
6	I like when the teacher asks open and genuine questions which require free response.			
7	Only few students often ask questions orally.			
8	I feel discouraged when the teacher corrects errors in the middle of my speech or at the end.			
9	The teacher gives due emphasis for both self and peer correction.			
10	The teacher corrects every error in the classroom interaction.			
11	I feel happy when the teacher uses my L1 most often.			
12	Difficult oral activities revert me to use my mother tongue.			
13	I often feel shy and fearful to speak in English even with my friends.			
14	When the teacher asks to practice English orally, we often use our L1.			
15	The oral activities in my book are every interesting and meaningful.			
16	All skills are well-integrated in the new English Book.			
17	The oral activities are appropriate to our grade level.			
18	Some time the teacher skips the oral interaction exercises.			
19	The time allotted to practice speaking activities is insufficient.			

<b>No.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Have No Idea</b>
20	I often participate in the classroom oral interaction.			
21	I don't have any interest to speak in English both in and out of the school.			
22	The teacher often motivates us to express out our selves in English freely.			
23	I don't have the ability to carry out speaking activities in the textbook.			
24	I like a humorous, warm, and friendly teacher to evolve the oral practice better.			
25	Fixed seats are not convenient to do interaction activities.			
26	The large class size affects my participation in the oral interaction activity.			
27	Students' disruptive behaviour often hinders classroom speaking practice.			
28	The teacher never uses pair or group work practice in oral interaction activities.			

## Appendix B.1

### Summary of Teachers' Responses in the Interview

#### **Q1. How do classroom oral interaction (speaking) activities implemented (carried out) during English lesson?**

- T1: Based on the instruction in the textbook, I use student to discuss in group and the clever student report the result. But only few student participate. I can say five as four out of sixty or seventy students who could try to answer the questions. They often prefer to discuss using their mother-tongue.
- T2: Students are not willing to speak English. They did not accustomed to practice speaking at the lower grades. Besides, teachers lack adequate command of the language. Therefore, I would like to say speaking activities are not properly implemented. As to me, the students' poor proficiency is also the other problem to carry out the oral activities in their text book.
- T3: I think the new English textbook is very difficult, in general. There are difficult (Unfamiliar words) in the textbook beyond the students level. They need translation most often and prefer to discuss using their first language. For example, in the lower grades (1-6), teachers rarely speak English. This is because, lack of training and experience, we never speak outside the classroom, etc. This is common problem in our school. We didn't have the tradition.
- T4: I made students to discuss in group for the oral activities in their textbook. I often encourage them, but they are not ready to practice rather they talk in either Amharic or Oromo language during English lesson except few of them.
- They expect everything from me. They don't care for speaking. The activity requires students to talk freely but they don't want,. . . may be speaking does not appear in exams.

**Q2: From your experience of teaching speaking, to what extent do the oral activities presented in the new textbook encourage spoken production. Is the activity, appropriate to the students' grade level?**

T3: In the first place, the book has much emphasis to writing and reading exercise. Secondly, the speaking activities are difficult to implement, because it has new design and approach. Books have been constantly renewed and adapted. However, teachers were not trained in line with CLT principles and procedures. I think the book is not appropriate to the students' grade level.

T1: For me probably, some of the activities encourage students to express their ideas freely. But the students' background knowledge hinders them to actively participate. On the other hand, there are some activities which are even difficult for teachers. Therefore one can see a mismatch between the oral activities and students' ability to practice them. Shortage of adequate time is another challenge that impedes speaking practice.

T4: The activities are very difficult, especially the use of unfamiliar words. Except a few students, the majority could not even try to practice what the book asked them. Surprisingly, there are students who couldn't write their name in English accurately attending in Grade 8. So, activities have been mostly done in the form of question and answer; that is, the teacher asks and then students respond.

T2: I think the activities encourage students to talk. However speaking skill is generally difficult in our context. We, teachers even never talk in English each other. Most frequently, both teachers and students speak either Amharic or Oromo language during English lesson. The problem perhaps is deep-rooted and daunting one.

**Q3: How do you correct students' oral error?**

T4: I often correct global errors at the end of the period. That is, those errors which impede (breakdown) communication. If I have the time, I will give the chance for peer and self correction.

T2: I'm used to correcting students' error immediately. I believe errors

should be corrected on the spot. Students learn from their mistakes.

T2: From my experience, I often try to correct some of the errors indirectly. Because students might be discouraged and inhibited if I correct every errors. But our students do not have the initiation to speak freely.

T3: I never correct oral error. I often correct grammar and written exercises'. There is no enough time to practice spoken production. Our attention mostly is to teach grammar and vocabulary.

**Q4: From your experience, what are the factors that inhibit students from participating in oral classroom discussion during English lesson?**

T2: You see, there are several problems which hinders speaking practice in the classroom some of them are: students poor speaking background knowledge in English and lack of sufficient time to practice speaking are the major ones

T4: I think these speaking problems a rise form three angles. From the teachers, students and the oral activities presented in the textbook. In this primary level, teachers did not get sufficient training which enable them build confidence to be a model in front of their learners. For instance, some teachers could not get the opportunity to upgrade their educational level. They are still TTI teachers who have been graduated more than ten years ago. How can we expect from them to carry out CLT? The students' unwillingness and being fearful were the other problem for oral interaction in the classroom.

Finally, the new textbook is very difficult for the grade level. It is different in approach and design from the preceding textbook (i.e. Grade 5-7 English textbooks).

T1: Mostly, both teachers and students prefer to practice grammar to oral communication. Since the new English book doesn't have isolated grammar items, students generally hate the book. Moreover, it is not available in sufficient quantity. For example, we could not receive the

syllabus and teachers' guide still now. Therefore, we faced a formidable problem to effectively carryout our tasks.

T3: Oral communication, probably is hardly implemented in our school.

Because the average class size is more than seventy-five in which directly and indirectly impedes classroom speaking practices. Besides, lack of ample time for everyone to practice the oral production activities during English lesson. Teachers often rush to cover the portion allotted for the semester Classroom talk, therefore, is teacher-dominated. The other serious factors, which impairs the oral interaction practice, is the inconsistency between teachers' training opportunity and the adaptation of new book.

- Shortage of book is another problem. Besides, the distribution of books have not been timely. For me, the design and development of books, probably lack teachers and students need and knowledge level.

## Appendix B.2

### Summary of Students' Responses in the Interview

#### **Q1: How do you practice speaking activities in English in the classroom?**

- S1: We do not have background knowledge of oral communication especially in the lower grade levels. Students do not want to speak English. When our teacher ordered us to discuss in groups in English we rather exchange our views using mother-tongue.
- S2: Only few students would be to express themselves in English. The majority are passive listeners. Because of this problem our teacher also used to practice our first language during English lesson.
- S3: The teacher sometimes skips the oral activities because students are not willing to practice speaking. We don't have the experience in the preceding grade levels.
- S4: "I don't have the experience of speaking I don't have good knowledge in English. Therefore, I don't want to speak in English because if I make mistakes my classmates ridicule me...."
- S5: Our teachers are not proficient enough for oral production. But now in grade 8, we have got a good teacher. The problem is difficulty of the activities in the new textbook.
- S6: We often practice grammar and reading comprehension exercises. Our teacher did not give emphasis for oral communication. Similarly, he asks the few active learners about the oral exercises and moves to the next activities. Both teachers and students as well do have less attention to oral interaction. For example, mostly the speaking practice is either in Amharic or Oromo during English lesson.

#### **Q2: In your opinion, to what extent do the oral activities in your text book help you improve oral communication?**

- S3: The oral activities are very difficult in the new text book. There are

exacting words in the book which hinder understanding the content of the activities.

S4: Except a few students many of us dislike the book as a whole. It is beyond our capacity.

S2: The textbook gives much emphasis for reading and writing. Speaking and listening are less in amount compared to reading and writing. Furthermore, both students and teachers frequently prefer to practice grammar and vocabulary to oral communication. One reason for this is, grammar and vocabulary often appear in exams. Because of this we learn grammar from other books. The new textbook doesn't have isolated grammar items.

S1: In my opinion, classroom talk is dominated by the teacher and two or three students who had better background knowledge. Because of the difficulty of speaking exercises, attention is often given for the other activities like grammar and reading comprehension questions.

**Q3: In the classroom oral interaction, how and when do your teachers correct errors during English lesson?**

S1: Our teacher doesn't often correct oral errors even if mistakes were Done. He preferred to encourage students than to correct their errors. However, students like keeping silent during oral practice.

S2: My teacher corrects errors at the end of the lesson.

S3: In our class, the teacher used to correct oral error immediately. I remember one day when the student tried to speak using wrong grammar, the teacher stopped him. In my opinion this is demotivating.

**Q4: In your opinion, what are students problems to speak in English in the classroom?**

S5: We don't have sufficient experience in the preceding grade levels. Teachers are not skillful there. They often speak our first language during English lesson. Besides, students are shy and fear to speak English.

S6: The problem is many fold. Students could not get the opportunity to

speak English at home in their community and at school (exposure). For example, students who came from the rural area speak Oromo language. When they came to town they have the exposure of Amharic than English. Even outside the classroom.

S2: Time constraint is one major problem. Teachers should cover more than one activities within 40 minutes. Therefore, they have to rush quickly than to give time and wait everyone's oral production. Even if we are given adequate time, most of us have been inhibited and unwilling to practice genuine oral communication. This tradition is deep-rooted.

S1: Books are changed from time to time which is the other serious problem. The new textbook had not been taken in to account our background knowledge, even some exercises are difficult for the teachers. One serious problem is the availability of enough books (shortage of books) and the distribution is not timely.

## Appendix C.1

### CHECKLIST FOR CLASSROOM OBSERVATION

Instruction: Put a ( √ ) mark in the representatives' box for the frequency of an activity to be observed in the classroom.

No	Assessment of activities related to teachers' performances during classroom observation when they teach speaking lessons.	Number				
		1	2	3	4	5
1	When the teacher gives instruction, he/she uses only English.					
2	The teachers use effectively the oral activities suggested in the text book.					
3	The teacher encourages the students to speak English both in and out of school.					
4	The teacher often asks oral questions and lets students to answer orally.					
5	The teacher gives much emphasis to grammar and vocabulary than oral practice.					
6	The teacher corrects students every error on the spot.					
7	The teacher makes all his/her students participate.					
8	The teacher gives adequate time for oral discussion activities.					
9	The teacher modifies (clarifies) his/her speech to be understandable.					
10	The teacher tries to be friendly with the students by calling their names.					
11	He/ she tries to organize students to discuss together.					
12	The teacher asks open and genuine oral questions to help students involve actively.					
13	The teacher lets students to peer or self correction					

## Appendix C.2

### CHECKLIST FOR CLASSROOM OBSERVATION

**Instruction:** Put a (√) mark in the representatives' box for the frequency of an activity to be observed in the classroom.

No	Assessment of students' overall behaving during the classroom observation	Number				
		1	2	3	4	5
1	Students like the oral activities in their book and get actively involved.					
2	They are willing and interested to answer their teachers oral questions.					
3	They use their mother tongue in the classroom oral interaction activities.					
4	Only clever students participate in the classroom oral activities.					
5	They need their teacher to translate and explain everything.					
6	Students make effort to express their ideas freely in English					
7	They feel discouraged when the teacher immediately corrects their oral errors.					
8	Some students are passive and show disruptive behavior in the classroom.					
9	Fixed seat arrangements in the classroom make moving difficult.					
10	Students face difficulty in understanding their teacher's speech in English.					
11	They ask oral questions and answer their teacher's questions as well.					

**Appendix A.2.1**  
**Students' Questionnaire in Amharic Version**  
**(የእንግሊዝኛው አማርኛ ትርጉም)**

**መጠይቅ**

ይህ መጠይቅ አላማው የእንግሊዘኛ ቋንቋን በመማር ማስተማር ሂደት የንግግር ችሎታን ለማዳበር የሚደረግ ጥረትን ለማየት ነው። በተጨማሪም በንግግር መልመጃዎች ላይ ያለውን ተሳትፎና መልመጃዎቹ ለእንግሊዘኛ ንግግር ችሎታ እድገት ያላቸው አስተዋፅኦ ምን ያህል እንደሆነ ለመመልከት ሲሆን ጥናቱ የሚያተኩረው በ8ተኛ ክፍል ደረጃ ነው። ለጥያቄዎቹ የእናንተ ሙሉ ጥረት የታከለበት መልስ ጥናቱን የሚያካሂደው ሰው አስፈላጊውን መረጃ እንዲያገኝ ይረዳዋል። ይህ ለመማር ማስተማሩ ሂደት መሻሻል አስተዋፅኦ ያደርጋል።

በመጠይቁ ላይ ስማችሁን መጻፍ አስፈላጊ አይደለም።  
 ስለትብብራችሁ በጣም እናመሰግናለን።

ተ. ቁ	ዐ/ነገር	አስማማለሁ	አልስማማም	መውሰን አልችልም
1.	በእንግሊዝኛ ክፍለ ጊዜ ንግግር ከምማር ሰዎሰውና የቃላት ትርጉምን መማር እመርጣለሁ።			
2.	በክፍል ውስጥ የንግግር መልመጃዎችን መስራት ጊዜን ማባከን ነው።			
3.	እንግሊዝኛ ስንማር ንግግርን ለብቻ ሰዎሰውን ለብቻ በተናጥል ነው።			
4.	የእንግሊዝኛ ንግግርን አብዛኛውን ጊዜ አስተማሪዬ ብቻ ቢናገሩ እመርጣለሁ።			
5.	የእንግሊዝኛ መምህርችን ሁልጊዜ የቃል ጥያቄ ይጠይቁናል።			
6.	የእንግሊዝኛ መምህርችን ራሳችንን እንድንገልፅ አበረታች ጥያቄዎችን ቢጠይቁን እወዳለሁ።			
7.	በክፍል ውስጥ በጣም ጥቂት ተማሪዎች ብቻ የእንግሊዝኛ ጥያቄዎችን ይጠየቃሉ።			
8.	እንግሊዝኛን በክፍል ውስጥ ስንናገር ጣልቃ በመግባት ወይም በስተመጨረሻ አስተማሪዬ የሚያደርጉትን የስህተት እርማት አልወድም።			
9.	አስተማሪዎችን የንግግር ስህተቶችን በራሳችን ወይም በጓደኞቻችን እንዲታረሙ ብዙውን ጊዜ ያደርጋሉ።			
10.	የእንግሊዝኛ መምህራ የንግግር ስህተቶችን ሁሉ (በሙሉ) ያርማሉ።			
11.	የእንግሊዝኛ መምህራ አማርኛ በክፍል ውስጥ ሲናገሩ ደስ ይለኛል።			
12.	በመጽሐፋችን ውስጥ ያሉት የንግግር መልመጃዎች ስለሚከብዱኝ አማርኛን ለመጠቀም እገደዳለሁ።			

ተ. ቁ	ዐ/ነገር	እስማማላሁ	አልስማማም	መወሰን አልችልም
13.	እንግሊዘኛን ከጓደኞቼም ሆነ ከመምህራ ጋር ለመነጋገር ፍራቻና ሀፍረት ይሰማኛል።			
14.	አስተማሪዎችን የእንግሊዘኛን ንግግር እንድናደርግ ሲያዙን እኛ ግን በአማርኛ እነወያያለን።			
15.	በእንግሊዘኛ መጽሐፋችን ውስጥ ያሉት የንግግር መልመጃዎች አስደሳችና ትርጉም አዘል ናቸው።			
16.	በእንግሊዘኛ መጽሐፋችን ውስጥ ሁሉም የቋንቋ ክህሎቶች በተገቢው መልኩ ተቀናጅተዋል።			
17.	የንግግር መልመጃዎቹ ለ8ኛ ክፍል ደረጃ የሚመጡ ናቸው።			
18.	አስተማሪዎችን አንዳንድ ጊዜ በመጽሐፋችን ውስጥ ያሉትን የንግግር መልመጃዎች ሳይሰሩ ያልፋሉ (ይዘላሉ)።			
19.	የንግግር መልመጃዎችን በክፍል ውስጥ ለመስራት በቂ ጊዜ አልተሰጠም።			
20.	የንግግር መልመጃዎችን ስንሰራ ሁልጊዜ እሳተፋለሁ።			
21.	በክፍል ውስጥም ሆነ ከክፍል ውጭ በእንግሊዘኛ ቋንቋ የመናገር ፍላጎት የለኝም።			
22.	አስተማሪዎችን ሁልጊዜ እንግሊዘኛ እንድንናገርና ራሳችንን እንድንገልጽ ያበረታቱናል።			
23.	በመጽሐፋችን ውስጥ ያሉትን የንግግር መልመጃዎች ለመስራት ችሎታው የለኝም።			
24.	የእንግሊዘኛ አስተማሪ ተማሪን እንደጓደኛው ሊያይ አዝናኝና ፈገግተኛ ቢሆን ቋንቋውን ለመናገር ይረዳናል።			
25.	የክፍል ውስጥ መቀመጫዎቻችን ስለማይንቀሳቀሱ የጋራ ወይይት ለማድረግ እንችገራለን።			
26.	በክፍል ውስጥ ብዛት ያላቸው ተማሪዎች መኖር የንግግር ተሳትፎ ዕድል ለማግኘት እንችገራለን።			
27.	የሥነሥርዓት ችግር ያለባቸው ተማሪዎች በመኖራቸው የንግግር መከራን ያውካሉ ወይም ያደናቅፋሉ።			
28.	አስተማሪዎችን በንግግር ክፍል ጊዜ ጥንድ ወይም የቡድን ወይይት ሥልጣን አይጠቀሙም።			

## Appendix A.2.2

### Students' Questionnaire in Oromo Language Version

(Hika ingiliffaa garra Afaan Oromiffatti Ikku)

#### Gaaffii

Kaayoon gaaffanoo kana adeemsa baru barsiisuu Afaan Ingiliffaa irraatti daandeetti wal dubbii gabisuuf Carraanqii godhamuu ilaalu dha.

Dabalataaf gigaaloota wal dubbii irratti sochiifin qabuuf gigaaloon degarsaa guddina wal dubbii Afaan Ingiliffaa ttiif haammam adda ta'e ilaalluuf yemmuu ta'u qo aanaan kan xiyyeefatuu sadarka kuta 8ffan irratti goffanoof hundumtuu Carranyiin deebii keessani nama qo' anoofi qoranoo adeemsiisuuf adeefano barbaachuu akka argatuu isaa gargaara Kunis guddina adeemsa baruu barsiisuufi fayyida Olaala qaba.

**Gaaffanoo irratti maqa keessaan barreessuun barbachisa miti**

**Deegarsa keessanif baay' eesseen gala teefana!**

## Gaffanoo Barattoota

Lakk	Hima	Waliga ala	Wal hingal uu	Murea ssu hinda ada'u
1	Saganta Ingiliffa wak dybbubaraagyy uwaa luga fi hikaa jechoota filadha.			
2	Daree deessatti gilgaaloota wal dubbi hojachun yeroo qisaaseesu dha.			
3	Yemmu Ingiliffaa baramuu walin dubiifa seera luuga qoba qobaattidah.			
4	Walin dabbi Afaan Ingiliffaa yeroo bay'ee barsiisaan koo qofa osso dubateen filadha.			
5	Yero hunda barsiisaan ingiliffaa keenyaa gaafii Afaani nu gaaggatu.			
6	Barsiisaan Ingiliffaa Keenya Ifa if akka af il siinu Ufa fu gaaffi mu jajjabeesuu otto nu gaffatan jaladha.			
7	Daree Deessatti barattoota muraasa qoffatu gaffi ingiliffaa gaffatu.			
8	Ingiliffaa daree keessatti yemmuun dubbadha barsiisaan koo jidduuti ykn dhuma irratti dagogofa sireesuu fi yoo dubatatan hin jaladhu.			
9	Barsii saan Ingiliffaa koo dogogoor wal dubii keenya ykn hiriyoota keenyaan yeroo baay'e akka sirataan godhu.			
10	Barsiisaan Ingiliffaa koo dogogoor wal dubii keenya gutamma guttuutii ni sirreessuu.			
11	Barsiisaan Ingiliffaa koo daree keessaatti yemmo affaan Oromo dubba tan maan gammada.			
12	Gilgaaloon wal dubbi kitaaboolee keessa jiraan waan mati ulfataanif Afaan Oromo fayyadamu jaladha.			
13	Ingiliffaa hinyaa koo ykn barsiisaa koo walin dubbachufi qanefachu fi sodaan nati dhagahama.			
14	Barsiisaan Ingiliffa Keenya qaliin dubbii akka adeemsiisnuu yemmu nu ajaajaan mutti immoo Afaan oromoodha mari'ana.			
15	Gilgaalooni wal dubbi ktaaba ingiliffaa keenya keessa jiraan kan mama gammachisanif hiika qabeessadha.			
16	Kitaabni Ingiliffaa heenya keessaatti			

<b>Lakk</b>	<b>Hima</b>	<b>Waliga ala</b>	<b>Wal hingal uu</b>	<b>Murea ssu hinda ada'u</b>
	dandeetiir afaani hundii haala gaariidhan qinda' ani jiruu.			
17	Gilgaalooni waldubbii sadarkaa kutaa 8ttiif kum wal giituudha.			
18	Barsiisaan yero tokko tokko gigaaloota wal dubbii kiitaabaa keessa jirsan osoo hin hojattin darbuu.			
19	Daree keessaatti gilgaaloota qal dubbi hojachuuf yeroo gahaan hin deenamnee			
20	Yero hunda gilgaaloota waldubbi Yemmu gojanuu naan hirmadha.			
21	Daree keessaattis ta'ee dareen aala Afaan Ingiliffaan dubachuuf fedhi hin qabu.			
22	Barsiisaan Keenya yeroo hunda akka afaan Ingiliffaan affibiinuu nujajaabeesuu.			
23	Gilgaloota wal dubbi kiitaaba keenya keessaa jiraan hojachuufi dandeetti hin qabu.			
24	Barsiissan Ingiliffa baratoota akka hiriyyaa isaatti ilaaluun gammachisaa fi kuk oofalchiisun Osoo ta'e afaan ingiliffa dubbachuufi ai gargaara.			
25	Teesoon daree keessa jiraakan hin sochoonee waanta'aniff garee dhan mari'achuuf nutti hin tooluu.			
26	Dare tokkoo keessaatti baratootaa bay'ee jirachuu irra kan ka'ee walin dubbii aadeem sisuu carraa nu rakiisaa.			
27	Baratooni rakkoo naamussa qaban jiraachuu irran kan ka'ee shaakala walin dubbii jeequu ykn gafachisuu.			
28	Barsiisaan keenyaa sagantaa wal irraatti mari Cimdii ykn gareen mari'achuu hin fayyadaman.			

Key:

Walgala = I agree

Walihingalu= I disagree

Murseesuu hindanda'u= I can't decide

## DECLARATION

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

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