

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

**THE PRACTICES AND CHALLENGES OF FEEDBACK
PROVISION AND ERROR CORRECTION IN TEACHING
SPEAKING SKILLS: THE CASE OF BISHOFTU AND DUKEM
PREPARATORY SCHOOLS**

BY KEBREWESSON GEBEYEHU



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PREPARATORY SCHOOLS**

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By **KEBREWESSON GEBEYEHU**



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BY KEBREWESSON GEBEYEHU

Approved by Board of Examiners:

TATE REGASSA

Advisor

Airma Gerzahegn

Examiner

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Signature

[Handwritten Signature]

Signature



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ADDIS ABABA

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List of Acronyms

IC= Immediate Correction

LC= Later Correction

EFL = English Foreign Language

T1= Teacher one

T2= Teacher two

T3= Teacher three

T4= Teacher four

T5= Teacher five

T6=Teacher six

ABSTRACT

The aim of this study is to investigate the practices and challenges of feedback and correction provision of English teachers in grade eleven speaking sessions. The study is conducted in Bishoftu Preparatory School and Oda Nebe High School. The research is a descriptive survey study. Data were collected by means of teacher and student surveys, classroom observations, and interview. The data were analyzed using percentage, frequency distribution and mean score. For students questionnaire 141 students were sampled using simple random sampling and purposeful sampling was used for students' interview and comprehensible sampling is used for teachers' interview. Observation is made based on quota sampling then simple random sampling was used to select the four sections observed. For both teachers and students semi-structured questionnaire is adopted. The data analysis revealed that English teachers face some problems that hindered them from applying effective feedback and correction methods. The most significant reason for the failure to achieve the intended effect of feedback and error correction provision includes classroom size, students' low performance, lack of awareness etc. Teachers mostly give feedback and corrections using their intuition. Finally, the paper pulls together suggestions from literature on how to organize and provide feedback and correction. The paper shows the crucial role teachers play in determining types of feedback and correction and its timing. The results of the study implies that teachers should offer consistent guidance and support on speaking tasks and systematically employ appropriate feedback and correction types and techniques.

Chapter One

Introduction

1.1 Background of the Study

There are sayings that stated 'practice makes man perfect', 'no one is perfect', etc. These sayings are about work accomplishments or to outcomes of an activity. Since the purpose of education is to cultivate productive citizens and make them well versed and equipped with necessary skills and abilities to perform tasks and to lead life successfully and to eradicate societal problems, there will be challenges to learn things. Ministry of education (2007) confirmed that the main aim of teaching is to bring about the following outcomes:

Language is the basis for thinking, communicating, learning, and viewing the world. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire in to areas and information, to interact socially, to inquire in to areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision will help students to thrive in the world beyond school. (P.2)

Therefore, whenever someone wants to learn whether in educational institutes or independently by him/herself, he/she will face challenges and if they do not know how to fix problems they will be teaching themselves under trial and error process. Therefore, in schools teachers teach their students and make sure what is learnt and what is not through different measurement techniques. Therefore, since the aim of teaching is to show to the learners how, what, when, why and where things should be done, they will be instructed a way out or ways of overcoming their failures to achieve their teaching goals.

Ways of fixing problems or showing how to fix failures in accomplishing tasks in teaching learning process is name feedback and error correction. Learners get consistent feedbacks on their work in reaction to the teaching: positive or negative feedback so as to strengthen what is good and to avoid what is not necessary or replace it with a proper way. Assessment of learning demands more than just marking the outcome of the students. Hence, assessing learners' oral production needs not only to recognize the numerical results only, but also the failures of the

oral production should be diagnosed and corrected with meaningful and validated feedback to improve their oral communication skills.

Feedback and error correction is any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive: implicit or explicit or implicit showing the correct way. Many scholars have defined feedback and error correction Chaudron (1988:150) as stated in Legesse (2008) explained, the term “*treatment of error*” as it simply refers to “*any teacher behavior following an error that minimally attempts to inform the learner of the fact of error*”. *The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort “to elicit a revised student response*”. Finally, there is “*the true*” correction which succeeds in modifying the learner’s interlanguage rule so that the error is eliminated from further production.

In teaching language, the communicative or practical exercises of oral and written works of writing and speaking skills are the projections of what is learnt and what is not, thus to areas where learners created gap between the objectives of study and its outcome the repair activity will be given by the teacher. The way feedback and error correction is given matters in learning, because if the learner is discouraged, he/she may block attention towards the teaching learning process or lack appetite to what is being taught. As a result, this study focused on an investigation of the practices and challenges of feedback and error correction of speaking skills in grade eleven in Bishoftu and Dukem preparatory schools. These schools are found in Oromia region 47 kilo meter and 37 kilo meter to south of Addis Ababa respectively.

1.2 Statement of the Problem

English language is given as one subject in Ethiopia at all grade levels, but most Ethiopians students even after graduation from universities are weak in speaking the language. One of the main reasons of this weakness is the teaching methodology used in educational institutes. The main purpose of assessing learners is to check understanding and ability of students and adjust the teaching methodologies accordingly. However, as the researcher personally gathered information from students, teachers mostly provide continuous assessment for grading purpose even though insufficient and not well organized feedbacks may be provided to learners.

Problems of feedback and correction may arise from different situations of schools' class size; teachers' load, students' behavior, teaching methodologies etc. of the classroom.

In teaching language, teachers need to have skills of providing beneficial feedback and error correction to facilitate learning. As tried to explain above English teachers in the schools sampled are reported to have given insufficient feedbacks to learners, hence the researcher wanted to conduct the study on the schools in the area mentioned. These schools function like other government schools in the country; therefore, the researcher wished to examine the practices and challenges of feedback and error correction provision of English teachers particularly on speaking activities.

What feedbacks are given matters to achieve the teaching goal, when assessing what is learnt and what not and how? Thus, the unsystematic approaches followed by teachers contribute to less favourable levels of proficiency of students speaking skill. This consequently leads to production of citizens who cannot perform their duties properly when their career demands the skill discussed.

Few studies have been conducted to examine feedback and error correction provision in learners' oral production. Hayleyesus (1995) studied EFL teachers' attitude towards learners error and he found out that teachers have negative attitude towards students' error and Kassaye (2006) studies oral feedback provision during plasma satellite lesson where teachers obviously face constraints of time and found that teachers always provide correct responses. Samsons' (2007) study was conducted at grade eight level and pointed out that 100% of the teachers emphasize on feedback types named repetition, request and prompt. Legesse (2008) study shows that grade eleven teachers focus on provision of accuracy based correction and feedback and mainly teachers emphasize on one type of feedback and mother tongue influence is the cause for students mistake.

Students are poor in their English despite being taught for more than a decade and the other possible reasons are inadequate feedback and limited correction techniques employment by teachers result to the weakness of feedback and correction. Thus, this study intends mainly to find out the challenges of feedback and correction provision in preparatory schools and to investigate if the mother tongue is the only caused for learners mistakes. Therefore the study

was conducted in grade eleven English speaking lessons at Bishoftu and Dukem (Oda Nebe) Preparatory Schools.

1.3 Objectives of the Study

General Objectives

This study mainly aim in exploring how English teachers manage feedback and correction in the classroom and what challenges they meet when they provide learners with feedback and correction after completion of oral tasks. The following are the specific objectives of the study.

Specific Objectives

- ✓ To investigate the types of feedback English teachers give in teaching speaking skills.
- ✓ To find out the causes of students' errors and mistakes in speaking.
- ✓ To examine what areas of speaking skills they give feedback and error correction
- ✓ To explore students and teachers attitude towards feedback and error correction of speaking skills.
- ✓ To investigate the challenges of feedback and correction provision of teaching speaking skills.

1.4 Research Questions

This study aimed to investigate feedback and correction provision methods used in speaking lessons by preparatory school teachers in Bishoftu and Oda Nebe preparatory schools' EFL context, and set out to seek answers to the following research questions:

- ✓ 1. How do grade eleven EFL teachers treat students' mistakes in speaking activities?
2. What kinds of oral feedback and correction do grade eleven English teachers provide for speaking activities?
3. What aspect of speaking skills (e.g., vocabulary, grammar, pronunciation, etc) do English teachers mainly focus on when offering feedback and correction?
4. What are the causes of students' errors and mistakes in speaking skills?
- ✓ 5. What do students and teachers feel about feedback and correction provision on speaking skills?
- ✓ 6. What challenges do preparatory school EFL teachers face when they provide feedback and correction?

1.5 Significance of the Study

The accomplishment of this study is aimed to help mainly educational institutes in relation to the study areas. The specific benefits this research may bring are stated below.

- It helps English teachers to evaluate what they are practicing currently and improve their weaknesses with the help of the findings.
- It helps teachers to understand, control and change what they do through using guidelines of feedback and error correction to achieve their teaching goals.
- It helps educational institutes to analyze their feedback and error correction practices and improve their teaching and learning process.
- Lastly, it helps as a source of information for researchers interested to conduct further research in related issues.

1.6 Scope of the Study

The study was conducted in Oromia region, Bishoftu and Dukem towns. The study encompasses the two government preparatory schools found in these towns. Hence, the study focus was to investigate error correction and feedback giving process on teaching and learning of English speaking lessons in the schools. Grade eleven English teachers and students were particularly selected for the research. Therefore, the study took place during the academic year of 2010/11.

1.7 Limitations of the Study

The study was conducted on two government preparatory schools. It would have been better to extend the number of the schools and the subjects of the study. However, due to financial and time constraints, the study was limited to few schools and limited number of subjects. The study focused on teachers' feedback and correction provision in speaking skills in grade eleven. Taking in to account the time required for the observation the study was limited to four teachers' feedback and correction provision behavior. An increase in number of teaching behavior could have also allowed more opportunities to collect observe many aspects of the issue for example causes of learners errors, effectiveness of the feedback types and which feedback types are appropriate in what types of activities and situation.

1.8 Organization of the Study

This study has five chapters which are introduction, review of related literature, methodologies of the study, result and discussion and conclusion and recommendation. The organization of each chapter is explained briefly as follow:

Chapter one gives explanations of the reasons why the study was conducted and gives some background information on what were the aims of the study, what questions it will answers, the delimitation of the study and areas that are covered and other researchers could handle; moreover, how the paper's sections are organized.

Chapter two gives detailed information about the issues studied and many scholars and researchers findings and theories about feedback and error correction provision on speaking skills are portrayed to show the bases the study conducted and to strengthen the accuracy of the study with cross referencing to what the literature says on the practices found during the study.

Chapter three elaborates the how the study sample was made and how the study is going to achieve its goal. This includes how the observation, interview and questionnaire data were collected and how they were analysed to arrive at conclusion.

Chapter four presents the data collected and discusses the findings of the study. In doing so, this chapter carries the data of the questionnaire stated in tables which contain percentages, frequency and mean score of students and teachers. Then all the data on each related issues were discussed together to easily show what was found from the instruments of data collection employed.

Chapter five states the conclusions and recommendations arrived based on the findings of the study discussed in chapter four.

Chapter Two

Review of Related Literatures

2.1 Introduction

Teachers teach their students and ensure what is learnt and what is not through different measurement techniques. Therefore, to accomplish tasks successfully, teaching and learning process of language should include feedback and correction to strengthen what is good and to reduce what is mistakenly learnt or misunderstood with a proper way. Assessment of learning demands more than just marking the outcome of the students. Hence, assessing learners' oral production needs to recognize that learners' errors should be diagnosed and corrected with meaningful and validated feedback to improve their oral communication skills. In doing so, the way feedback and error correction is offered matters in learning since negative and insufficient feedbacks may discourage learners in learning process.

Teachers lack of systematic approaches for teaching specific language structures in meaningful contexts and for attending students' errors contribute to less favorable levels of proficiency of the students speaking skills. Therefore, language teachers' failure to offer proper feedbacks and error correction may produce learners' with ineffective communication skills. Thus, this chapter discusses feedback and error correction provision approaches, types, techniques, hierarchy, timing, causes of error and previous local studies to show the nature of feedback and correction in speaking activities to teachers teaching language.

2.2 Definition of Feedback and Correction

Feedback and correction have been defined by many scholars in many ways; for example, Ur (1991:242) explained feedback as "information that is given to the learner about his/her performance of a learning task, usually with the objective of improving his performance." Correction is defined as something that is substituted or proposed for what is wrong or inaccurate; emendation as explained by Dictionary.com. In addition, Gower, Philips and Walter (1995:163) gave their explanation of feedback as follows:

Giving feedback is one of the most responsibilities of a teacher. By providing ongoing feedback you can help your students evaluate their success and progress. Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussion about how the group as whole is doing; giving individual tutorials; etc. and some of these types of feedback are easier to incorporate in to the TP situation than others.

Harmer (1991:37,9) discussed feedback organization and explained that organizing feedback occurs when some task is accomplished by learners and the aim of this type of assessment is to show the extent of learners' success or failure and provide with ideas of how the problems can be solved.

The main role of the teacher when organizing an activity is to tell students what they are going to talk about, give clear instructions about what their task is, get the activity going, and then organize feedback when it is over. This sounds remarkably easy, but can be disastrous if teachers have not thought out exactly what they are going to say beforehand.

2.3 Components of Feedback

Ur (1991:242) explained feedback as having two main distinguishable components: assessment and error correction. In assessment, the learner is simply informed how well or badly he/she has performed; however, in correction, some specific information is provided on some aspects of the learner's performance: through explanation, or provision of other better alternatives, or through elicitation of these from the learner. In principle correction can and should include information on what the learners generally understand.

2.4 Approaches to Giving Feedback

Different types of approaches have stated their own theories about learning and error treatment process in language teaching. John (1995) cited in Ur, (1991: 243) discussed some of these theories - audiolingualism, humanistic methodology and skill theory - which are explained below.

Audiolingualism: Negative assessment is to be avoided as far as possible since it functions as 'punishment' and may inhibit or discourage learning. Positive assessment provides reinforcement for correct responses, and promotes learning.

Humanistic Methodology: a crucial function of the giving of assessment is to preserve and promote a positive self image of the learner as a person, and language learner. Assessment, therefore, should be positive or non-judgmental.

Skill Theory: for successful acquisition of a skill, the learner needs feedback on how well he or she is doing; hence, the importance of the provision of constant and honest assessment is a crucial factor for its achievement.

2.5 The Correction of Mistakes: different opinions

There are different opinions by different language teaching approaches regarding error correction Ur (1991:244) stated explanations of the following five learning principles towards error correction and feedback.

Audio-lingualism: learner mistakes are in principle, avoided by the limiting of progress to very small, controlled steps: hence there should be little need for learning; people learn by getting things right in the first place and having their performance reinforced.

Cognitive-code Learning: Mistakes are regrettable, an avoidable part of learning: they should be corrected whenever they occur to prevent them occurring again.

Interlanguage: mistakes are not regrettable, but integral and important part of language learning; correcting them is a way bringing the learner's 'interlanguage' closer to the target language. Selinker (1992) cited in Ur (1991)

Communicative Approach: Not all mistakes need to be corrected. Focus being on message, mistakes that may interfere communication should only be corrected.

Monitor Theory: Krashen (1982) who originate this theory explained that correction does not contribute to real acquisition of language, but only to the learner conscious 'monitoring' of communication. Hence the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language, not to correct.

2.6 Correcting Mistakes in Oral Works

Ur (1991:246) discussed that feedbacks on oral works is provided through speech; however, there are occasional situations where the teacher might do it the other way round. Correction

can be done differently in different situations. There are some situations where we might prefer not to correct a learner's mistake. There are other situations when correction is likely to be helpful.

Teachers would be in the position of controlling a set of strategies which would help the student improve his performance. Brown and Yule(1983: 28) advised that if a student had difficulty in expressing himself in conversation classes, the teacher might be able to diagnose his problem and give him practice in helpful strategies, rather than simply attributing the student's problems to his inability to learn what his peers have learnt. The teacher needs to be in the confident position of possessing analytic tool which enable him/her to determine where the difficulty lies and to help the students with it. The type and extent of feedback and its timing depends on variety of factors. Gower, Philips and Walter (1995:163) pointed out that at least there are four factors these are.

1. Different students respond to different types of feedback. Unconfident students may need more coaxing and encouragement where as students who are more self confident and perhaps have an external exam to pass usually appreciate more direction from the teacher. Advanced students usually feel they do not get enough correction.
2. The culture you are teaching in and the expected role of the teacher;
3. The stage of the lesson and the type of activity. For example, structured or controlled activities require a different type of feedback from guided or freer activity.
4. The stage in the course also signals for some kind and extent of feedback provision.

2.7 Problems of Heavy Corrector and Non-corrector

Batram and Walton (2002:26-28) on their book entitled 'Correction' explained the problems that may result from two opposite practices: giving overcorrection and no-correction when teaching language. Thus, the two practices are discussed separately as follows with their remedies when placed in practice. The main problems in a class dominated by correction belong to the students, not to the teacher because it matters on the students' skill.

In overcorrection, teacher dominates most of the class time and students remain as subsidiary figures, and learning is subjected to teaching. This correction shows that accuracy is respected much than fluency or imagination thus it kills students' creativity. It also hinders students'

independent thought; they tend to come up with fixed phrases and are unable to make new and original language. Thus, it results learners to take long time formulating sentences, because they are obsessed with the final result to be correct by their teacher. Learners are tensioned and worried about making mistakes and will not participate. Often teachers do not want to correct heavily, but feel they must; and cannot think of a way of escaping from situation. As a result, teachers end up correcting right to the right, or even right to wrong!

On the other hand, consequences of giving no correction tend to direct towards the teacher, not the student. Because these practices are not pedagogical even in administration, they are to do with students' expectations.

Teachers feel guilty if they did not give correction even though they are not convinced of its value. Often, students complain about being corrected too little and sometimes complain to their teacher or to people above the teacher. But they rarely complain openly about being corrected too much. Parents and school authorities often criticize a non corrective teacher, especially when there is an accuracy based exam. Others may tend to think that the teacher is lazy, irresponsible or incompetent. It may also result in students' anxiety thinking that the teacher does not know what s/he is doing.

To cope up with the problems discussed above, the non corrective and heavy corrective teachers should consider the following points explained below so as to hit the desired goal and to better shoulder their responsibilities as a teacher.

If you are an over corrector give less correction, correct at specific points of the lesson, give your students more room and correct better use or different techniques. On the opposite if you are a non corrector, be prepared to do more interactions, take students in to your confidence and prepared to compromise sometimes. As a result of these adjustments to your practices, you will be a better corrector if you know the consequences of your current practices.

2.8 Sources of Errors

Norrish (1983:13, 14).explained that errors may arise from the choice of the material; from its teaching points presented in certain order; from the ordering of examples of the language; as result of the practice work accompanying the examples, or from the learner's processing of these materials. Caption to illustration can also lead to the maltreatment of language parts.

Many scholars have pointed out the causes of error and some of the reasons are discussed briefly underneath.

1. **Interlingual Transfer:** Brown (1980:173-181) defines interlingual errors as being the result of language transfer caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexical-semantic elements of the native language into the target language.

2. **Translation:** Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

Norrish (1983:26) stated the difference between 'Translation' and 'Interference' as separate processes in which the former is a conscious practice and the latter is an unconscious.

3. **Intralingual Transfer (Overgeneralization),** this is an error caused by extension of target language rules to areas where they do not apply; that is the negative transfer of items within the target language. In other words, it is the incorrect generalization of rules within the target language.

4. **Context of Learning,** which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.

5) **Communication Strategies:** It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. There are five main communication strategies, namely: avoidance, prefabricated patterns, cognitive and personality style, language switch and appeal to authority which are dealt briefly below.

A. Avoidance: there are several subcategories of avoidance; however, the most common type of avoidance strategy is 'syntactic or lexical avoidance' within a semantic category. When a learner, for example, cannot say "I lost my way" he might avoid the use of 'way' and says "I lost my road" instead. "Phonological avoidance" is also common, as in the case of a learner of English who finds initial /l/ difficult to pronounce and wants to say "He is a liar" may choose to say "He does not speak the truth". A more direct type of avoidance is "Topic avoidance", in which a whole topic of conversation is entirely avoided. To avoid the topic, a learner may change the subject, pretend not to understand, or simply not respond at all.

B. Prefabricated Patterns: this strategy is memorizing certain stock phrases or sentences without understanding the components of the phrases or sentences. "Tourist survival" language is an example of prefabricated patterns. "How much does it cost?", "Where is the toilet?", "I do not speak English" and "I do not understand you".

C. Cognitive and Personality Style: One's own personality style or way of thinking can be a source of error, highlighting the idiosyncratic nature of many learner errors. A reflective and conservative style might result in very careful but hesitant production of speech with perhaps fewer errors but errors indicative of the conscious application of rules. Such a person might also commit errors of over formality. A person with high self-esteem may be willing to risk more errors, in the interest of communication, because he does not feel as threatened by committing errors with a person with low self-esteem. In answer to "How did you get here?" a person might say, "I drove my bicycle" while another might say, "I pedaled my bicycle" in an attempt to be precise.

D. Appeal to Authority: in this case the learner may directly ask a native speaker (the authority) if he gets stuck by saying, for example, "How do you say?" Or he might guess and then ask for verification from the native speaker of the correctness of the attempt. He might also choose to look a word or structure up in a bilingual dictionary.

E. Language Switch: when all other strategies fail, a learner may switch to his native language. Usually, just a word or two are slipped in, in the hope that listener will get the idea of what is being communicated.

6. **Carelessness** is often closely related to lack of motivation which results perhaps from non suitable presentation of lesson or materials to learners. Norrish (1983:21-26)

7. Markers of Transitional Competence: it is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by similarity with first language acquisition).

8. Performance Error is one of the causes of errors which results from memory lapses, fatigue, confusion, or strong emotion. Richards cited in Anant (2007)

Considering all of the causes of errors teachers have to equip themselves with appropriate knowledge to shape their learners and make speaking errors correction systematic and well planned. Moreover, teachers have to be aware of the error types to be effective in choosing appropriate types of feedbacks to different classroom situations and learners need.

2.8 Types and Ways of Giving Feedbacks

Zahoric (1970a) cited in Wondwosen (1992:45-51) displayed many categories of feedback provision systems to learners. These categories, listed below, explained the nature and application of the feedbacks that teachers should use when providing feedback and correction in different situations.

1. Direct Acceptance

Simple praise confirmation: Teacher confirms the accuracy of previous communication by using words like 'yes'; 'all right'; 'yeah, 'correct', etc. Elaborate Praise: Teacher gives elaborate praise for the student(s) by using 'very good', 'exactly', or extended confirmation. The praise is most often direct at the student. Elaborate confirmation is a feedback type in which the teacher offers elaborate confirmation about the correctness of the sentence and its focus is on the sentence. The other one is Positive Reception in which the teacher repeats student's utterance positively to indicate that it is being accepted. Positive explanation is also used through elaboration or explanation of why the answer given by student is correct. Simple approving or accepting word as sign of accepting context of utterance but teacher may immediately correct a linguistic.

2. Non-verbal Feedbacks

Non verbal feedbacks can be used in three situation one is to show acceptance where as the other is used to show rejection and the third one is employed to show there is a need for

immediate correction without providing correction. (E.g. shaking head up and down, shaking head sideways, shaking fingers, etc.)

According to ESL Glossary (2011) an online resource and Brown (1980) explained, namely there are affective feedbacks and cognitive feedbacks of non verbal types. Affective feedback is a feedback type where the teachers display signs about how interested they are in trying to understand the student. These signs come in the form of gestures, facial expressions, and intonations. Positive affective feedback will encourage the learner to continue even if it is clear that the listener cannot fully understand. Negative affective feedback will stop a learner from speaking entirely and raise their affective filter. Cognitive feedback, on the other hand, is when teachers display signs that they understand what a learner is trying to communicate. Essentially, the listener is signaling, "I understand." or "I do not understand." Positive cognitive feedback sometimes has a negative consequence: Learners make mistakes, but because they are understood, they do not change their language habits. This can result in fossilization of errors. Therefore, some error correction may be necessary, but too much will lower self-esteem and raise learners' affective filters.

3. Response Extension Development

In Response Development Solicitation feedback a teacher further extends students response with or without providing clue while a teacher who prefers Response Development Statement further extends students response by adding further information.

4. Response Extension Improvement

Response Extension Improvement: Teacher demands the student to complete the correct response the student has already began with or without providing clues.

5. Negation

There are four types of negations these are simple reproof, elaborate reproof, elaborate denial and non-verbal rejection. In simple reproof teacher shows rejection by saying 'no', 'uh uh', 'not exactly' etc. while in elaborate reproof teacher shows rejection by verbally attacking the student. The third one is elaborate denial in which teacher shows rejection by elaborate phrase

or sentence and the last one, non verbal rejection can also be used to show negation non-verbally.

6. Repetition

Repetition can be used in many ways so as to provide feedback and show correction. Repetition include: Teacher repeats student's utterance with no change of error or omission of the error or with change of error and continue to other topics indicating that student's utterance is incorrect; repeating student's utterance with no change of error, but emphasis locates fact of error. The other type is repetition with change and emphasis to stress location of error and its correct formulation.

7. Questioning

Teachers may use three types of questioning for purpose of getting feedback. The first one is repeating original question that lead to response with out changing the way it was asked at first. The next one is using altered questions where the teacher alters original question syntactically but not semantically and ask learners. The third one is asking questions in numerous ways to get response, often with clue.

8. Negative Explanation and Prompt

In this types of feedbacks teachers provide information as to cause or type of error and prompt is a type used with a lead-in cue to lead student to required response.

9. Undecided: Teachers give 'undecided' response by usually using word like 'may be'; 'yes'; 'no', etc.

10. Other: Responses of the teacher couldn't be grouped due to inaudible student response or teacher response or due to their ambiguous nature.

Knowing the feedback type by itself may not help the teacher to provide appropriate feedback and correction because different situations and learners need of varies types of feedbacks, adjusting themselves to contexts need also needs to be considered. In addition, it is known that some classroom atmosphere does not allow only the teacher to give correction and if the teacher wants the learners to develop confidence in altering their works s/he has to make sure

that students can also involve in error correction and feedback giving process. Gower, Philips and Walter (1995:167) have given an explanation of 'who gives correction?' as stated beneath.

2.9 Techniques of Feedback and Correction Provision

Lesson Progression is one of the techniques teachers use; it is used through asking or talking about a different topic after a student's correct response while teachers use interruption before a student has completed his/her utterance when it has error. Teachers request for repetition of the learner's utterance with intent to have student's self-correction is used in areas where the teacher thinks the student can correct it him/herself. Transfer is another technique applied through asking another student or several, or class to provide correct answer when the first student is not able to respond correctly. Return is the next step in which the original error maker is requested to make another attempt after 'transfer'. Teacher attempts to assure understanding of correction is named as verification technique and is providing correct answer when a student is unable to answer. This is the last option of the teacher when the rest techniques fail and provide directly the correct form. Loop can also be taken as one technique where the teacher honestly needs a response of part or full of students' utterance due to lack of clarity or when it is not audible.

2.9.1 Who Gives Correction?

Depending on the type of task and classroom situation correction can be done in three ways teacher correction, student-student correction (this may be organized in to peers, pairs or group correction) and self correction.

a. **Self Correction:** always give students the chance to correct themselves. If they are going to become more accurate they must learn to monitor themselves. They may have just made a slip and will welcome the opportunity to put it right. The immense importance of self correction to the language learner as Fathman (1980) cited in Klein (1986: 144) is to enable a student to inspect what he is just about to say, in the light of his (limited) knowledge of the rules of the language, and to undertake suitable modifications or self corrections. Sometimes students need some assistance from the teacher to know where the mistake is and what type of mistake it is, before they can self correct it.

b. Student-Student Correction: if the student still cannot get it right, it is probably because she/he does not know how to. So with a gesture, hold his/her attention and get another student to help out. This method has advantages of;

- Involve all the student in the correction process;
- Make the learning more co-operative generally;
- Reduce student's dependence on the teacher;
- Increase the amount the students listen to each other;
- Give the better students to do something.

Student-student correction must be done carefully; hence, teachers should not respond to students' errors as, *No oh, no! Wrong again, Juan. Go on Sam tell him, but not quite, Juan. Do you know Sami? Even better.* Do the whole thing by gesture; indicate not quite with your face and hands and gesture to another student to help. Try to choose student who looks eager to help and do not always resort to the class know all! Always return to the first student and let him or her say the correct version.

c. Teacher Correction: if neither of self-correction nor student-student correction is effective you must assume that either the student hasn't understood what you are getting at or does not know what the correct version should be. If it is an important point and the others did not know it either, you may have to stop and teach the whole class. If not, and the meaning of the item is clear, you simply saying it and getting the students to say it should be enough. No matter how you have done the correction, get the student who made the error to say the correction, if possible in its original context. This is a vital part of any correction process. You can do this by gesture or saying something like "*Ok!, again, the whole thing*".

knowing the division of how student correct themselves, their partners and how the teacher gives correction, when it comes to practice, they can use varies types of feedbacks in collaboration with the techniques and strategies to put the methods successfully coined to get the desired outcome of feedback and correction process.

Below this, ways of providing positive feedback is discussed. Teacher to be effective in giving feedback and correction to learners they have to have the skills necessary for feedback and error correction because they involve learners with different background, they will also face

many problems relate to it thus to manage every problems they need to be equipped with a way out for all of them and teach the desired skill for the students in a best way they can.

2.10 Giving Positive Feedback

The aim of feedback is to bring about self awareness and improvement. Everyone thrives on genuine praise and encouragement. When giving feedback on oral work, always be on the lookout for positive points to comment up on. Gower, Philips and Walter (1995:163) have given some explanations for providing positive feedback. They advised teachers to try to find areas of improvement in individual student's work and also comment on progress made by the class as whole-work successfully completed and achievements made. They further extends that the way teachers give feedback include; praising individual achievement privately or in front of the class; 'publishing' good work by displaying it, including it in the class magazine or using it in as a model; operating a more formal grading system as part of a system of keeping track of students progress. You may even consider giving merit marks or small rewards or prize for good work is appropriate with learners.

Mireya (2007) stated that to succeed in the eradication of errors, learners should first detect then, eliminate their fossils, while enjoying the process. Edge (1989) also explained that when teachers decide to correct their students, they have to be sure that they are using correction positively to support learning. The following approaches have given teachers good if not magical results:

- Deal with errors as natural consequences in the struggle to learn.
- Develop in learners a positive attitude towards peer correction and teacher correction.
- Give students self-confidence in their own resources.
- Give them "powerful" feedback.
- Explain why errors occur using scientifically sound but simple, comprehensible explanations.
- Provide individual help with tasks requiring the use of the problem item.
- Joke without irony about why errors occur establishing a friendly, loving, competitive, and cooperative classroom atmosphere.

2.11 Timing and Hierarchy of Error Correction

The way feedback and error corrections are adjusted matters in the learning process to set effective teaching and learning process. Therefore, teachers should consider what errors should be corrected in what time and in what sequence. If they are aware how to give correction they will succeed in planting what their objective of teaching language stated. Atkins, Hailom and Nuru (1996:139) explained about the significance of error correction and explained that students should be encouraged to practice and when they make attempt to communicate with the language, errors or mistakes may come about, hence as a process, they should be welcomed when they make mistakes because it can help them to try again and improve what they fail to do so before. Therefore, this implies that errors are part of leaning and will help to improve the learners' skills when they get appropriate feedback in the appropriate time. When practicing a new structure that has just been presented which focus on accuracy, giving correction and feedback is important. However, if the focus of feedback and correction is on the success of the communication, attention should be given to what message they are presenting rather than the accuracy of the sentences uttered. At such times, we do not need to correct errors unless they affect the intelligibility of what the student is trying to say. Instead we should give feedback on what students are trying to say.

Teachers may have strong view about language, Cohen (1975) cited in Legesse (2008:18, 19) classified the hierarchy of error correction process in the following sequencing:

1. Error affecting intelligibility is global errors; error affecting overall organization while local errors are those affecting single element in a sentence. It is suggested that teacher should work primarily on the correction of global errors.
2. High frequency errors: errors which occur frequently have been considered important enough to correct. But if such errors are minor the correction may only serve to annoy the learners and to waste class time.
3. Error at higher level generality; it has been suggested that error involving general or broad grammatical rules are deserving correction than those dealing with a grammatical exception as a lexical item.

4. Error with stigmatization or irritating effect. Even if error does not affect indelibility or occur very often; it could still be worthy of remediation because of the stigmatizing effect that it has on the listener or reader.
5. Errors affecting a large number of students.
6. Errors that are relevant to pedagogical focus: the importance that the teacher attributes to an error may depend on the objective of a particular lesson. A teacher may let an error of verb tense go uncorrected during a lesson in which he/she is explicitly teaching and correcting for appropriate article usage.

Apart from discouraging, correcting learners' error is extremely unpleasant and time consuming. Not only does error correction depend on the type of error that occurs, but also it is the product of the approach and the method implemented in the classroom. Thus, proper handling of learners' errors is a necessary part of foreign language teaching. The implication is that the process should be based on the possibility of success and its suitability to a particular situation in which it is useful. Overall, taking in to consideration the level of the learner and the nature of the lesson, selective error correction has to be a wide spread practice of foreign language teaching.

In the parts of a lesson that focus on form, direct and immediate feedback is needed and expected. Encourage students to self-correct by waiting after they have spoken or by asking them to try again. Avoid feeding students the correct forms every time. Gradually teaching them to depend less on you and more on themselves is what language teaching is all about.

In the parts of a lesson that focus on communication activities the flow of talk should not be interrupted by the teacher's corrections. When students address you, react to the content of their utterances, not just the form. Your response is a useful comprehension check for students, and on the affective level it shows that you are listening to what they say. Make note of recurring errors you hear so that you can address them with the whole group in the feedback lesson later. (NCLRC.org [Online])

2.12 Pedagogical Implications of Error Analysis

The studies regarding errors are carried out in order to identify strategies which learners use in language teaching, the causes of learner errors and to obtain information on common difficulties in language learning as an aid to teaching and in development of teaching materials.

i. Implications for Foreign Language Teachers

Teachers can benefit from the findings of error analysis in many ways. Errors tell the teacher how far towards the goal the learner has progressed and what remains for him to learn Corder (1967) cited in Richards (1974). Following the student's progress, the teacher is able to carry on his studies in accordance with what the learner needs to know and what part of the teaching strategy to change. Errors are a means of feedback for the teacher reflecting how effective he is in his teaching style and what changes he has to make to get higher performance from his students. Furthermore, errors indicate the teacher the points that needs further attention. Additionally, errors show the way to be treated when their sources are identified correctly. Tedick and Barbara (1998:5) explained that when giving feedback and error correction, classroom teachers should consider the context, become aware of their current practices, incorporate varieties of feedback techniques, focus on the learner, and it is also important to let the learners to use self-correction techniques.

ii. Implications for Syllabus Designers

There are many factors to be considered to decide on what to teach to what level and age group. At this point, errors are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus. Mounira (2010) maintains that an error-based analysis can give reliable results upon which remedial materials can be constructed. In other words, analysis of second language learners' errors can help identify learners' linguistic difficulties and needs at a particular stage of language learning. It is essential for a syllabus to provide with the needs for learning appropriately and errors are important evidence for that. Language is systematically related system; therefore, learning of some new item requires the learning of all items that are already studied. Eventually, this requires the necessity for a cyclical syllabus in language learning.

2.13 Review of local studies

Very few local studies have been conducted on feedback and error correction. These researches are done on different aspects of both oral and written feedback and correction. These studies showed the following results. To begin with; for example, Wondwosen's (1992) study which focused on written feedback stated that teachers were found out spending a great deal of their class time in providing feedback which was in fact not successful. He conducted his study on grade eleven English teachers feedback behavior and found that English teacher did not encourage their students and they distort the contribution of the students and increasing understanding. Limited types of feedback were used frequently than the rest. Generally, students receive little or no help from the teachers in their attempt to provide correct response.

According to Hayleyesus (1995), in Legesse (2008) examined teachers attitude towards English language learners' error found out that EFL teachers have negative attitude towards learners' error and their practices were influenced by non-pedagogical factors. Correcting incorrect oral responses were emphasized and the most frequently used techniques, in the study, were negation and interruption. Moreover, from their practice, he concluded that grammatical accuracy and pronunciation correction were preferable by the teachers. He also depicted that teacher attach too much importance to the avoidance of error than tolerance. Finally, he suggested that it is better if teachers develop tolerance towards learner's errors by reacting moderately.

Similarly, Legesse (2008) summarized the study of Kassaye (2006) who studied the provision of oral feedback in high school in different circumstances during satellite plasma lesson. And he found out that majority of the feedback which mainly focused on correct provision of feedback came from the teacher because of time constraints to provide enough feedbacks and varieties.

Finally, Samson (2007) discussed in Legesse's thesis, studied grade eight English language classrooms to investigate the effect of different types of feedbacks on learners learning process and found out that rephrasing/reformulating the ill-formed utterances, explicitly providing the correct form, providing meta-linguistics comments that refer to the formation of the utterance, requesting learners to repeat the utterance, and using head cues prompting learners to produce

correct form. And he found that repetition, request and prompt served 100% during classroom interaction. Finally, he concluded that detailed study is needed to arrive at conclusion regarding the effectiveness of certain type of feedback.

Legesse (2008) in his study found out that teachers still stick to grammar accuracy, and it can be one of the causes for low students' participation during classroom interaction. Learners should be trained to convey their message across regarding the errors, is one of his suggestion and lessening the use of mother tongue. Teachers are aware of the important factors for learners' responses and try to adapt oral feedback to the need of each individual learner at times. He, further, explained that one type of feedback is emphasized regardless of learners practice.

Generally, there is a great problem in providing appropriate feedback and error correction particularly on oral feedback to improve students' accuracy as well as fluency level of the target language. The studies discussed above showed that deficient teachers' methodologies were commonly observed. The reviewed literatures implied that both the provision and type of feedback have an overall effect on learners' language acquisition process. Thus, on this study, the researcher will focus on an investigation of the challenges and practices of feedback and error correction process of English teachers in grade eleven classes.

Chapter Three

Methodologies of the Study

This study is a descriptive survey study conducted through qualitative and quantitative data gathering methods and techniques. The details of the sampling procedures, instruments used, data analysis method and procedures used for collection of data are stated below in separate sections.

3.1 Subjects of the Study

The study subjects of the study are English teachers and students of preparatory school particularly grade eleven. The study area is selected purposefully for the convenience and accessibility of data collection for the researcher. The study area is located in Oromia region, Bishoftu and Dukem towns. The only two government preparatory schools found in these towns are studied, particularly grade eleven English classes. Grade eleven English classes are preferred because in grade twelve sections washback effects on speaking lessons may be projected thus, teachers may not give emphasis to speaking lesson as a result to have full access for observation of speaking activities grade eleven sections are selected for the study. Moreover, except that the performance of the students from grade levels varies the teachers teaching grade eleven are those who teach in grade twelve too. As a result, it is possible for the study to assess teachers' practices of feedback and error correction of speaking skills and challenges they faced with.

3.2 Sampling Procedures

There are 20 sections in the schools, 17 sections in Bishoftu preparatory school and 3 sections in Dukem's Oda Nebe Highschool. Thus, for the aim of the study four sections, one from Oda Nabe and three from Bishoftu preparatory, were studied through observation and comprehensive sampling was used for all grade 11 English teachers (six in Bishoftu preparatory school and one in Oda Nebe High school) except one teacher who was not willing to be interviewed, on the other hand purposive sampling was used to determine students for interview and eight are interviewed the students were selected based on their classroom performance. The four sections for observational study were selected randomly. Similarly, the students for data collection of questionnaires were selected randomly from all sections and quota for each section was predetermined because the class size varies from social classes to

natural sections and school to school. The sample size taken from the students was 10% which is 141 students from a total population of 1411 as recommended by Mertler (2005) and Singh (2007). Since the study mainly depends on observation, the sample size taken was enough for the collection of the necessary data to support observational data and triangulate it with the data collected by interview.

3.3 Data Collection Instruments

3.3.1 Questionnaire

Questionnaires with open-ended and close-ended formats was prepared and distributed after translated to Amharic so as to make it easily understandable and increase the accuracy of data collected from students whereas teachers' questionnaire was prepared in English. Pilot study was conducted for students' questionnaire. Most of the close-ended questions are organized with Likert Five Scale rating system format. (See Appendix 4 and 5)

3.3.2 Interview

Unstructured interview questions were used to gather data from the teachers and students. So as to avoid regression effect that may be projected during classroom observation, interview was conducted after observation. Classroom observation was organized to check what and how classroom feedback and error correction goes in teaching of speaking skills. (See Appendix 2 and 3)

3.3.3 Observation

Observation of classrooms was organized during speaking lessons of English subject of the four sections sampled from different teachers. In doing so, structured checklist is used to make sure how, when and how feedback and error correction on speaking skills is given (See Appendix 1). For the purpose of analysis numerical value was assigned for the observations results. Thus for the study, teachers who were observed doing the types and techniques of feedback and correction in the four of the observed days are assigned a value of 5; three days observed feedback and correction behaviors are a value of 4; two days observed; one day observed and none observed were assigned 3, 2, and 1 value respectively. Therefore, the mean value for the observation was calculated then.

3.4 Data Collection Procedure

Data was collected with the help of some colleagues. The time of questionnaire distribution and collection and interview are organized in the convenient time for both students and teacher because it may affect the accuracy of the data collected since tiredness and time constraint may make respondents give least focus for the questions they respond to. However, the observations were made in sequential days during speaking lesson using structured checklist and what was observed was not informed to the classroom teachers; because, it may guide teachers to show up with new teaching behavior particularly with modification on their feedback and correction provision systems.

3.5 Procedures of Data Analysis

After collection of all data was completed, data analysis took place. The observational data are analyzed and triangulated with the questionnaire and interview results. Data was analyzed qualitatively and quantitatively. Before data analysis, for the purpose of respondents' anonymity the names of the interview respondents were coded and organized in a way that is easier to analyze. Descriptive analysis, frequency distribution and mean score are used to analyze and display data in the results and discussion section. In doing so percentages and mean is used to compare, analyze and reach in conclusion.

Chapter Four

Findings and Discussion of Data

4.1 Introduction

This section displays the data collected from all methods and sources that are questionnaire, interview and observation. The data was collected from teachers, students and classroom observation of English speaking lessons. As it can be reviewed from the objectives of the study, the main aim of the study was to investigate the challenges and practices of error correction and feedback provision of speaking tasks in grade eleven. Thus, all of the three types of data related to each specific objective of the study are discussed below with data displayed in tables. The divisions are; therefore, the characteristics of the respondent, types of feedback offered, teachers strategic use of feedback and error correction, focused areas of feedback and correction, respondents attitude towards feedback and correction and challenges of feedback and error correction provision. Lastly, the discussion of the general findings of the data was explained briefly in the discussion lesson of the chapter.

4.2 Characteristics of the Respondents

Table 1: Teachers' characteristics

	Sex		Qualification			Experience in years				Teaching load per week		Average students per section			
	Male	Female	Diploma	Degree	MA	1-5	6-10	11-15	Above 16	Oda Nebe High School	Bishoftu Preparatory School	Oda Nebe High School		Bishoftu Preparatory School	
												Soc	Nat	Soc	Nat
No	4	2	1	3	2	1	2	1	2	12	18	46	46	65	80
%	67	33	17	50	33	17	33	17	33	-	-	-	-	-	-

Key: Soc. = Social science students

Nat. = Natural science students

As it can be observed from Table 1, six teachers participated in the study and from them two are females. Their qualification shows that one is diploma holder and three are degree holders and two are MA holders. As mentioned above most of the teachers have an experience of at least more than six years while only one has less than five years experience. Two of them have between six to ten years of experience, one between eleven to fifteen years and the rest two have more than sixteen years of experience in English teaching language. The teaching load of the teachers per week ranges between 12 to 20 hours in which 12 credit hours is the least one which belongs to Oda Nabe High School English teachers while 18 credit hours per week is the teaching load to Bishoftu High school English teachers in average.

The average number of students per section as stated, in Table 1 above is 46 students in Oda Nabe High School and in Bishoftu Preparatory School, 65 students in Social Science classes and 80 in Natural Science sections. The reason for Natural Science sections' congestion is the result of the current educational policy declaration stating that 70% of the students should study in natural science so as to fulfill the country's desire in the stream. In addition, shortage of teachers may also be one of the reasons for it. English teachers are asked if they are interested in the teaching profession they are involved and said that all are very interested. Except that there is no incentive they obtain for the carrier; however, they are committed to their duties and responsibilities as they indicated.

Teachers in response to the interview question, 'What does learners' failure in speaking assessment signify?' responded that failure in speaking assessment signifies that there is a problem of background standard; it also shows the effect of free promotion in some grade levels and students failure is not wanted by the school. Moreover, it shows teachers background problem and added that, "Best students does not become teacher." Another teacher added that, "It is no surprise if students make mistakes" to mean that mistakes are part of the process of learning. Furthermore, they pointed out that teachers' lack of enough experience. Supporting this idea, one of the teachers mentioned that "Most teachers teach grammar, not usage.... I encourage them since we can also make mistakes." Lack of practice and reading is also raised as one cause of failure because reading is the mother of all skills.

4.3 Types of feedback offered

This section displays data regarding the types of feedbacks English teachers used during speaking lessons. Feedback is one of the means for teachers to convey to learners what is good and should be followed and what is to be improved or avoided. Wise usage of feedback types leads to a desired goal of the teaching. The following data show the results of the questionnaire, interview and observation. The tables in this section contain the results of the teachers and students in percentages and mean score; however, the frequencies with the percentage and mean score are stated in the Appendix 6 for the sake space hence the frequencies are included in the presentation of the data analysis. Each result was triangulated and discussed together to come up with clear indication of what was practiced by the teachers and what were their challenges. In the tables the abbreviations ‘N’, ‘R’, ‘S’, ‘U’, ‘A’, ‘NR’, ‘St’ and ‘T’ were used, thus they are used by taking the first letters of the word they are taken from and what they refer for is as follows:- N= Never, R= Rarely, S= Sometimes, U= Usually, A=Always, NR= No Response, St= Students and T=Teachers. Furthermore to easily differentiate the students result from teachers result, the columns that hold students results are shaded with gray colour. The types of feedbacks are discussed below in different sub-categories. The table below is the result of the provision of direct acceptance. Direct acceptance has five categories: elaborate praise, elaborate confirmation, positive reception, positive explanation and acceptance.

Table 2: Direct acceptance

	Direct acceptance response in percentage	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
1	Elaborate praise	23	-	25	-	25	33	18	67	6	-	4	-	2.6	3.7
2	Elaborate confirmation	12	-	23	17	22	33	22	50	16	-	4	-	3.1	3.3
3	Positive reception	19	-	19	17	33	33	13	33	11	17	5	-	2.4	3.5
4	Positive explanation	23	-	14	17	19	17	23	67	16	-	4	-	2	3.5
5	Acceptance	28	33	16	-	24	50	20	17	8	-	5	-	2.4	2

The first item in Table 2, examines teachers' provision of elaborate praise. Thus, in response to this item, 33(23%) of the students responded that English teachers never provide elaborate praise while 35(25%) of them indicated elaborate phrase is rarely used. 4(67%) of the teachers said that they always offer elaborate praise while 2(33%) responded they sometimes do. The observation results show that 2(50%) of the teachers three times employ this feedback while the rest utilized elaborate praise four times. The mean score for the teachers' response was 3.7 and closely the observation's mean was 3.5. Therefore, the two mean scores have the same connotation revealing that teachers handle this feedback type significantly.

Item number 2 above shows that students who accounted 33(23%) claimed that teachers rarely used elaborate confirmation while 32(22%) of them addressed that English teachers usually incorporate the feedback to offer elaborate confirmation about the correctness of the sentences the learners used in their speech. The teachers' response; however, indicate that 2(50%) of them usually provide elaborate confirmation while 2(33%) offer sometimes. According to the finding, the observation mean score was 5, the students' mean score 3.1 and the teachers mean value was 3.3 which bear out the employment of elaborate confirmation in speaking lessons.

The third item in Table 2 investigates teachers' provision of positive reception. Teachers use this method to indicate that students' utterances are positively accepted and the acceptance is confirmed through repetition of the students' utterance. Thus, 27(19%) of the students responded that teachers never practice this feedback; moreover, similar percentage of the students agreed that positive reception is rarely employed. Considerable amount of the teachers 2(33%) shows that teachers provide positive reception usually. According to the observation result, 3(75%) of the teachers two times used this feedback. Finally, as the result of the students' mean value was 2.4 and a closed number of the observation's mean value (2.3); it was proved that English teachers do not give appropriate emphasis to the provision of positive reception. This; therefore, will not show learners if they have to follow the way they did; along with, even though they are correct, they may keep away from their past practices because they are not indicated that they were right.

Item number four in the Table 2 above examines teachers' provision of 'positive explanation'. Therefore, the significant amount of the students' response show that 33(23%) of them agreed that their teachers never explain why the answer given by a student is correct, on the other hand, the same amount replied teachers usually offer the feedback. Teachers rating the item majority of them (67%) indicated that they usually supply the students with the reasons for their correctness. The observational result revealed that 2(50%) of the teachers four times exploited the feedback while 1(25%) of them used five times. The triangulation of the percentages and the mean scores for the issue demonstrated that teachers' positive explanation has taken place in the schools. The observations' mean value was 4 and teachers' mean score was 3.5 in which both show that teachers frequently utilize the feedback.

Item five in the above table demonstrates the result of word acceptance in the context of utterance with immediate correction given to linguistics errors. Accordingly, 40(28%) of the students agreed that they never get acceptance for their speaking tasks whereas 3(50%) of the teachers indicated that they sometimes offer. However, the finding of the observation illustrated that 3(75%) of the teachers two times accepted students' context of utterance with immediate correction given on linguistic errors. The mean scores of the three types of data show that 'acceptance' is least employed by the teachers where the three mean values (students 2.4, teachers 2 and 1.8 observations) confirmed the outcome.

Table 3: Non verbal feedbacks

	Non-verbal Feedbacks in %	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
6	Non-verbal acceptance	44	-	14	-	27	33	6	67	4	-	5	-	2.1	3.7
7	Non-verbal rejection	40	33	20	33	16	17	9	17	9	-	6	-	2.2	2.2
8	Clue	23	-	13	17	29	-	21	33	4	33	9	17	2.6	4

Three types of non-verbal feedbacks usage were examined in Table 3 above. These feedbacks help to avoid noise, disturbance and anger that may result from unsystematic provision of oral feedback and correction. The result of item number six in the table projects the result of non-verbal acceptance. This particular feedback obtained significantly the highest percentage

62(44%) of students' response which indicated that English teachers never show non-verbal acceptance. However, 4(67%) of the teachers responded that they usually provide non-verbal acceptance. The observation results towards body-language usage demonstrate that teachers usually provide non-verbal acceptance. Lastly, the mean values for the matter revealed that the EFL teachers' provision of non-verbal feedbacks is insufficient, so did the mean scores of the students and the observation with 2.1 and 2.7 respectively.

Item 7 in Table 3 involves the provision of Non-verbal rejection using body language, facial expression, etc. to show students incorrectness. Considerable number of students 57(40%) responded that teachers never offer non-verbal rejection, likewise, 2(33%) of the teachers agreed that they never used non-verbal rejection. However, 2(33%) of the teachers acknowledged that they rarely give the feedback. The observation result also proved that 3(75%) of the teachers never used facial expression or body languages to show rejection while the rest rarely used the feedback. In short, teachers and students mean value showed the same result (2.2) and the observations has 1.2 mean score. To this end, the teachers in the schools are ineffective in application of non-verbal rejection.

Item eight in Table 3 investigates English teachers non-verbal clue provision for immediate correction. Hence, the highly considerable amount 41(29%) of the students' response revealed that this feedback is implemented sometimes. The two dominant results of teachers are 2(33%) confirmed that the teachers offer non-verbal clues usually and same percentage give the feedback always. With the mean score of 2.6 (students) and 2 (observation), the study shows that non-verbal feedback has gain least consideration by the teachers in speaking lesson.

As a result of the findings, the three types of non-verbal feedback revealed that English teachers have little awareness about the types of non-verbal feedbacks and their importance if utilized. Non-verbal feedback is used to show acceptance of students' correct formulations, rejection of improper language usage and give clue non-verbally to areas where immediate corrections are necessary.

Concerning item number 9 in the Table 4 below, 55(39%) of the students responded that they never get response development solicitation feedback without clue where as 3(50%) of the teachers agreed that they rarely further extend student's response without providing clue. The

observation and the teachers mean score (4 the observations mean and 3 the teachers mean) confirmed that teachers extensively employ response development solicitation without clue.

Table 4: Response Extensions development and improvement

	Response Extension and Development and Improvement in %	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
9	Response development solicitation without clue	39	17	15	50	25	33	9	-	3	-	9	-	2.9	3
10	Response development statement	18	-	14	-	23	33	20	50	18	17	8	-	3.1	3.8
11	Response improvement solicitation without clue	21	50	29	-	19	33	7	-	9	17	7	-	3.2	3.6
12	Several answers solicitation without clues	26	33	21	17	31	50	9	-	7	-	4	-	3.4	3.8

Response development statement, item 10, helps to improve students' skills about the nature of their mistakes and how best the mistake can be expressed through extending students response with additional information. In response to this item 33(23%) of the students indicated that English teachers sometimes exploit response development statement while 3(50%) of the teachers replied they usually provide the feedback. The observation; however, verified that 2(50%) of the teachers five times applied the feedback while 1(25%) of them offered four times. The mean scores of these responses proved positive result in which the mean score of students is 3.1, the observation mean is 4 and teachers mean is 3.8. Therefore, response development statement is a pertinent feedback type incorporated by teachers.

Regarding item eleven 41(29%) of the students responded that their teachers ask learners to complete the response correctly with clue provided. Teachers, on the other hand, responded indicating that 3(50%) of them never used response improvement solicitation without clue. According to the observation, similar percentage of the teachers were not exploiting this feedback without clue. As the outcome shows, teachers provide clues when offering students chances to complete their answers. The mean values hence show that, 3.2 and 3.6 mean scores are students and teachers results respectively while the observational mean result which is 4.3 strengthens the students and teachers result. Accordingly, the findings illustrate that teachers provide the feedback when they organize speaking activities.

In item number 12 investigates teachers usage of ‘several answers solicitation without clue’, hence considerably the highest percentage of the students and teachers (44(31%) and 3(50%) respectively) and confirmed this feedback was sometimes utilized. The mean scores demonstrated that there is an encouraging practice of the feedback type. The mean scores thus are 3.4 students, 3.8 teachers mean value and the observations mean is 4. The finding reflects that the teachers ask several questions to ensure students’ in-depth understanding, but they did not provide hints which can signify the nature and area of the mistakes the students made.

Table 5: Response Extension Development and Improvement

	Response Extension Development and Improvement in %	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
13	Simple reproof	38	50	70	50	14	-	12	-	11	-	5	-	3.7	4.5
14	Elaborate reproof	50	83	15	17	20	-	6	-	9	-	-	-	1.8	4.8
15	Elaborate denial	28	17	16	33	28	17	16	33	6	-	6	-	2.5	2.7

Item 13 examines the employment of simple reproof and respectively 54(38%) and 3(50%) of the students and the teachers confirmed that when English teachers offer feedback they never used phrases like ‘no’ ‘uh uh’, ‘not exactly’ etc. The rest of the teachers reflected that they rarely used simple reproof. The observation result also shows that 3(75%) of the teachers never used simple reproof. The mean scores show that almost no account of simple reproof was observed because it is understood to have negative impact on the learners. The mean scores of the responses show that the students’ mean value was 3.7 while 4.5 and 4.8 are the teachers’ and the observations’ mean score respectively

A rejection made through verbally attacking the learners is the feedback type referred as ‘elaborate reproof’; this feedback provision is assessed in item 14. However, in response to the item significant amount of the students 70(50%) and the majority of the teachers 5(83%) show their agreement that the students are not attacked verbally. The observation result also bear out proved the inexistence of the feedback along with the mean score of students (2.5) and teachers (2.7). These confirmed that teachers are careful about the provision of this none significant feedback and correction means.

Item 15 in the table above, examines teachers' provision of elaborate denial which is used to indicate rejection with elaborate explanations. Hence, significant percentages of the students 40(28%) said teachers never show elaborate denial. However, teachers, who accounted 2(33%) responded that they rarely use elaborate denial while the same amount again replied they usually show rejection of errors with elaborated justification. As observed too, 2(50%) of the teachers three times utilized this feedback while 1(25%) of them four implemented. Again equal amount of the teachers indicated that they never used the feedback. The mean score for these findings come up with mean scores of 2.5 students, 2.7 teachers and 2.8 observations. As a result, the data signify that teachers used this feedback insufficiently when it is a significant means for motivating learners with a clear indication of their mistakes.

Table 6: Repetition

	Repetition in %	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
16	Repeat with no change	18	33	16	17	28	33	21	17	11	-	5	-	2.5	2.7
17	Repeat with change in Emphasis	18	-	16	17	25	33	18	50	13	-	8	-	2.9	2.8
18	Repeat with change and emphasis	15	-	28	-	19	67	23	33	7	-	5	-	2.7	3.3

Item 16 in the table above investigates the practice of making repetition of the learners' error with no modification. The considerably highest percentage of learners' response 40(28%) shows repetition without change was sometimes employed while 30(21%) of the students responded that teachers usually provided the feedback. Teachers' response show that 2(33%) of them never repeat students' mistakes; however, the same percentage of the teachers said they sometimes repeat students' errors without adjustments made to indicate occurrences of errors. The mean scores of the study participants demonstrate that 2.5 and 2.7 mean value of students and teachers respectively. The observations' mean score was 2.3 which proves that those teachers mostly give the improved ones. As result, this finding shows that teachers prefer to offer the correct form of the error and do not show occurrence of error through repetition of the students' mistakes. This, thus, shows learners are not encouraged to make self-correction through this means.

Item 17 examines the utilization of the feedback ‘repetition with change and emphasis’ on the improvement made on the mistakes. Students confirmed that there is a good practice of this feedback type. As it can be referred from the above table, 35(25%) of the students responded that teachers sometimes provide this feedback. The other significant result from students’ response is 26(18%) that approves the feedback is usually incorporated and the same percentage responded that their teachers never used repetition with change in emphasis. On the other hand, 3(50%) of the teachers indicated that they usually provide repetition with change in emphasis while 2(33%) of them replied they sometimes provide the feedback. The observations results confirmed that teachers have little awareness about this technique. According to the observations there is little practice of the feedback ‘repetition with no change except in emphasis’ and the mean scores of the data confirm that teachers put this method aside as invaluable one. The findings, therefore, show up with 1.5 mean value of the observation, 2.9 students and 2.7 teachers’ mean value.

Item 15 in the above table explores the usage of repetition with change and emphasis. As a result of the study, the majority of the teachers 4(67%) confirmed that they sometimes employ the feedback while the significant amount of the students 39(28%) revealed that teachers rarely use the feedback. The remaining percentage of the teachers approved that they usually offer the feedback. The significant mean scores of the students was 2.7 and the observation 2.7 indicated that teachers are not accustomed to this method. Generally, the finding justifies repetition with change and emphasis is one of the weakly employed feedbacks and correction means.

Questioning is one of the methods employed to ensure students understanding of the desired skills taught. Item 19 in Table 7 below examines the provision of original question that is asked repeatedly without making improvement on its previous formulation. Significant amount of the teachers 4(67%) sometimes used this feedback though the remaining teachers usually applied questioning method. Similarly, considerable amount of the students 41(29%) agreed that their teachers usually ask original questions. The result of the mean scores for both students and teachers show the same values (3.3) while 100% of the teachers were observed asking original questions. The result, thus, indicates that the teachers are familiarized with the feedback and they proved its essentiality through employing it competently.

Table 7: Questioning

	Questioning in %	N		R		S		U		A		NR		Mean	
		St	T	St	T	St	T	St	T	St	T	St	T	St	T
19	Original questions	11	-	18	-	23	66	29	33	11	-	7	-	3.3	3.3
20	Altered questions	17	-	23	-	26	17	13	66	6	-	13	17	2.6	3.8
21	Questions	13	17	21	-	30	-	18	83	8	-	9	-	2.8	3.5

Item 20 examines teachers' incorporation of altered questions. As a result, 4(66%) of the teachers show that they usually paraphrase questions in which students find hard to understand. The substantial amount of the students 37(26%) responded that teachers sometimes alter the questions previously asked. However, the observation result shows that 2(50%) of the teachers three times alter original questions while 1(25%) of them four times do and the rest of the teachers reformulate the questions always. The mean values for this item signifies that altering questions takes place frequently during speaking activities. The teachers and the observations' mean scores were 3.8 the same to both of them and approve the successful utilization of the feedback. This feedback helps teachers to have different effect on the learners understanding and increase learners' participation on tasks.

Item 21 above is indicated as successfully utilized method by 5(83%) of the teachers who confirmed that they usually apply questions in their classes. The students' response to this numerous questions solicitation with clue usage signified that 44(30%) of them agree that their teachers sometimes employ this feedback. Finally, the observation and the students mean value (2.8) show that teachers do not ask several questions on some issues of a speaking activity. According to the interview, teachers suggested that this method discourages learners and decreases participation, which then changes the classroom in to dormant teaching and learning environment. This shows the learners inconvenient feelings towards the feedback, as the teachers indicated. However, to cover all aspects of the mistaken notion of the students' speech and to give clear indication of what is right, what is wrong and why it is wrong, teachers may ask several questions related to the issue in different contexts which can help the learners conceive the desired skill.

Table 8 below contains three feedback types, namely ‘negative explanation’, ‘prompt’ and ‘undecided feedback’. For example, negative explanation is used to elaborate the cause and types of errors while prompt is employed to give clue to get the required response through provision of guidance. Item 24 examines the utilization of puzzling feedbacks types to the answers given by learners.

Table 8: Negative explanation and prompt

	Negative explanation & prompt in %	N		R		S		U		A		NR		Mean	
		St	T	ST	T	St	T	St	T	St	T	St	T	St	T
22	Negative explanation	18	17	17	-	25	33	25	-	8	17	4	33	3	3
23	Prompt	16	-	16	-	35	33	16	17	6	33	10	17	2.4	4
24	Undecided	21	-	11	-	19	17	28	66	14	17	6	-	2.8	2

Regarding item 22, the findings show that 35(25%) of the students agreed that negative explanation was sometimes given and again the same percentage of the respondents confirmed that teachers usually provide the feedback. Significantly the highest rate of teachers’ response 2(33%) proves that negative explanation is sometimes used. According to the observation, three of the teachers were rarely incorporating negative explanation where as one of them has used sometimes. This signifies that teachers give least emphasis to this feedback. The two dominant mean scores (students and teachers) were 3 which reveal the positive utilization of the feedback.

Item 23 in the Table 8 above investigates if teachers employ prompt which is a lead-in cue provision used to facilitate the required response from learners. The significant amount of the students 49(35%) indicated that teachers sometimes give prompt; similarly 2(33%) of the teachers confirmed that they sometimes give a lead in cue; however, the same percentage of the teachers pointed out that they always provide the feedback. Due to this, there is a great difference between the mean scores of the respondents; the teachers mean value was 4 while

the students' mean was 2.4. The observation result confirmed that 2(50%) of the teachers two times use prompt where as 1(25%) used three times while the remaining used the feedback four times. The mean score of the observation thus strengthen the students mean score with 2.8 mean value. For this reason, the data shows that teachers hardly use the feedback in speaking correction provision.

The last item in the Table 8 above shows the results of the provision of undecided feedbacks. According to the percentages 39(28%) of students and 4(66%) of the teachers confirmed that undecided feedback is usually used. However, the mean scores 2.8 the students, 2 the teachers mean value and 2.5 the observation mean value (2.5) confirmed that teachers did not offer confusing or undecided feedbacks to students response or questions.

4.3.1 Provision of Positive Feedback

According to the interview, all teachers agreed that positive feedback provision facilitates motivated classroom learning environment. Therefore, when teachers provide feedback to the learners, they fairly and positively implement their feedbacks. However, teachers mainly mentioned what they should not do, not what they should. Thus, they responded that they will not mock, discourage, ridicule and exaggerate learners' mistakes. One of the teachers; for examples, mentioned, "Some students feel disappointed if they are immediately corrected in front of the students." This indicates that teachers due to the students' behavior are not providing feedback and correction in front of students since it is the learners' desire and as it may result in lack of motivation to the subject. Another teacher added that, "As much as possible, we do not demoralize them, and we will give them encouragement." In addition to this, one of the teachers mentioned that "We will advise them to listen and see English TV and radio programs, movies and dramas because the more they listen, they will be able to correct themselves without the teacher." Students interviewed also suggested that they wish to have constructive feedback and mentioned that they always want to get feedback and correction without harsh and discouraging words. Furthermore, students do not want to be the focus for questions all the time. They added that teachers do not have to ask students in which the teachers already know that a student could not give the correct answer and ask just for the sake of mocking on the student. However, this method may also help to hold students attention on the lesson hence it should not be asked repeatedly since it have negative effect on the students.

Teachers responding to the interview question, 'Is there any kind of feedback and correction that is effective in your speaking classes?' they said that the effective way of giving treatment is persuading learners when they react negatively and advise them to read so as to motivate them to learn. Teacher 4 here added that he gives correction after class only to avoid students' inconvenience.

In response to the interview question, 'What should an English teacher do to give positive feedback and error correction on speaking tasks?' teachers explained that they should give encouragement, give positive feedback because students prefer that while another teacher mentioned teachers have to read more, make students participate in communication clubs, etc and teachers need to have positive attitude towards the learners. Teacher 4 illustrated that after class correction is good since it does not interrupt learners and discourage them. Teacher 3 explained that, "I will tell them (students); it is nothing to be mistaken, so that they will not feel anything and teachers do not have to be fault finders, it is bad, it brings negative outcome." Advising learners to read, listen and see television programs broadcasted in English language is also one of the means to help learners improve the commented areas and it increases autonomous learning. Students responded that they want to get positive feedbacks and mentioned that they need to be encouraged and get later corrections.

Ridiculing students, exaggerating students' mistakes are the inappropriate feedbacks and corrections methods, mentioned by Teacher 1. Adding to this, Teacher 3 illustrated that if students are corrected in front of their classmates, they are unhappy. Regarding inappropriate feedback and correction types, students replied that they do not want to be insulted whether they are correctly or incorrectly. Moreover, they do not want to be interrupted during their presentation.

4.4 Strategies of Feedback and Error Correction Provision

Correction takes place in different ways, in response to the interview question 'How do English teachers treat learners' mistakes and errors in speaking skills?' Teacher 1 responded that he does not correct each and everything directly but take general note and explain later. He added that references are given to learners to help them read (refer) in areas related to the feedback and correction provided. Furthermore, teachers illustrated that students will be discouraged if

correction is given; however, Teacher 4 added, in foreign countries students who make mistakes are directly corrected. Teachers 2, in addition, responded that correction is given through repeatedly telling the learners. In addition, teachers mentioned that learners are not harassed, discouraged and correct expressions are told. Other teachers also mentioned that later correction is made because students will not be the focus of the correction.” One of the teachers explained that she uses correction as it fits to her. She asks the learners to do the task, show them how to do it, encourage them and summarize it finally. Most of the time, she said that, she will not correct; and give correction only to global errors. On the other hand, Teacher 5 illustrated that the learners will correct and improve themselves through reading. Then, he mentioned that he will accept the students answer whether they are right or wrong. Teacher 6 also added that she will not interrupt students when they are speaking because they will be discouraged. Students responding to a question ‘How English teachers’ treat your speaking errors?’ described that most of their teachers do not give correction immediately; they said later correction is the prior method utilized and added that their teachers do not discourage them when making correction.

There are many kinds of feedbacks; however, the way these feedbacks and corrections are employed varies. Keeping this in mind, teachers who know various situations of their classes particularly speaking lessons adjust their feedbacks and corrections accordingly so as to make it suitable to learners, to the nature of the lesson, and to the classroom size. As a result, teachers incorporate different strategies. In response to the question ‘How do you treat repeated learners speaking errors?’ 3(50%) of the teachers responded that they mainly use three techniques; correcting all major errors, writing comments and giving clues on the blackboard to show correction, and the third one is pointing out major errors and provides suggestions for minor grammatical mistakes. Other teachers who accounted 2(33%) indicated that they correct all repeated errors whether major or minor; they correct most but not necessary all of the major errors; they correct only errors that might interfere with communicating ideas; they give a general note at the end of the period and the last thing is signaling that there is a problem in the students utterances and comment at the end. The thirdly graded item is selected by 1(17%) of the teachers who elaborated that students are advised to come to office and discuss the mistakes they made during speaking lessons.

Table 9: Provision of peer and self correction and adaptation of feedbacks

Self and peer correction and adaptation of feedback			Yes	No	NR
1	Students	Teacher give orientation of the techniques of making self and peer correction	66%	33%	1%
2	Teachers	Teacher adapts feedback to the needs of individual learners	66%	17%	17%

In Table 9, 47(33%) of the students responded that their teachers never allow self and peer errors correction techniques. Thus, they claimed that their teachers have no awareness on how to make peer and self correction. Therefore, teachers did not emphasize on these types of techniques. Furthermore, students claimed that teachers are not positive thinkers and they do not care about learners' future. However, others mentioned that the teachers overestimated students as having enough skills where as some of the teachers were reported to have spent their class time doing silly things and they do not serve students desire.

To the question 'How do learners react towards peer correction?' Teacher1 responded that, "Learners feel elated; they are not disappointed." In addition, he said that "They feel good because it is the teachers' duty to control peer correction." On the other hand, other teachers responded that learners expect feedback and correction from the teacher and prefer self correction. Teacher 4 added that, "Students are not given chance (peer and self correction)." Accordingly, the teachers cannot notice students feeling towards peer correction. Students in response to this interview question mentioned that they do not want to be corrected by friends because they do not correct mistakes properly and they are not confident about the exactness of the correction provided.

Teachers' response for the second item in Table 9 shows that 4(66%) of the teachers agreed that they adapt feedback to the needs of individual learners while 1(17%) said she does not adapt and added that she employed feedbacks and correction she as she preferred which can be one of the main reasons for learners' demotivation.

Concerning the types of errors treated by learners 4(66%) of the teachers confirmed that grammar can be mainly corrected by students where as 1(17%) of them responded pronunciation can also be corrected among others: meaning, vocabulary, etc.

4.5 Provision of Encouragement to Learners during Speaking Activities

Table 10: Teachers and students response to provision of encouragement towards peer and self correction

	N		R		S		U		A		Mean	
	St	T	ST	T	St	T	St	T	St	T	St	T
No	44	-	24	-	33	-	28	2	17	3	-	-
%	31	-	17	-	23	-	20	33	12	50	2.7	4.3

Table 10 depicted both students and teachers' response towards teachers' encouragement for self and peer correction process. In some occasions self and peer correction is important; according to the students' response, 44(31%) of them responded that their teachers never give encouragement while 24(17%) said it is rarely given. 33(23%) of the students said teachers sometimes give encouragement where as 28(20%) responded that teachers usually provide encouragement. Similarly, teachers who accounted 2(33%) agreed that they usually give where as 3(50%) of the teachers responded that they always encourage. According to the observations, none of the teachers were observed giving encouragement for peer correction and self correction. Seldom, students were seen trying to correct themselves without encouragement given to them.

Students responding to the question, 'Does your teacher discourage you when you are mistaken?' they confirmed that they are not discouraged; however, their teachers seldom do when they were angry with their own matters. As a result, teachers may speak discouraging things in these occasions.

Self correction chances are provided mainly during speaking activities while peer correction by nature is mostly used at the end of a speaking task. According to the interview result, 4(66%) of the teachers said that they do not give chances for self correction; for instance, one of the respondents who fictiously named Tola said that, "I do not give any of them (peer or self correction). It is important, but because students are weak, they may not identify mistakes". Adding to this, another teacher who similarly named Tegenu also replied, "No, it is difficult because they are of low standard". Therefore, the teachers do not prefer to organise self and peer correction because they think learners have low performance and cannot perform well on it. As a result of the triangulation of those data, teachers were not employing the technique.

This happens because the teachers think that students do not like self and peer correction. However, the students want their teachers' to provide them feedbacks and corrections. In support of this, a student interviewed said that students prefer teachers' correction because students who give correction may be mistaken and lead to a wrong direction.

Item 1 in Table 11 below displays the result of the provision of peer and self correction. Thus, significant number of the students 62(44%) demonstrated that their teachers never give chance for peer and self correction. Teachers, on the other hand, who accounted 3(50%) responded that they always give chances. According to the observation, pair exercises are given but no chances for peer feedback and correction. The mean score for students' response was 2.7 and the observations' mean value was 1. Generally, these two mean scores reveal that chances for peer and self correction are the least emphasized techniques of feedback and correction.

Table: 11: Techniques of feedback and correction provision

	Teachers Employed	N		R		S		U		A		NR		Mean	
		ST	T	ST	T	ST	T	ST	T	ST	T	ST	T	ST	T
1	Self & Peer Correction	44	-	22	-	32	17	27	33	17	50	-	-	2.7	4.3
2	Lesson Progression	29	33	20	17	16	33	16	-	11	-	6	17	3.5	2
3	Interruption	31	50	13	50	19	-	13	-	15	-	9	-	3.2	4.5
4	Repetition	22	-	20	-	35	-	14	83	6	17	6	-	2.6	4.2
5	Loop	18	-	25	-	21	50	18	50	13	-	6	-	2.8	3.5
6	Transfer	22	-	12	-	24	33	38	50	12	17	8	-	3.5	3.8
7	Return	18	-	26	-	26	33	14	50	9	17	7	-	2.7	3.5
8	Verification	18	-	11	-	36	33	16	50	10	17	8	-	2.5	3.8
9	Provide	11	-	14	-	19	-	22	50	26	-	6	-	3.3	4.5

Regarding lesson progression Table 11 depicted nine techniques of correction. Thus, item 1 in the above table, tests if teachers employ lesson progression following a student's correct response and 41(29%) of the students said teachers never did while 28(20%) responded that their teachers rarely use lesson progression. Teachers who accounted 33% agreed that they never use lesson progression while the same percentage indicated that they sometimes employ. According to the observation result, 3(75%) of the teachers three times utilize the method while 1(25%) five times used. The data displayed here shows that most of the teachers' sometimes exploit this feedback type. The mean value of students was 3.5 and the observation's mean was

3.5. These results demonstrate that teachers incorporate the technique (lesson progression) in their speaking lessons.

Item 3 of Table 11 assesses if teachers interrupt students in the middle of their speaking when they make mistakes. However, 22(31%) of the students indicated that they are never interrupted while 18(13%) said rarely they are interrupted. 27(19%) of the students confirmed they are sometimes interrupted whereas 21(15%) responded always. 3(50%) of the teachers said they never interrupt learners while the rest agreed that they rarely interrupt. The observations result also revealed that 1(25%) of teachers five times interrupted students as the rest do not make interruptions. The mean for students response was 3.2 and teachers was 4.8. These mean scores revealed that most of the teachers do not interrupt students during speaking activities.

Regarding repetition in item 4 Table 11, students who accounted 49(35%) rated that teachers sometimes make repetition to show there is mistake in the area repeated and 5(83%) of the teachers confirmed that they usually provide. The mean for teachers was 4.3 and the observational mean score was 3.5 and these results project that teachers utilize repetition for speaking error correction.

Item number 5 in Table 11, examine the incorporation of loop: teachers request repetition of inaudible or unclear areas of a students speech. Thus, 3(50%) of the teachers usually ask for repetition of this kind while the rest sometimes ask. On the other hand, 35(25%) of the students confirmed that teachers rarely ask for repetition while 30(21%) of them pointed out that their teachers sometimes ask. The observation results bear out that teachers usually exercise this technique to listen what a student is expressing and to easily administer their feedback and correction. The mean score for teachers and the observation was 3.5 and 4 respectively. This shows that loop is one of the techniques teachers utilized.

Item 6 in Table 11 states the result of chance provision to peer to make correction on the mistakes made by their classmate. In response to the item 3(50%) of the teachers responded that they give chance for peer correction while 2(33%) of them confirmed that they sometimes resort to transfer. Students who accounted about 54(38%) agreed that their teachers provide usually. The mean score for transfer of both students and teachers mean was 3.5 whereas the

observation mean value was 5. Therefore, as the results of this item reveal, teachers were implementing the techniques some what effectively.

Table 11 item 7 investigates the technique employed after transfer chances to help the student to modify the mistake with a correctly formulated response given by classmates. Therefore, 37(26%) of the students responded that teachers rarely provide return chance while the same amount confirmed that teachers sometimes incorporated. Teachers who accounted 2(33%) agreed that teachers sometimes spent time on return correction provision whereas 2(50%) replied they usually return to help the student to make correction. The observation reveals that 3(75%) of the teachers two times use the technique while the remaining never used. The mean score for the observation was 1.6 and 2.5 was students. As a result, the mean scores for the two responses show that teachers most of the time does not use return to help students make another try to ensure that he/she accepted the changes to the mistakes.

Verification is the technique used to assure the feedback and corrections provided are understood by the students. Thus, in response to item 8 above 51(36%) of the students agreed that their teachers sometimes check understanding while 3(50%) of the teachers responded that they usually reassure understanding. The mean score for teachers was 3.8 and the observations mean value was 3; therefore, the result signifies that teachers were careful about what is planted in their students mind.

The last item in Table 11 examines the provision of correct answer directly when the task is difficult for students. Teachers who accounted 3(50%) responded that they usually provide direct correction while the rest confirmed they usually give direct answers to learners. The observation result show a mean value of 5 in which teachers always provide the answer for difficult question or parts which needs correction. The mean value of students and teachers was 3.3 and 4.5 correspondingly. Therefore, it can be concluded that teachers were implementing the technique 'Providing' to the learners when they are found trapped during their speaking activities.

4.6 Focused Areas of Feedbacks and Correction

As different teachers background vary, the way they teach and what they emphasize in teaching may vary since what is important for one teacher may be least important and least focused area for others. Some schools state in their syllabus what areas of skills to be focused; for example, fluency is focused in some private schools.

In the schools the study conducted, 2(33%) of the teachers responded that they focused on fluency as 1(17%) of them focused on accuracy. However, the rest of the teachers responded that they emphasized on provision of feedback and correction on fluency and accuracy the students' language. Since speaking language helps to communicate effectively, fluency and accuracy are desirable to have a successful communication. Teachers, consequently, need to give emphasis for skills not just a separate skills, fluency or accuracy. According to the percentages, teachers are following the desired way of teaching language with a considerably the highest rate that shows fluency and accuracy were emphasized by most of the teachers.

Table 12: Focused areas of correction

	Grammar	Vocabulary	Pronunciation	Message	NR
Students	54 %	41%	24%	-	4%
Teachers	66%	-	-	66%	-

As portrayed in Table 12, teachers responded that they mainly focus on provision of feedback and correction on grammar and message in both cases with a support of 4(66%). However, 58(41%) of the students in the contrary responded that their teachers focus is on correction of vocabulary (diction) and similarly they approached that grammar is the main area of error correction and 78(54%) of the students said the skill was emphasized. As discussed above, the result disclosed that teachers mainly focus on provision of feedback and correction on both fluency and accuracy the language. However, it was found out that teachers main focus of feedback and correction was accuracy not fluency of the students oral communication.

4.7 Respondents Attitude towards Feedback and Correction

Error correction is an important practice for teaching language. If learners are not corrected, they will continue producing the same mistakes repeatedly. However, to employ feedback and

correction successfully, teachers and students' attitudes matter. If learners block their mind towards the feedbacks and corrections, no matter how feedback and correction is provided, students will make no improvements. Similarly, if teachers have negative attitude towards error correction, they will contribute for the ineffectiveness of feedback and correction provision. Teachers interviewed showed that they have negative attitudes towards feedback and correction types because the provision consumes much time and it decreases students' participation. Such attitudes thus inhibit the delivery of appropriate feedback and correction. Moreover, some problems may arise due to the difference of teacher's preference and learners' desire. However, the study found out that 92(65%) of the students believe that all errors should be immediately corrected while 45(32%) said error should be noted down and corrected by the teachers at some time later. On the other hand, 5(83%) of the teachers confirmed that only some particular errors should be immediately corrected. Adding to this, teachers elaborated that only those errors affecting meaning and communication should be corrected because it helps to encourage participation while others responded that it creates misunderstanding and affects the students' speaking. Moreover, it helps to avoid interruption of oral communication and flow of ideas. Furthermore, minor errors will be corrected by the students themselves to evade interruption.

Regarding making errors, 62(44%) of the students responded that they are not afraid of making mistakes in class and 94(67%) of them mentioned that they will learn much from the feedback and correction they are provided.

Based on the teachers' response it is found out that students give priority to the marks they earn. Beside this, learners prefer feedback and correction on grammar. However, the process of learning is forgotten even though it is the base for their progression and achievement of their learning goals.

Discussing the learners' reaction towards error correction, teachers mentioned that learners are disappointed when correction is given immediately in front of students but they are happy to get correction. Similarly, Teacher 5 added that students are happy and eager to get correction; except rare ones, the rest wants to learn new things. Teacher 4, on the other hand, explained that "They (students) prefer to be told individually because they do not want to be corrected in front of students, they feel embarrassed, and do not participate then after." Students also

reflected that they are happy to get correction but their teachers do not give correction and feedback and emphasized the grade and give scores only for presentations made.

4.8 Causes of learners Mistakes and Errors

Concerning the causes of learners' mistakes and errors, teachers rated 13 out of 14 kinds of causes. The causes include, carelessness, language switch, translation, mother tongue influence, rule overgeneralization, context of learning, avoidance, prefabricated patterns, cognitive and personal factors, appeal to authority, performance error, maker of transitional competence and incomplete application of rules are the ones taken as factors for errors. The insignificant cause disregarded by most of the teachers is false concept hypothesized and the rest were with mean scores between 3 and 4.2 as the degree of their influence is determined. It is found out that the major causes are carelessness with average mean of 4, mother tongue influence and incomplete application of rules have 4.2 mean. These causes are the frequently faced problems during speaking activities. The other causes for mistakes as teachers indicated are fear and shyness. In addition, they mentioned two problems teachers brought about; these are familiarizing students with translation which make learners to be dependent on translation. Because of this, learners came to have low performance. Moreover, Afan Oromo and English language letters similarity has created its own problem. Because the sounds of the letters in these two languages usage have variation when students' speak in English lesson, they may pronounce English letters in Afan Oromo language usage of the letters. As a result, this has doubled the influence of mother tongue.

4.9 Challenges of Feedback and Correction Provision

This section answers the questions, 'What areas of speaking are challenging?', 'What types of feedbacks and error corrections are challenging to apply?' and "Why they are challenging?' Teachers mentioned the following challenges of feedback and correction provision on speaking activities.

Teachers discussing the issue mentioned that it is difficult to give correction on every mistake. For instance, Teacher 1 said "If you give correction line by line, they (students) will not come in front of the class and present their work." The other reasons mentioned include large class size, low students background, and low participation. Teachers further explained that, "Unless

students speak, it is difficult to correct and make them perfect.” Since the study focuses on speaking skills if there is no participation, there will be no practice of feedback and correction. As a result, teachers should avoid giving over-correction and discouraging feedbacks and corrections in order to raise students’ participation and verify that learning has taken place. Moreover, teachers added that students may fight with their teachers outside school to revenge for the correction they thought was used to depreciate their skills in front of students. “Students want every correction from the teacher; they are fed,” said Teacher 3; moreover, she explained that teachers should have positive attitude to students age and respect them. Teacher 4 added that everything is ready but students do not use it and lack of teachers training is also a problem. In addition, teachers added that learners make noise if corrected and they suggested that it is good if the class size is 40 because it is manageable.

4.9.1 Challenging Areas of the Speaking Sub-skills

Provision of feedback in sub-skills may not be easier. Hence, 3(50%) of the teachers primarily agreed that giving feedback on organization of speaking task is not that difficult. The challenging area mentioned was commenting on ideas expressed. In agreement with this idea 3(50%) of the teachers replied that it is sometimes challenging. The sub-skills were grammar, vocabulary, pronunciation and feedbacks and correction on ideas expressed are found as challenging area for speaking feedback provision and error correction as their mean score result are below 3.

Table 13: Challenging areas of speaking feedback provision.

	N%	R%	S%	U%	A%	Mean
Grammar	-	50	33	17	-	2.7
Vocabulary	17	33	33	17	-	2.5
Pronunciation	33	50	17	-	-	1.8
Organization	17	17	17	50	-	3
Ideas expressed	17	17	50	17	-	2.7

4.10 Discussion

This study is conducted to assess the practices and challenges of feedback and correction provision of speaking skills. The study thus, aimed to answer six research questions related to the types of feedbacks used, techniques employed, learners and teachers attitudes towards error

correction, causes of learners speaking mistakes, focused areas of feedback and correction and challenges faced by teachers when giving feedback and correction on speaking activities were studied. Therefore, as the result in the previous sections demonstrated, the following results are obtained.

The result shows that teachers use some of the feedback types effectively while some are unproductively used while some feedbacks almost never used. Teachers frequently utilize elaborate praise, elaborate confirmation, positive explanation, response development solicitation with clues, response development solicitation with clues, simple reproof, elaborate reproof, original questions, and negative explanation. According to Klein (1986:144), feedback is "*Explicit information signaling lack of understanding, information implicit in utterances signaling incomplete or misunderstanding explicit corrections.*" Thus, English teachers studied were using these feedback types when they provide students with corrections and comments for improvements in speaking skills.

On the other hand, some of the feedback types which do not have place in speaking activities feedback provision or those rarely employed are positive reception, direct acceptance, non-verbal feedbacks, elaborate denial, repeat with no change, repeat with change in emphasis, report with change and emphasis, questions, prompt and undecided feedbacks.

Hedge (2000:291) explained what decision a teacher should make, on how to indicate that an error has been made, where the error is, whether to give the correct form or prompt self-correction in some ways, and whether to involve the rest of the class or not. These decisions are related to whether the student is likely to use the feedback, whether it is a careless mistake, how often the error has been made in that particular class and how many students have been making it, and the confidence or anxiety of the individual student concerned.

Regarding the strategies of feedback and correction provision, the paper come up with findings demonstrating that English teachers prefer to use some of the techniques which includes, determining what speaking mistakes to correct. Therefore, it is found out that teachers mainly correct all major errors, write comments and clues on the board to show correction, point out major errors and provide feedback for minor grammatical mistakes, resort to other lesson/topic when students answers is correct and they adapt feedback types to their learners need.

In addition, teachers ask for repetition to help learners make correction on what they said was incorrect, ask for repetition when students speech lack clarity or if inaudible, give chance for the class to supply correction to mistakes made by other student; check acceptance of the correction and feedback given and lastly exploit the last option of feedback and correction provision which is offering the correct form. Gower, Philips and Walters (1995:165-6) illustrated that when giving correction teachers should provide to students that something is erroneous, where it is and what kind of error it is. Before doing this, a teacher should first allow the students to finish their speaking task because students find it disconcerting to be interrupted mid-stream. From the techniques used the following types are not welcomed because of their harm to the learners and teachers' lack of awareness. These techniques consists of interrupting learners during speaking, permitting the mistaken students to repeat the correct form. Peer and self-correction techniques are also inapplicable as studied, because the teachers believe that the students do not have awareness (have low performance) on how to make correction and because of large class size. Harmer (2001:102) explained that teachers are ideally placed to provide accurate assessments of students' performance. Students commonly have a very clear idea of how well they are doing or have done, and if teachers help them to develop this awareness, enhancing learning greatly.

Gower, Philips and Walter (1995:164) clarified that errors are not always disgraceful; there are positive aspects to be considered. This includes that it implies at least the students are trying, by making errors they are testing out their ideas about the language, and by noting down the errors that the students make the teacher can see what needs focus in the future lessons. Learners' causes of mistakes as the findings from the teachers' response illustrate that learners are mainly influenced to make mistakes because of incomplete application of rules, carelessness and mother tongue. Thus, when students speak, they apply some of the rules they remember and leave the rest. In consequence, students make mistakes. Some students are so careless about their education and they do not care what mistakes they made and they will not improve it. This is the worst thing carelessness brings about to learners. The third one is mother tongue influence that include following of native language's grammar construction system and apply them on the target language (English).

Concerning the focused area of correction it was found out that teachers mainly devote much of their feedback and correction time on accuracy not fluency. Ur (1991:246) explained that there are some situations where we might prefer not to correct a learner's mistake in fluency work, for instance, when the learner is in mid-speech, and to correct would disturb and discourage more than help. But there are other situations when correction is likely to be helpful. However, teachers give focus on provision of grammar feedback and correction.

Learners and teachers attitude is also the factor for the success or failure of feedback and correction provision. As the findings of the students indicated, learners' top priority is the mark or the grade they earn. Students also responded that they are not afraid of making mistakes in class and they showed their pleasure to get feedback. This is because it helps them to learn much from their mistakes. Some students responded that errors should immediately be corrected while others responded that errors should be corrected later after noted down during the speaking activity. However, teachers responded that only some particular errors should be immediately corrected. As a result, teachers and learners' utilization of the feedbacks and corrections is the result of their attitudes towards feedback and error correction.

Harmer (2001:105) explained that "Nothing in language teaching is quite that simple, there are times during communicative activities when teachers may want to offer correction or suggestion of alternatives because the students' communication is at risk or because this might be just the right moment to draw the students' attention to a problem." The findings show that the challenges English teachers face on provision of feedback in speaking activities include lack of awareness to the feedback types and techniques, low students performance, lack of focus, insufficiency of class time, students negative attitude towards peer correction, large class size and shortage of reference material are the challenges faced by teachers when they try to make effective feedback and correction on speaking skills. Moreover, areas challenging to give correction and feedback are grammar, vocabulary and the message expressed.

Chapter five

Conclusion and Recommendation

5.1 Conclusion

From the interpretations of the data and finding, the following conclusions are drawn.

1. Teachers are aware of the importance of feedback and correction; however, they are guided by intuition and eliminate the feedback types they thought are discouraging to the students as means for assuring themselves that they are not providing negative feedback.
2. Teachers do not provide peer correction chances in their speaking lessons. Because Students have low performance, peer correction chance is not provided. However, teachers also contributed for learners' weakness on provision of feedback and correction since they did not create awareness to learners on how to make feedback and correction. As they are also guided by intuition they cannot give what they do not have given that they focus on limited types of feedbacks and correction. Teachers also bases audiolingualism approach which emphasizes on the avoidance of discouraging assessments and feedback provision.
3. Humanistic methodology is at least applicable by English teachers in which this method involves in promoting learners self image while teachers were not observed creating awareness about autonomous learning means specially peer and self correction techniques and types of feedbacks.
4. Thinking of some students' horrifying behavior and learners' discouragement if corrected, some teachers prefer giving no correction and feedback to learners. Thus the learners are not offered feedback and correction that can facilitate their speaking skills effectively.
5. Incomplete application of rules, carelessness and mother tongue influences are learners' major causes of mistakes on speaking. Moreover, students give priority to marks they earn, hence they do not give proper attention to feedback and correction given from their teacher.
6. Teachers mainly give focus to grammar correction and in rare cases they correct pronunciation and on ideas expressed.

7. Teachers believe that error correction is part of the teaching learning process, and mistake is the means for the teacher and learners to find out what learners grasped from the lesson; thus what is to be improved is basically clear to the teachers than the learners and teachers agreed that they have to give correction even though they faced some challenges because of classroom size, time constraints, shortage of reference materials, learners terrible behaviors and teachers' negative attitude towards students feeling about feedback and correction made the teachers to be reluctant in implementation of feedback and correction on speaking skill.

In short, it can be concluded that feedback and correction provision types and techniques gain least attention, teachers and students have positive attitude towards feedback and correction but because of teachers lack of awareness to correction and feedback provision techniques and types learners were not provided with constructive feedbacks. Students low performance, large class size and shortage of supportive reference materials also contributed for the ineffectiveness of feedback and correction provision on speaking skill.

5.2 Recommendation

Based on the findings and conclusion drawn, the following recommendations are made. According to Hedge (2000:294-5) explanation, designing useful methodology for developing speaking skills, we need insight about the nature of spoken discourse and the linguistic, cognitive, affective and socio-cultural demands that it makes on English language learners. Only then, appropriate classroom activities and procedures can be designed for feedback and correction which can help learners to understand how English conversation works and to practice the skills needed to participate effectively. As a result, the following points are recommended to the areas found weak regarding feedback and correction provision on speaking skills.

- When teachers provide feedback and correction, they have to show what mistake do students makes, why it is wrong, how it could be improved. While they provide feedback and correction, teachers should supply varieties of feedbacks and corrections

with clue, verbally or non-verbally, with repetition, questioning, explanation or other methods that fits to their classroom situations and learners need.

- Teachers should create students awareness about some types of feedback and correction provision system which could be handled under the level of students to promote independent learning or monitoring and peer correction system to make students take responsibility of their learning. As a result, without the help of the teacher, learners can correct themselves and their peer mistakes if they are equipped with necessary skills.
- Teachers should encourage learners to speak. Unless speaking activity take place, there is no way teachers could know that the learners have effectively learnt the lesson. Speaking is about communication; therefore, there is no speaking lesson if there is no speaking occasion. As a result, due to students speaking activities, what to improve and what to avoid can be notified through feedback and correction by the teacher or students (if peer correction used).
- Teachers should have positive attitude towards learners and have to give orientation about the aim of feedback and correction so as to change those who act rudely during the lesson.
- Teachers should not provide translation on speaking activities unless it is very difficult because students have to grasp the message from context and give response accordingly.
- Teachers should not emphasize on feedback and correction of grammar (which focused on accuracy) because speaking is about communication thus, other aspects should also be emphasized and grammar correction should here to be made when global errors occur and when it creates a meaning problem on the message transmitted.
- Speaking assessment should not be mainly focused on tasks for grading purpose alone. However, there should be many occasions where students could test themselves. In addition, teachers need to provide chances for peer correction. Consequently, students will focus on learning rather than the score.
- Time for English period specially speaking lessons should be increased because of the nature of the skill, feedback and correction provision needs enough time. Otherwise, class size should be reduced so that classroom teachers can handle speaking activities

effectively. Therefore, the school administrators should have to employ additional manpower to solve the problem.

- To equip teachers with important skills of feedback and correction provision systems, they need to get training on how to provide feedback and correction this includes:- the types, techniques, organization and timing of the feedback and correction provision. EFL teachers have different roles to play; these roles include diagnosing learners' mistakes, coordinating activities, coaching etc. Hence, all these points reflect the crucial need for teachers training to develop their understanding and skills of how to treat learners' mistakes effectively.
- Moreover, teachers need to consider their classroom situation and adjust their feedbacks accordingly.
- The study does not focus on what types of feedbacks are appropriate to what situations and content area thus researchers who would like to conduct further study on this gap could resolve the problems related to what teachers should do, on what areas and the timing of the feedback and correction.

Finally, the researcher recommends that similar researches should have to be conducted in other settings. Other researchers should make inquiries in to the status of feedback and correction provision in other educational institutes so as to exert effort to improve feedback and correction provision of speaking skills if similar challenges are faced.

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Appendix 1

CLASSROOM OBSERVATION CHECK LIST

Date of observation _____

Observer _____

Lesson _____

Duration _____

Classroom Teacher _____

Number of Students _____

	FEEDBACK TYPES	TIMING		T1	T2	T3	T4	Mean
		IC	LC					
1	Elaborate praise							
2	Elaborate confirmation							
3	Positive reception							
4	Positive explanation							
5	Acceptance							
6	Non-verbal acceptance							
7	Non- verbal rejection							
8	Clue							
9	Response development solicitation without clue							
10	Response development statement							
11	Response improvement solicitation without clue							
12	Several answers solicitation without clues							
13	Simple reproof							
14	Elaborate reproof							
15	Elaborate denial							
16	Repeat with no change							
17	Repeat with change in Emphasis							
18	Repeat with change and emphasis							
19	Original questions							
20	Altered questions							

21	Questions							
22	Negative explanation							
23	Prompt							
24	Undecided							
Techniques Employed								
1	Chances for self & peer correction							
2	Lesson progression							
3	Interruption							
4	Repetition							
5	Loop							
6	Transfer							
7	Return							
8	Verification							
9	Provide							

Note: 'IC' refers Immediate Correction
'LC' refers Later Correction

Appendix 2

Teachers' Interview Questions

First of all thank you for being willing to be interviewed for the study. Please introduce yourself, your name, qualification and teaching experience (in years) in teaching English in high school.

1. What does learner failure in speaking assessment signify?
2. How do you treat learners' errors and mistakes in speaking skills?
3. What is your learners' reaction towards error correction?
4. What types of feedback and correction ways that you think is inappropriate?
5. Do you give chances for peer and self correction?
6. How do learners feel towards peer correction?
7. Is there any kind of feedback and correction method that is effective in your class?
8. What should an English teacher do to give positive feedback and error correction on speaking task?
9. What challenges did you face when giving feedback and correction?
10. Any thing you would like to add about the issue?

Appendix 3

Students' Interview Questions

First of all thank you for being willing to be interviewed for the study. Please introduce yourself, your name and section.

1. How does your teacher treat your speaking errors and mistakes?
2. When does your teacher correct your errors in oral tasks? Immediately or later?
3. What do you feel about the correction your teacher gave you?
4. Do you get chances for peer and self correction? In what type of activities?
5. How do you feel about peer/your friends' correction on your speaking?
6. What types of oral feedback will give you more chance for improvement?
7. What type of oral feedback will give you least chance for improvement?
8. Is there any kind of feedback and correction method that you think is inappropriate for your speaking improvement?
9. How do you like your teacher to give you feedback and correction?
10. Does your teacher discourage you when you make mistakes?
11. Any thing you would like to add about oral error correction and feedback provision practices?

Appendix: 4

Teachers Questionnaire

Dear teachers,

This questionnaire is designed to gather information on the provision of oral feedback during classroom interaction from grade 11 English language teachers. Your genuine response to the questions will contribute greatly for the success of the study. Please complete all parts that you find appropriate to you. The researcher will keep the information obtained confidentially.

Thank you in advance for being voluntary.

Please don't write your name!

Put a tick (✓) mark in the box to the appropriate response that modify you.

I am Male Female

I have been teaching English for _____ years

Less than 5 years 6-10 years 11-15 years 16 or more

My qualification is _____

College Diploma BA/BED MA/MED Other _____

Teaching load per week _____

Average number of students in your sections _____

Direction I: For the following questions give the appropriate response from the provided choices that hold how is exactly feedback and error correction in your English sessions is practiced.

1. Are you interested in teaching language?

Not interested Somewhat interested Interested V. Interested

2. Which of learners' errors are usually corrected by you?

Pronunciation Word Choice Meaning Grammar Other _____

3. Do you give encouragement for learners' to correct their errors?

Never Rarely Sometimes Usually Always

4. Which of learners' errors are usually corrected by learners?

Pronunciation Word Choice Meaning Grammar

5. As you supply the correct form, do you clearly indicate what students had said was incorrect

Never Rarely Sometimes Usually Always

6. Do you use phrase such as "I don't understand", "pardon me" with out explicitly providing the correct form

Never Rarely Sometimes Usually Always

8. How do you feel about the corrections you made on speaking lessons?

Very Satisfied Somewhat Satisfied Satisfied Not Satisfied

Direction II: The following questions are about your practices of error correction and feedback provision. When you select your choice make a tick mark in the box provided or encircle where appropriate. (More than one option is possible if applicable to you)

9. Which areas of speaking skills are challenging to correct? Rate them accordingly showing how difficult they are. The numbers below refer for 'Not Challenging' =1, 'Somewhat Challenging'=2, 'Challenging' =3, 'Very Challenging' = 4 and 'Impossible' = 5.

Pointing out errors in grammar	1	2	3	4	5
Pointing out errors in vocabulary choice	1	2	3	4	5
Pointing out errors in pronunciations	1	2	3	4	5
Making comments on the organization of the speaking	1	2	3	4	5
Making comments on the ideas expressed	1	2	3	4	5

10. Among the following ways of treatment towards spoken errors in class, which one do you favor? Please check the box and briefly indicate the reason(s) for your choice. *(You can choose more than one option)*

a. Errors should be completely ignored.

Reason:

b. All errors should be corrected immediately.

Reason:

c. Only some particular errors should be immediately corrected.

Reason:

d. Errors should be noted down and corrected by the teacher at some time later.

Reason:

11. If learners made many errors, what do you usually do?

Correct all errors, major and minor.

Correct all errors I consider major, but not the minor ones.

Correct most but not necessarily all of the major errors if there are many of them.

Correct only a few of the major errors no matter how many there are.

Correct all repeated errors whether major or minor.

Correct only errors that might interfere with communicating ideas.

Correct no errors and respond only to the ideas expressed.

I write a note to have an individual conference to discuss the work.

I will arrange for a supplementary class for correction

I ask the student to come to my office and we go over those errors

I comment more than I correct

I write comments and clues on the blackboard to show correction

I write a general note at the end

I point out major errors and provide suggestions for minor grammatical mistakes.

I signal a problem and comment at the end.

12. In general, which of the following do you think your students consider most important to look at carefully?

- A. Marks indicating errors in grammar
- B. Marks indicating errors in vocabulary choice
- C. Marks indicating errors in pronunciation
- D. Comments on the ideas/content
- E. Comments on the organization
- F. The grade is their top priority; students concentrate on the grade.
- G. I believe all apply, but students may not take pronunciation mistakes seriously
- H. Other (please specify):

13. Do you think that you give enough oral feedback for learners' to be able to trace their own errors and to correct it? Explain.

14. Do you adopt feedback to the need of individual learner? Please explain why it is necessary?

Yes No

15. In provision of feedback during classroom interaction your focus is on

Fluency Accuracy Fluency and Accuracy

Other methods comment.

16. In your opinion, in what category were the majority of your learners' errors?

Grammar Vocabulary Pronunciation Message Other _____

Comments: _____

17. Which types of feedbacks do you think are challenging to apply? Explain why?

Other comments regarding oral feedback provision during speaking classes.

Direction IV: In the following table list of English teacher's feedback and error correction practices are provided; thus, rate the level of the application of these feedback and correction types used by your English teacher in speaking session. When you rate put a tick mark in the appropriate response.

No	How do you give feedback and error correction during speaking session?		Rarely	Sometime	Usually	Always
1.	Do you often give direct elaborate praise or extended confirmation					
2.	Do you offer elaborate confirmation about the correctness of the sentence and communication					
3.	Do you indicate approval by using non-verbal signals/body language?					
4.	Do you repeat student's utterance positively to indicate it is being accepted					
5.	Do you elaborate or explain why the answer given by student is correct					
6.	Do you further extend students response without providing clue					
7.	Do you further extend students response by adding further information					
8.	without providing clues, do you demand the student to complete the correct response the student has already began					
9.	Do you ask several questions without providing clues after a student has given correct answer for previous question					
10.	Do you ask or talk about a different topic after a students' correct response.					
11.	Do you interrupt student's utterance following error before the student has completed his/her speech?					
12.	Do you simply approve or accept word as sign of accepting context of utterance or usually as a sign of reception of utterance and immediately correct a linguistic error					
13.	Do you show rejection by saying 'no', 'uh uh', 'not exactly' etc.					
14.	Do you show rejection by verbally attacking the student					
15.	Do you show rejection by elaborate phrase or sentence					
16.	Do you indicate rejection by using non-verbal signals					
17.	Do you request student to repeat utterance with intent to have student's self-correction.					

18.	Do you repeat student's utterance with no change of error or omission of the error?						
19.	Do you repeat student's utterance with no change of error, but emphasis to locate the fact of error?						
20.	Do you usually simply add correction and continue to other topics indicating that student's utterance is incorrect.						
21.	Do you add emphasis to stress location of error and its correct formulation						
22.	Do you honestly needs a reply of part or full of students' utterance due to lack of clarity or when it is not audible.						
23.	Do you repeat original question that lead to response.						
24.	Do you alter original question syntactically but not semantically and ask learners.						
25.	Do you ask for response in numerous ways often with clue?						
26.	Do you provide information as to cause or type of error						
27.	Do you use a lead-in cue to lead student to get required response.						
28.	Do you provide student with the nature of immediate correction with your reaction without providing correction						
29.	Do you ask another student or several, or class to provide correct answer						
30.	Do you return to original error maker for another attempt after 'transfer'?						
31.	Do you attempt to assure understanding of correction?						
32.	Do you provide correct answer when student has been unable to answer						
33.	Do you usually give response using word like 'may be'; 'yes'; 'no', etc.						

Error may be cause by many reasons some are mentioned below so as to help you rate the occurrence of the mentioned causes of errors; moreover if you have anything you wish to add you can write it under the section of further comments.

What are the main causes of learners' errors and mistakes

No	Causes	Never	Rarely	Sometimes	Usually	Always	No	Causes	Never	Rarely	Sometimes	Usually	Always
1	Carelessness						8	Prefabricated patterns					
2	Language switch						9	Cognitive and personal factors					
3	Translation						10	Appeal to authority					
4	Mother tongue influence						11	Performance error					
5	Rule overgeneralization						12	Markers of transitional competence					
6	Context of learning						13	Incomplete applications of rules					
7	Avoidance						14	False concept hypothesized					

Appendix: 5

Students' Questionnaire

ለ11ኛ ክፍል ተማሪዎች የተዘጋጀ መጠይቅ

ወደ ተማሪዎች፣ ይህ መጠይቅ የተዘጋጀበት አላማ ከተማሪዎች ስለ እንግሊዘኛ መምህራችሁ በንግግር (speaking skills) ክፍለ ጊዜ የሚሰጡትን የእርማት አሰጣጥ ዘዴዎችን ለማጥናት ሲሆን፣ እርስዎ የሚሰጡን መረጃ ለጥናቱ ስኬት ከፍተኛውን ድርሻ ይወስዳል። ስለዚህ ቀጥሎ ለተቀመጡት ጥያቄዎች በሙሉ ትክክለኛውን መረጃ በመስጠት ይተባበሩኝ ዘንድ በትህትና እጠይቃለሁ። እርስዎ የሚሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ሲሆን ለጥናቱ አላማ ብቻ የሚውል ነው።

ፈቃደኛ ሆነው፣ ጊዜዎን ሰውተው፣ ይህን መጠይቅ በመሙላት ስለተባበሩን ከወዲሁ ላቅ ያለ ምስጋናዬን አቀርባለሁ።

ስም መጻፍ አይጠበቅብዎትም (አያስፈልግም)!

ለሚሰጡት ምላሽ ትክክል ነው በሚሉት ምርጫ ፊት ለፊት በሚገኘው ሳጥን ውስጥ(✓) ምልክት ያኑሩ።

ያታ ወንድ ሴት

መመሪያ 1:- ቀጥሎ የእንግሊዘኛ መምህራን የንግግር (speaking skills) የእርማት አሰጣጥ ዘዴዎች ተዘርዝረዋል፣ ስለሆነም መምህርዎ በንግግር ማዳበሪያ (speaking session) ክፍለ ጊዜ የሚያደርጉትን የሚገልጸውን ምላሽ በያዘው ሳጥን ውስጥ የ “✓” ምልክት ያስቀምጡ።

- 1. የእንግሊዘኛ መምህርህ/ሽ ምን አይነት ስህተቶችን ብዙ ጊዜ እርማት ይሰጣሉ?
Pronunciation Grammar የቃላት አመራረጥ ትርጓሜውን ሌላ _____
- 2. ባንተና በጓደኞችህ ስህተቶች ላይ እርማት እንድታደርጉ መምህር/ሯ ያበረታታሉ?
በጭራሽ በጥቂቱ አንዳንዴ ብዙ ጊዜ ሁል ጊዜ
- 3. የራስዎን ስህተት ለማስተካከል የሚያስችል በቂ ግንዛቤና እርማቶች ከመምህርህ/ሽ ታገኛለህ/ሽ?
አገኛለሁ አላገኝም አብራራ/ሪ?

5. አብዛኛው ስህተቶችህ/ሽ በየትኛው ውስጥ ይመደባል። ትክክል ከሆኑ ከአንድ በላይ መምረጥ ይቻላል።

Pronunciation Grammar Vocabulary ሌላ _____

6. ጓደኞቻችሁ በእናንተ የንግግር ክህሎት ላይ የሚያደርጉት እርማት ምን ያህል ስኬታማ ነው?
በጣም ስኬታማ ስኬታማ በከፊል ስኬታማ ስኬታማ አይደለም

7. የንግግር ችሎታህን/ሽን ለማሻሻል የእንግሊዝኛ መምህር ምን ቢያደርግ ጥሩ ነው?

8. ቀጥሎ ከተዘረዘሩት በንግግር(speaking) ጊዜ የእርማት መስጫ ዘዴዎች ውስጥ የትኛው የተሻለ ነው? አብራሩ? በምርጫህ/ሽ ሣጥን ውስጥ የ“√ “ ምልክት አስቀምጡ። አግባብ ከሆነ ከአንድ በላይ ምላሽ መስጠት ይፈቀዳል።

- ሀ. ስህተቶች በፍጹም መታረም የለባቸውም።
ምክንያት፡- _____
- ለ. ሀሉም ስህተቶች ባፋጣኝ መታረም አለባቸው።
ምክንያት፡- _____
- ሐ. አንዳንድ ስህተቶች ብቻ ባፋጣኝ መታረም አለባቸው።
ምክንያት፡- _____
- መ. መምህሩ ስህተቶችን መዝግቦ ቆይቶ በስተመጨረሻ እርማት መስጠት አለበት።
ምክንያት፡- _____

9. ቀጥሎ ከተዘረዘሩት ሀሣቦች ውስጥ በምትስማሙበት አረፍተነገር ፊት ለፊት በሚገኘው ሳጥን ውስጥ የ“√ “ ምልክት አስቀምጡ። የሚስማሙበት ከሆነ ከአንድ በላይ መምረጥ ይቻላል።

- በክፍል ውስጥ ስህተት መስራት አያሳፍረኝም።
- በክፍል ውስጥ ስህተት መስራት ያሳፍረኛል።
- ክፍል ውስጥ በጣም ተሳታፊ ነኝ።
- በመምህራ ለሚሰጡኝ እርማቶች በአብዛኛው በትክክል እመልሳለሁ።
- በስህተቴ በሚሰጡኝ እርማቶች ብዙ እማራለሁ።
- እንድታረም አልፈልግም
- በሚሰጡኝ እርማት በትክክል ስለማላርም መምህራ እንዲያስተካክልልኝ እፈልጋለሁ
- ስህተቴ ብዙ አልማርም

ተጨማሪ አስተያየት ካልዎት፡-

መመሪያ 2:- ከሚከተሉት ውስጥ የትኛውን አይነት የመምህር/ሽን የንግግር የእርማትና ማስተካከያ መስጫ መንገድ ያስፈልጋል። ምን ያህል አስፈላጊ እንደሆነ ለማሳየት ከስር በሠንጠረዥ ውስጥ ከተደረጉት ምርጫዎች፣ ከአንድ እስከ 5 ባሉት ደረጃ በማክበብ መድባቸው/መድብያቸው።

	የእንግሊዝኛ መምህር ለንግግር ክህሎት ማዳበሪያ ከሚሰጡዎቸው የእርማት መንገዶች የትኛውን የአንተ/ቺ መምህር ይጠቀማሉ? ምን ያህል ጊዜ ይጠቀማሉ? ቁጥሩን በማክበብ መልሱ።	በጭራሽ	በጥቂቱ	አንዳንድ	ብዙ ጊዜ	ሁል ጊዜ
1	ቀጥተኛና የተብራራ ማበረታቻ ከመምህር/ሽ ታገኛለህ/ሽ?	1	2	3	4	5
2	ለትክክለኛ መልሶችህ የተብራራና ትክክለኛነት የሚያሳይ አስተያየት መምህራችሁ ይሰጣል?	1	2	3	4	5
3	መምህር/ሽ ትክክለኛነትዎን ለማሳየት የምልክት ቋንቋ ይጠቀማሉ?	1	2	3	4	5
4	የመልስህን/ሽን ትክክለኛነት ለማሳየት ንግግርህን/ሽን በቀና መልኩ ይደግሙታል?	1	2	3	4	5
5	የአንተን/ቺን መልስ ለምን ትክክል እንደ ሆነ መምህራችሁ ያብራራሉ?	1	2	3	4	5
6	ለምሳሻችሁ ፍንጭ ሳይሰጡ ያብራራሉ?	1	2	3	4	5
7	የጀመርከውን/ሽውን ንግግር ያለፍንጭ እንድታስተካክል ትጠየቃህ/ሽ?	1	2	3	4	5
8	ትክክለኛ መልስ ከሰጠህ/ሽ በኋላ ፍንጭ ሳይሰጡ ብዙ ጥያቄዎችን ይጠይቁሃል/ሻል?	1	2	3	4	5
9	በትክክል ከመለስክ/ሽ መምህሩ በቀጥታ ሌላ ርዕስ ይጀምራሉ?	1	2	3	4	5
10	ስህተት ካዩ ንግግራችሁን ለማረም ያቋርጡችኋል?	1	2	3	4	5
11	ሁኔታውን ተገንዝበው ንግግርህን/ሽን በቀላሉ ተቀብለው የሰዋሰው (Grammar) ስህተቶችን ብቻ ያርማሉ?	1	2	3	4	5
12	ተቃውሞውን ለማሳየት መምህር/ሽ 'no', 'uh uh', 'not exactly' ወዘተ. ይጠቀማሉ?	1	2	3	4	5
13	በመሳሳታችሁ በንግግር ያሽማቅቁችኋል?	1	2	3	4	5
14	መሳሳታችሁን ሲናገሩ ግልጽ የሆነ ማብራሪያ ይሰጣሉ?	1	2	3	4	5
15	መሳሳታችሁን በምልክት ቋንቋ በመጠቀም ይገልጻሉ?	1	2	3	4	5
16	ተማሪው የራሱን ስህተት እንዲገነዘብ ለማድረግ የተናገረውን እንዲደግም ያደርጋሉ?	1	2	3	4	5

17	መምህሩ የተማሪውን ስህተት ደግሞ በመናገር ስህተት መፈጠሩን ለመጠቀም ይሞክራል?	1	2	3	4	5
18	መምህሩ የተማሪውን ስህተት በድጋሚ በመናገር ትኩረቱን በስህተቱ ዙሪያ በማድረግ ስህተቱን ለማሳየት ይሞክራል?	1	2	3	4	5
19	መምህሩ በቀላሉ ስህተቱን በማረምና ስህተት እንደተፈጠረ ጠቁመው ሌላ ርዕስ ማስተማር ይጀምራል?	1	2	3	4	5
20	መምህሩ ትኩረቱን በስህተቶቹ ዙሪያና በትክክለኛ አመሰራረት ላይ ያደርጋል?	1	2	3	4	5
21	የተማርው ንግግር የማይሰማና ግልጽ ካልሆነ በከፊል ወይም በሙሉ እንዲደግም ይጠይቃል?	1	2	3	4	5
22	ተማሪው ገብቶት መልስ እንዲሰጥ ጥያቄውን በድጋሚ ይጠይቃል?	1	2	3	4	5
23	ተማሪው ግልጽ እንዲሆንለት ጥያቄውን አብራርተው ይጠይቃል?	1	2	3	4	5
24	በብዙ አይነት መንገድ ምላሽ ይጠይቃል፤ በአብዛኛው ፍንጭ በመስጠት?	1	2	3	4	5
25	የስህተቱን ምክንያትና አይነት ምን እንደሆነ ያሳውቃል?	1	2	3	4	5
26	ትክክለኛ ምላሽ ለማግኘት ለመልስ አጋዥ ፍንጭ ይሰጣል?	1	2	3	4	5
27	እርማት ሳይሰጡ አፋጣኝ ማስተካከያ እንደሚያስፈልግ ይጠቁማል?	1	2	3	4	5
28	ሌሎች ተማሪዎች ለተማሪዎች ስህተት እርማት እንዲሰጡ እድል ይሰጣል?	1	2	3	4	5
29	ተማሪዎች በሌላ ተማሪ ስህተት ላይ እርማት ከሰጡ በኋላ ስህተቱን የሰራው ተማሪ ደግሞ በመናገር ስህተቱን እንዲያርም ያደርጋል?	1	2	3	4	5
30	ተማሪዎች እርማቱ እንደገባችሁ ለማረጋገጥ ይሞክራል?	1	2	3	4	5
31	ተማሪው ስህተቱን ለማረም ካልቻለ እርማቱን መምህሩ በቀጥታ ይሰጣል?	1	2	3	4	5
32	የሚከተሉትን በመጠቀም ምላሽ ይሰጣሉ፡- 'may be', 'yes', 'no', ወዘተ.?	1	2	3	4	5

Appendix 6

Students and teachers questionnaire data in percentage frequency and mean

			N		R		S		U		A		NR		Mean	
			St	T	St	T	St	T	St	T	St	T	St	T	St	T
1	Elaborate praise	%	23	-	25	-	25	33	18	67	6	-	4	-	-	-
		no	33	-	35	-	35	2	25	4	8	-	6	-	2.6	3.7
2	Elaborate confirmation	%	12	-	23	17	22	33	22	50	16	-	4	-	-	-
		no	17	-	33	1	31	2	31	3	23	-	6	-	3.1	3.3
3	Positive reception	%	19	-	19	17	33	33	13	33	11	17	5	-	-	-
		no	27	-	27	1	47	2	18	2	15	1	7	-	2.4	3.5
4	Positive explanation	%	23	-	14	17	19	17	23	67	16	-	4.3	-	-	-
		no	33	-	20	1	27	1	32	4	23	-	6	-	2	3.5
5	Acceptance	%	28	33	16	-	24	50	20	17	8	-	5	-	-	-
		no	39	2	23	-	34	3	29	1	11	-	7	-	2.4	2
6	Non-verbal acceptance	%	44	-	14	-	27	33	6	67	4	-	5	-	-	-
		no	62	-	19	-	38	2	9	4	6	-	7	-	2.1	3.7
7	Non-verbal rejection	%	40	33	20	33	16	17	9	17	9	-	6	-	-	-
		no	56	2	29	2	23	1	13	1	13	-	8	-	2.2	2.2
8	Clue	%	23	-	13	17	29	-	21	33	4	33	9	17	-	-
		no	33	-	18	1	41	-	30	2	6	2	13	1	2.6	4
9	Response dev't solicitation without clue	%	39	17	15	50	25	33	9	-	3	-	9	-	-	-
		no	55	1	21	3	35	2	13	-	4	-	13	-	2.9	3
10	Response dev't statement	%	18	-	14	-	23	33	20	50	18	17	8	-	-	-
		no	26	-	20	-	33	2	28	3	26	1	11	-	3.1	3.8
11	Response improvement solicitation without clue	%	21	50	29	-	19	33	7	-	9	17	7	-	-	-
		no	30	3	41	-	27	2	10	-	13	1	10	-	3.2	3.6
12	Several answers solicitation without	%	26	33	21	17	31	50	9	-	7	-	4	-	-	-
		no	36	2	30	1	44	3	13	-	10	-	6	-	3.4	3.8

Students and Teachers' Result of the Provision of Techniques of Feedback and Correction

			N		R		S		U		A		NR		Mean	
			ST	T	ST	T	ST	T	ST	T	ST	T	ST	T	ST	T
1	Chances for self & peer correction	%	44	-	22	-	32	17	27	33	17	50	-	-	-	-
		no	62	-	31	-	44	1	38	2	24	3	-	-	2.7	4.3
2	Lesson progression	%	29	33	20	17	16	33	16	-	11	-	6	17	-	-
		no	41	2	28	1	23	2	23	-	16	-	9	1	3.5	2
3	Interruption	%	31	50	13	50	19	-	13	-	15	-	9	-	-	-
		no	44	3	18	3	27	-	18	-	21	-	13	-	3.2	4.5
4	Repetition	%	22	-	20	-	35	-	14	83	6	17	6	-	-	-
		no	31	-	28	-	29	-	20	3	9	1	9	-	2.6	4.2
5	Loop	%	18	-	25	-	21	50	18	50	13	-	6	-	-	-
		no	26	-	35	-	3	17	3	18	-	9	-	2.8	3.5	
6	Transfer	%	22	-	12	-	24	33	38	50	12	17	8	-	-	-
		no	31	-	17	-	34	2	53	3	17	1	11	-	3.5	3.8
7	Return	%	18	-	26	-	26	33	14	50	9	17	7	-	-	-
		no	26	-	37	-	37	2	20	3	13	1	10	-	2.7	3.5
8	Verification	%	18	-	11	-	36	33	16	50	10	17	8	-	-	-
		no	26	-	16	-	51	2	23	3	7	1	11	-	2.5	3.8
9	Provide	%	11	-	14	-	19	-	22	50	26	-	6	-	-	-
		no	16	-	20	-	27	-	31	3	37	-	9	-	3.3	4.5

Note: 'no' in the data table refers for the frequency of the respondents.

Declaration

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

Name: **Kebrewesson Gebeyehu Gelaye**

Signature:  _____

Date: 27/05/11