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AN INVESTIGATION INTO TEACHERS' TALK AND STUDENTS' INVOLVEMENT IN EFL CLASSES IN HIGHER EDUCATION INSTITUTIONS IN ETHIOPIA: THE CASE OF WOLKITE UNIVERSITY STUDENTS

BY

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An Investigation into Teachers' Talk and Students' Involvement in EFL Classes: The Case of Wolkite University Students

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An Investigation into Teachers' Talk and Students' Involvement in an EFL Class in Higher Education Institutions in Ethiopia: Wolkite University in Focus

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Declaration

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

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ABSTRACT

The objective of this study was to investigate teachers' talk and students' involvement in EFL classes in Higher Education Institutions at Wolkite University in Ethiopia. The study was a descriptive case study with a mixed methods approach, but mainly qualitative. Data were collected through classroom observations, interviews and questionnaires. The participants of the study were English language teachers and first-year students of Wolkite University. A simple random sampling technique was used to select and observe seven teachers. Each class was observed twice. A purposive sampling technique was also employed to select the seven sample teachers for interviews. Besides, 31 EFL teachers, who were selected purposefully, filled in the questionnaire. Furthermore, 230 students were taken from the target classes through a stratified sampling technique. Of these, fourteen students (i.e., two students from each observed class) who were randomly chosen were interviewed face-to-face. The findings were analysed qualitatively and quantitatively. The qualitative data were analysed using open Code 4.02 and corpus analysis toolkit (AntConc) software programs, and for the quantitative data, percentages were used. Hence, the findings indicated that EFL teachers created inadequate learning opportunities in the EFL classes. They controlled every learner's involvement. The classroom interactions were led and controlled by the teachers. As a result, students' contribution to classroom talk was limited. Students did not show their curiosity to participate in the lessons and/or group discussions. It was observed that a few students chose to actively participate in the classroom interactions and thus teachers were found frequently interacting with the few active participants. In spite of the discontent with the classroom interactions, both teachers and students had positive perception and cognizance about ways that construct and obstruct students' oral performance. The result of the study also showed that EFL teachers largely utilised close-ended/display types of questions in the classes. Furthermore, the findings showed that learners' outputs were related to the types of questions that teachers utilised. The finding further indicated that when learners were asked open-ended and/or referential questions, their utterances were longer and more complex for they strived to clarify their outputs and negotiate the meanings with their interlocutors. Moreover, it was found that when teachers opted for closed-ended/display questions, learners' oral contributions were so simple, short and restricted and often comprising one or two words. Regarding the feedback provision behaviour, teachers recast frequently in the form of implicit corrective feedback, and learners were not able to comprehend that errors were committed and then repaired by their teachers. In addition, the result further showed that the wait-time I that teachers were pausing after they asked questions and the wait-time II that teachers' take turns after students' responses to questions were inadequate and often less than a second. Lastly, it was found that teachers dominated students' talk time. Therefore, findings of the study suggest that curriculum designers, language experts, researchers and teacher training programs should give due emphasis to teachers' talk and learners' involvement in EFL class alongside the pedagogic activities of students' oral practise. Moreover, teachers should be sensitive enough to know when to intervene and provide scaffolding. The findings also suggest that formulation of questions should be given emphasis in the English language methodology courses. With regard to wait-time, teachers should deliberately and constantly wait for 3-5 seconds or longer at particular times, and they are recommended not to dominate their students' talk time. Finally, it would be useful if such research undertakings are conducted at different levels of the educational system of the country. More importantly, teacher training institutes would benefit if some research on teachers questioning behaviour is carried out.

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TRANSCRIPTION CONVENTIONS USED IN THE STUDY

Symbol	Name	Use (Examples)
1. T: 2. S: 3. SS: 4. S1	T = Teacher S = Student SS = Students S1, 2, 3=Student one, …	1. T: Could you repeat it? 2. S: Mother foods are very useful for the children and … 3. T: Ok good! Any other? 4. Unidentified student
[text]	Brackets	Indicates the start and ends of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
Number (x)	Repeated speech	Who can try? Who can try? (2x)
(…)	Ellipses	Indicates continued speech
(.)	Micro pause	A brief pause, usually less than 0.2 seconds.
{}	Corrected errors	Errors/mistakes done either by teachers or students
. or ↓	Period or Down Arrow	Indicates falling pitch.
??? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
!	Exclamation mark	Indicates rising tone (For example, when the teacher appreciates a learner's response)
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech/inaudible
ALL CAPS	Capitalised text	Indicates shouted or increased volume speech.
Underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.
1 s, 2 s	Number + second	One second, two seconds,

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds.), *Structures of Social Interaction*, New York: Cambridge University Press, 2004.

ACRONYMS AND ABBREVIATIONS

BT	Baby Talk
CA	Conversation Analysis
CDA	Classroom Discourse Analysis
CD	Classroom Discourse
CLT	Communicative Language Teaching
DA	Discourse Analysis
DC	Department Committee
FIAC	Flanders Interaction Analysis Categories
FLint	Foreign Language interaction
FT	Foreigner Talk
IA	Interaction Analysis
IRF/E	Initiation Response Feedback/Evaluation
L2CD	Second Language Classroom Discourse
MOE	Ministry of Education
NNs	Non-Native speakers
Ns	Native speakers
S/C	Silence/Confusion
ST	Student(s) Talk
STI	Student Talk Initiation
STR	Student Talk Response
STT	Student(s) Talk Time
TCTT	Total Classroom Talk Time
TT	Teacher(s) Talk
TTDI	Teacher Talk Direct Influence
TTII	Teacher Talk Indirect Influence
TTT	Teacher(s) Talk Time
WkU	Wolkite University

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In Ethiopia, formal English language education began in 1908, and the teachers of the first four or five decades were entirely expatriates from India, UK and USA until the Ethiopian trained professionals substituted them (Mijena, 2013). The history of English language teaching, thus, goes back to the introduction of modern education in Ethiopia during the reign of Emperor Menelik II. The language of instruction by then was French; the then students had also to study English, Italian and Amharic (Pankhurst, 1976).

However, this was interrupted in 1936 by the Italian invasion. The process of modernizing the schools resumed in 1941, after five years of the Italian invasion. One of the major differences then was the fact that the English language took over the role of the French language as the medium of instruction in the schools. Because of this, English language education began in the country with the opening of the first public school at this time, and the English language became the dominant foreign language in the country (Gebremedhin, 1993; Tamene, 2000 and Seid, 2012). Since the introduction of modern education in the country, English has been taught as a subject starting from the primary level and used as a medium of instruction at both secondary and tertiary levels.

Gebremedhin (1993) also stated that English language teaching in Ethiopia dates back as far as the 1940's when it was introduced as a language of instruction in secondary schools. Between 1941 and 1974, Ethiopia experienced drastic but uneven changes in all sectors (Berhanu, 2000). It was during these periods that the education sector experienced a sharp expansion. According to Tekeste (1996), the number of students enrolled at various grade levels rose from 35,000 in 1946 to over a million in 1973. It was during this period that Amharic was introduced as the medium of instruction for the first six years of primary education throughout the country. Besides, English has been given an important place, both as a medium of instruction and as a means of communication since the beginning of modern education in the country (Mendida,

2001). Moreover, the English language has played an important role in Ethiopia not only within the educational system, but also in other areas, notably, in business, government, and international relations. These days, when the world is becoming a village, the English language appears to be suitable for international communication, and it has become the universal language in many aspects (Seid, 2012).

In 1994, a constitutional amendment was made in Ethiopia in which regional languages were chosen to be used as the media of instruction at a primary level. As a result, almost all the regional states showed their affinity towards the mother tongue education which resulted into a trilingual education (Berhanu, 2009). In Ethiopia, at present, the English language plays a prominent role in the field of education. The English language also serves as the medium of instruction starting from Grade 5 and/or 7 (depending on the decision of the region) up to higher institution levels (MOE, 2009). In other words, the language is being employed as a medium of instruction at tertiary level of education, though teachers' instructional practises influence students' learning in a variety of ways. Particularly, interactions between teachers and students have the potential to shape the course of students' learning. The interaction between them shapes the learning environment by influencing the type of talk that learners engage in during instruction (Pianta, 1999; Den Brok et al, 2005).

For foreign language learners in contexts like Ethiopian, the classroom is the main place where learners are exposed to the target language. Classroom discourse (CD) is a means by which both teachers and students use to communicate with each other in the classroom. The effectiveness of teaching, perhaps, depends on teacher-student's interaction in the actual classroom engagement. Thus, the discourse, which occupies a special place in the target language classroom, is closely related to the success of students' foreign language learning. Teachers, thus, use the target language to assign teaching activities and as the principal means for giving instructions, modelling the target language turn-takings and providing feedback on students' academic performance (Nunan, 1991). This form of language used by the teacher as a medium of instruction in the classroom is known as Teacher Talk (TT henceforth).

Research on EFL classroom TT, interaction and second language learning grew out of the early studies on Foreigner Talk (FT). It was determined that native speakers (Ns) do indeed modify

their input when talking with non-native speakers (NNs) in a manner similar to the way caretakers alter their talk to babies (baby talk). The FT research expanded from simply describing the linguistic features of FT to exploring FT's role during interaction (Ferguson, 1975). The primary function of FT was to convey information, whereas the function of baby talk (BT) was to elicit interaction.

In this fashion, research on EFL classroom TT began in the 1970s by pioneered researchers like Gaies (1977, 1979) and Henzle (1979), followed by Long (1981, 1983), Long and Sato (1983), Ellis (1985) and Chaudron (1988). These early studies on TT have found that teachers make certain modifications in their classroom speech, including adjustments to the rate of speech, lexicon, and syntax (Chaudron, 1982; Gaies, 1977). These adjustments have apparently been made by teachers in an attempt to facilitate learners' comprehension (Chaudron, 1982).

There have been extensive inquiries into the types and relative quantities of participation by teachers and students and the functions and forms of language performed in the classroom interaction. However, the speculative interest to comprehensible input has led researchers into a considerable amount of research on teacher's speeches often referred to as TT. Accordingly, the concept of TT has most likely existed, as long as teaching as well as the attitude towards it, has been positively changed depending on the method in inclination. Therefore, TT has either been favored as a teacher-centered approach or recognised badly as a learner-centered method for years (Cullen, 1998).

More recently, some TT related studies revealed that student-centered EFL classroom should be viewed as a context in its own right or rather a series of interrelated contexts, jointly created and defined by the participants: the teacher and learners (van Lier, 1988; Johnson, 1995 & Seedhouse, 1996). Under this view, any attempt to analyse teacher and learner talk starts from the assumption that verbal behaviour is regarded as goal oriented and governed by certain rules, as is the case for interactants in, for example, a courtroom and a doctor's surgery (Walsh, 2002). As in any institutional discourse setting, participants in the EFL classroom are largely restricted in their production of language (Walsh, 2002).

TT in EFL classroom has been considered as a difficult task for language teachers, and teacher trainees were warned to use it sparingly (Cullen, 1998). Interest in TT within the profession has shifted away from the concern of quantity to quality. However the question of how much TT is important, more emphasis is not given to how effectively it can facilitate learning, and how it can promote communication in the classroom through, for example, the type of questions that teachers potentially ask and the way they react to students' errors (Nunan, 1989).

In an attempt to assess the value of teachers' talk, communicative approaches have suggested that modification of teachers' classroom speech and the functional distribution of TT in terms of pedagogical goals should be investigated in depth (Seedhouse, 1996). Because of the popularity of communicative language teaching, the controversy of teachers' talk (for instance, quality vs quantity) has become intense. Adherents of this scheme contend that TT should provide learners valuable input so that students have to follow this initiative. These days, however, it is unable to see such EFL classroom setting practically (Cullen, 1998 & Walsh, 2011).

Language classrooms can be seen as sociolinguistic environments in which interaction is believed to contribute to learner's language development. In relation to this, Hall (2000) stated that in their interaction, teachers and students are required to work together in order to create intellectual and practical classroom activities that shape both the form and the content of the target language and the procedures and results of individual improvement. Therefore, the classroom language that teachers use largely determines whether a class succeeds or not (Krashen, 1985).

The use of English as a foreign language in oral communication (mainly) is one of the most common but highly complex activities, which needs to be considered when teaching the language. However, language learning environment that often encourages students to interact and practise in the pragmatic and authentic use of language for meaningful purposes are not investigated in detail yet. Studying this may develop and enrich students' interactive/communicative proficiency. In turn, this may motivate students to achieve their learning. Thus, opportunities and activities that have dynamic effect to move learners from predetermined tasks to a lively interactive, reflective and expressive behaviour are crucial where

learners get sufficient time and chance to practise English in its actual use of the language independently of the teacher.

Oral interaction in EFL classroom promotes language learning as it provides students with various learning opportunities to practise the target language with each other. Moreover, in the EFL classroom, interaction facilitates learners to decompose the target language structure and derive meanings from classroom events. Thus, not dealing with the practises of classroom teachers' talk and students' interaction appropriately may have a negative effect on the use of EFL teachers' language and on students' oral language performance development. Considering this and the importance of teachers' talk in shaping the students' knowledge, skill, and abilities as learners and users of the target language, the study of TT becomes significant as 'it provides a clear picture or can be used as a lens through which one can view the teaching and learning process in the classroom' (Hall, 2001:78).

Over the course of the researcher's career in teaching EFL, which has offered him the opportunity to observe critically the instruction that he was delivering while addressing his own daily lesson, he became interested to study the TT in detail. Moreover, when he was an HDP trainer, he tried to observe trainee instructors' (particularly EFL instructors') instruction and English language learners' speech, repeatedly. Then, he became interested in how teachers talk and what they say, especially to learners who had different educational backgrounds and learning contexts. Rationally speaking, from the researcher's experience as a student of teaching English as a foreign language, he always appreciates having an encouraging, trusting and caring English teacher. A teacher who creates and provides different opportunities to practise the language, asks questions of which the response is reasonably long, gives extended time to think, formulates and comes up with certain conclusions and provides constructive feedback on the message towards his/her students explicitly in his/her words without criticising. With such teachers, he found himself eager to learn, willing to work independently and/or cooperatively, and interested in doing whatever task he was required to do.

When the researcher became an English language teacher, his aim was to offer encouraging comments and to reflect constructive and positive ideas verbally to his students since he believes in the profound impact of such things on students' desire to learn and their understanding of what

they are learning. From the researcher's teaching experience, it was observed when learners are afraid and feel anxious about the negative comments provided for them; even when learning opportunities, which provide them to talk in EFL classroom, were created to them, the majority of them failed to be involved. Outside the classroom, the researcher tried to have informal discussions with students. Some of them complain about the behaviour of instructors' who discourage them when they respond incorrectly, who do not provide opportunities to practise the language and who give negative comments. This discussion revealed that the use of this kind of words/phrases resulted in the refusal of some students to listen to the teacher during the teaching-learning process, the loss of interest to participate and sometimes the fear of being criticised or even neglected by the teacher. Besides, the researcher conducted related research works in relation to teachers' and students' classroom behaviour. This, among others, initiated him to investigate teachers' talk and students' involvement in EFL classes.

Therefore, teachers' talk that develops learners' ability to express themselves orally is an important component of a language used in the classroom. In this regard, one of the measures to be taken for the development of teachers' language use and students' oral performance is studying how teachers' talk looks like, and how learners involve themselves in the talk to get the input from their teachers as well as from each other. In other words, whether teachers' talk constructs or obstructs students' oral performance development in EFL classroom is dubious. The purpose of this research is, therefore, investigating teachers' talk and learners' involvement in EFL classes.

1.2 Statement of the Problem

In Ethiopian Preparatory Schools (i.e., Grades 11 and 12), students prepare themselves to join higher education institutions where they continue to study through the medium of an English language. In these grades, therefore, the students continue to develop the four language skills and aim to extend their grammatical and lexical structures so that they can understand and use the target language. In grades 11 and 12, there is also more focus on speaking and writing as these are the skills that students most need to develop if they want to study effectively at university or enter the world of work.

However, many instructors in higher institutions in Ethiopia, including EFL teachers complain that students at different levels lack the expected command of English proficiency in general and speaking proficiency in particular (Seime, 1989; Teshome, 2003; Hiwot, 2006, Seyoum, 2012 & Dawit & Demis, 2015). Their respective studies indicate that students' speaking proficiency consistently remained deficient. Teshome (2003), on his part, also argues that the English language proficiency of most Ethiopian students is deteriorating. This has been common sense knowledge among ELT professionals in Ethiopia. Such students' poor proficiency in the English language, despite many years of their exposure to it, can be attributed to different factors; one of these is the amount of teachers' talk and students' involvement.

In connection to this, the researcher's English language teaching experience at a higher education has shown him that students have difficulties in performing speaking activities. He observed this from his personal classroom contact with those students and the subsequent low scores these EFL students get in oral presentations, debates, and in speaking skills tests and examinations. The common problem of EFL classrooms is that EFL classes are usually faced with non-interactive learners who are frequently unresponsive and avoid interacting with their teachers. Most of the students keep quiet and do not respond to the teachers' questions. This unresponsive behaviour of the students may happen due to different reasons, but its consequence is the deficiency in speaking. Walsh (2011) also stated that it could happen mainly because such students may not have a good command of English to give a response or express their thoughts and feelings in English language. Besides, teachers may have trouble in using appropriate interactional strategies or may lack to give students suitable think-time and/or wait-time to formulate ideas, which fit the nature of tasks and activities given. Stipek (2002) said that learners' reticence is also because teachers do not stimulate learners to speak and arouse their thinking by asking genuine questions in order to make them interact verbally.

Zeleke and Alemtsehay (2015) also assert that when EFL lessons are dominated and controlled by either teachers or confident learners, most students are rarely asked to share their thinking. This automatically leads to the withdrawal of those introvert and reserved learners from discussions. Unfortunately, this class ends up with a boring question and answer exchange between the teacher and a few students. The fact being exposed to the situation in which students are expected to interact during pair and group discussion, some learners find themselves unable

to interact and produce chunks of language in the given tasks (Bekalu, 2017). They may strive to make themselves as much understood as possible by their classmates and the teacher. They do these using diverse strategies such as speaking in a low pace and repeating in clarifying their viewpoints through paraphrasing. In fact, one of the greatest challenges in EFL/ESL classroom is the development of students' speaking skills in which extrovert students dominate the discussion and reticent students quickly withdraw, and this is not a healthy environment for FL/SL learning (Bekalu, 2017).

Those self-assured and confident learners spend most of the time discussing with their teachers who find themselves indulged in conversations with very few numbers of students for they unconsciously neglect the other learners (Belen, 2012). That is why for some students, especially, those left apart during conversations feel that the class is a tedious lecture in which they are coerced to attend (Habtamu, 2017).

EFL teachers who teach communicative courses usually say that their teaching task is tough and demanding because debates and discussions usually fail in the class. According to the researcher's informal discussions with EFL teachers, what leads to this failure is that students refuse to express their viewpoints during the teaching and learning process. They refuse to present their ideas in front of the whole class. "Very often this happens when they lack the language to express their thought or feel unconfident about the language they might use" (Dawit & Demis, 2015: 85).

Thus, in Ethiopia English language is used as a medium of instruction and lecturing is the usual mode of delivery. In this respect, many complaints are heard among teachers and learners against English language education. Some teachers frequently make the claim that students' lecture comprehension is below the level of expectation. A few students also complain about their instructors' lack of concern to make their lectures understandable.

In this regard, Seime (1999) said it is possible that teachers are unaware of certain aspects of their classroom behaviour and their impact on students' lecture comprehension. Therefore, if teachers are unaware of the effects of their behaviour on students, then, they are likely to interact with students in an ineffective way. Seime added that probably some lecturers might not perceive

many classroom events because they have not been trained to monitor their own behaviour; the classroom interaction proceeds at a rapid pace, and they rarely get feedback from their students since much of the lesson is dominated by teacher talk. In this regard, Animaw (2011) added that the talk is more of recast; teachers are echoing sentences and phrases that are expressed by the students in the form of a recast. But whether learners understand that the recast is error correction or not, is not clear.

Recently, teacher talk has become a worldwide concern in language research. This has called researchers to give due attention to study the nature of teachers' talk heightening on the formal features of teachers' talk in the EFL classroom setting. In response to this demand, Matsumoto (2010) and Rhawkes (2012), for instance, in the area studied the influence of teacher talk on the teaching learning process. Matsumoto (2010) investigated students' perceptions about teachers' talk in L2 Japanese classes. The study focused on the rate of speech, lexical and syntactic familiarity, visual information and use of English language. Results showed that the majority of students preferred natural speech, use of an appropriate amount of new vocabulary and grammar rules and minimum but systematic use of English language. Rhawkes (2012) also studied "learning to talk and talking to learn" in three classes of beginner learners in German. She reported that participation in spontaneous talk initiated learners into a broader range of interactional practises that they enjoy within initiation-response-evaluation (IRE) dominated classroom discourse.

There are some studies, which were conducted in Ethiopia to investigate students' needs for and weaknesses in English language skills. For instance, Yosef (2010) reported that the problem of Ethiopian students' low English language performance at the higher levels of learning is often criticised and attributed to poor and inadequate teaching at the lower grade levels. Studies done at various periods on secondary and college/university students showed that students' English language proficiency is very low, and it needs improvement (Hailom, 1998; Gessesse, 1999; Seime, 1999; Tamene, 2000, Esubalew, 2011 & Belen, 2012). Hailom (1998) also added that higher institution students' English language proficiency had serious problems. Instructors also complained as their students could hardly communicate in English. The researcher added that English language classrooms are complex and unpredictable and require professionally committed teachers who are sensitive to classroom events and can act rationally.

It seems that teacher talk is given insufficient attention. This is the other problem for students poor speaking performance. Whenever we teachers had free time in the office, we would exchange ideas on different issues of classroom discourses and activities. We often had a consensus that various activities can engage students in active learning in different ways. However, during an interesting activity, students became active for a while, but afterward, they will slump back in their seats and go back to a state of apparent lethargy.

Classroom language is the principal source of English as FL learning and probably this is the only source (Wong-Filmore, 1982). Thus, it is believed that the language that teachers address to FL/L2 learners influences language learning although the question of how and to what extent it influences language learning still remains unclear (Rhawkes, 2012). As a result, a better understanding of the use of teachers' language can indisputably help students improve their learning, and they can make a better use of teachers' talk to learn the target language.

Moreover, according to the MOE (2009) survey, some English teachers themselves admit that they are often confronted by their own inadequacy in English while teaching the language. The survey added that lack of teachers' competence is one of the identified problems for the decline in the quality of English language. Additionally, many students were often heard complaining about the inadequacy of teachers' competence in English when teaching the language. Besides, students were often quiet and evidently unresponsive to the teachers' questions. Unless manifested through scientific study, this is difficult to accept. This means that the issue needs deep scientific investigation.

Therefore, no research has investigated teachers' talk and learners' involvement in EFL classes in Ethiopian context. Thus, the purpose of this study was to investigate teachers' talk and students' involvement in EFL classes and its influence on the development of students' oral performance.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the nature of English language teachers' talk and students' involvement in EFL classes at Wolkite University.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- explore the extent to which teachers' talk create opportunities for students to practise orally the English language in class;
- examine teachers' perceptions about their own and their learners' classroom talk;
- examine students' perceptions about their own and their teacher's classroom talk;
- investigate teachers' oral questioning behaviour;
- find out teachers' oral feedback provision behaviour;
- explore teachers' wait-time (I & II) for students' response, and
- compare the amount of teachers' and students' talk time

1.4 Research Questions

The study attempted to answer the following research questions:

- To what extent does teachers' talk create opportunities for students to practise orally English language in class?
- How do teachers perceive their own and their learners' talk?
- How do students perceive their own and their teacher's talk?
- What sort of questioning behaviour do teachers utilize?
- What kind of oral feedback do teachers provide to students?
- How much time do teachers give for students to provide response?
- What is the amount of teachers' and students' talk time?

1.5 Significance of the Study

This study is helpful from theoretical and practical perspectives. Insights gained from studies on teachers' talk and students' involvement may enhance mutual understanding between teachers and students in EFL classrooms. By way of analysing their interaction, teachers may understand local differences in classroom talk going beyond stereotypes or other behavioural generalizations. Besides, when classroom discourse is studied, EFL academic achievement may

be improved practically, and studying teachers' talk and learners' involvement may foster an inherent and lifelong love for the practise of teaching and its general life-affirming potential.

Moreover, the study could help the ELT communities, researchers and practitioners to decide where to focus before making a further step in changing the nature of interaction in the classroom. It could also provide EFL curriculum designers, material producers and teachers with useful theoretical contributions about the practises of oral discourse and learners' interaction in EFL classrooms. The contributions, thus, can be used for planning and devising curriculum that is relevant and appropriate to the required level. For teachers, it will be valuable to examine whether their talk obstructs or constructs EFL teaching and learning process. Besides, it can fill in a gap in EFL classroom research context about how teachers interact with students in English language classrooms settings. Furthermore, it may also contribute to the development of an interaction theory of language use within classroom based foreign language teaching and learning, and it may be a springboard for further research on the area.

1.6 Scope of the Study

The study was thematically delimited to teachers' talk and students' involvement in Communicative English Skills course classes and its role in the development of students' oral performance focusing on the 2017/18 academic year first-year students at Wolkite University. Thus, the study was delimited on Communicative English Skills course classroom, and on first-year students. Teachers and students who taught and took the course, respectively, were the participants of the study. Since the aim was to look at teachers' talk input and the ongoing teaching-learning process underway in the EFL classes, the functional features of teachers' talk are the focus. These features include learning opportunities, question and answer exchanges, feedback provision behaviours, wait-time and amount of talk-time, instead of focusing on the formal features of teachers' talk (i.e., the syntax, lexical, phonological, etc.). Moreover, both verbal and non-verbal behaviours of teacher-learner(s) and learner-learner(s) interactions were considered in the study. Lastly, the aforementioned research setting was selected because of the researcher's familiarity and acquaintance with the area, and it is believed that colleagues could cooperate to make the study an obtrusive.

1.7 Limitations of the Study

The data collection and analyses were carried out with caution to ensure reliability and validity of the study. However, there were some limitations. Firstly, the instability of the socio-political system of the country, particularly in the research site, frustrated learners, for a threat of their future life, not to take part in video recordings. For this threat, the Academic Vice President of the University and EFL teachers convinced positively and influenced learners who were not volunteer to take part in the observation process, and some lessons were recorded only through audio tapes. Therefore, better pictures of the teachers' and students' classroom behaviours could have been obtained had all classrooms been video recorded. The audio recorded data do not shed light on non-verbal behaviours. Secondly, the study was conducted only in one university. So caution must be taken when attempting to generalise the findings to the larger populations in the Ethiopian higher education context. Thirdly, it was planned to observe ten teachers' classes, but three teachers were not volunteer to be observed.

Lastly, it was difficult to manage, follow-up and record different group discussions formed by the EFL teachers in the classroom. The number of discussion groups were too many when compared to the available recording tools. Thus, recording all discussion groups at a time was impossible.

1.8. Definitions of Operational Terms

Teacher Talk: Is a variety of language used by teachers when they are in the process of teaching. These features of the language that teachers use to organise and control classes include the question and answer exchanges, the feedback provision behaviours, wait-time, amount of talk time, and learning opportunities. All these features are called the functional features of teachers' talk. Thus, Teacher Talk is the adjustment to both language form and function in order to facilitate communication in EFL classes.

Students' Involvement: Refers to the interaction that takes place between teacher and learner(s) and learner-learner(s) using the target language, when they are in the process of teaching learning.

Classroom Interaction: All the ways in which participants in classrooms interact/involve with one another, including oral interaction, non-verbal interaction and shared activity.

Questioning: Sentence that is in an interrogative form, addressed to someone in order to get/elicit information in reply.

Learning Opportunity: Refers to situations created for learners to practise an English language with their teachers and among themselves.

Think Time: Is a distinct period of uninterrupted silence by the teacher and all students so that both can complete appropriate information processing tasks, feelings, oral responses and actions.

Wait time I: Is the period of the pause following a teacher's question but before a student's answer.

Wait-time II: Is the duration of the pause following a student response but before the next turn of the teacher's utterance.

Classroom discourse, classroom interaction and classroom talk are interchangeably used in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The idea of learning by doing through expressing one's idea and learning from differential experiences has come to be valued over a mere simulation of language behaviours. Negotiations of meanings become more favored over grammatical drill exercises, and functional and interactional language behaviours appear to be at the center of language classroom practises. Especially, teacher talk in EFL classroom activities that provide comprehensive input and representative experiences of the real-world communicative demands are becoming of the most important concerns of pedagogical perspectives. Similarly, the beliefs of teacher dominating of the classroom talk time and teacher initiative of learning have become the issue in language teaching. This chapter, thus, reviews the concept of teachers' talk, features of teachers' talk in promoting students' communicative skills, classroom interaction concepts, previous works done by different international and local researchers or scholars and related theories.

2.2 Teacher Talk

The way language teachers' speak their subject language to their pupils in a classroom setting differs significantly from the way they would speak in other contexts, for example, when talking to a colleague or a native speaker of the language. This type of modified speech that teachers (not only language teachers, but also teachers of any subject) use in the classroom is commonly known as Teacher Talk. TT, as defined by Krashen (1981: 121), is "The classroom language that accompanies exercises, the language of explanations in second language and in some foreign language classrooms, and the language of classroom management." Why is the need to deal with teachers' talk? The answer that the current researcher can suggest is that there is a concrete relationship between TT and the degree as well as the quantity and quality of students' involvement in the EFL classroom. In this regard, Chaudron (1988) claims that the more teachers devote a large amount of time to explain and manage instruction, the fewer learners will produce output and interact. According to Allwright and Bailey (1991), numerous observations conducted

in different FLA/SLA classes explicitly demonstrate that teachers perform between 60-75 percent of the talking time in classrooms. Ellis (1990) is also of the same mind as the scholars mentioned earlier, for he views that teachers mostly control classroom interaction. He explains that teachers dominate classroom for they are viewed to be older than learners are. The author depicts that they consider themselves the ones who are responsible for managing classroom interaction. Teachers further order classroom interaction, control turn taking, and the topic of discourse though unconsciously. They do this throughout asking questions during their class.

Teacher talk is the discourse of language use connected with the traditional role played by the teacher in the classroom (Cazden, 1986 & Chaudron, 1988). It is through their talk teachers can implement their teaching and learning goals either successfully or unsuccessfully (Ellis, 1985; Wong-Filmore, 1982 & Nunan, 1990, 1991). Some researchers claim that teacher talk is bad (Nunan, 1991:190) because learners have few opportunities to produce target language while the teacher dominates the class talk (Chaudron, 1988:52). However, it can be argued that in many foreign language classrooms, "Teacher talk is important in providing learners with the only substantial live target language input they are likely to receive" (Nunan, 1991:190). Such kind of teacher talk explanations is seen mainly in the discourse of grammar and vocabulary lessons.

Given that spoken discourse is comprised of the linguistic elements of a language produced by a speaker in a given context, the environment affects the way in which discourse is created and maintained (Walsh, 2002). Research focusing on talk that is produced in a classroom context has yielded insights about a variety of variables that work together to affect the way in which meaning is socially constructed between instructor and students. Thus, language is at the center of all interactions in the classroom. Meaning is born out of social interactions between all participants in this context, and talk is essential to the way in which learners build knowledge about the subject being studied. In other words, knowledge is socially constructed from interactions between instructors and students. In the formal context of FL/L2 classroom, language is both the mode by which instructors and students interact (Swain, 1997). As such, oral interaction in FL/L2 context acts as a cognitive tool to mediate human cognition in the form of language learning.

Language use in the classroom is not a simple tool for the communication of information; rather, it involves complex social, cultural, cognitive and linguistic processes and contexts (Walsh, 2002). However, many of these facets of talk in the classroom (e.g., social and cognitive aspects) are enacted and realised via interactions between an instructor and students. Within the classroom context, instructors and students mutually construct knowledge about what is being studied while they simultaneously create the context for learning. Through oral interactions, instructors and students build an understanding of who says what, when and how. It is through oral interactions that instructors and students establish their roles and relationships within the classroom (Hall & Walsh, 2002).

In conventional FL/L2 classrooms, as in L1 classroom contexts, instructors assume a great deal of control over the kinds of interactions that develop with and among their students in their courses. Instructors make a number of decisions about how discourse unfolds in their classrooms. Many of these decisions are made in advance (e.g., lesson planning), whereas others are addressed while the discourse is unfolding in class discussions. Guided by the idea that students learn more by doing, communicative language teaching theories and methodologies along with current textbook activities have somewhat mitigated the oral dominance of the instructor by providing students a greater role in actively participating in classroom discourse. However, even when communicative methods and activities informed by socially oriented theories of SLA are made available, instructors ultimately determine how discourse develops and proceeds in their classes (Walsh, 2002).

2.2.1 Features of Teachers' Talk

Most researchers on teacher talk mainly focus on its features. It has many types of features. According to Xuewen (2003), teacher talk is regarded as a special simplified code with double features. The first one refers to the form of teacher talk, such as the phonological, syntactic, lexical, speed, repetition and modifications of it. The second one, which refers to the features of the language that teachers use to organise and control classes, includes aspects like the quality and quantity of teacher talk, the questions teachers use, interactional modifications, teachers' feedback, wait time etc. Some scholars called the first one "the formal features of teacher talk" and the second one "the functional features of teacher talk" (Ellis, 1985 & Xuewen, 2003).

2.2.1.1 Formal Features of Teachers' Talk

Gaies (1977), Henzl (1979), Long (1983b) and Long and Sato (1983) observed all kinds of phenomena about teacher talk and made some comparison between the language that teachers use in and out of language classrooms. They found that formal adjustments occur at all language levels. Henzl observed pronunciations, lexis and grammar in particular. The findings noted that ungrammatical speech modifications did not occur, and simple vocabulary words were frequently used. Moreover, Chaudron (1988) investigated the teacher talk for a long time and summarised some research results. These are the rate of speech appears to be slower, and pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer. Pronunciation tends to be exaggerated and simplified. Besides, vocabulary use is more basic, and degree of subordination is slower. More declarative and statements are used than questions, and finally, teachers self-repeat more frequently.

2.2.1.2 Functional Features of Teachers' Talk

2.2.1.2.1 The Amount of Teachers' Talk Time

The functional feature is the focus of this study. According to second language acquisition theories, both teachers and students should participate in language classes actively. During this time, teachers have to face two tasks in language classrooms: 1) offer high-quality English language input; 2) offer more opportunities for students to use the target language. Hence, the distribution of teachers' talk time (TTT) as an important factor that affects language learning, has been concerned by many scholars. An important issue is whether the amount of TT influences learners' L2 acquisition or FL learning.

Researchers in language classrooms have established that teachers tend to do most of the classroom talk. TT makes up over 70% of the total talk (Cook, 2000; Chaudron, 1998 & Zhao 1998). It is evident that if teachers devote large amounts of time to explanations or management instructions, student talk (ST) will be indeed severely restricted. Then after, teacher-initiated talk will dominate the classroom. This restricts opportunities for ST. To avoid the overuse of TT, many scholars tend to maximise students' talk time (STT) and minimise TTT (Zhao 1998; Zhou & Zhou, 2002). Harmer (2001) pointed out that the best lessons are the ones where STT is

maximised. Getting students to speak to use the language they are learning is a vital part of a teacher's job (p.4).

On the contrary, an American scholar Wong-Filmore (1982) put forward her finding that is different from others, after observing primary language classrooms for three years. She found that all the success in SLA occurred in teacher-dominated classes. In contrast, little SLA took place in classes with too much interaction among students. She explained these results in terms of the type of input, which was received in different classrooms. In successful classrooms, teachers serve as the main source of input in that learners can receive enough and accurate input. However, in student-centered classrooms, pupils did not receive so much teacher input and tended to use the L1 when talking among themselves. Therefore, she argued that the amount of TT should not be decreased blindly. If do so, she suggested two conditions to ensure successful SLA in classrooms from the forty classes she investigated. The first one is students must have a high level of language proficiency so that they can communicate with their teacher and among themselves. The other is there must be enough students who want to communicate in classes. If the two conditions do not exist in classrooms, decreasing TT will not lead to successful language learning. In this regard, the researcher can say that depending on the intended objectives of the lesson, the teacher may modify his/her talking strategies.

2.2.1.2.2 Teachers' Questioning Behaviour

Most studies of classroom questioning invoked Socrates and they remind us that questioning has a long history as a teaching-learning strategy (Cotton, 1988). Based on the Socrates methods, using questions and answers to challenge, expose and lead to new knowledge is a powerful teaching tool. Asking question is viewed as a valuable medium of instruction to stimulate learners' thinking and learning and helps to control the conversation exchanges in classrooms (Dillon, 1982; Myrick & Yonge, 2002 & Ralph, 1999).

It is believed that asking questions is one of the most strikingly used techniques by teachers in FLA/SLA classrooms. Teachers use most of the time questions in the classroom in an attempt to make their students more involved in the discourse. They may use them to check their students' understanding of what is being said and done. Questions, as assumed by FLA/SLA researchers,

play a key role in enhancing it, in the sense that teachers can keep their learners taking part in the discourse generated in a classroom. Additionally, they can be also used to make input more comprehensible and relevant. In fact, the good question to be raised is not why teachers use questions meanwhile interacting with their learners, but what type of questions do they use in that process.

Richards and Lockhart (2000) added that questioning is one of the most common techniques used by teachers, and it serves as the principal way in which teachers control the classroom interaction. The tendency for teachers to ask many questions has been observed in many investigations (Chaudron, 1988). In some classrooms, over half of class time is taken up by a question and answer exchanges (Richards & Lockhart, 2000). These questions have attracted the attention of many classroom language researchers. Most of them focused on their classification. There are many ways to classify questions. For example, Barnes (1969) classified questions asked by teachers into four types. The first is questions concerning with factual matters, that is, questions beginning with 'what'. The second type is questions of inference beginning with 'how' and 'why'. The third type is open questions, which do not require any inference, and the last type is questions for communication, which could affect and control the behaviour of learners.

In addition, Richards and Lockhart (2000) classified questions into three categories based on their purpose: procedural, convergent and divergent. Procedural questions have to do with classroom procedures, routines and classroom management. They are used to ensure the smooth flow of the teaching-learning process. Unlike procedural questions, convergent and divergent questions are designed to engage students in the content of the lesson that is to facilitate their comprehension and promote classroom interaction. Convergent questions encourage similar student responses, or responses, which focus on a central theme. These responses are often short answers, such as 'yes' or 'no' or 'short statements'. They do not usually require students to engage in high-level thinking to come up with a response but often focus on the recall of previously presented information. Divergent questions are quite different from convergent questions. These questions encourage diverse student response which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information. With the growth and

concern for communication in language classrooms, Long and Sato (1983) have made a further distinction between 'display' and 'referential' questions.

Display questions refer to questions that teachers know the answers, which are designed to elicit or display particular structures (van Lier, 1988). However, discarded the importance of drawing a distinction between referential and display questions, "what distinguishes instructional questions from conversational (non-instructional) ones is, therefore, not their referential or display nature, but rather their function" (van Lier in Nunan, 1989b). Referential questions (information seeking) on the contrary, refer to questions that teachers do not know the answers to, and can gain a variety of subjective information. It has been observed that teachers tend to ask more display questions than referential questions in the classroom (Long & Sato, 1983; Pica & Long cited in Ellis, 1994). They concluded that teachers emphasised much more on the form and accuracy of the language. Therefore, it must be pointed out that all their researches were conducted in teacher-fronted classrooms than learner-centered. This can be considered the roles of students to play in the classroom were restricted. This, in turn, created confined learning opportunities.

Furthermore, the pervasiveness of teachers' questions in the classroom can be explained by the specific functions they perform. These functions can be grouped into three broad areas: diagnostic, instructional, and motivational (Donald & Paul, 1989). As a classroom tool, questions allow the teacher to glimpse into the minds of students to find out not only what they know or do not know but also how they think about a topic. The second function that questions perform is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with the old one. Questions alert students to the information in a lesson. A third function that classroom questions function is motivational. Through it, teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. Besides, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement.

2.2.1.2.3 Teachers' Feedback Provision Behaviour

With the focus on Communicative language approaches to language teaching, language has been seen as an interactional process of expressing messages and conveying meanings (Ellis, 1990 & Mitchell and Myles, 1998). The goal of teaching in the classroom has been to facilitate this process by focusing on the development of learners' fluency and language use. The interactionalist position in L2 research maintained that negotiation of meaning when learners participate in communicative activities is crucial for L2 acquisition (Gass, 1997). This view is influenced by Krashen's comprehensive input hypothesis, which claimed that comprehensive input triggered language acquisition (Krashen, 1982 & 1985). Accuracy, by contrast, was considered as a necessary part of learning, and error correction was considered to impede fluency (Krashen, 1982). Hence, it has been recommended that since the focus is on the communicative use of language, errors should be tolerated. Early research focused on the negotiation of meaning and on how negotiation made input comprehensible in learner-learner(s) and teacher-learner(s) interaction. Recently, however, some studies have suggested that learners who have used language communicatively for many years still have difficulties in the formal aspects of the language. In other words, although learners are fluent in their language use, their use of language is not accurate. Some researchers, for example, Spada (1990) question the assumption that using language communicatively promotes knowledge of the formal aspects of the language, leading to accuracy without error correction or focusing on form.

Some researchers have recently taken a different stance on the issues of input, output and feedback in L2 learning, looking at the questions from the perspectives of the sociocultural theory of learning (Danto, 1994, Nassaji & Swain, 2000). Within a Vygotskian sociocultural perspective, knowledge is social in nature, being constructed through a process of collaboration, interaction, and communication among learners in social settings. Error correction is considered a social activity involving joint participation and meaningful transactions between the teacher and the learner.

Feedback on the content involves responding to the content of what learners are saying, rather than commenting solely on the form. Feedback on the message rather than on its form is also more conducive to genuine communication. Providing feedback to learners on their performance

is another aspect of a teacher's discourse. Feedback is a teacher's evaluation of students' response (Cook, 2000). It can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. In language classrooms, feedback on a student's spoken language may be a response either to the content of what s/he has produced or to the form of an utterance. Feedback can be given by means of praise, relevant comment, action or silence (Richards & Lockhart, 2000).

Feedback has two indistinguishable components: correction and assessment (Ur, 2000). Inevitably, learners will make mistakes in the process of learning. A learner's errors are significant in that they provide to the teacher evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in the discovery of the language (Brown, 2001). It is a vital part of the teacher's role to point out students' mistakes and provide correction. Correction helps students to clarify their understanding of meaning and construction of the language. One of the crucial issues is how the correction is expressed gently or assertively, supportively or as a condemnation, tactfully or rudely. Ur (2000) pointed out that teachers should go for encouraging tactful correction. Therefore, teachers have to be careful when correcting students' error. If they do it in an insensitive way, students will feel upset and lose their confidence.

The role of positive feedback is not merely to value students' performance in the TL; it does also motivate students and create a stimulating environment in the classroom. Students of any language prefer receiving feedback on their oral performance to their errors ignored (Lyster, 2007). Feedback is not merely a medium to inform students how well they have performed. Its function is more than this; it increases high motivation among learners. There are some strategies adopted by teachers in an FL/SL classroom next to providing acknowledgments or acceptance of learners' oral contribution. These strategies are embodied in the form of repetition, i.e., where the teacher repeats the correct response of his student. Rephrasing is another strategy taken up by teachers. In using it, teachers accept their students' oral performance and add other new information, utterances or structures.

According to Lyster, (2007) to the reverse, negative feedback is provided to reform learners' utterances, which were problematic. It informs failure in learners' output. It is a response to learners' errors. It is noteworthy to say that for FL/SL learners should notice the gap between their actual interlanguage and the structure of the TL. This can be achieved in case the teacher of the TL would provide negative feedback for his learners throughout recasts, which are considered as a form of negative feedback. Besides, the classroom teacher enhances some of their metalinguistic abilities like 'noticing' and attention on the one hand, as it increases their opportunities to produce comprehensible input (Lyster, 2007). Corrective feedback is the preliminary step towards the process of a negotiated interaction in the FL/SL classroom. The teacher makes use of some forms of negative feedback as comprehension checks and requests for clarification.

The author added that if a teacher corrects errors implicitly, so he has to do it by repeating the ill-formed utterance or making use of clarification requests. Feedback can take place when the teacher provides the correct form after referring to his learners' ill-formed structure, which is an explicit feedback type. As a strategy, the teacher to elicit the correct form by asking learners to complete sentences or asking a question or asking them for reformulation uses elicitation. In the form of comments, metalinguistic feedbacks are linked to the well formedness of the learner's produced utterance, without commenting on the form of the errors being produced. When the teacher decides to repeat the erroneous utterance, we call it repetition. Clarification request is the other mechanism of error correction; in it, the teacher simply directs to his learners for what they produced was misunderstood or ill formed and thereby a reformulation of the produced oral utterance (s) is (are) required. Lastly is recast, which is the most frequently used form of feedback. Reformulation of a learner's incorrect or ill-formed utterances still upholds the original meaning of an utterance. That is, in using a recast move, the teacher reformulates the incorrect utterance of the student minus the error. Recast is the most commonly used technique by teachers of the TL, more particularly in communicative contexts, as the author asserted. They make use of it mainly for they cause fewer learners anxiety. The flow of communication will not be disrupted; accordingly, interaction might be well maintained.

Besides, recast and repetition techniques are recognised as implicit forms of feedback. It is up to learners to identify and notice the error that has been produced. Whereas, clarification requests,

metalinguistic clues and elicitation or prompts, which are also, recognised as negotiation of form techniques, or form focus moves, are explicit. The teacher makes use of them to draw his learners' attention to the ill-formed utterance or word without correcting it. They are effective for they make learners reprocessing their output and reproducing a corrective one.

Corrective feedback functions as an attention-getting device. If learners are not provided constantly with feedback in case errors are made, fossilization will occur. To Ellis, learners do notice, compare and integrate along the process of FL/SL. According to them, corrective feedback helps learners to draw conclusions about their previously formulated hypothesis about the TL. What might be problematic is that probably learners cannot notice that an error has been committed.

To conclude, in providing corrective feedback for students, the teacher should consider many things, and it should not be made randomly. Whenever, an error is committed, the teacher is expected to, firstly, identify its type, what grammatical, phonological or lexical one. Then, he should decide whether to correct or not. Then, he ought to know how, when, and who to repair it. In offering feedback, the teacher should not dismiss learners' cognitive reality. Besides, the teacher is advised to have good insight on his learners' characters, and language proficiency as well. In doing so, the teacher would undoubtedly provide fruitful feedback, which can be noticed. Conclusively, learners themselves can treat errors.

2.2.1.2.3.1 Initiation-Response-Evaluation (I-R-E) Structure

Commonly referred to as the recitation script or triadic dialogue is the pattern that involves the teacher posing a question to students to which s/he usually already knows the answer. Students are expected to provide a brief but correct response to the question which is then evaluated by the teacher with such phrases as 'Good', 'That is right', 'No', 'That is not right', etc. (Hall & Walsh, 2002:188). They added that the frequent use of the IRE sequence did not allow for complex ways of communication between teacher and students. While many of the earlier studies on classroom interaction have argued that prolonged participation in the recitation script provides limited learning opportunities. In general, it was found that students in classrooms whose interaction was limited primarily to the IRE script were less able to recall and understand

the topic content than were students who were involved in more topic participatory discussions (Tuan, 2010).

2.2.1.2.3.2 Initiation-Response-Feedback (I-R-F) Structure

This typical interaction pattern in the teacher-dominated language classroom follows the initiation-response-feedback (IRF) sequence (Tuan, 2010). The percentage of utterances falling into this three-part structure may be over half about 50% to 60% (van Lier, 1996). This author added that,

> *the IRF structure produces a single pattern of interaction where the teacher both initiates and closes the exchange and the students' output is limited to the response in the second turn. This talking time for the teacher and students are unequal. The teacher controls the topic and general discourse by directing turn taking using questions (P.152).*

The teacher initiates the conversation with a question, asks a student to answer the question and then provides feedback to the student's answer. This is the most common pattern of language interaction between the teacher and students in a classroom (Tuan, 2010). According to van Lier (1996), this model has been characterised as a closed, rather than an open discourse format. Therefore, it makes the lesson less communicative. The nature of feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, teachers should ask students to extend their thinking, justify and/or clarify their ideas or make links with their own experience. This pattern supplies learners with more opportunities for meaning negotiation (Tuan, 2010). Tuan (2010) stated that questioning at the third turn helps to elicit higher quality thinking from students, extends the length of their utterances and increases language output.

Feedback from the teacher enhances learners' learning of language. This IRF pattern supports and promotes interactions more effectively (Hall & Walsh, 2002 & van Lier, 1996). Moreover, they stated that most teachers produce interaction, which features examples of the IRF and display questions. These are typical of traditional classroom interactions but rarely occurred in natural or genuine communication. Hall and Walsh (2002) pointed out that when the third part of the IRE sequence contained a teacher evaluation (*E)* of a student response, it severely

constrained students' learning opportunities. However, instead of evaluating students' responses, the teacher has to follow up their responses (*F*) by asking them to expand their thinking, justify, or clarify their opinions, or make a connection to their own experiences.

Subtle changes to the standard pattern of oral interaction, primarily to the third part of the triadic dialogue, can create significantly different language learning environments. The choice of a follow-up move determines largely the direction of subsequent talk. Teacher's contributions that evaluated rather than encouraged tended to suppress students' participation. Conversely, teacher follow-ups that invited students to expand upon or qualify their responses can open the door to further discussion, and it can provide more opportunities for learning. In IRF pattern, a teacher can confirm students' participation in the process of knowledge building. S/he can challenge students to extend their thinking and engagement with the subject matter. These strategies, in turn, can help to create an inclusive classroom culture that valued participation and learning and ultimately enhances students' academic performances in the language arts classroom. Thus, it can be concluded that the typical three-part interaction exchange is neither wholly good nor wholly bad. Instead, it can only be evaluated by looking at how it unfolds moment to moment on particular occasions in particular classroom contexts (Tuan, 2010).

2.2.1.2.4 Wait Time

Wait time is strictly connected to improvements in student achievement and more exactly it increases the length of student responses. It stimulates the variety of responses offered and decreases students' failure to respond. After students complete an answer, teachers often begin their reaction or their next question before a second has passed. The increasing of the pause after a student gives an answer is equally as important as increasing wait-time (Tuan, 2010). Rowe (1986) identifies two types of wait-time: Wait-time I is the period of the pause following a teacher's question but before a student's answer. Wait-time II is the duration of the pause following a student response but before the next turn of teacher's utterance. The use of the crucial three-second wait-time can have positive effects on students in content classrooms (Rowe, 1986).

In the EFL classroom, Mengwang (2011) stated that increasing wait-time from three to five seconds could increase the amount of students' involvement as well as the quality of that involvement. He added that EFL teachers usually use short, simple and grammatically correct sentences. Teachers need to take into account wait time. As Tuan (2010) added that after asking a question, teachers typically wait for only a second or less for a student response. If the response is not forthcoming at that time, teachers rephrase the question, ask students to answer it, or answer it themselves. They should allow a few seconds of silence after posing a question. In any case, a suitable pause should last 3-4 seconds of uninterrupted silence.

When teachers try to increase both types of wait-time mentioned above to more than three seconds, Rowe (1986) finds that wait-time II has a significant effect on the length of student responses and on increasing numbers of unsolicited student responses. With the extended wait-time, there is a lower rate of student failures to respond.

However, usually, on average, before calling upon a student to answer, teachers wait less than a second, and only a second is allowed for this student to respond before the teacher's subsequent intervention. Therefore, many researchers claim that it is necessary to help teachers extend their average wait-time to help elaborate students' verbal outcomes (Nunan, 1991 & Rowe, 1986).

Some researchers often find out that there is the relationship between the cognitive level of questions and wait-time I and II. The more complex mental processes required by higher-order questions ask for and produce a longer wait-time, both in type I and type II. Gambrell (1983) also points out that asking higher-order questions could be an effective comprehension strategy only when students are given adequate 'think-time' to reflect and process the necessary information before responding to teacher solicitations. Conversely, Rowe (1986) argues that extended wait-time may be inappropriate for lower-order questions. The researcher believes that there is an existing wait-time threshold phenomenon for lower level questions, and the cognitive demand made on students who respond to lower level questions does not ask for extended time for processing.

Finally, Tuan (2010) and Walsh (2011) stated that extended wait-time has been found to increase the frequency and quality of students to think, formulate and give response, which lead to longer

answers and more learner contribution. Besides, the duty of the teacher is to provide guidance and inspiration, decide what questions to ask and how to ask them and create learning situations, which stimulate learners to listen, read, write, discuss, ask questions, perform tasks, solve problems or engage in other activities. Whereby, learners will have more opportunities to express their ideas, join classroom activities and interact with the teacher. Although most research findings showed improvement in performance using extended wait-time, Baysen (2010) found that extended wait-time did not improve students' performance, and it can lower higher cognitive achievement in university students. Another study showed that wait-time could cause teacher anxiety (Matt & Shannon, 2007).

2.2.1.2.5 Learning Opportunities in Teachers' Talk

Flanders (1970) said that two-thirds of classroom time consists of talk, and that talk is teacher talk. This rule is often quoted to show how in most classrooms, the time available for every individual learner to talk is extremely limited. This is especially important if, as is currently the case, interaction by the learner is regarded as a major vehicle for foreign language learning. Recent studies indicated that little exchange in this pattern refers that TT does little to foster exploratory talk or risk-taking. Instead, it restricts the quality of pupil talk by controlling both the form and content of pupil responses to teacher-initiated questions or requests for verbal behaviour (Long, 1984). As a tool of implementing teaching plans and achieving teaching goals, TT plays a vital role in language learning. As Nunan (1991) pointed, TT is crucially important, not only for the organization of the classroom but also for the process of successful learning. TT is important because it is probably the major source of comprehensible target language input that the learner is likely to receive. The amount and type of TT are even regarded as a decisive factor of success or failure in EFL classroom teaching.

There now exists a substantial body of research evidence highlighting the interdependence of interaction, input, output and the need for negotiation for meaning (Long, 1983, 1996; Swain, 1985, 1995 & Pica, 1994). While the current position on the precise nature of the link between negotiation for meaning and language acquisition is still murky, its very existence is surely a powerful indicator of the need to pay more attention to the relationship between teacher language and learning opportunity. The logical extension of the existing body of research evidence is that

teachers engaged in teacher-fronted activities should be concerned to engage learners in the classroom discourse and promote opportunities for self-expression.

Negotiation for meaning plays a central role in the process of SLA. Meaning is negotiated through face-to-face interactions between teachers and students. Foster's (1998) study that highlights the limited evidence of negotiation for meaning in learner-learner interaction under 'real' classroom conditions added further support to the need for greater negotiation of meaning between teacher and learners. The patterns of communication which are established can either constrain or facilitate students' opportunities to participate and consequently to learn. Teachers have a vital role to play in understanding, establishing and maintaining patterns of communication, which will facilitate SLA. Johnson (1995) stated, "Teachers control what goes on in classrooms primarily through the ways in which they use the language" (p.9).

In a recent study involving science teachers in US high schools, Musumeci (1996) indicated that little or no negotiation was found. Indeed, quite the reverse that teachers talk most of the time and initiate most exchanges through display questions; teachers modify their speech in response to non-understanding; students rarely modify their speech; teachers rarely request speech modification from students, preferring instead to 'fill in the gaps' from the 'linguistic hints' provided. The researcher added, "teachers speak more, more often, control the topic of conversation, rarely ask questions for which they do not have answers, and appear to understand absolutely everything the students say, sometimes before they even say it."

The works of Musumeci has clear relevance to the EFL classroom, where the ability by learners to formulate, re-formulate, clarify and seek clarification is important indicators not only that language acquisition has taken or is taking place but also that something is being understood and eventually learned. By 'filling in the gaps', teachers may facilitate a coherent and flowing discourse, but they may be denying their learners opportunities to get to grips with the subject matter and to identify potential problems in understanding. In the words of Thornbury (2000),

> *moreover, language classrooms are language classrooms [author's emphasis], and for the teacher to monopolise control of the discourse–through, for example, asking only display questions-while possibly appropriate to the culture of*

geography or maths classes, would seem to deny language learners access to what they most need-opportunities for real language use (P.28).

2.3 Student-Initiated Talk

Student talk in language classrooms can be conceptualized in various ways. About learning, it can be seen as a potentially useful output (Swain, 1985; 1999). The relationship between student talk and learning is a thorny but important one. Seliger (1977) notably claimed that students who talked most (the 'High Input Generators') also performed better on English language tests and suggested that the relationship was a causal one. This study has been widely criticised (e.g., Allwright and Bailey, 1991), but Swain has claimed that certain types of output 'collaborative dialogue' are nevertheless valuable in language learning (1985). Different types of output are likely to be of different cognitive value. Metalinguistic questions about the language system are of a different order from utterances produced in the target language itself. Questions and comments about the procedures are different again and even more so are utterances, which have apparently, nothing to do with the topic of the lessons in hand. However, the output of all sorts may also have wider social pedagogical effects–students who talk, for example, are likely to become well known to the teacher, and sooner, than those who do not. Some types of student talk in the classroom may be intentionally used by that student as a learning strategy or may in any case at times functions as such. Questions are seen a case in point: Allwright and Bailey (1991) refer to students' questions as possible hypothesis testing about the target language. In a study of ESL high school students, O'Malley et al. found that 'Question for clarification', i.e., asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples' (1985:34) was the third most frequent 'cognitive strategy' out of list of seventeen.

A classroom is acquisition-rich when learners have the chance to control the discourse (van Lier, 1988). High input generators produce more learning opportunities for themselves (Rivers, 1987). Teachers themselves do not even predominantly use the target language or L2 in their teaching (Duff & Polio, 1990). Some teachers give the students absolutely no space for meaningful negotiations. Teachers are dominant in the classroom by ignoring the students' contribution due to the fear that the teaching objectives will not be met. There is no interaction between students. They only allow time for this, if any, in the free practise towards the end of the lesson, and thus

the lesson not at all flowing along the interactive path (Walsh, 2002). A significant source of motivation and attention will be lost when turn taking is predetermined rather than interactionally managed by the participants (van Lier, 1988). Slimani (1989) has also suggested that although there is usually much less learner-initiated than teacher-initiated content in classrooms, it is from the former rather than the latter that learners claim to have learned the most.

2.4 Patterns of Interaction

2.4.1 Teacher-Student Interaction

Classroom lessons are socially constructed events in which the teacher and the learners manage interaction together. Therefore, both teacher and learners play a crucial role. Whatever purpose they bring to the classroom, the outcome is a co-production by both the teacher and the learners who jointly manage interaction as well as learning (Allwright, 1984). Interaction and interactive language constitute a major role in EFL teaching. For teachers, interactive language can keep communication to flow smoothly in the EFL classroom (Ellis, 2005). In this classroom, moreover, the teacher often asks questions, answer the questions, and vice versa; or the teacher participates in learning activities (Tuan, 2010). Such oral interactions take place between the teacher and the class and/or small groups in the class and/or individuals. In this case, Tuan, 2010 stated,

> *most of the time teacher talks in class hardly ever giving students chance to talk except when s/he occasionally ask them questions. Even on such occasions because s/he insist on answers in full sentences and penalise them for their mistakes, they are always on the defensive (p: 3).*

Likewise, van Lier (1988) stated that in most EFL classrooms, students have only very restricted opportunities to participate. Therefore, this kind of interaction does not clearly provide a motivating learning environment. However, teaching is always a shared relationship job. It involves the participation of many people. Furthermore, Brown (1994) recommended that teacher talk should not occupy the major proportion of a class hour. Otherwise, the teacher is probably not giving students enough opportunities to talk. Harmer (2001) also said that to foster

learners to produce communicative output, they should be engaged in real communicative activities.

2.4.2 Student-Student Interaction

The value of student-student interaction for the development of EFL proficiency has been highlighted with communicative language teaching and with the advent of theories of learning, which emphasise the social nature of FL/L2 acquisition (van Lier, 2000). Today, it is widely known that students can learn from and among themselves. Thus, different ways in which they can interact meaningfully have come to be favored in classrooms. In learner-learner interaction, the teacher plays as a monitor, and learners are the main participants.

Many researchers asserted that practising is beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. Significantly, students usually initiate their questions during small group, rather than in whole-class activities. Open discussion in cooperative groups can make a clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006). Furthermore, learners do not have to rely on the teacher to be their only interlocutor and source of language input (Nunan, 1992). It is possible for peers to provide language models and to interact with each other. Peers act as natural interlocutors resulting in the availability of a much greater variety of models with whom to practise (Long, 1984). In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions lead to an increase in both the quantity and quality of practise (Ur, 1996). Collaborative work often exerts a beneficial effect on task performance. Consequently, it can facilitate language development.

2.5 Classroom Interaction and Related Theories

2.5.1 The Input Hypothesis

Krashen (1981) has developed a detailed hypothesis to explain L2 development centred on the comprehensible input hypothesis. Input in SLA studies “refers to the language samples to which the learner is exposed. It contains the raw data which the learner has to work on in the process of

interlanguage construction" (Ellis, 1990: 96). Krashen has proposed that the input must be understood. This means that the L2 samples we expose our learners must be comprehensible. In addition, he has argued that optimal input includes structures that are just beyond a learner's current level of competence, and that the input needs to get progressively more complex. The comprehensible input hypothesis, according to Krashen, explains why free conversation fails as optimal input, as it is often not understood. It also explains why drills or exercises fail as an optimal input-their primary focus is the form of the language being used, rather than on its communicative purpose so that students do not pay much attention to the meaning. So, he argues that the best input activities are natural, interesting and understood. Krashen proposes that in the classroom, we speak only in the L2 and that our students read extensively so that they experience massive amounts of comprehensible input. The assumption of the input hypothesis is that the input is provided through communication in the second language. Krashen also observes that learner motivation and attitude have a role in L2 acquisition: he refers to an "affective filter" which may limit the processing of input, so that acquisition will not take place.

2.5.2 The Output Hypothesis

The output hypothesis (Swain, 1995) encapsulates that in addition to comprehensible input, learners' output has important contributions to make in enabling L2 learning. Talk can push learners to pay attention to not only semantic processing of the language but also syntactic processing, i.e. learners are pushed to attend not only to what they say but also to how they say it. Moreover, the process of using the TL is also the process for learners to test their hypothesis about it. When learners have to produce the TL, they realise how limited their interlanguage is. It is also when faced with negative feedback that they are pushed to come up with alternative linguistic forms to get their meanings across. Lastly, talk plays a metalinguistic function in that learners use language to reflect upon their language use.

Unlike reception-based theories represented by Krashen and Long, Swain's theories have credited language development to learners' attempt during actual production of the TL. There are other important productions based on theories like the discourse hypothesis (Givon, 1979) and the topicalization hypothesis (Ellis, 1984; Long, 1983). Each of them has emphasised a different factor as contributing to second language acquisition. The discourse hypothesis proposes that

learners only acquire the type of language, which is found in the social situations they tend to engage in. For example, if learners only have access to the formal/unplanned settings, they will develop competence to perform only that type of language. Of relevance to language teaching is that teachers should provide learners with opportunities to practise in a variety of communicative contexts to help them acquire a full repertoire of linguistic competencies. The topicalization hypothesis stresses giving learners the chance to initiate and control the topic of discourse as a way of promoting their language development.

2.5.3 Classroom Interaction and Second Language Acquisition (SLA)

A common theme underlying different methods of language teaching is that second language learning is a highly interactive process (Richards & Lockhart, 2000). In recent years, a great deal of researchers (Allwright, 1984; Ellis, 1990, Long, 1983; Swain, 1985) in the field of L2 acquisition reveals largely the importance of classroom interaction that involves both input and output. The interaction claims that it is in the interaction process that acquisition occurs: learners acquire through talking with others (Johnson, 2002). According to Allwright and Ellis, classroom teaching should be treated as interaction. Now it is clear that the language used in the classroom affects the nature of interaction, which in turn affects the opportunities available for learning. The study of interaction is therefore critical to the study of classroom language learning. Van Lier (1988) pointed out that if the keys to learning are exposure to input and meaningful interaction with other speakers, we must find out what input and interaction the classroom can provide. We must study in detail the use of language in the classroom to see how learning comes about through different ways of interaction in the classroom. He also pointed out that interaction is essential for language learning, which occurs in and through participation in speech events that is, talking to others, or making conversation (van Lier, 1988:77-78).

Ellis (1985) pointed out that classroom instruction both in the form of meaningful interaction and in the form of linguistic rules may influence the rate of acquisition. Teachers can influence the kind of interaction that occurs in their own classrooms. Successful outcomes may depend on the type of language used by teachers and the type of interactions occurring in the classroom. The availability of facilitative discourse types is not entirely dependent on the type of classroom organization adopted by the teacher. Pupils will learn most successfully when they are given

sufficient opportunities to interact in conversation. Therefore, in this sense, the researcher can say how a lesson progresses and whether it is successful largely depends on the interaction between the students and the teacher.

Classroom interaction is mainly realised by IRF structure. In this model, teachers often initiate interaction by asking questions. Teachers not only can create more interaction activities but also can prompt students to participate in all kinds of negotiation of meaning. Negotiation makes input comprehensible and promotes SLA. Teachers carry out all their teaching tasks by teacher talk. Therefore, an understanding of the aspects of teacher talk and their functions in the classroom interaction is very important.

In general, the above theories reveal the effects of different types of classroom interaction on L2 acquisition from different perspectives. Therefore, a conclusion can be drawn from these theories, that is, a FL classroom that can facilitate learners' language learning should have the following features: i) Providing opportunities for learners to communicate in the target language and enable them to learn the target language through meaningful use of it. ii) Providing optimal comprehensible input for learners through classroom communication by teachers and learners, make an effort to make their speech comprehended by using communicative strategies. iii) Negotiation of meaning is encouraged. Teachers are expected to initiate learners to recognise their language by using interactional modifications when problems occur in communication (Zhou, 2002). Then, do the classrooms under investigation have the features presented above? TT is not the only tool that teachers use to influence knowledge, but also the most important means to control the classroom. The research on TT, thus, provides us with an ideal perspective to investigate and understand what is really going on in EFL classrooms. The following part reviews the most pertinent analytic approaches to investigating language classroom discourse: discourse analysis, conversation analysis and interaction analysis. The purpose is to discuss the valuable contributions these various approaches have made to our collective understanding of classroom discourse as well as their limitations. The drive is to establish an analytical framework for the present study.

2.6 Approaches to Classroom Discourse Analysis

Many researchers, regardless of their theoretical orientations, believe that most FL/SL learning that happens in the classroom occurs within contexts of interactions between teachers and learners as opposed to interactions directly between two or more learners (e.g., Hall & Verplaetse, 2000; Hall & Walsh, 2002; Seedhouse, 2004; van Lier, 1996 & Lee, 2011). A variety of approaches has made significant contributions to our understanding of FL/SL classroom discourse (Lee, 2011). Despite the various approaches taken, teacher-student interaction has mostly been the focus of inquiry. As such, this section reviews three relevant approaches in classroom discourse analysis, their contributions and limitations as follows.

2.6.1 Discourse Analysis

CD investigations seek to demonstrate how everyday life is constituted in and through the linguistic and discourse choices of the participants in a classroom context. How teachers and their learners make use of linguistic forms to get in touch with one another. CD undertakes also the task of shedding light on how language use shapes and is shaped by processes, practises and content demands of the curriculum. CD is different from IA in its theoretical roots and methodological frameworks. The earliest and the most well-known proponents of a DA approach to classroom interaction are Sinclair and Coulthard's system of the 1975 approach. They compiled a list of twenty-two speech acts representing the verbal behaviours of both teachers and students' involvement. When DA approaches are used in isolation, they are guided by principles taken from structural-functional linguistics. Many previous approaches to L2 classroom interaction have implicitly/explicitly adopted what is fundamentally a discourse analysis approach (Seedhouse, 2004).

Unlike IA approaches, Sinclair and Coulthard pointed out that their purpose was better to understand the nature of CD by subjecting it to analysis and not necessarily to improve instructional practises. They concluded that their study could have possible applications in educational contexts. They developed their model based on analyses of recorded classroom interactions. Their model involves a discourse hierarchy/discourse unit consisting of different levels. These levels are *Lesson →Transaction →Exchange →Move →Act*. The highest discourse unit is the lesson, while the smallest unit is the speech act. Acts are described in terms of their

discourse functions (e.g., cue, elicitation, evaluation). At the exchange level, Sinclair and Coulthard observed the following interaction characteristics: (i) question and answer sequences; (ii) pupils responding to teachers' directions; and (iii) pupils listening to the teacher giving directions. Various combinations of these exchanges make up transactions. While they present an intricate description of classroom discourse, the question and answer sequence receive the most attention, which consists of three elements: (i) teacher question (or ***I****nitiation*), (ii) student answer (or ***R****esponse*), and (iii) teacher's feedback/follow up to the answer (or ***F****eedback/****F****ollow-up*), otherwise known as the IRF structures.

For every student turn, there are two teacher's turns. In this exchange structure, Chaudron (1988) points out that teacher talk embodies two-thirds of classroom discourse; even the absence of an explicit third turn is considered feedback in that it can signal to the learner that the response is incorrect (O'Keefe, McCarthy, & Carter, 2007). Researchers adopting DA approaches have contributed to our understanding of the formal properties and functional purposes of classroom interaction (Chaudron, 1988), uncovering, for example, different types of question strategies (e.g., Tsui, 1985 & Yang, 2010) and repair strategies (e.g., Chaudron, 1977 & Cullen, 1998) that affect L2 learning.

2.6.1.1 Strengths and Weaknesses of Discourse Analysis

The first criticism of this approach as Walsh (2006b) argues Sinclair and Coulthard's data were drawn from 'traditional' teacher-centered classrooms at a time when the teacher-student power relations were more asymmetrical. According to him, recent evidence suggests that in the contemporary student-centered L2 classroom there is more equality and partnership, and the more formal, ritualized interactions between teachers and students are not as prevalent (p. 47), although the IRF exchange is still alive and well (Hall & Walsh, 2002). Moreover, Wu (1998) as cited in Walsh (2006b) summarized Sinclair and Coulthard's limitation like this:

> *the cumulative effect of teacher-student interaction cannot be accounted for within the [Sinclair and Coulthard, 1975] framework. Such hierarchical categorization, though shedding some light on the mechanism of teacher-student verbal exchanges, is not enough to demonstrate its entire dynamic process (p.48).*

The model has been criticised for its multi-functionality; it is almost impossible to say precisely what function is being performed by a teacher (learner) act at any point in a lesson. As with most functional analyses, inside or outside a classroom, an utterance can have any number of functions depending on crucial contextual clues such as who said it, to whom, how they said it, why they said it and so on. Classification of classroom discourse in purely structural-functional terms is consequently problematic.

In general, DA approaches fail to take account of the subtler forces at work such as role relations, contexts and sociolinguistic norms, which must be obeyed. Matching utterances to categories may be problematic owing to the issues of multi-functionality and the absence of a direct relationship between form and function (Walsh, 2006b). In short, a DA treatment fails adequately to account for the dynamic nature of classroom interaction and the fact that its participants socially construct it. Similarly, DA approaches do not adequately account for the range of contexts in operation in a lesson and for the link between pedagogic purpose and language use. To sum up, the researcher can say that DA approaches are both descriptive and prescriptive and attempt to categorise naturally occurring patterns of interaction and account for them by reference to a discourse hierarchy. The starting point is structural-functional linguistics. Classroom data are analysed according to their structural pattern and function. Any attempt to analyse classroom data using a DA approach involves some simplification and reduction.

2.6.2 Conversation Analysis

"Conversation analysis compared to DA and IA approaches is a research tradition stemming from ethno methodology that analysis the social organisation of natural conversation" (Magdalena 2013: 140). The researcher added that CA is concerned with explaining how meanings and pragmatic functions are transmitted in ordinary conversations. It is also interested in explaining how talk is organised and how turn taking is sequenced. CA neither examines a large number of classrooms nor seeks data that would fit predetermined categories. Quite the reverse, CA is an open-ended approach deriving its categories from the obtained data and this makes it an empirically based approach. Moreover, CA gives a prime magnitude to the context with the intention to uncover and find out the complex interrelationship linking the elements in the context.

According to Magdalena (2013), in comparison with DA approaches, which were primarily concerned with speaker, CA considers talk; that is its central interest of investigation, as a jointly accomplished activity by both the speaker and the listener. CA portrays how meaning is mutually shared, constructed and negotiated by participants as learners and teachers that is applied in the classroom context. CA is indeed, a tool to uncover the problem of handling discourse among learners. Moreover, CA is acknowledged to promote the mechanism of interaction among participants. Nunan (1992) clarifies that in adopting a CA, the researcher has to eschew the use of elicited or invented sample of language and would rather depend on more naturalistic occurring one and so is the case of a researcher who adopts an IA approach.

2.6.2.1 Strengths and weaknesses of Conversation Analysis

Walsh (2011: 86) criticise CA for being 'over selective'. Snatches of discourse and their ensuing commentaries may appear to have been selected randomly with no attempt to evaluate their significance to the discourse as a whole. Any selection of data may appear contrived or idealised in order to illustrate a particular point with little attempt to relate them to the exchange as a whole. Moreover, a more serious criticism of CA approaches is their inability to generalise findings because they focus on one specific and very narrow context (Walsh, 2011). While this may be true of many qualitative research tools, it is particularly applicable to a CA methodology owing to the centrality of context. That is not to say that context-specific data are not valid or worthwhile; merely that they cannot be extended to other contexts. This objection is countered; however, if we acknowledge that the aim of the classroom-specific research is not so much to generalise as to promote understanding and facilitate replication to another context. Class-based, ethno methodological research sets out to report trends, patterns and tendencies rather than absolutes; 'studies of classroom interaction will clearly be extremely complex and tentative, and one must take care not to draw hasty conclusions from superficially identifiable interactional tokens' (van Lier 1996: 143).

2.6.3 Interaction Analysis

Interaction analysis is rooted in behavioural psychology. It is often viewed as an objective method of analysing classroom discourse (by means of observation and specific coding systems) as it can establish reliable classroom profiles through quantitative statistical procedures, which

are generalisable (Magdalena, 2013:141). Among several coding systems developed within the approach, Flanders' FIAC (Interaction Analysis Categories), Moskowitz's FLint (Foreign Language Interaction), Fanselow's FOCUS (Foci for Observing Communications Used in Settings) and COLT (Communicative Orientation of Language Teaching) are probably the most well known and most frequently used by researchers. There are many coding systems, in fact, at least 200 according to McKay's (2006). Therefore, in this study, some of the well-known schemes are reviewed because going over all of them is beyond the scope of the present study. One of the earliest instruments was developed by Bellack and his associates (Bellack et al., 1966) who identified several pedagogical moves, including the three-part exchange, *soliciting*, *responding*, and *reacting*, which would be the direct antecedent of Fanselow's (1977) *FOCUS* coding system and indirect precursor to Sinclair and Coulthard's (1975) well-known discourse model of interaction. According to Allwright and Bailey (1991), however, the starting point for much of the work on L2CD was Flanders' (1970) pioneering work on interaction analysis. His ten-category *FIAC* (Flanders Interaction Analysis Categories) schedule was designed for general education purposes to give teachers scores reflecting the directness (e.g., criticizing or using authority) and indirectness (e.g., accepting or using learners' ideas) of their teaching styles.

By modifying Flanders' *FIAC* model, Moskowitz (1971) developed a 22-category coding system that she called *FLint* (Foreign Language Interaction), specifically for FL/L2 teaching. The aim of this scheme was to identify good language teaching and to provide feedback for teacher education purposes (Allwright & Bailey, 1991; Nunan & Bailey, 2009). Another familiar observation scheme is Fanselow's (1977) *FOCUS* (Foci for Observing Communications Used in Settings) system that made considerable modifications to and expansions on Bellack et al.'s (1966) analytic system (Allwright & Bailey, 1991 & Chaudron, 1988). While Fanselow's (1977) scheme was developed for the purpose of language teacher training, Allwright and Bailey (1991) point out that it could be used for research on any human interaction, as it is not limited to specific categories for teachers and students.

Finally, a departure from the earlier schemes is *COLT* (Communicative Orientation of Language Teaching) (Allen et al., 1984; Spada & Fröhlich, 1995), which aimed to 'capture differences in the communicative orientation of classroom instruction and to examine their effects on learning outcomes applied' (Kumaravadivelu, 1999:456). The instrument has 73 categories, to enable the

observer to make a connection between teaching methodology and language use. This instrument is directly linked to communicative methodology and considers how instructional differences affects learning outcomes. It was devised into two parts. Part A focuses on classroom organization, tasks, materials and levels of learner involvement, while part B analyses learner and teacher verbal interaction, considering such things as evidence of an information gap, the existence of sustained speech, the quantity of display versus referential questions. The authors also recognise that the instrument has limitations: 'if one is interested in undertaking a detailed discourse analysis of the conversational interactions between teachers and students, another method of coding and analysing classroom data would be more appropriate' (Spada & Frohlich, 1995:10).

2.6.3.1 Strengths and Weaknesses of Interaction Analysis

Although it cannot be denied that the IA approach has contributed to an overall understanding of classroom discourse, it is frequently criticised for failing to give a complete picture of classroom communication and focusing only on what is actually observable or measurable. In consequence, some potentially significant aspects of interaction may be ignored in the research process, since the patterns being observed "have to be matched to a prior category that the schemes have delineated" (Magdalena 2013:141) and linguistic behaviours which do not fall into the fixed formula (such as overlaps, interruptions or false starts) are not examined. Another criticism against the interaction analysis approach points to the fact that it assumes that classroom discourse proceeds in an orderly, sequential manner, which is not necessarily the case. The strongest argument against the IA approach is, however, its tendency to oversimplify the research context and employ a fixed set of criteria for evaluating all kinds of classroom interactions, therefore giving a one-sided and a rather incomplete picture of what in fact occurs in the language classroom (Seedhouse, 2004).

In other words, it may provide a partial picture of the realities of classroom life in that they mainly measure what is observable and measurable (Nunan, 1989). As Nunan and Bailey (2009) contend these instruments can blind us to aspects of interaction and discourse that are not captured by the schemes but that are important to an understanding of the lesson we are observing (p. 270). Besides, observable patterns of interactions, in these approaches, should be

matched to prior categories that the schemes have delineated. Any linguistic behaviours, otherwise, that do not match the fixed categories tend not to be accounted for and thus the particular instruments will color analysts' observational lens they use (Nunan & Bailey, 2009). These unaccounted items include overlaps, interruptions, false starts, and so on, even though such features of spoken discourse are very common in language classrooms just as they are in other communicative interactions (Edwards & Westgate, 1994).

With some possible exceptions, IA approaches assume that classroom discourse progresses in a neat, linear, sequential manner, with participants following a *one-pedagogic move-on-one-level-at-a-time* procedure (Seedhouse, 2004: 57). Clearly, however, this is not always the case. Wallace (1998) points out that such assumption inevitably leads observers to miss the mark and may prevent them from being able to describe more fully the complexities of classroom interactions. Furthermore, even though these approaches claim that coding systems provide objective, reliable, and valid data and results, observers may fail to agree on how to record their observations, which questions the reliability and validity of their findings (Chaudron, 1988). In addition, as Nunan and Bailey (2009:270) argue, 'there is no such thing as [a] totally objective observation'. Nunan and Bailey further contend that without two or more observers present in the classroom, an inter-coder agreement is impossible to establish with these instruments because real-time coding could never be checked against the original classroom interaction data, nor could actual utterances be analysed, unless of course classroom events are video-recorded. One of the most serious criticisms is put forward by Seedhouse (2004) who asserts that IA approaches oversimplify the context and evaluate all classroom interactions from a single perspective based on a fixed set of criteria. He goes on to say that, structured instruments that fail to account for the complexity of FL/L2CD are deficient in portraying what actually occurs during classroom language lessons.

2.7 Previous Research Studies on Teacher Talk

Studies that attempted to examine the nature of classroom language and more specifically teacher talk have been directed to investigate the quantitative aspects of teacher talk, like the amount of teacher talk in contrast to pupil talk. For instance, research in L1 classrooms has proved that teachers tend to do most of the talking in the classroom. An early and well-known

research of this kind was Bellack et al.'s (1966). Their research aimed at describing and analysing the linguistic behaviour of 15 teachers and 345 students in high school social studies classes. The data of this research were tape recordings and verbatim transcriptions of four class-lessons for each of the fifteen classes. They found that the proportions of soliciting, responding, reacting and structuring moves are about 30 percent each, of the lines spoken with teachers uttering most of the soliciting, reacting and structuring and students utter most of the responding. These findings show that teacher talk constituted 60-70% of most of the classroom discourse and soliciting and reacting were the dominant behaviours.

Recently, with the emergence of innovations in the field of second and foreign language teaching studies of teacher talk have been carried out to explore different qualitative aspects of teacher talk, like the extent to which such talk can be considered communicative. For example, Thornbury (1996) conducted an in-service training project that was designed to raise trainees' awareness of the degree of communicativeness in their classrooms through analysing transcriptions of their classroom discourse. He identified the presence or absence of features like referential questions, feedback on content, wait time, and learner-initiated interaction as 'bottom-up' markers of communicative content-driven teacher-student interaction. In his project, trainees were asked to record, transcribe, and analyse a segment of their classroom talk. In their analysis, they were required to identify the communicativeness of their talk in terms of the presence or absence of the four features listed by Thornbury, which are referential questions, feedback on content, wait time and learner-initiated interaction. The results of this analysis showed that the speech of those in-service teachers lacked some of these features and consequently lacked communicativeness. It is obvious that Thornbury tended to define the communicativeness of teacher talk in terms of the extent to which this talk supports a communicative environment in the classroom. More specifically, he attempted to identify how authentic teacher talk is based on how far it shares features with authentic communication outside the classroom.

On the contrary, other researchers argued against defining the communicativeness of teacher talk in terms of features of authentic communication in contexts outside the classroom. For instance, Cullen (1998) claimed that such definition is unhelpful to language teachers since it ignores the very real nature of classroom context, and what constitutes an effective communication within such context. Moreover, he argued that the notion of authentic communication itself differs from

context to context in terms of the pattern it follows and the conventions that govern it. Consequently, what is considered authentic communication in real-life contexts cannot be extended to the classroom context, which in turn might have its own patterns and conventions of communication. Furthermore, Cullen proposed an approach to assess the communicativeness of teacher talk based on six categories of teachers' verbal behaviour in the classroom. Teachers' verbal behaviour in the classroom includes: questioning/eliciting, responding to students' contributions, presenting/explaining, organizing/giving instructions, evaluating/correcting, sociating/establishing and maintaining classroom rapport (1998: 185-6). According to this approach, the communicativeness of teacher talk in each category can be determined not only by the extent to which the different types of teacher talk engage students in meaningful and communicative use of language, but also their pedagogical purposes, and the teacher's success in communicating these purposes.

Furthermore, several researchers have focused on the conversational adjustments that are made by NSs when speaking to NNSs to facilitate comprehension and convey the message of communication (Gaies, 1981; 1978; Long, 1981; Pica & Long, 1986). Long (1983) has investigated six features of the interactional structure of NS speech addressed to NNSs relative to NSs. The researcher found out significant differences exist. These six features are confirmation checks, comprehension checks, clarification requests, self-repetitions, other repetitions, and expansions. Besides, Early (1985) found that ESL teachers use significantly more repetitions in their speech directed to L2 learners, compared with teachers speaking to NSs.

Ellis (1985) also examined the frequency of repetitions produced by an ESL teacher in speech to two adolescent L2 students in classroom interaction overtime and found out a significant decrease in frequency of repetition during the nine-month period as the language learners' competence increased. Teachers in their speech use repetitions as discourse modifications to aid L2 listeners' comprehension by giving them more opportunities to perceive and process information. None of the studies mentioned above, regrettably, investigated how using repetitions as discourse modifications affected learners' comprehension and processing of linguistic modification, and how teacher talk can affect students' oral performance development in EFL interaction.

Other researchers investigated more global features of teachers' discourse for instance on conversational framing moves (Pica & Long, 1986). Although there was a trend in teachers' discourse to use more conversational frames when addressing L2 learners in comparison with NSs no significant difference was found in post hoc comparisons. By using communication devices, such as confirmation and comprehension checks, and clarification requests, (Ellis, 1985, Wesche & Ready, 1985) found out teachers modify their speech to NNs. Particularly, Ellis confirmed that clarification requests, confirmation checks and comprehension did not vary significantly when measured at a different time.

Belen Ketema (2012) investigated the impact of teacher talk in promoting communication focusing on the strategies that teachers utilise in Ayer Tena elementary school. The research finding indicates that display questions dominate, and the amount of referential question was significantly rare. Besides, teacher talk was not rich in terms of lexical items necessary in communication and the feedback given focuses on form and follow-up to students' response that did not encourage students' interaction and communication. Tamene (2000) investigated the classroom verbal behaviours, and learning opportunities in selected secondary school EFL classroom. The study focused on grammar and vocabulary lessons. His subjects were two groups of students (strong and weak) were selected from two teachers' classes to write diaries on their English lessons for three weeks. Besides, the lesson transcript data was the core data used. Supplementary data were obtained from classroom observations and interviews. The findings of the study indicated that the classroom discourse moves, structuring, soliciting, responding and reacting are the main features of teachers. Furthermore, soliciting behaviour was the recurrent verbal behaviour used in both lesson types. Zerihun Mekonnen (1995) also investigated the nature and kinds of questions teachers and students ask in secondary English classroom school. He concluded that teachers use knowledge (simple recall of facts) and comprehensive level questions in the needed level and summarised that questions are not given attention by teachers in the classrooms. Other studies conducted on the pattern of turn taking were made by Girma Wossenie (1999) and Yohannes Berhanemeskel (2008) particularly focusing on how turns were distributed between the teacher and the students among their groups. Girma reached the conclusion that a large percentage of the students took turns in response to personal solicits,

whereas, Yohannes concluded that the students took most of the turns through self-initiation. Among the students, female students took the lesser turns than male students did.

Moreover, Dawit and Demis (2015) studied the causes of first-year students' limited participation in the EFL classrooms with reference to Ethiopian public universities. The researchers conducted a survey study by developing a questionnaire comprising of 66 items and observed EFL classroom settings. They considered all students in Ethiopian public universities as the population of the study, and data were collected from 300 students of different departments in Ambo, Arba Minch, Haramaya, Jimma and Wollo Universities as a sample. The data were analysed and interpreted in terms of percentage. It was concluded that different factors like learners related, teachers' teaching methods, physical, environmental, and other factors limited students' participation in the classroom, which are the major causes of their limited participation.

2.8 Pedagogical Approaches to Learning

The role of social interaction in learning and instruction has attracted many researchers from different disciplines and has been studied from at least linguistic, sociological and anthropological perspectives. Research into classroom interaction has, therefore, been underpinned by a number of different theoretical perspectives on learning and development, each with its own theoretical analysis of the role of such interaction in learning.

This section is related to the distinction between those studies of learning as an individual cognitive process and those, which see it as a situated social process. Although some researchers from the interactionist tradition claim to examine classroom discourse, they conduct their studies by analysing discrete pieces of talk, instead of extended discourses or interactions between participants. However, according to sociocultural perspectives, the researchers should start from the assumption that development begins externally and is then internalised, and thus learning is re-conceptualized as participation (Donato, 2000 as cited in Warayet, 2011).

2.8.1 The Sociocultural and Cognitive Approaches to Learning

The sociocultural approach, as defined by Wertsch (1990:112), is "an approach that focuses on the institutional, cultural, and historical specificity of mental functioning rather than on

universals". Sociocultural views of learning rest on theories that emphasis the social nature of development. The most influential of these theories are based on the work of Vygotsky, 1962, 1978, and his followers like Davydov, 1995, Leontjev, 1981, Wertsch, 1991. The sociocultural perspective has also been influenced by sociological theories about the social construction of reality and the relationship between learning and culture. It emphasises the situatedness of thinking and speaking in the context of an activity. According to this perspective, an individual's mental activity can be understood only by investigating it within its cultural, historical and institutional context. Central to the sociocultural perspective is the fact that any mental activity should be investigated as an interaction between social agents and the physical environment. Researchers working from a sociocultural perspective study the learner as part of his/her social context and, hence, social interaction and context are not separated from the learning situation. The role of culturally developed sign systems, such as language, are stressed in social interaction since they are regarded as tools for thinking and the construction of socially shared meanings.

The pedagogical implications of the sociocultural perspective have included the development of innovative instructional settings and pedagogical practises. In these pedagogical developments, the emphasis is often placed on providing learners with the opportunity to engage in their Zone of Proximal Development supported by social interaction with more knowledgeable members of the culture. Concepts such as scaffolding and contingent instruction and negotiation of meaning could be mentioned among the pedagogical developments.

On the other hand, the cognitive perspectives on learning emphasis the individual's mental activity, the development of thinking, cognitive strategies and their application. In the light of these perspectives, learning is seen as a process during which the individual organises his/her activity in order to eliminate conflicts and imbalances. So, the cognitive perspective focuses on individuals and their learning. It regards interaction as supporting the individual's knowledge construction. Since it helps to activate existing knowledge in the individual. Social interactions are seen as helping the individual to understand and become aware of thinking processes since the explication and organisation of thought in speech assists the re-organisation of knowledge.

In recent years, the sociocultural approach has been one of the most influential approaches to language learning. Both talk and social interaction play a key role in this approach. The emphasis in this theory is on the process more than the product even if studies of classroom discourse or

interaction based on the sociocultural approach are also concerned primarily with learning. The sociocultural approach differs from the interactionist tradition and other cognitive approaches because "one of its main principles is that cognitive development and thus learning originates in a social context (such as the language classroom)" (Anton, 1999: 304). Researchers in this paradigm is therefore interested in the types of discourse environments that encourage learning opportunities. As Donato (2000) points out, learning and development of foreign and second languages are situated in this approach. The sociocultural researchers believe that "knowledge is not created in the individual mind; it is essentially created in the social realm, through interaction" (Gutierrez, 2008: 123). The fundamental issue here is that social and linguistic influences may have priority over individual cognition, and the former may affect or determine the latter (Vygotsky, 1978).

2.8.2 The Constructivist Approaches to Learning

Covering a wide range of distinct trends including psychology, sociology, philosophy and education, constructivism has quickly become one of the most fashionable terms in academic debate. Constructivism means different things to different people; it is regarded as a philosophy by some researchers, a learning theory or a model for others, and yet for some others, it is considered as a branch of cognitive psychology (Vadeboncoeur, 1997).

For the last couple of decades, English teachers have witnessed dramatic paradigm shifts in language teaching and learning. In pedagogy, heavily influenced by learning theories, educational psychology and linguistics, second language learning theories and teaching methods have developed from the structural perspective to the cognitivist to the socio-constructivist. Constructivism values interaction, communication, learning communities, and collaboration during the learning process, beyond skill and drill and rote memorization activities or individual cognitive activities (Sangmin, 2005).

The question of whether to classify constructivism within a given category or not is still generating debate among researchers and practitioners; however, it is assumed that there is a common feature between these views which is a belief that knowledge is created by people and is affected by their social and cultural contexts (Philips, 1997). In a more detailed way, Glasersfeld (1989) claims that a clear understanding of constructivism cannot be formed unless

ontology and epistemology are taken into account. Ontology and epistemology are two branches of philosophy, which have the aim to answer in-depth questions about the nature, origins, and limits of reality and knowledge respectively. Constructivists favor an idealist ontological position claiming that there is no external or absolute reality as this latter is observer-dependent (Oxford, 1997). From another angle, constructivist epistemology entirely differs from traditional epistemology in its premise that knowledge is a subjective understanding of the observer (Kim, 2005).

According to Kim (2005), some of the main aspects of constructivist learning and teaching are learning environments and tasks are relevant, realistic and contextualised, and educators play the role of facilitators of knowledge. Multiple perspectives and representations of content are encouraged, and knowledge complexity is reflected in an emphasis on conceptual interrelatedness. A wide range of activities, tools and settings are provided to promote metacognition, reflection and awareness, sometimes through autonomous exploration and through errors, which are regarded as part of the process.

This enables students to construct knowledge, integrate it and transfer it to new situations, taking their prior knowledge and experience as a basis, and to benefit not only from interaction and collaboration with their teachers and peers but from a wide range of resources to develop their critical thinking, among other key competencies. In this process, students are considered to be responsible for their own learning (Glasersfeld, 1989). More specifically, this pedagogical conception should entail decentralising the classroom as a learning context and prepare the students for autonomous and lifelong learning.

For the last decade, a considerable amount of interest has been paid to constructivism. It has been a valuable frame to explain how learning occurs, to define key factors for learning, to suggest how teachers can support student learning, and to identify key components of optimised learning environments. The most fundamental premise of constructivism is that rather than being passive recipients, learners actively construct knowledge through interaction with others and the outside world by assimilating and revising their prior knowledge both in depth and complexity. When the learner encounters new knowledge, which is not compatible with his or her prior knowledge and experiences, then he or she reflects upon his or her status quo and modifies, updates, evaluates and revises his or her prior knowledge. This brings conceptual changes that are then

internalised in the learner. In constructivism, knowledge does not reside internally in a person but is constructed through interaction within the discourse community. Likewise, meaning does not reside internally in words; rather, it is always negotiated within a certain discourse community. In relation to this, the concept of interactionists, which is a framework of this study, is discussed below.

2.9 Conceptual Framework of the Study

The interactionist tradition researchers apply their analysis to discrete items of talk, rather than extended talk or interaction. This tradition is largely influenced by the notion that learning is an individual, cognitive process, where context is not important because it is external. Context is seen as static, and it can be studied through different variables such as task type, participant nationality and age (Warayet, 2011). For instance, Long and Porter's (1985) research on inter-language talk distinguished those contexts in which learners had the most opportunity to practise the language. By measuring quantities of talk, the researchers in such study focused on counting discrete discourse items such as errors and repairs. They also showed the relationship between these variables of learner talk and static classroom contexts such as its teacher-fronted nature, pair work, and group work. They found that learners in every setting have the opportunity to talk more than in teacher-fronted activity (Warayet, 2011). This limited focus is due to the interactionist concept of learning as an individual cognitive process. According to the interactionist tradition, the conceptualisation of discourse as discrete items or grammatical forms fails to convey the complexity of classroom talk. Classroom talk can also be investigated from the various interactional points of view.

For instance, Brown (2001) stated that one way to look at your role, as an initiator of interaction in the classroom is to look at yourself (and other teachers) in terms of a well-known taxonomy for describing classroom interaction. Classroom interaction can be observed by using categories of teacher's talk, students' talk and teacher-students' talk in the classroom known as FLint (Foreign Language interaction). The FLint model includes seven categories for teacher talk and two for student talk, and it helps to set a learning climate for interactive teaching. Thus, to code the recorded classroom interaction, an interaction analysis model was used in this study. This model contains a list of categories, each with a different code symbol. Such categories represent

the different classroom events like teachers' questions, feedback, students' response, silence, etc. The purpose of this system is to code different classroom behaviours to facilitate the process of finding certain patterns of interactional behaviours and to examine teachers' talk and students' involvement in EFL classes. Below is Flanders' category of teacher's talk and Moskowitz Foreign language interaction analysis categories in which this study takes as a paradigm.

2.9.1 Flanders' Interaction Analysis Categories (FIAC)

Flanders interaction analysis categories are one of the earliest systems that were generated to examine interaction in the classroom. The process of teaching is taking place in the classroom context, the observation, as well as, description occurs in real time. The particularity of this process is that the presence of an observer examining interaction in a classroom has been assumed to have effects on the latter. One of the critics addressed to FIAC is that it focused on observing language classroom, while in fact it has been devised to scrutinise content classrooms. FIAC is also criticised for it focuses more on teacher talk and gives little concentration to students or pupils' talk. Saying it otherwise, in using the FIAC instrument for observation, the researcher finds himself biased towards scrutinising teacher talk and gives a minor interest to learners' owing to the fact that it is classified into mainly two types as attached in the appendices section. Language classrooms is not merely a place where the teacher is the only one supposed to take roles and tasks i.e., there is a kind of equality and fairness in allotting roles to both teachers and students.

2.9.2 Moskowitz Foreign Language Interaction Analysis System

This scheme was an extension to the work or the category presented by Flanders explained above. By adding and devising the Flanders' categories, Moskowitz made a more sophisticated twenty-two category instrument that would fit better FL classrooms. The objectives of this scheme are basically three: to identify what is "good" language teaching, to provide feedback to trainee-teachers, and to label a classroom as teacher or student-centered. The categories brought innovations that they account for some methodological considerations and implementations, which were not taken into account formerly; for instance, the utilization of choral and vocal drills, exercise and teacher drawings on tape recorders. Since FLINT scheme is a complex one,

Moskowitz recommends that the observer has to master the Flanders system beforehand using the former because it is a modified version of Flanders coding scheme.

Table 1: Foreign Language Interaction Analysis System (FLint) adapted from Flanders (1970), Moskowitz (1971), Allwright and Bailey (1991:204-205), Brown (2001:170), and Zahrani and Al-Bargi (2017).

No.	**Types of Talk**	**Type of Influence**
1.	Accepts Feelings	Teacher Talk Indirect Influence (Response)
2.	Praises or Encourages	
3.	Accepts or Uses ideas of students	
4.	Asking Questions	
5.	Lecturing	Teacher Talk Direct Influence (Initiation)
6.	Giving Directions	
7.	Criticizing or Justifying Authority	
8.	Student Talk-Response	Student Talk (Response & Initiation)
9.	Student Talk-Initiation	
10.	Silence/Confusion	

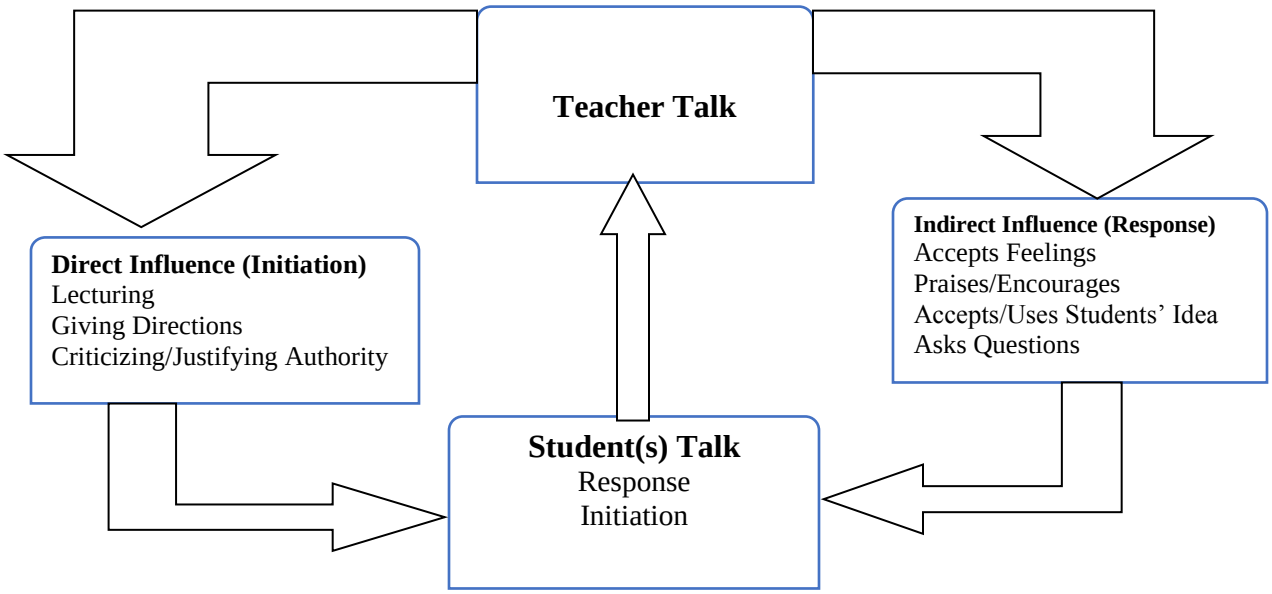

Figure 1: Foreign Language Interaction Analysis System (FLint) adapted from Flanders (1970), Moskowitz (1976), Allwright and Bailey (1991:204-205), Brown (2001:170) and Zahrani and Al-Bargi (2017)

Two interaction analysis models are used to produce a model that could base this study. The first one is Flanders' pioneering work (1970). He used the term "Interaction Analysis" to describe his

ten-categories. Flanders' interaction analysis category (FIAC) analyses teachers' behaviour as less or more effective depending on how directly or indirectly teachers influence learning behaviour. This system consists of ten observational categories: seven are related to teachers' talk. These seven categories describing teacher talks are divided into two sub-groups: response and initiation. Two categories describe *student talk*: The last category that describes general classroom interaction is *silence or confusion.* Flanders defined each category in his model in terms of the classroom events described by each of them. He used the numbers assigned to each category as code symbols representing these categories to facilitate the use of this system during the process of observation and encoding. He described the use of this system to encode the classroom interaction by saying that in this system "categories for classifying statements are established, a code symbol is assigned to each category, and a trained observer records data by jotting down code symbols" (1970:29).

The term *FIAC* is used to describe these ten category systems. The ten categories are divided into three main divisions: teacher talk (categories 1-7), pupil talk (categories 8-9), and silence (category 10). Categories describing teacher talk and pupil talk are classified as either *response* or *initiation*. The major feature of this category system lies in the analysis of *initiative* and *response*, which is a characteristic of interaction between two or more individuals. Under teacher talk, category (1, 2, 3 & 4) as *response* and the categories (5, 6, and 7) are *initiation.* Under pupil talk, category (8) is classified as *response* whereas category (9) is classified as *initiation*.

Flanders himself said about his interaction analysis model, "It can be used whenever it is necessary to record the presence or absence of a particular behaviour pattern during a period of observation" (1970:30). Following the developments of using Flanders' interaction analysis model *(FIAC)* in first language classrooms, Moskowitz developed a modified version of this system for second language classrooms (Moskowitz, 1971 & 1976). Moskowitz called this modified version "*Foreign Language interaction analysis system (FLint).*" She extended Flanders' system of interaction analysis in a way that it could be used to capture and analyse verbal interaction in foreign language classrooms. Based on these two interaction analysis models, FIAC and its modified version FLint, the researcher used the categories in the checklists to collect data about teachers' talk and learners' involvement during classroom interaction in Communicative English Skills course.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research design and the methodology used in the present study. It describes the study design, setting and participants of the study, data gathering instruments, validity and reliability of data collecting instruments, procedures followed to carry out the research, techniques of data analyses, lessons drawn from the pilot study and finally, ethical issues.

3.2 The Research Design

The purpose of this research was to investigate EFL teachers' talk and students' involvement in Communicative English skills class in Higher Education institution in Ethiopia. The study is a descriptive case study. It endeavors to explore what goes on between non-native English teachers working with their EFL speaking students in a tertiary level institution in Ethiopia. It also explored teachers' and students' view on 'teacher talk' obstructers and/or constructors in EFL classes, and its role in the development of students' oral performance. Yin (1989) categorised case studies into an exploratory, descriptive and explanatory designs. From these, the study at hand was a descriptive case study. A case study of this kind is richly descriptive because it is grounded in deep and various sources of information. It also requires the researcher to spend more time in the environment being investigated than is the case with other types of research. Thus, a case study is characterised by consecutive and sequential engagement, and it may be either qualitative, quantitative or both (Dornyei, 2007). A mixed method (both qualitative and quantitative) was chosen for this study due to the complex nature of issues raised in the study. A mixed methods research involves the collection or analysis of both qualitative and quantitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process (Dornyei, 2007: 148). It also "has a practical value when we want to examine an issue that is embodied in a complex educational or social context" (p.149). Moreover, the rationale for mixed methods is that it offers a potentially more comprehensive

means of legitimizing findings than do either QUAL or QUAN methods alone by allowing investigators to assess information from both data types (Dornyei, 2007).

Mixing qualitative and quantitative methodologies in classroom research can foster a good understanding of the intricate tapestry of a classroom (Dornyei, 2007). Many researchers (such as Creswell, 2003 & Creswell et al., 2010) also contend that the use of a combination of methodologies is most effective in answering research questions. The use of a range of data sources in such a study was a means of data triangulation (Creswell, 2003). This triangulation of a range of data coupled with methodological triangulation or the use of multiple methods to examine a distinct problem was considered decisive to validate and strengthen research findings (Creswell, 2003).

This study, specifically, employed concurrent triangulation approach, which is probably the most familiar major mixed methods. The triangulation design is a one-phase design in which the researcher implements the qualitative and quantitative methods during the same timeframe and with equal weight; however, priority may be given to either. In other words, in a concurrent triangulation approach, the researcher collects both qualitative and quantitative data concurrently and then supports each other to determine if there is convergence, difference, or some combination. Some authors refer to this comparison as confirmation, disconfirmation, cross-validation, or corroboration (Creswell, 2012, Cohen, et al, 2011 & Gray, 2004). This model generally uses separate qualitative and quantitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other. Conversely, the strength of one adds to the strength of the other. In this approach, the quantitative and qualitative data collection is concurrent, happening in one phase of the research study. Ideally, the weight is equal between the two methods, but often in practise, more priority may be given to one or the other (Cohen et al, 2011). Accordingly, in this study, more weight is given to the qualitative data analysis. This study is, therefore, more qualitative and less quantitative.

The single-phase timing of this design is the reason it has also been referred to as the concurrent triangulation design (Creswell, 2012). It generally involves the concurrent, but separate, collection and analysis of the qualitative and quantitative data so that the researcher may best understand the research problem. The researcher attempts to merge the two data sets, typically by bringing the separate results together in the interpretation or by transforming data to facilitate

integrating the two data types during the discussion phase. The rationale of this method is to end-up with valid and well-substantiated conclusions about a single phenomenon.

3.3 The Rationale for Using Descriptive Case Study

A descriptive case study can be "The study of people's behaviour in naturally occurring, ongoing settings, with a focus on the interpretation of classroom interactive behaviours" Watson-Gegeo (1988:576). Ramanathan and Atkinson (1999) see Watson-Gegeo's idea from two perspectives. First, they said, Watson-Gegeo's version should not be taken to exclude "case studies of single or very small numbers of individuals as group representatives" (p. 47). Second, the term "classroom interactive behaviour" should be extended to comprise "basically any more-or-less stable social grouping that takes on its own norms of behaviour, engagement, and socialization during intensive, prolonged contact" (p. 49). Thus, they defined it more broadly as "a species of research which undertakes to give a firsthand oriented description of the interactional behaviours and practises of individuals" (Watson-Gegeo, 1988 & Ramanathan and Atkinson, 1999).

The present study, thus, provides a strategy that enables the researcher to capture the nature of teacher-students' interaction in the target classrooms. It provides a lens through which those often invisible and implicit patterns of life in classrooms are made visible and explicit (Frank, 1999). The approach "honors the complexity of daily classroom life, the local nature of such life, and the over-time nature of learning within and across events of daily life" (Dixon, Frank & Green, 1999:4).

Descriptive case study research aims to bring a variety of different kinds of data to bear description, on the principle that multiple perspectives enable a more valid description of complex social realities than any single kind of data could be alone. This version of the study has implied several key principles of research work. These include focus on different behaviours of groups in natural settings, relatively long-term immersion; the use of holistic research (i.e., examining the issue under investigation within the context in which it is embedded) and the use of interpretive and qualitative approach (Nunan, 1992); multiple types of data and data-collection techniques and the emic or insider-oriented perspective. Thus, the current study is a descriptive case study in approach in the following aspects:

First, the study is naturalistic in that it describes and explains teachers' talk and learners' involvement as it occurs in the EFL classroom setting, attempting to understand it rather than judging it or trying to interfere with it in any way. Second, the researcher observed the participants frequently and interpreted their customary patterns of interaction as reflected in daily classroom life, immersing in the research site for extended period. Thirdly, the study views the classroom as a culture in which participants construct routine ways of acting, interacting, and perceiving and interpreting everyday classroom life in and through interactions with each other, and it focuses on "a particular practise and behaviour" (Ramanathan & Atkinson, 1999:52) within the classroom, namely, teacher-student's interaction.

Then, data were gathered from a range of sources mainly through observation using audio and video recordings and field note; interviews and questionnaires were also used. Thus, the researcher relied on observations and the participants' viewpoints as predominant sources of data rather than imposing an outsider's viewpoint to gain insights into the issue under discussion (Rubio, 1997 & van Lier, 1988). Finally, the study examined teachers' and students' talk by placing it within the broader context of which it was a part to gain a fuller and richer picture of the topic at hand.

In addition, there are other reasons to employ this method in this research. First, it is assumed that this method will enable to explore and describe the practical nature of teachers' and students' talk in the selected higher education institution. This is one of the advantages of a descriptive case study method over the experimental method, which usually presents summary or "stilled snapshot of process" (Dyer, 1995:49). Second, the method enables to include details of subjective aspects of the data such as perceptions, views, and objective descriptions of behaviour and contextual issues. Third, a case study, as explained by Yin (1989:23) is "An empirical inquiry that investigates a contemporary phenomenon within its natural context in which multiple sources of evidence is used." As stated above, this study also employed various data collection tools to gather as much information as possible so that valid and reliable conclusion was drawn.

The research was designed, therefore, to investigate teachers' talk and students' involvement in EFL classes. To achieve this objective, as mentioned above, mixed (qualitative and quantitative)

method was employed. The situation in which the observation was made is naturalistic in nature. A naturalistic inquiry investigates what is really going on in an FL/SL classroom (Allwright & Bailey, 1991). The next part explains the research setting, the participants of the research and the sampling techniques that the study followed.

3.4 Research Site, Population and Sampling

The research site was Wolkite University, which is located in Gurage Zone, Southern Nations and Nationalities, Ethiopia. It is 158 km far from Addis Ababa. The university was established in 2011, and the number of students enrolled during its establishment year was 556. The University began its teaching-learning process in three different colleges. These colleges were college of Engineering and Technology, Informatics and Computational and Natural Sciences. Currently, the number of colleges has increased to eight. These are Social Sciences and Humanities, Agriculture, Health Science and Medicine, Business and Economics and School of Law and Governance. The total number of students enrolled in the 2017/18 academic year was three thousand twelve.

The target populations of the study were EFL teachers' who taught Communicative English Skills course in the 2017/18 academic year and their first-year students' of the same year. The University was selected because it is convenient for the researcher, and a clear elucidation is made to describe the participants and the sampling techniques below.

3.4.1 Teachers

The total population of English language teachers during the 2017/18 academic year was forty-one. From these, five teachers who were included in the pilot study were excluded from the main study. To determine the sample size of teachers for classroom observation, a simple random sampling technique was employed, and through this sampling technique, seven teachers who were teaching Communicative English Skills course in the University were chosen. The steps used to choose these teachers were:

i. Each teacher's name was written on a piece of paper in that the size and the color of the paper is similar

ii. These papers were enwrapped similarly
iii. These enfolded pieces of papers were mixed properly
iv. Then another person picked up the enfolded papers one by one
v. Those teachers whose names were selected were included in the study

From the four departments/sections that an instructor was teaching (i.e., twelve credit hours), through simple random sampling technique, one class was chosen for classroom observation. These teachers' classes were recorded, videotaped and observed for an average of forty minutes'. Each classroom was observed twice. Besides, by excluding those teachers who participated during the pilot study, purposefully, thirty-one teachers who were teaching the course filled in the questionnaire. Lastly, there was also interview for teachers, and for this interview, purposively selected seven teachers whose classrooms observed in advance were selected, and they were interviewed face-to-face.

3.4.2 Students

The total population of first-year students in the University in 2017/18 academic year was three thousand twelve. For the interview, fourteen students were randomly selected: two interviewees from each teacher's class. These fourteen students were selected randomly through lottery method; after giving them tentative numbers in each department; a neutral person was asked to pick one piece of the enfolded paper in all the sampled classes taught by these seven teachers. The total number of students interviewed, therefore, was fourteen. Classes of these participants were observed in advance. The type of interview was semi-structured, and they were interviewed face-to-face. For the purpose of the questionnaire, 230 students were selected from the seven teachers' classes where the observations were made first through a stratified sampling technique. In other words, the seven teachers taught these students. Thus, these departments were different and the number of students varies from department to department. During selection, to avoid biases, the researcher used a stratified sampling technique and they were taken randomly considering their proportion. These departments were:

No.	Department	Total no. of students	No. of sampled students	Remark
1.	English Language and Literature	27	19	
2.	Information Science	45	32	
3.	Governance	56	39	
4.	Architecture	48	34	
5.	Health Officer	50	35	
6.	Chemistry	42	29	
7.	Accounting and Finance	60	42	
Total		328	230	

3.5 Data Gathering Instruments

To collect the necessary data, three different instruments were employed. These were observation, questionnaire and interview. To check the reliability and validity of the data gathering instruments, experts in the field, specifically people who are TEFL scholars, commented on each tool. These scholars were Associate Professors and PhD holders in TEFL. After noticing constructive comments that were given by these experts, the data collecting tools were modified.

3.5.1 Classroom Observation

To investigate teachers' talk and students' involvement in EFL classes, classroom observations were used. As Nunan (1989:76) said, "there is no substitute for direct observation as a way of finding out about language classrooms", and Seidman (1998) stressed that observation is the best method to obtain information about how people behave because when they report themselves, they are not often accurate (Koziol & Burns, 1986). In other words, people often think they are doing one thing when in reality they are doing something else. Besides, the inclusion of classroom observation emerged from the fact that it might lead to new issues (Edwards & Talbot, 1999). The fundamental assumption in this data collecting tool is that watching and listening are the best way to describe what is happening and to capture the most important events, which tend to be taken for granted in a setting (Morse & Richards, 2002). By being there, the researcher can get a feel for the atmosphere of the setting in a multi-dimensional way (Ford & Fassnacht, 2005). The researcher used observation due to the fact that natural behaviours should be observed face to face while the teaching-learning process was underway.

The primary purpose of this observation was to collect data related to what phenomena are going on during the teaching and learning process, and how students are interacting in EFL classes. It was believed that this tool is salient to obtain data that represent actual classroom behaviour. Bhandarkar and Wilkinson (1999), cited in Girma (2005), stated that compared to other methods of data collection, observation is important to record behaviours as it occurs. Added to this, observation techniques yield data that pertain directly to a typical behavioural situation. The mentioned authors asserted that using classroom observation is the most appropriate research method for studying specific information about classroom behaviours. Fox (1998) added that observational studies allow a researcher to see directly what happens, rather than depending on the respondents. Besides, Kennedy and Kennedy (1996), cited in Girma (2005), stressed that we should include observation of classrooms in any study of practises, then after one can gain some knowledge of factual, rather than reported behaviour. Moreover, to understand FL/L2 production, we must observe the utterance-building process as it unfolds in real time (Morrison & Low, 1983).

The observation was done using checklists adapted from the Flanders Interaction Analysis Categories (FIAC) and Foreign Language interaction system (Flint), which is designed for the foreign language classroom contexts. The observations were made by the researcher and other two co-observers using the checklists. Checklists facilitate to organise well observations (O'Leary, 2004). Before the actual observation, the researcher trained the co-observers on how to observe and tally using the designed checklists for the study, which is adapted from Flanders's analysis of teaching behaviour and Moskowitz's Foreign Language interaction analysis system (FLint) in Allwright and Bailey (1991), Brown (2001:170) and Zahrani and Al-Bargi (2017). For the observation, inter-observer agreement was done, and a high level of inter-observer reliability result (i.e., 0.947) was obtained.

Brown (2001) and Allwright and Bailey (1991) consider Moskowitz's FLint system is known on the most widely used modification (for language pedagogy) of Flanders' interaction analysis categories. To observe the ongoing classroom oral performance critically, lessons were observed and recorded using audio-video recordings. During these periods, notes were taken on classroom behaviours that were happening during the teaching-learning process and considered relevant to the purpose of the study. Written notes from the live classroom observation lead to a salient

theme (O'Leary, 2004). Thus, from the total classes that the sampled teacher was teaching, one class, which was randomly selected, was observed twice. If classes are observed repeatedly, artificial behaviours can be minimised (Walsh, 2002). So, seven different teachers were observed. A given classroom observation took an average of forty minutes. This was done after identifying lists of classes that an instructor was teaching. Classes were observed after getting permission from the participants. Participants were not informed of the date and the target classrooms that need to be observed specifically. This helps to get genuine information from classes observed without prior informed participants, and classes should be observed naturally (Allwright & Bailey, 1991). However, due to some official interventions like DC urgent meetings made during the observation times, three classes were observed more than twice. This was done to compensate the interrupted observations.

3.5.2 Teachers' Questionnaire

Responses obtained through the questionnaire gave insights into the respondents' understanding of teachers' talk and students' involvement in EFL classes. The instrument was prepared mainly to obtain information about the teachers' views towards the features of their talk, and to find out teachers' perceptions of their classroom practises during interactive sessions. It also elicited teachers' opinions of obstructers and constructors that they consider influencing the practises and communicativeness of their talk. To strengthen and crosscheck the data gathered from observation, the questionnaire was prepared. Fullan and Pomfret (1978) suggested that a questionnaire is an invaluable tool for grasping teachers' understanding of particular classroom practises that may reveal desirable behaviour. In preparing the questionnaire, attempts were made to include different behaviours and practises of teachers' talk. The items were prepared from the literature. The number of items for teachers was fifty-seven. In this regard, Belay and Abdinasir (2015: 64) stated that "the larger the number of items, the valid and reliable the instrument is". Besides, Seliger and Shohamy (1987) and Cohen et al. (2005) stated that the reliability of a questionnaire can be addressed by increasing the number of items in the questionnaire.

The types of items (on a Likert scale) were both close-ended and open-ended. To avoid respondents' unwillingness to respond to the questionnaire, closed-ended questionnaire seemed to be pertinent as compared to open-ended questions, which may take much of their time. Rating

Likert scale was also found to be the best working technique so as to measure the extent of teachers' behavioural opinions and/or views in teaching the target language (Cohen et al., 2005). Furthermore, they point out that rating scale is widely used in researches as they afford the researcher the opportunity to mix measurement with "opinion, quantity and quality" (p. 257).

The questionnaire was scaled on the basis of the Likert measurement system with a five-point ranging from (1) never, (2) rarely (3) sometimes (4) often (5) always. Similarly, items investigating the perceptions of teachers' and students' talking behaviour were ranged from strongly agree to strongly disagree with using a five-point Likert scale system of measurement. This scale was piloted and it was found to be appropriate to the descriptive categories selected. Items were categorised thematically based on the basic research questions of the study. Lastly, there are also a few open-ended questions included in line with the objectives of the study. Preparing open-ended questions helps the respondents feel free to express their opinions without restrictions (Denscombe, 2010).

3.5.3 Students' Questionnaire

The study also employed students' questionnaire. The questionnaire was prepared to gather data about the students' interaction during the lesson and their perceptions towards the behaviour of teachers' talk and their interactional involvement in EFL classes. Besides, it assisted to elicit whether teachers' talk creates input or not. It helped to triangulate the data obtained from the teachers' questionnaire, classroom observations and interviews. The number of items for students was forty-eight. The types of questions were both close-ended (using a Likert scale) and open-ended. Items were categorised thematically based on the idea of the basic research questions of the study. With regard to the response accuracy of the questionnaires, among the total number of questionnaires (230) distributed, it was 218 questionnaires filled in properly and returned to the researcher. Five questionnaires were not returned from the participants and the rest seven were discarded because these questionnaires were incomplete.

3.5.4 Teachers' Interview

Through interviews, it was possible to gather information using the other instruments that were not possible to gather through observations. It helped to elicit the teachers' in-depth opinions

about their classroom talk when teaching and their opinions towards the interaction. Besides, it was intended to depict from the teachers' behaviours that they may consider affecting their actual classroom talk and interaction processes in providing necessary input for learners. Moreover, interview is the main method of data gathering in qualitative research in general and in a descriptive case study in particular (Merriem, 1988). In the study, semi-structured interviews were used. "Semi-structured interview allows depth to be achieved by providing the opportunity on the part of the interviewer, (through following a set agenda), to probe and expand the interviewee's responses" (Rubin and Rubin, 2011: 88). This is possibly the most popular format of interviews. Dornyei (2007) also added that semi-structured interviews, particularly, allow the interviewee to ''elaborate on the issues raised in an exploratory manner'' (p.123). The data obtained from this tool served to elaborate on and verify the findings obtained from other data gathering tools. Interviews with teachers were conducted a few days after finishing classroom observations. The reason was for fear of leading them to make a conscious effort to change their teaching behaviour. Thus, thirteen interview questions in line with the research themes were prepared. Thus, face-to-face interviews were conducted with seven instructors (whose classrooms were observed) about their practises and perceptions about classroom talk. The interview process was continued until data saturation level was secured.

3.5.5 Students' Interview

Similarly, there was interview for students on those research themes designed for this study. The type of interview was semi-structured. Interviewing allows access to a wide variety of information in-depth and quickly with the possibility of follow-up and clarification (Seliger & Shohamy, 1989). Bryman (2012) added that in semi-structured interviews, the researcher is free to probe areas of interest and pursue the main concerns and issues identified by the research participant. In this type of interview, he added that interviewees are capable of expressing answers in their own words, without the restrictions associated with structured interviews.

Semi-structured interview assisted to obtain perceptions about teachers' talk in the classes, and how they involved in the interaction. In this tool, it was obtained what students may consider as barriers and/or facilitators of teachers' talk for their learning. The information gained from this interview helped to ensure the data obtained from other tools. Therefore, eleven semi-structured

interview items were designed in English language for students, and face-to-face interviews were conducted with randomly selected fourteen students regarding their given opportunities to talk, practises, perceptions and challenges they may face with and ways they tackle these problems in the EFL classroom. The interviewing process continued until data saturation level was obtained.

3.6 Data Collection Procedures

The researcher followed definite procedures on the process of data collection. Before directly proceeding to the actual classroom observation, the researcher agreed with the participants of the research on the observation procedures. Participants were asked to read and agree or disagree with the classroom observation consent forms. Based on these forms, (see Appendix J), they were given to read and show their willingness to be audio and video recorded while the teaching-learning process was on progress. After getting consent from both teachers and students, the researcher and the co-observers went to the classrooms and mock-recorded observations were made twice. This was done to create familiarity with the observation and minimise artificial behaviours. Then, when students realised the easiness of the observation, the next step was preparing for the main classroom observation.

Data collection endeavors were commenced with classroom observation. For capturing behaviours, the observers sat at the back of the classroom to observe the participants. At the end of each three-second period (Flanders, 1970), the observers had to decide which category best represents the communication events just completed (Flanders, 1970, Allwright and Bailey, 1991 & Brown, 2001). The category numbers (see Appendix E) were written down on data sheet simultaneously to assess communication in the next period and continued at a rate of 20 to 25 observations per minute. In addition, notes were used to explain the class formation or any unusual circumstances. Care was given during observations to be as discreet and inconspicuous as possible. Based on the designed observation checklists, the observer and the co-observers tallied and marked on the different components of observed classroom behaviours. The value of these variables explained the teacher's classroom behaviour in different manners and helped to categorise behaviours in the light of foreign language interaction analysis system. After the classroom observation, the questionnaires were distributed to both teachers and students, and finally, interviews were conducted face-to-face.

3.7 Techniques of Data Analysis

The data, as discussed above, were collected through classroom observation, questionnaires and interviews. Before the data were analysed, they were categorised based on themes in connection to the research questions of the study (i.e., data related to learning opportunities, question and answer exchanges, feedback provision behaviours, teachers wait-time behaviours, teachers and students amount of talk time and perceptions related to their classroom talk). Then, they were sorted out qualitatively and quantitatively. The data gathered from the classroom observations and interviews were transcribed by the researcher verbatim, and then fellow PhD students checked the transcribed data. Verbatim transcription was made by the researcher to expose him to the data. Transcription was also made for students' interviews by the same. Then, expositions to the audio and video data as well as the transcription were made to two PhD candidates to crosscheck the authentication of the transcription. This was made to secure face validity of the transcription.

The data obtained from interviews were coded using open code 4.02 software program, although there are no set guidelines for coding data, some general procedures exist (Creswell, 2012 & Dornyei, 2007). The process of segmenting and labeling text to form descriptions and broad themes in the data was done through the above-mentioned software program. The aim of this coding process was to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes. In the process, the researcher selected specific data to use and disregard other data that do not specifically provide evidence for the purpose of the study.

Besides, corpus analysis toolkit (AntConc) software program, which is from the Corpus Linguistics type, was used to analyse and count specific behaviours needed in relation to the research questions of the study. *AntConc* is free software, multi-platform application, making data ideal for researchers. It is designed for specific use in the classroom that includes a powerful concordancer, word and keyword frequency generators, tools for cluster and lexical bundle analysis and word distribution plot. It helped the researcher easily find those key words and/or themes given to search and through critically reading the transcriptions, the behaviours were counted.

As Creswell (2010) clearly stated, there are different procedures available for mixing qualitative and quantitative data. Conceptually, there are three overall strategies for mixing quantitative and qualitative data. The two data types can be merged, one can be embedded within the other, or they can be connected. The data are merged when the researcher takes the two data sets and explicitly brings them together or integrates them. Researchers can merge the two data sets during the interpretation (by analysing them separately in a results section and then merging the two sets of results together during the interpretation or discussion phase) or during the analysis of the data (by transforming one data type into the other type or consolidating the data into new variables).

According to Creswell (2010), the qualitative and quantitative data were analysed independently as the study employed mixed methods approach. This was done to elucidate each component, minimise the influence of one component on the role of the other and to obtain substantiated findings. In this regard, Dornyei (2007) recommends this approach, and the analysis of the data should proceed independently for the QUAL and quan phases and mixing should occur only at the final interpretation stages. In many cases, it may be better to keep the analyses separate and only to mix the QUAL and quan results at a late[r] stage to illuminate and corroborate each other. Validating this, Creswell (2010: 83) notes that the mixing of the quantitative and qualitative data analyses finding in the concurrent triangulation research design is usually done at the interpretation or discussion section. Hence, the analyses of the qualitative and quantitative data were made separately, and the findings were merged as recommended by these scholars at the end in the discussion section. In short, the qualitative data was transcribed and the verbatim transcription accounts were thematically analysed. In order to uncover the meanings of the data, the researcher followed Dorneyi's (2007) classification of data analysis. The analytical processes that the researcher has followed in the study at hand are in short transcribing the data, coding, categorising, producing derived data (tentative interpretation) and interpreting the data obtained from open code 4.02 software.

Therefore, after the observation and interview data were organised thematically, it was analysed qualitatively by taking extracts from the observation's transcribed data of the patterns of

interaction, and from the open code 4.02 thematic categories of the interview data in line with the specific research questions of the study.

Regarding the quantitative data, SPSS version 22 software program was used, and then data were analysed using simple descriptive statistics of frequencies and percentages. In the questionnaire of both teachers and students, items examining their perceptions were subsumed thematically from five scales to three scales for easy of analyses. Besides, stopwatch was used to analyse wait-time behaviours of teachers for students' response and for turn taking procedures. Lastly, for the teachers' and students' amount of talk time, Flanders' (1970) formula was used. He formulated that in order to get the amount of teacher's talk time, divide the total teacher's talk time for the total classroom talk time and then multiply it by hundred (ATTT=TTT/TCTT×100). For the students' talk time, the author formulated that divide the total talk time of the students to the total classroom talk time of the classroom and multiply it by hundred (STTT=STT/TCTT×100). Furthermore, Microsoft word-counting techniques were employed to check the result obtained from the above formula, and the number of words that both teachers and students talk was separately counted.

In short, this research basically followed *QUAL + quan* procedure to analyse the data obtained from classroom observations and interviews followed by the analysis of the quantitative data. Thus, first, the data obtained from classroom observations and interviews were analysed followed by the analysis of the quantitative data that was obtained from both teachers' and students' questionnaires. Data obtained from observations and interviews were merged and analysed together to validate, strengthen and support each other, and the data obtained from the teachers and students' questionnaires were analysed separately, and then the findings obtained from the classroom observations, interviews and questionnaires were analysed and triangulated in the discussion part.

3.8 Validity and Reliability of the Instruments

The researcher tried to understand the drawbacks leveled at the descriptive case study approach. Before conducting the study, the data gathering tools such as observation checklists, the content and face validity of the questionnaires and interviews questions were reviewed and assessed by experts in the field of TEFL and Psychology, and necessary corrections were made. Besides,

these experts (i.e., TEFL and Behavioural science PhD holders) were asked to comment on the content validity of the questionnaires and necessary comments were obtained about the clarity and relevance of the items. Based on their feedback, imprecise items were rephrased and merged, and items that were not relevant and vague for the study were cancelled.

For the reliability of the research work, the transcription was given to two TEFL experts to re-watch the video, re-listen the audio-recorded lessons, and check the transcriptions that the researcher had made first, and some corrections (i.e., words missing and translation errors) were made based on their feedback. Besides, inter-observer agreement was done, and a high level of inter-observer reliability result (i.e., 0.947) was obtained. In other words, another observer with the same designed checklists has made similar observations and interpretations. Moreover, the transcriptions were checked in its consistency of themes (categories) obtained from different interviewees through using open code 4.02 software program, and it was obtained consistent results of themes from the seven interviewed teachers. So, the trustworthiness, accuracy, and dependability of the qualitative data is high since transcriptions were made separately by the two fellow PhD candidates, and the researcher himself cross-checked these transcriptions. As a result, some corrections were made based on the feedbacks obtained from them.

The reliability of teachers' and students' questionnaires was determined by using cronbach's alpha coefficient for the internal consistency of the instruments. The coefficient reliability for students' questionnaires was 0.97 and for teachers' questionnaires was 0.81. These values were considered significant to accept the reliability of the instrument. Reliability was also calculated for factors or subscales in each questionnaire. The results yielded in sub-scale (thematically) were: 0.95, 0.96, 0.9, 0.88, 0.87 and 0.9 for learning opportunities, questioning behaviour, feedback provision behaviour, wait-time, amount of talk time and perception of the students' questionnaire respectively. Similarly, the reliability coefficient for teachers' questionnaire yielded 0.75 for opportunity creation, 0.88 for questioning behaviour, 0.79 for feedback provision behaviour, 0.8 for wait-time, 0.85 for talk time and 0.77 for perceptions. Overall, the coefficient reliability calculated for both students' and teachers' questionnaires and for each factor or sub-scale in both questionnaires proved to be acceptable and statistically significant.

To reduce the subjectivity and biases in the data gathering, the researcher used the strategy of triangulation or trying to obtain multiple data sources. Triangulation or making use of multiple data sources was used to secure the reliability of the qualitative data added to the proper mixed methods research adopted for this study as a research design. For example, the evidences obtained from the interviews were used to complement and crosscheck the evidences gathered from the actual classroom observations and the questionnaires result to support and strengthen further. Finally, inconsistencies and deviations from recurrent patterns were explored, explained where possible and documented.

3.9 Ethical Issues

Before the researcher went to the research site, WkU, he already had a request letter to gather data in the mentioned University to carry out this research, and sample teachers and students had expressed their willingness to participate in it (see Appendix J for a copy of the letter to the sample teachers and students). When the researcher arrived at the research site, first, he explained to all teachers the research purpose and got their permission for the observation and interview. Then after, he met the sample teachers and outlined how they were going to be involved in it. Afterward, he went to the classrooms to invite the students' participation and briefed them on the purpose of the study and the procedures, handed out the information sheet for them to read and answer questions or concerns they had regarding the research. At last, he obtained the permission of all students to participate. In this thesis, the teachers and the students involved were identified by pseudonyms. The case study teachers were given names as Teacher A, Teacher B, Teacher C, Teacher D, Teacher E, Teacher F and Teacher G for the classroom observation, and for teachers' interview names were given from T1-T7. Similarly, the students' interview were given from student one up to student fourteen. Thus, confidentiality is kept. Finally, all the resources taken in this study are duly acknowledged.

3.10 The Pilot Study

In the study at hand, supplementary evidence about the suitability of the research instruments and procedures of data collection and analysis were gained from the pilot study conducted prior to the main study. It was conducted using some selected samples from the study population. This

section discusses the purpose of the pilot study, participants, procedures for data collection, analysis and methodological insights gained from the study.

As explained above, the pilot study was conducted mainly to try out the data gathering instruments and the methods of data analysis. Moreover, it was carried out to see the adequacy of the items and different issues related to the administration of the tools as well as the procedures of data collection. The participants of the pilot study were five English language instructors and 100 first-year students of Wolkite University who were selected randomly during the 2015/16 academic year. The data were gathered from classroom observations, questionnaires and semi-structured interviews. All the sample teachers were taken for the classroom observation, and they all were interviewed. Concerning the students' questionnaire, all the 100 sample students from the five observed classrooms were taken and they filled in the questionnaire. Results of the observation were the main data in the study while the questionnaires and interviews were used to triangulate, strengthen and support the data obtained from the observations.

Primarily the reliability statistics (Cronbach's alpha coefficient) of the instructors' questionnaire was 0.75 and the students' questionnaire was 0.83. This refers to the consistency of items in measuring the variables represented in the questionnaires or survey form. For better reliability, based on the item analysis, some items were dropped and changed, some were rewritten, and other items were retained for the main study. Moreover, some of the items on the questionnaires for both teachers and students were reduced mainly in the categories of variables and themes. For instance, in part I of the teachers' questionnaire, item 6, 8, 14, 16, 17 and 20 were incorporated in other groups of questions, and item 11, 12 and 19 were cancelled because these questions were redundant to obtain data in relation to learning opportunities. In part II, question number 6 and 8 and in part III, question number 14, 15, 17, 21, 23, 25 and 26 were thematically subsumed with other items. In part IV, only item number 6 was thematically incorporated with another question, and lastly, in part V, item number 11, 12 and 13 of the teachers' questionnaire were modified and item 3 and 5 were cancelled because of redundancy. Therefore, it helped in maximising the reliability of the questionnaire or the measuring instruments.

In the same vein, adjustments were made with the students' questionnaire. In part I of the students' questionnaire, item number 3, 7, 8, 10, 14 and 17 addressed similar information; hence,

3, 7. 10 and 17 were merged and 8 & 14 were left out. However, question number 18, 22 and 25 were discarded because these questions have multiple meanings. In part II, questions number 1 and 12 were rejected as a result of their vagueness, and items 7 and 9 were included under other question items, and in part III, the last 7 items were considered in other questions. Only item 5 was rejected because of its repetition in part IV, and finally, in part V item 11 was subsumed under item 10.

The other lesson taken from the pilot study was the confusion informants had on the presence of the digital camera. The presence of digital camera created confusion and loss of confidence on the part of both teachers and students behaviour while recording and capturing lessons in the classroom. This could provoke an unusual and artificial behaviour among both teachers and students. Thus, in the main study audio recorder was predominantly used to reduce suspicion the research participants had on being video recorded. Besides, the number of observed classrooms was not enough during the pilot study, and as a result, the number of classes to be observed for the main study was increased from five to seven.

As observed in the students' response to the questionnaire, some students put the (√) mark in two and three places, as it was a Likert scale. Therefore, it was learned that students should be informed well how and where they put the tick mark in the main study, and it was done effectively. Furthermore, some words, such as scaffolding, referential, display, praise, wait-time etc. were elucidated well by other simpler words to make the ideas clear for the respondents. The instructions were made clear orally when the questionnaire was administered for the main study. Therefore, clear instruction was made to avoid such problem. Many students also did not write on the open-ended questions asked at the end of the students' questionnaire and in the main study, it was tried to merge some of the open-ended question items together, and some questions were rephrased and simplified for ease of understanding. Lastly, students could not decipher the interview questions so that modification of some question items such as 11, 12, and 13 were made. The researcher anticipated that this could be because of the students' limited English language skills to understand the items. So, in the main study, more simplifications of items were made to enhance respondents' understanding of the items on the instrument.

The findings of the analyses revealed that teachers created little opportunities to practise the target language, and they accepted the learners' contributions easily. The perception of both teachers and students toward talk was positive; both of them identified areas that obstruct and construct learners' oral performance. Concerning questioning behaviour, teachers were asking closed-ended/display questions as a result learners were replying to simple and short answers. Feedback in the form of recast was the main result obtained from the analysis and some sort of criticism when learners made error was found. The wait time (I and II) were less than a second. Teachers were moving on to the next replier most frequently. Sometimes they replied to their own questions when respondents delayed, and lastly, teachers dominated the classroom talk.

It was also learned that there were some items, which proved to be difficult for most of the students, and there were items with poor instructions. For these reasons, items identified with some sort of problems, as exemplified above, were modified, replaced and some were merged together in the main study. Those items proved to work well were maintained for the main study. Therefore, the pilot study proved to be a very useful experience, and it yielded insights, which could not have been accessed otherwise.

CHAPTER FOUR

DATA ANALYSES, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

As mentioned in the preceding chapters, the purpose of the present study was to investigate teachers' talk and students' involvement in EFL classes. This chapter deals with the analyses, interpretations and discussions of the data gathered through three data collection instruments: classroom observation, interview and questionnaire. Thus, the data were analysed qualitatively and quantitatively. The analysis and discussions of the observation and interview results are reported through qualitative thematic data analysis.

4.2 Findings and Analyses of the Qualitative Data

This section deals with analyses of classroom observation and interview data obtained from seven EFL classroom teachers and their interaction with students during the teaching-learning process. The analysis starts with the presentation of the learning opportunities created followed by question and answer exchanges, feedback provision behaviours, wait-time I and II and amount of talk time. Lastly, the data obtained from the interview, and teachers' and students' perceptions about their talk is presented.

4.2.1 Analyses of Data Obtained from the Classroom Observations

4.2.1.1 Findings and Analyses of Learning Opportunities

The first research question was to examine how teachers create learning opportunities for students. During classroom observations, the researcher and the co-observers sat for classroom observation. The camera-man was moving from side to side in the classroom to record the actual teaching-learning process. After a while, teacher 'A' began the day's lesson by revising the previous lesson, and he began the day's lesson by asking learners about the concept of conditional sentences. He was interacting with students to create and provide them learning opportunities predominantly through question and answer exchanges. The following extract was

taken to uncover how the teacher was creating and/or confining learning opportunities in several ways.

Extract 1.1

21. *T: …conditional sentences (2x) these are sometimes (.) called are called (.) What? If clauses (3x). Just see it in your module and eh write one sentence one conditional sentence as an example. Just shut {close} your module! Shut {Close} it! Write one conditional sentence {of} your own yes Ahmed! Shut it!*
22. *SS: Murmuring*
23. *T: Eh [the teacher nominated the respondent pointing his finger towards Shimelis]*
24. *S: If I were a bird*
25. *T: If I were a bird, Shimelis's example, if I were a bird ehh*
26. *Shimelis: I would fly (2x)*
27. *T: I would fly on [in] the sky. Very good! Tiruwork*
28. *Tiruwork: If I study hard*
29. *T: If I study hard*
30. *Tiruwork: I will score high*
31. *T: I will score high. Very good! (2x) Shelema read your example sentence.*
32. *Shelema: If hard work {If I work hard, …}*
33. *T: If hard work ehh*? [The teacher repeated the wrong verbatim speech of Shelema; he could have said, "If I work hard…"]
34. *Shelema: A student*
35. *T: A student (sarcastic laughing) "እሺ" (okay) eh Shimelis*
36. *Shimelis: If I know the answer*
37. *T: If*
38. *Shimelis: I know the answer*
39. *T: I know the answer*
40. *Shimelis: I will tell you*
41. *T: I will tell you. Let us look at these sentences in details. What types of conditional sentences is this? The first sentence is type …*

(Extract 1.1 was taken from Teacher A)

In turn 21, teacher A's instruction was unseemly (i.e., *Just shut your module! Shut it!*). In turn 24 from the above extract, Shimelis replied the answer to the given question, and in turn 25 the teacher interfered Shimelis before he completed his response. In turn 27, the teacher praised the respondent, and in the same turn, he nominated Tiruwork to respond, and in the next turn (28) she began to respond correctly, but the teacher did not wait for until she finished answering the question. He interrupted her in turn 29 that could impede her spontaneous speech. In turn 31, the teacher again nominated another respondent, Shelema. The learner began to reply with wrong grammatical structure of the sentence (in turn 32), and the whole students and the teacher himself laughed at him (in turn 35). This, in turn, may discourage and hinder the respondent not to involve in the upcoming question and answer exchanges, and learning opportunities may be

confined. In turn 41, considering the mistaken response of the learner, the teacher revised the structure of the conditional tenses, and subsequently, he explained all types of conditional sentences with specific examples. The teacher did this because of the error he noticed from the respondent (in turn 32).

In this case, it is possible to say that teacher A interrupted learners' utterance now and then, but it could have been better to listen to the learner attentively, quietly and patiently. If learners came across problems of expressing themselves, the teacher could help them to continue their talk by providing hints and concepts instead of taking the place of students' talking time.

The episodes further showed that the teacher determined to allow individuals to take part in the classroom talk nomination. According to teacher A, nominating students who rarely involve was an effective strategy to involve them in learning (in turn 23). It was also used as a message to other learners to pay more attention in class. This teacher very often nominated competent and active students (in turns 27, 31 & 35) to participate first to act as a model for the rest of the class (i.e., answering a question and reproducing a language model). It could be argued that nomination may, in general, restrict the flow of interaction in the classroom, but nominating active students first may consolidate the process of learning by exposing the rest of the class to the same language model several times. It could possibly encourage fewer active learners to participate like that of their classmates who were nominated by the teacher, and hence learning opportunities can be maximised.

Nomination was the norm in teacher A's class (as can be read in the excerpt above in turns 23, 28, 31 & 35). However, some active students could bid to reply before the teacher's nomination. Active students could also obtain the floor after the nominated students replied incorrectly (Shimelis, Tiruwork and Shelema). The teacher was seen dragging student-respondents to give reply through repetition of their unfinished answer (indicated in turns 25, 29, 33, 37 & 39). For instance, in turn 32, Shelema started with giving incorrect sentence structure like *"If hard work…*", to say if I work hard, which was written on the whiteboard, and in turn 33, the teacher directly repeated this phrase which may transmit to the other learners wrong structure, when the teacher echoed it. Due to this wrong structure, the teacher laughed at him because it seemed that this student could not properly read as it was written on the whiteboard. This may discourage the

learner. The consequence was that the students who made mistakes were kept in the dark about the root of the mistake resulted in the absence of getting learning opportunities. If the students were provided with more prompts and enough time to think about their answers, they might be able to work out the correct answer. The teacher echo (in episode 1.1) clearly disrupted the flow of communication.

Learning opportunities in teacher D's classroom (showed in extract 2.1 below) seemed restrained. In this teacher's classroom, it was difficult to get access to any activity that was likely to improve the English language skills of the learners. By this, it may be the opportunity to negotiate meaning in a discussion, to read and derive meaning from a printed text, to explore a pattern in language usage, or to get direct feedback on one's use of the target language if there were proper materials for learners to use. As learners had no materials to work at that moment, they passively listened to the teacher's talk and relied on the lecture notes.

Teacher D tried to facilitate the teaching-learning process by instructing learners to copy the exercises from the handout using their smart phones, and he warned that he would stop teaching, otherwise. One can see in the following episode that the learning opportunities were confined. It was confined because learners did not bring the communicative module. The effort he made to continue the lesson was highly inspiring at most through scanned pictures of the handout. Despite learners' less effort in attending the lesson, the teacher facilitated learning opportunities.

Extract 1.2

7. *T: ... You were supposed to come up with your handout. You're supposed from the very beginning to copy the handout that is what I told you to copy. So be quick and I want you to copy the material using your mobile phone. You can simplify the problem. If you have smart phone, try to scan the passage. ... . Be fast↑. Try to scan your reading material ...↑. "በሞባይላችሁ ስካን አድርጉት" photo scan it (2x) ሞባይላችሁን እዚህ ላይ አድርጉት እና ከዛ አንሱት። (Make ready your cell phone here and take a picture).*
8. *SS: Murmuring (2 minutes & 25 seconds)*
9. *T: Be fast and copy it ያለበለዚያ መቀጠል አንችልም። (If not, we do not continue the lesson) be fast! መጀመሪያኮ ሃበር ሃንዳዉት የሰጠንችሁ። (I gave you the handout at the very beginning). Be fast! ባዶ እጅን መምጣት ለዚህ ጊዜ መባከን ይዳርጋል። ትክክል ነኝ ዳዊት? (Coming class without having handout results with loss of time, am I right, Dawit?) ዳዊት ባዶ እጁን መምጣት ለዚህ ጊዜ መባከን ይዳርጋል። Right Dawit? (Dawit coming class without having handout results with loss of time).*
10. *T: Yeah*

11. *SS: Long Murmuring (3 minutes)*
12. *T: Ok that is enough↑ that is enough↑ I tolerate you this much and you may not have time hereafter to stay in the class if you didn't bring your material. Anyways, let us proceed into the reading passage. Leave the classroom! (Students who were not involving in the given task)*

(Extract 1.2 was taken from Teacher D)

The teacher was helpless to create learning opportunities. He was very much angry when students came to class without their handouts. This situation irritated the teacher and it was difficult for him to continue the lesson. In turn 9 at the end, he called the student's name (i.e., Dawit, one of the teacher's favorite learners) and the teacher complained to Dawit that forgetting the handout disturbed the teaching-learning process. It seemed that Dawit was a 'clever' student who was eager to learn the reason the teacher called him and talked the way he said. The reason that the students not bring the material frustrated the teacher.

In turn 12, learners were likely to be less interested in the course and that the teacher appeared to be intolerable to those who did not bring the material. The teacher warned the students that he would be impatient if they could not bring their handouts to the class. Here, the teacher told the learners to scan the handout. After they scanned the handout, he began the lesson, but it was difficult to get learners with smart phones to copy and proceed the lesson. A few of them had it. Thus, learners were seen when they tried to use one smart phone for four and five students together. This, in turn, hindered the teaching learning process and learning opportunities may not run effectively. Moreover, there were also many students without doing anything who sat at the backside of the classroom. The teacher in turn 12, told them to leave the classroom. They were laughing at the teacher when they went out. When they laughed at him (i.e., misbehaved), the teacher was angry, and he asked the remaining students to justify the reason they did not bring the handout (i.e., in turns 43 & 45 below). This implied that either the students may not be interested to attend the course, or the teacher could not manage the classroom properly, and teaching learning processes were not practised effectively. It seemed that students know the teacher was attributing his failure to them. Usually, when teachers fail to manage teaching, they attribute their failure to students. They confused him, and the following extract shows this behaviour. Long silence and inability to give the answer to the teacher's questions happened very frequently in this class. Teacher's use of English and technical terms did not seem to be effective in fostering students to get involved in the lesson.

Extract 1.3

43. *T: ለምንድን ነው ግን ያላመጣችሁት? (But why have not you brought the handout?)*
44. *S14: ምኑን? (What is that?)*
45. *T: ለምንድን ነው ግን ማቴሪያሉን ያላመጣችሁት እ? (But why did you not bring the material?) Why didn't you bring the material? አያስፈልግም ነው እ? አያስፈልግም ነው እ? (Is it not necessary?) Ehh (Is it not necessary?) Eh black-box ውስጥ አድርጋችሁት ነው እ? (Did you put it in the Blackbox list?)*
46. *S13: ኧረ ቲቸር እንደዛ አይደልም፡፡ (No teacher; it is not like that!) ኧረ አይደለም!↑ (No, it is not!) (No, it is not like that!)↑*
47. *S14: የምን ብላክሊስት ነው? (What is the blacklist?). Is that about an airplane?*
48. *T: It is okay for today!*

(Extract 1.3 was taken from Teacher D)

In turns 43 and 45, the teacher asked again the reason they did not bring their handouts, but nobody told him any reason. This showed that the teacher encountered challenges to continue the lesson. This hindered the classroom interaction. The teacher could not identify the difference between blacklist and Black box in turn 45, and in turn 47, S14 asked him to clarify it. Perhaps that may have created confusion on the mind of the student that turned into mocking. The teacher could play an important role in distributing learning opportunities by means of constructing different role of participation structures with different individual students who had the handout, and consequently producing two unequal groups of learners because of having a few students who had the handout and he could create learning opportunities for them. It was not the handout or the IRF sequence itself restricted learning potential. It was rather the type of opportunities created for participation in the exchange that the teacher made available to students. Thus, instead of being angry when the problem happened, he could have found another mechanism that might help him continue the lesson. It seemed that learners were not interested to follow the lesson. Thus, students' own attitude and motivation in language learning, teachers' motivation and interest in giving them participatory rights to engage in classroom interaction also had an important role to play in promoting the development of learning opportunities.

Individual nomination had been the other way in which teachers might create learning opportunities in the EFL class that made the lesson easy for teachers to ensure that every student gets a turn and this might allow teachers to use their time effectively and avoid time-consuming and chaotic bidding process. In the extract below, it was teacher G who did that; however, he moved on later into bidding learners who can participate by themselves.

Extract 1.4

22. *T: Okay thank you, all of you. I would like to thank you in advance! Nice presentation at all!*
23. *SS: Murmuring*
24. *T: Beza*
25. *SS: Murmuring*
26. *T: Beza ok Demeke*
27. *SS: Murmuring*
28. *T: Alazar*
29. *SS: Murmuring*
30. *T: Ok any volunteer to be the next presenter? Ehh any volunteer to take the floor? ...*

92. *SS: Discussing*
93. *T: Ok I have said that ehh discus with your partner on what active voices are and other given questions don't sit alone.*
94. *S2: ሁሌ ዲስከሽን (the discussion is always) Always discussion ዲስከሽን ኣልበዛም? (Is the discussion not too much?)*
95. *S3: ኧረ በጣም በዛ! (Yeah it is too much!)*
96. *S4: ቢቃ ኣሁን ዝም በል! (Now that is enough; keep quiet!)*
97. *T: Ok thank you now let us = come back to the discussion and is there anybody or any individual who can tell me what passive voice is? Dereje*

(Extract 1.4 was taken from Teacher G)

Teacher G, in turns 24, 26 and 28 nominated three different learners. First, he nominated Beza and when Beza shook her head by a way of refusing; he moved on nominating another learner (i.e., Demeke) and when Demeke kept silent and then he moved on calling the third presenter (i.e., Alazar in turn 28). In terms of balancing teacher control and student participation, individual nominations arguably afford teachers more control over who gets the floor than any other allocation method, allowing them to nominate whichever student they wish. Then after, teacher G chose to nominate learners through requesting volunteers in turn 30, which may be taken as the teacher's last option to get those volunteers and present their topics. Of course, nominating students without their having bid can be risky, as they may be unprepared or unwilling to respond to like turns 24, 26 and 28 above, though the reason might be equivocal to guess. Evidently, still, teachers were able to manage this risk to their satisfaction, perhaps by asking the right types of questions and directing them to the 'right' students.

This unveils that the change from individual nominations (nominating first Beza moving on to Demeke then to Alazar) to invitations to bid (in turn 30) can be seen as part of a larger shift away from the authoritarian classroom of old and toward a more egalitarian model. In an invitation to bid, the teacher chose to nominate a student among those who made themselves available by

bidding. Consequently, control over who gets the floor was shared between the teacher, who gets to choose which of the bidding students to nominate, and the students, who could decide whether they wish to make themselves available for nomination by bidding or not. Most importantly, though, invitations to bid encourage more students to participate (by formulating responses to the teacher's questions and bidding for the opportunity to voice those responses) and allow teachers to monitor understanding and engagement through the students' bids (or lack thereof). Another concern was that a lot of time could be wasted when an individual student struggled to give a reply (i.e., students seemed to be unclear about the teacher's talk). Teacher G moved from controlled nomination to free nomination for he could not get appropriate response. That was hopeless option. He moved not by intention, but the decision seemed to be not working.

The above utterance inferred that if the students were provided with more prompts and enough time to think about their answers before the teacher moved on nominating any other student after nominating one student-respondent, they might be able to work out the correct answer. The students themselves were torn on the issue (students were murmuring in turns 37, 39, 41 & 43), simultaneously accepting the practise, as they did not want to hold up other students while also desiring the opportunities to work out the correct answer themselves.

In turn 93, the teacher gave students group discussion on passive voices; however, student 3 and 4 were complaining about the frequency of discussions given in turns 94 and 95. Student 4 in turn 96, advised them to keep silent because the teacher was approaching towards them. This revealed that either students were bored in discussion works given or the teacher might not provide them various types of tasks and group formations. Group work could be a positive experience, as students can learn from each other and develop better language skills. Teacher G might acknowledge that group work could be enjoyable with students exploring a new territory of learning; however, he was unsuccessful. He hardly followed or encouraged communicative practises through group work. Students were silent, obedient (for instance, in turns 94 & 95) and passive. A give-and-take process was completely absent in this class.

It was possible to note in the extract shown below that learning opportunities were confined, and the teacher was the main responsible person who triggered learners to deliver in L1 when they were discussing their topics in the class. He was using Amharic in turn 11. His students were also discussing in Amharic (see turns 6, 7, 9, 10, 12, 13, & 17). At least he could have warned

them when they used Amharic language. The teacher himself (in turn 11) seemed to be dragged by the majority of learners who used L1 to deliver their speeches and he himself switched to Amharic. Learning opportunities, as it is possible to look at from the excerpt, were greatly impeded and confined by the teacher himself, since he did not instruct them to use the target language, and it appeared that the class was L1 because the students were using L1.

In terms of turn-allocation rules, teacher G used individual nominations than an invitation for bid and even more frequently than what the other teachers. Of all the nomination devices, teacher G tended to call out names. Apart from calling out names, teacher A and teacher C also employed such expressions as "ok please", "are you ready…", "would you like to…", what about you" "alright", "yes", accompanied by eye contact or pointing.

The long extract presented below illustrated how learning opportunities are confined due to the use of L1; despite there are controversies on the use of L1 to either construct or obstruct the target language. The role of the teacher in directing learners to use the target language individually as well as in group discussions was overlooked.

Extract 1.5

6. *S3: ሰለዚህ እነዚህ ነገሮች ሲጀመሩ የነበሩ ናቸው። ሌላው መንገዱም እየተሰራ እንደሆነ ይታወቃል። መንገዱም የተፋጠነው በዚህ ዓመት ነው። ብዙ ፈጣን ግንባታወች እየተካሄዱ ይገኛሉ ማለት ነው። እንካ ተናገር። So these were things that started to happen. The other, the road (the inside road of Wku) is known to be working. This year, the working road's progress is fast. There are many fast construction projects available. Speak on.*
7. *S4: ኧረ ቆይ! አልመጣልኝም። (Just wait! It has not come to my mind).*
8. *S3: Sorry*
9. *S2: ሌሎች የዩኒቨርሲቲው ጥሩ ነገሮች ደግሞ በሌሎች እንትኖች በሌሎች ከትምህርቱ ጋር ተያይዞም ሆነ ከሌሎች የነንዮሽ ነገሮች ማለት ንቁ ተሳታፊ ነው። ለምሳሌ፦ ተማሪዎች የቲያትር ፕሮግራም ይዘው ወደ ስፖርት ፌስቲቫል ወደ ጅማ አምና እና ወደ ቀጣይ አዘጋጅ ዩኒቨርሲቲ ይሄዳሉ። በተለያዩ ሥፖርታዊ ዉድድሮች በተማሪዎች ዘንድ ወደ ጂማ ዩኒቨርሲቲ ይሄዳሉ። እነዚህ የዩኒቨርሲቲው ጥሩ ጎኖች ናቸው። The other good side of the university is that Wku is an active participant, for example, students go to the theater and go to the sport festival in Jimma University last year, and they would go to the next University festival. Students go to Jimma University in different sport contests. These are the positive sides of the university.*
10. *S5: እና ቆየ አስቢበት ነው የምናገረው። እምም እነዚህ ያየናቸው መልካም ጎኖች ናቸው። ሌላው ደግሞ ማየት የምፈልገው የሴቶች ተሳትፎ ወልቂጤ ዩኒቨርሲቲ ላይ በጣም አነስተኛ ነው። በጣም ማለት ነው እና … Wait me; let me think on it. We have seen these good ones, and the other one that I want to add is women's participation at Wolkite University is very small. It means so much...*
11. *T: ከምን ከምን ጎን ለምሳሌ? Provide examples to witness the chances. What are the sides for example?*

12. *S5: ለምሳሌ አንዴ ላቅርብ አስተባባሪዎችን ብናይ እያንዳንዱዋ አሪፍ ቦታ ላይ ያሉትን ሰዎች ሰናይ ወልቂጤ ዩኒቨርሲቲ ላይ በጣም አጭር ነው።። For example, if we look at the coordinators, everyone in their best place stays for a short period.*
13. *S6: እሱዋ ባለችው ላይ ስጨምር ተማሪ መማክርቶች እንዴት እንደሚመረጡና ለምን እንደሚመረጡ አናዉቅም።። በምን መስፈርት ሊመረጡ እንደሚችሉ አናውቅም።። አብዛኞቹ ደግሞ ወንዶች ናቸው የሚሆኑት።። ይሄ የሴቶችን ተሳትፎ ይቀንሳል።። እህህ እና ደግሞ ጥሩ ነኑ የምናየው በስፖርት ፌስቲቫል ብዙ ሴቶች ይሳተፋሉ ብለን ልንዎስድ እንችላለን።። ምግብም የተለየ ለሀይል ማበረታቻ በሚል ይጨመርላቸዋል።። To further develop her point, we do not know how students were voted and why they were chosen. We do not know the criteria student unions are chosen. In addition, most of them are men. This reduces women's participation in sports activities. Our good-natured festive tour can be that many women are involved. There is also food to encourage energy.*
14. *T: Aster eh*
15. *Aster: No*
16. *T: Also, all of you must discuss …*
17. *S7: በማስተማሩ ዙሪያ ምክንያቱም እንደካምፓስ ተማሪ ሊይደለም የምንማረው በጣም እሹሩሩ እየተባልን ነው የምንማረው።። በጣም ልክ ሀይስኩል እንዳለን ነው የምንማረው።። ፍረሽ እንደመሆናችን መጠን አባብለው ይዘውናል።። እንግዲህ ያዝልቅልን።። We are not learning like a student of a campus; we are learning like the most preserved. We learn that we are very much like high school students. As a freshman student, they treat us good; let them continue it.*
18. *SS: Laugh*
19. *T: Okay*
20. *S8: እኔ እዚህ ግቢ ያየሁት የግቢዎቹ መቆፋፈር እና በጣም ጸድቀው የነበሩ ዘንባባዎች እና ጽዶች በመነቀላቸው ነው ያዘንኩት።። I'm sorry, in {on} this campus, I am sad that the palm trees and papers were abandoned from this campus.*
21. *S9: … ስለዚህ ዩኒቨርሲቲ ውስጥ በተለይ በዚህ ዓመት ብዙ ዩኒቨርሲቲዎች ውስጥ የተለያዩ ችግሮች የተለያዩ ብጥብጦች እንስተው ትምህርታቸው ሲስተጓጎል፤ በዚህ ዩኒቨርሲቲ ውስጥ ምንም ዓይነት ችግርና ምንም ዓይነት የትምህርት መስተጓጎል አላጋጠመንም።። ነገርግን ከዩኒቨርሲቲ አስተዳደሮች ግን ምንአልባት ቀድመው ስለተዘጋጁ ሊሆን ይችላል።። ይሄ ነገር በቀጣይነትም እንዲካሔድ እንፈልጋለን።። ሌላው ደግሞ ግቢው ውስጥ በጣም እየተቆፋፈሩ ያሉ ነገሮች ቢፋጠኑ በበለጠ አሪፍ ይሆናል ብለን እናስባለን።። So, in this university, especially this year, there are no problems, and there was no education trouble at all. But it may be because of the proximity of the university administrators. We want this to continue. Another thing is that landforms are getting worse in the campus. We think that it will be even better.*

(Extract 1.5 was taken from Teacher G)

The topic learners discussed in groups was about the *gradual academic development of Wolkite University (since the university was a newly established institution, teacher G and students seemed to evaluate its progress)*, and teacher G wrote this topic on the whiteboard. The researcher and the co-observers were topsy-turvy about the medium of instruction learners were using and 'on the point they were discussing'. It seemed a kind of academic committee meeting of the staff members, particularly at the very beginning. Later, the researcher and the co-observers understood from teacher G's speech that the topic was chosen by the learners for prepared speech, and it was in the previous session they (the students and the teacher) agreed on

this topic. All students discussed on this topic and they nominated one representative in each group who could present the summary of the discussion. Some of them, as can be seen in the above episode, were presenting and discoursing in L1, which might not help them to enhance their English language performance. Needless to say, the teacher seemed incompetent to teach English in English.

Teacher G did not ask learners not to use L1 (i.e., Amharic) in the discussion. Moreover, among them, there might be students who cannot understand Amharic. Thus, the teacher could have corrected and directed learners who were speaking in Amharic. Using Amharic as a medium of instruction in turn 7, for instance, learner 4 was seen when she encountered a problem of expressing her ideas even in L1 (Amharic). Here, one may wrongly understand that learners cannot speak at any point since they have trouble in expressing themselves in English as well as in Amharic e.g., in turn 7; ኧረ ቆይ፣ አልመጣልኝም። (Just wait! It has not come to my mind). Let alone in English, which is a foreign language in the context of Ethiopia, student 4 encountered problem of expressing her ideas in Amharic. It seems that she could not speak even Amharic. She said, "It has not occurred to me yet or I am not mentally prepared!" From this episode, it is possible to infer that the respondent-learner was not given proper wait-time to involve, or teacher G did not encourage English.

In extract 1.6 below, teacher G at first sets the scene. He gave some background information on greeting (though not adequate). He then worked with his students to identify the two types of greetings. At last, he praised S4 for the correct answer(s) he gave and possibly for his willingness to participate in the discussion.

Extract 1.6

44. *T: Greeting means it is an exchange of ideas or a certain idea or personal opinion. … We have a formal way of greeting and we have an informal way of greeting. (The teacher said wake-up when a student slept on the chair). When we talk about (two students entered in the class without knocking the door then the teacher said ሰርዓት አትይዝም!↑(Mind your manners!) …*
45. *SS: Murmuring (20' long pause)*
46. *T: Now look at these greetings and responses. … These are the most commonly used ways of greetings. So, from these ways of greetings which one do you think are formal and which one do you think are informal?*
47. *S4: Hello የሚለው informal ነው። (The expression which says hello is informal)*

48. T: No make {say} it in English. We are talking in English. Ok!
49. S4: Hello and hi is {are} informal and good morning and good afternoon are formal.
50. T: Yeah expressions written like hello and hi are categorised under the informal ways of greetings and the rest three are indicators of formal greeting. Very good! Very good!

(Extract 1.6 was taken from Teacher G)

As the above extract indicates, teacher G dominated the classroom talk and he asked open-ended questions in turn 46 and student 4 in turn 47 gave the response in L1. During this time, the teacher in turn 48 interfered and ordered him to make the reply in English. Then, in turn 49, the student spoke in English; the teacher praised him for his ability to use the target language, which was encouraging. In turn 44, there was noise made by one of the students in the classroom while the teaching-learning process was underway. In the meantime, the teacher was angry and warned that student to behave properly (ስርዓት አትይዝም!↑ (Mind your manners!)). This might divert the learners' attention and create frustration among the other learners, and learning opportunity may be limited and restrained due to the misbehaved learner. The learner did not care about the lesson and the other students' attention because afterwards, he had side-talk with his seatmate. This might be attributed by the poor management of the class or the learner may be disinterested to attend the lesson.

The extract below was taken from teacher E, and his classroom was found on the first floor. The number of students was 27. He began teaching by revising the previous lesson, and he opened delivering the day's lesson by greeting and then briefly revised the previous lesson. He, then, introduced the lesson of the day entitled *public speech.* After he wrote the topic on the whiteboard, he began brainstorming. Later, he moved on to presenting the topic that he gave them previously. This teacher was observed when he threatened and terrified the students before they presented the topic they had brought with (i.e., the result would be poor).

Extract 1.7

523. T: …Of course, the very important thing here is to present your point is you need to relax and feel free otherwise things may go wrong. If you are frustrating too much, if you are nervous, you will already go in the wrong direction, and the result will be poor. So, you can start now.

(Extract 1.7 was taken from Teacher E)

Teacher E was frightening students before they had presented their topic. As can be inferred from the extract in episode 1.7, he discouraged learners in advance. Here, learners might not be

motivated to involve in the lesson. Frustrating learners before they deliver their lesson often discourages any learner. This teacher was observed when he discouraged about their way of presentation. Before they started presenting the lesson, they convinced themselves, as they could not deliver it properly. It was better if he tried to encourage them so that they can deliver it easily. As fresh students, they may be frustrated easily whenever such kind of information is forwarded.

Extract 1.8

19. *S: Nutrition addition of that are (inaudible) feeding additional food is not advisable according to the picture, you said*
20. *T: Nutrition*
21. *S: Addition of food is not advisable*
22. *T: Feeding additional food is not advisable according to the picture, you said. What do you understand from the drawn pictures? (.) What do you understand? (.) Is that (.) …?*
23. *S: Teacher [Raised his hand]*
24. *T: All right, yes*
25. *S: Mother food is useful for children and the other foods are (inaudible)*
26. *T: Please*
27. *S: Mother foods are [inaudible]*
28. *T: Could you repeat …?*
29. *S: Mother foods are very useful for the children and the other foods are not…*
30. *T: Ok good any other*
31. *S: Teacher [a student raised his hand]*
32. *T: Yes*
33. *S: The content of mother food is better than the content of the bottle.*
34. *T: The content of mother food is better than the content of the bottle. Is it? Yes*
35. *S: It is good to give mother food in terms of content in the foods*
36. *T: Ok, good to give mother food ok what do you understand anymore?*
37. *S: [A student raised her hand]*
38. *T: Yes*
39. *S: Mother breast feeding is better than bottle feeding*

(Extract 1.8 was taken from Teacher A)

In this episode, in turn 22, the teacher went further on the student's response by saying, "*What do you understand from the drawn pictures*?", and then the teacher repeated the student's response verbatim for confirmation. He asked the student to strengthen his point. The teacher repeated the student's response because he wanted to confirm that the respondent was correct. Besides, the teacher praised the response using discourse markers (saying *ok, yes, alright*, etc. in turns 18, 24, 32 & 38). This shows the respondents would try to take part in the next question and answer

exchanges, and/or these discourse markers are serving like punctuation marks in a printed paper to create constructive learning opportunities. These markers enable the teacher to guide learners, hold their attention to concentrate on the lesson, announce a change in activity, signal the beginning or end of a lesson stage, etc. Other students could take part, if the classroom teacher extols respondents, as it is seen in turn 30, and the teacher again expanded the questions into more elaborated responses. The aim seemed to enhance learning opportunities.

This teacher elicited from reticent or less proficient students considering various response options, and he extended their response repertoires to encourage learners' involvement and help develop their language performance. He influenced learners' participation through his language and the materials he brought to the classroom. Here, he did not facilitate ways to involve learners in the interaction successfully. He was interacting with a few students. Reticent learners were not involving in it except few, and they provided short and limited responses.

Extract 1.9

40. *T: Mother breastfeeding is most better {better} than bottle-feeding, she said. Very good!*
41. *S: Sir*
42. *T: Yes*
43. *S: A newly born child should get his mother's breast*
44. *T: A newly born child should ehh*
45. *S: get his Mothers breast*
46. *T: A newly born child should get his mother's breast. How do you understand that? (2x).*
47. *S: Mothers breast-feeding is more important than the ehh others.*
48. *T: Ok. Very good! Very good! How did you know that?* [1s] *How did you know that?* [1s] *What is ehh what are the indicators?* [1s] *Who says?*[1s] *What are the signs?* [1s]
49. *S: Teacher*
50. *T: Ok!* Hana [1s] emm Henok [1s] ok Hana [1s] ok ehh [the teacher nominates other students]
51. *S: As it is seen on {in} the picture, it is mark X. On the other hand, out of his mother's breast.*

(Extract 1.9 was taken from Teacher A)

In turn 43, the student replied to a question. But in turn 44, the teacher interfered (teacher echo) before the student finished delivering his response. The student's answer was confirmed in the teacher's echo in turns 44 and 46. This echo restricted the space that learners should interact and speak spontaneously. The teacher can maximise his classroom interactional space through increasing wait-time, reducing teacher echo, promoting extended learner turns, and allowing planning time. By affording learner's space, they are better able to contribute to the process of co-constructing meanings and something that depends on the heart of learning through

interaction. However, this does not mean that giving over pair and group works. The teacher did not know when and why to use echo as it is noticed. He used echo very frequently without having any positive function. It may be used for good reasons, such as amplifying a learner's contributions (turn 40) so that others can hear, and it is important for the teacher to know where and why to use echo. In this class, it obstructed the flow of discourse, which in turn restrained learning opportunities.

The teacher in this regard lost the theme of the interaction. He could have played a more central role in shaping learners' contributions when they involve. Shaping involves taking a learner response and doing something with it rather than accepting it (in the beginning expression of turn 46). However, in the above extract, the teacher did not paraphrase a learner's response. He neither slightly modified different vocabulary or grammatical structures nor summarised or extended in some ways.

From turn 43-48, the teacher gave more opportunities to the students than replying to and/or developing the phrases of the learners. He provided the floor for learners to broaden and clarify the answer more. This is the signal of providing learners opportunities to express ideas and practise the target language. For example, in turn 46, the teacher wanted to expand the learner's response into more elaborated responses saying, *"How do you understand that?"* then after, the teacher received more rephrased and shorten response from that learner. This was his interest, and he had gained what he needed. Lastly, he said, "*ok" and "very good!"* which are considered as discourse markers and praise/encouragement respectively, in turn 48, and this paved the floor and encouraged the whole class to involve in the learning opportunities created.

In turn 43, when the student was responding to a question, the teacher interfered in turn 44, before the respondent finished his response. Interfering with a learner's response before s/he finishes the response might not be good for learners to explain briefly her/his answer in a way that s/he wanted to say. This hinders learners not to speak the target language spontaneously.

From turn 48-49, towards the end, the teacher appeared to create learning opportunities for students to talk more on expanded responses by saying, *"How did you know that? What are the indicators? Who says? What are the signs?"* in these turns, the teacher asked the learner to

clarify (seeking clarification) something that he said in advance. However, these questions were rapid-fire, the teacher wanted to accept a variety of answers emphasising that there is no one right answer. From this excerpt, we can decipher that the teacher was struggling to participate and drag in the students in the lesson by reformulating and paraphrasing his question. However, the teacher should not ask learners many questions one after the other without getting response from the first. On the contrary, learners in this class did not ask questions to be clarified by their teacher, which may be deemed as learning opportunities were not maximised, and it seemed that the teacher couldn't believe the student's response given in turn 47 and in turn 48, he asked four questions respectively which was strange; perhaps that was undermining.

Extract 1.10

60. *T: Few mothers, why do you think?*
61. *Hana: Because few mothers have job. Because of that {they} feed their child bottle milk because of that they changed bottle that is why they have to change the feeding system.*

(Extract 1.10 was taken from Teacher A)

In turn 60, the teacher repeated the student's reply as it was said "*few mothers*" and he did not accept the student's contribution. Rather he extended it by saying, *"Why do you think?",* and he created learning opportunities for the respondent to engage more ideas about the issue. This is one mechanism of opportunity creation behaviour for learners to talk more. Because of this, the girl tried to talk (prolonged speeches) in turn 61, as can be seen in extract 1.10 above.

Extract 1.11

81. *Ahmed: Yes, in rural area.*
82. *T: Why*
83. *Ahmed: Because in rural area mothers stay at home, whereas, in town{s} area most mothers go to their jobs (outside their homes)*
84. *T: Do you agree? (The teacher addressing to the whole class)*
85. *SS: Murmuring*
86. *T: Yes?*
87. *S: Teacher*
88. *T: Ok*
89. *S: In rural areas, I don't know exactly under the first thing. I believe that is not for the children they are feed {feeding} the baby, but they have lack of awareness in urban areas. So, in my groups, they have a knowledge and they are like this.*

(Extract 1.11 was taken from Teacher A)

In turns 81 and 83, after Ahmed replied, the teacher asked the whole class whether they agreed with Ahmed's reply or not, in turn 84. This was to create opportunities for learners based on the first answer saying, *"Do you agree?",* and he repeated Ahmed's response verbatim. After that, one student replied extensively (i.e., in turn 89) to the question emanated from Ahmed's response. Here, the teacher could accept the first contribution of the replier, but he did not accept what was said because of the interest to maximise learning opportunities. In this respect, the teacher was successful in dragging the learner in to the discourse. This revealed that the teacher tried to establish opportunities that learners could practise the target language.

Extract 1.12

99. S: I don't know but I believe that mothers in the town are busy I mean mothers they are not busy as well as those in the rural are also busy.
100. T: Both are busy
101. S: Both are busy.
102. T: Ok
103. S: Even though mothers in the rural area are busy, they take their babies with them and they can easily feed it.
104. T: Ok. Very good! …

(Extract 1.12 was taken from Teacher A)

In turn 99, a student provided long responses, which could have been expressed through short and summarised ways. The teacher offered scaffolding assistance (repair) for the learner's response by saying, *"Both are busy",* and then the student repeated the teacher's paraphrased and summarised ideas verbatim for confirmation because this was the idea that the learner wanted to say. In turn 104, in extract 1.12, the teacher encouraged the learner for his right answer given in turn 103, which can impel him and other learners to involve in the interaction and maximise learning opportunities.

What is interesting in this extract is how the teacher constantly clarified, extended and summarised ideas for the class. This management of the discourse entailing the adoption of different roles ensures that the class stays together that learners can follow the lesson and that learning opportunities can be maximised.

As can be read from the above extract, the teacher did not accept the first learner's contribution (in turn 103) instead he asked him for further detail. Teachers would be well advised not to always accept learner's first contribution because there would have been no further negotiation for meaning. This process requires the teacher to make decisions that are interactive, which enable learners to sustain a turn and allow the rest of the class to follow the discourse. At any point in this interaction, the teacher could have easily closed the learner's contribution and moved on to another student, even if he moved sometimes. He chose not to engage the learner in an extended piece of spoken interaction, for instance, in turn 104 he evaluated the response given. This, in turn, limited the possible learning opportunity. Genuine communication that can be facilitated by the teacher when he acted as if he did not know the answers to questions or deliberately asking questions to which he did not know the answers were not practised in this classroom.

Extract 1.13

88. *T: Ok*
89. *S: In rural areas, I don't know exactly under the first thing. I believe that is not for the children they are feed {feeding} the baby, but they have lack of awareness in urban areas. So in my groups, they have a knowledge and they are like this.*
90. *T: Which one do you think is preferable? What is practicing in urban areas?*
91. *S: They are good in terms of feeding their kids, but they have lack of awareness. In urban area, they have awareness. When we compare them (both), the urban is better than from the rural parts. There is {are} no alternative foods.*

(Extract1.13 was taken from Teacher A)

In extract 1.13 above, in turn 89, the learner tried to reply in brief, which can be appreciated, and the teacher can be valued on how he was allowing learners to talk more. This, in turn, can be considered as the teacher was creating opportunities for students to use the target language and develop some inputs from their current level of oral language performance that they cannot get this exposure outside the classroom. Besides, in the same episode above in turn 91, the student gave extended and long responses, which shows the opportunity created by the teacher was stimulating to fit the purpose of the course in using the target language.

Many teacher A's classroom features mirrored a naturally occurring conversation, and he provided personal reactions to comments made by learners. Use of conversational language creates an atmosphere conducive to learning and is likely to promote learner involvement. He asked genuine questions which facilitated a more interactive exchange, and this ensured learners

to work together. This, in turn, reduced misunderstandings, as can be evidenced in the extract, there was not any confusion and unclear question that was asked by learners; however, students may keep silent having questions and/or ambiguities in their minds. Learners did not initiate in the classroom. They were taking cues from their teacher. Thus, the sequence was teacher initiation followed by students' response and teacher's evaluation, which restricted learning opportunities.

In class two (see the transcription in Appendix A), the teacher was merely lecturing his daily lesson rather than providing them learning opportunities by asking questions, for example, to comment or react on a particular issue of the day's lesson. The extract below shows the extent that the teacher restricted learning opportunities and talk dominance.

Extract 1.14

12. *T: .... Who do you think from your background knowledge a best public speaker? I mean public speaking contexts. A very good public speaker, from your own background anybody that you know?*
13. *SS: Murmuring*
14. *T: Mahlet! Yeah*
15. *Mahlet: Marin Luther king!*
16. *T: Martin Luther king. A very good one as far as public speech is concerned. That is one very nice public speaker, and another one, anyone that you know? Anyone? Any example?*

(Extract 1.14 was taken from Teacher B)

It was after a long and extensive speech of the teacher that he gave opportunities (i.e., asked learners to share their background knowledge) to express their experiences in turn 12 (see teacher B's transcription in Appendix A). In turn 14, after the teacher's long explanation, the teacher called on a student named Mahlet to give a response. Based on Mahlet's response, the teacher extended her response in turn 16. It was better if other learners elaborated more on the idea about Martin Luther King instead of the teacher himself elucidated Mahlet's contribution. Thus, this teacher confined learners' opportunity to participate in the lesson; however, teachers have to be persistent in their efforts to engage students in classroom talk, and students should be offered opportunities to produce extended discourse. Moreover, students should have chances to practise planned and unplanned discourses as they encounter these in their real-life situations for further internalization of the lesson and the experience presented.

In excerpt 1.14, learners did not enjoy the same level of control of the patterns of communication. Although there were rare instances when the roles of the teacher and learners were equal; allowing more even turn-taking structure and greater participation by learners, especially around the end of the session. It was rarely that learners responded to the cues given by the teacher, particularly in the form of spoken discourse or a change of focus like from listening to the teacher to discussing the manuscripts of Obama (Obama's speech delivered at the University of Al-Azar, in Egypt) within the groups. To sum up, this teacher did not create learning opportunities during this lesson.

Extract 1.15

28. *T: [The teacher was facilitating conditions when students were doing in groups] I will be strict a little bit on time; so be a little bit quick.*
29. *SS: Murmuring (long murmuring)*

(Extract 1.15 was taken from Teacher B)

In turn 28, the teacher warned students, as he was strict in time management, and he said, "…*be a bit quick."* The teacher was seen warning the whole students about the time allotted to the tasks given. He was rushing, lecturing and/or speaking quickly because he seemed to cover the day's lesson without trying to create any learning opportunity. Thus, it was observed when this teacher took extensive turns and did not give chance for learners to involve.

After he finished explaining the concepts and features of public speech, he dictated a sample of Obama's speech once the President delivered at the University of Al-Azar, Egypt. After students copied the speech, he gave them some unspecified time for discussion to do the task; however, he told them earlier as he was strict in time allotment (in turn 28). Later, he nominated some students to deliver standing in front of the whole class the dictated manuscripts of the President.

One of the most striking features of this classroom was that the roles of the participants, teacher and learners, were not equal; they were asymmetrical. The consequence of this is that teachers talk more and occupy more of the interactional space of the classroom. Students' learning opportunities to contribute were largely controlled by him. One party (the teacher) was in a position of power or authority; he controlled the patterns of communication that occur and can direct and manage the interaction. He controlled the patterns of communication by managing the conversation and turn taking. This teacher took extended teacher turns, used transitional markers

when he explained the features of public speech and absence of students' involvement was highly seen. Unlike teacher B, the extract below shows the effort made by teacher E in creating learning opportunities.

Extract 1.16

41. *T: {Do you have…?} 'Have you any different idea from what she said?'*
42. *S: No*
43. *T: Yes*
44. *S: No*
45. *T: Can you repeat what she said? What is the difference between introducing others and self-introduction?*
46. *S: [inaudible]*
47. *T: At least, how many people are three in how to introduce other persons?*

(Extract 1.16 was taken from Teacher E)

Teacher E, in turn 41, asked the learner if she had any idea, which was different from the previous answer given, despite its grammar error. The student in turns 42 and 44 said, 'no', and to create learning opportunities, the teacher asked her at least to repeat what the previous respondent had said. Still, she kept quiet. In this case, the aim of the teacher was to create oral language learning opportunities for her and to practise the target language. In turns (41, 45 & 47), the teacher was almost asking display types of questions that lead students to reply only limited and restricted responses which were the reverse of open-ended/referential and/or divergent questions. Thus, display/convergent types of questions were practised in this classroom. These types of questions, in turn, restrict learners' extended responses and/or learning opportunities.

In the class of teacher A, there were students who were wandering here and there in front of the multitude. The teacher tried to wait for some of the students who arrived late. There were armchairs and every student picked one to use. Some armchairs were left unseated, as the number of the students was a few. Due to this reason, he asked the class why the other learners got absent from the class, but nobody responded. As some of the students took seats, the teacher wrote the topic of the lesson; *Unit Two: Nutrition: Reading for the Gist,* on the top of the whiteboard and he moved on revising the concept of the previous lesson.

In this way, the teacher gave chances to a few students to interact and he continued lecturing mainly through brainstorming and eliciting information from the students. He ordered learners to turn on the pages they were going to learn. It looked that he chose to use question and answer

exchanges; however, student 2 commented on the teacher's pace and topic that he was teaching them.

Extract 1.17

9. *T: … What does this picture contains {contain}?*
10. *S2: ቲቸር ይሄኛውን እኮ ሰርተነዋል። አሁን ገፅ ሰላሳ ሶስት ነን። (Teacher we have done this one; we are now on page thirty-three)*
11. *T: So, on page thirty-three ok page thirty-three sorry page ehh = go to page thirty-three. So, would you go to page thirty-three vocabulary part?*

(Extract 1.7 was taken from Teacher A)

As can be read above, the teacher's grammar (in turn 9… *contains*) was not correct. He had to say '*contain'*. Student 2 directed him to the page on which they stopped during the previous lesson, and he appreciated her and continued revising public speech and oral presentations. He asked a few questions to remind them what they had learned previously. Some students responded to him in their own wordings referring to the information in their handouts. Then, the teacher proceeded to the day's lesson and he instructed the groups to categorise the given list of words on the module. Students were given time to do the activities in their groups. Meanwhile, the teacher was closely watching and monitoring the groups' discussions. He approached every group, gave guidance and encouraged them to talk. What was impressive about this class was that the students had materials to work with as the teacher prepared and distributed it earlier. The teacher moved around and assisted his students.

Learning opportunities can be confined when learners are not interested to work in pairs and in groups. In the extract below, in turn 18, it was noticed when learners complained of their teacher's order. Student 3 in this turn asked her friend why the teacher was only asking them to do the given tasks. Here the teacher may unconsciously interact frequently with these learners during the teaching-learning process, and she seemed fed up with the frequent interaction. The teacher would have avoided the complaint if he had targeted all groups during the teaching-learning process and during the question and answer exchanges. As a result, in turn 36, it was seen that the learner panicked and said, '*ኦረ መጣ! ቲቸር መጣ! (Oh! the teacher is coming!)'*. This showed that learners were not doing the given activities based on their curiosity. It seemed that they were doing it forcedly, and learners were engaged in other personal activities like browsing something on their cell phones. This, in turn, may hinder the learning potential that they were expected to get. It seemed that the teacher might have the behaviour of punishing learners who did not involve in the given tasks. Learners were seen when they frequently touched their smart

cell phones, or they might not have the interest in attending the lesson. He was expected to be conscious when he was asking and giving opportunities to reply and ask question (involve) during question-answer exchanges.

Extract 1.18

15. *… Discuss with one another.*
16. *Group one: እሺ (Okay)*
17. *T: Ok, go on please*
18. *S3: እኛን ብቻ ነው ሰሩ የሚለን? (Is the teacher ordering only us to do?)*
19. *S1: እሺ (Okay)*
20. *S3፡ ሰሪ አንቺ (Do it)*
21. *S2: እስኪ ጀምሪው (Please start it). …*
36. *S4: አልሰራሁም ፀዲ ፤ ቲቸር መጣ! ሹረ መጣ! የሄኛው አንቺ ጋር ምንድን ነው የሚለው? ይነበባል? I did not Tsedi! The teacher is coming! What is that with you? Is it legible?*

(Extract 1.18 was taken from Teacher A)

In this classroom, it was observed that some of the students came late, thirty minutes after the lesson started. The teacher began frustrating learners and recommended them to drop the course if they were not interested in attending it. Perhaps, he was forced to say this because many students arrived late.

Clarification requests are extremely valuable in promoting opportunities for learning since they enhance learners to reformulate their contribution, by rephrasing or paraphrasing. There is a clear evidence in extract 1.19 that the teacher was unwilling to accept the learner's first contribution (in turns 50, 52 & 54). He promoted a longer and higher-quality contribution in turns 56 and 58. The teacher showed confirmation and understanding (in turns 51, 53, 55, 57 & 59) through the backchannels like *'ok', 'yes' 'alright'* and *'yeah'* and these backchannels may be very important in EFL classroom interaction since they tell the speaker that the listener understood. The verbatim is given below.

Extract 1.19

50. *S5: በቃ! (That is enough!) This is to mean what? What else?*
51. *T: That is, it. Ok, what about breast-feeding? Yes alright, ehh what does that mean? Tell me briefly?*
52. *S5: Under breast feeding preparation*
53. *T: Ehh? Yes, what does that mean?*
54. *S4: Feeding babies the mother milk*
55. *T: Yeah is it necessary in terms of time management? Yes…?*
56. *S4: Ok it may kill your time, but it is important for the baby, so mothers are advised to feed their baby their own breast rather than feeding other milks.*
57. *T: Alright! Very good! Can you make it clear? How it is {is it} necessary?*
58. *S4: It is necessary for the baby to be healthier than rather feeding ሾላ ወይም ማማ ውተት (Shola or Mama milks) (laugh) because it is expensive, and the industry product may not be good for the baby's health.*

59. *T: Great! Clap for her! Clap for her! Thank you so much! Keep on doing please.*

(Extract 1.19 was taken from Teacher A)

The use of backchannel feedback is another feature of interaction that can be found throughout teacher A's speech. The above extract (for instance in turns, 51, 53, 55 & 57) showed a good example of teacher-student's interaction promoting chance for learning as students (S4 & S5) were given enough room to speak. The teacher accomplished this role by producing backchannel verbal responses (yeah, ok, ehh, alright, etc.) as a means of approving students 4 and 5 know that they were heard and also used to keep communication channels open. Thus, the turns produced by student 4 (in turns 56 & 58) were relatively long and extended, and their involvement was maximised. This reveals that when backchannel feedback is used at the right time in the interaction as a means of giving confidence to learners when they are attempting to make a contribution learners' involvement is more likely to emerge.

In EFL classroom, if teachers fail to make appropriate use of transitional markers (for instance, teacher A used in turn 57 to elaborate the idea further), they might not manage the lesson. This important category of discourse marker enabled teachers to guide learners (in turn 58 the learner got the opportunity of expressing ideas) through the discourse, hold their attention, announce a change in activity, and signal the beginning or end of a lesson. Crucially, these markers help a class stay together, work in harmony and come up with consensus.

In turn 58, the learner laughed at probably because she was speaking spontaneously without any hesitation and fear. When she switched into Amharic '*ወተት*' (*milk*), it seemed strange to herself even when she spoke it, and immediately she continued speaking the target language. However, as it is seen in the extract, students were discussing the given task in a group of four and five. During this time, the medium of instruction was Amharic. The teacher did not say anything.

The students were provided with more learning opportunities in the three turns (51, 53 & 57) of instruction while a few opportunities were made available in recitation class. The responsive and responsive-collaborative modes of interaction among learners and with the teacher may lead to more student participation, longer student responses and more complex and topically related student thoughts. The recitation script of the words listed there contributed to short and truncated students' replies and constrained students' thinking. In these turns, learners were doing the exercises in a group of four and five, and it was observed when learners use their preferred

language (L1) which can be taken as a barrier for their learning potential. It was the recitation script list of words learners relied on to categorise them in the given box. The teacher opened options and increased participation among students in the interactions by shifting the patterns of what reckoned as a topic, and how students could interact; however, they were not interested to involve in it. He used markers in turns 53, 55, 57 and 59 and prosodic features serving as markers, and invited speaker 4 and 5 to extend their expanded answers and prompted all the students to follow the lesson. He used these markers to extend the learners' utterances and elicit knowledge from the students that were already known by him. Then, he marked the answer as acceptable in turn 59.

Extract 1.20

100. T: He is
101. SS: An international …
102. T: He is an international leader for what?
103. SS: Climate change.
104. T: Climate change and because of this what role he has contributed for {to} the problem occurred there in Australia?

(Extract 1.20 was taken from Teacher D)

The teacher began expressing some ideas in turn 100, and he successfully initiated his students to involve in the question in turn 101. In turn 102, the teacher did not accept the first contribution of the learner because he wanted to motivate the learner and drag him into the discourse. Due to this, in turn 103, the learners spoke out two words, and the teacher was not effective in his initiation of the respondent into more classroom discourse, as a result, he could express the target language enormously. The teacher was very angry and his facial expressions intimidated learners not to properly involve in the question and answer exchanges. Students are different in their expectations of teacher talk complexity and pace. Therefore, the clue for the teacher was his reaction when students did not understand ideas, their faces looked dumb, or he did not pay more attention to read the students' facial expressions. Besides, other techniques to check students' understanding could be used in combination so that teacher talk can accommodate student needs. Below there is extract 1.21 that shows when the teacher repeats the learner's response to confirmation in turn 113.

Extract 1.21

110.… What has happened?
111.SS: A. It is drying up because of drought.
112.T: A! It is drying up because of drought. Very good! But what about B, C and D?

113.SS: Murmuring???

(Extract 1.21 was taken from Teacher D)

EFL teachers rarely ask learners (like in turn 112 above) to explain the other multiple choices that were not selected by the respondents, often relying instead on imposing their own justifications to choose one. This can be considered as request for justification. Thus, learners are not going to choose randomly without giving the rational. Very often this results in teachers filling in the gaps and smoothing over learner contributions as a means of maintaining the flow of a lesson or in order to create a flawless discourse and which can be taken as exemplary to maximise the learners' learning potential. Oral skills cannot be properly developed without learners' active involvement in class activities; though the respondent above failed to justify in the target language. Had it been achieved, their participation in classroom interactions could have helped them enrich their linguistic resources and build their confidence to communicate with others in the class or out of the classroom in English. Unfortunately, by so doing, learners may be denied crucial opportunities for learning. In turn 112, the teacher needed justifications about the remaining plausible multiple choices that were unanswered.

Extract 1.22

33. *S5: ገሮውዝ ሁለቱም ላይ ይሆናል።። Growth can be on the two ብረስት ፊዲንግም ሁለቱም ላይ ይሆናል።። (Breast feeding can be categorised on two places).*
34. *S2: አዎ (Yes) feeding babies other milks*
35. *S5: Feeding babies other milks breast ፊዲንግም አይሆንም (feeding can't be) feeding babies other milks ካልሸ እሺ ፕሪፓሬሽንስ? (What about preparation?)*
36. *S4: አልሰራሁም ፀዲ ፣ ቲቸር መጣ! ኧረ መጣ! የሄኛው አንቺ ጋር ምንድን ነው የሚለው? ይነበባል? I haven't done Tsedi! The teacher is coming! What did it say in your hand out? Is it readable?*

(Extract 1.22 was taken from Teacher A)

As can be seen above, learners discussed the given tasks in L1, and teacher A said nothing when students used L1 (Amharic) during their discussion. This might limit and confine learning opportunities that they probably get from the discussion. Thus, it was witnessed when they use Amharic language during the discussion.

In the episodes presented, the instructor could not make any group rearrangement, as the seats were not convenient to do so. He rather chose to optimise the whole class practise. The teacher did his utmost effort to help his students participate by jumping from a terrace to terrace and moving between the lines. It was discovered that the instructor was very energetic and dedicated

to monitor and control students' learning. He was facilitating and counseling the students by moving from terraces to terraces. He evidently exhibited preparedness and managed to help the class practise various language skills. The class was working with the materials at hand. The extract below illustrates this behaviour.

Extract 1.23

105. *S13: Germ አለ ሌላ ምን አለ? (There is germ and what else); አዎ አንቺ ቁጭ በይ ዝም ብለሽ አ (You simply sit and keep quiet, i.e., mocking)*
106. *S14: እሺ ምን ላድርግ? (Okay, what can I do?)*
107. *S13: እሺ ኑይ ወደዚህ ጋር (okay, come here)*
108. *S12: Natural protect አንቺ ጋር ምን ብለሻል? (What did you say?)*
109. *S11: Ehh*
110. *S12: ሌላ ምን አለ? (What else?)*
111. *S11: Infection ላይ (under infection?)*
112. *S12: አይ ብረስት ፊዲንግ ላይ (No way on breast feeding)*
113. *S11: Breast feeding ላይ instant አለ (On breast feeding, there is instant) emotional bond አለ (There is emotional bond) suck አለ (There is suck) emm*
114. *S12: Reheat ምን ውስጥ ነው ያስገባሺው? (From which category you categorised reheat?)*
115. *S11: ሪሂትንግ ፊዲንግ ምናምን ውስጥ ነው ያስገባሁት። ማሞቅ ማለት ነው ወተት ምናምን። (I categorised reheat under feeding something like that it is to mean heating milk blah blah)*
116. *S12: Preparationis? Preparation? (What about preparation?)*
117. *S11: እኔም አልገባኝም ምን ለማለት እንደሆነ። I did not even understand what it wants to say.*
118. *S10: እንትን ነው እኮ ፕሪፓሬሽን እንትን ላይ ነው ፊዲንግ። ማለት it is something preparation is under something emm feeding something preparing different things.*

(Extract 1.23 was taken from Teacher A)

In the above extract in turn 105, the group representative who took the role of facilitator for that specific group (student 13) asked student 14 why she was not participating in the discussion even if the medium of instruction was L1. Of course, the learner (student 14) sat alone without doing anything in the class. She seemed bored and something cheesed her off unknown to guess. Student 14 replied to her *("Okay, what can I do")* in turn 106, and the coordinator invited her at least to join the group and contribute her own ideas. This revealed that in group work all the students who were discussing, participating and contributing their input may not actively participate and share their own valued ideas. For any language teacher, particularly in the context of Ethiopian EFL classes, where there are large numbers of students, it is difficult and challenging to control and manage the medium of instruction that learners are using.

It could be difficult to manage student-student interaction in large class and the physical layout of the classrooms did not allow implementing such interaction. However, on rare occasions, students exchanged information among themselves using L1 as a medium, especially when the

students question one another through teacher A's request in the student comprehension questions, and student questioning events and the teacher withdrew from the range of the students' visual contact. At such times, the students listened to each other and responded to each other in L1. The observational analysis revealed that it could be a way to promote student-student discourse in classes where the students might be too shy to initiate their perspectives in teacher-controlled sessions.

In the context of this teacher, it was observed when the teacher listened to them when learners discussed in Amharic, but he said nothing in handling and guiding learners to use the target language during the discussion. Here, the teacher seemed to be tired off his students' mother tongue usage during group discussion and it looked to be a trend.

In turn 116 student 12 asked the other student (S11) the meaning of preparation; in turn 117, he replied even as she did not understand it. Then after student 10 in turn 118, tried to give an unclear answer in L1. These group discussions revealed that the teacher did not manage the lesson and did not help students to negotiate on the meaning of the words listed.

The above extended utterance showed that learners were intensively using their preferred language (i.e., Amharic) for discussion while they were expected to use the target language. This, in turn, might have its own impact on the development of the learners' target language performance. During this time, what the researcher and the co-observers noticed is that there was not even a single group of learners who discussed the given task in English. Using L1 in teacher A's classroom seemed a culture. He did not say anything when they were discussing in L1.

To recapitulate, the teachers attempted to help students practise the target language in various ways. The teachers were monitoring the students' activities. They attempted to control the students' behaviour. They exhibited preparedness. They tried to encourage and reinforce self-study. Nevertheless, they tended to correct everything themselves first and later they gave learners the chance to correct each other's own works, and it was teacher-dominated classroom interaction by accepting the first students' contribution instead of asking for expansion of ideas.

4.2.1.2 Findings and Analyses of Questioning Behaviour

Teacher A's classroom discourse was dominated by the question and answer routines with the teacher asking questions as one of the principal ways in which he controlled the discourse (see episode 1.1 above). In the case of teacher A, many of the question types selected and used were of closed-variety so that learners produced short responses.

After examining the recorded lessons, it was realised that in many occasions teachers could ask chain of questions from a given oral response produced by their students. That is, once students interacted with their teachers throughout answering a given question, they tried many times to drag them in a course of negotiation of meaning by addressing other questions.

Despite the teacher's attempts (Teacher 'A') to make the lesson communicative, the nature of questions forwarded was display in type (see the above episodes). The aim of this teacher was to produce genuine responses than restricted and simple responses. The extent to which a question produces a communicative response is less important than the extent to which a question serves its purpose at a particular point in a lesson. Thus, initiation of ideas (questions) from the teacher, the response from students and feedback and/or evaluation (IRF/E), which is considered as a traditional sequence, was practised. In educational settings, 'instructional' sequences involve teachers asking, 'known information' questions, and providing evaluative feedback in the third turn. This sequence can stagnate classroom learning. The classrooms were characterised by IRF/E sequences. The exchange comprised two teacher moves for every single student move. At the most rudimentary level, IRE sequences are a quick way of gauging students' knowledge on a topic. Therefore, either teachers were evaluating their students' response on the forms of the language, or they were moving on simply without commenting on the learners' response. The next extract shows this behaviour.

Extract 2.1

69. S*: … before they go to their job, but they put their milks on the bottles.*
70. *T: Ok. Very good! If you go to the second point, what drinks are given to babies who are not breast feed? If they are not breast feed, what drinks are children given? What is the substitute of the breast-feeding? I am asking you in your context or in your experience. What is happening in the community?*
71. *S: Ansha*
72. *T: Ansha, yes?*
73. *S: In our context, we give children food culture of other milks, which is natural.*
74. *T: Ok what else?*
75. *S: Sir*
76. *T: Yes*

77. *S: In our community, the most frequently using food for babies is factory product.*
78. *T: Ok good! What else?*
79. *S: When the milk from their mothers' breast and if that mother doesn't feed that breast properly it can be possible to feed other baby foods.*
80. *T: Thank you! The third one the third question is what are the reasons yes; do you think that there is a culture of breast-feeding? …*

(Extract 2.1 was taken from Teacher A)

In turn 69 above, the student gave long and extended responses, and in turn 70 the teacher accepted the reply which was right and praised the replier. After that, the teacher structured the lesson *"if you go to the second point, what drinks are given to babies who are not breast feed?"* … the teacher could have said *[are not breast-feeding/do not breast-feed]* the teacher asked students' experience which can be categorised under 'display' question which did not let learners talk long and extended explanation. Genuine questions that the teacher did not know the answers were not asked in this classroom. This revealed that the teacher was asking display or 'rapid-fire' questions that restricted learners extended response and lead to short, incomplete and thoughtless answers. This, in turn, limits students' learning opportunity to practise orally.

In extract 2.1, the teacher nominated a student to give a response to the question asked. The chosen learner gave extended answers in turns 73, 77 & 79. In turn 80, after the teacher encouraged the respondent, he was structuring the next question; (i.e., in turn, 80) and nominated one student calling out his name. The teacher elaborated more on the question by giving extra and relevant clues to make it easily understood by learners. This is because the learner was struggling to respond appropriately to the teacher's prompt and question. However, not all teacher questions were clearly understood by students, and it seemed to realise this, the teacher rephrased and clarified his queries in turn 80 for a comprehension check.

The question that teacher A was raising in the classroom was more of display; however, the nature of display and referential questions applied in the classroom possibly depends on the pedagogical purpose of the lesson. It looked that the use of referential questions stimulated much longer and syntactically more complex student responses than the use of display questions. Furthermore, teacher 'A' used two techniques to involve students during question and answer exchanges. These were individual nomination and invitation to reply to the questions.

Teacher 'B' in class 2 almost did not address questions to his students. He took the floor to explain the concept and/or meaning and features of *'public speech'* without involving learners in

the process of meaning negotiation in question and answer exchanges, as it is evident in teacher B's lesson transcription. The teacher asked no question; he explained the concept of public speech. In other words, the teacher was explaining ideas without trying to engage students in an interactional process. Students were not dragged into the process of meaning negotiation with their teacher; for as it is apparent from the episode, he monopolised and took control of the discourse. This teacher asked rhetorical questions, and of course, for such types of questions, learners are not expected to react, and these questions have less value in creating learning opportunities.

In all the observed classes, question and answer exchanges were the main instruments teachers employed to address their lessons. Below is an excerpt that shows when teacher 'B' answered differently for the question, asked by student 10. In turn 57, the learner asked a question and in turn 58, the teacher replied a bit differently. The teacher replied to combinations of both formal and informal greetings; however, the learner's question was to make clear about formal and informal greetings. This revealed that the learner did not get a proper response to his question because of the teacher's hedging reply.

Extract 2.2

57. *S10: Can you tell us teacher please about formal and informal greeting?*
58. *T: What we are going to say is good afternoon, hi guy, hello, good morning; how {'re} you friend? How {'re} you! How are you Dagim?*
59. *S11: What about the formal greeting?*
60. *T: Yeah, we can divide them saying formal and informal greeting.*
61. *S12: When we greet the formal person, we can use formal greetings and informal for friends.*
62. *T: Hello, good morning, hi friend, I think, how are you? How are you friend? How are you? You can {Can you} say? What is the difference?*

(Extract 2.2 was taken from Teacher C)

The learners were interested to get the answer from their teacher in turns 57 and 59, but they could not get that because of the blurred response that was given by teacher 'C' on the formal and informal greeting responses which they had got from their teacher. The teacher could have explained it clearly in turn 60 instead of providing the learners about the types of greetings which was questioned in turn 59, despite the learner's question was to know the basic difference(s) between formal and informal greetings. The teacher himself missed the proper forms of the verb

to be in turn 58 (which was mistaken) instead of saying "*how are you"* he said, *'how* you' which is mistaken in structure. For this mistake, the record was listened repeatedly. In turn 62, consciously or unconsciously, teacher 'C' uttered out '*I think…'* that possibly indicates, as the teacher was not certain on the point that he was teaching.

In extract 2.3, Ayana asked a question in turn 77, and the students replied in chunk in turn 79, *"well-stay",* which was the direct translation of L1. Nevertheless, the teacher kept quiet in correcting the mistake; however, in the next turn of his own, he responded to them, "*thank you,"* and they might not make out it clearly. Therefore, the majority might take this reply of the teacher as acceptance. The teacher's questions were framed in way that did not allow students to make extended responses as it can be seen in the utterance in turn 77. From this, one can realise that responding in chores may help learners' in many ways. First, everybody, especially reticent students, had got equal opportunities to talk. Second, they were less worried about making mistakes than being singled out to answer, as their incorrect replies were not easily identified among all the voices. Third, the students were able to get indirect help from each other by hearing their neighbours' replies. Nonetheless, all these points could be helpful if learners correctly responded to the given questions so that all these learners, as it is seen in turn 79, learned the wrong response to '*welcome'*, and the teacher is responsible for this, but he did not provide direct correction to the error.

Extract 2.3

77. *Ayana: If somebody else greets us or if he/she said to us welcome; what do I reply to him or her?*
78. *T: Ok, if somebody else said to you welcome what do you think the response would be? Ehh for welcome the response can be what?*
79. *SS: [Thank you!] = or welstay (Well-stay?)*
80. *T: Thank you! The response will be what? Thank you↑ It is thank you↑ individual for somehow the response who say welcome are [is] thank you↑ thank you↑ okay anymore questions.*

(Extract 2.3 was taken from Teacher G)

In turn 79, when the learner replied "*well-stay"* as a correct way of response, which is the direct translation from L1, the teacher should not keep quiet. Implicitly teacher 'G' could have corrected the respondent when he said so though he approved the correct answer in turn 80 either implicit or explicit corrections were necessary to make the learner clear the wrong answer.

In turn 194 of the excerpt shown below, the teacher was angry due to the grammatical error that learner 36 made in turn 187. She made gender inconsistency error, and the teacher in turn 194

criticised the learner. In turn 202, the teacher laughed at the learner's response because the teacher's expectation seemed to have more extended speeches than the short conversation done by the conversants (S39 & 40) from turn 197-198. It was completed after taking a single turn only in turn 197 by learner 39, in which case the intention of the teacher was to control, initiate and manage the classroom discourse used by the learners.

Extract 2.4

187. *S36: Okay let me introduce my friend. My friend, he is Hikma Muhammed; her come from Bale and let her introduce herself.*
188. *T: Dear learners: They can hug or shake their hands. Maybe you may hug her. You may shake hand{s}. You may shake her hand (3x).*
189. *S37: Nice to meet you*
190. *SS: Laugh =°*
191. *T: That is why I (°)*
192. *S38: I came {come} from Ambo. My parents are farmers.*
193. *S36: Okay my name is Hikma Muhammed. I came {come} from (°). I am from this department.*
194. *T: Alright but you have to have some confidence to say something okay. More you have to try to improve more and more okay. This is you know it is very helpful for all of you. Now have a sit! (Here the teacher angered very much) next alright.*
195. *S39: (°)*
196. *T: Sound project your sound*
197. *S39: Let me introduce me. My name is Abdulbasit. I came {come} from Jima Sokoru woreda.*
198. *S40: Nice to meet you. My name is Abdulhafiz. I came {come} from Oromia region*
199. *S41: My name is (Inaudible). I came {come} from Oromia region, Jima zone.*
200. *T: Okay well finished?*
201. *S41: Yes*
202. *T: Okay finished? Laugh any other?*

(Extract 2.4 was taken from Teacher B)

The above interactions seemed more likely to occur when the initial move made by the teacher did not require a prescribed answer and where the learner had a chance to enter the discourse on their own say. In the examples given above, the students were the 'primary knowers' in that they possessed specific information (what happened in the group work that was how to introduce others) that the teacher did not have. Of course, it was the teacher who controlled the knowledge associated with the overall thematic development of the unit of work (i.e., how to introduce others), and who controlled the overall structure of the discourse such initiating moves temporarily located that control in the student. They were the initiators of the specific topic of the exchange; however, the conversants confined and limited (student 41 in turn, 199) the exchanges that could have practised extensively. The teacher, in turn 202, was expected extended conversation, which should not be ceased for a while despite there were errors made in turns 193,

197, 198 and 199 about the correct verb forms of come. After that, he could not even tolerate and hide his laugh. At the very beginning, this teacher encouraged the whole class to create/bring any authentic type of topic that exists in the real world, but learners failed to do that. However, the teacher's trial was indeed encouraging. The effect seems to modify relations of power by shifting the location of knowledge onto the student, thereby modifying knowledge asymmetries and typical student-student(s) roles. In this classroom, teacher-guided reporting episodes typically incorporated dialogic patterns of exchanges were made by learners that could be exemplary for EFL classes.

In the extract shown below, learners preferred to stay silent, (turn 60) to reply to the given question. It might be due to fear of making mistakes and thinking that classmates might laugh at them or they might not have the expected linguistic knowhow. In turn 58, the teacher asked them a question, but learners kept silent, so he replied it himself in turn 61. Like the excerpt below, learners were sometimes unable to answer the teacher's questions on their first initiative. Therefore, question strategies (or follow-up strategies) may be effective in eliciting syntactically more complex and longer output.

Extract 2.5

54. *T: … Is there anybody who can tell me certain expressions asking the job of the individual?*
55. *S8: Yes teacher*
56. *T: Thank you ehh*
57. *S8: What do you do?*
58. *T: What do you do? Thank you very much! Ehh what do you do? That is, it! Anything else?*
59. *S8: What is your profession? So, the response will be ehh*
60. *SS: Murmuring (°)*
61. *T: I am an Engineer, I am a Linguist, I am a Sociologist, or I work in NGO or whatever ehh. …*

(Extract 2.5 was taken from Teacher G)

In this utterance, students preferred to be 'modest' by providing short answers to the display questions (for instance, in turn 57) so their classmates did not gain the impression that they showed off. Responding to teachers' spoken questions orally was crucial for the learners since teachers' question elicits learners' responses that demonstrate their linguistic knowledge and obtains maximum classroom participation. It is through the response teachers solicit that they can monitor students' progress and determine if the teaching-learning objectives have been achieved. In the above excerpts, the teacher could make the short responses given by the learners, for example, telling them to bring authentic classroom contexts and creating opportunities to practise

the target language; however, he tried but failed to do that. During this time, he could have changed his way of instruction or he could have provided them with a sample.

In the subsequent excerpt, student-student exchanges were rare in teacher G's class and almost non-existent. The paucity of student-student(s) interactions made the students fail to see themselves as accountable for their peers' contributions as all the talk was directed to the teacher with the teacher as the sole recipient. The teacher tried to drag his learners' response to every utterance they made. For instance, in turn 70, Shelema started to give a response and in turn 71, the teacher repeated the learner's utterance so that he could initiate and drag the learner into the classroom discourse. The advantages of these types of discourse repetition were useful for learners who were unable to listen to what the earlier speaker had said. It might be re-listened whenever repetition was made, and perhaps implicit corrections can be addressed.

Extract 2.6

69. *T: Simple present (2x) in both clauses. We have simple present tenses in both clauses. Example sentence (2x). Who can give us example sentence? Shelema eh?*
70. *Shelema: If you heat,*
71. *T: If you heat,*
72. *Shelema: If you heat water,*
73. *T: If you heat water,*
74. *Shelema: hundred degree*
75. *T: to hundred degree, eh then, then …*
76. *Shelema: Murmuring*
77. *T: Eh eh?*
78. *Shelema: Murmuring*
79. *T: Complete it*
80. *Shelema and SS: It boils*
81. *T: It boils. This is always true. That is when we heat water to hundred degree{s} centigrade it boils, so we don't say it will boil. We don't say it will because it is not ehh a probable condition. It is fact. It is {a} scientifically proved fact. So, we don't say it will. The second conditional sentence (3x). Type one what do we call it this condition?*

(Extract 2.6 was taken from Teacher A)

The following turns show how the teacher was frequently interrupting the respondent-learners (in turns, 71, 73, 75, 79 & 81) during their participation in question and answers exchanges, which can be considered as hindrance to learning opportunities. Students might need support to finish their own sentences; however, the teacher's involvement was disrupting (turns 71, 73 & 75). If teacher A could not wait and add "tails" to students' unfinished answers, he "did the hard work for them" which was counter-productive. Students needed scaffolding to produce their own sentences, using their own

words and ideas. The teacher should let learners finish what they said, and he should give them more time to listen.

Extract 2.7

27. *T: … how can you do it in the class? Do it in-group of three or group of two it doesn't matter as usual try to do the activity here in the class go on, please. I will give you some five to six minutes or six go on.*
28. *SS: Murmuring [Students were discussing in their own groups and the teacher was facilitating and helping them rounding into the classroom]*
29. *T: Is it visible?*
30. *SS: Murmuring [5 minutes & 34 seconds]*
31. *T: So that time is enough for discussion, all of you come back; come back. Now you can do it together with me on the board. … Which one is an active sentence and how can you make it negative passive that one is the intention of the question.*
32. *SS: Speaking in chunks*
33. *T: Eh?*
34. *S: the match*
35. *T: the match (writing on the board) eh*
36. *S: could*
37. *T: the verb use yeah could*
38. *S: could not be*
39. *T: couldn't be*
40. *S: couldn't be played*
41. *T: played because of what the match could be played because of what? Because of what?*
42. *S: due to the bad weather*
43. *T: Due to the bad weather. I think this is so in such a way you make the sentence negative the match couldn't be could plus not plus the verb to be then the content verb play can be used as it is written already on the board. If you are asked to change it into passive, you have to start first; you have to identify the object*
44. *S: such floods is {are} the object*
45. *T: Such floods is {are} the object. …*

114. *T: Try to finalize your discussion. Be fast please. We are running out of time*

(Extract 2.7 was taken from Teacher F)

In turn 27 in teacher F's lesson the teacher allowed students to do the given activities as usual. This reveals that he usually provided learners with this form of group arrangement, which is constant that learners share and do in pairs. This, in turn, may foster the learners' ability to grasp inputs from each other. Here, it could have been better if learners share and get different forms of groups and pairs formations with learners who had different level of input-competences and experiences. Moreover, teacher F usually gave learners 5-6 minutes for discussion regardless of the types of discussion-topics given (without considering the nature of tasks and activities). That is why he encountered shortage of time, as it is seen in turn 114 (Appendix A teacher F's lesson

transcription. This teacher did not want to see similar students' participation; instead, he wanted new hands. This was illustrated in turn 169. In teacher F's class, it was common to find when he dragged in and repeated his learners' response before they completely finished expressing the sentence they wanted to say. For instance, from turn 20-25, 34-45, 44-51, 54-61, 64-70, 73-82, 85-92 (he gave clues to arrive at the correct answers), …. 182-192, 244-249, 250-257 etc. In the turns of these intervals, as it could be seen in teacher F's transcription, it was noticed when the teacher frequently repeated his students' individual response to the extent that distracted the flow of their spontaneous speech. Of course, learners who could not listen to the first utterance of the learner might get the opportunity to re-listen when the teacher repeated it.

It can be considered that the teacher's echo was an implicit positive evaluation of a learner's contribution. As it could be seen above, the teacher repeated the response of the learners' in turns (35, 37, 39, 41, 43 & 45, see Appendix A teacher F's lesson transcription). Whenever teachers repeat a response, they implicitly mark a learner's contribution as being accepted. He did not offer opportunities for expansion. When teacher echo becomes prevalent, the three-part IRF turn-taking structure emerges as the standard teaching exchange. Moreover, the above type of echo is one of the prime reasons for excessive teacher-student interaction (IRE/F) in that the teacher dominated the talk because he was the one who initiated and evaluated and/or gave feedback in the third turn and the learners only gave the response in the middle. In the extracts shown above, only a few learners and the teacher were involved. Other learners were prevented from entering in the interaction. Therefore, learning potential could have increased by a judicious silence on the part of the teacher after these learners' contribution. Therefore, occasional echoing of student responses unlike teacher F could serve as a confirmation of the response and an indirect compliment to the responding student. It also enabled the rest of the class easily heard the response, and it was an opportunity to correct and extend students' responses.

In the fifth observed class, it is analysed the behaviour of teacher 'E' in relation to the types of questions and how he asked.

Extract 2.8

5. *T: Ok and how many kinds of dialogues are there?*
6. *S: I am not sure.*
7. *T: Ok you know there are different kinds of dialogue we can make conversation, I say. What are the two ways? (=1s) Can you say about these two ways? (=1s) The two ways of dialogues*
8. *S: Murmuring*

9. *T: Ehh*
10. *S: Formal*
11. *T: Formal and*
12. *S: Informal*
13. *T: Here they are formal and informal. What is the difference? What is the difference between formal and informal way of making conversation? ehh*
14. *S: Formal for …*
15. *T: Ehh*
16. *S: 'ፎርማሉ ለተከበሩ ሰዎች ምናምን' (The formal one is for respected people blah blah)*
17. *T: Make it in English ehh unless it is shame*
18. *S: Laugh*

(Extract 2.8 was taken from Teacher E)

Most of the time, teacher 'E' was asking display questions; for example, in turns 5 and 7, which limited students' extended response. In the same line, he asked to explain the difference between formal and informal ways of expressions, but none of the students reacted to this. In turn 16 above, the learner was responding in Amharic (*Formalü for 'ፎርማሉ ለተከበሩ ሰዎች ምናምን'*; '*The formal one is for respected people blah blah')* and in turn 17, the teacher ordered her to speak in English, and she was laughing at him when he said so. Though the teacher instructed her to speak in the target language, she continued speaking in L1. Teacher 'E' was criticising the learner when she switched to L1 (Amharic) saying (… *unless it is shame*). This behaviour, in turn, might discourage the learner's next involvement. From this extract, it is possible to infer that the respondent-learner was struggling to speak in English; however, she was switching to Amharic. Besides, the teacher's way of giving feedback seemed a bit peculiar. After asking a question, teacher 'E' waited for only less than a second, or he asked two or more questions (for example, in turn, 7) consecutively.

Extract 2.9

20. S: *(ፎርማሉ more polite ነው።) (The formal one is more polite).*
21. *T: Make it in English.*
22. *S: More polite expression (ነው ደግሞ ኢንፎርማሉ) the informal ehh little polite expression are added ተጨምሮበት ነው።*
23. *T: Okay so what are {is} the expression you use for in the formal one?*
24. *S: Formal one hi hello nèw እንጠቀማለን (We use for the formal one hi and hello)*
25. *T: Okay*
26. *S: እዛኛው ላይ ደግሞ (On the other part also…)*
27. *T: Okay*
28. *S: አበበ ምናምን ብለን እንጠቀማለን ማለት ነው። (We use Abebe blah blah …)*
29. *T: Okay, what about you? Can you say about the formal and the informal one? (The teacher pointing his finger to one of the students). What if you are asked to prepare a dialogue formally and informally? How you can {can you} prepare them formally and informally? What are the title*

names you may use to make formal one? What about the informal way of greeting? Can you say something about this?

30. *S: ፎርማሉ (the formal) more formal dialogue (ሲሆን) informal is those used with a long-time friend.*

(Extract 2.9 was taken from Teacher E)

In extract 2.9, the girl was speaking in Amharic in turn 20; albeit the teacher warned her in turn 21 to speak in English. She kept on speaking in L1, for instance, in turns, 22, 24, 26, 28 and 30. In turn 29, the teacher solicited respectively more than three questions, as can be seen above, because students were using L1; they were showing confusion about the topic and he terrified them. The types of questions he was asking were display in nature, for example, in turn 29, he asked questions that led students to give short and restricted responses. Besides, in turn 24, the learner replied incorrect answer and the teacher in turn 25 said, okay which seemed acceptance of the answer. This might create ambiguity in the mind of the learner if proper correction is not given.

Extract 2.10

1. *T: … I do it yes who can tell us now the exact form of ehh (inaudible)*
2. *S: This was something*
3. *T: Yes, come on, please!*
4. *S: was something done*
5. *T: was something done? Is it right? (2x)*
6. *SS: Yes …. no…yes….no*
7. *T: Right or not?*
8. *S: Right*
9. *T: So that before we are going to change this one into passive, what we said? Do you remember what we said?*
10. *SS: (In chunks) we said we have to change into statements*
11. *T: ehh? Ehh?*
12. *S: We have to change into statements.*
13. *T: Yeah! First of all, we have to follow some steps. How many steps are there? Please don't forget when we change. First of all, we have to change into what?*
14. *SS: Statements*
15. *T: Statements. Therefore, change it now. Yes, how we can change it? When we change this one into statement it is better to say ehh?*
16. *SS: [In Chunks] I did it.*
17. *T: I did it. Second step. What is the second step?*
18. *SS: [in chorus] Change into passive*
19. *T: Interesting! Therefore, ehh what is the second step? Interesting! Ehh? Change this one.*
20. *SS: [speaking in chorus] something was done.*
21. *T: Something was done. Interesting! What about the last step?*
22. *SS: Chorus together*

23. *T: Yes, the last step*
24. *SS: Murmuring and speaking together*
25. *T: Ehh? Ehh? Sorry?*
26. *SS: Changing into question form*
27. *T: Changing into question form. Therefore, come on, please. Thus, when we change this one into question form so that it is better to say:*
28. *SS: Was something done?*
29. *T: Was something done? Interesting!*

(Extract 2.10 was taken from Teacher E)

As could be seen from the above extract, the teacher was facilitating learners to respond in chunk, and learners were responding together to the teacher's questions (i.e., turn 6, 10, 14, 16, 18, 20, 22, 24, 26 & 28). This, in turn, might not give a chance for the teacher to give a particular feedback for a particular student's response. In turns 5 and 7, for example, the teacher was asking the whole students to evaluate whether the response given by the previous respondent was correct or not. This evaluation tightened the learning opportunities that the teacher could easily expand the contributions given by the learner. In turn 27, the teacher repeated the learners' response verbatim which was an encouragement for their correct response, and in turn 29, he confirmed the given response and praised them saying '*interesting!'* It would have been better first to identify the student who got the answer correctly. He used hedging technique of admiration and reticent learners and those who missed the answer should not be encouraged. Of course, this is to mean that the teacher should realise as the lesson might not be clear for the whole learners, and he seemed to keep the other students morale.

The observed lessons revealed that classroom discourse was dominated by the question and answer routines, with teachers asking most of the questions, while learners asked correspondingly a few questions (for instance, only in turn 12). It is by asking questions that teachers are able to control the discourse, especially given that they know the answers to most of the questions they ask. Questions like these, where teachers already know the answer was dominating in this class. The nature of student involvement depends on the teacher's questions, which may create the problem of making students compete to answer at the same time, especially in large classes. In this way, the teacher may consider individual students for participation rather than the collective groups. In this case, the participation of the single student may constrain the participation of other students. Therefore, as student hand rising as a way of involvement/participation should be seen in relation to the actions of the teacher as well as in relation to the other students.

In the long extract below, the teacher was asking learners vocabulary questions, and these vocabulary questions could have been explained before than instructing them simply to select and group them in three given general word lists. Otherwise, it could restrain and impede learners' vocabulary learning opportunities. The teacher could make these vocabulary words to be explained first by the learners than before they started to categorise in the given three-column list of general tree words.

Extract 2.11

11. *T: ...would you categorise under? List them. Some of them are under infections; some of them ehh breast-feeding and the others feeding babies the other milks'.... Isn't it?*
12. *S3: I didn't understand it?*
13. *T: Ok be in pair and do together with them; please discuss with one another, and then try to ...*
14. *SS: Discussing (5 minutes)*
15. *T: Try to discuss {with} each other please [the teacher whispering to the students]. ...*
16. *Group one: እሺ (Okay)*
17. *T: Ok, go on, please*
18. *S3: እኛን ብቻ ነው ሰሩ የሚለን? (The teacher is ordering only us to do)*
19. *S1: እሺ (Okay)*
20. *S3፡ ሥሪ አንቺ (Do it)*
21. *S2: እስኪ ጀምሪው (Please start it)*
22. *T: So, these are the questions. Discuss with each other and share with your idea. You can help ...*
23. *Which words are interrelated with infection?*
24. *S1: Diarrhea*
25. *S5: እሺ (Okay)*
26. *S1: Germs, common cold, contaminate*
27. *S5: እሺ (Okay); breast feeding*
28. *S2: Contains protective substance;*
29. *S5: እሺ (Okay)*
30. *S2: Laugh*
31. *T: ንበዝ (clever!)*
32. *S3: Germ free, suck, feeding babies, growth አይሆንም (No)*
33. *S5: ሞሮውዝ ሁለቱም ላይ ይሆናል። Growth can be on the two lists ብረስት ፊዲንግም ሁለቱም ላይ ይሆናል። (breast-feeding can be categorised on two places).*
34. *S2: አዎ (Yes) feeding babies other milks{milk}*
35. *S5: Feeding babies other milks breast ፊዲንግም አይሆንም (feeding can't be) feeding babies other milks ካልሽ እሺ ፕሪፓሬሽኦ? What about preparation?*
36. *S4: አልሰራሁም ፀዲ ፣ ቲቸር መጣ! ኧረ መጣ! ይሄኛው አንቺ ጋር ምንድን ነው የሚለው? ይነበባል? I haven't done Tsedi. Oh, the teacher is coming! What did it say in your handout? Is it legible?*
37. *S5: Natural protection ነው የሚለው (It says natural protection)*
38. *T: Share your ideas with your friends. This one can go with this one and help with one another. (the teacher provided clues pointing at the student's handout)*
39. *S4: ጠይቂና! Ask all of us. [To student five]*
40. *S5: Laugh germ free, boil, expensive, steriliser, growth, time bound, time consuming emm*
41. *T: For example, which words can be go {can go} against the infections?*
42. *S5: Diarrhea*
43. *T: Diarrhea*
44. *S5: Germ*
45. *T: Germ*

46. *S5: Common cold*
47. *T: Common cold*
48. *S5: Contaminate*
49. *T: Contaminate*

(Extract 2.11 was taken from Teacher A)

In the above extract, one could see when student 3 failed to understand the given exercise. She directly asked the teacher in turn 12 to get clear information, but the teacher moved on other issues without giving her any sort of clarification about the given exercises that other learners were doing. The teacher ordered her to do it with her friends, but the learner remained confused; she sat with her friends for a moment because she has not yet understood the given task. In turn 18, this learner said, why the teacher was only ordering them to do (*እኛን ብቻ ነው ሰሩ የሚለን?).* This showed that either she needed any clarification, or she might not have the interest to work on the task because she did not even ask her friends for clarification.

In the above utterance turn 41, the teacher asked known-answer-questions (also called test questions, display questions or convergent questions) which were the prototypical IRE sequence initiators. The teacher's primary purpose of asking the questions from turn 41-49 was to prompt students to display information already known to the asker. An ideal known-answer-question has one and only one right answer, usually, that is in the teacher's mind. The teacher may pave the floor to discuss the meaning of word lists before learners were asked to categorise these words in a general word group. Because learner 4 asked her friend, as she could not understand what they were instructed to do by their teacher, and the handout at her hand was illegible and difficult to understand it, consequently, student 4 asked student 5 to make it clear if it was legible on her handout. This depicts if the students' material was illegible then the learners might get insouciance to attend and follow the lesson as it could be.

This revealed that teacher A often asked 'close-ended questions' that were likely to restrict students' output. On the contrary, teachers who used what appear to be 'open questions' and yet who were not prepared to accept any other answers except those they had in mind might encourage students to guess what they wanted as an answer rather than what was appropriate. However, teacher A from turn 41-49 depended on the display types of questions that the answers were well known to him. Needless to say, the nature of the lesson matters to ask learners both open and closed-ended questions and teachers to expand the learners' response.

In the above cases, the teacher could use a probing strategy to make students explore their initial ideas with each other and get students more involved in critical analysis of their own and other students' ideas. He, perhaps, could use further leading questions that encouraged students to put together their incomplete knowledge into more complete answers, and it can also be useful to analyse a student's statement, to make a student aware of underlying assumptions, and help students to deduce relationships. In the absence of the teacher-probing question, the above lesson can be considered as a display type of question and answer exchange dominated lesson.

Below, an extract vividly shows how the teacher gave scaffolding. The teacher interfered in turns 123 and 126 and continued speaking and assisting Momina to say "Me too" rather than troubled to negotiate in answering in turns 129 and 130. He repeated assisting the student to respond in a way that they could answer if interlocutors had some information about themselves.

Extract 2.12

114. *Three girls: Yes*
115. *T: And next is yours (2x). [The teacher pointing his finger towards the other 3 girls who want to participate {in} being in front of the classmates].*
116. *SS: Long murmuring (2 minutes)*
117. *S20: Hi Momina. Let me introduce my friend to you. She is Hamlet.*
118. *Hamlet: Hi nice to meet you! I am from Wolkite.*
119. *S22: Nice to meet you, too!*
120. *Hamlet: How about you? I mean where are you from?*
121. *S22: I am from Wolkite.*
122. *T: Say me too! (2x)*
123. *S22: Me too!*
124. *Hamlet: I am a freshman student in Wolkite University.*
125. *S22: (Silent)*
126. *T: Me too! ↑*
127. *Hamlet: Can you tell me briefly about yourself?*
128. *S22: I am the first borned {born} girl of my family, and I have a father and mother with two brothers. How about you?*
129. *Hamlet: Okay, I have good families. I living {I am living/I live} with my parents. I was born from my father Getachew, and I am here because of my parents. Ehh I have three sisters and two brothers. My father is working in Wolkite, and my mother is a housewife. I have many friends here and in Wolkite town and I have a special memory in 2007.*
130. *SS: Laugh*
131. *T: That is alright very kind of you alright (3x). …*

(Extract 1.12 was taken from Teacher B)

In turn 125 when student 22 kept silent, the teacher scaffolded her what to respond in turn 126, and before student 22 started to repeat what the teacher said, Hamlet took the turn in the middle without keeping her turn. It seemed to help the teacher, and Hamlet continued asking student 22 an open-ended question in turn 127, and student 22 replied with her grammatically unstructured sentence in turn 128. Here, the learner in turn 125 might not have troubles in making the conversation continue, but she might be afraid of the stage in front of the multitude. Hamlet in turn 127 tried to make the question open for student 22, and in the next turn (128), the learner tried to reply. This seemed Hamlet clearly understood her interlocutor's behaviour and her interest was to give free-talk opportunities. Unfortunately, she was unsuccessful in dragging her interlocutor (i.e., student 22), to the classroom discourse and practise the target language extensively. In this conversation, the teacher kept quiet in turns 128 and 129 when students made errors (i.e., borned & I living).

The above sequence of utterances revealed that taking turns, asking and answering questions, providing feedback and encouraging more thinking were the discourse elements that built classroom intellectual life. During communicative activities, learners should not have been interrupted by teachers (for instance, in turns 123 & 126) in mid-flow to point out a grammatical, lexical or pronunciation error since it would interrupt the communication and drag an activity back to the study of language form. If so, it could have been better to do that in turns 128 and 129. This reveals that teacher intervention in such circumstances can raise stress levels and stop the learning process in its tracks.

To sum up, despite the fact that all of the students followed a student's talk and the teacher's turns, no verbal turns were provided by some of the students to involve in the ongoing conversation (turn 125), as the above extract indicated. However, this does not mean that the students who produced no oral engagement were not involved; instead, they were actually providing different movements (for instance, nodding heads) to show their participation, and some of them were afraid of responding to the questions because of dreading errors and teachers' feedback as criticism.

4.2.1.3 Findings and Analyses of Feedback Provision Behaviour

The third research question that this study projected to answer was feedback provision behaviour. To see behaviours related to this, extracts were taken from the transcribed classroom observation lessons.

Heavy reliance on the restrictive IRE/F limited students' learning opportunities in the 6th observed class. Discourse environments such as the IRE/F (extract 3.2) could have a powerful impact on learners' epistemologies, i.e. their ways of knowing, longitudinally changing the course of their development. The IRF dialogue could be conversational when a broad distribution of turn taking, as well as a degree of spontaneity or unpredictability, was demonstrated or interactional when the teacher was controlling (in turns 35, 37, 39, 41 & 43) the discussion. This indicates that the dialogue used might restrict learning opportunities in teacher-controlled activity, and it would be better to allow learners to control the dialogue, so teachers were able to observe what learners could do on their own. The extract below illustrates when heavy reliance on the IRF practised in teacher F's class.

Extract 3.1

34. *S3: I want to present about myself, and I would like to thank my teacher who gave me this opportunity*
35. *T: Thank you!*
36. *S3: I want to provide you a description of myself. Today, I have a topic of myself …*
37. *T: Very good!*
38. *S3: I am very much communicative person. The two topics are my personal qualities and my behaviour.*
39. *T: Very good!*
40. *S3: I have oval shape and pointing, long, and straight nose and black eyes. My lips are purple ...*
41. *T: Thank you very much! Very good!*
42. *S3: When I proceed to about my behaviour; I have good behaviour …*
43. *T: Very good!*

(Extract 3.1 was taken from Teacher F)

The above extract indicates that teacher F's frequent overuse of praise. In every sentence the learner said, it was observed when the teacher evaluated/appreciated the student. This misuse of the IRE possibly limited the student's potential to contribute what he had under triadic dialogues and/or the learner's spontaneous speech was distracted. It might enhance the learning opportunities if the learner could have been offered feedback instead of evaluation. The teacher

superbly interfered the learner when he delivered ideas that natter out of his mouth. Such kind of encouragement might discourage him and even the audiences might not listen to him attentively. The teacher did not carefully examine and deem his feedback provision behaviour. If he contemplates it as approval, it distracted and obstructed the presenter's impulsive speech, and the flow of speech was even distracted due to the meddling.

Obstruction was witnessed during the lessons. More specifically, the pervasive use of IRE presumably restricted students learning. Students were disempowered through the IRE pattern in three ways, as it could be seen particularly in transcription 2 in Appendix A. First, it was the teacher who manipulated the topic, so usually, he was merely able to give passive answers. Second, students were deprived of the responsibility of assessing their output. Last, the teacher dominated the communication by meddling and nominating which student to get involved in the public speech presentation. The extract given above illustrates this type of controlled learning opportunity.

Teacher F took the third part in an IRF exchange automatically to assess learners from ten percent during their presentation. In so doing, he realised his own agenda and did what he believed a teacher was supposed to do. However, he restricted the students' opportunities to participate in classroom discourse (i.e., learners not to deliver their topics 'freely') and in higher order thinking; thus, considerably diminishing the opportunities for learning when he praised in every learner's utterance. It seemed that the teacher had courtesy; if so, he appeared to be an unscrupulous teacher in error-correction behaviour.

Of course, classroom talk accomplishes many more functions than simply evaluation (like in turns 35, 37, 39, 41 & 43 above). All these evaluation turns potentially could have been better to begin with feedback sequences at the end of any learner's presentation and potentially would lead to much longer sequences and important classroom learning possibilities. IRF sequences looked multi-functional. While they are initiating turns that probe for responses, they may also be bringing new students into a discussion, changing topics, closing down an activity, or leading students incrementally onto a larger thematic point particularly for the next presenters rather than confining the conversation with evaluation which impedes the presenter's continuous speech if meddling has done like teacher F, as the above extract clearly portrayed.

As it could be seen from the extract below, the teacher criticised the respondent in turn 117 when the student replied wrongly (i.e., Never ever; how it could be D?). This may deter the student and others who were ready to involve in the question and answer exchanges. The teacher could have said nothing, or he could have corrected the respondent tacitly so that learners could have been learned circuitously from his colleagues' response or from the proper response, which could be given at the end.

Extract 3.2

115. T: … Which one is the best? Ehh
116. S16: D
117. T: Never ever, how it could be D?
118. SS: A and C
119. *T: A and C.*

(Extract 3.2 was taken from Teacher D)

When the strict IRE/F sequence was effective in enabling the teacher to lead students in carefully designed direction and progression, to provide students with immediate feedback on their performances and to maintain an orderly lesson, it reduces the student's initiative, independent thinking, clarity of expression, the development of conversational skills (including turn-taking, planning ahead, negotiating and arguing), and self-determination. In a word, the monologic IRF has its place in language classrooms; however, it should not be made the norm of classroom interaction. A less controlling discourse mode might be used if teachers desire to raise the quality of teacher-student interaction. In turn 118, learners replied in chores. The nature of the daily lesson task depends on either to respond in chunks or not. This classroom discourse infers that learners had done this multiple-choice comprehension question in advance. Therefore, it seemed the reason for they were responding frequently in chunks. Learners were unable to give their justification for the multiple-choice item they chose. Moreover, erroneous responses might not be corrected properly if learners responded in mass. On the contrary, those learners who were shy and anxious to involve in the question and answer exchanges might get the chance to involve in concealing their voice in mass response.

After learners delivered their public speech topic, teacher E's feedback provision behaviour was deterring. For instance, in the short extract given below, he discouraged the presenter in turn 540, as if the learner was not delivering any point. Of course, it might be, but the way the teacher gave him feedback was inappropriate.

Extract 3.3

540. *T: Okay thank you and you are saying or presenting simply nothing and I told you this is simply a public speech and if you are doing it as if you are a teacher, you are not delivering a public speech rather teaching. …. All these students are doing the teaching.*

(Extract 3.3 was taken from Teacher E)

In the middle of all these presentations, learners tried to deliver their speech on their own topics the way they prepared; however, in the extract shown below, the teacher discouraged the presenters. He angered and ordered him (presenter 7) to take his seat after he had finished the presentation. The projected tone of the teacher was threatening. As can be seen in turn 550, the teacher criticised the presenter, and he said that the opportunity was given not to teach instead it was given to deliver a public speech. He could have shown them a model speech if he had wanted it to be delivered properly. The next excerpt illustrates this behaviour.

Extract 3.4

548. *Okay thank you but still, you are teaching. Sit down! Wait [when a student tried to stand and present her topic] you are not teaching please this is not the teaching stage. You are not supposed to teach. You are supposed to deliver a public speaking. Next (presenter)*
549. *S8: Okay good morning?*
550. *T: Remember you are not there to teach rather you are there to deliver a public speech on the issues of a public speech which is either on the climate change or on the topic of global warming. Ehh am I clear? So, the next person eh unless you can take your seat!*
551. *SS: Yes*
552. *T: So, do it that way, please. And never write on the board. Never try to write on the board okay the next person*
553. *SS: Okay*

(Extract 3.4 was taken from Teacher E)

Teacher E could have shown students at least a sample public speech like what teacher B did; i.e., displaying President Obama's speech, or it could be better if he had presented any model public speech. He allowed them simply to present their topics based on the principles of public speech that they learned previously. Learners at first-year level in a university might not have prior experience about public speech, but in this class, they were coerced to present it in a 'standard' way. In turn 550, teacher E was intimidating the learner who was getting ready to deliver his public speech. Actually, the learner had stage-fright because he was staring at the ceiling and on the floor without observing the audience and his body was trembling. Besides, students were noticed when they wrote points on the board; however, in turn 552 the teacher

warned them not to write on it. Shy learners were using this technique (i.e., writing on the board) to avoid eye contact.

Extract 3.5

49. *S4: Hello and hi is {are} informal and good morning and good afternoon are formal.*
50. *T: Yeah expressions written like hello and hi are categorised under the informal ways of greetings and the rest three are indicators of formal greeting. Very good! (2x)*

(Extract 3.5 was taken from Teacher G)

In turn 49, when student 4 made grammatical error (hello and hi is…) with the verb to be, the teacher in turn 50 corrected implicitly in the form of repair. However, the learner did not understand when he was corrected implicitly. When learners were corrected implicitly, the dilemma is that it was not clear whether they understood the recast or not; unless the learner repeated the corrected version of the answer. In the next turn (51, see the transcription), the learner was not noticed when he repeated the sentence.

Extract 3.6

33. *S: The content of mother food is better than the content of the bottle.*
34. *T: The content of mother food is better than the content of the bottle. Is it? Yes*
35. *S: It is good to give mother food in terms of content in the foods.*
36. *T: Ok, good to give mother food. Ok what do you understand anymore?*
37. *S: [A student raised her hand]*
38. *T: Yes*
39. *S: Mother breast feeding is better than bottle-feeding.*
40. … Very good!

(Extract 3.6 was taken from Teacher A)

In turn 34, the teacher repeated a student's reply verbatim because he was pleased with the response. Repeating the learner's response verbatim indicates praising the response/acceptance. Such type of repetition is equivalent to praises such as '*good'*, '*very good'*, etc. immediately after the response is given. The teacher in turn 34 asked students *"is it?"* that was to check for learners' comprehension.

In turn 36, the teacher appreciated the student's response, which was given in turn 35 and continued to clarify *"What do you understand anymore?"* In turn 39, the student replied correctly, and the teacher repeated his response verbatim. This shows that the teacher accepted as the response given was correct in turn 40. At the end of turn 40, the teacher uttered out *'very*

good', which was an encouragement for the respondent, but evaluation. It could be better if the teacher expanded the discourse after encouraging her.

Extract 3.7

40. *T: I think Mother breast-feeding is most better {better} than bottle-feeding, she said. Very good!*
41. *S: Yes Sir*
42. *T: Yes*
43. *S: I think a newly born child should get his mother's breast*
44. *T: Emm a newly born child should ehh?*
45. *S: get his Mothers breast*
46. *T: A newly born child should get his mother's breast. How do you understand that? (2x).*
47. *S: Mothers breast-feeding is more important than the ehh others.*
48. *T: Ok. Very good! Very good! How did you know that? [1s] How did you know that? [1s] What is ehh what are the indicators? [1s] Who says? [1s] What are the signs? [1s]*
49. *S: Teacher*
50. *T: Ok!* Hana *[1s]* emm Eliyas *[1s]* ok Hana *[1s]* ok ehh [the teacher nominates other students]
51. *S: As it is seen on the picture, it is mark X. On the other hand, out of his mother's breast.*

(Extract 3.7 was taken from Teacher A)

In turn 40, the learner added the superlative form 'most' on the exceptional comparative adjective forms (i.e., good, better, best). The teacher did not elucidate for this learner all the irregular rules (exceptions) of the comparative and superlative adjectives. The learner who made this error might accept and continue then after since he did not get the necessary form of correction.

Learners' response may require scaffolding, but learners were not assisted in turn 51, for instance, and when the learner said '*mark',* the teacher should have corrected directly or indirectly *'marked'.* The teacher did not recast the learner's contribution even with some changes included, and he was not performing a more central role in the interaction to shape learners' contributions and help them express what they mean. In giving emphasis to oral communication, teachers may ignore the overall correction of students' errors, such as grammatical and pronunciation parts. Yet, if the main concern of the task was to enhance learners' linguistic abilities or language performance before communication, teachers might provide feedback (in turns 40 & 51, for instance) whenever an error was committed. Luckily, it was noticed when one student corrected the respondent to make it '*marked'* rather than saying '*mark'* around the place where the researcher sat. Moreover, the teacher in turn 50 was nominating students' searching

for respondents. This seems that learners were afraid of participating because of fearing criticism.

In the extract illustrated below, learner 36 in turn 187 made gender inconsistency error. This might be due to the panicking behaviour of the learner, but the teacher did not correct the error.

Extract 3.8

187. *S36: Okay let me introduce my friend. My friend, he is Hikma Muhammed; her come from Bale and let her introduce herself.*
188. *T: Dear learners: They can hug or shake their hands. Maybe you may hug her. You may shake hand{s}. You may shake her hand (3x).*
189. *S37: Nice to meet you*

(Extract 3.8 was taken from Teacher B)

As can be seen above, the teacher simply skipped the fault learner 36 made in turn 187. This 'simple form of task' may require a clear elucidation of the points, if learners failed to perform it properly. Fine-tuning occurs when learners obtain feedback on the language they are producing in the form of repetition, confirmation check and comprehension check or clarification request. In turn 188, the teacher failed to do that.

Extract 3.9

91. *S: …there is {are} no alternative foods.*
92. *T: Ok! There're no alternative foods. Do you agree?*

(Extract 3.9 was taken from Teacher A)

In turn 91, when the student made a grammatical error (i.e., subject-verb disagreement), in turn 92, the teacher gave feedback in the form of recast in an implicit form of repair. But whether the student understood the teacher's correction was unclear. Self-initiated (a student) and other (the teacher) repaired in the above episode. In the same extract, the teacher asked students whether they agreed with the response or not (i.e., he asked them to pass a judgment on a given response). In this case, peers evaluated the learner who gave the response, or the purpose might pave the way for discussion based on the first student's contribution because the teacher did not want to accept the first contribution of the student. If he accepted, the conversation could be closed, and learning opportunity could be confined.

In the following short extract, the learner gave an extended answer to the given question and the teacher did not provide him any kind of feedback, and he flunked to recognise those students who were involving actively comparing from others who remain passive.

Extract 3.10

95. S: ... rural area most of the mothers carry their children until three years because they go with them in towns and they do have the opportunity to feed their babies, any times and also, they feed mother breast parallelly with the other diet.

96. T: ... Anyone (2x)? Yes, do you want to react?

(Extract 3.10 was taken from Teacher A)

The student gave extended reply in turn 95 in that the teacher triggered and dragged the replier to practise the target language to the expected level. But in turn 96, the instructor moved on saying nothing (not encouraged) the respondent for his correct response. In this turn, the teacher asked the whole class for an extra response if they have (the aim was to ram students to speak the language or create opportunity). When this feedback is absent, students know that there must be something wrong or unsatisfactory with their answer. The kind of feedback that the teacher provides affects student learning as well. The teacher's feedback, apart from evaluating and providing information related to students' responses, may have many other functions, for instances, it can also be used to acknowledge information or provide personal comments on students' responses.

Extract 3.11

1. *T: Can you define what liberation movement is? እሰኪ ማሃል ላይ (in the middle)*
2. *SS: Murmuring*
3. *S1:... "የሚለው የመጀመሪያው ጥያቄ" ... the first question that says what liberation movement is. "ነው የሚለው:" It says "Liberation movement ማለት ምን ማለት ነው? What does liberation movement mean? ከዚህ ጋር እኛ እንደተወያየነው ከሆነ ላይበሬሽን ሙቭመንት ማለት" Here as we have discussed with this, liberation movement means, it is the movement of a group of people or individuals runaway their own sovereignty, ideology and rights. ይህ ማለት ባንድ ላይ የላይበሬሽን ሙቭመንት ይባላል:: የማሩፕ ላይበሬሽን ሙቭመንት አለ ፤ የሶሳይቲ ሊሆን የችላል ወይም ደግሞ በግል ሊሆን ይችላል:: እንዳላችሁት አስተሳሰባቸው፤ ራይታቸው፤ እና ሉዓላዊነታቸው ላገራቸው ያላቸው ሉዓላዊነት የሚያደርጉት ንቅናቄ ላይበሬሽን ሙቭመንት ይባላል ማለት ነው::" (Generally, this means liberation movement. There is group of liberation movement; it could be at a societal level, or it could be in an individual level. As you said, their thinking, rights, sovereignty for their country and their struggle is claimed to be liberation movement).*
4. *T: Ok! Abera*
5. *Abera: Ehh it means shifting into another place to get something*
6. *T: I don't think so your answer is correct. Let them your group member to participate on [in] your discussion.*
7. *Abera: OK.*
8. *T: You are the group coordinator act then like that but when they give you the answer, you can*
9. *Abera: The teacher said that to satisfy the whole discussion discus for others and also what is liberation movement? Bereket what is liberation movement?*
10. *Bereket: Addis (a member of the group) it is a group of people being one place to another place for some reasons liking their rights*
11. *Abera: እሺ ሌላ (Okay another?) Any other what is liberation movement? Danayit*
12. *Danayit: Murmuring ... [pause and staring his eyes towards Bereket]*

13. *Bereket: What is liberation movement?*
14. *Danayit: It is a movement when a group of people and individual run away from on sovereignty ideology and rights. "ቢቃ" that is enough*
15. *Bereket: Ok. The second question says is there in your region any liberation movement? "በክልላችሁ ያሉትን የሴቶች እንቅስቃሴ ወይም ንቅናቄ ተናገሩ ነው የሚለው ለምሳሌ እ... (It says speak the women's movement that are found in your region, for example, eh ...*
16. *Abera: Ok! The second question…*

(Extract 3.11 was taken from Teacher G)

As can be read above, this teacher began the lesson by writing topics entitled: *reading and speaking skills*, and then he opened the floor for discussion. He nominated, representatives for each group to discuss and come up with certain conclusions about the questions; the student named Abera was chosen to facilitate the discussion in one group, and this student was using Amharic language (L1) to discuss the given questions, as it is evident in turn 3. Certainly, the teacher was listening to this student when he spoke Amharic, but the teacher said nothing about it.

In turn 6, the teacher criticised Abera's contribution saying that *"I don't think so your answer is correct"* which could hinder the replier to participate in the forthcoming question and answer exchanges because this belittles him. The IRF/E sequence, in this case, has to be feedback on the message instead of evaluating the student's response and discouraging the student. This teacher moved on neither to another respondent nor replied himself the answer to the given question. He rather moved onto the next question. It was in the middle of the discussion that the other student replied to the question. Content feedback is effective since learners knew their errors could not be corrected. It entails giving feedback on the message itself rather than the words used to express the message. The questions asked were all display types. Referential/open-ended questions, which lead learners to talk more, were not practised.

In this classroom context, opportunities for genuine communication were frequent, and the teacher played a less prominent role, took more of a 'back seat' and allowed learners all the interactional space they need. The principal role of the teacher is to listen and support the interaction with his feedback, which often takes on the appearance of a naturally occurring conversation. In extract 3.11 with a group of learners, the teacher's stated aim was 'to generate discussion before the vocabulary lessons' and learners had been invited to share their

experiences. The turn taking was almost entirely managed by the learners, with evidence of competition for the floor and turn to gain, hold and pass, which were typical features of natural conversation. Turns were also significantly longer, contain more overlaps and latches and pausing was more pronounced.

Though Abera invited Danayit to take the next turn and uttered out the answer, in turn 10 for example, the pause at the end of Danayit's turn was perceived by Bereket as an invitation to take up the discussion. Due to this, Bereket took the turn in turn 13 and Danayit took again in turn 14 the floor to answer the definition of '*liberation movement'*, and in turn 15, Bereket took the space to talk again before the original speaker (Abera) regained the floor in turn 16. Besides, question shifts were also managed by learners (Abera regained the floor) as it is seen in the turns, shifting to the second and third questions. In this extract, however, learners used L1 for discussion; extended learners turn dominated the sequence. Errors go unrepaired though the teacher was around them; he did not comment or order them to use the target language. There were not content comments (feedback on the message) rather it was seen when the teacher evaluated students' contributions on the form of the language.

The other classroom that the observations were made was teacher 'C' in class three. Teacher C began the class by introducing the researcher and the co-observers in the class as we were in, for research purpose, so he told them to feel free and continue the teaching-learning process as usual. Some of the students were staring at the researcher and the co-observers because of strange people who were in their classroom; however, the teacher introduced us to them. The day's lesson was how to introduce oneself and others. The teacher instructed students to create artificial contexts for the purpose of that lesson. For example, he told them to fabricate artificial background information about themselves, and students fabricated that type of scenario. This disclosed that the teacher wanted to maximise learning potential, and learners were dragged into the discourse from turns 16-19 and in turn 20 the teacher praised the conversants. This teacher created authentic classroom situations and learners were exposed when they practise bringing their own personal scenarios, which were interesting in EFL classes.

Extract 3.12

1. *T: … You are going to speak or deliver or exchange your view regarding on [no prep.] you're introducing or greeting or extending your issues. … Then this group will start greeting then going on. Is there any problem? No, no problem. Ok*
2. *SS: Murmuring*
3. *T: You are recorded. I don't know. What you are [are you] going to do? Even this situation is recorded.*
4. *S1: Hi*
5. *S2: Hi*
6. *S1: My name is Demeke.*
7. *S2: My name is Ayana.*
8. *Demeke: Ok. How are you? How was the class?*
9. *Ayana: Very fine!*
10. *Demeke: Very fine? How was Accounting for this year?*
11. *Ayana: Accounting is good but sometimes it is difficult*
12. *T: Then how? What do you ask then? You can ask him.*
13. *Ayana: How for you?*
14. *T: What about you?*
15. *Ayana: What about you?*
16. *Demeke: I am {It is} very simple for me because accounting is for social {science} and I am graduated also social {science}. So that is very simple for me; it is not difficult.*
17. *Ayana: Have you taken diploma courses with {in} accounting?*
18. Demeke*: Yeah not diploma courses but I graduated in social science in preparatory for that case it is not difficult for me.*
19. *Ayana: Ok it is good.*
20. *T: Right then good. How about your work?*
21. *Demeke: What about your work, Ayana?*
22. *Ayana: I am on now doing well.*
23. *Demeke: How about your experience?*
24. *T: How long have you been teaching? Five years, ten years and the like? You can create artificial contexts simply for these conversations so feel free.*
25. *Ayana: Ten years, one five six years*

(Extract 3.12 was taken from Teacher C)

At the beginning of this class, students were afraid of the cameraman when he was recording, but the teacher tried to persuade them about the purpose of the study. In turn 8, Demeke asked Ayana two questions consecutively (i.e., *ok, how are you? How was the class?*). But Ayana replied only the first question, and Demeke did not remind him of the second question (i.e., *How was the class?*) that Ayana did not react. It could be good if Ayana had not asked two questions respectively. In this case, the teacher did not intervene to comment on it; however, interfering learners while speaking does have its own effect in sustaining the speaker's flow of idea. In turn 13, Ayana said, *"How for you?"*, and the teacher scaffolded Ayana's grammatical error in turn

14 by saying, *"How about you?"* Ayana repeated the teacher's interrogative form verbatim in turn 15, and the teacher's recast (implicit correction) was successful. The teacher corrected Ayana's sentence verbatim. Ayana repeated teacher C's speech realising that his previous interrogative form was erroneous. Demeke made error in turns 16 and 22, but the teacher did not give him correction. To keep the flow of speech, it appeared, the teacher in turn 20 admired the conversationalists and raised another new question to Demeke, and he asked Ayana the same question. The teacher also encouraged and continued to ask other model fabricated questions like in turn 24*"How long have you been teaching?"* This fabricated type of question that the teacher asked them is exemplary in fostering the learners' language performance.

Extract 3.13

30. *T: What do you feel? When he introduces you to the others? What is your feeling? Are you happy?*
31. *31: Hailu: I am happy.*
32. *T: Ehh*
33. *Ayana: Ok. Let me introduce myself. My name is Hailu Gebeyehu.*
34. *T: Greeting*
35. *S: Hi [students shake their hands each other]. My name is Michael Salih.*
36. *S: Good morning Michael? My name is Kidist.*
37. *Michael: Good morning Kidist? Ok, how are you?*
38. *Kidist: I am fine! Thank you! Where are you from?*
39. *Michael: I came {come} from the … Butajira*
40. *Kidist: What are you doing here in Butajira?*
41. *Michael: I am being here I learn accounting {I am here to learn accounting}*
42. *Kidist: That is very nice.*
43. *T: What about you?*
44. *Michael: What about you?*
45. *T: Kidist*
46. *Michael: Kidist*
47. *Kidist: I am also in Butajira.*
48. *Michael: What do you work here?*
49. *Kidist: I am also a student.*
50. *Michael: Ok*
51. *T: And what are you doing in this classroom?*
52. *Kidist: I am learning Accounting*
53. *T: I am learning Accounting.*
54. *T: Thank you! Ehh how do you introduce Kidist to Mr. Molla? Introduce Kidist to Molla.*
55. *Michael: Ok ehh hi Kidist*
56. *Kidist: Hi Michael*
57. *Michael: How are you? He is my friend. His name is Molla.*
58. *Kidist: Nice to meet you, Molla.*
59. *Molla: Nice to meet you, Kidist.*

60. T: Nice to meet you, too!
61. Molla: Nice to meet you, too!
62. Kidist: How are you doing here?
63. Molla: Fine thank you! Accounting Department
64. Kidist: That is very nice. Where are you from?
65. Molla: I am come {I come from…} from Sodo woreda.
66. Kidist: That is very nice. Thank you!
67. T: Thank you very much! Greeting

(Extract 3.13 was taken from Teacher C)

In turn 30 above, the teacher encouraged the learner to express his ideas from various perspectives so that the student could elaborate his ideas freely; however, the learner expressed shortly. In turn 43, the teacher modeled the student to ask his interlocutor Kidist, in turn. The teacher ordered Michael to ask Kidist to the reverse where she was from, and what she was doing there. The teacher modeled a question for Michael by saying, "*What about you?"*

In turn 51, the teacher asked Kidist a question, *"What are you doing in this classroom?"* because Michael kept quiet, and he did not extend the flow of the conversation with Kidist. He stopped speaking only in turn 50 saying *"ok."* That is why the teacher expanded the conversation in the place of Michael to continue with Kidist, even if interrupting learners while speaking obstructs learning. Then after, in turn 52, Kidist replied to the teacher's question by saying "*I am learning accounting"* and the teacher repeated Kidist's response verbatim *(i.e., I am learning accounting)* for confirmation. This teacher created open floor for learners to practise the language even from the authentic classroom conversation perspective in a way that learners could create artificial classroom contexts heedlessly worrying about the truth. This seemed deliberate to create opportunities for learners to use the target language. But learners did not practise it effectively.

In turn 59, the student (Molla) said, *"Nice to meet you, Kidist"* and the teacher repaired Molla's response explicitly *"Nice to meet you, too"* in turn 60, and Molla repeated this sentence as it is. This teacher scaffolded the response given by Molla. In turn 63 and 65, Molla made grammatical errors, and he did not reply correctly to Kidist's question. During this time, the teacher did not correct the erroneous answer that Molla gave; he just ignored it. The student even did not pay attention to the fact that there was an incorrect part of his output, for he perceived no signal about the erroneous part from his teacher. This mistake might be fossilised in the mind of the

student. In turn 67, the teacher simply esteemed the conversationalists. But it could have been worth if he had corrected and/or given feedback on the message rather than keeping silent.

Extract 3.14

82. *S1: Ok his name is Habtamu. He wants to introduce you also to you.*
83. *T: Ok, go on.*
84. *S1: Ok, my name is Getnet.*
85. *T: ለሱ ነው 'ምትነግረው! (It is whom you tell!)*
86. *Getnet: My name is Getnet. [Getnet was telling his name to the person who is familiar with him]*
87. *S2: How are you Getnet?*
88. *Getnet: I am fine. What about you?*
89. *S2: The same to you.*
90. *Getnet: What are you doing?*
91. *S2: I am learning now accounting.*
92. *Getnet: Ask me now.*
93. *S: What is your occupation or job now?*
94. *Getnet: Right now, I am a student. So, I don't have a job. My job is accounting student.*
95. *T: Increase your sound as much as possible.*

(Extract 3.14 was taken from Teacher C)

As it is seen in extract 3.14, student 1 (Getnet) was introducing himself to the whole class rather than introducing himself to the third person. Due to this, the teacher in turn 85 spoke angrily in L1 (ለሱ ነው 'ምትነግረው! (i.e., It is whom you tell!)) when Getnet was unsuccessful to introduce his friend to the third person. He simply introduced himself to the whole class. The lesson was about how to introduce others. When this part of the lesson failed and/or the learner (Getnet) was confused because of the teacher's aggressive behaviour, the teacher was annoyed, and he spoke in Amharic. This behaviour influenced the student not to speak freely in the rest of his conversations. For instance, in turn 95 the teacher asked him to increase his voice because his speech was inaudible. He lost his confidence in the erstwhile conversation due to the teacher's unwanted behaviour that he exhibited to him. The facial expression that the teacher showed influenced even other students' involvement in the conversation. Thus, the feedback provision behaviour of the teacher was not only aggressive but he also he switched to L1, which hindered the interaction progress.

Teacher D began the day's topic by reminding the previous lesson. The students were given an assignment to present in front of their classmates. The teacher, as it could be seen below, provided feedback for the students on how to deliver a presentation for their audience. This seemed an opportunity for the students to practise the target language orally; however, many

students relied on the piece of paper that they had at their hands, and the teacher provided the feedback in turn 6. He began his feedback from the positive side of the presentation, which is inspiring and later, he smoothly criticised in turn 6 "… *Otherwise, it is not good*" the presenter should not depend on the piece of paper the student had at his hand.

Extract 3.15

4. *S: My presentation is about global warming. There are several …*
5. *SS: Clapping for the presenter*
6. *T: Ok a good presentation. Good eye contact except that you depend on reading to some extent so you better to look at a glance sometimes rather than focusing on the paper that you are going to read merely. Otherwise, it is not good. Ehh. Thank you so much and who is next? Any volunteer?*
7. *SS: Murmuring*
8. *T: Ehh?*
9. *S: Ok good afternoon everyone?*
10. *SS: Good afternoon*

(Extract 3.15 was taken from Teacher D)

In turn 6, the teacher gave feedback to the learner after he had finished his presentation. The teacher seemed unsatisfied with the line by line reading the learner made; he said this by pointing to the next presenters, and indirectly it seemed that the teacher wanted to warn the forthcoming presenters not to depend on any piece of paper at their hands.

Extract 3.16

11. *S: Could you give me your attention please? The topic that we discus today is that global warming and its effect. As you know, global warming is increasing from the past up to now. …*
12. *SS: [Clapping for the presenter]*
13. *T: Thank you so much! Next, next... So, what is better to present one topic is having good eye contact, good flow of speech and I think you didn't {don't have to} look at your eyes towards your students. So, you have to avoid just looking only the floor because one of the basic skills of any public or any oral presentation is having good eye contact. Ok next*
14. *S: Good afternoon my respectful teacher and also my presentation is about global warming and global warming is continuously increasing its effect. [laugh]*
15. *SS: Laugh*
16. *S: You should all over the world actually global warming are {is} increasing all over the world and the earth. Or some negative wrong activity and which have the earth which is daily activities only rise temperature takes place when the when the greenhouse gas. So, the global warming is victim the life of the earth. In the future, it will be solved by the global effort of the people that they are to {-} going to do on it. Thank you so much this is all about my presentation.*
17. *SS: [Clapping their hands] long murmuring*
18. *T: Please silent. Why you shouldn't kept {keep} quite please! Are you with me? Now, may I get your attention please? Ok next*
19. *S: Good afternoon everyone.*
20. *S: To day I am gonna be tell you about global warming and its effect. …*

31. *T: Really nice presentation! I like it so much! It can be taken as a role model presentation for the others!*

(Extract 3.16 was taken from Teacher D)

In turn 14, the student was very nervous when she presented about '*global warming'*, but the teacher did not encourage her. In turn 13 after she finished her presentation, he was likely to proceed without suggesting feedback on that (*Thank you so much! Next, next…*). Then after he returned and commented on the girl's general presentation skills that she showed, (i.e., *you have to avoid just looking only the floor because one of the basic skills of any public…*) to the whole class, in the middle of turn 13. Of course, the teacher did the right thing, because she presented the topic staring at the floor, and that was why the teacher explicitly commented her. Besides, in turn 14, the presenter was nervous while she was presenting, and other students were laughing at her. During this time, the teacher became angry, and he warned students in turn 18 to keep quiet. In turn 16, when the presenter did subject-verb agreement errors (*… global warming are… and… are to going to do on…)*, he kept silent. This might be deliberately not to interrupt the flow of speech. However, at the end he could have said something about this. Moreover, this teacher did not ask students any question from their presentations; as well, he did not give other students (audiences) to ask questions. Lastly, the teacher encountered a girl who presented the topic 'global warming' from various perspectives with good command of English language. Her presentation was very interesting in terms of diction, content, flow of ideas, facial expressions and with good eye contact. In this case, in turn 31 he said (*Really nice presentation! I like it so much! It can be taken as a role model presentation for the others!).* This, on the other hand, might encourage the learner and the next presenters to take the floor zealously. The next extract shows when teacher D ignored errors made by learners.

Extract 3.17

33. *T: Thank you so much! What is your name?*
34. *S: Eliyas*
35. *T: Ok great next ehh [the teacher pointing his finger to the students who raised her hand]*
36. *S: Thank you so much! Today I am go {going} to deliver my speech ...*
54. *S: First of all, I introduce myself. My name is …*

(Extract 3.17 was taken from Teacher D)

In the case of teacher D, it was observed when he ignored errors made by learners. For instance, in turn 36 this teacher ignored the error when a student said (*… today I am go to deliver…).* Similarly, in turn 54, this teacher kept quiet when the student said (F*irst of all, I introduce*

myself); however, his purpose might not be to intervene the presenter's idea, but it might create wrong forms of the language in the mind of learners. Moreover, neither the teacher nor learners were detected when they correct errors made. Similarly, extract 1.18 below shows errors ignored by teachers.

Extract 3.18

33. *T: What about you? Can you say something about the difference between introducing others and self-introduction? Ehh?*
34. *S: Silent*
35. *T: Okay who can say something the difference between introducing others and self-introduction? Who can say? Okay say something about the two.*
36. *S: Introducing others is and are {means} how to introduce others.*
37. *T: Ehh*
38. *S: For example, ehh when other people introduce others and self-introduction is introducing their own*
39. *T: You introduce yourself ehh?*
40. *S: Yeah*
41. *T: {Do you have…?} Have you any different idea from what she said?*

(Extract 3.18 was taken from Teacher E)

A learner, in turn 36, replied unclear response, and the teacher in turn 37, said ehh/ pardon. This seemed to give chance for the learner to re-correct her mistake. In turn 38, she restarted speaking in L1. When the student spoke in L1, the teacher kept silent in giving her feedback. He was ignoring the error/mistake when learners perform. This might be to avoid interfering learners during her spontaneous response; however, learners should have been offered constructive feedbacks on the message.

At the beginning of the lesson, it was noticed in turn 29 when teacher B said '*ingenerally'* to say 'generally' which is erroneous, that might be 'serendipitous' from an EFL teacher. The teacher was teaching the learners following the procedures/steps of how to change active sentences into passive forms; however, they were unable to answer this teacher's question.

Extract 3.19

29....ingenerally...
30. *Yes possible*
31. *T: Yes? Is it possible or not? Possible or not? What do say that?*
32. *S: Possible*

(Extract 3.19 was taken from Teacher E)

In turn 87, in extract 3.20 below the teacher said, "If you have enough confidence …" This revealed that learners could participate if they were confident enough, which was indirect intimidation. Again, he terrified the other learners in turn 89. After that, he instructed learners in turn 91 to discuss and come up with common response on the given topic. In turns 93 and 95 he enthused the students who sat alone without involving in the given tasks. In turn 123 he provided encouraging feedback for the respondent. Conversely, in turn 135 the teacher criticised him when the respondent gave incorrect reply. This capricious behaviour of the teacher might obscure learners to predict his feedback provision behaviour. In turn 95, teacher E alerted learners to do the tasks given to them in line with the schedule. This revealed that the teacher was pacing, maybe, to cover the daily planned lesson than worrying about the clarity of the lesson.

Extract 3.20

87. T: Ok. If you have enough confidence …!
88. T: Yeah
89. T: Ok. Unless otherwise add your confidence to that ok? …
93. T: Try to share your idea with your neighbor friend. Don't sit alone! Don't sit alone, and then exchange your idea with your neighbor friend. Yes
94. SS: Murmuring
95. T: Don't sit alone! We are running out of time. And, then try to share! Ok!
123. T: You are the perfect one! Perfect! Perfect! What about the second one?
135. T: Is that? I don't think that.
149. T: Therefore, now in order to economize our time, the answer is what is said about? Interesting! Second. The second one says ehh just you have to follow up that step then you can get it.
187. S16: Murmuring
188. T: Again, make it loud! Add it volume please!
189. S: Ehh ehh
190. T: Add volume! Don't afraid! Be free! Relax yourself by the way! Try to relax by the way! When you say something, you have to enjoy with yourself!

(Extract 3.20 was taken from Teacher E)

In turn 187, student 16 was heard when he murmured, to the extent that his desk-mates could not listen to him. During this time, in turn 190, the teacher encouraged him to speak loudly. After teacher E invigorated him, he answered it again correctly with projected sound, but the respondent was not certain about his answer.

Extract 3.21

196. T: Be released! Exactly! You are perfect! Perfect! Let this man be released! Interesting! Dave
197. Dave: No!
198. T: Eh! Who can try? Stop writing! Yes, who can try? Ok Beshir

199. Beshir: Let
200. T: Let
201. Beshir: Let writing
202. T: Let (3x) stop writing therefore, eh
203. SS: Let murmuring
204. T: let eh
205. Beshir: Let you write.
206. T: Ok! Let eh?
207. SS: Murmuring!
208. T: Let writing?
209. SS: be stopped.
210. T: This one is interesting! And then now just I need from you to try to come up with some…
211. S: Murmuring
212. T: ehh? Ehh?
213. S: stand up!
214. T: Ok. Stand up! Ehh how you can change it this one? Ehh? Dave
215. Dave: Let
216. T: ehh?
217. Dave: Let this man be standed! {… stood}
218. T: Ok! …

(Extract 3.21 was taken from Teacher E)

In turn 217, Dawit made an overgeneralised grammatical error when he tried to change the sentence 'stand up' into its passive form. At this time, the teacher told him implicitly that his answer was wrong, but he did not correct him properly. Then onwards, no one corrected the sentence and the teacher had proceeded to the next lesson. This learner, then after, may understand the verb as regular. Likewise, in turn 296 below, learner 9 had done overgeneralised past tense error and the teacher accepted it and praised the respondent in the subsequent turn (297). This revealed that either teacher E did not listen to the given response properly or he might have the behaviour of appreciating every participant during the question and answer exchanges irrespective of the precise answers given.

Extract 3.22

251. S21: Go out!
252. T: ʾʰʸ! (Okay)
253. S 21: Let out be go!
254. T: Ok! That one is due to … maybe it is {a?} different verb, or which one might be as a verb or which one might be subject as {an} adverb? Ok
255. S: Rise the sun! …
256. T: Ehh? Ehh?
257. S: rise the sun!
258. T: Ehh
259. S: Let the rise the sun!
260. T: Ok! Ok it is good! Any other? It is good! It's good! Ok gentleman! Have you done?
261. S: Yea!

262. *T: Ok! What is it? Read it (2x)*
263. *T: Ok! What is it? Read it (2x)*
264. *S: study English!*
265. *T: Ok!*
266. *S: Let English be studied!*
267. *T: Ok! OK! And you, '!' (አንተ አንብብ አንተ አንብብ አ) eh read*
268. *S23: Shut the door!*
269. *T: Ok!*
270. *S23: Let the door be shut!*
271. *T: Just you copied from that one.*
272. *SS: Laughing!*
273. *T: Because **me** I said, what it is! Shut the window! The same is true what you said. You changed only the window.*
274. *SS: Laughing!*
275. *S24: Open the window!*
276. *T: Ok!*
277. *S: Let the window be opened!*
278. *SS: Laughing!*
279. *T: OK! That is interesting!*
280. *SS: Laughing!*
281. *T: Ok! Just now, will you read it? Read it now. Read it. Do you read?*
282. *S: Yes.*
283. *T: Ok.*
284. *S: be quiet!*
285. *T: Ehh*
286. *S10: Let up quiet be!*
287. *T: Ok. Ok ኦኬ (Okay) there is something ok…*
294. *S26: wear the close!*
295. *T: Ok!*
296. *S26: Let the cloth be weared!*
297. *T: Ok. That is good; interesting! Any other? (2x).*

(Extract 3.22 was taken from Teacher E)

In turn 251, student 21 had an opportunity to write down one sentence, and he was given the chance to change that sentence into passive form. In turn 255, the learner replied incorrectly. At this time, the teacher implicitly notified him, as he was wrong; he could have corrected the wrong answer that was thru. Besides, in turn 260, the teacher evaluated the learner's response and he moved on to the next turn naming another new participant (i.e., student 22) the teacher called the new participant and checked whether he had done it or not. This divulges that the teacher was trying to provide balanced opportunities for all students. In turn 268, learner 23 provided an example sentence, which says, "shut the door," and learner 24, who was the other, from turns 270-275 gave the same sample sentence replacing only the door by the window, which made many classmates to laugh at him in turns 272 and 274. The teacher also criticised the respondent as he copied his answer from the previous respondent. This disclosed that the

learner seemed a structure-oriented learner in that he learned the lesson by focusing on the form of the language.

The teacher in turn 287, kept quiet when student 10 replied wrong answer in turn 286. He could have corrected it either implicitly or explicitly, but he moved on simply without providing him rectification except telling him prevaricating feedback in turn 287 by way of there was something wrong on the sentence. The teacher appeared exhausted for the reason that it was around the end of a two hours class session stay that learner 27 replied incorrectly, and he encouraged the respondent who contributed an incorrect response to the solicited item. The teacher praised the respondent who gave an incorrect answer, might be, not to hurt his feelings.

Generally, teachers' interruption to give feedback was unhelpful to the students since they focused on implicit ways of correction. Teachers sometimes interrupted while students gave response to a given question. This was in the form of recast, and learners who made error(s) were unable to comprehend. There would have been a pause of a learner's explanation. Interruption causes the learner to lose the thread of what s/he was saying. So, it was good if teachers could delay their question for a very short time until the students finished their utterance. It means that teachers did not achieve any pedagogic goal at that moment. Moreover, teachers preferred to keep silent when students made errors. This implies that students might learn the wrong structure of the target language.

The feedback that was given to students tended to be entirely evaluative in nature. For most students' response, the teachers nodded their hands agreeing with the answer, or verbally approved the answer to move on to a new point. Rejection of students answer usually occurred when answers were completely or partially 'wrong'. In this case, teachers simply kept quiet or said 'no', turning to another student to get the right answers (see the transcriptions). It was rare to see the teachers probing the students' answers whether they were right or wrong. Unlike teacher A, the others easily accepted many of the students' answers. However, when choral question was used, teachers tended to accept the responses. They commented on these responses by either repeating the exact words or recasting the answer by changing certain points.

4.2.1.4 Findings and Analyses of Wait-Time Behaviour

Wait-time behaviour was the other research question that this study aimed to answer. Thus, teacher 'A' was rarely giving learners to respond extended wait-time (an average of 2-3 seconds) to think, plan and share their ideas. He did not take single extended turns frequently as explanation or instruction. He used transitional markers (*ok, yes, now, alright,* etc.) that support acceptance of topic development and joint construction to seek attention or show the beginning and end of a lesson stage. These backchannelling or transitional markers (discourse markers) might alert learners to the fact that the lesson moved on and pedagogical goals had been realigned with a shift in focus to a new activity. Extract 4.1 below shows this behaviour.

Extract 4.1

47. *S: Mothers breast-feeding is more important than the ehh others.*
    [1 s]
48. *T: Ok. Very good! Very good! How did you know that? [1s] How did you know that? [1s] What is ehh what are the indicators? [1s] Who says? [1s] What are the signs?*
    [1s]
49. *S: Teacher*
50. *T: Ok! Hana [1 s] emm Henok [1 s] ok Hana*
    [3 s]
51. *S: As it is seen on the picture, it is mark X. On the other hand, out of his mother's breast. =*
    [1 s]
52. *T: Ok Very good! Very good! It is marked! Eh? So, if you look at the picture, there is a mother breast-feeding a child, and there is a bottle. Isn't it? ….*
    [1 s]
53. *S: Teacher*
54. *T: Yes*
55. *S: I may ehh*
    [1 s]
56. *T: I may what?*
    [0.5s]
57. *S: Emm*
58. *T: Ok. Let us pass to her.*
59. *Hana: Few mothers*
    [1 s]
60. *T: Few mothers. Why do you think?*
    [3 s]
61. *Hana: Because few mothers have job. Because of that {they} feed their child bottle milk because of that they changed bottle that is why they have to change the feeding system.*
62. *T: Ok, she said, they feed for few moments and they have to go to their job. Ok. What else? Is it the only fact?*
    [3s]
63. *S: Teacher*
64. *T: Ok*
65. *S: The mothers because of their factors they don't feed their breast….*

[0.5 s]

66. *T: Ok, very good! What else? [1s] What else? [1s] Anyone? [1s] Anyone? [1s]*
67. *S: Teacher*
68. *T: Yes*
69. *S: Many people before they go to their job, but they put their milks on the bottles. [0.5s]*
70. *T: Ok. Very good!*

(Extract 4.1 was taken from Teacher A)

In episode 4.1 above, in turn 62, the teacher asked the girl specifically, and the whole class to think other responses, saying, *"Is it the only fact?"* so that the student in turn 65, provided more brief, elaborated and long extended answer. This is possibly because the pause to think about the reply was 3 seconds. At the end of her response, in turn 66, the teacher praised that student who gave the answer, and again he said, *"What else?"* this was to get more elaborated responses, which in turn urge students to practise the target language.

In extract 4.1 in turn 50, the time the teacher paused after asking a question was less than a second (*"Hana emm Henok ok Hana ok ehh")*. As can be seen in this turn, the teacher nominated first Hana then quickly moved on to another respondent (Henok) then again, he nominated Hana, and finally, he pointed his finger towards the third respondent. Lastly, this student had replied the question. The wait-time that the teacher gave for students to react for a question was less than a second. This teacher usually allowed only one second replying to a question and if none was forthcoming, he took back the conversational floor. This teacher restricted the respondents' forthcoming modification. However, increasing wait-time might contribute a more varied student involvement, providing them an average wait-time of (3-4 seconds) uninterrupted silence after asking a question is appropriate because extended wait-time might increase the quality and quantity of students' responses and might contribute to more involvement and greater confidence on the students' part.

This teacher provided extended wait-time from turn 60-69, and learners successfully managed the turn taking and topic management with no intervention by the teacher. This might increase the number of learner responses and often resulted in more answers that are complex and led to an increase in learner-learner(s) interaction. This, in turn, maximised learning opportunity. Teacher 'A' most of the time used students' thought to expand and elaborate further and greater

coherence in the development of ideas; higher-order teacher questions were cascaded from the first contribution of students.

Extract 4.2

84. *T: Do you agree? (1s) He said that in rural area mothers stay at home as a result they tend to breast feeding while in urban area since mothers are busy, they tend to substitute into other kinds of foods.* [1s] *Do you agree?*
    [7s]
85. *SS: Murmuring*
86. *T: Yes?*
    [1s]
87. *S: Teacher*
88. *T: Ok*
89. *S: In rural areas, I don't know exactly under the first thing. I believe that is not for the children they are feed {feeding} the baby, but they have lack of awareness in urban areas. So, in my groups, they have a knowledge and they are like this.*
    [1s]
90. *T: Which one do you think is preferable?* [1s] *What is practicing in urban areas?*
    [1s]
91. *S: They are good in terms of feeding their kids, but they have lack of awareness. In urban area, they have awareness. When we compare them, the urban is better than from the rural parts. There is {are} no alternative foods.*
    [2s]

(Extract 4.2 was taken from Teacher A)

In extract 4.2 above, the teacher paused first a second and gave extended wait-time, pauses of 7 seconds (from turns, 84-85) that allowed learners time to think, formulate and give response. The pause could create space in the interaction to allow learners to take a turn-at-talk; allow thinking or rehearsal time to enable learners to formulate a response. In turn 84, he asked the whole class to evaluate the learner's contribution. But evaluating the response might discourage the respondent. This learner in turn 89 expressed his stretched response. Except this, the teacher was asking several types of questions that function to elicit a response, check understanding and concept, promote learners' involvement and guide towards a response. Due to this, the responses that learners replied were short, restricted and simple, often comprising one or two words because the teacher was interrupting learners while they were trying to express their ideas without waiting for them properly. Instead of opening space for learning, he tended to close it down and result in a conventional, almost mechanical type of interaction that was exemplified in IRF/E sequence. In this context, it is possible to say that proper questioning strategies need an understanding of the role of a question with what is being taught with proper wait-time given for

the questions forwarded. The long pause given in turn 85 possibly seemed unsuccessful to involve learners.

In the second observed class, teacher B (see Appendix A the transcription particularly round one) dominated the classroom talk. He rarely offered learners chances to involve in the lesson. In the transcription in turns 254 and 261, the student provided response then the teacher again (see from turns, 255-260 & 262-359) took the floor of the talk. However, as can be evident in the transcription, he did not offer learners the necessary context to practise the target language rather he dominated the classroom talk except asking them rhetorical types of questions with less than a second of wait-time. As could be referred from the transcriptions, the pause teacher B had given for his learners to respond to questions was not enough because he was entirely lecturing the principles of public speaking.

Extract 4.3

68. T: … *As I have said, there are two ways of introductions. What are these? [.5s] Tell me the two ways of introduction?↑*
    [1s]
69. *S12: Formal and informal*
    [1s]
70. *T: Yeah of course. They can be based on the status of the individual. We can make it formal and informal, but the introductions can be practised or performed in two ways. One eh*
    [.5s]
71. *S13: Introducing oneself*
    [1s]
72. *T: Very good! We can introduce oneself eh*
    [1s]
73. *S: Murmuring*
    [1s]
74. *T: What? (.) Introducing oneself or introduced by Kebede so these are the two ways.*

(Extract 4.3 was taken from Teacher D)

As it could be specified above, in turn 68 the teacher asked a question, but he waited for half of a second and continued asking the question in a modified form. This could not give time space for the students to react on. The wait-time (II) of teacher 'G' after student 12 replied his answer was a second in turn 69; the teacher immediately took the turn, in turn 70, after the respondent finished his idea. It was not noticed when the teacher waited for long pauses (3-4/5 seconds). Taking turn before the necessary duration of pause might hinder a learner's chance to continue

her/his speech if s/he had ideas to say. Similarly, in turn 72, the teacher took a turn in a half of a second from student 13 and praised (evaluated) the replier. If the teacher could have waited for the respondent, more ideas could have been added.

Similarly, teacher 'E' waited for less than a second after he asked a question, and the duration of the pause after students reacted for question (in L1/FL) was less than a second. He was reacting soon after the student stopped speaking. If a teacher took the floor immediately, it might limit students' ideas if they wanted to speak further. From all the observed classes, teacher 'B' and teacher 'E' were waiting for almost less than a second after they asked a question. They were taking turns immediately after learners gave a response without waiting for any response from learners. Sometimes they were even responding to their own questions when students kept quiet for a moment. This implied that either they were rushing to cover the daily lesson, or they might not expect the correct answer from the learners. If so, this might belittle students' morale. As it could be read teacher B's lesson transcription round 2, particularly, he seemed helpless to continue the lesson. The reason teacher B used much more time possibly seemed he rarely allowed students to engage in group and pair works, and students were sited in permanent groups without proper group work task. Even in the teacher-fronted tasks, he did not give students sufficient waiting time that only a few active students communicate or respond to teacher's questions.

In turn 196 below, the teacher gave opportunities first for volunteers, but since there was nobody who was volunteer to react, he nominated a student (i.e., Dawit) first. When Dawit kept silent, he moved on calling another learner (Beshir). The wait time to move on from Dawit to Beshir was less than a second, which in turn may hinder Dawit's effort. If the teacher could have waited for three and more than three seconds of uninterrupted silence, the learner could have made more effort to get it.

Extract 4.4

196. T: Be released! Exactly! You are perfect! Perfect! Let this man be released! Interesting! Dawit
[1s]
197. Dawit: No!
[1s]
198. T: Eh! Who can try? [1s] Stop writing! Yes, who can try? [1s] Ok Beshir
[1s]
199. Beshir: Let

[.5s]
200. T: Let
[.5s]
201. Beshir: Let writing
[.5s]
202. T: Let (3x) stop writing, therefore, eh
[3s]
203. SS: Let murmuring
[1s]
204. T: Let eh
[.5s]
205. Beshir: Let you write.
[1s]

(Extract 4.4 was taken from Teacher A)

Instead of filling all gaps with repetitions of the same elicitations, teacher A could give the students longer wait-time, i.e., pausing a few seconds of ideally three to five seconds before pursuing with another question or nominating a student. It seemed that the students need time to process the question, formulate an answer, and organise the language. Rapid-fire questions (for instance, in turn 48 below) might lead to short, incomplete and thoughtless answers and students' frustration. In the next episode, teacher A was witnessed when he moved on from one student to the other respondent nominating all three respondents within less than 5 seconds.

Extract 4.5

48. *T: Ok. Very good! Very good! How did you know that? [1s] How did you know that? [1s] What is ehh what are the indicators? [1s] Who says? [1s] What are the signs?*
[1s]
49. *S: Teacher*
[1s]
50. *T: Ok! Hana [.5s] emm Eliyas [.5s] ok Hana [.5s] ok ehh [the teacher nominated another student]*
[0.5s]
51. *S: As it is seen on {in} the picture, it is mark X {marked X}. On the other hand, out of his mother's breast.*

(Extract 4.5 was taken from Teacher A)

The extract vividly portrayed when the teacher speedily moved on from Hana to Eliyas then quickly moved onto the third replier pointing his finger. It could have been good if the teacher gave Hana enough amount of time so that she could think and share her idea. Hana was exasperated the moment her name was named. Subsequently, he nominated the second respondent though he did not wait for until Eliyas had time to think and share points the

movement he was asked, and the third respondent in turn 51 answered the question. In turn 50, the teacher moved on very quickly from Hana to Eliyas and when Eliyas kept silent, the teacher again shifted toward Hana. These nominated repliers were denied proper wait-time to respond to the given question. This implied that the teacher was moving fast because either he wanted to cover the daily prepared lesson, or he might not have trust in the respondents' ability to answer precisely.

As the extracts illustrated, often teachers did not provide learners enough amount of wait-time to think and share ideas. As a result, learners failed to express properly what they were asked to respond.

4.2.1.5 Findings and Analyses of Amount of Talk Time

Comparing the amount of teachers' and students' talk time was one of the research questions of the study. The amounts of talk time that teacher A covered was 70.09% of minutes and the students' talk time comprised 18.69% of minutes. The remaining time was used for group formations, exchanging turns, murmuring and silence. In other words, the total amount of talk in class one was 7,769 words. Among these words, the teacher's amount of talk was 5,587 words. Students comprised 2,182 words. Thus, the teacher's talk time dominated learners (see Appendix E). The remaining minutes were spent for classroom sitting arrangements, group formations, silence, murmuring and confusions.

In teacher B's classroom, 83.65% of the talk time minutes were covered by the teacher, and the remaining was covered by learners (i.e., 10.9%), and there were minutes that lost for murmuring, discussions and silence and confusion. In other words, the total amount of words spoken in this class was 13,858, which is the highest numbers of words spoken from all observed sections. From this, the teacher covered 11,547, and students spoke 2,311 words. This disclosed that the teacher dominated the classroom talk.

In the third class, the amount of teacher C's talk time was 76.69%, while students took 17.08% and the rest of this class time was spent for discussion. In other words, the total classroom talk was 5,153 words. From this, teacher 'C' covered 4,047, and students' talk 1,106 words. The amount of teacher D's talk time was 73.01% and the students covered 17.27% of the talk time.

The rest was spent for discussion and turn taking procedures. The total amounts of words that teacher D talked were 8,441. From these, the learners covered 1,026, and their teacher spoke 7,415 words.

Teacher 'E' took 74.4% of minutes' talk time, students talked 19.53%, and the remaining time was covered by discussion and turn taking procedures. In other words, the total words that were spoken in this section were 8,225. The amount of spoken words that teacher 'E' uttered out was totally 6,380 words. Whereas, the amount of words that students talked was 1,845. This shows that teacher 'E' dominated the classroom talk.

Teacher F and teacher G were the last teachers whose classrooms were observed for the purpose of the study. These teachers probably gave learners time to deliver topics like public speech and sample greetings scenarios to present in front of their classmates. Teacher F covered 65.85 percent of the talk time and the students talked 27.87 percent of the classroom talk time. Teacher F probably with his interference when his learners present their own topics, he meddled in the middle of their presentations. With this, he dominated the talk due to the reason that he gave them feedbacks and general comments. These sums lead him to dominate the classroom talk. Eight thousand one hundred and eighty-one (8,181) words were spoken in the teacher F's classroom and from this, he covered 5,925 and the students talked 2,256 words, relatively comparing from the other sections, learners in this class had the chance to practise the target language than from the other sections. Lastly was teacher G, who dominated the classroom talk by covering 72.74 percent of the total classroom talk time, and his learners covered 19.48 percent, and the remaining time was used for group formations, students to come out of the stage and present their topics, murmuring, silence and confusion. In other words, 8,578 words were spoken in this section, and teacher G uttered out 7,420 words and his students talked 1,158 words. Generally, the average amount of EFL teachers talk time was 73.78 and students did 18.7 percent of the classroom talk. In other words, the average amounts of words the seven teachers spoke were 6,903, and their students talked 1,698 words. This implied that teachers dominated their students talk time.

4.2.2 Findings and Analyses of Data obtained from the Interviews

4.2.2.1 Teachers' Interview

Face-to-face interviews were conducted with seven Communicative English Skills course instructors working at Wolkite University in connection with their practises and perceptions about their talk in the class. In this section, the findings and analyses of the data gained from these seven teachers through interviews are presented. For ease of analyses, the participant teachers were coded from T1 through T7.

Teachers were asked whether they created opportunities for learners to practise the target language orally or not. In this regard, T1 said,

> *It depends. Just I create the chance for students to practise oral English, but the chances that I create for my students depend on the time that I have. I may not give them chances to practise more, but I will give them little chances to practise. So, it is moderate, I think.*

This revealed that creating a learning opportunity is conditional. He mentioned that the reason is to cover the modules within the fixed schedule. He added, "The module should be covered according to the given time. So, I may not give the chances that the students want." If a student suggests a topic for discussion, which is in line with the lesson, for instance, this teacher might not accept the interest of that student. On the other hand, T3 said,

> *When I teach Communicative English skills, I give the students opportunities to talk; it might be giving them debatable issues and role-play tasks to be done in a pair, or I will give them some group work, which forces them to talk and share their experiences. So, I give them some controversial issues all the time.*

However, he said so, during the actual classroom observation, T3 was not noticed when he created opportunities for discussions. The data obtained from the classroom observation showed that teacher C was frequently interrupting learners' while students were giving response. It appears that he was fast moving to cover the lesson rather than creating conducive learning opportunities for students.

Teachers were also asked the perceptions that they had about teachers' talk, and in this regard, teacher 1 said, "Teacher talk is very formal, and we simply talk what is written in the modules. So, these do not encourage students to practise the language." This teacher also added that the expressions were familiar with learners because almost they had learned them in high school and preparatory levels. According to this teacher's view, he is not using new vocabulary terminologies that attract the attention of students. Teacher 4 added that students were not willing to participate in the question and answer exchanges and their poor background knowledge is the reason for their low involvement.

Secondly, teachers were interviewed about the question types they utilised in the EFL classes. In this regard, T1 said, "Most of the time if I want my students to practise the language or certain expressions, I raise open-ended questions, but to be frank I never ask my students open ended/referential questions". This revealed that referential questions that the teacher does not know the answer, but students know were not asked in the classes, as it is evident in the lesson transcriptions (see appendix A). The result gained from the observation also proved that teachers often asked close-ended/display types of questions.

T3 added that students were submissive and quiet in language classrooms because of such reasons like their inability to understand concepts, fear of losing face, the passive learning styles they were accustomed to, lack of preparation before coming to class and their perceived linguistic ability. Moreover, he added that very few students were willing to involve individually in class, while many more expressed their willingness to participate in pair and group activities, despite they used L1 (Amharic) in the given discussions.

Next to this, teachers were interviewed about the feedback provision behaviours that they provided to their learners. If a student lost the answer and if other students replied it, then the first student who lost the answer may be disappointed, and they said that if one student could not reply soon then they moved on to another student. If that student again could not reply finally, teachers themselves could give the correct answer. Likewise, T4 in line with feedback said,

> *Before I replied, I make them again to discuss together. I will try many times. I will give that chance for another student to speak or to answer the question, and then if they are not clear about the answer, I make them to discuss or share with their*

friends. Finally, I will give them the right answer. So, before I answer the question, often I give them more chances to discuss and reflect on what they have discussed.

According to T4's view moving on to another replier in search of the correct answer was the commonly practising behaviour as it is evident from the lesson transcriptions. However, the wait-time given for a student to reply to a question during this time was less than a second in most cases. But increased wait-time often results in fuller and more elaborated responses. If the first student could not reply, teachers were either calling on someone else who they know his/her name or they were simply searching for any volunteer to reply. The third teacher also said errors should be corrected systematically; it could be through recast, and he said that explicit error correction discourages students. The interviewer added,

I will not make the feedback personal, and I will focus on the general feedback. I do not make them degrade their moral like that of saying no. After all, treatment is very much important. The way you treat them matters. So, if you are very good at treating the students, then they will be happy to attend the lesson.

Teachers were asked about the wait-time. In this regard, teacher 1 stated, "I do not want to spend much of the time waiting for the answer from a single student. This is because I have to cover the day's lesson; if I give sufficient time, I will not cover it, and offering excess time after asking a question results loss of pace in the lesson, and it increases learners' anxiety." However, wait-time enables turn taking to be slowed down helping to make learners feel more comfortable and less stressed. Besides, they were asked about the duration of the pause or the turn taking after students' response and they said immediately they continue talking. It was also noticed when teachers took turns as soon as after students responded.

Finally, they were asked about classroom talk dominance. All the interviewed teachers confirmed that teachers dominated the classroom talk. Furthermore, they were asked to express any problems they faced about teachers' talk and learners' engagement, and they said that the practise of poor teaching methods, use of very formal expressions, which did not boost students to involve were mentioned. Thus, it is possible to say that teachers may not use eclectic methods of teaching. However, students' dynamic role, attitude, participation and motivation are vital in the process, without their active involvement in class activities, oral skills cannot be properly

developed, especially as the classroom is, in many occasions, the only environment in which they have opportunities to practise the target language.

4.2.2.2 Students' Interview

In addition to teachers' interview, there was also students' interview about their perceptions on the practise of classroom talk and opportunities gained to practise the target language. Fourteen students were interviewed face-to-face individually. They said that teachers were giving little opportunities to talk, and this was because learners themselves were not interested to talk. So, if the teachers covered the majority of the classroom talk, that would be very interesting, they added. These students confirmed that they wish teachers could dominate the whole classroom talk rather than EFL teachers gave them opportunities to discuss, present and argue on any given lesson topic. They disliked a teacher if he/she was frequently giving them long and extended speeches to present or discuss in the class. To them, a good teacher was the one who did not propel them frequently asking questions and giving assignments etc. A student also said, "I like a teacher if his pronunciation is good, and if he could not ask me questions without my interest." So, teachers dominated the talk. If so, it is possible to determine that teacher centered discourse provides rare opportunities for meaning negotiation.

Learners had also interviewed about the questions types that they liked to be asked by their teachers. Many of them preferred closed-ended questions due to the nature of short and precise responses. They added that EFL teachers asked them often display types of questions that limited their extended response. They confirmed that EFL teachers were not frequently asking them open/referential types of questions, which lead them to negotiate with each other. Teachers were also criticised by these interviewees when they randomly select a student to give a response to the inquired question. During this time, learners prefer a teacher who asked and gave chance only for volunteer respondents. Learners poor command of the English language coerced them to prefer closed/display types of questions than open-ended types.

Student 1 said that EFL teachers relied on closed-ended questions, which require 'yes' and 'no' responses. The most intriguing factors determining the quality and quantity of learners output was the types of questions teachers utilised. When teachers asked open-ended questions,

responses could be long and extended. However, if long answers were provided, grammatical errors could be increased.

The interview results also showed that (interviewee 2, 4, 5, 6 & 7) teachers moved on to another respondent if none of the respondents did offer a response to the given question. If the selected student kept quiet, EFL teachers could reply themselves. Interviewee 3 also stated that most of the time the teacher encouraged learners to give a response if students kept quiet after the teacher asked them a question. Some of the interviewees also suggested that their teachers gave them some clues to respond to the given question. This implied that teachers encouraged and provided clues for learners to take part in the question and answer exchanging time and to arrive at the exact answer by scaffolding the learners' effort to respond. The result obtained from the questionnaire and observation confirmed this finding.

Student 7 described that the EFL teacher simply preferred silent when a student made grammar error. Students were not certain whether the given response was correct or not. The teacher would simply continue the lesson unless some 'clever' classmates commented on the provided answer. This finding was consistent with the result obtained from the observation, in that it was noticed frequently when EFL teachers moved on to another respondent or continued to the next lesson without providing any feedback after learners gave a response. Teachers did not often show their acknowledgment, approval and acceptance of their students' response. It was rarely noticed when they shared their appreciation throughout repeating their learners' given utterances verbatim.

To offer a reply, they got from teachers less than two seconds of pause (wait-time) after asking a question. In this regard, student 3 said, "I would keep silent if I did not know the answer so that the teacher could easily move on to another respondent, or he might reply to himself." This revealed that the reason might be due to his (the learner's) poor speaking ability that he disliked extended responses. Unlike the questionnaire result, which confirmed enough time was provided to students to respond to a given question (i.e., wait-time I), the result gained from the observation specified that teachers' wait-time (II) after they asked questions and their turn taking after the students' response is immediate.

Regarding feedback provision behaviour, the third interviewee said, if students answered correctly then teachers could admire them if not, they could not say anything about it. Almost all of them suggested that teachers appreciate respondents in the form of encouragement and that was to involve in the question and answer sessions. The 6th and 7th interviewees in this regard added that their teachers were helping them to do better and improve their command of English language. Therefore, teachers kept the morale of their students during the question and answer sessions by providing learners with positive feedback that did not discourage learners. On the contrary, student 4 said, "If the teacher is angry and students disturb the class and do not answer the given question correctly then sometimes, he criticises us". The observation results also proved that teachers criticised learners 27 times (see App. E).

Participants were also interviewed in connection to how to correct their errors and/or mistakes when they made. They (interviewee 1, 2, 3, 5 & 7) reacted that teachers helped them in the form of implicit correction, and they could use these scaffolding inputs to correct their errors/mistakes. Besides, they all agreed that they would not like to be corrected by a teacher explicitly in front of their classmates. A student also preferred to be corrected by his teacher than his classmates could correct his error. This appears to be students do not want to be ridiculed and judged by their classmates.

Interviewees were also asked about the talk time hegemony that both classroom teacher and his/her students share while the teaching-learning process was in progress. For this, all of them except one interviewee confirmed that EFL teachers dominated the classroom talk. This result is similar with the result found from the classroom observations and questionnaires, which disclosed that EFL teachers dominated the classroom talk time.

The other question was students' perception they had for the teacher talk and the majority of them confirmed that it helped them to improve their listening ability. Student 1 added, "When the EFL teacher talks more, we can get different knowledge and different new things from the teacher, so it is one way of acquiring knowledge with and I have a good perception about this." Student 2 added that students are not talking freely. This is because the teacher himself did not allow the students to talk freely, and she preferred EFL teachers to talk freely in a class. These could help the students to practise the target language easily. Finally, they confirmed that

teachers dominated the classroom talk, and it was rarely that learners got discussion or presentation topics from their teachers.

Lastly, they were asked to explain if they had problems in the EFL classes during their interaction with the teachers and among classmates. Many of them explained that teachers' talk should not exceed the learners' talk. Students afraid of their teachers and classmates to talk in the EFL class. They lack the confidence to respond to a question. Some of the learners did not know what to talk, and they were not willing to involve in the lesson. Teachers could not create conducive learning opportunities. In this regard, interviewees (1, 2, 4 & 6) suggested that teachers in the lower grade levels must encourage their students to involve in the lesson and talk freely. Students must read different books to improve their performance. They further noted that EFL teachers should not dominate the classroom talk.

4.3 Findings and Analyses of the Quantitative Data

This part of the analyses discusses the data obtained from both teachers and students questionnaire. As this study aimed to investigate teachers' talk and students' involvement in EFL classes, English language teachers and their students from different departments were chosen to participate in it, and hence 31 teachers and 230 students from the university completed the questionnaires. The first part of the analyses is the data obtained from the EFL teachers followed by the analyses of the students' questionnaire.

4.3.1 Findings from the Teachers' Questionnaire

4.3.1.1 Findings and Analyses of Learning Opportunities

The main purpose of the teachers' questionnaire was to examine teachers' and students' practises and their perceptions about teachers' talk in the EFL classroom. Besides, it attempted to validate and triangulate the result obtained from both classroom observations and interviews. As mentioned above, the numbers of teachers who completed the questionnaires were 31, and all of them filled in properly, and in line with the basic research questions of the study, the data obtained from these participants were analysed sequentially. Table 1 below presents the nature of

learning opportunities EFL teachers created for students, and it is analysed in relation to the results gained from classroom observations and interviews.

Table 1: Opportunity Creation Behaviour 1

No.		How often do:									
		1. you create opportunities to practise the given oral activities?		2. you allow students to work in different ways such as in pairs and/or groups?		3. learners willing to take part in the given opportunities to practise the given oral tasks?		4. your students use the target language in the given opportunities		5. you limit students not to talk a lot because of shortage of time?	
		F	%	F	%	F	%	F	%		
5	Always	10	32.3	12	38.7	4	12.9	1	3.2	-	-
4	Often	14	45.2	13	41.9	9	29.0	15	48.4	3	9.7
3	Sometimes	5	16.1	4	12.9	11	35.5	11	35.5	13	41.9
2	Rarely	1	3.2	2	6.5	7	22.6	3	9.7	14	45.2
1	Never	-	-	-	-	-	-	-	-	1	3.2
	Total	30	96.8	31	100	31	100	30	96.8	31	100

In the first item, instructors were asked the frequency that they created opportunities for their students to practise the target language. Among these, 45.2 and 32.3 percent of the teacher-respondents replied that they often and always created opportunities to practise the language orally, respectively. About 16.1 percent of the other respondents rated that they sometimes created such types of opportunities. The rest 3.2 percent of them said that they rarely created opportunities. This result is inconsistent with the findings obtained from the classroom observations.

In item 2, teachers were asked how often they allow students to work in different pair and group works. For this, 41.9% and 38.7% of them replied, they often and always assigned students in different pair and group work activities respectively. The rest 12.9% and 6.5% of the respondents replied that they sometimes and rarely formed these groups and assigned students to do the given activities in that order. Teacher-respondents reacted that learners were willing sometimes (35.5%) and often (29%) to involve in the given opportunities. Concerning this, 22.6% of the others said rarely. This reveals that learners' engagement level is not satisfactory. Lastly, 48.4% and 35.5% of respondents confirmed that students often and sometimes practised the target language and because of a shortage of time they rarely (45.2%) and often (41.9%) limited their students' involvement in the lesson.

The result obtained from the classroom observations showed that students expressed 1,442 times short responses and 251 times long responses for the given questions as well as for different reasons whenever they had the chance to express their ideas. Similarly, students replied in chunk 393 times.

4.3.1.2 Findings and Analyses of Questioning Behaviour

The two tables below (tables 2 & 3) presented the question and answer exchange behaviours EFL teachers utilised during the teaching-learning process.

Table 2: Questioning Behaviour 1

No.		How often do you:							
		1. ask open-ended questions that help students to talk more and for an extended period of time?		2. ask close-ended questions (i.e. the response is short like 'yes' or 'no', 'true' or 'false' or restricted responses, etc.)?		3. ask questions that you don't know the answer (questions like 'why', 'how') that help students to talk for a long period of time or express a lot?		4. ask questions that you know the answer most of the time or questions that restrict learners extended response?	
		F	%	F	%	F	%	F	%
5	Always	5	16.1	1	3.2	3	9.7	3	9.7
4	Often	16	51.6	11	35.5	8	25.8	7	22.6
3	Sometimes	9	29.0	14	45.2	9	29.0	12	38.7
2	Rarely	1	3.2	5	16.1	9	29.0	7	22.6
1	Never	-	-	-	-	2	6.5	2	6.5
	Total	31	100	31	100	31	100	31	100

In the first item, 51.6% of the teacher-respondents replied that they often asked open-ended questions that help students to talk more and for an extended period. Besides, 29% and 16.1% of them replied that they sometimes and always asked open-ended questions, and 3.2% of the remaining discussants reported that they never forwarded such types of questions. The observation result showed that EFL teachers asked 91 open-ended question types (see Appendix E, summary of the observation result). In item 2, instructors were asked whether they asked close-ended questions or not. For this, the majority, (i.e. 45.2% and 35.5%) of them sometimes and often asked this type of question, and 16.1% of them replied that they rarely asked that type of question. The findings from item 2 confirmed that teachers preferred open-ended questioning

behaviour. The result obtained from the observation indicated that EFL teachers totally asked 840 close-ended questions, which was the dominant question type utilised in the classes.

In the third item, instructors were asked whether they utilised referential questions or not. This item was similar with the first item and it was asked to crosscheck. For this, 29% of the respondents replied that they sometimes and rarely used referential questions each independently, which help learners to talk more. This result appears consistent with the observations finding. Related to this, 25.8% of the participants replied that they often did this, and the rest 9.7% and 6.5% of the respondents rated always and never. On the other hand, the reverse of referential question i.e., display question was asked in the last item above, and 38.7% of the respondents replied that they sometimes asked questions of which their responses were short and restricted. Furthermore, 22.6% of them rarely and often asked this question independently, and the remaining 9.7% and 6.5% of them rated always and never. Such types of questions are most familiar in the EFL classrooms that check the learners' simple recall of facts.

Table 3: Questioning Behaviour 2

No.		How often do you:			
		5 encourage students to ask questions if they have any, about the lesson in the middle or at the end of the teaching-learning process?		6. consider asking a question as a waste of time?	
		F	%	F	%
5	Always	16	51.6	-	-
4	Often	11	35.5	1	3.2
3	Sometimes	3	9.7	1	3.2
2	Rarely	1	3.2	4	12.9
1	Never	-	-	25	80.6
	Total	31	100	31	100

Instructors were inquired about the inspiration that they motivate learners, and 51.6% and 35.5% of them confirmed that they always and often motivate students to ask questions. The remaining 9.7% and 3.2% of them said that they sometimes and rarely encouraged their students to ask questions. The result obtained from the observations verified that only 17 times learners asked their teachers questions to be clarified (see App. E). In item 6, they were asked to check whether asking question was considered by teachers as waste of time or not, and 80.6% and 12.9% of them answered that they never and rarely considered it as a waste of time, and the rest 3.2% of

them sometimes and often considered asking question as a waste of time independently. This finding is inconsistent with the teachers' interview since they explained that they were fast moving to cover the daily prepared lesson.

4.3.1.3 Findings and Analyses of Feedback Provision Behaviour

Tables 4, 5 and 6 under presented the teachers' feedback provision behaviours that they offered to their students during interaction. The items incorporated under this theme were 13 and they are presented in three different tables subsequently.

Table 4: Feedback Provision Behaviour 1

No.		How often do you:							
		1. move on without saying anything when a student answers accurately?		2. move on without saying any feedback when a student fails to give the correct answer?		3. give feedback on the message (which focuses on meaning rather than on the form/structure)?		4. give students negative comments such as you are wrong, quite wrong, emm no, etc.?	
		F	%	F	%	F	%	F	%
5	Always	-	-	1	3.2	8	25.8	1	3.2
4	Often	2	6.5	1	3.2	16	51.6	2	6.5
3	Sometimes	3	9.7	4	12.9	4	12.9	3	9.7
2	Rarely	11	35.5	11	35.5	3	9.7	12	38.7
1	Never	15	48.4	14	45.2	-	-	13	41.9
	Total	31	100	31	100	31	100	31	100

When a student answered correctly, instructors never and rarely moved on without giving feedback, (i.e., 48.4% & 35.5%), and the remaining subjects (i.e., 9.7% & 6.5%) reported that they sometimes and often moved on without commenting anything when a student answered correctly. This reveals that instructors are providing the necessary praise when learners respond to teachers' questions correctly. In item 2, whether instructors moved on when a student gave the correct answer without suggesting any feedback was enquired, and 45.2% of the respondents confirmed that they never moved on to the next lesson, and 35.5% of the other respondents replied that they rarely moved on without offering any feedback, and 12.9% of them said, they sometimes practised it. This specifies that most instructors do not move on to the next part of the lesson without commenting when a student failed to respond to a question. Providing feedback either focusing on the message or on the contents was asked in the third item, and for this, 51.6% and 25.8% of the teacher-respondents successively reacted that they often and always provided feedback on the message. 12.9% and 9.7% of the other respondents responded that they

sometimes and rarely gave feedback on the meaning rather than commenting on the structure of the content. This reveals that instructors are providing comments on the message, which is praiseworthy for learners to learn the target language instead of merely focusing on the structure of the language. Questions were raised in the fourth item whether instructors gave negative comments that discourage learners to participate in the question and answer exchanges. For this, 41.9% and 38.7% of them reported that they never and rarely made negative comments that discourage students from participation. On the other hand, the finding obtained from the classroom observations revealed that teachers criticised their students 27 times (see Appendix E).

Table 5: Feedback Provision Behaviour 2

No.		How often do you:							
		5. give a student positive reinforcement such as excellent, very good, well done, good, etc., when s/he replies correctly?		6. give a student a chance to re-correct his/her errors himself (herself)?		7. praise a student when s/he answers exactly to a question?		8. give opportunities for peer correction?	
		F	%	F	%	F	%	F	%
5	Always	12	38.7	11	35.5	17	54.8	8	25.8
4	Often	18	58.1	14	45.2	9	29.0	9	29
3	Sometimes	1	3.2	4	12.9	3	9.7	10	32.3
2	Rarely	-	-	2	6.5	-	-	3	9.7
1	Never	-	-	-	-	1	3.2	1	3.2
	Total	31	100	31	100	30	96.7	31	100

In item 5, 58.1% and 38.7% of the participants reacted that they often and always gave positive reinforcement when a student responded correctly in that order. The result gained from the classroom observations showed that teachers praised their students 906 times. For the second item, 45.2% and 35.5% of the respondents replied that they often and always provided learners chances to re-correct their own errors successively, and the remaining respondents (i.e. 12.9%) and 6.5%) said that they sometimes and rarely gave students chance to re-correct their own errors. This reveals that instructors are commonly providing learners' chances to re-correct their own errors.

When students correctly respond to a question, instructors were inquired the frequency that they cherished students in item 7, and the majority of respondents (54.8% & 29%) responded that they always and often praised learners whenever they answered correctly. The other 9.7% and

3.2% replied, sometimes and rarely. This reveals that instructors are inspiring learners when they provide the right answer, which in turn enriches their upcoming involvement. The frequency of peer correction opportunities was also asked, and 32.3%, 29% and 25.8% of the raters showed that they sometimes, often and always carried out peer correction feedbacks.

Table 6: Feedback Provision Behaviour 3

No.		How often do you:									
		9. redirect the question to another student when a student produces the wrong answer?		10. provide scaffolding (i.e. fill in the missing language)?		11.correct error(s) quickly and directly?		12. interrupt learners for correction while a student is giving a response?		13. provide the right answer when a student fails to reply correctly?	
		F	%	F	%	F	%	F	%	F	%
5	Always	11	35.5	2	6.5	7	22.6	2	6.5	9	29
4	Often	12	38.7	13	41.9	3	9.7	1	3.2	10	32.3
3	Sometimes	7	22.6	13	41.9	9	29	9	29	7	22.6
2	Rarely	1	3.2	3	9.7	10	32.3	12	38.7	4	12.9
1	Never	-	-	-	-	-	-	6	19.7	1	3.2
	Total	31	100	31	100	29	93.5	31	100	31	100

For item 9, the majority of teacher-respondents (i.e., 38.7% & 35.5%) reacted that they often and always redirected questions to another student when a learner replied wrongly. It was 22.6% of them, who replied sometimes. With regard to scaffolding, 41.9% of them independently rated, they often and sometimes supported their learners to arrive at the exact answer. Rarely teachers corrected learners' wrong answer directly and quickly comprising 32.3% and the rest 29% and 22.6% of them indicated that they sometimes and always corrected quickly and directly. Concerning interruption for error correction, 38.7% and 29% of the participants confirmed rarely and sometimes, and 19.7% of the others reported that they never interrupted their learners for correction. Lastly, participants replied the provision of a correct answer when their learners failed to give the right answer, and 32.3% and 29% of them respectively rated often and always. This shows that teachers provide a correct answer for a partially and/or totally unanswered question.

4.3.1.4 Findings and Analyses of Wait-Time Behaviour

In table 7 and 8 below, the teachers' wait-time behaviours during turn-taking procedures (question and answer exchanges) were enquired through six related but different items.

Table 7: Wait-Time Behaviour 1

No.		How often do you:							
		1. give chance for another student to reply if a student waits for a moment (within 5 seconds)?		2. call on someone else to reply when a student takes more than 5 seconds to respond to a question?		3. respond the answer yourself if a student takes time in replying to a question?		4. wait/pause less than a second until that student starts to think, formulate and reply after you ask him/her a question?	
		F	%	F	%	F	%	F	%
5	Always	5	16.1	3	9.7	2	6.5	2	6.5
4	Often	7	22.6	7	22.6	4	12.9	8	25.8
3	Sometimes	8	25.8	11	35.5	11	35.5	5	16.1
2	Rarely	6	19.4	4	12.9	8	25.8	4	12.9
1	Never	5	16.1	5	16.1	5	16.1	12	38.7
	Total	31	100	30	96.8	30	96.8	31	100

As can be seen above, 25.8% and 22.6% of teacher-respondents confirmed that they sometimes and often provided for another student to reply in case a student waited for five seconds of duration. The remaining 19.4% of them reported that they rarely waited for the specified amount of seconds, and 16.1% of others indicted rarely and always independently. This reveals that it is practising, maybe, to save time and cover the daily planned lesson. Teachers were also asked if they nominate someone to get the right answer. For this item, 35.5% of them showed that they sometimes nominated someone to reply, and 22.6% of others said that they often called on another learner to give the answer. This reveals that instructors call on other students to get the response to a question, and to the reverse, they could reply the answer themselves if they did not get any respondent. In the third item, instructors were asked the frequency that they gave a response to a student's answer in the place of the respondent if s/he could not respond within the given time, and for this item, 35.5% of the informants replied that they sometimes did this. Other 25.8%, 16.1% and 12.9% of them respectively verified that they rarely, never and often replied if

a student waited for answering a question. This shows that when students take time to give a response to the forwarded questions, instructors themselves respond to the questions without giving learners any clue or hint to arrive at the exact answer. This type of situation restricts learners' engagement in the lesson.

Giving students' extended time to think, formulate and share their own ideas was also asked in item 4. Preponderance repliers (i.e., 38.7%, 12.9% & 16.1%) specified that they never, rarely and sometimes provided the chance for students to think, formulate and answer their ideas. 25.8% and 6.5% of the other respondents pointed out that they often and always gave more extended time to think, formulate and share ideas, consecutively. This refers to instructors did not provide students enough time to think, formulate and respond to the questions.

Table 8: Wait-Time Behaviour 2

No.	How often do you:				
		5. wait/pause between 1-2 seconds until that student starts to reply after you ask him/her a question?		6. wait/pause between 3-5 seconds until that student starts to reply after you ask him/her a question?	
		F	%	F	%
5	Always	6	19.4	7	22.6
4	Often	6	19.4	13	41.9
3	Sometimes	8	25.8	7	22.6
2	Rarely	7	22.6	3	9.7
1	Never	4	12.9	1	3.2
	Total	31	100	31	100

Giving learners 1-2 seconds of wait-time was asked in the fifth item. For this, 25.8% and 22.6% of the informants responded that they sometimes and rarely waited for 1-2 seconds, and 19.4% of them independently justified that they always and often waited for 1-2 amount(s) of second(s) to think and respond. Whereas, the remaining 12.9% of them confirmed that they never waited for the given amount of time. Lastly, waiting 3-5 seconds of uninterrupted silence was asked, and 41.9% and 22.6% of them disclosed that they often and always provided students these amounts of seconds, and 22.6% of the other respondents described that they sometimes gave learners the specified amounts of wait-time. The amounts of time teachers are giving is not that much enough to think, formulate and respond to the right answer as disclosed above. This, in turn, refers to teachers take the turn immediately after the students' response, which again may restrict learning potentials.

4.3.1.5 Findings and Analyses of Amount of Teachers Talk

Table 9 describes the amount of talking time teachers spent during the teaching-learning process.

Table 9: Amount of Talking Time 1

No.		How often do you:							
		1 dominate the classroom talk?		2. encourage students to talk a lot and practice the language?		3. give long and extended explanations?		4. interrupt students to stop talking because you need to cover the content of the day's lesson, though they are willing to talk more?	
		F	%	F	%	F	%	F	%
5	Always	3	9.7	10	32.3	1	3.2	-	-
4	Often	8	25.8	14	45.2	5	16.1	2	6.5
3	Sometimes	12	38.7	7	22.6	16	51.6	12	38.7
2	Rarely	7	22.6	-	-	8	25.8	9	29
1	Never	1	3.2	-	-	-	-	7	22.6
	Total	31	100	31	100	31	100	31	100

As can be illustrated in table 9, 38.7 percent of the discussants in item one replied that they sometimes dominated the classroom talk, and 25.8% of them reported that they often dominated the classroom talk, and 22.6% of them indicated that they rarely dominated learners' talk. This shows that instructors are not that much dominating the learners' talk, which is conflicting to the result gained from the observations.

In the second item, the frequency of encouraging students to talk was questioned, and many of them (i.e., 45.2 & 32.3 percent) indicated that they often and always praised learners to talk in the EFL classes, respectively. The remaining 22.6% of them demystified that they sometimes motivated students to talk. This indicates that learners were most frequently getting encouragement from their instructors to involve in the lesson, which is contrary to the result obtained from the observations. For item 3, 51.6% and 25.8% of the respondents respectively rated that they sometimes and rarely gave long and extended opportunities to talk, and 16.1 percent of the others reported often. This refers to students did not get opportunities, which help them express their ideas in the 'era' of communicative language teaching in it the learners are the center of learning. Lastly, even if students were interested to talk, instructors sometimes interrupted them not to keep on talking (i.e., 38.8%), rarely (29%) and never (22.6%). This result divulges that instructors were not most frequently interfering with learners' talk.

4.3.1.6 Findings and Analyses of Teachers' Perceptions about Talk

Tables 10 and 11 below reported EFL teachers' perceptions about their classroom talk and related variables that constructs and obstructs learners' oral performance.

Table 10: Perception of Teachers about their Talk 1

No	Items		Frequency	Percent
1.	Allowing sufficient time for learners to respond promotes their oral performance.	Strongly Agree	17	54.8
		Agree	13	41.9
		Undecided	1	3.2
		Total	31	100
2.	Students can easily understand my instruction.	Strongly Agree	7	22.6
		Agree	16	51.6
		Undecided	4	12.9
		Disagree	4	12.9
		Total	31	100
3.	My interaction with students promotes their oral performance.	Strongly Agree	13	41.9
		Agree	15	48.4
		Undecided	2	6.5
		Strongly Disagree	1	3.2
		Total	31	100
4.	Talking a lot promotes students' oral performance.	Strongly Agree	1	3.2
		Agree	5	16.1
		Undecided	3	9.7
		Disagree	10	32.3
		Strongly Disagree	11	35.5
		Total	30	96.8
5.	L1 Should be used while teaching English.	Strongly Agree	1	3.2
		Agree	10	32.3
		Undecided	6	19.4
		Disagree	8	25.8
		Strongly Disagree	5	16.1
			30	96.8

To get instructors' perceptions about their view towards classroom talk, different questions were asked. For example, whether allowing sufficient time for learners to respond promotes their oral performance or not, was the first, and for this item, 96.7 percent of them verified their agreement. This refers to giving enough time for learners while responding to a question increases their oral performance. Secondly, whether students easily decipher teachers' instruction was queried in item 2, and 74.2 percent of the participants showed their agreement. This indicates that learners can understand their teachers' instruction. For item 3, almost all of them

(90.3 percent) agreed that student-teachers interaction promotes learners' oral performance ability. Therefore, it can be concluded that almost all instructors had a positive view of the role of student teacher's oral interaction in promoting the learners' language competence. For item 4, 67.8% of them reported their disagreement vis-à-vis whether lecturing promotes learners' oral performance or not, but others 19.3% of them said that they agree with this idea. This infers that instructors perceived as lecturing cannot promote learners' verbal abilities. Whether using L1 facilitates learners' oral performance or impedes was enquired in the fifth item. For this question, 45.2 percent of them disagreed with this point, and 35.5% of the others, on the contrary, agreed on the use of L1. Whereas, the rest, 19% rated undecided.

Table 11: Perception of Teachers about their Talk 2

No	Items		Frequency	Percent
6.	Teacher talk can affect students' oral performance.	Strongly Agree	8	25.8
		Agree	14	45.2
		Undecided	5	16.1
		Disagree	3	9.7
		Total	30	96.8
7.	Engaging learners to talk or present and discuss most of the time help them to improve their oral performance.	Strongly Agree	23	74.2
		Agree	8	25.8
		Total	31	100
8.	Students' oral language performance background has an impact on their current oral performance development.	Strongly Agree	20	64.5
		Agree	10	32.3
			30	96.8
9.	In EFL class, you should talk all the time and students should listen.	Agree	1	3.2
		Disagree	8	25.8
		Strongly Disagree	22	70.9
			31	100
10.	While teaching, you should ask questions before & after the lesson.	Agree	14	45.2
		Undecided	4	12.9
		Strongly Disagree	13	41.9
		Total	31	100

Whether teachers' talk can affect students' oral performance ability was solicited, and 71 percent of them positively agreed on this point. For the second item, all the participants agreed that engaging learners to involve most of the time help them to improve their oral performance, and all of them agreed that learners' background had an impact on their current oral performance. Teachers were enquired on if they should talk all the time and students to listen to promote the

learners' oral skills. Almost all (95.8%) disagreed on this idea. In the last item, 41.9 percent of the participants strongly disagreed as to teachers should ask questions before and after the lesson, but 45.2% of the others agreed to ask questions during this time. This shows that when students are conscious about the fact that their teachers control the classroom discourse, it may affect badly the course of their interaction for they recognise that their chance of persisting in speaking is after all controlled by their teachers. Subsequently, this may lead to their withdrawal and disinclination in interacting.

Table 12: Teachers' Response on "Yes/No" Items

No.	Items	Yes	%	No	%
1	Do you consider your learners reluctant/passive in communicating and expressing their viewpoints?	21	67.7	10	32.3
2	Do you try to encourage/stimulate the silent students to interact and speak?	31	100	-	-
3	Do you favour your students commenting on the contribution of their peers in class?	26	83.9	4	16.1
4	Have you ever intervened when your learners discus and argue with each other?	24	77.4	7	22.6
5	Are the same students always interacting in the classroom?	20	64.5	11	35.5
6	Have you ever felt that you control the discussion in class and give tight opportunities for students to speak?	22	71	9	29
7	As an English teacher of Communicative English Skills, do you feel that your students are comfortable and willing to attend your lesson?	25	80.6	6	19.4
8	As an English teacher, do you have an idea about classroom language discourse?	30	96.8	1	3.2

Teachers were asked to respond either to 'Yes' or 'No' for a few questions, and the first was whether they considered their learners' reluctance in communicating and expressing their viewpoints during the lesson. For this, of the total respondents, 67.7% of them said '*yes'* they considered their students' reluctance in communicating and expressing their ideas, and 32.3% of the others replied no. Secondly, they were asked whether they encouraged reticent students to interact and speak, and for this, all the respondents replied *'yes'*.

If teachers favoured their students commenting on the contribution of their peers in class was the other question that was enquired in item 3, and 83.9% of them replied *'yes'* there was peer feedback during the lesson, and the rest 16.1% said no. This result is inconsistent with the finding obtained from the observations. The other question was whether they had intervened when learners discuss,

debate and argue with each other. For this item, 77.4% of the discussants confirmed as they interfered with learners when they discuss and argue, whereas, 22.6% of the participants responded *'no'*. Deciding on correcting students' errors is, by no room of discussion, a crucial decision to be taken by teachers, as it may boost or shrink the route of interaction. The researcher expected that in the EFL lessons, a great number of students compete to take turns; if teachers interfered over to correct for pronunciation, grammar etc., communication breakdown might occur, so it was the teacher's conception about his role in classroom that determined the way he took part in the construction of learners' discourse.

Similarly, respondents were asked if the same students always interacted in the classroom. The attempt behind asking this question was to see whether teachers knew some students tend to involve more than others did, and 64.5% of them rated that familiar learners were not always interacting in the lesson. However, the rest 35.5% of informants reported that the same students were always involving. Besides, teachers were asked whether they controlled the discussion in class and gave them tight opportunities for students to speak. Among them, 71% of the discussants rated as they dominated the classroom talk and provided learners tight opportunities to practise the target language, and the rest 29% of them said, as they did not dominate the classroom talk. There were no any tight opportunities provided for learners. Furthermore, teachers were asked if they felt that students were comfortable and willing to attend lessons, and for this item, 80.6 percent of the discussants rated that they were comfortable and interested to attend lessons, and conversely, the rest 19.4 percent of the respondents specified, as learners were not feeling comfortable and willing to attend. If teachers had the capability of classroom discourse was the last question asked, and nearly all of them (i.e., 96.8 percent) replied, as they were familiar with classroom discourse. This implies that teachers are acquainted with the means of classroom interaction, and they are familiar with teacher talk and learners' engagement. If these were the case, teachers could have managed adequately their classes to optimise interaction owing to their ability on CD compared to those who did not have the knowhow. Furthermore, teachers were asked to indicate who was suggesting topics for discussion, and it was confirmed that EFL teachers dominated in this regard. The modes they assign were variety including group, pair and individual works, and it was confirmed that when learners present their work teachers gave priority for oral communication and fluency.

4.3.2 Findings from the Students' Questionnaire

The purpose of the students' questionnaire was to get their response about the nature of their involvement with EFL teachers and among themselves in the classes. The part contained 45 items on the themes such as learning opportunities, question and answer exchanges, feedback provision behaviours, wait-time and amount of talk time, and lastly, their perceptions about the classroom talk is presented.

4.3.2.1 Findings and Analyses of Learning Opportunities

The two tables below present the nature of learning opportunities that EFL teachers created for learners. The items are seven and they are presented as follows.

Table 13: Opportunity Creation Behaviour 2

No.		How often does:					
		1. the instructor create opportunities to practice orally in the class?		2. the instructor create pair/group work activities and allow you to work together?		3. the instructor facilitate various conditions after s/he provides a topic for discussion?	
		F	%	F	%	F	%
5	Always	98	45.0	76	34.9	89	40.8
4	Often	42	19.3	61	28.0	48	22
3	Sometimes	64	29.4	60	27.5	50	22.9
2	Rarely	8	3.7	18	8.3	17	7.8
1	Never	6	2.8	2	.9	13	6
	Total	218	100	217	99.5	217	99.5

Students were asked whether their teachers created opportunities to practise the language or not in the first item. Many of the respondents (i.e., 45% and 19.3%) disclosed that their teachers always and often created opportunities to practise the language. Twenty nine percent of the respondents reported that their teachers sometimes created this opportunity. For item 2, 34.9% and 28% of the respondents confirmed that instructors always and often created pair and/or group activities to work, respectively, and 27.5% of the others said that teachers sometimes created this type of situation. In question 3, whether instructors facilitated various conditions after they provided a topic for discussion was asked, and most of those respondents (i.e. 40.8%) said, always, as well as 22% of others said that teachers often facilitated this condition.

Table 14: Opportunity Creation Behaviour 3

No.		How often:							
		4. does the instructor talk a lot in the classroom without giving chance for students?		5. do you use English when opportunities are created to talk?		6. do you have the willingness to take part in the given opportunities to practice the given oral activities?		7. you present topics in front of the whole class when you get the chance?	
		F	%	F	%	F	%	F	%
5	Always	41	18.8	75	34.4	72	33	71	32.6
4	Often	22	10.1	52	23.9	56	25.7	39	17.9
3	Sometimes	42	19.3	58	26.6	49	22.5	60	27.5
2	Rarely	28	12.8	11	5	21	9.6	26	11.9
1	Never	79	36.2	14	6.4	16	7.3	14	6.4
	Total	212	97.2	210	96.3	214	98.2	210	96.3

In the fourth item, respondents were asked whether their teachers talked a lot in the classroom without providing them opportunities to practise the target language, and the majority of them answered never (36.2%). In contrast, 18.8% and 19.3% of them replied always and sometimes. When opportunities were created, learners always, often and sometimes used the target language comprising 34.4, 23.9 and 26.6 percent, in that order. Learners' willingness to take part in the given opportunities for oral practise was asked. Thus, the preponderance repliers (i.e., 33% & 25.7%) reacted that they were always and often volunteer to participate. Besides, 22.5% of others disclosed that they were sometimes willing to involve. Lastly, respondents were asked to rate the frequency that they presented topics in front of the whole class, and 32.6 and 17.9 percent of them reported that they always and often delivered topics standing in front of the multitude. The rest, 27.5, 11.9 and 6.4 percent of them indicated sometimes, rarely and never respectively.

4.3.2.2 Findings and Analyses of Questioning Behaviour

The part that follows next presented results of the question and answer exchanges in tables 15 and 16 sequentially. The number of items presented in the two tables is eight.

Table 15: Questioning Behaviour 3

No		How often does:							
		1. the teacher ask open ended-questions that help you to express your ideas more and for an extended period of time?		2. the teacher ask you close-ended questions (i.e. the response is short like 'yes' or 'no', 'true' or 'false' or short answer questions etc.)?		3. the instructor ask you questions that you do not know the answer?		4. the teacher encourage you to ask questions?	
		F	%	F	%	F	%	F	%
5	Always	94	43.1	43	19.7	46	21.1	106	48.6
4	Often	63	28.9	55	25.2	36	16.5	41	18.8
3	Sometimes	41	18.8	56	25.7	57	26.1	36	16.5
2	Rarely	8	3.7	28	12.8	28	12.8	14	6.4
1	Never	12	5.5	35	16.1	47	21.6	13	6.0
	Total	218	100	217	99.5	214	98.2	210	96.3

An attempt was made to get the types of questions instructors asked. For instance, in the first item, 43.1 and 28.9 percent of the respondents witnessed that their teachers always and often asked them open-ended questions, respectively, and 18.8% of the others replied that their teachers sometimes asked them these types of questions. Likewise, in item 2, 25.7 and 25.2 percent of the repliers disclosed that their teachers sometimes and often asked them close-ended questions, successively that limits learners not to talk, and 19.7 percent of others said that they were always fronting these types of questions. It was rarely observed when teachers forwarded these kinds of questions during the question and answer exchanges. They were also asked the frequency of referential types of questions, and 26.1% and 21.1% of them said that they sometimes and always experienced these types of questions, in sequence, which help them to talk extensively. Of course, 21.6 percent of the others also said that they never had these types of questions from their teachers, and the rest 16.5 and 12.8 percent of them reported that they often and rarely came across these forms of questions, in order. Instructors motivate their learners always and often comprising 48.6 and 18.8 percent, respectively, as table 15 above illustrated.

Table 16: Questioning Behaviour 4

No.		How often:							
		5. does the instructor give you time to ask questions in class?		6. do you not ask questions because of the fear of disrupting the instruction and other students' concentration?		7. do you consider asking a question as a waste of time?		8. do you not like to be judged by others as competent or incompetent during the question and answer time?	
		F	%	F	%	F	%	F	%
5	Always	105	48.2	35	16.1	41	18.8	40	18.3
4	Often	38	17.4	35	16.1	33	15.1	47	21.6
3	Sometimes	45	20.6	44	20.2	41	18.8	49	22.5
2	Rarely	15	6.9	34	15.6	25	11.5	20	9.2
1	Never	7	3.2	67	30.7	72	33	61	28.0
	Total	210	96.3	215	98.6	212	97.2	217	99.5

In the fifth item, 48.2 percent of repliers disclosed that their teachers always provided them time to ask questions in the class, and others (i.e., 17.4 & 20.6 percent) of them responded that their teachers often and sometimes gave them time to ask questions during the question and answer exchanges. Fear of disrupting the instruction and other students' concentration was asked; as a result, 30.7 and 15.6 percent of them replied that they never and rarely asked questions because of the above-mentioned reasons, and the other 20.2 percent of repliers claimed sometimes, and 16.1 percent of each said that they always and often did not ask. Thirty-three percent of the discussants for item 7, responded, they never considered asking question as a waste of time. On the other hand, 18.8% of each indicated that they always and sometimes considered it as a waste of time. Not to be judged by classmates as they were competent or not was asked and twenty-eight percent of them replied that they never frightened to be judged by others as competent or not during question and answer exchanges. The rest, 22.5%, 21.6% and 18.3% of them respectively replied that they sometimes, never and always feared to be judged by others as competent or incompetent during question and answer sessions.

4.3.2.3 Findings and Analyses of Feedback Provision Behaviour

To crosscheck and validate the teachers' response given previously, attempt was made to ask students about the nature of teachers' feedback provision behaviours as well as how they corrected errors made. Thus, tables 17, 18 and 19 under reported feedback provision behaviours.

Table 17: Feedback Provision Behaviour 4

No.		How often does the instructor:							
		1. move on without saying anything when you answer correctly?		2. give feedback on the message (which focuses on meaning) rather than on the form/structure?		3. give you negative comments such as you are wrong, quite wrong, emm no, you are not right etc. (criticise when you give an incorrect answer?)		4. give you positive reinforcement such as: excellent, very good, well-done, good, etc. when you reply correctly?	
		F	%	F	%	F	%	F	%
5	Always	53	24.3	60	27.7	30	13.8	93	42.7
4	Often	35	16.1	52	23.9	35	16.1	37	17.0
3	Sometimes	36	16.5	42	19.3	32	14.7	48	22.0
2	Rarely	14	6.4	25	11.5	40	18.3	13	6.0
1	Never	79	36.2	37	17.0	79	36.2	23	10.6
	Total	217	99.5	216	99.1	216	99.1	215	98.6

Moving onto the next part of the lesson without saying any comment was observed during classroom observations, and it was tried to get learners reactions by the questionnaire. For this, 24.3, 16.1 and 16.5 percent of the participants respectively rated that their teachers always, sometimes and often moved on to the next part of the lesson without commenting on anything. Related to this, 36.2% of them said that their teachers never moved on to the next lesson without providing feedback.

Students confirmed that their teachers always and often offered them feedback on the message comprising 27.5 and 23.9 percent respectively, and 19.3% of them indicated that they were sometimes provided such type of feedback from their teachers. Whereas, 17 and 11.5 percent of the remaining rated that they never and rarely experienced feedback on the message, in a row. The question of offering feedback is, after all, a decision that is to be adequately made by teachers in the classroom. In giving priority to oral communication, teachers may ignore the overall correction of students' errors like grammatical and pronunciation aspects. If the main concern of the exercise is to enhance learners' linguistic abilities or language performance before communication, teachers may provide feedback whenever an error is committed.

In the third item above, 36.2 and 18.3 percent of repliers confirmed that they never and rarely received negative comments from their teachers, sequentially; while, 16.1% and 13.8% of the

other respondents also said that they often and always received negative comments correspondingly. For the fourth item, 42.7% of the respondents specified that they had got from their instructors always positive praise whenever they replied correctly and 22 and 17 percent of the others rated sometimes and often in the same order.

Table 18: Feedback Provision Behaviour 5

No.	How often does the instructor:								
		5. give hints/clues to re-correct your own error when you commit?		6. give you chance to re-correct your error when you fall to reply correctly?		7. move on without saying any feedback when you give an incorrect answer?		8. fill in the missing gap when you miss some aspects of the answer to a question?	
		F	%	F	%	F	%	F	%
5	Always	105	48.2	81	37.2	57	26.1	39	17.9
4	Often	54	24.8	54	24.8	51	23.4	35	16.1
3	Sometimes	36	16.5	41	18.8	46	21.1	49	22.5
2	Rarely	15	6.9	19	8.7	21	9.6	22	10.1
1	Never	8	3.7	16	7.3	42	19.3	69	31.7
	Total	218	100	211	96.8	217	99.5	214	98.2

For item 5, respondents rated that teachers always and often gave hints for their students to re-correct their own errors, which comprises 48.2% and 24.8% sequentially. Sometimes was also rated by 16.5% of the respondents. This shows that the majority of learners had clues to arrive at the exact answer when they made an error. This result is in harmony with the students' interview finding. Besides, learners were asked to rate the frequency they had chance to re-correct errors when they made. For this item, 37.2% and 24.8% of them said that they always and often got this chance and 18.8% of them rated sometimes. This shows that teachers most frequently offer students opportunities to re-correct their own errors before they answered themselves. The frequency that teachers moving on without saying any feedback when students gave an incorrect answer was asked, and for this question, 26.1%, 23.4% and 21.1% of the repliers replied that teachers always, often and sometimes moved on without offering feedback. The findings of the observations result showed that teachers moved on to the next lesson without providing any feedback, or they answered it themselves. For item eight, 31.7% of the preponderance respondents reacted that teachers never filled in the missing gap when they missed some aspects of the answer to a given question. Likewise, 22.5% and 17.9% of the other respondents rated that teachers sometimes

and always filled in the missing gap. This reveals that learners did not get the necessary scaffolding from their teachers.

Table 19: Feedback Provision Behaviour 6

No		How often does the instructor:					
		9. correct quickly and directly after you commit error?		10. interrupt or intervene you for correction when you express ideas or give a response to a question?		11. nominate someone else to provide the correct answer when you fail to reply correctly?	
		F	%	F	%	F	%
5	Always	58	26.6	67	30.7	78	35.8
4	Often	41	18.8	44	20.2	43	19.7
3	Sometimes	56	25.7	39	17.9	33	15.1
2	Rarely	26	11.9	27	12.4	27	12.4
1	Never	30	13.8	32	14.7	35	16.1
	Total	211	96.8	209	95.9	216	99.1

In table 19, direct and immediate error correction was asked; 26.6% of repliers answered to this always, and 18.8% and 25.7% of them rated that their teachers often and sometimes corrected their errors directly and immediately. In item 10, 30.7% and 20.2% of the repliers said that teachers always and often interrupted them, consistently. The remaining repliers (i.e., 17.9%, 14.7% & 12.4%) reacted, sometimes, never and rarely. This indicates that intervening learners when they reply answer is the trend in the classes. Besides, student-respondents were inquired to rate whether their instructors nominated someone else to provide the correct answer when they failed to reply correctly was asked, and for this item, 35.8% and 19.7% of them respectively indicted, always and often. Furthermore, 15.1, 12.4 and 16.1 percent of them reacted, sometimes, rarely and never, which is almost nearly similar. This indicates that the extent of teachers' nomination of another respondent when learners failed to give a reply to a question is experienced by EFL teachers, and it may be due to the need that they give further opportunities for learners to express the language items.

4.3.2.4 Findings and Analyses of Wait-Time Behaviour

Here under are tables 20 and 21, which discusses the wait-time behaviours of students that they were given by their EFL teachers during the question and answer exchanges and/or turn-taking procedures.

Table 20: Wait Time behaviour 3

No.		How often does the instructor:					
		1. allow you enough time to respond after s/he asks you a question?		2. give chance for another student to reply if you wait for a moment (within 2-5 seconds)?		3. respond the answer him/herself if you take time in replying to a question)?	
		F	%	F	%	F	%
5	Always	105	48.2	53	24.3	72	33.0
4	Often	55	25.2	66	30.3	58	26.6
3	Sometimes	29	13.3	49	22.5	54	24.8
2	Rarely	11	5.0	23	10.6	20	9.2
1	Never	18	8.3	26	11.9	13	6.0
	Total	218	100	217	99.5	217	99.5

In table 20, the time that teachers waited for after they asked a question was enquired. The majority of them (i.e., 48.2% & 25.2%) said that teachers always and often gave enough time to reply, respectively. Besides, 30.3% of the respondents replied that teachers often waited for 2-5 seconds after they asked a question, and some others (i.e., 24.3, 22.5 & 10.6 percent) of them responded that they always, sometimes and rarely gave the chance for another respondent if the earlier replier had took 2-5 seconds to start the answer. It was also asked whether teachers call on other students to reply to a question if the first respondent takes 'long' time. For this item, 33, 26.6 and 24.8 percent of the respondents rated that their teachers always, often and sometimes gave response to their own questions during such types of situations, successively.

Table 21: Wait-Time Behaviour 4

No.		How often does the instructor:					
		4. wait/pause less than a second until you will start to reply to a question after s/he asks?		5. wait/pause between 2-5 seconds until you start to reply to a question after s/he asks?		6. provide you 'enough' time to talk more and practice orally?	
		F	%	F	%	F	%
5	Always	47	21.6	56	25.7	90	41.3
4	Often	55	25.2	51	23.4	54	24.8
3	Sometimes	56	25.7	53	24.3	50	22.9
2	Rarely	27	12.4	29	13.3	14	6.4
1	Never	33	15.1	29	13.3	10	4.6
	Total	218	100	218	100	218	100

Students were asked how long (often less than a second) their teachers waited for them after they were asked a question, and for this point, 25.7% and 25.2% of them said that their teachers sometimes and often waited for them until they started to respond to a question. Whereas, the rest of them (i.e., 21.6%, 12.4% & 15.1%) replied, their teachers always, rarely and never waited for them until they started to reply, respectively. In the fifth item, it was asked whether teachers waited for learners from 2-5 seconds of pause after their teachers asked them a question. For this, 25.7, 24.3 and 23.4 percent of the respondents said that teachers always, sometimes and often waited for them 2-5 seconds of interval to think, organise and reply the answer to the given question. The rest 13.3 percent of each reported that teachers rarely and never waited for the stated amount of duration, consecutively. Likewise, learners were asked whether their teachers provided them 'enough' time to talk more and practise orally, and for this question, 41.3, 24.8 and 22.9 percent of the repliers proved that their teachers were always, often and sometimes providing them 'enough' amount of time to practise the target language. The interviews and observations result proved that teachers were not offering learners 'enough' amount of time to practise orally.

Similarly, they were asked the duration of time that their teachers take turns after students reply to a question or after students' response but before the next turn of teachers' utterance. For this, 32% and 23% of them reported that their teachers always and often took turns after students' response, in that order. The remaining 26%, 10% and 9% of them said that their teachers sometimes, never and rarely waited for from 2-4 seconds of pause, consecutively. This shows that if students do have some points to add, teachers are not giving enough durations of time after learners' response. This, in turn, limits their involvement and/or contribution in the lesson.

4.3.2.5 Findings and Analyses of Amount of Talk Time

Students were asked the amount of talking time in the EFL classes, and table 22 below reports this behaviour.

Table 22: Amount of Talking Time 2

No.		How often does the instructor:							
		1. initiate the classroom talk?		2. praise you to talk a lot and practise the language?		3. keep silent until you finish your idea when you talk?		4. limit you not to talk a lot though you like to keep on?	
		F	%	F	%	F	%	F	%
5	Always	48	22.0	66	30.3	80	36.7	31	14.2
4	Often	56	25.7	54	24.8	47	21.6	34	15.6
3	Sometimes	53	24.3	56	25.7	40	18.3	43	19.7
2	Rarely	33	15.1	24	11.0	21	9.6	37	17.0
1	Never	26	11.9	14	6.4	29	13.3	71	32.6
	Total	216	99.1	214	98.2	217	99.5	216	99.1

For item one above, the majority of respondents (i.e., 25.7 and 22 percent) rated that teachers always and often initiated the classroom talk. Besides, 24.3% of others said that teachers sometimes initiated the talk. It is 15.1% and 11.9% of the respondents who rated that teachers never and rarely initiated the classroom talk. An attempt was also made whether teachers praised learners to use the target language orally or not. The respondents confirmed that teachers always, (30.3%) and sometimes (25.7%) praised them to talk 'a lot' and practise the target language. Additionally, 24.8%, 11% and 6.4% of the other student-respondents confirmed often, rarely and never been praised by their teachers to talk 'a lot' and practise orally. Furthermore, participants were asked if teachers waited for until they finish their ideas while they talk, and 36.7 and 21.6 percent of the respondents replied that their teachers always and often waited for them until they completed their ideas. Lastly, 32.6 percent of the participants pointed that teachers never limited their responses though they were willing to continue their speech. This indicates that teachers tolerate their students when they like to express their ideas because there is a variation of understanding between teachers and learners in terms of using the language for an extended time.

4.3.2.6 Findings and Analyses of Students' Perceptions about the Classroom Talk

The last theme that the research aimed to answer was the perceptions of students about the classroom talk. This part contained nine items and they are categorised in three different tables subsequently.

Table 23: Students' Perception about their talk 3

No.	Items		Frequency	Percent
1.	I can easily understand my instructor's instruction.	Strongly Agree	106	48.4
		Agree	90	41.1
		Undecided	9	4.1
		Disagree	7	3.2
		Strongly Disagree	4	1.8
		Total	216	98.6
2.	Teacher-student's oral interaction promotes my oral performance.	Strongly Agree	64	29.2
		Agree	92	42.0
		Undecided	28	12.8
		Disagree	20	9.1
		Strongly Disagree	6	2.7
		Total	210	95.9
3.	Talking a lot promotes my oral performance.	Strongly Agree	72	32.9
		Agree	77	35.2
		Undecided	29	13.2
		Disagree	17	7.8
		Strongly Disagree	13	15.9
		Total	208	95
4.	My individual effort to improve oral performance is necessary.	Strongly Agree	74	33.8
		Agree	78	35.6
		Undecided	30	13.7
		Disagree	19	8.7
		Strongly Disagree	7	3.2
		Total	208	95.4

To get the perception of students' about talk in the EFL classes, they were asked if they can easily understand their teachers' instruction or not, and 89.5 percent of them agreed with the raised idea, and 5 percent of them, in contrast, showed their disagreement. The rest, 4.1 percent of the respondents replied undecided. Secondly, whether student-teacher's interaction promotes their oral performance was queried. For this point, 71.2% of them showed their agreement and to the reverse, 11.8% of them confirmed their disagreement. In between the above responses, 12.8% of them said undecided. For item 3, 68.1 percent of them said that talking a lot increased their oral performance ability, and 23.7 percent of the other repliers denoted talking a lot did not foster their oral performance, whereas, the remaining 13.2 percent of the discussants reported undecided. In the fourth item, students were queried to rate whether their individual effort to improve their oral performance was necessary or not, and 69.4 percent of them showed their agreement, and 11.9 percent of them showed their disagreement. 13.7 percent of the respondents confirmed undecided.

Table 24: Students' Perception about their talk 4

No.	Items		Frequency	Percent
5.	I like when my instructor allows me to engage in oral discussion.	Strongly Agree	66	30.3
		Agree	77	35.3
		Undecided	32	14.7
		Disagree	17	7.8
		Strongly Disagree	14	6.4
		Total	206	94.5
6.	I actively participate in oral activities.	Strongly Agree	68	31.2
		Agree	84	38.5
		Undecided	27	12.4
		Disagree	17	7.8
		Strongly Disagree	7	3.2
		Total	203	93.1
7.	My instructor's talk dominance has an impact on the development of my oral performance.	Strongly Agree	55	25.2
		Agree	63	28.9
		Undecided	37	17
		Disagree	35	16.1
		Strongly Disagree	27	12.4
		Total	217	99.5

To know whether learners like when their instructors allow them to engage in oral activities or not were asked, and the majority of them (i.e. 65.6%) said that they agree with this point and it was by 14.7% of them that the disagreement was conceded. Lastly, in between this idea, 14.2% of the respondents reported undecided. The degree that learners participate in the given pair/group activities were asked, and 69.7% of them showed their agreement, whereas, 11% of them reported their deviation with the enquired idea. The rest 17% of them reported undecided. When students dominated the classroom interaction, 54.1% of them said that they would be happy when their teachers dominate. Opposite to this, 28.5% of them confirmed their disagreement, and 17% of them rated undecided.

Table 25: Students' Perception about their talk 5

	Items		Frequency	Percent
8.	The way I was educated at school affected my behaviour to ask questions in class when there is something I do not understand.	Strongly Agree	48	22
		Agree	65	29.8
		Undecided	40	18.3
		Disagree	36	16.5
		Strongly Disagree	29	13.3
		Total	208	100
9.	The way I was brought up at home affected my behaviour to ask questions in class when there is something I do not understand.	Strongly Agree	43	19.7
		Agree	68	31.2
		Undecided	36	16.5

	Disagree	41	18.8
	Strongly Disagree	30	13.8
	Total	208	100

About the effect of learners' background knowledge on asking question and participating in EFL class, 51.8 percent of the respondents showed their agreement. Inversely, 29.8 percent of the other respondents reported their disagreement, and 18.3 percent of them reported undecided. Similarly, they were solicited their home's background if it had some sort of effect on their current oral performance development, and for this, 50.9% of them confirmed their agreement with the idea raised, and 32.6% of them to the reverse indicated their disagreement. The remaining 16.5% of the respondents showed their undecided stance. This implied that the role of learners' home and background knowledge has certain effect on their EFL oral performance improvement.

4.4. Discussions

The following section contains the discussions and interpretations made based on the data analyses. These findings are then compared with previous findings. The discussions of the findings have been arranged in a way to address the designed research objectives and/or questions they intend to answer.

The first research objective of this study was to uncover whether teachers' talk created opportunities for students to practise the target language in the EFL classes or not, and the findings of the classroom observations, questionnaires, and interviews data analyses were used to answer this question. In this respect, the findings of this research are consistent with the results of earlier researches conducted among EFL researchers by Musumeci (1996); Tuan (2010); Walsh (2011) and Cansino (2015). On the other hand, the results of this study disagree with some of the earlier studies conducted in EFL class context. For example, in researches conducted by Wong-Filmore (1982) and Mehrdad and Farahian (2012) results indicate that because EFL teachers' talk is informative, explanatory and descriptive, it is not important to reduce teachers' talk time and increase students' talk time.

Regarding the learning opportunities, it was relatively teacher 'A' who created conducive learning opportunities by expanding his learners' contributions into more elaborated and expanded talk compared to the other teachers. In this regard, Musumeci (1996) and Walsh (2006) found that

teachers who constantly seek clarification, check for confirmation and do not always accept the first contribution a student offers are more likely to maximise learning potential than those who do not. On the contrary, it was found that teachers were accepting their learners' contributions and they were presenting lessons to students rather than expanding and creating conducive learning opportunities. The findings of this research are consistent with the findings of other studies such as Walsh (2011) and Cancino (2015). These researchers found that EFL teachers speed to cover the daily planned lesson than worrying about enhancing learning opportunities. The current research also confirmed that the controlling patterns of communication between the teachers and students as well as among learners themselves afforded little opportunities for the students to involve in the classroom discourse and to develop their language performance. In connection to this, Kumaravadivelu (1993: 13) found that "even teachers who are committed to CLT failed to create opportunities for oral interaction in their classrooms."

The findings obtained from teachers' questionnaire revealed that many of the teachers created learning opportunities for their students. Similarly, the preponderance of students' response disclosed that they got learning opportunities from their teachers. Almost equally, the results gained from both teachers and students questionnaires revealed that learning opportunities were created in EFL classes. In addition to this, the result of the interview showed that teachers created learning opportunities for their students based on the allotted time of the daily lessons, and it was concluded that they gave learners moderately and conditionally the chance to practise the target language orally. This result, however, contradicts with the findings of the classroom observation.

The findings of the observation result revealed that the students were constrained in their use of English, and their opportunities to engage in classroom discourse were usually restricted to short and uncommunicative replies. They experienced a limited range of language discourse types and language functions, spending the majority of class time responding to the teachers' elicitations or listening to their explanation on a particular topic of the day's lesson. Besides, they were not offered space to their high-order thinking. This participation structure also socialised the students into being a particular type of learners, with the epistemologies that the teachers had absolute authority over them. What the students needed to do was to accept whatever the experts (teachers) said and to say things only when being asked to and to say things that the teachers wanted to hear from them,

especially from active participants. Teachers were also accepting frequently the first contribution of learners.

The observation result indicated that teachers often interact with active or interested students. This instructional tradition contradicts with Tuan's (2010) statements who assert that teachers need to show the same interest in all students and patience to all students, particularly weaker students when they teach. The result of this study revealed that when students felt the attention of their teachers, they become eager to involve in the lessons. Hence, the result implies that the success of teacher-learner's interaction is determined by the teacher's teaching style. The duty of the teacher is to provide guidance and inspiration, decide what questions to ask and how to ask them and create learning opportunities that stimulate learners to listen, read, write, discuss, ask questions, perform tasks, solve problems and/or engage in other activities. If teachers behave warmly toward learners and foster interpersonal communication skills and patterns of cooperative interaction, learners may possibly have more opportunities to express their ideas, join classroom activities and interact with the teachers. On the other hand, controlling over the classroom discourse perhaps leads to limited learning, as there is no place for meaningful, spontaneous and natural interaction. Students could only learn the language through involving in interactions, relationships and working collaboratively. In contrast, the findings obtained from the interviews and classroom observations revealed that teachers tended to limit learning opportunities of their students through violating pragmatic conventions of conversation.

Teachers' interview results showed that learners were given mostly the chance to practise the target language whenever the time allocated for the daily lesson is enough. Otherwise, the students might not get opportunities to debate, argue and present topics that possibly enhance their oral performance. Moreover, teachers responded that these days it is difficult to get learners who can discuss in English when they are given discussion questions in EFL class. The results revealed that year after year, competence is becoming weaker and weaker among learners and hence it is difficult to get competent and independent learners who can speak the language freely with confidence.

Similarly, the findings gained from the students' interviews revealed that teachers gave them little opportunities to talk and this happened because students were reluctant to involve in the interaction. The results further showed that if teachers covered the majority of the classroom talks that would be

very interesting for learners because they might not be given the chance to talk. These students confirmed that they wish teachers could dominate the whole classroom talk. They disliked a teacher if he/she gave them frequently long and extended learning opportunities to present and/or discuss in the class.

In relation to this, the results showed that students were not motivated and supported in a high-level of discourse involvement which triggered them to practise the target language that they were expected to gain. The findings of the observation revealed that strict teachers controlled over the lesson and hence their acts had possibly limited students' learning opportunities. Students were engaged in discussion, which resulted in limited conversation. They were rarely invited to articulate their opinions and explanations (for instance, through clarification requests), and their answers were implied by the type of question the teachers ask. Thus, their learning was limited, as they were not supported to negotiate meaning in the EFL classes. Consistent with this result, Cancino (2015) in a study of "Assessing learning opportunities in EFL classroom interaction" found that learning opportunities were not supported by instances for clarification requests, confirmation checks, and comprehension checks.

Unlike the other teachers, teacher A, in the first-round visit, often tried to create opportunities in which students could express themselves in English. The way he encouraged his students to involve in the classroom discussion was quite impressive. Actually, what was impressive is that before he started teaching, an attempt was made to create a stress-free and friendly classroom atmosphere. So, learners were not frustrated to deliver and practise the target language independently and cooperatively.

Learning is a product of an interaction that takes place between learners and the teacher-the expert. The co-construction of meaning would need to be assisted by the teacher, through a process of, for instance, 'scaffolding', or linguistic support to a learner. The discourse that is developed through social interaction would contain more opportunities for learning when teachers shaped their contributions by providing language assistance when necessary and engaging learners in discussion-based activities. Related to this, it was found that teacher 'B' was not shaping the learners' contribution, which could have helped to expand more learning opportunities. However, teachers are encouraged to align the pedagogical goal with language use, and the interaction is said to be fertile

ground for developing opportunities for learning when it is provided with 'space for learning' (e.g. increasing wait-time) and when it is shaped by teachers and learners, e.g. providing scaffolded feedback (Walsh, 2011).

In short, interaction is not a monotonous and dull process that goes on always in a dyadic form between teachers and students. But in it, learners are given the chance to comment, offer feedback, criticise and praise other peers' contributions to learning. If so, a stimulating environment will be established. In turn, such environment provokes learners to speak more, take turns and risks in expressing themselves using the target language. Thus, if teachers consider themselves as partners and facilitators, they will pave the way for their students to learn from each other.

The second research question that this research aimed to answer was to find out the perceptions of both teachers and students about their talk, and it was found that both of them had positive perceptions of what constructs and obstructs learning in the EFL classrooms. A major finding of this study was the mismatch between perceptions of what will be going on in the classroom and actual classroom practises. The findings obtained from the students' questionnaire disclosed that most of them could easily understand their teachers' instruction, and the majority of them reported that their interaction with teachers promoted their oral performance. Similarly, the findings of the teachers' questionnaire indicated that the great number of them agreed, as their learners could easily understand their instruction. Besides, many of them said that teacher-student's interaction helped them to improve their oral performance. Furthermore, teachers perceived their domination of the classroom talk could hinder learners' oral performance ability.

The result obtained from the teachers' questionnaire revealed that giving enough amount of time for learners to respond could promote oral performance, and lecturing did not allow students to improve their oral abilities. It was reported that using L1 could hamper learners' oral performance. Likewise, the students' questionnaire showed that talking a lot and students' individual effort helped them to improve their speaking abilities. While recognising the reality of L1 use and its beneficial effects in many ELT contexts, it is clearly important that learners obtain new language input and practise opportunities (Cook, 2012). Too much L1 use may deprive learners of the opportunity to use the target language, and using the new language is often motivating for learners who can quickly see its usefulness and achieve its immediate success (Turnbull, 2011). Teachers are also best placed to

decide what is appropriate for their own classrooms (Mackmillan & Rivers, 2011). Cook (2012: 299) argued that the use of L1 in teaching is no longer routinely ridiculed and dismissed; the focus has to be on how much L1 has to be used in a foreign language class.

Furthermore, the students' questionnaire showed that they liked when their teachers allowed them to discuss and argue with the given points. It also proved that they liked to participate actively in the given oral activities. In contrast, the results gained from the observation revealed that learners remained passive during the given discussions. They also confirmed that teachers' talk dominance over them had impact on the development of their speaking skills. Besides, students' educational and home's background affected their current command of English language. This result is consistent with Seime's (1999) research who found that students' school and home background had profound impact on their English language skills.

Despite teachers and students had positive perception about their talk, it was unthinkable to exercise practically what the above result revealed. This is because when students were given opportunities, for instance, to respond to a particular question, they preferred reserved and/or they replied short responses. This, in turn, discouraged the majority of teachers and they tended to hurry to cover the lesson. It was also noticeable, however, that although students were aware of the importance of involving in the class for improving their oral skills, few of them participated or answered teacher's questions voluntarily. In relation to this, Nimmannit (1998) argues that students will be more involved if they are exposed to activities to which they can relate, which encourage them to use the target language, and which allow them to choose what they want to say with no pressure of teacher's control.

The third research question was to examine the types of questions that teachers were utilising in the EFL classes. With this, the findings obtained revealed important issue, which focused on the close-ended questions that were dominantly practised in the EFL classes. Teachers used more display questions and students were reluctant to respond. In other words, teachers most frequently asked questions to which the answers were well known. When students involved, they had more to say; however, the teachers did not ask for elaboration even if they noticed them. Unnecessary to compare, teacher 'A' relatively was better than the other observed EFL teachers' classes in terms of extending learners' contributions. The others tightly controlled the direction of the classroom discourse and the

content of what the students could talk about and made almost all the decisions as to what to learn by asking display questions, which elicited short answers and less communicative involvement on the part of the students, resulting in less motivation for using the target language. This finding is consistent with Walsh's (2011) finding.

Display/closed ended types of questions were demonstrated as being widely used in the observed EFL classrooms. These types of questions were used dominantly in the classes, which resulted students become more involved in limited classroom interactions. These types of questions encouraged the learners to reply short and restricted answers. This is consistent with Qashoa's (2013) study which revealed that teachers engaged in large amount of closed ended questioning since it is a key tool for classroom instruction and evaluation in EFL classrooms.

In connection to this, Long and Sato (1983) in an examination of ESL teachers' questions in the classroom found that teachers ask significantly more display questions, which request information already known by the questioner than referential questions, which request information not known by the questioner. Nassaji and Wells (2000) also found that negotiation questions (i.e., where the teachers do not know the answer to the question they pose) resulted in longer student responses. In contrast, they concluded that when instructors used known-information questions, students' answers were significantly shorter. Likewise, it is noticeable, however, that although students were aware of the importance of involving in the question and answer exchanges for improving their oral skills, few of them involved or answered teachers' questions voluntarily. This behaviour is consistent with Nimmannit's (1998) observational study finding. He found that in EFL classroom, the teacher directs questions to specific students and occasionally calls for volunteers, but students were seen reluctant to respond.

The findings of the teachers' questionnaire disclosed that the common questions employed were open-ended; however, the findings obtained from the observations and interviews data analyses revealed that they rarely asked referential and/or open-ended questions. On the other hand, most of them also claimed as they employed close-ended questions. The findings of the students' questionnaire helped to support the result obtained from the teachers' questionnaire. However, through questioning, teachers' talk helps to focus explicitly on learners' attention on syntactic forms,

which in turn facilitates their development of knowledge and linguistic forms in the F/SL (Schmidt, 1994).

The findings obtained from teachers' interview are also consistent with the above result. The teachers' interview result confirmed that they did not ask referential or open-ended questions, which initiate learners to practise English language. Similarly, the results obtained from the teachers and students questionnaires revealed that teachers most frequently elicited close ended/display types of questions, and the preponderance of the learners confirmed that they preferred short and limited responses than getting the opportunity of expressing themselves and their ideas extensively from referential or open-ended questions. From the interview result of the students, it was found that they disliked most when their teachers asked them open-ended questions that lead them to talk more. The interviews results disclosed that teachers themselves answered their own questions if one or two students did not reply correctly. They claimed that they answered the questions themselves to save their time, and it was found from the interviews results that they wanted to cover the course within the allotted time.

During the IRF/E structure, the findings obtained from the classroom observations revealed a high proportion of close ended/display questions posed by the teachers in order to elicit specific answers. Very rarely teachers asked open-ended or higher-level thinking questions. When the feedback move was focused on the findings unveiled that much of the time the feedback move was closed and evaluative and reserved by the teachers to achieve their own purpose. Rarely, the teachers opened the feedback move for student-initiated thoughts. "When strictly evaluative sequences come to dominate the classroom, a teacher becomes nothing more than a human deck of flashcards" (Rymes, 2008: 160).

Seedhouse (2004) asserts that teachers need to understand when teacher-fronted activities dominate the lesson; they should support learning by proper use of questions. Teacher-initiated questions may develop collaboration, boost comprehension and scaffold FL learning. Teachers who aim at involving the students in meaningful interaction help to develop positive social affective relationships among them, which, in turn, support the learners' cognitive development. In line with this, Tuan (2010) asserted that the duty of the teacher is to provide guidance and inspiration, decide what questions to ask and how to ask them and create learning situations, which stimulate learners to

discuss, ask questions or engage in other activities. Whereby, learners will have more opportunities to express their ideas, join classroom activities and interact with the teacher.

What makes a question open or close to create an interactive learning environment is the teacher's feedback or response to the students' answer to the question, not merely the question form. From the observed classes, students were not stimulated and enthusiastic to speak further when their teachers solicited them to express their ideas, clarify their points and experiences. The teachers' questions should not take on the role of an elicitation device whereby teachers (who already know the answer to the questions they ask) elicit students' knowledge about the content of the discussion. The teachers' questions need to be conceptualised as dynamic discursive tools, which are used to build collaboration and scaffold comprehension. Hall and Walsh (2002) suggest that teachers' questions need not simply elicit a translation of vocabulary, rather that they need to be embedded within a context that allows students to engage in oral interactions that will encourage them to produce form and content focused language that will ultimately aid them in their FL learning.

To sum up, questions asked in classrooms can spark dramatic outbursts and cacophony, deathly silences or discussions bursting with multiple perspectives, problem-solving and growing curiosity. As students and teachers learn to take turns in classroom talk, the patterns they construct together regulate what teachers and students can say and what they do not say. It is possible to say that the classrooms were dominated by display questions. These questions, in turn, might not pave the way for learners to talk more and express their ideas extensively, and it could be possible to say that the use of questions should be determined based on the students' levels, lesson objectives and students learning strategies.

The fourth research question was about the oral feedback provision behaviour of teachers for their students' response and/or reactions, in this regard, the analysis of the classroom observation results indicated that teachers recast most frequently in the form of feedback. It was realised that learners did not understand as they made errors, and their teachers repaired their errors. Recast was the most frequently used type of oral corrective feedback. This also indicates that teachers in communicative classroom contexts avoid giving direct corrective feedback because they might fear to hearten the morale of the learners and prefer to mitigate their corrective feedback by using implicit types of move. The analysis of the interview data also showed that teachers corrected their learners' errors

implicitly focusing on the message of the response. The result is inconsistent with Seedhouse's (1996) and Hamid's (2012) findings. They found that students preferred direct error correction. Besides, feedback on the form of the language dominated. The result obtained from both teachers' and students' questionnaires revealed that teachers did not criticise learners when they reply incorrectly. This implies that teachers did not disapprove the wrong response gained from students, but from the analysis of the observation result, it was rarely noticed (i.e., 27 times) when teachers criticised learners when they missed points.

Feedback, which can be considered as positive, is claimed to increase learners' sense of confidence and simultaneously it decreases their language anxiety, which is very common in FL classrooms. When teachers provide feedback, they may repeat their students' output when the latter is relevant. Besides to repetition, they may rephrase their speech as a way of offering positive evidence. Studies in error treatment have pointed that the best thing the teacher can do is to ignore the error, in circumstances where students do not seem to have reached a stage in interlanguage development where they will benefit from the oral corrective feedback provided by the teacher (Tsui, 1995).

Chaudron (1988) said that oral corrective feedback might be given implicitly in the form of comprehension and confirmation checks and recast or explicitly in the form of expositions of correct target structures. In the classroom, he found that corrective feedback can also be given by explanations and that more attention is apparently paid to discourse errors than to lexical, phonological or grammatical errors in the EFL classroom settings.

In relation to this, there are several types of error correction behaviours available to the teacher. The basic options he could have face to correct learners' errors includes first, ignoring the error completely if the fault did not affect the meaning of the message. Second, he could have shown that an error has been made and can correct the error himself/herself; he/she can also show that an error has been made and getting the learner who made it correct, and last, indicating that an error has been made and let other learners correct it. In other words, in a naturally happening conversation, there are options for a teacher to correct errors. These are self-initiated and self-correction, self-initiated and other repairs, other-initiated and self-repair, and finally, other-initiated and other repairs. In line with this, Ur (2000) concluded that teachers should go for encouraging tactful correction; they have

to be careful when correcting students' error. If they do it in an insensitive way, students will feel upset and lose their confidence.

In this study, the common signals given as a form of feedback were 'good', 'very good', 'yes', 'correct' and 'ok'. These markers are essential for learners to follow the unraveling interaction and navigate their way through the classroom discourse. From the observation data analyses, it was commonly found that the teachers' feedback could follow two patterns: i) the teacher repeating the answers (responses) given by the students, and ii) the teacher praising the students after giving a correct response. In all the observed classes, the teachers provided different forms of feedback. However, before the signals were given, the teachers repeated the forms spoken by the students. These repeated forms could also be identified as 'recasts' which involves the teachers' reformulation of part or all of the students' utterance. The "repetition of a speaker's utterance can serve several functions, of either a negative (correcting) or a positive nature agreeing, appreciating, understanding", etc. This indicates that by repeating the students' responses, teachers are approving these responses as well as showing interest in the contents of the answers so that they can get space to involve. In this regard, Walsh (2011) stressed that learners need space for learning to involve in the discourse, to contribute to class conversations and to receive feedback on their contributions.

The observation result revealed that teachers' reliance on positive feedback made a few students feel so at ease while producing their output especially when teachers nodded, smiled and used smooth facial expressions to confirm their acceptance about what was stated by their learners. In many cases, the result also indicated that some learners were somehow shy and even uncertain to finish their utterances. When they noticed their teachers', for instance, teacher F's, gestures and frequent appreciation, they were coerced to terminate their output.

The interview results of the analyses also disclosed that learners want to receive positive feedback from their teachers. When this feedback is absent, students know that there must be something wrong or unsatisfactory with their answer (Tsui, 1995). The kind of feedback that a teacher provides affects students learning as well. Tsui (1995) added that teacher's feedback, apart from evaluating and providing information related to students' responses, has many other functions. For instance, it could be used to acknowledge information or provide personal comments on students' responses.

In line with this, teachers' interviews result revealed that if a student lost the answer and if other students answered it, the first student who lost the answer would be disappointed. They added, if one student could not reply soon then they would shift to another student, and if that student again could not reply, finally teachers themselves could give the correct answer.

The teachers' wait-time behaviour during the turn-taking procedures was also examined through observations, questionnaires and interviews. The result obtained from the questionnaires and interviews revealed that enough amounts of wait-time were given for learners. On the other hand, from the observation it was found that the wait-time I and II that teachers gave for students after they asked questions were less than the necessary seconds of pause, which restricted learners to react. Consistent to this result, Walsh (2011) investigated the teachers' wait-time behaviour through conversation analyses method, and he concluded that typically teachers wait for around a second of silence. They were reacting or taking turns immediately after learners replied without waiting for more than three seconds of undisturbed wait-time. During this time, if learners had any extra idea to add, the teacher confined the opportunity. Learners might have something to add if the teacher provided them the necessary seconds of wait-time. If teachers waited for three seconds or more, especially, after a student's answer, then there will be pronunciation or content changes in student use of language (Rowe, 1986:43). The concern here is not 2.9 seconds is bad, and 3 seconds is good, and more than 5 seconds of silence is even better. The concern is to provide the period that will most effectively assist nearly every student to complete the cognitive tasks needed in the particular situation. The teachers' job is to manage and guide what occurs prior to and immediately following period of silence so that the processing that needs to occur is completed.

Both teachers' and students' questionnaire result revealed that teachers waited for more than the necessary seconds of pause did after they nominated a respondent. On the contrary, the result obtained from the observation portrayed that respondents sometimes relied on their L1 (Amharic) to express themselves or resort to periods of silence because of their classroom predicament or due to their inability to express in English.

The findings of the interview result indicated that giving students wait-time to reply properly increases their anxiety, and within the allotted time of the lesson teachers wanted to cover the day's lesson. In relation to wait-time, teachers' interview divulged that they moved on to another student if

the first student could not give the response, and if the second kept quiet, they themselves were expected to answer it. They did not want to enforce students for the response, so they could reply it because they had to cover their planned daily lesson within the allotted time. The findings of the interview also stressed that giving learners' excess amount of time increases their anxiety.

However, wait-time enables turn taking to be slowed down helping to make learners feel more comfortable and less stressed. Besides, they were interviewed about the duration of the pause or the turn taking after students' response (wait-time II) and they said that immediately they continue talking. It was also noticed when teachers took turns immediately after the students gave responses. If there were three and more seconds of silence after students gave a response and before the teachers took turns, respondents might add something about the response.

The findings obtained from the teachers' questionnaire revealed that they always, often and sometimes (i.e., 16.1, 22.6 & 25.8 percent) gave five seconds for their students to reply respectively. Similarly, the students' questionnaire result revealed that they get enough amount of wait-time from their teachers that helped them to respond to the given question. Besides, learners confirmed that teachers always (33%) and often (26.6%) respond to their questions if they could not get any respondent for their questions. 25.7 and 23.4 percent of the student-respondents rated that their teachers always gave them and often 2-5 seconds of pause to respond to a question. Likewise, the teachers' questionnaire results disclosed that they often gave learners 3-5 seconds of pause, which was unable to be confirmed by the observation result. Consistent with this result, Tsui (1995) found that typically in EFL classroom teachers wait for less than a second after asking a question or eliciting a response, leaving them insufficient time to respond to a question.

Different from the results of this study, Mengwang (2011) found that more than 3 seconds of pause was obtained in his observed classes. The researcher advised that increasing wait-time from 3-5 seconds enhance the amount of students' involvement as well as the quality of that involvement. Consistent with the current study's finding, he added that EFL teachers usually use short, simple and grammatically correct sentences, and advised teachers as they need to take into account wait-time behaviours. In his research, Tuan (2010) also found that after asking a question, teachers typically wait for only a second or less for a student response, and during this time, if the response is not forthcoming, teachers rephrase the question, ask students to answer it or answer it themselves. The

findings of the study at hand also verified this result. Teachers did not allow a few seconds of silence after posing a question. In any case, a suitable pause should last 3-4 seconds of uninterrupted silence. However, usually, on average, before calling upon a student to answer, teachers usually wait for less than a second and only a second is allowed for students to respond to before the teacher's subsequent turn-taking happens. Therefore, many researchers claim that it is necessary to help teachers extend their average wait-time to help elaborate students' verbal outcomes (Nunan, 1991 & Rowe, 1986).

Although most research findings showed improvement in performance using extended wait-time, Baysen (2010) found that extended wait-time did not improve students' performance and can lower higher cognitive achievement in university students. Another study showed that wait-time could cause teacher anxiety (Matt & Shannon, 2007).

Moreover, some researchers found that there is the relationship between the cognitive level of questions and wait-time I and II. The more complex mental processes required by higher-order questions ask for and produce a longer wait-time, both in type I and type II. Gambrell (1983) also points out that asking higher-order questions could be an effective comprehension strategy only when students are given adequate 'think-time' to reflect and process the necessary information before responding to teacher solicitations. Conversely, Rowe (1986) argues that extended wait-time may be inappropriate for lower-order questions. The researcher believes that there is an existing wait-time threshold phenomenon for lower level questions, and the cognitive demand made on students who respond to lower level questions does not ask for extended time for processing. Finally, Tuan (2010) found that longer (extended) wait-time has been found to increase the frequency and quality of students to think, formulate and give a response.

When students were given three or more seconds of undisturbed wait-time, there would have been certain positive outcomes. Possibly, the length and correctness of their responses could increase. The number of volunteered respondents who could give appropriate answers by larger numbers of students could greatly increase. Teachers' questioning strategies tended to be more varied and flexible, and they could decrease the quantity and increase the quality and variety of their questions.

The last research question that this study examined was comparing the amount of teachers' and students' talk time. In this regard, the findings of the analyses obtained from the three data gathering

instruments (i.e., observations, interviews and questionnaires) disclosed that teachers' talk time dominated the students' talk time. The findings obtained from the observation, particularly, showed that teacher 'A' covered 70.09% of the talk, and his students talked 18.69%. Teacher B's total amount of talk time in percent was 83.65 percent and his students covered 10.9 percent, and 76.69 percent of the talk time was covered by teacher 'C', and his learners' amount of talk time was 17.08 percent. The remaining teachers (i.e., 'D' and 'E') covered 73.01 and 74.4 percent respectively, and their students' amount of talk time was 17.27 and 19.53 percent in the same order. Lastly, teacher 'F' and 'G' covered, 65.85 and 72.74 percent of the talk time and their students covered 27.87 and 19.48 percent respectively. On average, the amount of talk time that teachers covered was 73.78 percent and learners covered 18.7 percent of the talk time. The remaining minutes (i.e., 7.41%) was devoted for silence, murmuring and for group formations whenever pair and group works were given in the classes. This reveals that EFL teachers highly dominated the talk time in the classroom.

Similar findings were reported in a study conducted by Arishi (2008) to analyse teacher-student's interaction in EFL classes in Saudi Arabia. In this study, Arishi analysed two 20 minutes observations of 30 randomly selected EFL Saudi middle school teachers. He found that the amount of teacher's talk time was more dominant than that of students' talk time, which constituted 64.94% of the classroom discourse whereas students' talk time constituted 11.05% only.

In connection to this, some researchers claim, "teacher talk is bad" (Nunan, 1991:190) because "learners have few opportunities to produce the target language while the teacher dominates the classroom talk" (Chaudron, 1988:52). Walsh (2011) added that "In the most decentralised and learner-centred classroom, teachers decide who speaks and on what topics". However, it can be argued that in many foreign language classrooms, "teacher talk is important in providing learners with the only substantial live target language input they are likely to receive" (Nunan, 1991:190). Such kind of teacher talk explanations are seen mainly in the discourse of grammar and vocabulary lessons. On the contrary, Wong-Filmore (1982) and Mehrdad and Farahian (2012) suggested that teachers should dominate their students' talk time. Wong-Filmore (1982) argued that in successful classrooms, teachers serve as the main source of input so that learners can receive enough and accurate input. The researcher added that in student-centered classrooms, learners did not receive so much teacher input, and tended to use their L1 when talking among themselves, which is difficult in the CLT approach.

It is argued that the amount and quality of teachers' talk is a great factor for the classroom teacher and has a great impact on foreign language learning. Harmer (1998) also found out that teacher talk occupied much more time than students talk. Nunan (1991) claimed that the amount of teacher talk should be appropriate, so students could get a chance to produce output. The balance of teacher talk and student talk is important in the EFL classroom so that students can get more opportunities to internalise the language and improve their competence by practising the language. Therefore, in the era of the CLT approach, it is learners who are expected to interact and take most of the time to use the target language interactively rather than the teacher dominating them.

In summary, EFL classes were often led by teachers and adequate learning opportunities were not available for students. One person, the teacher, possessed the skill and that it was passed on from him to them. The development of learners' 'knowledge' relied on the teacher's delivery of that knowledge. Both teachers and students had positive perceptions about the idea of talk employed in the EFL classes, and they identified variables that construct and obstruct oral performances. Nevertheless, this result contradicted the findings obtained from the observations. The results also showed that close-ended/display questions dominated the question and answer exchanges, and teachers provided feedback implicitly in the form of recast in that learners failed to decipher. In the same vein, teachers' wait-time I and II were not adequate, and students were restricted to think, plan and share their ideas. Besides, they might have corrected their own errors if more time would have been given to them. Lastly, the findings revealed that EFL teachers dominated the classroom talk time, and learners had little opportunities to use the target language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

This study aimed to investigate teachers' talk and students' involvement in EFL classes. The study employed mixed research methods, and the data were collected using classroom observations, questionnaires, and interviews. The qualitative and quantitative data obtained through these research instruments were analysed, interpreted and presented in the preceding chapter. The study was conducted in Wolkite University. The participants of the study were EFL teachers and the 2017/18 academic year first-year students of Wolkite University. This chapter presents a summary of the research findings, conclusions drawn and recommendations given. The chapter has three sections. The first section summarises the findings of the study, and the part that follows presents the conclusions drawn followed by possible suggestions and recommendations.

The focus of the present study was on the nature of teachers' talk and their students' involvement in EFL classes. Teachers' talk and students' involvement is far more than students' ability to speak and express themselves. It encompasses any type of classroom involvement happening in the classroom such as teacher-student(s) interactions, student-student(s) interactions, group discussions and any other type of classroom involvement. In other words, the functional features of teachers' talk such as learning opportunities, questioning behaviours, feedback provision behaviours, wait-time behaviours, amount of talk time and perceptions were the central themes of the study. These behaviours were analysed in the light of FIAC and FLint adapted from Flanders (1970), Moskowitz (1971), Allwright and Bailey (1991: 204-205), Brown (2001:170) and Zahrani and Al-Bargi (2017).

The study was a descriptive case study with a mixed methods approach. It endeavors to explore what goes on between EFL teachers' and their students' involvement. The target populations were EFL teachers and the 2017/18 academic year first-year students of Wolkite University. Seven EFL teachers were taken for the classroom observations and interviews, and fourteen

students who were randomly selected were taken for the interviews. Thirty-one teachers and two hundred thirty students filled in the questionnaire. The data obtained from these sampled participants were analysed both qualitatively and quantitatively.

In summary, since EFL classes were often built on teacher-fronted activities, it was found that adequate learning opportunities for oral participation were not available for students. The teacher-fronted activity resulted in providing little opportunity for individual students to practise oral language skills and did not create affordance for conversational interactions. Thus, it was found that teachers tightly controlled the lesson discourse thereby closing down opportunities for student initiations.

Teachers' opportunity creation behaviours were found to be unsatisfactory. In other words, it was found that teachers created conducive learning opportunities for learners to a little extent, and they rarely tried to create opportunities to involve learners in the lesson. Through their conventional status in the classrooms and the power and authority they have, they controlled both the content and procedure of the lesson. They have also controlled every learner's participation. They talked more and took more of the interactional space of the classroom. They dominated extended talks. This, in turn, limited students' learning opportunities. Learners were rarely involving in the lesson. Thus, the classroom interactions were led and controlled by the teachers, where students' contribution to classroom talk was limited. It was found that the English language was largely employed by the teachers in the classrooms. This finding is similar to Walsh's (2012) case study result, which he conducted through self-evaluation of teacher talk (SETT) in his own class. The purpose of his study was to evaluate whether teacher's talk constructs or obstructs learning opportunity. He found that the teacher highly controlled the classroom discourse, and he concluded that it obstructed the learning opportunities learners were expected to have.

Students used Amharic language during group discussions, which appeared to obstruct learning the target language. They often did not work as groups even though they sat together in pairs or groups. They concentrated on the completion of the task rather than providing the necessary linguistic output to develop it. Participants appeared oblivious of the purpose of the task in the discussion and what is expected of them from the beginning to achieve its goals and work

together collaboratively. Learners in different contexts might learn better from collaborative involvement where they could co-construct knowledge by supporting each other with the necessary linguistic and non-linguistic knowledge, by correcting each other and solving problems to engage themselves actively.

The study found out that teachers controlled the classroom talk. As the analyses of some of the excerpts showed, some students did not show their enthusiasm to keep on talking and involving in conversations with their teachers despite the teachers' effort to get learners into a longer process of interaction (i.e., negotiation for meaning). Although the teachers strived to get their students into a process of interaction, they sometimes interacted with some students more frequently than they did with others. This, in turn, did not give comfort to those who were ready to involve. Hence, students sometimes failed to owe to the type of questions they addressed. Teachers did not construct longer and stretched processes of interaction because students were reluctant to go on speaking. The results depicted that teachers tend to interact more with proximate students to them than they did with those who were seating farther. They focused more on interactive students than on the rest of the class. Most of them tended to close the interaction by accepting the first contribution of their learners rather than maximising learning opportunities. The responses were often so simple and considerably short. Students' contribution was not maximised by the teachers. This, in turn, confined their learning chance. Very limited room of debate or argument was launched between teachers and students and among students themselves. The findings also uncovered that learners were rarely given the chance to deliver public speeches.

Many of the learners reckoned that their teachers did much of the talk in the classes. Regardless of the teachers' efforts in creating opportunities for their learners to speak, it was found out that all the teachers controlled the classroom talk to the extent that even their learners could not involve in it. Although they generally tried to treat students fairly and gave them equal opportunities to involve in the lessons, it was often hard for teachers to avoid interacting with some students more than others were.

The perceptions of both teachers and students toward teacher talk were positive, despite there was mismatch between their positively perceived ideas and practises. Learners realised about

ways that constructed and obstructed their oral performance. Teachers confirmed that the effort made by learners to improve their own oral performance is indispensable. It was found that there was a mismatch between the perceptions of what could be going on in the classrooms and the actual classroom practises. The findings obtained from the students' questionnaire disclosed that most of them could easily understand their teachers' instructions, and many of them reported that their interactions with teachers helped them improve their oral performance. Similarly, the findings of the teachers' questionnaire indicated the great number of them agreed as their learners could easily understand their instruction. Besides, many of them said that teacher-student's interaction helped them to improve their oral performance.

It was found that giving enough amount of time for learners to respond could promote oral performance, and lecturing on its own did not allow students to improve their oral abilities. It was reported that using L1 could hamper learners' oral performance. Likewise, the students' questionnaire showed that talking a lot and students' individual effort helped them to improve their speaking abilities.

The result from students' questionnaire revealed that students preferred most when their teachers allowed them to discuss and argue with the given points. It was also proved that they liked to participate actively in the given oral activities. On the reverse, the results gained from the observations revealed that learners remained passive when topics for discussions were given.

The findings of the study also proved that learners' output and interaction was related to the types of questions that teachers utilised. It was found that when learners were asked open/referential questions, the utterances they produced were longer and more complex for they strived to clarify their output and negotiate the meanings with their interlocutors. It was also remarked that when teachers opted for closed or display questions, learners' oral contribution was simple, short and restricted and often comprising one or two words. Rather than opening space for learning, they tended to close it down and result in a rather conventional and mechanical type of interaction that is often epitomised as IRF/E sequence. Apart from display questions, teachers rarely asked genuine and/or more open-ended questions that were designed to promote discussion and debate, engage learners and produce longer and more complex responses.

The type of question is one of the decisive parameters affecting the course of classroom interaction. When teachers ask open-ended/referential questions, students were assumed to produce longer utterances and multifaceted responses. Whenever they were solicited to respond to referential or display questions, their output was deemed and even expected to be considerably moderate and simple in structure. Question and answer exchanges were the most frequently used technique by teachers. The dominant nature of question types which teachers utilised was display and/or closed-ended. These questions, in turn, did not allow learners to express their ideas extensively. It was also found out that teachers accepted the first contribution/response of learners rather than maximising it. Open-ended types of questions were rarely asked, and these questions served to initiate practise in communicative language use. Besides, learners gave answer in unison, response by providing the answer aloud together with others.

Regarding feedback provision behaviour, teachers were recasting frequently in the form of corrective feedback. During this time, the problem was that learners were not able to comprehend that an error was committed and then repaired by their teachers (see section 2.2.1.2.3). This finding is consistent with Animaw's (2011) study. Based on the findings of the study, it is possible to say that recast was used most frequently in the forms of implicit correction. On the contrary, explicit correction feedback was rarely practised. When teachers interfered to offer feedback, they influenced their learners' oral contribution. The result showed that teachers in the classes avoid giving direct corrective feedback; even if they made the correction, possibly they did it implicitly by using recast.

When teachers took the floor to give direct and explicit corrective feedback in the form of repetition, learners lost the flow of their ideas that they were conveying. This was recurrent, especially when the teacher took a long time to explain the type of committed error before correcting it then some learners were reluctant to take the floor again. Moreover, feedback focusing on the form of the language rather than on the message was the dominant feature. Even learners preferred their teachers to their classmates for correction and/or feedback.

It was also found that comprehension for implicit oral correction was unclear, perhaps due to the inherent nature of recasts that made it difficult for students to notice. The majority as acceptance might take the recast, and this recast may go unnoticed by the learners since they might think that

the teacher is repeating just what they said simply for confirmation. Repetition by the teacher of a student's error, usually with a rising tone, to alert the student to the problem so that s/he can do something about it was not practised. When teachers tried to correct the trivial mistakes, the student could be demoralised, and it could be time consuming, though IRE is mainly employed. The result obtained from the interviews revealed that teachers were running out of time when they tried to correct these mistakes committed by learners. However, the minor mistakes could be time wasting and even frustrating to most of the students in the classes. Therefore, teachers recast mistakes made by learners predominantly.

The other focus of this study was the wait-time behaviour given to learners' response. The meticulous and recurring inspections of the data revealed that the majority of the teacher-participants of the study consistently provided their learners with limited wait-time whose implementation and affordance led to the emergence of an obstructive interactional pattern. The wait-time that teachers gave by pausing after they asked a question (wait-time I) was not enough for students to reply to the given question. Often it was less than a second. Similarly, the duration of time for wait-time II (teachers' utterance after students' response to a question) was immediate and it was inadequate as it was often less than a second. Teachers were reacting immediately after students gave their response to a question. Thus, extensive pausing throughout the lesson was rare. Besides, teachers interrupted and closed space when learners were attempting to express extended ideas. Therefore, typically the average wait-time (the length of time that elapsed between a teacher's question and a learner's response, and the pause after a student gave a response and the teacher's turn taking) was insufficient.

It was found out that teachers preferred to move on to the other respondent if a learner waited for a second or failed to immediately respond to their question. However, there might be certain positive outcomes if students were given three or more seconds of uninterrupted wait-time. Possibly, the length and correctness of their response could be increased, and the questioning strategies tended to be more varied and flexible. Furthermore, they increased the quantity and decreased the quality and variety of their questions. Besides, teachers did not ask additional questions that require complex information processing and higher-level thinking on the part of the students.

Lastly, the amount of talking time was controlled by teachers, which made learners not to get the opportunities to interact in the EFL classes.

5.1 Conclusions

Based on the summary of the findings, it may be possible to conclude that EFL teachers created inadequate learning opportunities. They accepted easily the first contribution of their learners rather than maximising it. Teachers-fronted activities resulted in little learning opportunities for students to practise the target language. Teachers, through their conventional status in the classrooms and the power and authority they have, controlled every learner's involvement. Learners were rarely involved in the lesson. Thus, it was concluded that the classroom interactions were led and controlled by the teachers, where students' contribution to classroom talk was limited.

It was also concluded that EFL teachers largely utilised the target language. Though they controlled the talk, they did not construct longer and stretched processes of interaction since students were reluctant to go on speaking. Some students did not show their interest to involve in the lessons and/or group discussions. As a result, EFL teachers were often interacting with a few actively participating students. They focused on interactive students than on the rest of the class. It was often hard for teachers to avoid interacting with a few students more than others were.

It was found that the learners' responses were so simple and considerably short. Students' contribution was not maximised by the teachers. This, in turn, limited learners' learning opportunities. Very limited room of debate or argument was launched between teachers and students and among students themselves. The results also disclosed that learners were rarely given the chance to present, express and/or debate about various topics from the lessons learned.

It was determined that both teachers and students had positive perceptions about classroom talk. They identified issues that constructed and obstructed learners' oral performance. Learners' individual effort to improve their oral performance was vital. It was realised that there was a discrepancy between the perceptions of what could be going on in the classrooms and the actual classroom practises. It was recognised that learners' interaction with teachers could help them to improve their oral performances.

It was further concluded that giving enough amount of time for learners to respond could promote their oral performance, and lecturing did not allow students to improve their oral abilities. It was understood that using L1 could hamper learners' oral improvement. Learners remained passive when discussion topics were given; if they discussed, it was through the medium of L1 (Amharic).

It can be concluded that EFL teachers dominantly asked close ended/display questions. Open ended/referential types of questions were rarely asked. It was determined that when learners were asked open/referential questions, the utterances they produced were longer and more complex for they strived to clarify their output and negotiate the meanings with their interlocutors. It was also realised that when teachers opted for closed and/or display questions, learners' oral contribution was simple, short and restricted and often comprising one or two words. Apart from display questions, teachers rarely asked genuine and/or more open-ended questions, which were intended to promote discussion and debate, engage learners and produce longer and more complex responses. Besides, teachers did not ask questions that require complex information processing and higher-level thinking on the part of the students.

It was found that teachers were recasting frequently in the form of corrective feedback, and learners were not able to comprehend that an error was committed and then repaired by their teachers. It was concluded that recast was used mainly in the forms of implicit correction. On the contrary, explicit correction feedback was rarely practised in the classes. When teachers meddled to offer feedback, they influenced their learners' oral contribution. It was found that teachers in the classes avoid giving direct corrective feedback when they made the correction; probably they did it implicitly by using recast.

The result proved that when teachers rarely took the floor to give direct and explicit corrective feedback in the form of repetition, learners lost the flow of their ideas that they were conveying. Feedback focusing on the form of the language rather than on the message was the dominant feature. Besides, learners preferred their teachers to their classmates for correction and/or feedback.

It may be possible to conclude that the wait-time that teachers allowed by pausing after they asked a question (wait-time I) was inadequate for students to reply to the given question. Often it

was less than a second. Similarly, the duration of time for wait-time II (teachers' utterance after students' response to a question) was also inadequate and often less than a second. Teachers were taking turns soon after students gave the response to a question. Typically, the average wait-time (the length of time that elapsed between a teacher's question and a learner's response, and the pause after a student gave a response and the teacher's turn taking) was not enough. It may be possible to conclude that EFL teachers preferred to move on to the other respondent if a learner waited for a second or failed to immediately respond to their question.

Lastly, it was concluded that the amount of talking time was dominated by EFL teachers comprising an average of 73.78 percent while learners covered only 18.7 percent of the talk time.

5.3 Recommendations

Based on the conclusions drawn, the following recommendations were made:

One of the key characteristics of effective teaching is good decision making. Put simply, good teachers make good interactive decisions; decisions that are appropriate to the moment, engage learners, seek out opportunities to teach, facilitate learning and learning opportunity. Such decisions should be practised in the EFL classes.

Of particular relevance to language teaching is that teachers should provide learners with opportunities to practise the target language in a variety of communicative contexts to help them gain a full repertoire of linguistic competencies. Although everything that is talked about in any classroom is potentially pertinent to learning opportunities for students, it is the discussion of academic content central to providing crucial insights into the patterns of communication established and maintained and the learning opportunities that are made available to the students.

Moreover, curriculum designers, language experts, researchers and teacher training programs should give emphasis alongside the pedagogic activities of students' oral practise. Training should be given for teachers on how to help learners to comment or criticise the practical oral activities done by the teachers and the students in a low anxiety provoking classroom condition in a variety of settings and contexts.

Interaction is at the heart of effective classroom practise. At this time, teachers should not simply accept the first student's contribution but should ask for more details. This process will need the

teachers to make decisions that are interactive, which would enable learners to sustain a turn and allow the rest of the class to follow the discourse. Besides, it is suggested that teachers can do much to improve their professional practise and enhance learning and learning opportunities by studying their own interactions with students, either recorded or recorded and transcribed.

Teachers can promote more active, engaging and dialogic learning environments by studying the specific interactional strategies to be used in EFL class. Additionally, by placing classroom interaction at the centre of their professional development, which they use, teachers are advised to create micro-contexts in which learning opportunities abound. In order to achieve this, it is recommended that teachers need to be equipped with appropriate tools to study their own classroom contexts.

Although both teachers and students had positive perceptions about their classroom talk, it was inconsistent with the observations result. Thus, teachers are recommended to help students to become empowered in the classroom, so they feel confident to involve spontaneously and start oral interactions on their own. This could help them to maximise the practise of oral performance in the class and evaluate themselves in relation to their perceptions. This implies that students may reassess themselves and begin to see where to scaffold their own oral performances.

Regarding questioning behaviour, closed questions that are used to display knowledge were found to be dominant in the EFL classes observed. In order for teachers to increase students' output, there should be a conscious selection of open/referential questions the answers are not predictable or pre-known to the teacher. The culture of cosseting student learning, by simplifying questions or providing information to students should be reduced in favour of challenging students' thinking and linguistic skills. Teachers should also give more time to students to generate their own questions before commenting or starting another question.

Teachers should ask questions that stimulate thinking or motivate students to engage actively in their own learning. Teacher questions need to be conceptualised as dynamic discursive tools that are used to build collaboration and scaffold comprehension. In relation to this, Hall and Verplaetse (2000) recommend that teachers' questions need not be questions that simply elicit a translation of vocabulary; rather, they need to be embedded within a context that allows students to engage in oral interactions that will help push them to produce language that will ultimately

aid in their FL learning. Moreover, it is recommended for teachers to use a balanced range of question types. If teachers use the same types of questions, in fact, they may restrict their students' learning opportunities. Teachers are recommended to ask questions first, give students time to think, and only then nominate a student to answer.

Moreover, questions should be given emphasis in the English language methodology courses. Therefore, responsible bodies: Teachers educators and/or language experts or the teacher training institutions should train EFL teachers on ways of asking questions, what types of questions to ask, how to encourage learners to ask and/or respond to questions, and specifically, teachers should use techniques like praising, giving clues and directing rephrased questions towards their students.

Teachers are advised to rephrase their questions and/or provide learners with clues to arrive at the correct answer. Learners' contributions should be expanded rather than cramped. In order to receive correct answers, teachers should use clear vocabulary and familiar terminology when they formulate questions.

In their responses to student answers, most teachers gave evaluative feedback, which usually took the form of accepting/rejecting the answer, repeating it or reformulating it. Such a move by teachers lacks the elements of reflection, discussion or interaction. In order for teachers to extend student output and engage them, they should adapt their use of the feedback move by using more probes to ask for elaboration on an answer and more uptakes, where they build their subsequent questions on students' answers.

Furthermore, teachers should ask questions that encourage learners to involve in the question and answer exchanges. If teachers use questions that are challenging and interesting for students, it can stimulate the pursuit of knowledge and inspire passive students to get involved. If teachers allow their students or give their students time to listen, think, process their answers and speak, they create ample opportunities for students to talk.

EFL teachers should bear in mind that while designing, controlling and evaluating questions for their students, they should not nominate students who are apparently not paying attention. Teachers should not see questioning as a form of duel with only one side winning. Approaches

such as ridiculing or startling students by questions do not stimulate their activity so it has to be avoided. Another point is that teachers should be careful in asking their students about their personal affairs in front of the multitude. Most students may consider this as highly unpleasant. Indiscreet questions may lead to students' negative attitude toward the teachers and any future communication. Teachers are also recommended to employ personal questions that aim at personal opinions, attitudes or emotions as such questions provide greater space for students' initiative and support their involvement in the discussion (i.e., referential/open-ended questions). Personal questions may result in feigned responses in case students do not wish to externalise their personality. In this case, teachers must be cautious while asking and evaluating personal questions.

Before offering feedback, teachers should determine initially and define the objective of the lesson they give to learners, or it is very important for teachers to define what an error is, whether it has to be corrected on the spot, who has to do the correction and what type of correction is suitable for learning purposes. It is not advisable to interrupt learners when they are practising orally; correction can take place systematically after they finish either individually with the other students in the group or with the whole class. Moreover, it is very essential to organise seminars, workshops or there should be an ongoing training for EFL teachers especially on the concept of how to provide feedback to learners or treat their errors and on the value of enhancing self-correction to make the students gain confidence in their oral practise and to go in line with recent and updated teaching-learning methodologies.

It would be appropriate to recommend that EFL teachers should use their feedback in order to extend the dialogue, and they should be encouraged to use more explicit forms of corrective feedback so that learners can easily understand where they went wrong. This will reduce the number of premises learners form about a certain language item before they arrive at the wrong-structure of the target language. However, this does not mean that explicit correction should be used predominantly. Moreover, teachers must be sensitive to the errors learners make and act upon them in ways that will not disrupt interaction.

Teachers must be sensitive enough to know when to intervene and provide the missing language, by means of modeling, paraphrasing and prompting. Interrupting students' contributions causes

learners to miss chances for interactional adjustments. Teachers can provide the missing language by means of scaffolding. The support is provided to ensure that the learners can manage the task at hand. Thus, the elements in the task should be modified, changed or deleted depending on how the learners react to them.

During communicative activities, it is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error since it could interrupt the communication and drag an activity back to the study of language form. It is concluded that teacher intervention in such circumstances could raise stress levels and stop the learning process in its tracks. EFL teachers, thus, need to distinguish the focus of their questions, either form or content and respond to students' answers in an appropriate and sensitive way. Lastly, they should use their feedback to extend the dialogue instead of confining the thread of the learners' spontaneous speech.

With regard to wait-time, teachers should deliberately and constantly wait for 3-5 seconds or longer at particular times. They should ensure that all students also preserve the disturbance-free silence so that both the students and the teachers can consider and process relevant information and then act accordingly.

Moreover, the wait-time strategy should be given due attention during question and answer sessions. Teachers have to ask proper questions and listen to their students carefully to get their meanings so as to help them in their learning difficulties. Thus, teacher training institutions or teacher educators should give training for EFL teacher trainees on the concept of how to provide their learners sufficient time to respond and/or to express their ideas, feelings and opinions depending upon the purpose of the question since wait-time provides students adequate time to think and answer questions.

Finally, teachers are recommended not to dominate their students' talk. Students should get the necessary opportunities to use the target language. In order to avoid more teachers' talk time, many scholars tend to maximise students' talk time and minimise teachers' talk time. The best lessons are the ones where STT is maximised (Tuan, 2010). Thus, getting students to speak and practise the target language is important for successful teaching. What is more, the amount and

type of teachers' talk are regarded as decisive factors for the success or failure in EFL classroom teaching. Therefore, language experts, the MOE, teacher educators or the teacher training programs should give training for EFL teachers on how to maximise students' talking time and minimise the teachers' talking time and on how to provide and create opportunities for learners to ask questions, express their ideas, feelings and opinions freely.

Based on the findings of the study, the current study also recommends the following areas for future research. It is recommended that a replication of this study should be done wherein
(i) Other methodologies need to be used in order to provide more comprehensive understanding on the features of teachers' talk and students' involvement in EFL class.

(ii) Incorporating more courses and universities from other generations of higher education institutes would allow the findings to be compared and contrasted. This research also recommends further researches to be conducted using self-evaluation of teacher's talk (SETT) technique of investigation (Walsh, 2011). Additionally, interested researchers are advised to conduct their own studies on the formal features of teachers' talk focusing on the syntax, phonological, lexical, etc., aspects of teachers' and students' involvement so that more comprehensive results may be obtained.
(iii) Lastly, it is highly recommended that a replication of this study at elementary level would be done, and inherent results may be gained.

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APPENDICES

Appendix A

Lesson Transcription

Teacher A

Transcription 1: Class 1: Room SOSS 7 Ground floor: Time (1:30- 3:30): Date 14/12/2017

1. T: [The teacher wrote the topic on the white board i.e., Unit Two: Nutrition) reading for the gist. Good afternoon students
2. SS: Good afternoon teacher
3. T: Where are the other students? Many of the students are absent today though I don't know why the reason.
4. SS: Murmuring
5. T: So last time we discussed about debate ehh four panelists carried out the debate that means during the first two panels discussed the debate. During the first two panels, four students were presented and the other panels argue for the motions and the third groups were against the motion. So, we dealt about it. Today we are going to deal with unit two (°) Nutrition ehh. During the previous chapter chapter when we deal with six language skills. Similarly, in this unit, unit two ehh Nutrition as a central theme based on this central theme we are going to deal with other similarly six language skills like grammar. In grammar, we will deal with contrasting discourse that means markers like although, though, even though, on the contrary but, yet, So we deal with these type of contrastive conjunctions when one idea contrasts one another like for example, though she is tall, she can't reach the ceil. When we say the idea of being reach and the idea of unable to reach the ceil is contrasting with one another. So, we will use such kind of and we will discuss such kind of discourse markers and the grammar and the next is listening and in listening you will listen and take notes. Taking notes is not something and taking notes taking notes which is during while listening and writing down something important ehh key points is important points that means you might be listening to vast points but you will be selective and write down only some key of the main points in the form of may be in note summary forms. That means in note summary means listing it. Listening done and so we will take notes ehh. By listening to some listening comprehensions like the importance of breast-feeding for babies from the listening text. So you will write down list some notes, or the other is reading there texts = we will deal with those texts and there are some post reading questions, comprehension questions. That means there are questions taken from the reading text so that in each case you will answer similarly at any phase some comprehension questions so difficulties. So, there are different techniques four main techniques like skimming for gist or main idea reading for specific information that is scanning. When you are going to present something by taking notes or may be to answer some questions or to organize to your audiences something from the reading passage. So you will and the other one is extensive reading you read vast texts that means somewhat reading texts for the clear information or general information for general knowledge or if you want to answer more questions. Based on the destructors from the reading passage and the vocabulary here is some words that would be grouped under the topical relationships. Some words have topical relationships with different fields. For example, some words have topical relations with disease, some with infections, some with field of study like vaccine, medicine, and any topical relationships or any field of study similarly there are some words which have

its own topical relations with others field of studies. So, we will deal with such kind of words. Mostly there are different ways of learning vocabulary as we have already discussed that is looking what its meaning from the dictionary is one method. The other is asking the other person we can ask someone who is our friend or someone else teachers and so on. So, we can learn in that way and the other is we can record it and translate into in our L1. That means in our exercise books and so that we will use it later on. So that writing in L1 and the other is contextually using contexts and the words can ehh may have different meanings but we can learn these meanings in the ways these meanings are used in that specific text ok or in that specific discourse. So, we will learn such kinds of words in such kind of and the next one is speaking coming down into the survey. That means here you will interview to each other. So, we can learn this one in that way. So, the next one is speaking. That is about the survey into breast-feeding. That means you will interview with each other, with the groups and group members. You will stand and go somewhere else to interview your classmates so that you will gather information to gather information about the importance of breast-feeding for babies and then we will complete the survey for what? Which is already on your hand out in unit two and then you will present it through your representatives, and you will report it to your classmates. And the last one is writing a summary of report on a survey. So, you will write that feeling using the gathered data information and into the data gathered groups of your classmates. But, before that did you see this picture? Look at this picture.

6. Murmuring
7. T: Ehh Look at the picture!
8. S1: Teacher we have done that
9. T: Where have you been? [When late students knocked the door and entered into classroom] You are too late! Can you see it? Can you see it on page 30 on your handout? Can you see it? What does this picture contains {contain}?
10. S2: ቲቸር ይሄኛውን እኮ ሰርተነዋል። አሁን ገፅ ሰላሳ ሶስት ነን። (Teacher we have done this one; we are now on page thirty-three)
11. T: So, on page thirty-three ok page thirty-three sorry page ehh = go to page thirty-three. So, would you go to page thirty-three vocabulary part? Saying topic relationships to group words. Would you go to page thirty-three please yeah, we have done that one and now let me take you to somewhat to the page thirty-three and here, most of these words are given in order to learn the vocabulary words, and instead we can just learn vocabulary differently. There are different ways or strategies to learn vocabulary, as we have already discussed. There are some kinds of vocabulary, and as we have said, in vocabulary we can ask someone or we can write it down using our L1, or something like that or using our mother tongue, or we can get by the way the cumulative ways of learning vocabulary. = or using networking that means learning vocabulary from something may be holistic to the specific one. I can network to different specific words so that we can learn different words. Today for example, the following words, which will be used in the talk ehh, may be in the talk for example group into the three categories given below. Some words may be fit into more than one category and write the words into groups in your exercise books. Now would you try to categorize the given words or list words in to one of the three categories? The second one is breast-feeding and the third one is feeding babies other milks. What are the other milks might be cow milks or may be it can be ehh already packed type of milks. There might be different type of milks, which is regarded as may be ehh substitute for mother milks though it may not may be nothing can be substitute mother's milk, but there are some milks as well as mother milks to be held to be ehh that means (°) = now would you categorize the three would you categorize under? List them. Some of them are under infections; some of them ehh breast-feeding and

the others feeding babies the other milks' you know other milks, there are different milks may be which can be bought from the super market. Isn't it?

12. S3: I did not understand it.
13. T: Ok be in pair and do together with them; please discuss with one another, and then try to categorize those words from the paper.
14. SS: Discussing (5 minutes)
15. T: Try to discuss each other please (the teacher whispering to the students). So, discuss with one another just based on the answer which words may have topical relationships with the infections and which words might have topical relationships with which words might have topical relationships with feeding babies' other milks. Discuss with one another.
16. Group one: እሺ (okay)
17. T: Ok go on please
18. S3: እኛን ብቻ ነው ስሩ የሚለን? Is the teacher ordering us only to do?
19. S1: እሺ (okay)
20. S3፡ ሥሪ አንቺ (do it)
21. S2: እስኪ ጀምሪው (Please start it)
22. T: So these are the questions. Discuss with each other and share with your idea. You can help one another.
23. S5: Which words are interrelated with infection?
24. S1: Diarrhea
25. S5: እሺ (okay)
26. S1: Germs, common cold, contaminate
27. S5: እሺ (okay); breast feeding
28. S2: Contains protective substance;
29. S5: እሺ (okay)
30. S2: Laugh
31. T: ነበዝ (clever!)
32. S3: Germ free, suck, feeding babies, growth አይሆንም (No)
33. S5: ገሮውዝ ሁለቱም ላይ ይሆናል፡፡ Growth can be on the two ብረስት ፊዲንግም ሁለቱም ላይ ይሆናል፡፡ (breast feeding can be categorised on two places).
34. S2: አዎ (yes) feeding babies other milks
35. S5: Feeding babies other milks breast ፊዲንግም አይሆንም (feeding can't be) feeding babies other milks ካልሽ እሺ ፕሪፓሬሽንስ? What about preparation?
36. S4: አልሰራሁም ፀዲ ፤ ቲቸር መጣ! ኧረ መጣ! የሄኛው አንቺ ጋር ምንድን ነው የሚለው? ይነበባል? I did not Tsedi! Oh, the teacher is coming! What is that with you? Is it legible?
37. S5: Natural protection ነው የሚለው (It says natural protection)
38. T: Share your ideas with your friends. This one can go with this one and help with one another. (*the teacher provided clues pointing at the student's handout)*
39. S4: ጠይቂና! Ask all of us. [To student five]
40. S5: Laugh germ free, boil, expensive, sterilizer, growth, time bound, time consuming emm
41. T: For example, which words can be go {can go} against the infections?
42. S5: Diarrhea,
43. T: Diarrhea
44. S5: Germ
45. T: Germ
46. S5: Common cold
47. T: Common cold
48. S5: Contaminate

49. T: Contaminate
50. S5: በቃ (That is enough!) This is to mean what? What else?
51. T: That is, it. Ok what about breast feeding? Yes, alright ehh what does that mean? Tell me briefly?
52. S5: Under breast feeding preparation
53. T: Ehh? Yes, what does that mean?
54. S4: Feeding babies the mother milk.
55. T: Yeah, is it necessary in terms time management? Yes…?
56. S4: Ok it may kill your time but it is important for the baby so mothers are advised to feed their baby their own breast rather than feeding other milks.
57. T: Very good! Can you make it clear? How it is necessary?
58. S4: It is necessary for the baby to be healthier than rather feeding ሾላ ወይም ማማ ወተት (Shola or Mama milks) (laugh) because it is expensive and the industry product may not be good for the baby's health.
59. T: Great! Clap for her! Clap for her! Thank you so much! Keep on doing please.
60. S5: Preparation
61. T: Preparation
62. S5: Breast feeding
63. T Breast feeding but but how come because it is instant
64. S5: No
65. T: Immediate
66. S5: Emotional bond
67. T: Yeah, it is immediate; emotional bond no; it is for me for others
68. S5: Emotional bond ፕሪፓሬሽኑ ነው አይደል? Is that the preparation?
69. T: No no it is for me for others possible; Yeah, using English language just discuss ehh
70. SS: Okay yes bond that means between the mother and the baby bond will be strong ehh
71. SS: Yes
72. S5: Natural protection
73. T: Natural protection
74. S6: Appropriate
75. T: Ehh appropriate
76. S7: Free
77. T: Yeah, it is free we don't buy it anything else?
78. S7: Germ free
79. T: Germ free yes
80. S7: Suck
81. T: Suck yes
82. S8: Growth
83. T: Growth yes that is. What about the last one?
84. S7: Preparation germ free
85. T: Preparation germ free
86. S8: Reheating
87. T: Reheating is there.
88. S9: Expensive
89. T: Expensive
90. S7: Boil
91. T: Boil
92. S7: Sterilize

93. T: Sterilize yes is there from the list?
94. S7: Yeah! እንዴ! (What!) Time consuming
95. T: Time consuming yeah
96. T: Cool thank you much!
97. S10: እስኪ አንዴ ወደዚህ ሰብሰብ በሉ፤ ወንበራችሁን ይዛችሁ ኑ ኑ እዚህ ጋር (Come on and let us form group; bring your armchairs and come on here; come on.
98. S11: እዚህ ጋር ኑ (come here)
99. S12: እዚህ ጋር ኑ (come here)
100. S13: ሜሮንየ ነይ ወደዚህ፡፡ በዕምንትም ነይ እሺ፡፡ ወደዚህ ነይ፡፡ ኑ እዚህ ያዢ ሃንዳውቱን በቃ አሁን ከመጀመሪያው ጀምሩ Merron please come here, even Bemenet come here okay. Come on here and hold on this handout. Now let us begin from the first.
101. S10: ከኢንፌክሽኑ ጀምሩ (Begin from the infection)
102. S11: No contaminated infection diarrhea አለ (there is diarrhea) ሌላ ምን አለ? What else to add?
103. S12: Common cold አለ (There is common cold) germs አለ አንቺ ምን ብለሻል? There is germ; what did you say any other?
104. S11: Contaminate አለ አንትን (there is contaminate there is something) ehh common cold ale (there is common cold) Gastro enteritis አለ (there is gastro enteritis).
105. S13: Germ አለ ሌላ ምን አለ? (There is germ and what else); አዎ አንቺ ቁጪ በይ ዝም ብለሽ እ (You simply sit and keep quiet, *i.e., mocking*).
106. S14: አሺ ምን ላርግ? (Okay, what can I do?)
107. S13: እሺ ነይ ወደዚህ ጋር (ok come here)
108. S12: Natural protect አንቺ ጋር ምን ብለሻል? (What did you say?)
109. S11: Ehh
110. S12: ሌላ ምን አለ? (What else?)
111. S11: Infection ላይ (under infection?)
112. S12: አይ ብረስት ፊዲንግ ላይ (no way on breast feeding)
113. S11: Breast feeding ላይ instant አለ (on breast feeding there is instant) emotional bond አለ (there is emotional bond) suck አለ (there is suck) emm
114. S12: Reheat ምንውስጥ ነው ያስገባሺው? (From which category you categorized reheat?)
115. S11: ሪሂትንማ ፊዲንግ ምናምን ውስት ነው ያስገባሁት። ማሞቅ ማለት ነው ወተት ምናምን፡፡ (I categorized reheat under feeding something like that it is to mean heating milk blah-blah)
116. S12: Preparationis? Preparation? (What about preparation?)
117. S11: እኔም አልገባኝም ምን ለማለት እንደሆነ፡፡ I did not even understand what it wants to say.
118. S10: እንትን ነው እኮ ፕሪፓሬሽን እንትን ላይ ነው ፊዲንግ፡፡ ማለት it is something preparation is under something emm feeding something preparing different things.
119. S11: እህ ጀርም እና Ehha germ ena sterilizes? What about germ and sterilizer?
120. S12: ጀርም ማስዎገድ (2x) avoiding germs
121. S11: እሺ (sterilizes) Okay what about sterilizer?
122. S12: Sterilizes እኮ feeding babies ላይ ነዋ የሚሆነው (Yeah sterilizer is categorized under feeding babies other milks)
123. S11: ሥታፈይው ምናምን (When you boil it blah blah)
124. S12: እሺ ከጀርም ነፃ ማድረግ ማለት ነው፡፡ (ok is it to mean making germ free?)
125. S11: አዎ ግሮውዝስ ዕድገት? (Ok what about growth?)
126. S12: ሜሊ ምንድን ነው ያልሽዉ? (What did you say it, Meli?)
127. Melat: Growth?
128. S11: Ehh
129. Melat: Feeding ውስጥ ይመስለኛል፡፡ (I think under feeding)
130. S11: እዚኛው ዉስጥ አይሆንም እንዴ? (Isit not under this?)

131. Melat: በዋናነት ግን ግሮውዝ ለ ግሮውዝ ብረስት ፊዲንግ ላይ ይሆናል። (Feeding can be mainly for growth)
132. S11: ሁለቱም ላይ ይሆናል። (It can be on both)
133. Melat: እሺ ሌላ ምን አለ? (Okay what else?) አዎ ጋስትሮ አይታይም ሚጀመር ጋስትሮ ኢንትሪትስ ካንቺ ላይ በደንብ አይታይም እንዴ (Yeah gastro emm it is difficult to see gastro enteritis; is it not legible in your hand out?
134. S11: አይ አይታይም። (not legible)
135. Melat: ጋስትሮ የሆነ ነገር ነው ሚለው ዕሺ (It says gastro something)expensive እዚህ ውስጥ ነው ሌላ ምን አለ? (You can categorize under this; what else to add?) Emotional bond አለ? Is there Emotional bond?
136. S11: Dilute, natural protection
137. Melat: ይሄን አልፃፍነውም ምን ዉስጥ ነው ሚገባው ዳጊ? We didn't write this one; under which category can it be Dagi?
138. Dagi: እኔ እንጃ! (I have no idea)
139. M: ምን ወስጥ ነው ያስገባችሁት? (In which category you categorized?)
140. S13: እዚህ ዉስጥ ነው (In this category)
141. M: እዚህ ዉስጥ ነው አይደል? (I think under this, isn't it?)
142. S13: አዎ (Yes)
143. SS: Can you say any topical relationship that has with infection ehh? Yes, any word?
144. S15: Diarrhea
145. T: Diarrhea
146. S15: Contaminated
147. T: Please raise your hands contaminated any other words someone else? Diarrhea, contaminated
148. SS: Germs
149. T: Germ
150. S17: Common cold
151. T: Common cold maybe it might be =
152. S18: Common cold
153. T: Common cold ehh any else may be germ can go with other topic other word?
154. S19: Gastro enteritis
155. T: Yeah, gastro Enteritis; is there anything else? and…
156. S19: Diarrhea
157. T: Diarrhea is hear already listed. Any other word and boil can go that means boil has two meanings. One boiling meaning yes
158. S20: Heating things
159. T: Yeah, heating things in order to kill the germ the germ free to make things isn't it? And the other is boiling means may be you don't pass when the body is asked with something what is this word so that may be this can be exerted that means and pass may be a kind of accommodated died sell and change into and pass to the body and it can go with both case. Because in some cases, it says some words can go to more than one category. What about the next breast-feeding? Can you tell me some words can that can go together breast feeding or topical relationships with other words can you tell me the list of words?
160. Dagim: Emotional bond
161. T: Emotional bond yes and may be emotional bond
162. S21: Suck
163. T: What
164. SS: Suck
165. T: Suck is there yes may be in order to get milk out of the breast-feeding material

166. SS: Appropriate
167. T: Appropriate ehh
168. SS: Growth
169. T: What else
170. S22: Free
171. T: What free
172. SS: Germ free
173. T: Germ free is not it. Germ free other milk any other
174. S13: Natural protection Yes
175. T: Natural protection ehh any other word?
176. S5: Contains protective substance
177. T: Yeah, contains protective substance. Any other word may be there are some naturally that can protect the baby from the disease which fills with the mothers and easily subjected to the disease any pother word? Yes, and so on and what about the last words feeding babies other milks?
178. S24: Preparation
179. T: Preparation when we buy other milks it has something (.) we have to prepare it unless and other wise if we simply give it to babies we may (.)
180. S20: Preparation
181. T: Preparation makes what?
182. S12: Expensive
183. T: Expensive
184. S12: Instant
185. T: Instant is may be for this one breast feeding instant means immediate, so it is for this one
186. S14: Produce
187. T: Produce what
188. SS: Murmuring
189. T: Preparation is there instant is there
190. S1: Boil
191. T: Boil yes, we have to boil it in order to make it germ free. Boil ehh
192. SS: Sterilize
193. T: Yes, yes it should be ehh contaminate isn't it; it will be contaminated depending on germs should be sterilized. What else any other term?
194. S5: Dilute
195. T: Yes, dilute any other terms, which has topical relationships with the feeding babies with other milks.
196. SS: Cool
197. T: Cool yes cool any other word?
198. Melat: It is time consuming.
199. T: It is time consuming, isn't it? When we prepare other milks for babies it will take much over time so
200. S5: Reheat
201. T: Reheat unless and otherwise, we may not feed to our babies unless we have to reheat it. Heating again when it becomes cool any other? Not germs free, not appropriate growth and so on and so on. Now go to the next page and the next page is ehh listening part four we are going to deal with contrastive discourses ehh contrasting as a grammar we use contrastive markers. As I have already mentioned, words like but, even though, on the contrary, yet, and other contrastive markers. So now, I am going to read you a kind of texts and then you are

going to write down some key points but before that one number one, you are going to tell me the contrastive markers the writer used in the listening text. Clear?

202. SS: Yes
203. T: Read instruction one and two
204. SS: Ok
205. T: Read instruction one and two; because you are going to listen the listening text. Have you read? (2x)
206. SS: Yes
207. T: Ok now let me read the listening text, and you are going to listen me now and for question number one you are simply going to write the contrastive markers that the writer of this text used or employed in this text. Clear (2x) listen: Fruits and vegetables particularly if they are given to infants in safe way first, fruits must be peeled carefully too. This will prevent contamination from germs on the surface of the vegetables or on the peel of the fruit. However, if water that is unsafe or untreated has been used for irrigation, fruits and vegetables must also be thoroughly cooked before they are eaten. People may be tempted to use untreated water for washing vegetables, but this is very dangerous and must also be avoided. Can you tell me the contrasting ideas that the writer has used? In tis short extract or listening text
208. SS: However
209. T: However, and
210. SS: But
211. T: But isn't it? Is there any more isn't it? Yes, so the words however and but are contrasting markers. Now read instruction number two I will repeat the listening text the short text. Read number two. Instruction number two and then I will repeat it. (pause) = now you are going to write down, the contrasting parts from the listening text. Clear? I hope you have understood the instruction for question number two, so you are going to write it done and I will read it to you. I hope you will write it down so you will take notes be selective because while listening, if you are taking notes you should not take notes you are listening to rather you have to be selective and write down the core or key points. Now the contrastive points clear? Because it says: Let me repeat listening for contrastive fruits and vegetables particularly if they are given to infants in safe way first, [the teacher angrily opened the door because there were students who came late by 30 minutes] sorry for the interruption some students are too late too late so sorry they are diverting your attention please sorry. I hope you will never repeat it to come to class on time. Because you are diverting our attention, sorry for that now let me repeat. Sorry for the interruption! Listening fruits must be peeled carefully too. This will prevent contamination from germs on the surface of the vegetables or on the peel of the fruit. However, if water that is unsafe or untreated has been used for irrigation, fruits and vegetables must also be thoroughly cooked before they are eaten. People may be tempted to use untreated water for washing vegetables, but this is very dangerous and must be also be avoided. Shall I repeat once?
212. SS: Yes
213. T: Let me repeat and let you finalize your notes.
214. S17: I didn't understand Sir
215. T: Didn't you understand the instruction? The instruction says write down the contrasting point and be in capital but sorry write but in capital when but is used and you have to take contrastive points. Write down the contrastive points by writing down the contrastive markers, but in capital. Clear? I hope I simply skipped over this instruction because I thought that you simply understand the instruction. Let me repeat it once fruits and vegetables comma particularly if they are given to infants in safe way first, fruits must be peeled carefully too.

This will prevent contamination from germs on the surface of the vegetables or on the peel of the fruit. However, if water that is unsafe or untreated has been used for irrigation, fruits and vegetables must also be thoroughly cooked before they are eaten. People may be tempted to use untreated water for washing vegetables comma but this is very dangerous and must be also be avoided.

216. SS: Murmuring
217. T: I hope everyone has written down the word tempted. Now who can tell us those contrasting ideas that you written down while listening. = Who can tell us? = who can tell us? =
218. S5: Fruits and vegetables particularly if they are given to infants in safe way first, fruits must be peeled carefully too.
219. T: Ok so you have written but in capital letter, I hope. Ehh anyone else anyone else any other = any others= ehh anyone else anyone else? = = = can you read it yours? You may not have abbreviations or short forms of sentences and such kind of sentences it can be in short written form or it can be in the form of list but you can make it short form of sentences like that abbreviations and lists. Who can repeat please anyone else? Over there can you try? Ehh what about there? Ok I will repeat it once more lastly shall I repeat if not clear once let me repeat it once. First you should understand the instructions given under ehh number two of task 5 clear number two of task five number two say number two says now listen again and write in your exercise book the idea that the speaker contrasts the idea the speaker contrasts. Use the capital letters, words, or symbols the highlights that the speaker contrasts, it says, isn't it? Let me read it for the last time. Listening for contrasts, fruits and vegetables particularly ok let me read it once; let me take you back about the instructions ehh read if they are given to infants in safe way first, fruits must be peeled carefully too. This will prevent contamination from germs on the surface of the vegetables or on the peel of the fruit. However, if water that is unsafe or untreated has been used for irrigation, fruits and vegetables must also be thoroughly cooked before they are eaten. People may be tempted to use untreated water for washing vegetables, but this is very dangerous and must be also be avoided. What about now? I hope many of you you can tell us now ehh your name
220. Sada: Fruits and vegetables should be carefully treated
221. T: Ok thank you anyone else? Good! Anyone else? Your name please?
222. S31: Amberiya
223. T: Ehh continue
224. Amberiya: Fruits should be cooked before serving or using by clean water.
225. T: Ehh they must be cooked before they eat it. Ok your name please
226. Dagim: Fruits before serving must be washed with safe water but it must be avoided
227. T: Thank you much! So so most of you have the issue or the fruits, for example, and vegetables must be washed with safe water and fruits must be peeled to prevent contaminated. But if unsafe water used for washing fruits, vegetables must also be people may be tempted to with untreated or washing vegetable, but again in capital letter it is dangerous so if you have written like this, though it should not be exactly the same, you are right. Because the instruction says as written but write the contrastive letter in capital and in capital letters and some of these are the writers short extract or listening text. Fruits and vegetables must be washed with safe water, and fruits must be peeled to prevent contamination but if unsafe water is used, and this is dangerous for healthy. Ok thank you!
228. SS: Murmuring
229. T: Now let us go to the next any way any way the contrasting words are used for contrasting ideas contrasting words like but however ehh whereas although thought to the contrary yet so so and so on used for contrasting ideas but in discourse and the discourse can be spoken or written. So now let us go to the next one. Two that is task seven. No yeah, tasks seven now

go to task seven. Using the marker of contrasting, = in the talk in this unit you will hear a speaker contrasting or opposite ideas and there are many () opposite and contrasting to these and here is how the most ways of greeting. Eh some is realized contrastive closes which are punctuated with contrasting markers we can use comma before them. Clear. For example, when we use ehh coordinating conjunctions in English, one of the seven coordinating conjunctions it is preceded by commas. Isn't it? For example, here it is but and we use it hear comma. So, but is one of contrastive markers so we use here comma. Clear? Ehh some example however cannot be used contrastive ideas in one sentence. They start with new sentences so the sentences in the following sentences are used the way they are punctuated. Look, if you are written down following these types of words that means contrastive words, we can use comma before some of them. And some of them start the sentence, for example, the sentences starts with the sentences in one sentence rather we can use them in one sentence that means we can use them to connect two sentences in one sentence. Or the two single sentences should be joined in one sentence. Clear? Now go to number two. Link the following sentences using appropriate contrastive markers, those above take above take above the punctuation. Write your answers in your exercise books. Now in each case, two sentences are given a and b. now using the contrasting markers you are going to make them into one. When we join the two-sentence sin to one the second sentences the first letter of the first words should be written in these forms and then you have to use the contrasting marker to join them. For example, A to join A clear is it clear for example, Breast feeding babies are protective naturally against the germs that cause diarrhea, coughs, and colds. However, or what?

230. S34: Where as
231. T: Whereas that means comma be b is small bottled feed children are less and unlikely to express infection. Similarly based on this do the remaining four sentences that means each case but in each case there are two sentences.
232. S24: (Asking the teacher question)

Teacher A

Transcription 2: Class 2: Date of observation: 30/12/2017; Time 8:00-9:00 am

1. T: What do you know about conditional sentences? (2x) what is conditional sentences? (3x).
2. S1: Conditional sentence describes something
3. T: what? what?
4. S1: conditional sentence describes something
5. T: Describes
6. S1: something that (Murmuring)
7. T: Ehh?
8. S1: present, future or past actions
9. T: Anyone who have another idea? What is conditional sentence? Shimelis
10. Shimelis: Conditional sentence that expresses something that are present, future or present ehh past continuous. Divided in to two ehh
11. T: Divided into two
12. Shimelis: Divided into two if clause and main clause
13. T: Ehh
14. Shimelis: Ehh …
15. T: Divided in to two. If clause and main clause
16. Shimelis: Yeah
17. T: Very good! Lidiya
18. Lidiya: Describes the result of something
19. T: Ehh
20. Lidiya: Describes the result of something.
21. T: …conditional sentences (2x) This are sometimes called (.) are called (.) What? If clauses (3x). Just see it in your module and eh write one sentence one conditional sentence as an example. Just shut {close} your module! Shut {Close} it! Write one conditional sentence {of} your own Yes Ahmed! shut it!
22. SS: Murmuring
23. T: Ehh
24. S4: If I were a bird
25. T: If I were a bird, Shimelis's example, if I were a bird ehh
26. Shimelis: I would fly (2x)
27. T: I would fly on the sky. Very good! Tiruwork
28. Tiruwork: If I study hard
29. T: If I study hard
30. Tiruwork: I will score high
31. T: I will score high. Very good! (2x) Shelema read your example sentence.
32. Shelema: If hard work
33. T: If hard work ehh? [The teacher repeated the wrong verbatim speech of Shelema; he could have said, "If I work hard…"]
34. Shelema: A student
35. T: A student (sarcastic laughing) "ኦኬ*" Okay* ehh Shimelis
36. Shimelis: If I know the answer
37. T: If
38. Shimelis: I know the answer
39. T: I know the answer
40. Shimelis: I will tell you
41. T: I will tell you. Let us look these sentences in detail. What types of conditional sentences is this? The first sentence is type

42. SS: Two
43. T: Type two (3x). What about the second? The second sentence?
44. SS: Type one
45. T: Type third ehh? This one (by demonstrating into the third sentence on the whiteboard).
46. SS: the same
47. T: The same. We have left another type conditional sentence type.
48. SS: type three.
49. T: Type three. Who can give us…example of conditional sentence type three? Ehh
50. S4: If I have enough money
51. T: If I have enough money ehh
52. S4: I would...
53. T: It that (2x) conditional type three? Ehh yes
54. S4: Murmuring
55. T: Yes?
56. S4: If I had some money
57. T: If I had some money
58. S4: I would have bought a car.
59. T: I would have bought a car. So, conditional sentences ehh have how many parts?
60. SS: two
61. T: yes
62. SS: two parts
63. T: have two clauses or two parts. These are if clause and main clause. Ehh generally there are four types of conditional sentences. What are these?
64. S: Murmuring
65. T: Yes?
66. S: zero murmuring
67. T: zero conditional (3x) or sometimes known as factual conditional sentence. This is ehh a conditional sentence in which we describe general truths or scientific facts yes things which always which are certain to happen yes ehh the tense in the if clause as well as in the main clause is the same yes. What is it? (2x).
68. SS: simple present
69. T: Simple present (2x) in both clauses. We have simple present tenses in both clauses. Example sentence (2x). Who can give us example sentence? Shelema eh?
70. Shelma: I you heat
71. T: If you heat
72. Shelama: If you heat water
73. T: If you heat water
74. Shelema: hundred degree
75. T: to hundred degree, ehh then, then …
76. Shelema: Murmuring
77. T: Eh eh?
78. Shelema: Murmuring
79. T: Complete it
80. Shelema and SS: It boils
81. T: It boils. This is always true. That is when we heat water to hundred degrees centigrade it boils so we don't say it will boil. We don't say it will because it is not ehh a probable condition. It is fact. It is scientifically proved fact. So, we don't say it will. The second conditional sentence (3x). Type one what do we call it this condition?
82. SS: Probable condition
83. T: Probable condition or likely condition we call it yes. Ehh the tense in the if clause is what? Simple
84. SS: Murmuring

85. T: Simple, simple what?
86. SS: Present
87. T: Simple present or present simple we call ehh
88. S: Future
89. T: Ehh?
90. S: Simple future
91. T: Simple future tense and main clause. Example, example sentence ehh
92. S: Murmuring
93. T: Yes
94. S: If I study hard
95. T: If I study hard
96. S: I will get good mark
97. T: I will get good mark good grade. Very good! (3x). Conditional sentence type what? Type two. What do we call it?
98. SS: Murmuring
99. T: Conditional sentence type two is known as? ehh
100. SS: Unlikely
101. T: Unlikely
102. S: imaginary
103. T: Imaginary
104. S: [One student knocked the door]
105. T: Yes
106. S: May I enter
107. T: Where are you been?
108. S: Murmuring
109. T: Yes
110. S: Murmuring
111. T: Yes? Come in. Conditional type two is known as ehh?
112. SS: improbable
113. T: Improbable Ehh unlikely or imaginary condition. The tense in the if clause (2x). Is what? The tense in the if clause ehh?
114. S: Murmuring
115. T: yes?
116. S: Simple
117. T: Simple
118. S: Simple past
119. T: Simple past. The tense in the main clause ehh?
120. S: Future perfect
121. T: Future perfect. Are you sure? Is that? Is that perfect?
122. S: Murmuring
123. T: Is that perfect? Ehh? What do we call it? Present conditional. Example, who can give us one example of conditional type two? "እሺ*" (Okay)*
124. S: Murmuring
125. T: Yes Zehara
126. Zehara: Murmuring
127. T: Agere can you give us example? Yes?
128. Agere: (silent)
129. T: Nakachew
130. Nakachew: If I were
131. T: If I were
132. Nakachew: If I were a bird

133. T: The same example, ehh?
134. Nakachew: I would fly.
135. T: I would fly. What does this mean?
136. Nakachew: I am not a bird
137. T: Yes? I am not a bird, so it is a dream for him to fly. It is impossible it is imaginary. Conditional sentence type what? Conditional sentence type three what do we call it? Ehh
138. S: Impossible
139. T: Impossible condition. Why do we call it impossible? Who can explain it? Why do we call it impossible? (2x) what is the tense in the if clause? Ehh
140. S: Past perfect
141. T: Past perfect. Ehh Merewa
142. Merewa: Would have plus verb
143. T: Would have plus verb? Which verb?
144. Merewa: Verb 3
145. T: What do we call it? Perfect conditional. Example (2x)
146. S: If I had had enough money
147. T: If I had had enough money
148. S: I would
149. T: Yes
150. S: I would have bought a new car
151. T: I would have bought a new car. Very good! What does this mean? Ehh what is the meaning of the sentence?
152. SS: Murmuring
153. T: Yes, yes ehh?
154. S: murmuring
155. T: What does it mean?
156. S: I haven't enough money
157. T: Ehh then?
158. S: Murmuring I didn't bought {buy} a car
159. T: I didn't bought {buy} a car. I did not have enough money, so it was impossible for me to buy a new car in the past. So, it is impossible it was impossible for me to buy a new car. Do you have questions? Is everything clear about conditional sentences? Yes? Do you have? Do you have question? Yes? Ehh? Is everything clear? Ehh? Question if you have question, Ahmed?
160. Ahmed: nodding his head to say no
161. T: No question. Is everything clear then? Have you understood; *Do you have question?* እሺ*"*okay so whenever we construct conditional sentences, we can ehh exchange the if clause and main clause. Which means we can begin the sentence either with if clause and ehh or main clause. So what change do you observe when you begin the sentence either with main clause or if clause? What is the main change or what feature do you observe in sentence. እሺ? Okay you
162. S: Murmuring
163. T: እሺ (Okay) *Shimelis?*
164. Shimelis: When the if clause comes first, we separate it from the main clause with comma.
165. T: We separate it from the main clause by comma. But, Shimelis:
166. Shimelis: When the main clause comes first no need of using comma.
167. T: When we begin the sentence with the main clause, no need of using comma. Very good very good! Ehh negative sentences and if the sentence is negative, we can use unless yes instead of if not.
168. SS: Murmuring
169. T: Yes, put your module aside (2x). Hide it! (2x).
170. SS: Murmuring
171. T: (Writing on the white board (QUIZE)). Write your name and ID No. this is a quiz, which is marked out of five. You are expected to write just the correct form of the verb on the space provided. Yes,

change the verb into the correct form of conditional sentence either type one or type two or type three which is possible according to the sentence.

172. S: Murmuring
173. T: Ehh.
174. SS: Murmuring
175. T: (Writing questions on the bored)
176. S: only "*መልሱን ብቻ" only the answer.*
177. T: Yes only the answers. Answer only (after long pause writing on the board) no need of writing ehh the complete sentence. Ok! You can write only the correct form.
178. S: Just answer?
179. T: *"አዎ"* yes don't write these sentence
180. S: Murmuring
181. T: "አዎ" (Yes) yeah
182. S: Murmuring
183. T: Eh
184. S: Murmuring
185. T: No problem.
186. S: I will *"ነው የሚለው" (It says I will)*
187. T: Yes I will call her this is I will call her. You have only five minutes.

Teacher A: Class 2: Date of observation: 30/12/2017; Time 3:00-4:00 pm

(This classroom was observed to compensate the interrupted observation session. It was interrupted because the teacher had urgent DC committee meeting)

1. T: Ok today we are going to look at the second unit nutrition. To start with the topic what is nutrition. (2x)? Who can tell me? What is nutrition? Yes, what is nutrition?
2. S: [Raised his hand and said] nutrition is
3. T: Yes project your sound
4. S: Rehearsing what we have done
5. T: Yes?
6. S: About what?
7. T: Yes, nutrition. Not rehearsing. You are just I am saying that nutrition what is nutrition?
8. SS: Murmuring
9. S: Sir [a student raised her hand and the teacher gave her chance]
10. T: Yes
11. S: Different kinds of foods that have content
12. T: Different kinds of foods that have content, you said ok. Anymore? What is nutrition? Very simple question. What is nutrition? Nutrition is about what?
13. S: Nutrition is about food, about resources
14. T: It is about ehh…? Resources, it is about resources. It is about food you said.
15. S: Nutrition is about balanced food.
16. T: It is about balanced food. So, the next page look at the picture there. There is a picture there. You see two things the first one is there is a madam. Breast feeding and child and there is also a bottle there, on the picture. So, look at this picture. It is an advertisement actually. It is an advertisement on your textbook and (explain 2x) what that advertisement says. What is the meaning of the advertisement communicates. Tell us (2x) what do you understand from the advertisement?
17. S: Here Sir
18. T: ehh ok

19. S: Nutrition addition of that are (inaudible) feeding additional food is not advisable according to the picture, you said
20. T: Nutrition
21. S: Addition of food is not advisable
22. T: Feeding additional food is not advisable according to the picture, you said. (.) What do you understand from the drawn pictures?(.) What do you understand? (.) Is that (.) …?
23. S: Teacher [Raised his hand]
24. T: All right, yes
25. S: Mother food is useful for children and the other foods are (inaudible)
26. T: Please
27. S: Mother foods are
28. T: Could you repeat it?
29. S: Mother foods are very useful for the children and the other foods are not
30. T: Ok good any other
31. S: Teacher [a student raised his hand]
32. T: Yes
33. S: The content of mother food is better than the content of the bottle.
34. T: The content of mother food is better than the content of the bottle. Is it? Yes
35. S: It is good to give mother food in terms of content in the foods
36. T: Ok, good to give mother food. Ok what do you understand anymore?
37. S: [A student raised her hand]
38. T: Yes
39. S: Mother breast feeding is better than bottle feeding
40. T: Mother breast-feeding is most better {better} than bottle-feeding, she said. Very good!
41. S: Sir
42. T: Yes
43. S: I think a newly born child should get his mother's breast
44. T: A newly born child should ehh?
45. S: get his Mothers breast
46. T: A newly born child should get his mother's breast. How do you understand that? (2x).
47. S: Mothers breast-feeding is more important than the ehh others.
48. T: Ok. Very good! Very good! How did you know that? [1s] How did you know that? [1s] What is ehh what are the indicators? [1s] Who says? [1s] What are the signs? [1s]
49. S: Teacher
50. T: Ok! Hana [1s] emm Henok [1s] ok Hana [1s]
51. S: As it is seen on the picture, it is mark X. On the other hand, out of his mother's breast.
52. T: Ok Very good! Very good! It is marked! Eh? So, if you look at the picture, there is a mother breast-feeding a child, and there is a bottle. Isn't it? Under the bottle on the bottle there is X sign. Isn't it? X sign, which shows in advertisements in pictures we should learn that things or ideas by simply observing what is already drown there. So now, let us bring this in to our own experience in to our own experiences. How many mothers are now a days what we have been said. That means, how many mothers are breast-feeding until six months? What is the practice now in Ethiopia, in your area, in your localities? What is the practice? Just raise your hands and explain it. I need explanations while you think you may say many of them, some of them, few of them and why? Why do you think that happened? [1s]
53. S: Teacher
54. T: Yes
55. S: I may ehh [0.5s]
56. T: I may what? [1s]
57. S: Emm
58. T: Ok. Let us pass to her.

59. Hana: Few mothers
60. T: Few mothers. Why do you think?
61. Hana: Because few mothers have job. Because of that {they} feed their child bottle milk because of that they changed bottle that is why they have to change the feeding system.
62. T: Ok, she said they feed for few moments and they have to go to their job. Ok. What else? Is it the only fact? [3s]
63. S: Teacher
64. T: Ok
65. S: The mothers because of their factors, they don't feed their breast. And if they are separate from the child, she may do but many people feed their breast to their kids because of that many people's comes from generations and now a day's normally they feed in bottle, and now a day's advise them to feed their mothers breast than another milks. Many people experiences {experience} this kind of things.
66. T: Ok, very good! What else? [1s] What else? [1s] Anyone? [1s] Anyone? [1s]
67. S: Teacher
68. T: Yes
69. S: Many people before they go to their job, but they put their milks on the bottles. [0.5s]
70. T: Ok. Very good! If you go to the second point, what drinks are given to babies who are not breast feed? If they are not breast feed, what drinks are children given? What is the substitute of the breast-feeding? I am asking you in your context or in your experience. What is happening in the community?
71. S: Ansha
72. T: Ansha, yes?
73. S: In our context, we give children food culture of other milks, which is natural.
74. T: Ok what else?
75. S: Sir
76. T: Yes
77. S: In our community, the most frequently using food for babies is factory product.
78. T: Ok good! What else?
79. S: When the milk from their mothers' breast and if that mother does not feed that breast properly it can be possible to feed other baby foods.
80. T: Thank you! The third one the third question is what are the reasons yes; do you think that there is a culture of breast-feeding? Is there a difference between people living in urban area and people living in rural area in terms of feeding breast? Where do you think breast-feeding is common and not common and why? Urban and rural (2x) where do you think that? Yes Ahmed.
81. Ahmed: Yes, in rural area.
82. T: Why
83. Ahmed: Because in rural area mothers stay at home, where as in town area most mothers go to their jobs
84. T: Do you agree? [1s] He said that in rural area mothers stay at home as a result they tend to breast feeding while in urban area since mothers are busy, they tend to substitute into other kinds of foods. [1s] Do you agree? [7s]
85. SS: Murmuring
86. T: Yes?
87. S: Teacher
88. T: Ok
89. S: In rural areas, I do not know exactly under the first thing. I believe that is not for the children they are feed {feeding} the baby, but they have lack of awareness in urban areas. So, in my groups they have a knowledge and they are like this. [1s]
90. T: Which one do you think is preferable? [1s] What is practicing in urban areas? [1s]
91. S: They are good in terms of feeding their kids, but they have lack of awareness. In urban area, they have awareness. When we compare them, the urban is better than from the rural parts. There is {are} no alternative foods.[2s]

92. T: Ok! There are no alternative foods. [1s] Do you agree? [1s]
93. S: Murmuring
94. T: Yes
95. S: Because in rural area most of the mothers carry their children until three years because they go with them in towns and they do have the opportunity to feed their babies, any times and also they feed mother breast parallelly with the other diet.
96. T: Ok. Anyone (2x)? Yes, do you want to react?
97. S: Yes
98. T: Ok ehh
99. S: I don't know but I believe that Mothers in the town are busy I mean mothers they are not busy as well as those in the rural are also busy.
100. T: Both are busy
101. S: Both are busy.
102. T: Ok
103. S: Even though mothers in the rural area are busy, they take their babies with them and they can easily feed it.
104. T: Ok. Very good! Ok so the last one what traditional believes about the advantages and the disadvantages of belief I mean breast-feed is there any traditional beliefs on breast-feeding? For instance, some communities may believe that a child emm ehh as breast-feed could be stronger than or blah blah or the other way. Anyway, is there any kind of advantages or disadvantages in your local area, or in Ethiopia? What is the advantage or the disadvantage of breast-feeding?
105. SS: Murmuring
106. T: Yes
107. SS: Murmuring
108. S: I think … emm
109. T: What do you think (2x)? Is it a disadvantageous? Doesn't it have a disadvantage? Yes? We believe that it is advantageous ok good ehh so based on our exercise try to write a report on, I mean, you will write a report on ehh what are the negative sides that means you will interview your friends on the five questions given there, you will collect data, interview that means, one of the data gathering tools. After you collect data you will come to ehh organize your data, and you write and you said my paper tend to or 80 percent of replied that or my any way try to make short discussions on sample report survey form given there, and you will bring it next day.

Teacher B

Transcription 3: Class 1: Room SOSS 5: Date of Observation: 13/12/2017; Time: 4:00-5:00 pm

1. T: How are you?
2. SS: Long murmuring inaudible we are fine and how are you teacher?
3. T: Alright now all of you you are now just coming to finish your practice and then I will give you chance for all of you as you try to come up with your group mates if you and them act out your dialogue that means. Therefore, therefore just all of you have to get ready because I will give for all you of your chance then in order you will come here then you will present it. Allwright. Therefore, are you ready are you okay? Let me begin with this group alright would you come here and then you can start. come on
4. S1: Okay good afternoon. My name is Anwar Abdul-Aziz
5. T: Alright. I appreciate you but you know your name was?
6. S1: Awol
7. T: Mr. Awol you know this gentleman (2x). Both of them are your friends. Did you understand me? But these two guys are either your friends they do not know each other. So you are responsible to introduce Gemechu to whom? Your Name?
8. S2: Abdurezak

9. T: Abdurezak or you are responsible to introduce Abdurezak to whom to Gemechu. Therefore, as such you have to do that. As such I have told you that therefore like that one you have to do yeah
10. S1: I would like
11. T: Now go ahead
12. S1: Murmuring
13. T: No you said that you may say I would gentle man let me introduce you to Gemechu or to Abdurezak you say or I would like to introduce you to Gemechu or to Abdurezak or may or you can select and can I introduce you to Abdurezak or its my pleasure you introduce to Gemechu or to Abdurezak. Or have you met Abdurezak before, or Gemechu etc. you said and then you finished your responsibility. And then they say what how do you do or nice to meet you. Well Gemechu says Abdurezak say what Nice to meet you too. So, what
14. Awol: It is my pleasure to introduce you to Abdurezak
15. G: Okay
16. Awol: His name is Abdurezak
17. G: Nice to meet you.
18. Abdu: Nice to meet you, too!
19. T: Alright. Awol say my Pleasure he is Awol
20. Awol: It is my pleasure you can say like me
21. T: He is from Wolkite ehh
22. Abdu: My name is Abdurezak Shafi.
23. T: Oh listen me like that of maybe you are saying nice to meet you Abdurezak he said that then you said what nice to meet you too. That is how you can act out
24. Abdu: I have to meet you too
25. Gemechu: Nice to meet you too
26. T: Alright
27. Awol: Nice to meet you too
28. T: You finished!
29. T: You finished! You have already finished your responsibility. Alright thank you. Next (3x)
30. SS: Long Murmuring
31. T: Silent and then listen them.
32. SS: Murmuring
33. S4: The two are unfamiliar
34. T: This is obvious just you can go ahead. Okay you can go ahead
35. S4: Let me introduce you to him and his name is and let me also introduce his name is Mathios.
36. T: Yeah
37. S4: And he is from Gamogofa and let me introduce her to you her name is Atalalech. She came from
38. T: No listen me still now you are not well practicing not (all of you 2x), you are not practicing what I am saying. You see
39. SS: Murmuring
40. T: Listen me once you know these two students are your friend.
41. SS: (Angered and murmured)
42. T: Once again now listen me. These students are my friend. Did you understand me? These two students are my friend. But they do not know each other therefore, I am responsible to introduce these two students each other therefore, for example, your name is
43. S5: Atalelech
44. T: Atalelech and Mathios they did not know each other but they are my friends. Therefore, what I would say is I have to introduce these two my friends each other therefore, I am say for example, Hi Atalelech!
45. A: Hi Teacher
46. T: Good afternoon?
47. A: God afternoon.

48. T: Let me I traduce my friend. He is Mathios. He came from ehh
49. M: Gamogofa
50. T: Gamogofa he said that and then already I have finished my responsibility. The rest or the next one is yours. Therefore, you came here and you can then may be may be pardon and say
51. M: Nice to meet you
52. T: Nice to meet you he said that, or you can say it is my pleasure to meet you. You may reply like that or you may say how do you do because before that you may heard from me about you from me and the same is true from Mathios. Therefore, after this, just you can and exchange your role and then you can say something
53. M: I am a fresh man student
54. Atalelech: al also a fresh man student, and nice to meet.
55. T: Nice to meet you too! ↑
56. Atalelech: Meet you
57. T: Meet you too! ↑ Say it! ↑
58. Atalelech: Meet you too! ↑
59. T: Yeah alright thank you! ↑
60. SS: Long Murmuring
61. T: Alright
62. S6: Let me introduce my friend to you and he came from ehh Sodo. Let me also introduce to my friend Muhammed. He came from Amanda.
63. T: Alright and then ehh
64. S7: My name is
65. T: No she already mentioned a lot about you. Therefore, say only nice to meet you, too! ↑ Because you have heard a lot about this gentleman from her. Therefore, I am you see just still now you are what suspended so that it is nice to meet you when you say this is what go ahead
66. S7: Nice to meet you
67. T: Yeah like this.
68. S8: Nice to meet you, too!
69. SS: Murmuring!
70. T: So do you think that such for explain in Amharic or in another language ehh እስቲ ጉዋደኛየን ዛሬ ላስተዋውቅ፡፡ (Let me introduce my friend today. For example, they said that then do you think that like this one እኔም ሰላም ነኝ (I am also fine) Do you think like this; do you say like this? Just you know practical way. Mean that another of you may shake your hands.
71. S7: And S8 (they shake their hands)
72. T: Alright! ↑
73. SS: Murmuring
74. T: Okay
75. S9: He came from
76. T: No
77. S9: Ashamed and frightened
78. T: Alright (4x) Thank you very much. Next (6x)! ↑
79. S9: My name is
80. T: Introduce first him
81. S10: My name is
82. T: No! Who is the introducer?
83. S10: Me
84. T: Alright
85. S10: <Let me introduce my friend to you>. <His name is Hawa Hussein >. She ehh

86. T: She came from (the teacher is interested to fill in the other left statements by the students begging the expressions himself so that in turn 89 student 10 filled in the left expressions started by her teacher)
87. S10: She came from Addis
88. T: Hawa you are going to introduce with her so that keep on
89. Hawa: Nice to meet you. And I came from Addis
90. Abraham: Nice to meet you, too!
91. T: Thank you okayኦኬ (okay) but not alright come on. Okay come on ladies first welcome okay.
92. SS: Murmuring
93. T: Sound (4x) (there was noise and disturbing sound that was the reason the teacher repeatedly saying sound to reduce).
94. S11: Okay how are you let me introduce my classmate and my friend to you. He is Abel from Adama.
95. S12: <Okay nice to meet you>
96. S13: <Nice to meet you, too>
97. T: Have you ever eaten your lunch? (2x) ehh
98. S13: Yeah
99. T: What I don't think so because your volume is very much decreased
100. S13: Yes
101. T: Add it volume
102. S14: Hi Nahom
103. S15: Hi Abel
104. S14: Nice to meet you
105. S15: Nice to meet you too!
106. T: Alright thank you ladies (4x). Ladies still now are not raising their hands. I appreciate your confidence [when the 3 girls raised their hands]. I appreciate your confidence. Alright come on.
107. S: 17: Hi Seble. She is Elsa. She is my classmate. She is from Addis.
108. Elsa: Nice to meet you Seble.
109. Seble: Nice to meet you, too!
110. T: So this is a best sample practice they are more practiced and they are more appreciated and come on next is yours thank you I will come I will come still now ladies raising their hands. Ladies are more initiated. Did you?
111. T: Three girls:
112. SS: Yes
113. T: Did you?
114. Three girls: Yes
115. T: And next is yours (2x). (The teacher pointing his finger towards the other 3 girls who want to participate being in front of the classmates).
116. SS: Long murmuring (2 minutes)
117. S20: Hi Momina. Let me introduce my friend to you. She is Hamlet.
118. Hamlet: Hi nice to meet you! I am from Wolkite.
119. S22: Nice to meet you, too!
120. Hamlet: How about you? I mean where are you from?
121. S22: I am from Wolkite.
122. T: Say me too! (2x). (the teacher interfered in turn 124 and he continued speaking and assisting Momina to say me too rather than rounding to answer) in turn 128 he repeated also assisting this student to respond in a way that how they are going to answer if interlocutors do have same agenda or information about themselves.
123. S22: Me too!
124. Hamlet: I am a fresh man student in Wolkite University.
125. S22: (Silent)
126. T: Me too! ↑

127. Hamlet: Can you tell me briefly about yourself?
128. S22: I am the first borned {born} girl of my family, and I have a father and mother with two brothers. How about you?
129. Hamlet: Okay, I have good families. I living{am living} with my parents. I was born from my father Getachew, and I am here because of my parents. Ehh I have three sisters and two brothers. My father is working in Wolkite, and my mother is a house wife. I have many friends here and in Wolkite town and I have a special memory in 2007.
130. SS: Laugh
131. T: That is alright very kind of you alright (3x). Next again still we have now more presentations more volunteers. Okay that is very great of you.
132. S23: Let me introduce my friends. Her name is Sorreti Yimam. She is came {come} from Ambo.
133. T: Don't say like that say She came from Ambo or she is from Ambo [This teacher is correcting grammatical errors when learners commit. For instance, in turn 134 the student said: She is came {come} from Ambo. During this time what corrected the respondent to say either she is from Ambo or to react saying she is from Ambo. Then after the student replied the correct forms of the grammar]
134. S23: She is from Ambo
135. Sorreti: I am from Ambo
136. S 25: (Silent)
137. T: Nice to meet you or how do you do?
138. S25: Nice to meet you
139. Sorreti: Nice to meet you, too!
140. T: So you can exchange your role like that and keep on doing your task then ehh ↑ may be about different conditions or circumstances you may create or what you may not know or what you may heard a lot about you and so on. [This teacher is creating different learning opportunities for learners. For example, in turn 142 he directs learners to create their own artificial conditions so that they were informed to perform creating various issues of their own scenarios]
141. S24 and Serreti: [Kept silent]
142. T: Okay you have created and said more and more. Ladies I will come back (5x). Next to them I will come back
143. SS: Long murmuring [30 seconds of wait time].
144. S26: It is my pleasure to introduce my friend who came from Ambo. His name is Gemechu.
145. S27: Good afternoon so it is my pleasure to introduce my friend; he is my friend. He came from Ambo.
146. S28<Nice to meet you>
147. S29: <Nice to meet you, too>. My name is
148. T: No, your name is already mentioned. That you may hear a lot about him; may be another thing if you want to share with him. Did you understand me?
149. S28: No! ↑
150. T: Just more over you said nice to meet you, and he said also nice to meet you, too. Next to this, what you are going to say about different issue that you want to share with him. Like that one did you understand me (3x)?
151. S29: Yes
152. T" Yeah! ↑
153. S29: Where do you come?
154. S28: I came from (inaudible sound).
155. S29: What is your father's name?
156. 28: My name is (°)
157. S29: Your father name
158. S28: My father Name is (Inaudible)
159. S28: Where do you come from?
160. S29: I came from North Shewa.

161. S28: እሺ (Okay) what is your father name? (It has to be: What is your father's name?)
162. S29: My Mother name is
163. S28: No, your father name?
164. S29: My father name is Yegremu Fekadu so my mother name is Yemegnush Birhan. I have one brother and three sisters.
165. S28: Okay what is the average time condition now time?
166. S29: Ok Wolkite University at night time it is very cold during at night and at day it is very hot. It have different conditions. (When this student created grammatical errors, the teacher kept quiet even to correct him implicitly. In turn 169 he simply appreciated the interlocutor, and the student may easily understand that he has done the correct grammar).
167. T: Alright thank you very much (2x). Next (2x) ladies they are raising their hands now you can come here.
168. S30: Let me introduce my friend to you. Her name is Workenesh (Inaudible). She came from Emdibir and her name is Misrak Tefera. She came from Wolkite town.
169. T: Just about her. About her (the teacher pointing his finger toward S31) she starts to introduce to whom?
170. S30: To Workenesh
171. T: To Workenesh or to her so I would like to introduce you to my friend Misrak and then you will finish your task and then they can continue their own, and she may say I came from Agena or Wolkite or she may say that and then they start to communicate each other. Alright
172. S30: Hi Workenesh she is my friend and my classmates and let me introduce my friend to you.
173. Misrak: Hi nice to meet you to you
174. Workenesh: Hi nice to meet you too
175. M: My name is Misrak.
176. W: My name is Workenesh. I came from Emdibir.
177. T: Alright ok thank you next (4x). Alright.
178. S33: Hello how are you Berhanu?
179. S34: Hello how are you?
180. S33: Let me introduce my classmates' friends he is Abdi. He came from Oromia region Arisi Zone.
181. S35: Nice to meet you!
182. S34: Nice to meet you, too.
183. S35: My name is Berhanu Feyssa. I came from North Showa, Degem woreda Nebel kebele.
184. Abdi: My Name is Abdi Hassen. I came from Arisi Zone. Emm that is all.
185. T: Laugh that is all alright that mean that you don't have a long history to introduce to each other or to show something or to say something. Alright (next 4x).
186. S: Murmuring
187. S36: Okay let me introduce my friend. My friend he is Hikma Muhammed; her come from Bale and let her introduce herself.
188. T: Dear learners: They can hug or shake their hands. Maybe you may hug here. You may shake hand{s}. You may shake her hand{s} (3x).
189. S37: Nice to meet you
190. SS: Laugh = °
191. T: That is why I (°)
192. S38: I came {come} from Ambo. My parents are farmers.
193. S36: Okay my name is Hikma Muhammed. I came {come} from (°). I am from this department.
194. T: Alright but you have to have some confidence to say something okay. More you have to try to improve more and more okay. This is you know it is very helpful for all of you. Now have a sit! (Here the teacher angered very much) next alright.
195. S39: (Inaudible)
196. T: Sound project your sound
197. S39: Let me introduce me. My name is Abdulbasit. I came {come} from Jima Sokoru woreda.

198. S40: Nice to meet you. My name is Abdulhafiz. I came {come} from Oromia region.
199. S41: My name is (inaudible). I came {come} from Oromia region Jima Zone.
200. T: Okay well finished?
201. S41: Yes
202. T: Okay finished? Laugh any other?
203. SS: Murmuring
204. S42: (Inaudible)
205. T: You have to add volume. Come here and then actually (volume 3x) is very important okay
206. S42: Good afternoon Jemal?
207. Jemal: Good afternoon
208. S42: Okay his name is Jemal; he came from Oromia region from Shashemene, and introduce yourself
209. S43: Nice to meet you Jemal.
210. Jemal: My name is Jemal Ebba. I came from East Arisi, Shashemene town.
211. S43: How was your family?
212. Jemal: My family is my sisters are three and brothers I have two and also (silent).
213. T: And then what?
214. S44: What about you?
215. Jemal: I have three sisters.
216. T: Okay thank you thank you another these ladies' group (2x).
217. S45: Let me introduce my friend her name is (inaudible)
218. T: Sound please add no sound no sound
219. S46: My name is Serkalem Demise. I came from East Gojjam.
220. S47: Nice to meet you.
221. T: Nice to meet you ehh? When she said nice to meet you ehh? Nice to meet you.
222. S47: Nice to meet you.
223. T: Nice to meet you ehh?
224. S47: Nice to meet you ehh
225. T: So nice to meet you ehh
226. S47: Nice to meet you
227. T: Say nice to meet you, too! ↑
228. S47: Nice to meet you, (inaudible)
229. T: Nice to meet you, too say it
230. S47: Nice to meet you, too!
231. T: Nice to meet you, too! ↑
232. S47: Nice to meet you, too! ↑
233. T: Yeah like that one. Thank you very much next (5x) these ladies' group [The teacher nominated one lady's group who is the representative of that group].
234. S49: Today my sound is not good.
235. T: Sorry sorry again
236. S49: My sound is not audible.
237. T: Wow this is never mind! We compromise it okay.
238. S49: To day my role is to introduce these two girls.
239. S50: Nice to meet you
240. S51: <Nice to meet you, too>
241. T: Sound (3x) add it
242. S51: My name is Marshet Gebeyehu. I came from Wolkite.
243. S52: My name is Bontu. I came from Wollega.
244. S451: (Inaudible sound)
245. S49: At the end of that she may introduce herself briefly

246. T: Wow the last chance but not the least one (4x). May be yours [the teacher nominated one group pointing his finger toward one group] right I said just from you I expect a lot from you because you heard so many things from your classmates presentation therefore, ehh?
247. S53: Good morning
248. S54: Good afternoon (Here it shows confusion the time)
249. S53: Haile is come from Hawassa.
250. S54: Okay
251. S53: Is he know you before?
252. S54: (Whispering and telling something to his friend)
253. SS: Laugh
254. S54: Nice to meet you (Inaudible) how are you?
255. S53: How are you?
256. S54: I am fine.
257. SS: Laugh
258. T: I think that is Fulfilu's group seems you don't want to present what you mentioned so far as all about your part of enjoyment that alright and then now …
259. SS: Long time laugh (1 minutes and 29 seconds)
260. T: And then now what I am going to say and what I told you is it is a part of speaking. Speaking means, it does not mean that learning theory. It doesn't mean just simply learning and looking what is written. Just what we may can do daily life situation. What we may communicate in real life communications situations. Therefore, the reality there is here there suppose is fake and the reality is fake. I mean is that just simply acting a real thing that but what I mean is in a practically as you tried to show us. Because speaking it needs your effort that is practicing practicing, and it makes you perfect and without practice no one makes perfect. Don't expect that, therefore, while I introduce my friends to my friend the reality is that you may be heard about that person, and I may heard about that person about my friend therefore just communicating discussing about the reality discussing about the reality in that area concerning about your communitarian. But you know sometimes you know while I say that Hi Abebe just first of all you have to introduce. I would like to introduce you to Beza. Therefore, Abebe may be nice to meet you she said also nice to meet you. Here are the floor and you and fine thanks and you and like that one you can communicate it. Therefore, like this one everybody has to you know enhance his or her own skills concerning about this practice. So, this is all about today's topic.

Teacher B

Transcription 4: Class 2: Date: Nov/17/2017: Room: Time: 1:30-4:30 am

1. T: Good afternoon
2. SS: Good afternoon teacher
3. Ok good and today we are going to see about public speech but before that let us take a look at the concept of what we have learnt about oral presentation. When we write public speech to a wider audience, first, if you remember last time oral presentation is a little bit a wide topic that can encompass many sub topics in it. One part of oral presentation is basically considered as Public speaking. But public speaking requires special attention, special audience, special talents, and special presentation skills. So that is the part that we are going to talk about today. Unlike that of oral presentation which is given for any kinds of sessions in our day to day encountered, for any group discussions, for any classroom teaching or for any kinds of formal and informal presentation sessions. Unlike that of these contexts, public speeches occasionally delivered for a certain type of audiences and at the same time perform in oral presentations. So, do you have questions about oral presentation?
4. SS: Murmuring

5. T: If you don't have questions now, we can continue our today's lesson briefly. Ok let us talk about the procedure elements of public speech steps. First and for most, we have to consider our audiences in mind. That means when we search to present something for, as public speech there is ….in front of for natural speech elite. That means there is … so have two types or forms of public speech one is the type of public speech, which is usually delivered in a rehearsal manner. We try to put everything in our mind and stand in front of our audience and deliver that speech without having any piece of paper in our hand or a very rare glance at that piece of paper in our hand. It could be one type of pubic speech. The other one is a kind of public speech that we usually stick to the piece of paper from A to Z. That means we are going to read everything from that piece of paper. But, that piece of paper is deliberately designed for public speaking contexts because if it is oral presentations, the idea is far different from that of public speaking sessions. So, let us talk about what terms of text do we have to follow when we try to present public speaking for our audiences. The first thing that we have to do is try to write a public speech text. Public speaking is basically using presents any kinds of texts. Just to give you a certain example, there are speeches, which are delivered during different kind of wedding ceremony. There are also for example speech given in different kinds of posts. Post speeches are part of public speaking. Speech delivered at film ceremonies. Speech delivered at different kinds of wedding sessions. It is also considered as part of public speech. So, the intent is different from one another. The speech that you delivered during funeral ceremonies is quite different from that of the speech you delivered for wedding ceremony. So, the thing that you have in your hand is quite different when you try to write a certain public speech, since there is emotional factors in your public speech. So, if you consider those public speech on one hand those are the kinds of public speech usually delivered orally. If you are going to wish a good wish for example, farewell ceremonies, if you are going to wish a good wish for somebody, you are not going to read from any piece of paper. Isn't it? You are not going to read that piece of paper. Rather you are going to deliver that post from your rehearsal, but it doesn't mean that it is a random speech. You have to deliver then write the question; put it here (the teacher pointing his head). Once you finish rehearsing everything, you are going to drop that piece of paper and wait actually exist in the presentation time, in the farewell party, you are going to remind yourself of the previous rehearsal and the tone of the voice is quite different as well, the facial expressions, the gestures is quite different. You have to use intentionally every bit of information so that it can help you to transfer your emotion and planned to the other person that is the person that you are posting for, or the person that you are wishing for. On the other hand, let us take a look at one example. Have you ever considered a speech delivered at different time of parliamentary sessions?
6. SS: No
7. T: How do you presenters in parliamentary sessions deliver their speech?
8. S1: Not that much very attractive and it is something emm
9. T: Ok. It is a public speech but something what?
10. S1: Murmuring
11. T: They disseminate the piece of paper in to their audiences then the presenter starts to read from A to Z from the piece of paper. They are not expected to miss even a word from that piece of paper. They are going to totally depended highly on the text, the real text. Why? Because one mistake in these kinds of stage will be a devastating factor, will totally devastate the whole information if they miss a single number, a single digit in their speech, presentation, they are going to lose many things. So they read from A to Z from that piece of paper. So, one thing that we can identify in public speech is one thing the short speech usually is something that has to be rehearsed from the public speech text, and the other one is a direct reading from the public speech text. But even the direct speech text is not like a kind of reading you read in newspaper. It is rather a deliberate reading that has to be chopped down is the short speech direct speech from it is the direct speech from it is rather a deliberate to different reading that has to be chopped down kinds of parts. Because there are emotional issues there. You can chop from it so what are you going to take in mind is shape try to create some kinds of shape for your speech. Have some shape. Shape is basically a kind of structure in your speech writing process. What does structure mean? If you remember when I teach about oral presentation, I said every oral

presentation has to have at least three basic constituent elements. Isn't it? The beginning, the mid, and the closure part. The introduction part, the mid, which is the body part of the presentation and the last part is the clinture or the closure part of your speech. So public speaking has the same format. It has to have shape. It has to have beginning, mid and end. Shape in a sense, it means every speech has to start with some kind of preview. Tell them what you will tell them. That is what we call it preview. In the middle part of your presentation, we find the body part. Isn't it? We find the tell them part. You are going to tell them what you are going to tell them. Oral presentation have {has} shape is basically structure. Every oral presentation has to have at least three parts. The beginning, the middle and the clincture or the last parts or the end part. So public speaking has the same formats. It has to have shape. Beginning, mid and end. Shape in a sense it means every speech has to start with some kind of preview tell them what you will tell them. That is what we call it in the middle part of your presentation, we find what the body part mind the tell them part. You are going to tell them what you have been in the end you are going to use tell them what you told them so you are going to give them a kind of short summary on the conclusion and very end part of your public speaking. So, one thing that you have to have in your mind is when you design public speaking is you have to create some kinds of shape to your public speeches lessons. So, having that in mind the second thing is going to be considered as source credibility. Considered source credibility, logical argument (2x) and the last one is emotional appeal (2x). What do we mean by this one? Let me briefly tell you what each one is means. Source credibility: When we present public speech, you are highly expected to expose to a number of audiences. When delivered this speech you have to abide by the rules of or the principles of giving public speech. One of the principles of giving public speech is you have to present it just worthy information in your content part. Try to give true information for your audience. And try to be as positive as possible. Try to present positive information. True information. Do not deceive your audience when you present public speech. Whatever the case is, at least try to dig out or any kinds of information: logical information so that you are going to inform true information to your audiences. Because audiences should not be deceived always. That is what we call it source credibility. And again in your speech try to cite some true information from original sources. It could be from popular, saying famous people saying or it could be something taken from any kind of proverb. Whatever it is, try to present some kind of credible source in your speech. The other one is that you have also to present your ideas in logical forms. You have to have …some kinds of convincing power in it. So that you can explicitly communicate your thought to the audience and at the same time the audiences can easily believe one try to give them. Write on the spot if they failed they have been deceived if they feel that you are not as such logical they are not going to accept your presentation as a good public speech text as it is. The third element in your second parts of logical public speaking text is emotional appeal. Emotional appeal is special case when we come down to that of public speaking unlike oral presentation skills. Emotional appeal basically is meant you have to also transfer some kinds of emotion; physically and verbally. You have to touch the nerves of your audiences. So that they can feel what you felt. If you are for example, present public speech during funeral ceremonies, last year if you, I do not know how many of you have seen that sessions ehh when Nelson Mandela died. There were plenty of leaders throughout the world show up in that funeral ceremony. And delivered different kinds of public speech. If we take a look at that context the way they dress up or their speech is all in all taking about only those very memorable times or themes of Nelson Mandela that can touch the feelings of the audiences. So that that can make them feel the same felt that you have felt. At the same time, you can also share that you have felt the feeling the audiences already felt. It is a kinds of emotional appeal. You transferred, you exchange emotions. In funeral ceremonies, you have to dress like that one. Your feeling and expressions are nonverbal one you should have to also address that you are feeling the same thing. If it is a wedding ceremony at the same time you have to also transfer that emotional transfer, you don't have to cry. You do not have to feel grief in wedding ceremony. Isn't it? Everybody is having fun! So, when we are delivering the speech you do not have to cry if you are crying that cry most likely is be a cry of happiness. Not a cry of sadness. A cry of grief. So that is what we call it emotional appeal. So, this is something that we are considered when delivering when we try

to write a kinds of public speech text, text based public speech. The same one is focus. Focus basically is the intent of your text. Always don't go around the bush. What we call it hogwash. Trash talk! Do not make your public speech a trash talk. If it is oral presentation okay, it could be but if it is public speech every word that you chose has to be carefully selected to transfer different kinds of emotional feelings. To communicate emotional feelings. So, your public speaking text should have to focus on thematic area. At the same time, you don't have to remove different kinds of trash talks or hogwash elements in your texts and every presentation should not every now and then there could be fluctuations in emotions. Start with a good start and ends with the same tone. There should be fluctuations of emotional when people felt or when you touch the emotion they will most likely pause you immediately when you have been delivering the speech even if probably they may applause or shout or laugh or cry whatever can be emotional feeling they felt they will exploit; they will show it. You are going to be stopped every now and then when you touched, but you are not going to expect these kinds of applause from A to Z. There are certain areas that you touched the nerves of the audiences. At the beginning you are highly be able to expose yourself in order to touch the nerve with strong at the middle you are going to present the different things of touching moments information so that you can address and usually when you finish your presentation you have to finish it with a strong tone. So that they can recall information from that presentation onwards. That is also another thing that you have to consider when you present any public speech texts. The other one is use appropriate transitions. Transitions basically means how you can move on from one idea to another idea. When you present a series of information, you have a purpose. One purpose could be to inform the other one could be to whatever purpose you have when you are presenting your in that public presentation try to present transitional markers to indicate so that you are moving from one idea into another. Using different kinds of transitional ideas, it could be from saying the first idea is this. The second one is this one. My third point is this one. You have to use different kinds of transitional markers to indicate that you are moving from one idea to another one. Do not simply immense yourself. To another idea without showing that, indicate this one using different kinds of transitional markers in your text. So, this could be one part of you public speaking text and at the same time it can also presented in different kinds of sequencing manner. We call it from simple to complex or general to specific whatever different kinds of use you can use these kinds of transitions every now and then. So that is what you have to use. The other one is add purpose. What is the purpose of your speech? This is also something that you have to consider before you start write your public speech text? SS: Murmuring

12. T: What is the purpose? Is it to share feeling? Where are you going to present it? The context has to be also defined. Is your purpose to share the feeling of the audiences or to try to share your feeling to the audiences who have no information about your current status of your speech. What is it? Are you giving that speech to inspire? Are you giving this kind of speech as a motivational speech? To motivate people, to do something in their life, or you give these kinds of speech to just wish something in their successful life. What is it for? Add purpose to your public speech. If you do not know the purpose of your speech it is better to rely do not present you public speech. If you do not know your purpose because it is this part that controls everything. That controls every activity that you do in that public speech texts. So this is something that you have to have. The next thing is know {knowing} your theme (2x). Theme is the central idea of your presentation. What is the central element of your presentation? What is your boundary? Try to tell yourself. Define to yourself your limit [limitation], your border line and I am going to cover only this part of this topic. Because that is what is your them all about. That is the central element of your presentations. So, you have to know your them in advance so that you can explicitly convey your information to without having that much difficulty.
    Ok! The other one is consider {considering} your audience (2x). If you remember when we talk about oral presentation, we said that you have to study your audiences in advance. Who are your audience? Are they youngsters? Or are they ill people who are they simply general audiences mixed audiences from what kinds of background information they have concerning that text speech oral presentations. That is something that we have to consider when we talk about oral presentation. But when we talk about considered our audiences speaking contexts the main thing that we are going to consider is try to

find somebody some one that you know well. When you design your public speech text simply, consider somebody from the audience. On individual and try to design that your texts simply considering each individual. Everything to persuade or give information to this individual this can help to address many issues regarding to emotionality's, emotional appeal, logical argument that you have the information can be addressed when we consider our audience. Unlike oral presentation, you are going to pick somebody from the audience and deliver the designed presentations based on the audience status. Some one that you know your friend how that thing in your mind when you design a public speech text. So that is all about you have to consider.

The other one is regarding to what we call it illustrations. This is something that you of Dos and Don'ts. If possible, try to use different kinds of visuals. Visual support could it be overhead projector be it from different kinds of pictures or chart whatever it is that goes in line with your talking. If this is not possible, we probably use different kinds of information like doing it in parliamentary speech. Deliver to speech to the audience they need or follow word by word. There is these kinds of checkup I thing this going to happen. But one thing that you are not advised to do when you design a public speech is do not add different kinds of statistical information in your illustration. Do not add different kinds of statistical information in your illustrations. Try to focus only on the outcome, on the result. Do not completely deal with the detail part of your illustrations. So that is something that we have to consider when we design such kinds of visual support illustrations in your public speech texts.

Ok the other one is sense of completion. Always when you try to present or try to write your public speech do not give every detail by yourself. In oral presentations, you are expected to give detail information. Isn't it? In public speech you have to select very selected words; so that it can transferred every emotion to the audience but you have to give certain gaps, leave certain gaps so that the audience can fill that gap by themselves. They can fill that gap by themselves. They can fill it a sense of completion, when you give these kinds of open-air ended texts formation process. So this is also another element that you have to consider always try to write any kinds of public speech texts. The other Dos and Don'ts as far as the length is concerned do not overwrite. Public speech usually are very short and convincing an appealing in terms of emotion in terms of gestures, in terms of sound or tone of voice, sound projection. So next to that of completion something that you have to consider is don't over write don't come up with a very long text. Do not over write. As much as possible try to make it condensed. Long is always wrong in public speech context. Long is wrong. So, make it short and condensed so that you can communicate the real sense that you want to communicate. The more you extend it, the more you stretch it the more the audiences lose their attention on your speech. It is better to make it condensed and appealing. One that is something advised is as far as public speech is concerned, do not explain too much! In your public speech, do not explain too much! Short condensed explanation is what is required. Don't define many things from different aspects rather simply give one example if you wish to give an example. If you want to demonstrate one in your text simply give one example and move on to the next many examples it is we have talked about this issue is speech that does not consider timing, that does not consider the audiences expectation, and that does not consider the overall situation usually are going to be considered as boring. The timing of the data also has its own role in your speech delivery. So this is also something that you have to avoid. Avoid different kinds of adjectives and adverbs. They are going to be considered as the same time hogwash. Use direct words that touches the feeling of directly without going around the bush. So, avoid different kinds of adjectives and adverbs in your speech. As much as possible use active voice. Active voice is a straight expression that communicate the feeling right at the spot. If you are taking about sources credibility, why do we use passive voice? We have to use active voice to communicate our information since it is a credible source you have to give also sources where you get that information from, and for what purpose you are using that information for? Has to communicate there. So, avoid statistics is also another parts of your public speech texts. So this is all in as far as how can you design your public speech text. If it is short, it depends highly on the individual's performance. Depending on your performance. You may be called up on to deliver a speech suddenly. Let us say, for example, you are attending a wedding ceremony. Ok! You are having lunch, and probably somebody from the stage

callout your name and to deliver a very short wish for your best friend who is the groom on that wedding ceremony so the groom is going to be a random if you have a very short period of time try to jot down few points. So that can help you to avoid your emotion what we call it your stage fright. Stage fright emotions, if possible. If that is not possible, at least (you have to (2x)) the grasp that can push you in a very confident tell it the one that I have told you last time taking a deep breath once twice or three times depending on the timing on your start in that stage. And try to at least say what you wish to say using selective words. You do not have to speak very far in public speech you have to speak slowly and in different kinds of smantling pattern as well. In delineated pattern. If you are speaking very fast, it is going to be considered as oral presentation. If you are speaking very slowly with good tone of voice, strong tone of voice, depending on the context, and with good eye contact, that is what we call it public speech. Ok! That is what we call it public speech. And proudly, considered many kinds of public speech from on your background exposures. So we are going to demonstrate this one. Ok we are going to demonstrate this one. We will try to use this ehh steps when we design your own public speech which is most likely given by next week you are going to be evaluated as well. You are going to design one public speech. Public speech that one very precise sessions, but for now we are going to take two examples from a good public speakers. Who do you think from your background knowledge a best public speaker? I mean public speaking contexts. A very good public speaker, from your own background anybody that you know?

13. SS: Murmuring
14. T: Mahlet! Yeah
15. Mahlet: Marin Luther king!
16. T: Martin Luther king. A very good one as far as public speech is concerned. They deliver a speech that can take six hours for the whole day without having any piece of paper but his speech is disseminated in a way that has to be addressed and at the same time he also can sense what the audience needs from him and they can touch their emotion. That is one very nice public speaker, and another one, anyone that you know? Anyone? Any example?
17. SS: Murmuring (long time)
18. T: From Local context?
19. SS: Murmuring
20. T: From orator? Ok!
21. S: Meles Zenawi
22. T: Ok Meles Zenawi. Ok. Considered as a very good public speaker. As far as his exposure is concerned. What is considered as public speech is how you communicate how you can catch the attention of the audience? How he uttered as well the pattern of the speech. So, I am going to give you the speech basically, another public speaker from the modern era. Again, let us go to the western part of the world, and pick public speaker from that part of the world who is going to be considered as the best public speaker is
23. S: Barack Obama
24. T: Barak H. Obama. A very best public speaker in today's context. Ok let me give you the public speech, I am going to dictate (2x). Because if I am going to write you can't easily identify where they can debate it. Where I stopped. Saying one word and starts another one. In public speech when you write it the writing process shouldn't be written in sentence form. It has to be written in any form and it can give you where you start and where you stopped. A single sentence can be identified into different parts so that you can help you to utter the real context. Presentation context in a way that it can touch the emotion of the audience. Ok. Could you try to write down the following points? What are we do in this text is first you are going to consider how you have to present it in public speech manner, and then later on we are going to also present the same speech in front of the classroom. The example they are the beginning of the class I will try to play the original speech how it was presented? So you are going to compare your way of presentation [public presentation] the original way of presentation. You can assess it in your own. Ok! Let me dictate this one. It is a very short part of the presentation. I am going to simply give you beginning one from the speech very long. This is a speech

delivered in Cairo University. Barack Obama delivered a speech I think it is two years ago. He delivers a speech he holds up two universities in Cairo, and he wants to know in different kinds of political, economic, and educational relation with that part of the world. Since the Middle East. So he delivered that speech deliberately and I am going to simply tell you the intro part how he introduced himself, how he greet the people and how he uttered his real presentation. Ok! Try to write the following part:

I am honored to be (3x) (be a little bit quick)! In the timeless city of Cairo (3x) and to be hosted by to remarkable institutions (3x) for over a thousand years (4x) Al-Azar (it is the name of the institution) has stood (2x) as a biken of Islamic learning (3x) and for over a century Cairo university (2x) has been a source of Egypt's advancement (3x) together you represent the harmony between tradition and progress. I am great full for your hospitality and the hospitality of the people of Egypt. I am also proud (3x) to carry with me (3x) the good will (3x) of the American people (3x) and a greeting of [from] and a greeting of peace, sorry! A greeting of peace (2x) from Muslim communities in my country (3x). Aselam Alikum! At the very end, write Aselam Alikum!

25. SS: Murmuring (Long pause) (students were checking with the nearby themselves checking words that they missed from the dictation).
26. T: So this is the introductory part of his speech at Cairo University. Now what that you considered is when you write public speech is try to understand the situation. What do the audiences need from you? To touch their emotion! One thing if you I don't know how many of you remember the speech when he deliver a speech here in Africa Union he also used Amharic words. To greet the people in African Unity. He understands the context. How it can touch the emotion? When he used these kinds of words, the audience will accept you as if you are one of them. From that time on ward, you will be enjoying your presentation. Because you already gain the privilege of manipulating the speech manipulating their emotion, they feel as if you know many things about their culture as well. So when you have a purpose there, how do you touch the emotion by using words critically chosen to touch the feeling of your audiences most of the usually be derived from the culture of the audiences the situation of the audience at the same time if you remember the speech that he delivered in south Africa for Nelson Mandela. He was using the term or the name Madiba, deliberately because the South African people call Nelson Mandela as what? Madiba. The other speaker simply uses Nelson Rohilala Mandela, the full name. But he used what? Madiba was our great father, blah blah blah father. He was a man of hope, opportunity and guess. These kinds of speech were held in Africa. What Barak Obama was using in that speech. And he touched the emotion and huge applause every lines and then because you address this emotional applaud that is how you are going to address when you present this public speech. Ok. So one thing what you are going to do is first try to read the speech and try to identify patterns in that speech. Where am I going to start and where am I going to stop? A single sentence can be divided in to three parts or two parts depending on your need as a public speech. Today, I stand in front of you, for example, the sentence I stand in front of you starts your presentation. If it is public speech, I am going to delineate it. Today, [Pause] I stand in front of you to say something about this day's development. This is how public speech has to be what patterned. So first, read it, and try to find patterns, where you are going to stop? Where are you going to going to stop? Are you going to continually read and or reading to create some kinds of (inaudible) having these kinds of the way you are going to present it is going to be also in this pattern form. Source credibility and logical argument, stopped. Isn't it? And emotional appeal this is how you are going to read it. If you are going to put these patterns, you are going to read like source credibility, logical argument, and emotional appeal. That is what the public speech patterned. That is why simply dictate it because you know where to stop. Where to continue as well. If you are trying to write it write it in this pattern you are going to individual bases try to read yourself if you are going to read in that Egypt scenario how are you going to read it? Are you going to read it like a newsreaders or are you read it by your own pattern your speech has its own styles so try to read it in that manner and next to that one you are going to do the activity in pair. Very quickly! I am going to give you a very short period so that you are going to read it aloud to your pair. So that you are going to and you are going to be one of best. You are going to

culminate in group of four. You are going to read aloud to yourself and pick one speech that has been presented very nicely in public speech manner. Then we are going to pick that one for the presentation session and I will also the original one and you will crosscheck the original one or the original one is better than yours. So for three minutes try to contemplate think about your text and how you are going to do it? Pattern that you are ….

27. SS: Murmuring (doing in groups and simply long murmuring)
28. T: [the teacher was facilitating conditions when students were doing in groups] I will be strict a little bit on time; so be a little bite quick.
29. SS: Murmuring (long murmuring)
30. T: [Rounding the class, facilitating things, and just answering some ambiguous questions]. Ok that is enough for individual contact for (inaudible) simply try to read it aloud for your pair so that you have this in mind in public speech manner try to select at least one best from the two. Simply try to read it in public speech manner. Delineate it and read it to the person who seat next to you. Just your time
31. SS: Murmuring
32. T: Feel free
33. SS: Murmuring (extended murmuring)
34. T: [The teacher was facilitating and helping learners to discuss and comes up with a solution for the given tasks i.e., to select one best speech in each group].
35. SS: Long and extended murmuring
36. T: One minute just try to finalize and rehearse it. Ok, you are not going to put it in your mind. You are going to read everything from that piece of paper, from the manuscript. But how you read it is? Why that is? Ok? You have already addressed the text. What public speech is all about? How you are going to read it? You are going to read the text. The text is already given to you. This is something that you considered when you prepare next. Now the text is already given to you. You are going to base simply yourself on yourself intuition to consider how you are going to read aloud this one as a public speech in front of the audiences. So you are not going to add anything it is just a matter of reading. But, how you read it determines.
37. SS: Murmuring
38. T: Who is next?
39. S: Haimi?
40. Haimi: Ehh
41. S: "speak and continue?
42. Haymi: Kidus you are the next speaker so please be ready. In the timeless city of Cairo just two remarkable institutions Al-Azar "On this point" Cairo University has a source of together you represent the harmony (2x) Wait on this you represent the harmony between tradition and the progress, is that right? You represent between the harmony and?
43. S: the harmony
44. S: The harmonies then wait a little Mellat, when the second goes up to this. Together you represent the tradition and the progress.
45. T: To take just some samples of practicality. Ok? You can record you voice while reading the text. Harmony then directly up to the end. The harmony between the tradition and the progress.
46. S: This is not clear.
47. S: Harmony after we have said this we cannot stop. The harmony okay … (Murmuring) between the tradition and the progress
48. T: Ok very quickly let us precede in to the last activity of the group. Ok! Try to conjoin to together as one group of four. Try to conjoin two groups of two as one group of four and try to read your text aloud the other group members with good tone of voice and gestures, non-verbal, and you are going to take one best public speaking. Ok? Conjoin you can join take the seat next to you fix it.
49. SS: Murmuring extended
50. S: What is that?
51. SS: Murmuring extended

52. T: Everybody has one group (everyone)
53. SS: Murmuring
54. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has been source of together, you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a pretty of peaceful in my country. Aslam Alikum!
55. S: አንተ ዘም አትልም! (3x) (Why don't you be silent? (3x) ወንድ ሴት) (Male or Female?)…. murmuring
56. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a purity of peaceful in my country. Aslam Alikum!
57. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a purity of peaceful in my country. Aslam Alikum!
58. SS: Murmuring
59. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a purity of peaceful in my country. Aslam Alikum!
60. S: Say it
61. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a purity of peaceful in my country. Aslam Alikum!
62. SS: Speaking in chunks …Murmuring
63. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you reprehensive [Oh represent] the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a purity of peaceful in my country. Aslam Alikum!
64. S: "*Tezegaji*"
65. SS: Murmuring [Long time and extended]
66. S: the harmony
67. S: S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years, Alazar has stood the bicones of two Islamic learning, and for over a century Cairo University has source of advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry the people of the American people and a greeting of peaceful in my country. Aslam Alikum! *ቢቃ! (That is enough!)*
68. S: S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and for over (2x) a century Cairo University has source of Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am

also proud to carry the good will of the American people and the greetings of peace from the Muslim community's in my country. Aslam Alikum!

69. SS: [Speaking in chunks then murmuring]
70. S: "*አንድ ሰው ነው የሚየቀርበው ፤ ማን ማን ነው ከእናተ ቢቃ;* (An individual is going to present and who yours?) Murmuring … laughing
71. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of together you represent the harmony between tradition and the progress. I am grateful for your hospitality, and the hospitality of the people of Egypt. I am also proud to carry the people of the good will of the American people and a purity of peace from the Muslim communities in my country. Aslam Alikum!
72. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the peoples of Egypt. I am also proud to carry the good will of the American people and the greetings of peace from the Muslim community's in my country. Aslam Alikum!
73. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together to you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitalities of to carry the peoples of Egypt. I am also proud to carry the good will of the American people and the greetings of peace from the Muslim community's in my country. Aslam Alikum!
74. S: Laughing
75. S: I am honored to be in the timeless city of Cairo, and to be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the peoples of Egypt. I am also proud to carry the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum! Beka
76. S: ኧረ ይቄ ነገር ፈራሁት! (I am afraid of the presentation!)
77. T: Ok! I think you have already given you can seat in your own original seating arrangement. Just seat exactly where you were in your group formation. So, now we are going to take samples from each group one member of the group we come down with and read aloud this public speech text to the audience in the his own way, in his own style. Ok! Public speech is not always strictly to follow with a certain point. Just like poem. Just like lyrics. Rather you are going to consider different kinds of points in your mind and arrange in public speech in that lyrics patterns but you are not going to add any sound to it and melody to it, except the verbal presentation. Ok. How it is so who is going to willingly throw the first stone? Who is going to take that chance?
78. S: Here
79. T: Thank you! The second? As usual let us select the first three. Ok we have got the first who is going to take the silver one? Ok. The silver one ok, two. Third? Ladies thank you! The third from the ladies. Let us see here those three presentations very quickly and we come down with that of the remaining group members. Ok! Thank and would come down the stage and read it aloud.
80. S: I start
81. T: May I start? Yeah! Here it is the floor.
82. S: I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also

proud to carry with me the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!

83. SS: Laughing
84. S: Thank you everybody!
85. T: Ok that is the eye's breaker. Let us move on the second
86. SS: Murmuring laughing
87. S: Good afternoon
88. SS: Good afternoon
89. S: Today I am going to express my good will and in the Egyptian Cairo university but I viewed some my good wills (inaudible) I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for over a thousand years. Alazar has stood the bacons of two Islamic learning, and for over a century Cairo University has been occurred as Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the Egyptian peoples. I am grateful for the hospitality of the people of Egypt and I am also proud to carry with me the good will of the American peoples and the greeting of peace from the Muslim communities of from my country. Aslam Alikum!
90. T: Thank you! Ok! The third
91. SS: Murmuring (inaudible) laughing
92. T: Ok! The next. Let us pay attention. Go ahead please!
93. S: I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!
94. T: Thank you! Ok! I think we can get some beneficial point from the three presentations. Ok! At least you can evaluate and you can also add some spice in your presentations and you can (inaudible) your presentation level as well. Any ways I am not going to critically (inaudible) any kinds of on your presentations certain points at the very demonstration sessions. Ok any other group now ok this one the fourth, fifth, who is the six? Your group? Ok seven eight that group ehh your group ehh ninth and tenth ok consecutively have your number and come one after the other according to your number. So number four.
95. S: Thank you! I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and the greeting of peace from Muslim communities in my country. Aslam Alikum!
96. SS: Clapping their hand to her (the speaker)
97. T: Ok!
98. S: Thank You! I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and a greeting of peace from the Muslim communities in my country. Aslam Alikum!
99. T: Thank you! The sixth
100. S: Thank you! I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood a bicones of two Islamic learning, and over a [Country] century Cairo University has source of Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of

the people of Egypt. I am also proud to carry with me the good will of American people and greeting of peace from the Muslim communities in my country. Aslam Alikum!

101. SS: Clapping
102. T: The next seventh
103. S: I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!
104. SS: Clapping
105. T: Ok! The next one
106. S: I am honored to be in the timeless city of Cairo, and today be hosted by two remarkable constitutions for a thousand years. Alazar has stood the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between tradition and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!
107. SS: Clapping (inaudible) laughing
108. T: Ok! Thank you!
109. S: I am honored to be in the timeless city of Cairo, and today be hosted by two remarkable constitutions for a thousand years. Alazar has stood (2x) the bicones of two Islamic learning, and over a century Cairo University has source of Egypt's advancement. Together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and a greeting (2x) of peace from the Muslim communities in my country. Aslam Alikum!
110. SS: Clapping
111. T: Ok the other group? Ok I have already chosen that one I have given two number for that group I think the first and the last ok any other group? Any other group who is going to finalize it? Ok let us that much is enough. For the sample. But have you try to take everybody's position one presentation is quite different from the other one the tone of the voice is quite different from one another. In public speech presentation, your tone of voice plays the highest role in emotional appeal. It is your sound projection that demonstrates everything that manipulates everything if your sound is too weak you are not going to persuade anybody. You are not going to touch any body's feeling. You are not going to address this emotional appeal at all. So this s something that you have to take a look at it, when you try to present your public speech, tone of voice sometimes high like about oral presentations sometimes very low because both extremes helps you to get the attention of your audience sometimes average sound, sound projection. That is advisable as well. So when we take a look at some presentation it is when we present certain public speech please don't forget to take your glance at your audiences don simply fix your eyes in to your piece of paper. That is totally unacceptable in public speech. Every now and then, try to look at your paper. If you have this stage fright at least like I told you last time do not try to look at every body. If possible, try to distribute your eyes everywhere. But if not possible try to see over somebody's shoulder don't stair at their eyes if you have this fright issues. Try to take a look at over their shoulder or try to look at certain areas in this classroom. Ok! Should not always be strict to that if you have this kind of at least if you have, again your non-verbal communication. Though it is an impromptu speech, a sudden speech at least you have to have a certain modification. Ok! Don't come out with your hand set. Don't come out here with your pen packed into your just pocket or something like that ok. Avoid this kind of things! Ok the nonverbal because it attracts attention at least you cannot change at least you can modify this choose. That is something you can consider the way you stand in front of the audience because they are staring their ayes at you. The whole time you present. They are not always focus specifically on your utterances rather they can also

take at a glance on how you look how you act, how you emotionally react that way. Most of you when you say Aselam Alikum it does not seem as if it comes from your heart. That is what public speech is all about. When you pronounce it try to pronounce it exactly the way the Muslim communities pronounce it. You have to pronounce it your pronunciation of culture specific words. At the same time try to utter this word as if it comes from your heart, most of you simply said it Aselam Alikum! Very simple as how you create, isn't it? Verbally say it Aselam Alikum! With firm eyes with firm eyes contact with firm greeting and facial expressions with good smile as well since this contagious well I am going to play the original one and you are going to listen how you have presented it and how the original one presented. The original one is basically presented verbally without any piece of paper he rehearsed everything not only this one betray something minute presentation. Everything ids rehearsed in his mind and every word is kept and selected. So this is something that you have to also consider when you present use this device quite as much as possible and attend the intro part of this speech and see how things works the video for you. Ok if this one does not work, we will try to use the cell phone itself. Ok let me use from the cell phone itself.

Listening material of Barak Hussein Obama's speech

112. S: Thank you so much! I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bacons of two Islamic learning, and over a century Cairo University has source of Egypt's advancement together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!
113. T: This is the intro part take a look at this part basically when he uttered the word Aslam Alikum the actually affectionate develop some kinds of affectionate to his speech and develop applause because there is some kinds of emotional transfer what we call it emotional appeal in this context. So let us see if this device works let's try to play it.
114. Class: Long time pause when he (the teacher) tries to make the devise functional
115. T: ok let me repeat that part for those of you who have not heard from distance.

    [The listening Material (again repeated for those who seat at the back of the class and who did not listen well]

    Thank you so much! I am honored to be in the timeless city of Cairo, and today be hosted by two constitutions for a thousand years. Alazar has stood the bacons of two Islamic learning, and over a century Cairo University has source of Egypt's advancement. Together you represent the harmony between traditional and the progress. I am grateful for your hospitality and the hospitality of the people of Egypt. I am also proud to carry with me the good will of the American people and the greeting of peace from the Muslim communities in my country. Aslam Alikum!
116. T: Ok! So you have at least try check yourself with your texts pair and see how the pattern is formulated it the original one and in your style of public speaking pattern. Isn't it? Actually, as far as possible when we design a public speech put it in your mind as much as possible. But even those great public speakers when they speak to a very critical setting for example if Barack Obama is presenting certain information for UN he is going to stick to piece of paper because every information that he deliver is what? Every mistake is counts in these kinds of stage but if it is a public speech delivered for wide community for larger audience in contexts, you don't have to be that much careful of a certain errors. Errors are not basically tolerable in public speech as that of oral speech. Because more oral presentations. But in public speech you are not expected to explain more. You are going strictly to follow how you prepare like a seat and try to examine in the way it is. When you present a few stutter if the handwriting is difficult to read and repeat certain words repeatedly that is not tolerable in public speech is not tolerable. I oral presentation everything is tolerable. Public speech since it is for emotional appeal, you are going to chop own every now and then the feeling that the audience are following you with. If you cute somewhere else, you are going to (inaudible) you are not allowed to mistake but repetition is very certain (inaudible) for example you may probably say today as this moment in this stage now we are taking about what? The timing and the place, isn't it? This time this

places this situation this stage all in all are taken about certain similar contexts. Similar contexts nut you deliberately repetition for emphasis purpose. For painting some kinds of eagerness feeling in your audiences' mind, you have seen different kinds of on the stage. They repeat a certain kind of words again and gain. Ok! When they are calling for example out lottery numbers there is every now and then. The same word. But for the purpose of emphasis. These kinds of things when we design these kinds of texts public speech text, do not totally stick to the note. Certain information reahresed7 now and then that you have taken the audience and back to look the paper because it is going to be you are going to be lose your audiences connection. If you stick to your piece of paper, even when you read something in different kinds of broadcasts if you are reading news sometimes at the audience if you fail to do that one you are going to lose as well. T: So that thing something you have to consider when you present in your public presentation. Ok Let me give you the assignment that you are going to do by the next week. You are going to give certain kinds of freedom for you try to design any kinds of public speaking topics imply select any topic and design a very short public speech that lasts for a minute and half up to two minutes. The public speech should have to be based itself framing one minutes and half up to two minutes. It should be short not more than one page. When you write your public speech, texts don't write it with smaller fonts. That is why you have been facing difficulties when reading your handwriting. You have to write with larger fonts so that you can see it from distance that how public speech usually written. Ok! Larger fonts can easily be seen from distance so the topic is simply miscellaneous. Depending on your interest some of probably write motivational speech, how to spent holly day far from home could be one topic how can you give motivational speech from anybody who lost his hope living in this world. Anybody any kinds of presentation about global warming how you can try to persuade people to stop cutting down trees. How are you going to persuade them? Considering a certain audience in your mind but consider that your audiences are simply this class students. Let us see for example, do not arrange pubic speech as if you are the leader of African Unity and conser that all the audiences are members of the African unity. Do not try to present this kind of presentations. Do not come across with imaginary contexts. Come across with real contexts. Try to present a kind of motivational speech who can be (I Mean That can be given) for somebody who hates his department. How can you persuade him, convince him to like his department to like his profession, and so on. Ok? Any kinds of topic that you can think of but make it realist make it tangible make it very interesting considering (inaudible) So I am going to take both the speech written one and the presentation one. The presentation has basically ten (10) marks. Ok! The presentation is going to present individually. This is an individual presentation. Ok that is all I can say about as far as public speech is concerned ok if you have any doubt or question or any kinds of unclarified points you can raise it? You are highly welcome! Could you have formed it any any nay thing? Ok I think that is all from me. That is all about public speech is I think some of you are afraid of the camera ehh? Some of you are shaking your hands, I have not seen you acting like this one ehh? In the previous presentation sessions. Even those of you when are very (inaudible) today you are not feeling very well. Any ways it is nothing ok the camera is nothing አይደለም እንዴ ebsm ላይ አትቀርቡም እሽ on EBCm You would not appear in EBC. It is for research purpose. ለ Research purpose new so አትፍሩ ካሜራ (don't afraid camera) forget the camera.

117. SS: Murmuring
118. T: Ok next week on the first session you are going to have the quiz ok? The second quiz out of ten and that ten is out of going to be from relative clause. Ok> so read and come I am going to administer a very short quiz in the classroom which is compiled of ten questions from relative clause. See you then

Teacher C

Transcription 5: Class 1: Room SOSS 2: Date: 07/11/2017 Time: 10:30-12:30 am

1. T: So, our topic of today is greeting. Our topic of discussion today is greeting. So, you greet in English your friend. Do you know what greeting is? Like what do you think in the morning when you meet someone ehh and so how what would you do in the morning? So, what you know is if for example, you greet someone in the morning. You will say what? What do you think are the response in the morning if you meet some in the morning?
2. SS: Good morning
3. T: Yeah in the morning, you can say good morning. So, is there anything you can add is there anything you can add after good morning?
4. S1: [Raised his hand] how was the night?
5. T: How was the night? Great! ↑ How was the night (2x)? Right you are! Very good! ↑ So how was the night is possible to say. Yeah, if you were not together. Therefore, sometimes you can add where have you been? In the afternoon.
6. S2: Where have you been?
7. T: Where have you been in the night if you do not know where someone has been? You can say where have you been? Anybody else? Come on! How do you greet in the afternoon?
8. S3: Good afternoon?
9. T: Yes, good afternoon? Or you call his name and you can say good afternoon? What is your name?
10. S4: Dagmawit
11. T: Dagmawit: Good afternoon Dagmawit? If you want to greet her, what about in the evening? In the evening, who is going to try in the evening? Can you try? (The teacher pointed his finger towards one student)
12. S5: Good afternoon?
13. T: Yes! Good afternoon in the afternoon but that is in the afternoon, but I said it in the evening. Do you like more rules about this? Morning for local time from two up to 6 and afternoon from 6:30 to 12:00 ehh yeah so what do you use in the evening?
14. S5: In the evening good evening?
15. T: Yes good evening in the evening ehh good evening after (°) good so after night you can say good evening? So, it is time to form groups and discuss ehh you one two three and four please form a group of four students in one group please.
16. SS: Murmuring (3 minutes)
17. S6: What about our assignment?
18. T: Ok leave it leave it aside and do what I told you to do!
19. SS: Murmuring so can we act like two people who would like to come up with the point and then greet. Can I have two people who will greet here? So, we assume that they are coming from different directions and then they greet in English. So, can I have two people? Yes, two volunteers two come to the point, and the yes, I have got one just can you come here? That is great! ↑ What is your name?
20. S6: My name is Shiferaw
21. T: Shiferaw! Come from this side and assume this is morning and may be you were not together for long time and then you agree and exchange your own information, so they can greet to each other so go ahead.
22. S6: How are you my friend?
23. S7: I am fine!

24. S6: How are you?
25. S7: I am fine!
26. S6: Good morning?
27. SS: Laugh
28. S7: Good morning, Shiferaw?
29. S: S6: Where are you from?
30. S7: I am coming from (°)
31. S6: What are you doing here?
32. S7: I am learning at this time.
33. S6: Ok! How was breakfast?
34. S7: It was the best.
35. S6: Are you comfortable?
36. S7: Yeah!
37. T: Yeah give them a clamp!
38. SS: (Clamping and appreciating)
39. T: Are you volunteer? ↓
40. S8: Yeah
41. T: Yes, please come on! What is your name?
42. S8: My name is Tamirat.
43. T: So, let us assume that ehh now is we are in the afternoon. Assume that right now we are in the afternoon. Assume that so you are going to use this time and then you are going to act as if she is from somewhere else. Ehh
44. S8: Ok ↓
45. T: You can act please be this side. Be from this side. One left (°) yes come one what is your name?
46. S9: Teshome
47. T: Teshome please come on and be this side. Ehh you can be in that side that could be in the afternoon that is the time that we are now. Attention, please we are now in the morning but assume that we are now in the afternoon.
48. Tamrat: Hello! Good afternoon ↓
49. Teshome: Good afternoon ↓
50. Tamrat: What are you doing now?
51. SS: Laugh
52. Teshome: I am learning.
53. Tamrat: Are you learning well?
54. Teshome: Yeah
55. Tamrat: Great continue! ↑
56. T: Wow that is great! ↑ That is great clap for them! ↑ Hi guy! How are you? It is possible to do and have conversation like this.
57. S10: Can you tell us teacher please about formal and informal greeting?
58. T: What we are going to say is good afternoon, hi guy, hello, good morning; how're you friend? How're you? How are you Dagim?
59. S11: What about the formal greeting?
60. T: Yeah, we can divide them saying formal and informal greeting.
61. S12: When we greet the formal person, we can use formal greetings and informal for friends.
62. T: Hello good morning hi friend I think, how are you? How are you friend? How are you? You can say? What is the difference?
63. S13: Formal greeting

64. T: Formal greeting so what do we mean by formal and informal greeting?
65. S13: We said informal greeting for friends and for formal greeting that is for respect someone.
66. T: Ok great ↑ and that is why we say formal and informal greeting. Or maybe the teacher or someone if you respect someone and what about informal?
67. S13: When we greet our friends and relatives we can say hi and hello!
68. T: Yeah Hi friend hi guy so feel relax and so when we greet someone, and we can say hello; good afternoon? Good evening and we can add titles like good evening Dr.? Good evening ehh something like that and for informal we can say Hi! Or, how are you? And the answer would be?
69. SS: Murmuring
70. T: Hi hello! Ehh good morning good afternoon? For good afternoon and good evening for good evening ehh so feel free to talk in informal way but not in a formal way. How are you if you are greeting in a very formal way? Let us assume you are respecting me and you can say hi or good morning?
71. SS: Good morning
72. T: God morning so it depends on our intimacy, so you can say hi and hello for your friends and the others for people whom you respect; otherwise greet good morning. Look at the intimacy or according to your intimacy. Ok let us make it very clear about it. And open on page 7 exercise 4.1(2x). We can come back to the module section four page one. Did you get it? So, go to section four page one.
73. SS: No
74. T: Mine is on page 27 but I don't know yours? You can see from here; because I minimize it for mine. Did you get it?
75. SS: No
76. T: 27 not on page seven
77. SS: Yeah
78. T: So
79. SS: Murmuring
80. T: Have you got it? Exercise seventeen not seven. Identify whether the following expressions are formal or informal. This is something so that you can try what formal and informal greetings are, so you can identify the expressions in to which one is formal and informal greetings are. All of you go to on page 30; so pages thirty we are now am I clear? So on page thirty you are asked to identify whether the given expressions are formal or informal. Do it in pairs. Read the questions and share with your pairs. Do it being in pairs. On page thirty ehh so these expressions are clear please go on.
81. S14: S 14: Good morning Sir? Good afternoon?
82. T: No I didn't finish it. Let us begin it again.
83. S14: Good morning Sir?
84. T: Good morning Mr. Samuel? Didn't see you in the office yesterday? Is everything all right?
85. S14: Good afternoon Sir?
86. SS and T: No A
87. S14: Okay
88. T: Come on let us do it with Shiferaw! Come on Shiferaw! You can sit down and listen.
89. Shiferaw: Good Morning Sir?
90. T: Good morning Sir? Yeah so good morning Mr. Shiferaw? Didn't see you in the office yesterday? Is everything all right?
91. Shiferaw: Yes Sir, thank you. I had to take leave because a friend of mine came from Addis Ababa.

92. T: That is wonderful ↑ so that is let us continue now and I am going to be A so good morning Mr. Samuel? Let us be clear on this topic based on this model. Good morning Mr. Shiferaw? How are you?
93. Shiferaw: Good morning Mr. Samuel?
94. T: No no! Take care! Look at the second one. Now I am B. Let us practice it again. Good morning Sister? How are you (The teacher directly referring and reading from the module because the name of his interlocutor is Shiferaw, but he can't replace in the name of Sister and continue the conversation). Ok Shiferaw thank you and take your sit. Any other female?
95. T: Ok good morning Sister? How are you?
96. S17 (female): I'm fine. Thank you, doctor. So, practice now being in pair and practice now. Be up to four; no, you can be up to five.
97. SS: Murmuring
98. T: So, go ahead please
99. SS: Discussing (Murmuring for 3 minutes)
100. S12: Do it this one.
101. S13: No, it is not this teacher ያለው ይሄን ነው እኮ እንዴ! (This is what the teacher said)
102. T: Ok that is good! You like it? That is good! Good or bad?
103. SS: Good
104. T: So, can you do it being in pairs? Or one pair so that we can learn a lot from them. So, we can learn how to greet from them. How to greet or how to talk one another. If you like very two likely people, we need. Or you can use your handouts, or you may have your piece of paper, and let us practice in pairs because the practice was being in pairs ok one oh
105. S18: እኔ (Ene) (teacher me)
106. T: Yes, please so we have got one pair. I think you can be next. So, you can be there. So, you stand up there. Be there don't worry. Stand there! Yes, stand there. So, who is going to be A? Are you A or B? (The teacher asked one of the students (S19) whether he is going to act like A or B).
107. S19: B
108. T: Ok go ahead please ↓
109. S18: Good morning Sir.
110. S19: Good Morning, Mr., Samuel! Didn't see you in the office yesterday? Is everything alright?
111. T: Continue (2x) because you are on the right truck.
112. S18: Good morning Dagim? How are you?
113. Dagim: I'm fine. Thank you, doctor.
114. S18: Hello, Abdi, how're you?
115. Dagim: Good morning, Ms. Tarikua. I hope you're feeling better now. Much better, thank you.
116. S18: Hi Dani, you are just the person I was looking for.
117. Dagim: Hello, Teshe. Why? What's up?
118. S18: Good morning, Mr. Melisew? Isn't it a lovely day?
119. Dagim: Good morning. Yes, it's nice and cool.
120. T: Good that is very nice good, and you remind me that you are very far from the rest of my students. You practiced it very well but while you are practicing after this time use your name? Ignore the given names and in the place of the given names in the hand outs and replace your names that is simple ehh? Your name should be given and replaced in the given names in the handouts. Ok any other? (A student raised her hand) that is very beautiful and very kind of you! Yes, next that is why you too I think you know each other. Ehh you know each other ehh? Do you Know Marta? Do you know Marta? What is your name?
121. S20: Mita
122. T: What?

123. S20: Mita
124. T: Ok Mita so please use your name in the place of the given names in the handout. Because that is example, ehh look at it there.
125. Marta; good morning Mita?
126. T: Hold on Hold on say Good morning Mita. Or good morning instead of Sister say Marta. Is that clear↓ ?
127. Mita: and Marta: Yes ↓
128. T: Go on be loud
129. Marta: Good morning Mita.
130. Mita: (she kept Silent)
131. T: Come on Mita! You begin from roman number one so now you are A. A is Mita and B is Marta. So Mita you say good morning Marta. Clear
132. Mita: good Morning Marta.
133. Say Good Morning Marta?
134. Mita: Good Morning Marta?
135. Marta: (kept Silent)
136. T: Marta please respond to her↑
137. Marta: Murmuring
138. T: That is why I said to substitute your name Marta. Ok that is okay.
139. Marat: (still she kept quiet)
140. T: Ok wonderful that is great wonderful thank you.↑ Ok next one you yeah next do you want to try?
141. S21: Yes
142. T: Good! What is your name?
143. S21: Hareg
144. T: Good and listen to them
145. Hareg: Good morning, Sir.
146. S22: Good Morning, Mr., Samuel! Didn't see you in the office yesterday? Is everything alright?
147. Hareg: Yes sir, thank you. I had to take leave because a friend of mine came from Addis Ababa.
148. S22: Good morning sister? How are you?
149. Hareg (kept silent)
150. T: Now it is time for you Hareg. It is good go on that is okay.
151. Hareg: I'm fine. Thank you, doctor.
152. Hello, Abdi, how're you?
153. S22: Good morning, Hareg. I hope you're feeling better now.
154. Hareg: Much better, thank you.
155. S22: Hi Hareg, you are just the person I was looking for.
156. Hareg: Hello, Tsion. Why? What's up?
157. S22: Good morning, Mr. Hareg? Isn't it a lovely day?
158. Hareg: Good morning. Yes, it's nice and cool.
159. Good Great! ↑
160. SS: Clap for them
161. T: Good! So let us now practise pronunciation. How do you pronounce S-i-r? S-i-r?
162. S: S- i- r (Sear)
163. T: Ehh?
164. T: Sir
165. SS: Sir
166. T: Sir

167. SS: Sir
168. T: Sir
169. SS: Sir
170. T: Is it for Male or female? We use it sir for male so like what is the Amharic word for Sir
171. S11: አለቃ (Sir)
172. T: አለቃ፤ ጌታ (Boss, Sir). So a kind of respect ehh when you respect someone you say what?
173. SS: Sir
174. T: Sir may be Sir if you use someone who you would not know his name okay? If you don't know the name of someone you say Sir or again if you want to respect, you may use what?
175. SS: Sir
176. T: Sir how do you pronounce M-r? Yes?
177. SS: Mister
178. T: Yes
179. SS: Mister
180. T: Mister so say please Mister
181. SS: Mister. Is it for male or female?
182. SS: For male
183. T: Yes?
184. SS: For male
185. T: For male or female?
186. SS: For male
187. T: Yes, for male Mister Abebe, Mister Dave and Mr. Shiferaw ok how do you pronounce M-r-s? M-r-s
188. S23: M-istres
189. T: Misters okay M-r-s
190. S24: Misses
191. T: Misses. Is it for male or female?
192. SS: Murmuring
193. T: Ehh ↑
194. SS: For female ↓
195. T: For female or male?
196. SS: For female. How about Mi double s? How do you read it? How do you read it?
197. SS: Murmuring
198. T: M- i-double s how do you read it (2x)? Come on! Come on! Why please if you read it I appreciate. Read it. Is it difficult?
199. S25: Miss
200. T: Miss so misses and miss it for male or female?
201. SS: For female↓
202. T: For female, so what difference do you think exists? What is the difference between miss and mistress? Yes please. Who are saying Miss or misters with someone? What is the difference between, miss and mistress? Is there any difference? What do you mean? By Miss Miss yes what do you think are what do you think?
203. S5: For non-married one
204. T: Which one?
205. S5: Misses
206. T: That is great! ↑ Wonderful! ↑ Miss in Amharic in Amharic?
207. S5: ያላገባች (Woy-zero)
208. T: ያላገባች (Woy-zero) and Miss yes, I think that is the difference.

209. S5: ያላገባች (Non- married)
210. T: ያላገባች (Wo-zero) miss to miss too miss too miss too. >Okay now let us look at the dialogue and in this dialogue can you tell me or mention some of the greetings in this dialogue are formal and some are informal so can you identify which one is formal and which one is informal?< Can you do that ok let us do this just for a minutes and write your answers in the blank spaces given here. So, look at the expressions. The expressions given in number one is formal in the blank spaces and with the informal one does it in the informal one do it please being in pairs. And then you will tell me why you said informal and formal.
211. SS: Murmuring (Discussion)
212. T: Is the instruction clear? Clear? Clear? So please read the instructions and do the activities and the activity is to identify whether the dialogues are formal or informal. Do these in pairs. In pairs. Do in pair (3x) in two please.
213. S18: እኔ አልገባኝም (I didn't understand it).
214. T: Ehh
215. S18: እኔ አልገባኝም (I didn't understand it).
216. T: Which one?
217. S18 Ehh this one.
218. T: Look some of these expressions are informal look the instructions like hi is for informal is used for our friends who are like you live with that and good morning Sir we can use it for formal. That is why we can use it for formal expressions. Read the expressions one, two three four and five and then why they are formal and why they are informal. If it is formal, you write formal in in the expressions, and if it is informal, you write it on the blank spaces informal in the blank space. Am I right?
219. S18: Yes ↓
220. T: That is, it.
221. SS: Discussing (for a minute)
222. T: Have you finished doing that?
223. SS: Yes
224. T: Wonderful! ↑
225. SS: Now let us see the activity together so number one good morning. Good morning Sir. So, is it formal or informal?
226. SS: Formal
227. T: Yeah that is it good, so we said good morning sir whom, we do we respect him. Yeah. That is what?
228. SS: Formal greeting
229. T: Formal greeting. Yeah, the formal greeting how about two what about number two?
230. SS: Formal
231. T: Sure Good! And why? What is your reason?
232. S26: Because it says Doctor.
233. T: Ok it says good morning Doctor? Ok three
234. SS: Informal
235. T: Why?
236. S27: Because it says ↓
237. T: Please it says what?
238. S27: Hello
239. T: Hello Abdi it says so it is what?
240. SS: Informal

241. T: Hello, Abdi, how're you? Good morning, Ms. Tarikua. I hope you're feeling better now. Much better, thank you. It says. Much better thank you! So, it is what?
242. SS: Formal
243. T: Formal because expressions like hello thank you it is also formal and so informally it is formal thank you and formally thank you. So that tells us the expressions are formal and the expressions we use are four so more of this is what?
244. SS: Murmuring
245. T: Hi Dani. So, this is the name we use informally use. So, Daniel is the formal one. Hi Dani. So, this tells that they are very close so that is I think what?
246. SS: Informal
247. T: I think Informal. Four no five five I think that is what?
248. SS: Formal
249. T: That is good formal. Why? Why did you say so?
250. SS: Murmuring
251. T: Because it says what? Good morning, Mr. Melisew? Isn't it a lovely day? Good morning. Yes, it's nice and cool. So that is what the answer for the activity is very formal. So, let us look at the activity for the exercises what so you are asked to act much. So, can you do it in pair? Let us do it in pairs. It says what? Match the responses to the greetings in the table below**.** So, you match them
252. S27: Formality and informality ehh teacher
253. T: So, look at the clues as a context. This begins with Hi Dani and Teshe. The name Teshe and Dani are for Daniel and Teshale. So, the shorten one can tell you something. So, we don't have the name Teshale or Teshe. But what Teshale or Daniel ehh so what so we can change or infer they are friends they are intimate friends. Intimacy we use informal expressions so after hello look at we use Dani and what Teshe. So, is it formal or informal?
254. Formal informal =
255. T: So, you know my name? Do you know my name?
256. SS: Murmuring (and asking to each other about their teacher's name)
257. T: Yes
258. S1: Yes
259. T: What is that?
260. S1: Dr. Dejen
261. T: So, you don't call me Deju because we are not friends. Ehh but if you are my friend there you can call me hi Deju or Hi bro! So, Hi Teshe or Teshale is the formal one so the name Teshale is the formal one. Don't you think so?
262. S30: Can we use shorten name for formal greeting?
263. T: Why not. Even hallo Teshe. The purpose here can be Hello Teshe hi and like for example, you can say how is life? You are for example my student, so I don't think so you will call me Hi Deju. That A teacher that they have the right to call you. But that expect I call you formally, and I believe that you respect me so you are respecting me and may not be allowed to say me hello Deju, and for that case what are useful is informal and what we use it formal.
264. SS: Murmuring
265. T: So complete. Wonderful ↑ Alright! Have you been together?
266. SS: No
267. T: Is that the case? Alright! So, one Hi Rahel! Longtime no sees. Yes
268. SS: The answer is B.
269. T: Yeah, the answer is B. Hello, Raja. Yes I've been very busy. Hi Rahel! Long time no sees. Is it formal or informal?
270. SS: Informal why? That is good! Why?

271. SS: It says hi!
272. T: That is good! ↑ It says hi and we use that expression for informal expressions. And then again it says long time no see. What does that mean? Where have you been? I haven't seen you. Where have you been? So, this is informal way of where have you been? I haven't seen you. This is informal way of expressions. I haven't seen you and then the answer could be Hello, Raja. Yes I 've been very busy. Yes, I have; Yes I 've been very busy. What kind of expression is it?
273. SS: Informal
274. T: Yeah, I think informal. You see may be B is the boss to one, so B is respects to one. That is why B uses formal expressions C. So, let us continue with the class and it is going to be taken by other department. So at least let us finish it before leaving the class. Right C (2x). What is C?
275. SS: Murmuring
276. T: So how is life?
277. S6: Not Bad! ↑
278. T: Not Bad! That is great. ↑ How is life (2x)?
279. SS: Not bad! ↑
280. T: Not bad! So formal and informal greeting? So that is I think formal. Ok C how are you feeling now?
281. S5: I can't understand that.
282. T: Ehh Hello, Mr. Gutema! How're you keeping these days?
283. SS: I'm very well, thank you.
284. T: Okay let us stop here, and we will continue on the other day.

Teacher C

Transcription 6: Class 2: Date of observation: Nov. 26/2017; Time 10:30-12:30 am

1. T: So, this is the spoken class. You are going to speak or deliver or exchange your view regarding on *[no prep.]* you're introducing or greeting or extending your issues. So as much as possible you try to speak loudly to be heard by the listeners. Feel free don't worry about committing mistakes right? Because sleeping of the tongue and the like are tolerable. So, I give chance to different peoples. So, when I give you the chance you first introduce. I mean greet the person first when we act as Ethiopian culture when we meet our friend or relative or classmate we say good morning? (2x). I am fine thank you, and you? Me too! Thanks to God! What are you doing? I am doing here and there. How is education? You can create artificial contexts for example false work experiences, backgrounds etc. Extending your question. Then the next step introducing one person to the other. Or the other introduction has two things. One you might introduce yourself to the others. The other is (2x) introducing your friend to the other friend of you. Clear? Right! Ehh things are going on. Then this group will start greeting then going on is there any problem?
2. SS: Murmuring
3. T: You are recorded. I don't know. What you are going to do? Even this situation is recorded.
4. S1: Hi
5. S2: Hi
6. S1: My name is Demeke.
7. S2: My name is Ayana.
8. Demeke: Ok. How are you? How was the class?
9. Ayana: Very fine!
10. Demeke: Very fine? How was Accounting for this year?

11. Ayana: Accounting is good but sometimes it is difficult
12. T: Then how what do you ask then? You can ask him.
13. Ayana: How for you?
14. T: What about you?
15. Ayana: What about you?
16. Demeke: I am {It is} very simple for me because accounting is for social {science} and I am graduated also social {science}. So that is very simple for me; it is not difficult.
17. Ayana: Have you taken diploma courses with accounting?
18. Demeke: Yeah not diploma courses but I graduated in social science in preparatory for that case it is not difficult for me.
19. Ayana: Ok it is good.
20. T: Right then good. How about your work?
21. Demeke: What about your work, Ayana?
22. Ayana: I am on now doing well.
23. Demeke: How about your experience?
24. T: How long have you been teaching? Five years, ten years and the like? You can create artificial contexts simply for these conversations so feel free.
25. Ayana: ten years, one five six years
26. T: Six years. You have six years; now change then you introduce you are going to introduce this gentle person to the other. How do you introduce this gentle person to the other classes?
27. Ayana: Lets me introduce my friend. So, my friend's name is also Ayana. He is my friends. So, regarding for Ayana. It is introducing Ayana yourself, so Ayana is for other person.
28. SS: Laugh
29. Ayana: Listen
30. T: What do You feel? When he introduces you to the others? What is your feeling? Are you happy?
31. Hailu: I am happy.
32. T: Ehh
33. Ayana: Ok, let me introduce myself. My name is Hailu Gebeyehu.
34. T: Greeting
35. S: Hi [students shake their hands each other]. My name is Michael Salih.
36. S: Good morning Michael? My name is Kidist.
37. Michael: Good morning Kidist? Ok, how are you?
38. Kidist: I am fine!Thank you! Where are you from?
39. Michael: I came {come} from the … Butajira
40. Kidist: What are you doing here in Butajira?
41. Michael: I am being here I learn accounting {I am here to learn accounting}
42. Kidist: That is very nice.
43. T: What about you?
44. Michael: What about you?
45. T: Kidist
46. Michael: Kidist
47. Kidist: I am also in Butajira.
48. Michael: What do you work here?
49. Kidist: I am also a student.
50. Michael: Ok
51. T: And what are you doing in this classroom?
52. Kidist: I am learning Accounting
53. T: I am learning Accounting.

54. T: Thank you! Ehh how do you introduce Kidist to Mr. Molla? Introduce Kidist to Molla.
55. Michael: Ok ehh hi Kidist
56. Kidist: Hi Michael
57. Michael: How are you? He is my friend. His name is Molla.
58. Kidist: Nice to meet you, Molla.
59. Molla: Nice to meet you, Kidist.
60. T: Nice to meet you, too!
61. Molla: Nice to meet you, too!
62. Kidist: How are you doing here?
63. Molla: Fine thank you! Accounting Department
64. Kidist: That is very nice. Where are you from?
65. Molla: I am come from Sodo woreda.
66. Kidist: That is very nice. Thank you!
67. T: Thank you very much! Greeting
68. S1: Good morning? [Shaking their hands]
69. S2: Good morning?
70. S1: How are you?
71. S2: I am fine.
72. S1: What are you doing here?
73. S2: I am now a student.
74. S1: Where come from?
75. S2: I come from also Butajira. How do you do?
76. S1: ehh I am do (2x)
77. T: I am learning or I am attending accounting class.
78. S2: I am learning the same accounting class.
79. S1: How was life?
80. S2: The life is ehh not good.
81. T: Ok, then introduce this person to that one.
82. S1: Ok his name is Habtamu. He wants to introduce you also to you.
83. T: Ok, go on.
84. S1: Ok, my name is Getenet.
85. T: (ለሱ ነው የምትነግረው፡) (It is whom you tell!)
86. Getnet: My name is Getenet. [Getenet was telling his name to the person who is familiar with him]
87. S2: How are you Getenet?
88. Getenet: I am fine. What about you?
89. S2: The same to you.
90. Getnet: What are you doing?
91. S2: I am learning now Accounting.
92. Getnet: Ask me now
93. S: What is your occupation or job now?
94. Getnet: Right now, I am a student. So, I don't have a job. My job is accounting student.
95. T: Increase your sound as much as possible.
96. S1: Good morning Hassen
97. S2: Good morning
98. Hassen: How are you?
99. S2: I am fine.
100. Hassen: How is life?

101. S2: Life is very nice.
102. Hassen: where are you doing?
103. S2: *I am in Butajira woreda.*
104. Hassen: How is job?
105. S2: Job is ehh Butajira. Right now, I don't have a job; I am student.
106. T: How is job? Or how is learning? Or How is life?
107. S2: Life is very nice
108. T: Very nice and you can ask her! What about you? [Both teacher and student speak at the same time]
109. S2: What about you? What do you do now in this time?
110. T: What are you doing now? I am learning ehh?
111. Hassen: English.
112. T: English. Communicative English.
113. S2: What about family?
114. Hassen: Very nice.
115. T: They are fine! Thanks to God! Ok introduce Hassen to him to the others.
116. S: Ok let me introduce myself to
117. T: No!
118. S: My name my mother my friend name is
119. T: ok
120. S: Hasen Shamolo
121. T: To whom are you introducing?
122. S: to him [pointing fingers]
123. T: Ok ehh?
124. S: Let me introduce my self
125. T: Myself?
126. S: Ohh my friend his name is Hassen Shamolo.
127. T: His name or your name
128. S: Good morning
129. S: Good morning
130. S: How are you my name is Tariku!
131. S: I am fine thank you! What about you?
132. S: I am fine same to you!
133. S: What is your job?
134. S: I am a student.
135. T: What are you studying?
136. S: What are you studying?
137. T: Accounting
138. S: I am Accounting Students at this time.
139. T: And you can also ask him. What about you?
140. S1: What about you?
141. S2: I am first year Accounting student.
142. S1: What about your hobbies?
143. S2: My hobby is reading fiction books. What about you?
144. S1: The same to you. My hobby is reading fiction books.
145. T: Ok now change then. Introduce the others.
146. S2: Ok
147. T: Let me… you can say
148. S: Let me introduce Azene for you. As he told me his name is Azene. His hobby is ehh

149. T: Reading fiction
150. S: Reading fiction
151. T: So, what do you feel you? Are you happy being introduced to the other. What do you feel?
152. Azene: Ok my name is Azene Mitiku.
153. Muhammed: Ok My name is Muhammed Hassen.
154. T: So, do you feel good ehh it is nice to meet you and the like
155. Azene: Yes
156. T: You have to say this you are recorded Thank you and
157. S1: Hello, how are you?
158. S2: I am fine thank you!
159. S1: Mine ehh let me introduce myself. My name is Neserdin Amanu. What about you?
160. Samuel: My name is Samuel Geresu. What do you work?
161. T: What is your work?
162. Samuel: What is your work?
163. Nesredin: I work in Kella
164. T: I am working in Kella. Then you need to introduce Sami to the other people. How you would introduce him?
165. Nesredin: I would like to introduce let me introduce to Sami
166. T: My friend
167. Nesredin: My friend. His name is Sami.
168. T: To whom are you introducing? To this person or to this? [The teacher pointing his fingers toward students]
169. S: To this person [pointing his finger to the third student]
170. T: This person ok what do you feel then when you introduce to this person therefore. What do you feel? Are you happy?
171. S3: Yes
172. T: It is nice to meet you!
173. Sami: Nice to meet you!
174. S3: Thank you very much!
175. T: Any question any question that you want to ask him. What are you doing here? Where are you from? When did you come here? These all are … (inaudible)
176. S1: Hello good morning!
177. S2: Good morning
178. S1: How are you?
179. S2: I am fine and then you?
180. S1: Where you live?
181. S2: I live in Butajira. What about your life. It is very nice.
182. S1: It is ok
183. S2: ehh what do you do now
184. S1: I am a student now.
185. S2: Ok what is your experience?
186. T: Why don't ask you yourself? You can ask what about you?
187. S1: What about you?
188. S2: I am a student, too.
189. S1: Where do you work?
190. S1: In Butajira
191. S2: What is your experience?
192. S1: I am almost fresh
193. S2: Thank you very much

194. T: Then change to introduce him to the other people.

Teacher D

Transcription 7: Class 1: Date: 28/11/2017 Room: SoH: 4 Time: 8:30-9:30am

1. T: Today we are going to see the last portion of unit one. The last portion that is all about reading, and under this reading portion you are expected to improve your skill of doing comprehension questions, vocabulary questions as well as reference questions. As I have told you from you will be asked in your final exam there will be a passage and the passage possibly most of the time contains from 10 –up to the minimum ten questions and to the maximum 15 questions. Most effectively you are expected to improve your reading ability from your reading your comprehension questions to what extent you are capable of comprehending, to what extent you are capable of ehh extracting messages (2x) a given literary extracts. I think you have such experiences so ehh on today's lesson at the end you are expected to answer and have known the meaning of the words to summarize and to recapitulate. I think I told you to come up with your material ehh.
2. S: Yeah I don't have
3. T: Ehh. How many of you come together with your material? Ehh
4. SS: (long murmuring)
5. T: Would you raise your hand? 1, 2, 3 is that really good? One two three another 4, 5 another? What about others↑ ehh↑?
6. SS: Murmuring
7. T: In the previous time you took a test from the conversation. You took ehh? "ተፈትናችኃል አይደል?" (Have you taken a test?) So that part was the last before this the last the second from the last you were supposed to come up with your handout. You're supposed from the very beginning to copy the handout that is what I told you to copy. So be quick and I want you to copy the material using your mobile phone. You can simplify the problem. If you have smart phone, try to scan the passage. This is what we can do in the class, and then we can begin the class. Be fast↑. Try to scan your reading material then at the end I will give you time to read the material↑. "በሞባይላችሁ ስካን አድርጉት":: Photo scan it (2x). ሞባይላችሁን እዚህ ላይ አድርጉት እና ከዛ አንሱት፡፡ (make ready your cell phone here and take a picture)
8. SS: Murmuring (2' & 25")
9. T: Be fast and copy it ያለበለዚያ መቀጠል አንችልም፡፡ (If not we do not continue the lesson) be fast! መጀመሪያኮ ነበር ሃንዳዉት የሰጠኃችሁ፡፡ (I gave you the handout at the very beginning). Be fast! ባዶ እጅን መምጣት ለዚህ ጊዜ መባከን ይዳርጋል፡፡ ትክክል ነኝ ዳዊት? (Coming class without having handout results with loss of time, am I right, Dawit?) ዳዊት ባዶ እጂን መምጣት ለዚህ ጊዜ መባከን ይዳርጋል፡፡ Right Dawit? (Dawit coming class without having handout results with loss of time.) Yeah
10. T: Yeah
11. SS: Long Murmuring (3 minutes)
12. T: Ok that is enough↑ that is enough↑ I tolerate you this much and you may not have time here after to stay in the class if you didn't bring your material. Any ways let us proceed in to the reading passage. Ok look at the passage and let us see some general questions that shape your mind to answer the comprehension questions what words come in your mind immediately, when you read this title? What words come in your mind immediately when you read this passage which says environmental challenge? Immediately what do you say? Would you tell me the words which appears in your mind? Ehh would you tell me words related to environmental, challenge in other words? Ehh leave the classroom!
13. S1: Natural disaster

14. T: Natural disaster (2x). When we talk about environmental challenge, ehh we may feel natural disaster! Very nice! ↑ Ehh Dawit, Hagos what do you think?
15. Hagos: Murmuring (°)
16. T: When we talk about environmental challenge ehh what do you think? Do you know the word natural disaster ehh?
17. S2: Overhaul
18. T: Overhaul (2x) that is very good! ↑ Ehh
19. S3: Air pollution
20. T: Ehh air pollution. Pollution very good! ↑
21. S4: Soil erosion very good! Very good! Ehh the same thing it was answered by him (the teacher pointing a student who answered the same answer before)
22. S5: Earth quick
23. T: What?
24. S5: Earth Quick↑
25. T: Earth Quick↑ very good!
26. S6: Harickhen
27. T: Haricken↑ (2x)
28. SS: Murmuring
29. T: Hayat what do you think? Ehh go on! A word related to environmental challenge. What is that? Ehh? You what is natural disaster is all about?
30. S7: Volcanic eruption
31. T: Volcanic Eruption. By the way it is simple. Don't make it complex okay.
32. S8: Overgrazing
33. T: Overgrazing. Environmental challenge. What else very good!
34. S9: Air pollution
35. T: Air pollution! Very good! (2x) ↑
36. S10: Soil erosion
37. T: By the way earth quick, volcanic eruption are they the consequences of environmental challenge? I don't think so ↓
38. SS: No
39. S11: Deforestation
40. T: Ehh? Deforestation very good! ↑
41. S12: There might be loss of the environment.
42. T: There might be loss of some environments. Flooding, drought, soil erosion, global warming is the ehh it is the existing weather that can be the result of environmental challenge. Environmental pollution it could be the manifestation so ehh under the passage entitled with environmental challenge you are going to be introduced ehh ehh a realities of the a river run through Australia the region of Australia. The passage is adopted from a newspaper it is ehh from page 14 it is an academic text. It is created for academic awareness of the society. So what is written there is real. So be conscious and to read and understand the passage you are going to be given from 10-12 minutes. So if you take this much of minutes of ten to twelve minutes and do activities together please. Read it together. Why you didn't bring the material? Is it visible or not? (the teacher asked students' who were reading the copied handout from their cell phone) Ok go on!
43. T: ለምንድን ነው ግን ያላመጣችሁት? (Why didn't you bring the handout?)
44. S14: ምኑን? (What is that?)
45. T: ለምንድን ነው ግን ማቴሪያሉን ያላመጣችሁት እ? (Why didn't you bring the material ehh?) Why didn't you bring the material? አያስፈልግም ነው እ? አያስፈልግም ነው እ? (Is it not necessary?) Ehh (Is it not necessary?) Ehh black-box ውስጥ አደረጋችሁት ነው እ? (Did you put it in the black box?)↑

46. S13: ኧረ ቲቸር እንደዛ አይደልም፡፡ (No teacher!) ኧረ አይደለም! (No!)↑(2x) (No, it is not like that!)↑
47. S14: የምን ብላክ ሊስት ነው? (What is that blacklist?). Is that about an Airplane?
48. T: It is okay for today!
49. SS: Murmuring and discussing for (6')
50. T: So, have you finished reading the passage? Ehh I am hopeful as you finish reading your passage and if you read it honestly and if anyone reads tell us the overall message of the passage. Any volunteer ehh what message you have got there entitled from the passage? Ehh haven't you got something from the passage? Would you tell me? Would you tell me one researcher from the passage? Ehh one researcher from the passage? Haven't you got any known researcher from the passage? Ehh all of you kept silent. Ehh instead of reading my own let me give you the chance for you. Who will read paragraph one? Paragraph one who will read paragraph one voluntarily? Any volunteer to read the passage? Especially paragraph one? ehh
51. S15: Yes
52. T: Yes okay! Read it very loudly! ↑
53. S15: Environmental Challenges: A River Ran through It: The Murray is the lifeblood of Australia's farming country, a legendary river that once thundered 1,500 miles from the Snowy Mountains to the Southern Ocean. Now, it's **choking** to death in the worst drought for a thousand years, sparking water rationing and suicides on devastated farms. But is this a localized national emergency, or a warning that the Earth is running out of water? …. Australian farmers pride themselves on their resilience. They take pleasure in living in a sun-burnt country of droughts and violent rain warming as hogwash. But with unprecedented water scarcity and the Murray, the country's greatest river system, on the verge of collapse, warning bells are ringing around the globe.
54. T: Very good another volunteers? Another volunteers to continue? Starting from paragraph two. Paragraph two says: Financially, the drought is affecting places as far away as the UK, pushing up the cost of bread in British supermarkets as wheat prices reach a 10- year high. Scientists are looking on nervously, wondering if what is happening in Sydney could be the future for other towns and cities around the world. _____ Professor Tim Flannery, an Australian environmental scientist and an international leader on climate change, has no doubts. "Australia is a **harbinger** of what is going to happen in other places in the world", he says. Have you got the word harbinger? From the context what does that mean? Professor Tim Flannery, an Australian environmental scientist and an international leader on climate change, has no doubts, it says. "Australia is a **harbinger** of what is going to happen in other places in the world" it says. One word written in bold is harbinger? What do you think the meaning of harbinger is? Ehh professor Tim Flannery say that ehh the…. When he said harbinger what does that mean? What do you think the answer is? How do you understand the word harbinger? Ehh?
55. S16: The person
56. T: Ehh the person
57. S16: The person who predicts what will happen in the future.
58. T: The person who predicts what will happen in the future. Very good! ↑ Ehh Harbinger is something that can tell us something that what will happen in the future. We said harbinger. When we continue; this can happen anywhere. China may be next, or parts of Western USA. There will be emerging water crises all over the world. In Kenya, the herdsmen of the Mandera region have been **dubbed** the climate canaries' – the people most likely to be wiped out first by global warming. In Australia, the earth's driest inhabited continent, it is the farmers who are on the frontline. Again under this paragraph he has the word dubbed. From the context what does that mean? ehh
59. SS: Murmuring

60. T: The sentence says ‘there will be emerging water crises all over the world. In Kenya, the herdsmen, you know herdsmen? Ehh herdsmen, what does that mean? What does that mean? You know herds’ men? Ehh a person who looks after castles, goats, sheep, etc. ehh don’t you know this anyways. The herdsmen of the Mandara region have been dubbed the climate canaries. What does that mean dubbed? Ehh they dubbed their localities there local areas as the canary dessert says the writer. So from the context what does that mean dubbed? They get a nick name from the localities they are living as climate canals. They are according to the weather for the wind the weather for the climate cannel. Anyways this extended dry spell began in 1998. Four years later came the once in- 100- years drought. Last year was declared a once-in-a-millennium event. Every city, except for Darwin, is facing water restrictions. Rivers are reduced to a **trickle** a child can jump across, here it says. As a result of the bad weather in Australian, rivers are changing into a trickle even a baby can jump over it you know trickle trickle? Emm what does that means from the context? You know Adaminaby? That is to mean that a very little amount of water Old Adaminaby, a town drowned by a reservoir 50 years ago, has resurfaced from its watery grave Distressed koalas have been drinking from swimming pools. The list goes on. _____ The extent of the crisis was illustrated in January, when the Prime Minister, John Howard, announced a £ 4.5bn package to take control of the Murray-Darling basin, the nation’s food bowl, accounting for 41% of Australia’s agriculture and £ 9bn worth of agricultural exports. The region covers an area the size of France and Spain combined, and is home to almost 3 million people. But its famous waterway, the River Murray, no longer holds sufficient water to flow out into the sea. Despite Howard’s massive rescue plan to **overhaul** the water system six months later the irrigation taps to the region’s farmers were turned off. _____ The extent of the crisis was illustrated in January, when the Prime Minister, John Howard, announced a £ 4.5bn package to take control of the Murray-Darling basin, the nation’s food bowl, accounting for 41% of Australia’s agriculture and £ 9bn worth of agricultural exports. The region covers an area the size of France and Spain combined, and is home to almost 3 million people. But its famous waterway, the River Murray, no longer holds sufficient water to flow out into the sea. Despite Howard’s massive rescue plan to **overhaul** the water system six months later the irrigation taps to the region’s farmers were turned off. _____In March 2006, Professor Flannery’s The Weather Makers was published in the UK, spelling out in the detail what awaits us unless we decarbonize our world by 2050. He has been described by Sir David Attenborough as ‘in the league of the all-time great explorers; and he was the 2007 Australian of the Year. Floods and violent storms have caused havoc along Australia’s Eastern seaboard, beaching one 40,000-tonner tanker like an aluminum dinghy. I put it to Flannery that the difficulty with global warming is that many areas are facing freak flooding. General modeling suggests that every degree Celsius of warming leads to a 1% increase in rainfall globally; he explains. But these downpours are not spread evenly, causing intense bursts and downpours of rain in some places and not in others. We are learning about this 1% effect as we go.’___ In his book, Flannery describes the dramatic **decline** in winter rainfall in Southwestern Australia since the sixties. The Commonwealth Scientific and Industrial Research Organization have forecast that on the east coast, rainfall could drop by 40% by 2070, along with a steep rise in temperature and an increased chance of bush fires. Last November, the UN Intergovernmental Panel on Climate Change Report added to the predicated misery, stating that ‘the annual flow in the Murray-Darling basin is likely to fall by 10-25% by 2050; resulting in a decline in production from agriculture and forestry._____ Five years ago, during the last major drought, I traveled through Western Queensland, across a fragile, red-baked landscape that was obviously not suited to the hooves of millions cattle and sheep. There are no Australian native animals with cleft hooves) and met farmers whose dreams were crumbling to dust. Back then, there was virtually no mention of global warming. The problem was attributed to the dry, cyclical conditions caused by El Nino, a powerful climatic event linked to the Pacific Ocean, which drives rain-bearing clouds

away from the continent._____ Fast-forward to July 2007 and few scientists doubt the 'big dry' is caused, in part, by climate change. Some refer to it as a climate shift; others, like Flannery are unequivocal that it is a **foretaste** of what's to come. You know it in other context? As the first developed nation to experience such a prolonged dry spell, it's no wonder that the rest of the world is looking on to see how Australia copes – and what lessons can be learned. _____ What is remarkable is the swing among ordinary Australians over the past 12 months. The release of the Stern Report by British Economist Sir Nicholas Stern and a rise in food prices have combined as a loud wake-up call. Now, as the stress of trying to squeeze every drop out of an over-stretched waterway threatens to tear communities apart, fierce public debate has forced the environment to the forefront of this year's general election. In order to avoid water shortages, two massive desalination plants will be built in Victoria and NSW, following the construction of Perth's successful desalination plant. The government also announces it would **ban** incandescent light bulbs, which contribute to greenhouse gases. _____ For Flannery, these are baby steps. 'We could be the Saudi Arabia of renewable energy. We've got solar potential; we've got a geo-thermal province in central Australia and the best potential for wind power off the east coast.' For Anne Jensen, an academic who's been studying the ecology of the lower Murray in South Australia for 25 years, it's a question of priority. 'Everyone is fighting to keep what they've got in a situation where people are going to need to give something up'; she says. 'While everyone is on rations, we have to make sure that the river is healthy enough to support us all.' This is passage adapted from the observer *Newspaper'. So have you got something new when I read?*

61. SS: Murmuring
62. T: Have you got something new by now when I read? Ehh have you got something new that can help you to answer the coming questions please? (2x)
63. SS: Murmuring
64. T: Silent↑what is the implication? Ehh what sort of new thing have you got? Anyways based on this passage the first exercises says read the first ehh 5 paragraphs to answer the questions please, but by memorizing what the first two paragraphs said already by now you are supposed to answer the questions given here for instance starting form one up to five. One which river is being described? Here in the passage? Ehh
65. SS: River Murray
66. T: River
67. SS: Murray
68. T: river Murray↑ Very good! When is the river found?
69. SS: ? = The river is found in =
70. T: the river is found in Australia. In the region of (2x)
71. SS: ? Murray =
72. T: Murray itself yeah. What is happening on the river by the way? Ehh what is happening to the river? (2x) what is happening? Ehh
73. S17: Trickle
74. T: What?
75. S17: Trickle?
76. T: What does it mean trickle? ↑ Would you elaborate it? What happened to the river, please?
77. SS: ???
78. T: Ehh there is a serious drought occurred there in Australia region. You understand me? As a result of the drought, the volume of the the river is decreasing from time to time. Even the volume of the water the water is reduced to a trickle it say when the writer describes the seriousness of the drought occurred there. You understand it? You understand? It is very serious. So ehh drought serous drought is

79. SS: Murmuring ???
80. T: Do the farmers agree with concept of climate change? According to the content of the passage? Do the farmers agree with concept of climate change?
81. SS: ???
82. T: In Australia. What do you think according to the passage? Ehh?
83. S18: They don't agree.
84. T: They don't agree. If I say they agree, what would be the reason? They don't agree↑ehh
85. SS: Murmuring ???
86. T: One point take one point from Murray↑ yeah if they agreed at the concept of climate change, on the river Murray, they may take immediate correction measures by the way in collaboration with their government. Ehh what are the countries that are affected by those problems which are affecting Australia? What are the countries that are affected by those problems, which are affecting Australia according to the passage? Some countries are listed there ehh?
87. S2: UK
88. T: Very good! ↑ Eh
89. S10: British and UK
90. T: British and UK (The teacher laughed ironically) as they are one point take one point
91. S2: They are same
92. T: Ehh?
93. S2: Same↑
94. T: Same↑ Very good! (Laughed the teacher)
95. S: 10: China
96. T: China is expected as one. You understand it? Another
97. S12: Kenya
98. T: Kenya!↑ Who is Tim Flannery? Ehh Professor Tim Flannery? Who is Professor Tim Flannery?
99. SS: Murmuring ???
100. T: He is
101. SS: an international
102. T: He is an international leader for what?
103. SS: climate change.
104. T: Climate change and because of this what role he has contributed for the problem occurred there in Australia?
105. SS: Murmuring ????
106. T: What was his contribution?
107. SS: Long Murmuring ???
108. T: ehh ehh
109. S:???
110. SS: Murmuring
111. T: Okay. Ehh exercise two based on the passage try to understand the following questions here it says. What has happened to the Murray River? It is drying up because of draught. B. It is flowing to the Southern Ocean. C. It has been used for a wider area of farming D. It is helping most of the farmers in Australia. Here it says which one is the answer? According to the instruction which one is the answer? The question says what has happened to the Murray River, it says. What has happened?
112. SS: A. It is drying up because of draught.
113. T: A! It is drying up because of draught. Very good! But what about B, C and D?
114. SS: murmuring???

115. T: the answer is A. B for instance says it is flowing to the Southern Ocean, here it says regarding Murray River it is true but ehh according to the intention of the question it couldn't be an answer. The other one is C, it has been used for a wider area of farming it is true but according to the Tim of the question. The same way it couldn't be the answer, and it couldn't be the answer. Question number two according to According to the passage, Scientists worried about. A. Problems like the ones in Australia are happening in other areas of the world B. The drought that affects only Australia. C. There would be emerging water crises all over the world. D. A and C are possible answers. Which one is the best? Ehh
116. S16: D
117. T: Never ever; how it could be D?
118. SS: A and C =
119. T: A and C. Problems like in Australia are happening in other areas of the world. It is true and C there would be emerging water crises in the world as a result of water crises here it says. Number three: What does Tim Flannery believe is going to happen in the future? A. He believes that there will be similar problems all over the world. B. He hesitates that there will be climate change. C. He believes that Australia's current climate change doesn't indicate anything about other countries in the world. D. He believes that there will be climate change only in China and western USA next to Australia, here it says. Which one is the best answer?
120. SS: C
121. T: Which one is the best answer?
122. SS: C
123. T: The best answer?
124. SS: A
125. T: Never
126. SS: C
127. T: Only is that? Only in these two countries?
128. SS: Yeah???
129. T: He believes that Australia is currently affected by climatic change and doesn't indicate is that?
130. SS: ???
131. T: It can't be taken as a harbinger hear it says in the passage, and it doesn't indicate any other countries in the world or forecast about something that will happen in the future. It includes the other parts of the area. And the answer is A. He believed that there will be similar problems all over the world. The same problem may happen in other areas. Four. According to the passage, what is every city facing in Australia? A. Bread shortages, is that?
132. SS: murmuring Yeah
133. T: Never B. Water shortages C. Fuel shortage; which one is the problem D. Farming land shortages. Which one is the problem in each and every city faces in Australia
134. SS: C =
135. T: in which and every effect it is affected in Australia
136. S18: C
137. T: Not C. be sure but something is written at the end of the last paragraph. The second from the last paragraph.
138. SS:???
139. T: ehh? You can see it. And five based on the passage, what has happened to Old Adaminaby. A. It has reappeared after being abandoned B. It has been flooded by the water of a reservoir years ago. C. It has got much more water than some other cities. D. A and B, which one is best?
140. S19: letter D.
141. T: Letter D (2x) A could be possible answer B could be a possible answer. The last exercise it is all about vocabulary. You are expected to insert the words given for you on the blank spaces

given starting from and you have to see the word given for you for the blank space and if the word is going to associate the meaning then you have to answer it and it could be an answer. So scan the passage carefully and then use the words hereunder to complete the following sentences. The words are: cyclical, fragile, havoc, devastated, unequivocal, prolonged, skeptical, verge, unprecedented, legendary, overhaul and resilience. So you are expected to insert on the blank spaces. So which word is going to be the answer for the first blank space? The ancient vase was very __and we were afraid that it would break, here it says and which one is the best answer for this? Which word is best complifies this sentence?

142. SS: Murmuring???
143. T: Ehh?
144. S21: Devastated
145. T: Devastated. Is that? Have you seen the sentence written after the blank space the clause look? The ancient vase was very _____and we were afraid that it would break, here it says↑ ehh. If you want to extract some clues for the best word, what you are expected to do here is analysing the meaning of the second clause. There is something breakable something breakable. Or something that can be easily depart or broken in to two independent parts is said to be fragile. You understood it? Ehh something that can be crashed easily something that can be broken easily is said to be fragile. The word fragile??? The ancient vase was very fragile and we were afraid that it would break. Two: The small town was _____by the violent storm and took years to recover, here it says and took years to recover. Look think over it. Ehh after the blank space, as a clue, you can analyse, the word which says violent storm violent storm, and there is violent storm. and as a result of the existence of this violent storm as a result of the existence of this violent storm, something is expected to be recovered by taking much more time here it says. Considering this, which one is best answer for this? That is the intention of the question. The word devastated I think is best you understood it? Devastated. The small town was devastated by the violent storm. Devastated which means distracted by storm. Destroyed and look the period of time to recovery ehh. Number three the floods caused _____ in the region and thousands of houses were destroyed. Here it says again which word is best for this blank space? Ehh?

Teacher D

Transcription 8: Class 2: Date of Observation: Dec. 6/2017; Time 2:30-3:30 am

1. T: Ok Good afternoon!
2. SS: Good afternoon teacher
3. T: Ok today we are going to see about the general speaking skills sessions, and if you remember I gave you a free topic to present here in the class. Yes? Yeah so let us proceed now directly to the presentation. I think it is better to begin by volunteers. Any volunteer to be the icebreaker. What are we are going to see is about your free topic that you are asked to bring with. So don't afraid, be free and please present your topic right now. Ok
4. S: My presentation is about global warming. There are several problems of global warming, and among this, it is affected by so many problems. Among these global warming is the most series one and this is a most series and it is difficult ehh ehh it causes by a global warming caused by greenhouse effects that greenhouse effects are carob dioxide, methane such gree house were release to the atmospheres and cover the earth's atmosphere and accumulate that ehh since ehh radiation and convert to heat this cause the earth to warmer and warmer. Ehh now we concern to look at we have to concern the solutions how decrease these effects that we

have to to for decreasing these effect we have to decrease the release of carbon di oxide to the atmosphere ehh we have to decrease the atmosphere and the actually to decrease we have to planting trees. e\we have to we have to create aware to the citizen who have ehh afforest trees and so on. Now they are the other is we have to take this action the earth will be heat in itself. So we have to do the action in itself now. And to continue the existence of life we have to create a comfortable world ehh for better life ehh better environment. Thank you for your attention.

5. SS: Clapping for the presenter
6. T: Ok a good presentation. Good eye contact except that you depend on reading to some extent so you better to look at a glance sometimes rather than focusing on the paper that you are going to read merely. Otherwise, it is not good. Ehh. Thank you so much and who is next? Any volunteer?
7. SS: Murmuring
8. T: Ehh?
9. S: Ok good afternoon everyone?
10. SS: Good afternoon
11. S: Could you give me your attention please? The topic that we discus today is that global warming and its effect. As you know global warming is increasing from the past up to now. Ehh and also it needs a long-term planning. That is why many leaders of the world have been meeting to solve such kind of problems. Ehh and also this global warming has a social economical and a political as well health problems. When we say economical for instance if you take the plants that is growing in the surrounding if the global warming is increasing plants do not survive in the surrounding and also decreasing so plants and also plants could not give their food source. So many effects in many societies for example ehh humans displace form one part of the country to another. Ehh there could be one a collection of people in one surrounding and sparsely displaced and the other one. When we say in health for example it may cause cancer. When the temperature increase disease may occur in the surrounding. And also it has a political effects. Social political and other effects. Thank you
12. SS: Clapping for the presenter
13. T: Thank so much Next next. So what is better to present one topic is having good eye contact, good flow of speech and I think you didn't {don't have to} look at your eyes towards your students. So you have to avoid just looking only the floor because one of the basic skills of any public or any oral presentation is having good eye contact. Ok next
14. S: Good afternoon my respectful teacher and also my presentation is about global warming and global warming is continuously increasing its effect. [laugh]
15. SS: Laugh
16. S: You should all over the world actually global warming are increasing all over the world and the earth. Or some negative wrong activity and which have the earth which is daily activities only rise temperature takes place when the when the greenhouse gas. So the global warming is victim the life of the earth. In the future it will be solved by the global effort of the people that they are to {-} going to do on it. Thank you so much this is all about my presentation.
17. SS: [Clapping their hands] long murmuring
18. T: Please silent. Why you shouldn't kept {keep} quite please! Are you with me? Now, may I get your attention please? Ok next
19. S: Good afternoon everyone.
20. S: To day I am gonna be tell you about global warming and its effect. First global warming is the gradual heating of earth's surface ocean and atmosphere. The main cause of global warming is greenhouse gas. When we say global house gas when people release too much gas to the surface of the earth in to the atmosphere. Mostly greenhouse effect to the atmosphere is

that is caused by the instruction caused by the earth's atmosphere and coming radiation from the atmosphere ehh in other ways global warming increases earth's upper surfaces temperature due to greenhouse effects of temperature carbon dioxide burn fossil fuels that cased greenhouse gases that collect heat from carbon dioxide that collect heat ehh there are many kinds of gasses that caused gases. The common one is carbon dioxide. The common one is global warming the rise of ehh se level increasing the melts of ice land change in amounts an patterns of perceptions so we have to do something about it. Thank you for your listening.

21. SS: Clapping their hands
22. T: Once aging it is a kind of spoken class so please avoids freighting about it. Ok you [a teacher pointing his finger toward one student]
23. S: Good afternoon everyone. First, I would like to say thank you my teacher for giving me this chance. And I would like to say the topic of global warming. Global warming is the concentration of greenhouse gases in the earth's atmosphere. The earth's atmosphere is mainly increasing because of the primary cause of global warming such as greenhouse gasses, in the greenhouse ehh so the global warming is a bite the existence of life on human on the future and it cannot be solved only on one a country and it will be solved by the global effort of every country. And it is urgent to maintain the human life on earth.
24. SS: Clapping
25. T: Oh great but don't afraid and you have to speak spontaneously unless it will not be good, ok next any volunteer [the teacher nominates/ points his finger toward one student]
26. S: Good morning, everyone and I would like to say something about global warming, which is the most prominent environmental issue. Day by day there are a great environmental change on the earth's atmosphere on one gradually. However the process has become fast in last a few year which climate change is the indication for us, indicating the bad effect of global warming. Global warming has changed the natural process rain fall, patterns length of season rise of sea level ecology, balance and many more. This is about demand and affecting our life. So exchange it need to be solved on the urgent base of all of us. Thank you
27. SS: Clapping their hands
28. T: Ok it is very short presentation because of your nervousness. So avoid it. Unless for the future if you continue in such a way you see I doubt your presentation skills will be under question mark. ehh
29. S: Good afternoon everyone!
30. SS: Good afternoon everyone. Today we are going to see a very significant is ehh about the issue of environment. And I think we all know now a days that we are seeing the effects of climate change. It is a series issue increasing continuously and I believe that it is difficult for the next generation to future generations to overcome the challenges of this sires issue. Change of environment so to challenge the catastrophical change of environment ehh. I don't you that most of you know that most of the environment is the regular increasing of atmospheric temperature of the earth and earlier the rising of the temperature was slowly, but now there is increasing or going at a disaster rate or way or it is incasing rapidly. And the main cause of this global warming is heating of the earth activities or facilities like burning of foil fuels and usages of petroleum and deforestations. And such things and natural disasters that are caused by ehh this we are ehh this days such as cyclones, tsunamis, ehh earth quakes, tenders storms ehh and huge climatic environmental changes and the adverse effect of this global warming and also on the top of all this all round the world birds are migrating in to some more frequently sea levels. Rising and glascious most importantly human beings are how it is deteriorating so I think we should take this issue very seriously and we can reduce the effect of the environment and we should cultivate by a very simple life to protect the nature so nature of cyco-system will be good. Like we should lessen the usages of our personal behaviour or the emission of

carbon dioxide gas to keep the environment. Ehh we should have habit of re-plantation, and we should promote the issue of replanting and we should protect everything so thank you. And generally saving the environment means saving the generation so thank you

31. T: Really nice presentation! I like it so much! It can be taken as a role model presentation for the others!
32. S: Thank you. Ehh now days everyone knows what in our world global warming is ehh. Everyone knows what global warming is the effects of global warming and everyone knows how to avoid how to decrease the increasing of global warring so how to reduce it so telling you some facts of the *decrisement* of that inspire you to work on the *decreasement* of global warming. This is not all about in our country it is all about in our world. Simply and we can believe that the scientific idea that is all about global warming 82% of them are global warming is caused by human activities and causes and ice melting and glacious melting and starting from 1979 every decades 3.5- 4.5 ices are melting every decades and sea-breathes are increasing ehh time to time in the last century. There is a sea level increase by 19cm and the other one is climate change will displace and the other one is climate change will displace two hundred fifty hundred people from their mother lands. So this is a big ehh alarming things and we consume many things from our natural resources by this ehh by this disastrous and the ocean is more acid than before capitalization or industrialization and now it becomes 26% more acidic than ehh the previous one. And it will flood flooding could triple by 2030 and now 21 million people are affect by flooding now to the future by 2030 ehh 54milion people can be could be affected by this things and our earth could warm by 6 degree in the future in this century. Because it is the main cause and alarming things for our earths and so everyone think about this things. So everyone could happen if this happens to us ehh to everybody of us. So we have to clear our world for children because ehh of those people who are displaced from their mother land, who are affected by flood who are affected by natural disastrous that are came by this global warning. We could we can be one of them all our children all our grandchild grand grand grand grand children to give a better world for them we have to try our best. Thank you!
33. T: Thank you so much! What is your name?
34. S: Eliyas
35. T: Ok Great next ehh [teacher pointing his finger to the students who raised her hand]
36. S: Thank you so much! Today I am go to deliver my speech about global warming and as you all know global warming, is the major threat next to terrorism so when we say it but it doesn't get the need to emphasis for this problem though we are still gathering melting of other irrelevant materials and melting of ices that is it. And western countries are making carbon to the environment and we may say that they are the responsible one, but we don't have to get that global warming affects all parts of the world. And all of the country to reduce its effect also have a contribution of its effect on the global warming our daily activities so we have to learn how to reduce the amount of affection by reducing deforestation. So we must work hard to reduce it. So we have to think about the future generation before take action so and finally we must all know that the slow of global warming thanks!

Teacher D: (This classroom observation was interrupted (the teacher had urgent DC meeting) in the middle of the teaching learning process (observation) and continued to compensate the second round visit.

37. T: Yeah as you have done the homework don't forget areas that should be paid attention
38. S: Forest: My topic is

39. T: No as you are not talking to you try to make your voice audible, right? Your sound must be audible much have you paid try to make your voice audible for all of the students right? All to all of your classmates. So try to make your voice loud. Feel free, relax and present. Ok
40. S: continue
41. T: Yeah
42. S: My topic is forest forest good morning
43. SS: Good morning
44. S: My topic is forest. Forest is very important for living things. No forest no life. Why? Because of the rain is depended on the forest. That means no forest no rain. Forest is the stable for one country. It is used tourism, capitalism for individual provide for getting income also. Forest is many used ways. Forest for example forest is for wild animals on many ways: for everything for houses and son on. Forest is important for agriculture, climate conditional and keeping so on. Forest is have many important so we cut one keeping and keeping and with this one we cut tree by planning to tree and because depend on human life is depend on the forest.
45. T: All right! Ok your eye should stair at students. Ok another volunteer to present
46. S: Good morning student
47. SS: Good morning
48. S: My name is Eliyas Golo. I came from Gambela. Now my topic is work. Let try on work. Work is very important. Work is very only. Work it is important to be respected; because if there is no from the work. All human being can get from money from the work. All kind of work there is for example from such kind of work there is some examples of the work tissue, short paper, hotel, restaurants and so on all these kind of work there is there must be respect. There must be respect. Wood collector no fire wood collector if it is collect it we can sell it an d and it can be cooking for the food. If we sell it we can get the money. Now if you collect to get the money it is for the work now if we sell it is stay the other work it is stay for the money until we do hard worker it is rich. Think in your mind. No one can do to be rich without work. For these are the works. Work respected it. These are discrimination. This is my presentation
49. T: Emm እሺ (okay); another
50. S: Good morning teacher and good morning students
51. SS: Good morning
52. S: Good morning teacher and good morning students
53. SS: Good morning
54. S: First of all, I introduce myself. My name is Ashi Miftah. I came from Emdibir. Today topic presentation is Guraghe and people culture. Gurage is found in south nations and nationalities of peoples of Ethiopia. The capital city of Gurage is Wolkite. Wolkite is far from Addis Ababa, 160 km the title of Wolkite is given by the famous leader of Jimma named Aba Jifar. The raw meaning of Wolkite is the center. The eating style of Guraghe is the famous food in Guraghe is 'Kitfo' by Kocho. Kocho is prepared by inset. Kitfo is prepared by cabbage it is in Gurage the celebration of Guraghe was Arefa and Meskel. Meskel is registered by Unisco at the present time. The features of Guraghe is the people of Guraghe is Guraghe is in people was known by hard working and accepting gust and respect of people. Thank you teacher and thank you students
55. T: Ok well would you tell us about what makes you know Gurage culture different from other culture people of ehh SNNP would you tell us just some deference that makes you know Gurahge culture different from the rest?
56. S: Meskel is the Guraghe culture truly registered by UNESCO at the present time.
57. T: Ok thank you thank you yeah another presenter raise your hands
58. SS: Teacher teacher, teacher [students raised their hands by saying teacher, teacher in chunks]
59. T:Yeah alright

60. S: Good morning
61. SS: Good morning
62. S: First of let me introduce myself. My name is Minota. I came from Emdibir. As this opportunity Emdibir is came from Guragegna Gurage words that is Emdibir means forest in Guragegna. Emdibir means forests. In that in Emdibir different kind of forests that requires from Emdibir. Then to day topic present lesson is about culture of Gurage. There are many culture of Gurage. They are described by the people of Gurage. The festival of Meskel is it young man it young man people are before two months to prepare wood to prepare wood, buying of coats and buying of clothes then the role of women is more difficult than men. The role of women is more difficult than men. Female is it prepare from Kocho. Kocho is come from in process of inset. After three month of inset process is Kocho. Then it prepares from butter. And cleaning the house cleaning the environment and at that time different kind of people are going then living and eating together. At the last of the month and in that last day is majora. Majora meaning that all peoples going in their work place then another is Yejoka. Yejoka is a traditional court of system. It is older peoples give their decisions. Any government influence older peoples government is older peoples their decisions looking. This example Abebe is destroying Tamiru's eyes then yejoka people are Abebe is pay thirty thousand birr to Tamiru. This is Yejoka system of decision without the Government influence. The yejoka come from Guragegna words yejoka means in Guragegna in that place dense forests the one hand is touch to the land then up on in Guragegna yejoka come from yejoka. Then different kind of peoples live to collect in that place yejoka. Thank you teacher!
63. T: Ok good ehh may be as usual if you have you know questions for him. You welcome otherwise, we give turn to the next person.
64. SS: Murmuring
65. Minota: You can ask
66. T: No question? Ok sit down sit down
67. S: Good morning class
68. SS: Good morning
69. S: My name is Meheretu (2x). My topic presentation is computer. So what is computer? Computer is an electronic devise which is used to store data or information system. Well computer what is computer use? Computer uses program machine then information gather or information search another character of computer what is character of computer? Character of computer is the speed accuracy automatic and storage. So another classification of computer (2x). is allowable computer, digital computer an hybrid computer. Based on purpose and based on size. Based on size is microcomputer, minicomputer, person computer and super computer. Another soft aware and hard ware. Well software is ram and row. Ram is access memory. Raw is only memory. Hard ware is hard ware and software. Hard ware is devise output computer. Physical computer. So we are finished computer questions suggestion welcome!
70. SS: Murmuring
71. T: Yeah anything to raise? Yeah from the audience the schedule is questions and answering. So if you have question you welcome. Well no question of sit down sit down. And the next person come and present.
72. SS: Teacher teacher please hear teacher [students raised their hands and the teacher was searching to nominate the next presenter]
73. T: One two three (the teacher gave number to presenters one after the other by number)
74. S: First of all thank you teacher and students! My name is Zeyneb Abdela. I came from Addis Ababa. I learn Falcon Academy primary and preparatory school. I will present to you natural resource. Ehh what is first of all you think ehh natural resources and natural resources are resources that are all without human action man kinds that includes characterized in Naturally which means magnetic, gravitation and electric properties. Some natural resources are resources that found in everywhere

like sunlight and water. These are is called a biotic resources. Ehh some resources are characterized in many parts: Biotic, a biotic and potential resources, actual resources and *receival* resources. Biotic resources are resources that obtained from that biosphere ehh all living organism materials such as forest and animals a biotic resource are resources of biotic resource. This means ehh non-living organisms that means land ehh air sunlight gold and iron are. potential resources are resources that can be found in register or not future it may be in the future time like petroleum used the future time the third one is actual resources actual resources are resources that have been surviving quality and quantity. This means it uses in the present time. Ehh the next one is man resources can be in to two. The first one is reliable and non-reliable. Reliable means that replaces or recovers by other time. This means sunlight air and water. The other one is non-renewable. Nonrenewable means the reverse of renewable resources. These resources are like fossil fuel are two formal these are best of the examples of non-renewable resources. If you have nay questions ask me otherwise I will sit.

75. T: Any questions
76. S: Actual resources
77. Zeneb: ehh?
78. S: Actual Resource
79. Zeneb: Actual resource that is like food ehh wood processing this resource that wood is natural resource this resource is used prepared or used in the present time. Other question?
80. T: Any other? Yeah thank you can take your sit
81. Zeyneb: Thank you!
82. T: Ok yeah let us give chance for back benchers yeah this guy you two first make it yeah
83. S: Ok first of all I would like to introduce my selves. I am Aschalew Bekele. I am first year accounting and Finance students. So I would like to present about the former prime minster of Ethiopia. We call it Melles Zenawi. So please listen me carefully you may get from me additional information. So I first from his birth until death roughly. Mesle Zenawi was born on 1947 northern part of our country or in Tigray region. From his father Zenawi Asers and his mother Alemnesh Gebeyehu. So his first name is was Melse Zenawi his first name is not Meles. His first name is legese zenawi. So he adapted or inherited Melse from one of students who learn who was learn Hialeselasie I first university who is called now Addis Ababa university. His name is Meles Takele. So due to Meles Takle executed by Derg party Meles was adapt the name Meles from that of Melese Takle. So Meles his first he was learnt attend his first primary school in Queen of Sheba in Tigray region in Adwa so after he complete he completed just within five years from grade one up to grade 8 he was you know active in his education so after he complete fisrt circle education he had got education and the award of scholars to winget high school in Addis Ababa. So, after he complete high school he joined Haileselasie I University which we now call it Addis Ababa University. So, he studied about Medicine. His first ambition was not about political issue. His first ambition was about that of health. He wants to support though his health so after he completed before he completes you know about medicine he joined about political issues. He joined in 1975. He joined you know tigray people liberation front in northern part of our country. Then struggle within the DERG party and through struggle he complied with in those party tigray people liberation front and other parties that exist in our country they compile together in order to over throw the DERG party in 1991 they are over thrown those party as…

Teacher E

Transcription 9: Class 1: Date of Observation Dec. 25/2017; Time 3:00 pm

1. Teacher: It is about greeting because I am going to revise it because you have learnt about it. Okay so let me say about it. And you are going to say about it greeting or dialogue?
2. S: Dialogue is the conversation, which is come between two *person*.
3. T: ehh
4. S: And for example, I am getting to talk with you like this so this is a form of dialogue between two persons.
5. T: Ok and how many kinds of dialogues are there?
6. S: I am not sure.
7. T: Ok you know there are different kinds of dialogue we can make conversation, I say. What are the two ways? Can you say about this two ways? The two ways of dialogues.
8. S: Murmuring
9. T: Ehh
10. S: formal
11. T: Formal and
12. S: Informal
13. T: Here they are formal and informal. What is the difference? What is the difference between formal and informal way of making conversation? ehh
14. S: Formal for
15. T: Ehh
16. S: Formalu for ለተከበሩ ሰዎች ምናምን (the formal one is for respected people blah blah…)
17. T: Make it in English ehh unless it is shame
18. S: Laugh
19. T: Ok what are or do you know about this dialogue or what makes this conversation different from the informal one how we can differentiate from the informal one for example if two, three five conversations are there and you might be asked whether it is formal and informal and how can you differentiate the formal from the informal one. Okay
20. S: Formalu more polite new
21. T: Make it in English
22. S: More polite expression new demo informalu ehh little polite expression added on the new
23. T: Okay so what are the expression you use for in the formal one?
24. S: formal one hi hello *nèw* we will use.
25. T: Okay
26. S: *ኦዛኛው ላይ ደግሞ (On the other part also…)*
27. T: Okay
28. *S: አበበ ምናምን ብለን እንጠቀማለን ማለት ነው።። (We use Abebe blah blah …)*
29. T: Okay what about you? Can you say about the formal and the informal one? *(The teacher pointing his finger to one of the students)*What if you are asked to prepare a dialogue formally and informally? How you can prepare them formally and informally? What are the title names you may use to make formal one? What about the informal way of greeting? Can you say something about this?
30. S: Formalu more formal dialogue *(ሲሆን)* informal is those used with a longtime friend
31. T: Okay dialogue is just as we saw in our previous sessions just dialogue is a conversation may be between two people or among many people yes so it is a conversation and the greeting you

made may be formal or informal one. If it is formal just there is polite way of saying something if it is on the exam just you are asked to identify them the title s names they used and the person who is speaking to somebody. If it is formal there are title le names and there are more polite Mr. Mrs. Doctor, you can say there are many more there are titles like sir, dear there are title names we use in the formal one. Sebli say dear than s ay something Mr. Mrs a sign of formal greetings these are the formal ones. Formal so would appear and try to study them and try to identify them in the formal and informal one. And the informal one is just we can say this one is more of impolite and impolite way of saying or greeting people and impolite way of greeting people greeting. And you can say hi for your friends and can you say Hi for the president of the university? Or can you say Hi for the head of the department? You can't say. Because they are not your intimate friends. So if they are not your classmates friends and they might be strangers to use. So are going to speak them politely. You are going to use the formal one the more formal one, but for your friends for your classmates, when you talk with your brothers, sisters may be for the people who are intimate who are very familiar to you may use the informal one. So you will be asked. I am sure! What is the difference between introducing others and self-introduction? What is the difference? Ehh Can you say something about the difference between introducing others and self-introduction? What is the difference? Ehh?

32. SS: Murmuring
33. T: What about you can you say something about the difference between introducing others and self-introduction? Ehh?
34. S: Silent
35. T: Okay who can say something the difference between introducing others and self-introduction? Who can say? Okay say something about the two.
36. S: Introducing others is and are {means} how to introduce others.
37. T: Ehh
38. S: For example, ehh when other people introduce others and self-introduction is introducing their own
39. T: You introduce yourself ehh?
40. S: Yeah
41. T: {Do you have …?} Have you any different idea from what she said
42. S: No
43. T: Yes
44. S: No
45. T: Can you repeat what she said? What is the difference between introducing others and self-introduction?
46. S: [inaudible]
47. T: At least how many people are three in how to introduce other persons?
48. S2: Three persons
49. T: Yes [turning his face towards him]
50. S2: three persons
51. T: Three persons: What about in the self-introduction?
52. S2: Two person only introduce and one has to introduce himself to his interlocutor.
53. T: In self-introduction, at least how many people are there?
54. S2: two
55. T: two because you are speaking to
56. S2: somebody
57. T: Somebody else. So here may be next week I don't know it is gonna be not this week because we don't have class this week but next week you may take quiz out of here. You are considering something as simple like your previous tests because that is why you are missing majority of the answers from that test. Ehh? Just the questions here pay attention towards what you are learning

here! And try to read the materials you have. And read everything even if they are simple. Ehh? So greeting will come in your quiz. The dialogue that one of the given dialogues is formal and even why you may be asked the reason why you said this thing is the way it is what you say for it. Why it is formal? Why it is informal? It is formal because a person who is speaking to the person is politely because and in his use of expressions or title names or like Mr. Sir, Doctor, Professor or any other polite expressing terms. And this is informal because the person who is speaking to the person may be impolitely and may be the person is using expressions just we use ehh in in the informal conversation. So you are going to write your reasons the reasons why you said formal and informal if it is formal. And two people may appear on the dialogue and the person may introduce himself for the person who talks with himself to somebody else. And in other dialogue there might be three or five people who are introducing themselves one another. So I may ask you which one of the following is introducing other. And which one is self-introduction? So you are going to identify them. These are something simple. I told you that today test is simpler than easier than ehh the dialogue so this also gonna be easier than today's test I think if you acre. So it is something simple. So this much is enough but it will appear for the quiz. I am telling you but I am telling you you see. So it is gonna be test if you are informed so be careful and read the materials that I gave you and identify which dialogue is informal and formal. And identify self-introduction form introducing others. If you have questions, you can ask me. Ehh no question okay.

Teacher E

Transcription 10: Class 2: Date of observation: Dec. 26/2017; Time 1:30 pm

1. T: Today what we are going to see is if you remember in the previous time, what we have begun about passive voices. We have discussed if you remember about this point something. We said that passive voices ok yes. For example, from the previous time what we have seen is passive ehh this one already let see now what we have seen in the previous time. This one we have I think we have done it in the class I do it yes who can tell us now the exact form of ehh (inaudible)
2. S: This was something
3. T: Yes come on please!
4. S: was something done
5. T: was something done? Is it right? (2x)
6. SS: Yes No
7. T: Right or not?
8. S: Right
9. T: So that before we are going to change this one into passive, what we said? Do you remember what we said?
10. SS: (In chunks) we said we have to change in to statements
11. T: ehh? Ehh?
12. S: We have to change into statements
13. T: Yeah! First of all we have to follow some steps. How many steps are there? Please don't forget when we change. First of all, we have to change into what?
14. SS: Statements
15. T: Statements. Therefore, change it now. Yes how we can change it? When we change this one into statement it is better to say ehh?
16. SS: [In Chunks] I did it.
17. T: I did it. Second step. What is the second step?
18. SS: [in chorus] Change into passive
19. T: Interesting! Therefore, ehh what is the second step? Interesting! Ehh? Change this one.
20. SS: [speaking in chorus] something was done.

21. T: Something was done. Interesting! What about the last step?
22. SS: Chorus together
23. T: Yes, the last step
24. SS: Murmuring and speaking together
25. T: ehh? Ehh? Sorry?
26. SS: Changing into question form
27. T: Changing into question form. Therefore, come on please. Thus, when we change this one into question form so that it is better to say:
28. SS: Was something done?
29. T: Was something done? Interesting! Then what we now just we are going to see is Wh questions (2x). Just still now, what we have seen is in question form *ingenerally* we have seen again also which is this one [(come on please) when a late comer student enters into class)]. Therefore, it says: where did she play the football? Yes you can change it now. Do you think you have any information about this? How you can change it? Is it yes is it possible to change this one into passive or not? First of all yes
30. S: Yes possible
31. T: Yes? Is it possible or not? Possible or not? What do say that?
32. S: Possible
33. T: For of all this one. Is it possible or not? Yes what do you think that? Yes, who can try? Who can try it? Who can try? Yeap! Who can try it? This semester what we have seen here if you remember we said that when we use Wh questions, always they come first. Then the rest one is based on this step we have to change into? Into?
34. SS: Passive form
35. T: Passive form. Therefore, for example, let us see together. According to this step then you have change this one into
36. SS: Murmuring
37. T: Yes, you have to change into statement. That is why when we change into statement what we can get it? Yes, what we can get it?
38. SS: She played
39. T: She played
40. SS: played the football
41. T: she played the football. Interesting! And then this semester gain also the second step it is better to say ehh we have to change into
42. SS: Passive
43. T: Passive. This is why I change the one to passive ehh?
44. SS: The football
45. T: The football ehh?
46. SS: was played
47. T: was played. And then lastly, the last one? (2x) ehh?
48. SS: Murmuring
49. T: Just putting into the question form. Hence when I change this one into question the semester again we have to take this one into then and we have to change into question. This is why ehh
50. SS: Were was
51. T: Were was
52. SS: the football played.
53. T: the football played. Very interesting and then that is why let me I gave you some questions and then in a class you will do it. This one try to do it. Interesting and then now try to change this one into passive. Yes, the first one says: What do people say about it?, what have they done it?, where

she has written the fictions? So independently, all of you try to do this one independently. Independently!

54. S: Sir
55. T: Finished? Who finished? (2x). I want to check now. You have to do it.
56. SS: Murmuring
57. T: While you do, you have to follow that steps and show in a clear way.
58. SS: Four late comer students knocked the door to enter into the classroom.
59. T: Yes, a bit late yes ok come in but there is no chair it is better to bring it. Try to take it from other section. Have you finished?
60. S: Yes
61. T: Well! (And then he went there to check it). Is that number 2. Number 2 number 3 yet look at again ok. If you follow that step just you can get it. Unless otherwise, this you know there is something wrong. So you have to make it correct.
62. S: Murmured
63. T: Ehh?
64. S (another): Teacher
65. T: Ehh ok number three. Fiction or fictions?
66. S: Fictions
67. T: That one actually you forgot, I thing in that way it is ok, good! Ok. Number 2 (2x). What do people say about it? Ok. What do people say about it? Ehh present or past?
68. S: Murmuring
69. T: What do people say about it? Is it present tense or past tense?
70. S: Present tense.
71. T: But while you did a bit mistake. That one it is good. Ok another? Another ok.
72. S: here sir
73. T: Then … yes ok that one I don't think that I don't think that just you have to follow the step that we have mentioned. Unless otherwise just if you simply put you cannot get the exact answer ok. But you have to strictly look at the step. Ok.
74. S: Teacher
75. T: Ok. Number one do you think that there is something missed? What is that?(2x). Just think over it, and then look at something missed. What is missed?
76. S: Teacher
77. T: Ok. Ok. What are they doing it? When you change, do you thing that this is correct?
78. S: yes
79. T: Yes, you think correct. Just look at the same is true number one think it. Look at just simply ok.
80. S: teacher
81. T: Ok. Something being or be
82. S: Be
83. T: Ehh
84. S: Be
85. T: Never. Have you seen?
86. S: Yes
87. T: Ok. If you have enough confidence!
88. T: Yeah
89. T: Ok. Unless otherwise add your confidence to that ok?
90. S: Ok.
91. T: Yeah it is perfect (2x). Ok! Well some of you, you ended well. Some of you just it needs improvement. Let me just I give time for you. Just as you tried to exchange information with your neighbor friends ok try to just now try to please discuss with your neighbor friends where the

problem is there. Did you understand me? Exchange try to exchange information with your neighbor friend. Go ahead and then just some of you, you ended well. Some of you are so that it is better to exchange your information now. Ok. Exchange with your neighbor friend now. Where is the problem? How can we change it? What is the problem there? Ok!

92. SS: Murmuring (discussing on ideas or mistakes and errors)
93. T: Try to share your idea with your neighbor friend. Don't sit alone! Don't sit alone, and then exchange your idea with your neighbor friend. Yes
94. SS: Murmuring
95. T: Don't sit alone! We are running out of time. And, then try to share! Ok!
96. SS: Murmuring
97. T: Sorry which one?
98. S: This one.
99. T: where the fictions have been written
100. S: Yes yes?
101. T: Where the fictions have been written? You said
102. S: Have you been
103. T: where the fictions have been written you said already. The second step
104. S: yeah
105. T: Just we need is as you tried to change into question form.
106. S: Yes
107. T: That is why where are the fiction been written. Ok sorry not clear? Ehh
108. S: Yeah
109. T: What says the questions what says the question? The question it says what do people say about?
110. S: Murmuring
111. T: Ehh
112. S:What is
113. T: ehh?
114. S: said
115. T: Ehh
116. S: about
117. T: Ehh
118. S: it
119. T: therefore, ok it is coming now. Ok
120. S: What is said
121. T: ehh
122. S: about it?
123. T: You are the perfect one! Perfect! Perfect! What about the second one?
124. S: The second one ehh
125. T: Ehh
126. S: What has been
127. T: It said that
128. S: they did it
129. T: What have been do you think that this one as such better so just we have to find the exact position for this where is this I mean where is the subject
130. S: Teacher sir
131. T: I am coming (2x)
132. S: first step is change it into statement
133. T: Ehh

134. S: Secondly murmuring
135. T: Is that? I don't think that. When we change if sentence such is given how it can be formed? Subject + is or are + ehh V3. Ok when we say
136. S: Murmuring
137. T: Is something wrong
138. S: yeah
139. T: ehh
140. S: Murmuring
141. T: Ehh
142. S: was or were
143. T: Was is that I dint think that. Ok we will see together.
144. SS: Murmuring
145. T: Ok now. Wow common just I know as you discussed the first one as you said yes what it should be? Yes while we change this one
146. S: The first thing what is said about it?
147. T: Ehh
148. S: The second one is what have been done?
149. T: Therefore, now in order to economize our time the answer is what is said about? Interesting! Second. The second one says ehh just you have to follow up that step then you can get it.
150. S: What have been done?
151. T: What? have
152. S: something been done?
153. T: ehh
154. S: have been done?
155. T: have been done or just what this one refers
156. SS: Something
157. T: so that what ehh?
158. S: have something
159. T: Something then
160. S: been done
161. T: been done. But now when you while you follow up this one as I have told you our target is just you have to come up with this one then done this what done this meeting. No need of leading this one. Third one the third one
162. SS: where have been fictions
163. T: Where
164. SS: have been
165. T: have
166. SS: been
167. T: been
168. SS: the fiction
169. T: fiction or fictions
170. SS: the fictions
171. T: the fictions been
172. SS: written
173. T written. Just if it needs to make now this one clarify it is better to clarify that step and then you can crosscheck it? The another one is you know let me ehh imperatives in passive constructions (2x). I said this one is better to start from ehh this example let us say look at this one! Just it says shut the window! Yes shut the window! When we change, ehh it is better to say let + plus this form. Then, just it says let the window be shut! And, again it says release this man. Yes what do

you think that? It says if we know and then it is better to follow this step and then form how we can change this one and how is possible

174. SS: Murmuring
175. T: Yes, do you think? Yes
176. S: Murmuring
177. T: How it is possible? (2x). Yes, how it is possible? (2x). hello! Yes it says release this man. Just who can try? Release this man. Stop writing! Yes, yes stop writing.
178. S: Murmuring
179. T: Ehh?
180. S: Murmuring
181. T: Yes, laughing
182. SS: Laughing
183. S: Murmuring
184. T: Hello!
185. S: Murmuring
186. T: Are you…
187. S16: Murmuring
188. T: Again make it loud! Add it volume please!
189. S: Ehh ehh
190. T: Add volume! Don't afraid! Be free! Relax yourself by the way! Try to relax by the way! When you say something, you have to enjoy with yourself!
191. S: Let be
192. T: Ehh
193. S: Let this man be released!
194. T: Let this man
195. S: be released!
196. T: Be released! Exactly! You are perfect! Perfect! Let this man be released! Interesting! What about the second one? (2x). stop writing! (2x). yes, stop writing! Let us see now! And then now how you can change it? What do you think? Yes, Dave, do you say something?
197. Dawit: No!
198. T: Eh! Who can try? [1s] Stop writing! Yes, who can try? [1s] Ok Beshir
199. Beshir: Let [.5s]
200. T: Let [.5s]
201. Beshir: Let writing [.5s]
202. T: Let (3x) stop writing therefore, eh [3s]
203. SS: Let murmuring
204. T: let eh [1s]
205. Beshir: Let you write. [1s]
206. T: Ok! Let eh? [3s]
207. SS: Murmuring!
208. T: Let writing? [1s]
209. SS: be stopped.
210. T: This one is interesting! And then now just I need from you to try to come up with some example, who can give me? Example, example… yes, just like this one. Who can give now example?
211. S: Murmuring
212. T: ehh? Eh?
213. S: stand up!
214. T: Ok. Stand up! Ehh how you can change it this one? Ehh? Dave

215. Dave: Let
216. T: ehh?
217. Dave: Let this man be *standded*!
218. T: Ok! There is you know though which one is the subject? May be you know the subject just as a part of object adjective you can use it. For example when you look this one as adjective in a form of adjective just, I took it that is it the same with this one?
219. SS: Murmuring
220. T: Yes, ok
221. S: Some
222. T: All of you just let me I invite you now just as you try to come up with one example only. All of you now! Write down one best example independently! All of you now! Try to write down independently one example! Just you are requested as you try to develop one example. Therefore, write down one best example!
223. SS: Murmuring and finding
224. T: All of you, you have to write one best example! One best example, just.
225. S: Teacher
226. T: write it (2x).
227. S: Sir!
228. T: Write it (2x). Don't sit simply ok. Write just one simple example! Me I said as such, and you? Yes, if I said a such you again also you have to write your own example. This is may be for you as an example, but you have to add your own. Ok!
229. S: Teacher
230. T: Have you finished?
231. S: Yes
232. T: Read, will you read? Yes, what you said? Example is what is it?
233. S: fetch water!
234. T: Ehh? Ehh?
235. T: Ok
236. S: Let water be fetched!
237. T: Let water be
238. S: Let water be fetched!
239. T: let water be fetched! Ok it is good!
240. S: drink alcohol!
241. T: Ok!
242. S: Let alcohol be drunk!
243. T: Ok it is interesting! It is interesting! It is perfect!
244. S: sir
245. T: Ok.
246. S: leave the dorm!
247. T: Ehh?
248. S: let the dorm be leaved!
249. T: Ok! It is perfect!
250. S: Go out!
251. T: Ehh? Ehh?
252. S21: Go out!
253. T: እሽ (Okay)
254. S22: Let out be go!

255. T: Ok! That one is due to … may be it is different verb or which one might be as a verb or which one might be subject as adverb? Ok
256. S: Rise the sun!
257. T: Ehh? Ehh?
258. S: rise the sun!
259. T: Ehh
260. S: Let the rise the sun!
261. T: Ok! Ok it is good! Any other? It is good! It's good! Ok gentleman! Have you done?
262. S: Yea!
263. T: Ok! What is it? Read it (2x)
264. S: study English!
265. T: Ok!
266. S: let English be studied!
267. T: Ok! OK! And you, '*!' (አንተ አንብብ አንተ አንብብ ኧ) ehh read*
268. S: Shut the door!
269. T: Ok!
270. S: Let he door be shut!
271. T: Just you copied from that one.
272. SS: Laughing!
273. T: Because me I said, what it is! Shut the window! The same is true what you said. You changed only the window.
274. SS: Laughing!
275. S: open the window!
276. T: Ok!
277. S: Let the window be opened!
278. SS: Laughing!
279. T: OK! That is interesting!
280. SS: Laughing!
281. T: Ok! Just now will you read it? Read it now. Read it. Do you read?
282. S: Yes.
283. T: Ok.
284. S: be quiet!
285. T: Ehh
286. S: Let up quiet be!
287. T: Ok. Ok እሺ (Okay) there is something ok
288. S: Do the homework.
289. T: Ok!
290. S: Let the homework be done!
291. T: Let the homework be done! Interesting!
292. S: To eat something be done!
293. T: OK! ok
294. S: wear the close!
295. T: Ok!
296. S: Let the close be *weared*!
297. T: Ok. That is good; interesting! Any other? (2x).
298. S: Invite him!
299. S: I invite let it be!
300. T: Ok! Ok! Would you read? Yours, it is interesting.

301. S: Drink alcohol.
302. T: Drink alcohol!
303. S: Let alcohol be drunk
304. T: Ok 1 let alcohol be drunk! Any other? Now just, I'm searching you Laughing
305. S: Drive the car!
306. T: Ok! Drive the car. Drive the car! (2x). Let's say now: Drive the car! Ehh? Let
307. SS: the car be driven!
308. T: let the car
309. SS: be driven!
310. T: be
311. SS: driven
312. T: be driven. That is good! Another? Any other (2x) Dawit!
313. Dawit: Yes
314. T: Am I right? (2x).
315. Dawit: Yes
316. T: ok will you read?
317. Dawit: open the door!
318. T: Ok!
319. Dawit: Let the door be opened!
320. T: Let the door be opened! Ok! Ok! any other?
321. S: Summarize the lesson.
322. T: ok!
323. S: Let the lesson be summarized!
324. T: Let the lesson be summarized! Well (2x) any other (2x)?
325. S: Murmuring
326. S: Murmuring
327. T: Ehh? Ehh?
328. S: Fetch the water!
329. T: Fetch the water!
330. S: Let the water be fetched! It is interesting! Therefore, just a s such you have to read and then, you have to comprehend you skill based on this one. So the role just what we have seen about this is you know the main important issue all about this one and the rest you have to read and then you have to do as saying by the way have you done this activities? Have you done it?
331. S: Sir
332. T: I will come back (2x). Don't hurry! Let we see together now. Have you done it this one? This activity, have you done it?
333. SS: No!
334. T: Just let we see to together now (2x). And then just the first exercise is identifying what? Identifying (2x) identifying what?
335. SS: Murmuring (in audible)
336. T: Which one is passive and which one is active? It is simple. That is why now just ehh the first from this one ehh one to five just try to identify only (2x) active voices some of are passive and some of are what? Active. So that from this one which one is active, which one is active? Identify it now? From this
337. S: Sir
338. T: Yes, from number one up to five, which one number is active which are?
339. SS: Number one or two?
340. T: Ehh?
341. SS: Number

342. SS: Murmuring
343. T: Number?
344. SS: One is active
345. T: One
346. SS: is active
347. T: Ok number one is active
348. SS: speaking in (chunks)
349. T: Perfect! You are perfect!
350. SS: Murmuring
351. T: number
352. SS: Three
353. T: just try to see together.
354. S: Murmuring
355. T: ehh
356. S: Number one, two …
357. T: Ok እሺ! (okay) Ok እሺ! (okay) Well number one and number two if you said. They are perfect. The rest one is?
358. SS: Passive
359. T: Passive. Ehh from number one it is already done for you now exercise five number two up to number eight, from that one I think emm it is eighty, but which one is ehh something *complexible*?
360. SS: Murmuring
361. T: Yes, for example, number two who can do it? Number two (2x)? Number 2
362. S: The butter is kept in the fridge.
363. T: You are perfect! The butter is kept in
364. SS: fridge.
365. T: the fridge. Number three it says number three
366. SS: the chairs were broken.
367. T: the chairs
368. SS: Were broken
369. T: Yeah! The chairs were broken! Number four (3x).
370. SS: The report was being sent.
371. T: Ehh? Ehh?
372. SS: The report was being sent.
373. T: The report
374. SS: was being sent.
375. T: You are perfect (2x). Perfect! Number five
376. SS: Murmuring
377. T: Ehh
378. SS: Speaking in chunks the student has been fired!
379. T: Yeah! The student has been fired! Number five I think contended to sentences the first one the doctors treated many patients.
380. SS: Many patients were being treated by the doctors.
381. T: Yeah! Many patients were treated. again also
382. SS: the door must be shut!
383. T: Yeah! The door must be shut! Interesting! Number seven
384. SS: Murmuring!
385. T: Ehh?

386. SS: Murmuring and speaking in chunks
387. T: Ehh?
388. S: The tournament
389. T: Ehh?
390. S: was opened
391. T: Is that? Number seven look! Look at number seven!
392. SS: Murmuring
393. T: Look at
394. SS: murmuring
395. T: look at
396. SS: Murmuring
397. T: One by one (2x). Just, while you discuss, try to just identify it. Just take common adverb. Common adverb so that
398. SS: Murmuring
399. T: Common adverb
400. SS: the tournament of
401. T: Yes?
402. SS: The tournament of inter university is
403. SS: opened
404. T: opened
405. SS: officially
406. T: yeah officially. The last one ehh?
407. SS: Wolves
408. T: Wolves have been
409. SS: seen in the street
410. Wolves have been seen in the street. Interesting! again also exercise six is it I think this is not new
411. SS: Murmuring
412. T: Yes, the next
413. SS: A new printer was
414. T: Ehh?
415. S: bought by our department
416. T: bought by our yes department. Therefore,
417. SS: Our department
418. T: Yeah
419. SS: bought a new printer.
420. T: Yeah you are perfect! I think this is simple. Because changing into active. Next the next
421. SS: The generals
422. T: ehh the general has
423. SS: sent the letter.
424. T: has sent the letter. Next
425. SS: Murmuring
426. T: the next
427. SS: The instructor gives
428. T: Instructor gives candies
429. SS: to the students.
430. T: to the students. Next
431. SS: speaking in chunks
432. T: Ehh

433. SS: Speaking in chunks (in audible)
434. T: Yeah! You are perfect! Emm the next one is you know while you change this one again it says they couldn't play the match due to bad weather. So that
435. SS: Murmuring
436. T: Ehh
437. S: Murmuring
438. T: Yes?
439. S: Due to bad weather they don't play
440. T: Ok the match ehh couldn't be played due to the bad weather (2x). Next again
441. SS: Murmuring
442. T: ehh
443. SS: Speaking in chunks
444. T: yeah yeah that one: It says we have never seen such floods before. Ehh
445. S: Such floods
446. T: such floods ehh
447. S: Have never seen before!
448. T: Such floods have never been seen before. The next nobody has touched this box.
449. SS: Murmuring
450. T: Yes,
451. SS: This box (speaking in chunks)
452. T: Ehh just no one by one while you discuss you have to just transform this point. ok
453. SS: Murmuring
454. T: Ok
455. S: This box
456. T: This
457. SS: box has not been touched.
458. T: Yeah! This box has not been touched! I think to above no one has ever tasted this wine before ehh
459. S: This wine
460. T: This group (2x). Female group Nejat's group I mean that
461. Nejat: Question number what?
462. T: No has ever tasted this wine before.
463. Nejat: Murmuring
464. T: Yes
465. T: Ok this group
466. S: This wine
467. T: This wine has never been
468. SS: tasted
469. T: Tasted Perfect! The another one is no one casted a vote in the village (2x).Yes ehh
470. S: A vote
471. T: Emm this I may give for this young men group
472. SS: Murmuring
473. T: Yes, from back emm am I with Abdi's group yeah yours
474. S: this village
475. T: Ehh? Ehh?
476. T: This village is
477. S: Murmuring
478. T: Ok. Ok. I may give again for this group
479. S: This village

480. T: This village ehh? Ehh?
481. S: has not
482. T: ok! Ehh Ehh?
483. S: in this village no one vote a caste
484. T: ehh, in this village no vote cast in this village. You are perfect! Next the next group might be Dawit's group may I say Dawit's group Dawit's group
485. SS: Murmuring
486. T: Try (2x) and then next I may come to Rahel's group Rahel's group I may say Edom's group
487. SS: Murmuring
488. T: Ehh?
489. Edom: Number what?
490. T: Number passengers
491. Edom: The doors of passengers
492. T: The doors of ehh?
493. Edom: passengers must not be
494. T: must not be ?
495. Edom: opened
496. T: yeah! You are perfect! It says the doors of the courage must not be opened. Next, I may give this for I may give for this group that group's name is
497. SS: The party was not
498. T: This group yours ehh?
499. S: Number?
500. T: number eight. We arrived on number eight. Ehh
501. SS: Murmuring
502. T: Ehh?
503. S: Number 8
504. T: Number 8, yea, it says the party ehh?
505. SS: was not attended
506. T: the party ehh
507. SS: was not attended by many people.
508. T: The party was not attended by many people. Number nine (4x). May be goes to this group
509. S: The instructors
510. T: Ehh?
511. S: The instructors
512. T: Ehh
513. S: were not
514. T: Ehh?
515. S: were not pardon
516. T: Yea, the instructors were not pardon (2x). Therefore, what about number ten (2x). (Here after they started a presentation session) You can say good morning or…. SS: murmuring
517. T: Good morning class?
518. SS: Good morning teacher?
519. T: Well ehh last time we have seen what we mean about a public speech yes or not?
520. SS: Yes
521. T: Yeah we are going to see about public speech so this session is meant for evaluating your presentations, so don't forget to that you have seen so many points last time. When you present your presentation, you are will be asked to focus on your ideas and don't focus and go here and there. Focus on your ideas and audiences that is on the points only. And you need to vary your point. Vary your points when you deliver your points don't do with the same voice, and you need to relax for

the stages okay! You don't be ashamed; relax yourself; so that you can boast your confidence. And don't worry about the mistakes you are going to commit. Don't worry about the mistakes that disturbs your presentation so in the meantime and you will be evaluated based on these points? Is that clear?

522. SS: Okay

523. T: You will come here turn by turn and you will do your points and remember that do not read too much. You can have a piece of paper that can help you to remind your points but remember that don't come here to read throughout your presentations. So feel free please. The problem is that you are already failed. You are already frustrating; you are already nervous; so how are you going to present your topics. Of course, the very important thing here is to present your point is you need to relax and feel free otherwise things may go wrong. If you are frustrating too much, if you are nervous, you will already go in the wrong direction, and the result will be poor. So you can start now. My place is over there; I will go there, and this is your place and I hope you will come turn by turn and you will proceed to your presentation is a maximum of three- or four-minutes presentation. Am I clear well we will continue? Who will be the first person the first one so here you are obliged to project your sound and write your Id number.

524. S1: May I write only the Id number?

525. T: Yeah only your Id number

526. S1: Today I am going to tell you about climate change. Climate change first of all what is climate change and what is the effect of climate change and how we prevent this climate change? Climate change is a nurture variable it is not exactly not the same variables. Sometimes it is due to various variables. Climate change is climate change in terms of by carbon dioxide and atmosphere and the today the big problem of the big challenge or the serious problem is climate change even in developing countries such kind of climate challenges in USA and Japan are very sever. The climate change factors are the first one is by natural factor and the second one is by human nature. When we say the nature, it is possible to say only by nature such as by volcanic eruption and earth quick. When we say volcanic eruption it is placed some greenhouse like carbon mono carbon, nitrogen di oxide, methane such gas is serious distributing in the atmosphere. This is rising in to the air and when the air is polluted the resources is cannot carry some rainfall. If there is no rainfall, what is lead to grass shortage, water shortages and agricultural problems and healthy problems so we can as much as we can decrease these climate change the first is how we can change this climate change is by advising the people. And turning how we can use some different resources and some cultivating resources that can be placed when we cut other plants. When we more plant trees it is advisable and when we turn our environment by planting trees we can have good environment. Suitable our environment by planting trees this is all about my presentation.

527. T: Okay sit down please

528. Thank ehh Abdulaiziz you did it very well and the next person

529. S2: First of all, I thank you my teacher, and my topic is about global warming and global warming is caused by deforestation. Deforestation is is cutting of trees and the other one is by gas. The other one is industrial cases. It is caused by industrial. It is the cause of global warming and the other one is the effect of global warming is acid rain. The cause of planting so the last one is deflation of Ozone layer and it is common one. The earth surface and it is caused by cutting of the tress, deforestation is caused by industrial waste, and the atmosphere is becoming victims. I have finished.

530. T: Well sit down! You see when you present consider or you did not see your colleagues' eye. So don't forget to look at your friends eyes and this is a public speech so the principle of public speaking is have your own some purpose, and your purpose can be to motivate to persuade your friends your audiences or particularly when you are talking about a public speaking of climate change or global warming. Your purpose is to motivate the audiences, to convince gatherers, so that they can join the

campaign against climate change. So that they can do some for example, plaiting of trees or protecting plains from fires or it can be forest reforestation so your purpose is to convince your audience for your own purpose in order to do that don't forget to speak louder and vary your tone and very significant ideas has to be only conveyed. Yeah then you need to proceed and don't go with the same tone I am clear. For the rest of you hopefully you can make it varied tone.

531. S3: First of I would like to thank my teacher for giving me this chance and my topic is about climate change. Climate is a short period of time time change of climate and I will talk about this and climate classification of this
532. T: Louder please your voice is not heard
533. S3: Classification of this climate change is a human activity and natural. And human activity is diseases and other factors and the second one is natural factors and this is like earth quick and volcanic eruptions. This is the result of natural factors and when the climate change is increasing temperature is also increasing. Temperature is increased when the warm up increases. Temperatures and carbon dioxide is also increasing. When carbon dioxide is increasing, the temperature also increases. We have to know how to reduce it to the best of the living organism. The deforestation of natural resources is also the other problem. Traditional hunting of animals is the other cause of climate change.
534. T: Okay thank you Next
535. S4: Today's topic is about climate change and climate change is our environment. And these are the causes and how the human effects the climate. And for example these are the different things used for plants and if we cut trees forces lose and the forest lose may occur why because the dusts are the plants are related to climate and how we can prevent that plants and we prevent the effects by many things. These are planting of trees and it is advised for the people and re-planting of trees in the place of other trees. Thank you!
536. T: You finished
537. S4: Yes
538. T: Next presenter
539. S5: Good morning! Thank you and my topic is about climate change. This is our topic and first of all we can define climate change and what is climate change? And what is the form of climate change. And the third one is what is the effect of climate change or what is the negative impact of climate change, and the last topic is how we can minimize the effect of climate change. Or what is a solution for that problem. And first of all, we shall define what climate change is and what or we can define more about it. This is not specific as our own experience because our experience is different so the climate change is the disadvantage of pollution is in our planet is as much as possible is depending on the conditions or depending on the complex situations of in the living of life. And as much as possible the living is mentioned climate change is a verity condition that makes us worried or afraid our world. The second form of climate change is we can define or we can see in two ways; these are natural and social. Natural and human cause: We can see the human cause as sub topic and deforestation means the absence of reforestation in others ways. Deforestation is we should have to see deforestation as a main problem around a human cause. And we can see deforestation is the house leading of deforestation and deforestation means we can define deforestation or we can express deforestation in planting the trees, and digging the ground natural condition of the cause. And why human beings are cutting the tree? Or do such like of situations or human beings to fulfill such like situations or human being maintaining their needs, and human being we can plant trees, and digging the ground and extending the naturally poison of air then why human being cutting trees or over grazing do such like situations? , human being we can expanding landing for building compounds such like school learning and to fulfill furnitures in the house. And naturally we have said naturally such like compounds like erosion earth quick and so on and the third one is what is negative impact of climate change or what is affect the climate change when climate change there are

many negative impact of when we graze over human being life. Then what is the negative impact we can say that when there is rain forest the condition is pollutant and our aim is to pollutant when there is any plant we might be challenged there might be absence of rain is there the famine when there is famine human beings is died. And at the conclusion what are the really solutions of that human eradicate or we can solve completely difficult what is the solution, what are the solutions? First of all we can the first one is to learning of the human being have no any experience around that area of the problem. It is the main points as the other variable. To *learning* the community not have enough experience parallel to that point and when we come to that point you should prepare and plant two or more plants in that place and decrease that amount of use such like industry such like house half we can minimize or eradicate such like industry house by such like industry. For example, we can bring modern car model if little more effects or little than effetely we can say we can reduce the problem so our topic is that thank you for listening my topic and if you have questions you welcome.

540. T: Okay thank you and you are saying or presenting simply nothing, and I told you this is simply a public speech and if you are doing it as if you are a teacher, you are not delivering a public speech rather teaching. If you have a questions or suggestions, public speaking is one way. All these students are doing teaching; but you are supposed to speak to generate from the ground, allow all possibilities to suggest topics and you are the only person who knows the topic very well sometimes, am I clear? So to sum up you shouldn't try to miss points and I will not tell you something about the points to be remembered anymore here after. So you have and see the ground and the ground could be one thousand and the ground could be more than one thousand and. You have to fulfill such criteria so in that criteria you will be evaluated next time then you are supposed to consider the audience and you have to act to your own speech. So assume this is to improve an act of improving your skills and doesn't consider as if you are teaching. You are just speaking the ground so your purpose is to convince them; your purpose could be to motive them for your agenda and in this case you are talking about climate change. So work independently and let everyone be convinced to join the climate change. You are speaking with the same tone and voice and I hope some of you may change and improve or include and incorporate these all points mentioned in your speech. Who is the next person? Please do it this way.
541. S6: Good morning
542. SS: Good morning
543. S6: I would like to thank teacher for giving me this chance. Today I will tell you about climate change. First of all what is climate change. What is climate and climate is the condition that is found around a given environment. Climate change is a variation of condition from time to time or change of conditions from time to time, then how change ozone there are two ways of climate change. Naturally and human ways or human activity and naturally why limited by the erosion of soil or earth quick or volcanic eruption, or it is by natural climate. But also in one way or another human activity that are change climate change is activities and these activities that are deforestation or burning of trees or accommodation of trees or cutting of trees in one environment or over grazing. These are affecting the climate. There are also many things that change the climate. These climate change has or affected the climate has a great problems or in our earth. So these climate change effects our environment, the human being, or all living things. So we improve we have possibilities to improve these climate change possible or obligations to improve the climate change. Or the problem is that can work with the climate change is improve or give solutions for these problems for example human beings by responsibilities like for example replanting trees or by replacing trees or by reforestation in one eras and also by reducing the environment simply using industrial factors such like our environment and thank you for listening.
544. T: Well thank you! (2x) Manage your time well okay (2x).
545. S7: Okay my topic is global warming. Okay global warming is the great problem of world problem. It is the great problem of the people. First, of I stand about the global warming and global

warming is a changing of the climates or the difference of climate change. Okay the main cause of the global warming is the burning of the cutting of trees in one environment is the main cause these things are affecting or change the climate change there are also many things that change the climate change. These things affect the climate change. The changing of the rain and temperatures can taken as climate change. The main reasons of global warming is the burning of forests if the burning of forest is there there will be carbon di oxide and these carbon mono oxide and methane could be the concentration of carbon di oxide the concentration of carbon di oxide. The cleaning of the global warming the main cause is the the burning of forests, and it is the concentration of ozone layers and the atmosphere is there is no simple way living in our world. So it is the consequence of global warming for example the increasing of global warming the increasing of diseases and the increasing of the acid rain fall these are one by one for example ozone is the protecting of the increasing of sun or such as ultraviolet radiation. If ultra violet radiation is increasing completely there is affecting organisms or the biodiversity of our environment we are not living without biodiversity. Biodiversity is the main issue for the human beings so if we are facing ozone depletion or high amount of ozone depletion we may face health problems. The other is acid rain if the burning or increasing of carbon di oxide or increasing of carbon mono oxide atmosphere occur and nitrogen di oxide in the atmosphere it is the ground which forms deposition or in the form of if these is the position or releasing of toxin do you know toxin?

546. SS: Yes
547. S7: The cleaning of acid rain and this acid rain is not good for organisms. These toxins are acidic when they change or drops organisms will died. Thank you for listening
548. T: Okay thank you but still you are teaching. Sit down! Wait (when a student tried to stand and present her topic) you are not teaching please this is not the teaching stage. You are not supposed to teach. You are supposed to deliver a public speaking. Next
549. S8: Okay good morning?
550. T: Remember you are not there to teach rather you are there to deliver a public speech on the issues of a public speech, which is either on the climate change, or on the topic of global warming. Ehh Am I clear? So, the next person eh unless you can take your seat!
551. SS: Yes
552. T: So, do it that way please. And never write on the board. Never try to write on the board okay the next person
553. SS: Okay
554. S8: Today I am going to present about the climate change and second what is the cause of climate change and also how can control the climate change. First what is the climate change? Climate change is the increase of violent rain or the different of place-to-place and also with by variety with different times and it is also and also climate change can complex the problem internal and external problem health atmosphere and under the internal condition of climate change is earth quick. Soil erosion and under the external is the vegetation and also avoid and the second is what is the cause of climate change is the cause of climate change is human activities and natural activity. From the natural activity volcanic and earth quick. Second the human activities are one person by individual problems these cutting of plants cause of plant change of trees it is the problem cut plant for example to build house factor and also these is the great problem of climate changes. By changing climate changes of the earth atmosphere and by changing waste products and third by changing consternations of the earth atmosphere generally how we can control the climate change. Climate change is controlling we cut plant and replace to another plant.
555. T: Okay that is good. Next another one
556. S9: Good morning students. My topic is about climate change what is climate change and what are the causes of climate change and what are the solutions for that? So what is the solutions and you may be by the way the climate change is not then changing of the weather condition. It is the burning

of new environment. So the problem is increasing and the solution is at the hands of everyone hand, so the solution is climate change is planting of trees and reforestation and these is the powerful idea during the weather and thank you for listening.

557. T: Ok great for today it is enough and we will continue next time.

Teacher F

Transcription 11: Class 1: Time: 9:30-10:30: Date: 29/11/2017: Room SOSS 12: Time: 1:30Pm (Ground + 1)

1. Teacher: Okay good after noon once again!
2. SS: Good afternoon teacher!
3. T: And as I have told you earlier, the purpose of this research work is to conduct a research on communicative language lessons for students in order to communicate effectively. Students have to communicate easily so that you are expected to communicate effectively and free from anything at anytime while you are presenting, okay. While you are describing yourself ehh coming from so that so that emm group representation asked one based on your fluency and the second one is your accuracy and the third one is your organization of idea and the forth one is your time management and the fifth one is your eye contact plus confidence. These are a very important points that guide to enhance your public speaking or delivering your titles when you speech while you are coming here to present your speaking either your partner or you may come. Now first I will give the chance to present himself or describe himself for Nathanael.
4. SS: Murmuring
5. T: [So Nathenael feel free okay]
6. Nathenael: Laugh and ashamed
7. SS: Laugh
8. T: Feel free and show your confidence and speech based on as I have told you earlier this is a good opportunity for students in order to describe themselves and to develop confidence plus to develop their way of speaking yeah
9. SS: Yes
10. This is a good opportunity to develop so Nati once again I would like to say you welcome and the floor is open to present your topic.
11. N: Okay good afternoon students and good after noon my teacher and the guests.
12. SS: [Good afternoon Nati]
13. N: First of all, I would like to thank my teacher who gave me this opportunity
14. T: It is my pleasure
15. SS: Laugh
16. N: It is about my oral personal description and it says I have brown color eyes and the posture of the outsides is goat shape and full chest = and
17. T: Very good Nati
18. N: And I have pointed nose
19. T: Very good Nati. Moreover, thank you very much very good very good!↑ What have you observed while he was presenting his presentation ehh? Did you observe any kind of points from his presentation? Ehh? I have seen his confidence yeah of course this kind of classmate is you have best friends here. Actually while you are standing in front of the class such kind of things might have been observed. But for next time you are expected to develop your what? Your confidence most students lack the confidence to be in front of the students. Of course, yeas but this is a good opportunity to develop your confidence and to describe yourself. Very good and the next presenter is Eleni and I would like to invite Eleni to
20. Eleni: Hi this is my personal description. I would like to present my thankful appreciation to my teacher

21. T: Thank you! It is my pleasure↑ very good!
22. E: Therefore, now today is my personal description quality and I have chocolate in color and now I will tell you about my physical appearance. My physical appearance is slim and medium length and I usually wear eye glass because of short sight and my left eye is normal and my mom loves me so much; now I am going to present about my personal quality. Emm
23. T: Very good! ↑
24. Eleni: emm laugh
25. T: Honestly speaking! Honestly
26. Eleni: emm I am honest person and have good behaviour I think and now I am going to tell you about additional information about myself. My father is an Accountant and my mother is housewife and I have two sisters younger than me, Redet and Tsega and
27. T: Very good!
28. Eleni: I love emm I like clothes like t-shirt and jeans that are very light. Emm = Thank you!
29. T: Thank you very much! ↑ I like her confidence; she presented with good confidence and she is also what? And I am very excited about her presentation and confidence very good! And the next is a very difficult name to pronounce. Ok you (the teacher pointing his finger towards a student).
30. (A student stands)
31. T: Thank you very much! welcome
32. S3: Okay good after noon!
33. T: Good afternoon!
34. S3: I want to present about myself, and I would like to thank my teacher who gave me this opportunity
35. T: Thank you!
36. S3: I want to provide you a description of myself. Today, I have a topic of myself and about two sub topics
37. T: Very good!
38. S3: I am very much communicative person. The two topics are my personal qualities and my behaviour.
39. T: Very good!
40. S3: I have oval shape and pointing, long, and straight nose and black eyes. My lips are purple black color and I have long necked and medium height and good shape.
41. T: Thank you very much! Very good!
42. S3: when I proceed to about my behaviour; I have good behaviour and as a human being I have honestly speaking and positive behaviour and honestly speaking I have good quality, and this is about me
43. T: Very good!
44. S3: When I proceed to my behaviour I have also an emotional feeling. I am not punctual too so this is all about myself and what I want to say to you! I know that I have a good attitude and I have good social behaviour. This is all about what I want to tell you and if you have any questions or any comments just you welcome!
45. T: Thank you very much! Thank You! Very good!
46. S3: Questions if you have? Then your teacher for giving me this chance once again.
47. T: Thank you very much! While she was presenting she said one very important point yeah? Which is not mentioned by so many people. Because she said I have good behaviour and at the same time she said bad behaviour. Most of the time you are presenting which one? Which one?
48. SS: Murmuring
49. T: Good or bad? We are highly influenced by; we are highly influenced by
50. SS: Good behaviours

51. T: Very good thank you very much! ↑ The next presenter is (the teacher pointed his finger to nominate a student). Yes
52. S4: Okay
53. T: I think your name is Yohannes Zenaw welcome I said you welcome
54. SS: Laughing
55. T: Say now good afternoon?
56. Y: First of all I would like to thank you my teacher who gave me this opportunity!
57. T: Exactly thank you so much!
58. Y: and when I proceed to my presentation
59. T:Verygood
60. My topic is entitled by personal description and first let me proceed in to my physical appearance
61. T: Very good! ↑
62. Y: I am a young man who is engaged in the field of academics. I have a long brown face I have good color and I have ball shaped eyes which is brown in color, and cool looking eyes which is very large. And I have very facial features. I have a seducing and attracting color.
63. T: Very good!
64. Y: I have a long and fascinating eyes, and I have long necked neck and long mustaches.
65. T: Very good!
66. Y: I am good at my behaviour because I do have positive attitude for others.
67. T: Very good!
68. Y: I have very sociable with others! I am honest and punctual person and thank you very much, for your listening!
69. T: Very good!
70. S5: Good afternoon my classmates and my teacher?
71. SS: Good afternoon =
72. T: Good afternoon
73. S5: Welcome to this presentation! First and for most, I would like to thank my instructor who gave me this golden opportunity. I am = sorry
74. T: No problem
75. I would like to thank in advance for your attention. I came up with a topics entitled by a personal description. I would like to present this topic by two parts. The first part is about my physical appearance and my second part is about personal quality.
76. T: Very good!
77. I would like to start with the first part emm that is physical appearance
78. T: Very good!
79. S5: and as you see I am long, and I have and black hair textures with French styles
80. T: Very Good!
81. S5: I have emm
82. T: Very good!
83. S5: I have long and oval face
84. T: Very good
85. S5: I have broad chests and
86. T: Very good!
87. S5: I have medium size and broad minds.
88. T: Very Good!
89. S5: All are my personal quality and all are my colors and
90. T: Very good!
91. S5: Let me proceed in to my personal quality.

92. T: Very good!
93. S5: I don't want to discriminate anyone. I am highly motivated and hard working in Wolkite University this is about my presentations. All are my presentations, and if you have questions, you welcome!
94. T: Very good!
95. S5: I am easily communicable person without any discrimination.
96. T: Very Good!
97. S5: These are my presentations and if you have questions and comments, you welcome.
98. T: Very good!
99. S5: Thank you very much for your listening!
100. T: Very good! I think your name is Mahri ehh?
101. M: Yes!
102. T: Very Good! ↑ Your presentation is very nice and standardized! ↑ I like your presentations so much but I observed some things that describes your presentations and last time even I gave you this chance and you said that I want to present next week because of your shyness and the problem is your shyness yeah. So next time you should improve shyness because such kind of shyness is going to impede your personal relations so you may get chance to meet outside of the country to present your ideas thank you very much because during that time you may be felt shyness thank you very much! The next presenter is (Pause) Daniel
103. Daniel (Murmuring)
104. T: Mahari Mekonnen yeah
105. M: Yeah
106. T: Thank you very much!
107. D: Good afternoon! Thank you teacher for giving me this chance
108. T: It is my pleasure!
109. D: Okay this is in short my personal description
110. T: Very Good!
111. D: The title is personal description
112. T: Very Good!
113. D: First I would like to present my topic personal character
114. T: Very Good!
115. D: First, I would like to introduce myself. My name is Danel Degef. I am a fresh man Pedagogy student. I am going to tell you few things about myself. I am very eager to know people. I have long face. I have good facial expressions.
116. T: Very Good
117. D: I have broad mind and short mustaches
118. T: Very Good
119. D: I have a sociable behaviour
120. T: Very Good
121. D: I have one brother and one sister. I have good engagement with my friends
122. T: Very Good
123. D: I am honest for myself and for my friends.
124. T: Very Good
125. D: I am honest for myself and for the people who are with me.
126. T: Very good!
127. D: And I am already finished my presentation. Thank you for your listening!
128. T: Thank you very much! (2x).

129. D: I told you genuinely about myself and if there is anything left to know about me you welcome!
130. T: Very good thank you very much very good! Ehh your name is Danel Degef ehh. I observed that Natural gifted sound very resonant sound that can shake this house ehh?
131. SS: Laugh
132. T: This makes it very likely and very amazing. The next presenter
133. S6: Thank you very much for giving me this chance.
134. T: Very good
135. S6: I would like to thank my teacher for giving me this chance
136. T: Thank you it is my pleasure
137. S6: I have my personal presentation. Today I came up with a new topic that is my personal description.
138. T: Very good! ↑
139. S6: I have some personal emm
140. T: quality
141. S6: Quality
142. T: Very good!
143. S6: I have few personal behaviour for my friends. I have brown eyelids and hairs.
144. T: Very good
145. S6: I have purple brownish hair style with a good quality.
146. T: Very Good
147. S6: And let me proceed to the second personal quality
148. T: Very good!
149. S6: I am well-mannered person.
150. T: Very good!
151. S6: I have good personal quality and good looking and I have a good quality to look things from god perspectives. Thank you for listening me!
152. T: thank you Very much! (3x) very good! Ehh now I would like to collect some ideas from you about the presentation. Yeah what did you observe from your colleagues from your friends presentation? What kind of things should be enhanced? Okay you have seen a number of things! So first mention the strength part that can be taken as enhanced for next time and the other is the things that can hamper or it can be encountered during the presentations. So what are the things that should be improved? Okay can we all taken as all the presentations were perfect. Perfect
153. SS: Murmuring
154. T: Very good so I have seen many things that can be taken as
155. SS: Murmuring
156. T: Thank you very much (a student raised his hand to comment on the presenters idea)
157. T: Thank you very much your name?
158. S7: Dinsefa
159. T: Dinsefa very good!
160. D: Eye contact problem
161. T: Very good!
162. D: lack of confidence
163. T: Very good!
164. D: Presenters lack to look at their friends with confidence
165. T: Very good okay okay
166. D: Some of them are not for the problems of all of them but for a few of them

167. T: Some of them are not the problems of all the students! So such kind of self-confidence problems are due to what? Such kind of self-confidence is the result of what?
168. SS: Murmuring
169. T: Might be might be from who can tell me
170. S8: Yes
171. T: Ok your name
172. S8: Anwar
173. T: Anwar
174. A: Murmuring because no one is perfect in English and we afraid mistakes
175. T: Very good!
176. A: So we afraid not to do mistakes
177. T: Because no one is perfect in English
178. A: Through practice we can improve it
179. T: Most of the time we can improve it through practice
180. A: Most of the students lack confidence as mentioned before
181. T: Very good
182. A: Now we lack that thing and lack of confidence is the dominant problem.
183. T: So lack of confidence is the main problem that dominates so it needs more improvement
184. S9: Most of the…. (Inaudible sound)
185. T: Project your sound
186. S9: Fear of mistakes
187. T: So next time you should avoid fear of mistakes. We know that mistake is a sign of improvement yes. A sign of improvement. Instead of fearing ehh so that next time you should avoid shyness so that you have to be very confidence enough you have to gradually avoid such kind of shyness. Very good what others? Alhamdu it is time to give you the chance for you.
188. S10: Most of the students repeatedly speaking the issues and most of the students they have no eye contacts
189. T: Most of the students said repeatedly and full of the word I have I have I have
190. T: Repetition
191. Alhamdu: Yeah
192. T: Ehh
193. A: The student{s} do have slow voice.
194. T: Very good
195. A: Contacts problem.
196. T: Very good
197. Alhamdu: It is better to replace words by similar terms
198. T: Replacing by similar terms
199. Alhamdu: The other one is they have no eye contacts.
200. T: Eye contact
201. Alhamdu: Eye contact is the problem of the majority of the students.
202. T": Very good in order to improve they have to have good eye contact very good!
203. Alhamdu" they must improve these all things in order to deliver their ideas to the audience. That is what I want to add.
204. T: Alhamdu raised a very important issue that is a very critical issue. Because while the presenter is making an eye contact with classmate, yeah, one thing he will check whether his classmates are attentively following his presentation or not. And the other thing is what he will develop his confidence. So take this thing in to consideration. And Alhamdu said some students are fearing making mistakes actually fear of mistakes or committing mistakes as I have told you earlier while presenting something in communicative classroom the main purpose of delivering

communicative language skill course is in order to develop what their speaking = ability because if you are focusing on ground problem we may ehh not develop our communicative English skills actually they are very nice. The very important or the accurate point is what making communication through such kind of things to improve making mistakes to reduce the fear and to communicate with the audiences clearly very easily. Very good another chance (2x). Shall I give you the chance for the presenters? For example, for emm I think Nathanael. Nati would you give us something on your presentation plus the others while you are presenting your topic compared to the others yeah very good

205. Nati: Emm
206. T: Very good
207. Nati: Okay
208. T: Honestly, genuinely, frankly, we are talking about your strengths and your weakness is very important for further improvement. Very good!
209. Nati: Murmuring
210. T: Project your voice I can't catch you project your voice.
211. Nati: About myself?
212. T: Yeah are you referring yourself or the others?
213. Nati: Myself
214. T: Okay very good!
215. Nati: Emm
216. T: Very good!
217. Nati: I don't have confidence
218. T: Very good! What about the others?
219. Nati: Nice
220. SS: Laugh at
221. T: Generally Nice ehh?
222. Nati: Yeah
223. T: Okay if you remember this class while we were giving or delivering a presentation, we said that it was very nice ehh? Is it specific or general?
224. SS: General
225. T: General ehh? We have said more general and we said it has to be more specific very nice yes next I think your name is Yohannes?
226. Y: Yes
227. T: Would you say something about yourself or about others presenters?
228. Y: Lack of confidence was one problem.
229. T: Very good!
230. Y: It was my first time to present topics in front of others
231. T: First Yeah it is a first time presentation as a fresh man student even hear ehh? Okay next
232. T: I think only we have left one presenter he is Ramadan yeah?
233. SS: Yes
234. T: How we can present something being in front of the others we discussed yes
235. SS: Yes
236. T: How we can organize ideas we discussed ehh so such kind of things should be practiced here very actively so in order to improve such kind of confidence practice is very important and practice is an opportunity to start with and next time in the EFL classroom. Such kind of chances has to be practised in the dormitory areas or other areas such kinds of confidence has to come or you are expected to lose shyness unless and otherwise it is difficult to improve your speaking ability. Thank you very much and this is enough for today. The last but not ehh
237. SS: The least

238. S10: Good afternoon every one
239. SS: Good afternoon =
240. S10: First I would like to thank my teacher who gave me this opportunity
241. T: Thank you! It is my pleasure!
242. S10: Such kind of things will help us to develop our speaking proficiency.
243. T: Exactly
244. S10: Now I will proceed into my presentation
245. T: Very Good!
246. S10: (°) I have two parts and the first part is about my physical appearance and the second part is about my behaviour.
247. T: Very good!
248. S10: I have a red face
249. T: Very good!
250. S10: I have long faces
251. T: Very good!
252. S10: I have long hair and freeze style
253. T: Very good!
254. S10: I have a special feature
255. S10: I have dark brown hairs
256. T: Very good!
257. S10: I have good communication skills
258. T: Very good!
259. S10: I have very short mustaches
260. T: Very good!
261. S10: My mouse is narrow and small
262. T: Very good!
263. S10: The second part is about my personal quality
264. T: Very good!
265. S10: Very good!
266. S10: I am an honest person
267. T: Very good!
268. S10: I am free to talk especially with my parents. Thank you for listening!
269. T: Thank you very much! Very good! (3x). Good presentation. We left only one presenter Ramadan ehh not around okay.

Teacher F

Transcription 12: Class 2: Date of Observation: 28/11/2017 Time 4:00pm

1. T: Where did we stop class?
2. SS: Murmuring
3. T: Ehh? Active and passive voice. Active negatives. We are going to start already
4. SS: Murmuring long murmuring
5. T: Ok ehh. I hope on the previous period we try to see something about ehh some overviews about passive sentences and active sentences and we have seen how can we change active sentences in to passive sentences. We try to see and in addition, we tried to see the contexts in which we can use passive sentences. Do you remember this one? So today ehh we are going to see something about negatives in passive construction. This one still is not new for you. It is revision. I think I try to say something regarding this one in the previous period if you remember. For instance, could you tell me one sentence containing emm one sentence which is known as passive sentence could you tell me one

simple example of tell me any type of sentence which uses passive forms? For instance, we may say, look the board is cleaned if we say the tense is known as is the tense is known as in the type of sentence is known as? Ehh?

6. SS: simple present tense
7. T: Simple present tense. And the type of tense is known as present
8. SS: Passive (in chunks)
9. T: Present
10. SS: passive
11. T: And the sentence is how we can make this sentence in to negative if the intention of our topics says negative in passive constructions. When we say negative a sentence containing or a sentence containing not is known as?
12. SS: Murmuring
13. T: Is known as?
14. SS: negative sentences
15. T: Negative sentences, you remember it from our previous lesson. So if you are asked to make this sentence, how can you make it negative is the issue, the question. How can you make it negative?
16. SS: Murmuring
17. T: How can you make it negative?
18. SS: Murmuring
19. T: Ehh? Yes you! You! This one is positive where must be the place between the verb to be and the content verb which says cleaned. So when we rewrite it, it may become
20. S: The bored
21. T: The bored
22. S: is
23. T: is
24. S: not cleaned
25. T: not cleaned. Very good! You are expected to change such types of simple sentences in to negative sentences. There are some sentences written here in your material. So after looking the whole sentences the whole examples, you see, sentences in their active form as well as in their passive form given for you. So after you looking the examples how you can do the next exercises from the next page. Exercises says negative active sentences in to negative passive her it says as an example the first one is done for you. Just it says how can do the sentences given for two up to ten but before that don't forget to observe the examples given from the first I don't know where in your material but in mine it is on page 69. Have you got it?
26. SS: Murmuring
27. T: Immediately below the title. It says negatives in passive constructions. So how can you change the exercises presented for you on the next page. You see as I have told you whenever you get negative expressions you may insert it immediately after the first the first helping verb and the second content verb. Just like this how can you do it in the class? Do it in-group of three or group of two it doesn't matter as usual try to do the activity here in the class go on please. I will give you some five to six minutes or six go on.
28. SS: (Students were discussing in their own groups and the teacher was facilitating and helping them rounding into the classroom).
29. T: Is it visible?
30. SS: Murmuring
31. T: So that time is enough for discussion, all of you come back; come back. Now you can do it together with me on the bored. So, based on the instruction, how can you change the second sentence? The second sentence says they could not play the match due to bad weather. Here it says. Which one is an active sentence and how can you make it negative passive that one is the intention of the question

32. SS: Speaking in chunks
33. T: Ehh?
34. S: the match
35. T: the match (writing on the bored) ehh
36. S: could
37. T: the verb use yeah could
38. S: could not be
39. T: couldn't be
40. S: couldn't be played
41. T: played because of what the match could be played because of what? Because of what?
42. S: due to the bad weather
43. T: due to the bad weather. I think this is so in such a way you make the sentence negative the match couldn't be could plus not plus the verb to be be then the content verb play can be used as it is written already on the bored. The third one the third one. The given sentence sentence says we have never seen such floods before. This sentence is active how can we make it negative passive? We have never seen such floods before. Which one is the object? As usual, you have to start from the object. If you are asked to change it into passive. You have to start first you have to identify the object
44. S: such floods is the object
45. T: Such floods is the object. Very good! Such floods the tense used in the original sentence is present perfect tense. And the negative expression is never so such floods
46. SS: have
47. T: have never
48. SS: never
49. T: such floods have never … the tense is present perfect is that yeah so such floods have never been
50. S: seen
51. T: seen. When the time expression? Such floods have never seen. This one is a negative expression never and a little this one and this one it in such a way you will be correct the next one four. No one has ever tested this wine before. The negative expression from this sentence is
52. SS: no… ever no dot
53. T: No…ever that is to mean no ever that is to mean no ever that is in other words ever how can you rewrite the sentence in its equivalent patterns passive form with the negative negative expression never, yes?
54. S: This wine
55. T: This wine
56. S: has never been
57. T: has never been
58. S: tasted
59. T: tasted
60. S: before
61. T: before. Very good! Good! This wine the object this wine has never tasted before the fifth one: Nobody has touched this box. Nobody has touched this box. Which one is the object?
62. SS: Murmuring
63. T: Which one is the object? This box the subject is unknown subject nobody. You understood it? The context in which we can use passive sentences if the subject or if the agent is unknown we may prefer to use passive sentences instead of using active we may prefer passive. So how can we make this one again negative passive emm, yes?
64. S: This box has
65. T: This box
66. S: has

67. T: has (2x)
68. S: has not
69. T: has not (2x)
70. S: has not. The tense given is present perfect tense ehh? In the active sentence, so you are expected to make it present perfect passive. This box (2x) has never or had not you can try it has never been touched you missed it been touched ehh there is no time expression which says before this box has never been touched in the tense in the negative passive form. Six no one cast a vote in this village (2x). For instance, I have told you how to identify the object and the subject there might be more than one noun phrases. But do you think that the whole noun phrases are acting as a direct object or acting as direct subject or what else?
71. SS: Murmuring
72. T: Yes
73. S: The object is
74. T: The object is a vote
75. S: a vote
76. T: very nice! So
77. S: A vote is not
78. T: A vote is not
79. S: casted
80. T: Where
81. S: in this village.
82. T: in this village. A vote is not casted in this village. You see this if the expression that can be used to specify the pace it may serve as a place adverb. So you may rewrite it in such a way. Seven question number seven says passengers must not open the doors of courage at night (2x). Is the given sentence for you to be changed into negative passive? So how can you make it negative passive? Emm yes
83. S: courage
84. T: Very nice! Starting from courage up to the noun phrase that can serve as a direct object the doors of the courage Ehh?
85. S: must not be
86. T: must not be present passive you have to make it present passive must not
87. S: be
88. T: be
89. S: opened
90. T: opened when
91. S: at night
92. T: at night. Very good! You are expected to rewrite it in such a way. Eight not many people attended the party not many people attended the party. Yes
93. S: the party was not attended by
94. T: the tense in the active sentence is passive so you are expected to make it past passive. The object is the party then the party
95. S: was not attended
96. T: was not attended by
97. S: by many people
98. T: by many people. The second from the last the president did not pardon the instructors (2x). How you are going to change this active sentence into negative passive? Please others you have to be an active participant! You
99. S: the instructors
100. T: the instructors
101. S: were not

102. T: were not
103. S: pardoned
104. T pardoned by whom?
105. S: by the president
106. T: by the president. The instructors were not…the last one we shouldn't punish him for this minor offense. We shouldn't punish him for this minor offense. Active negative sentences and how can you make it a negative passive sentence.
107. S: He should not
108. T: Ehh
109. S: He should not be
110. T: he should not be all of you have seen the pronoun change you see we shouldn't punish him here it says in the original active sentence but it should not be used as it is. It means to be changed into to he phrase. That was expected from you. So he shouldn't be punished for this minor offense is the correct sentence. Very nice! He shouldn't be punished for this minor offense. You see in such a way that one is very simple very elementary if you see the whole sentences the place of negative maker expression is inserted between the first helping verb and the second verb look for instance this one between cook and the verb to be this one be never and between half and been have you seen the place see it can sciouyly has and been never be used between has and been again we use never the two verbs. Been touched at the end. So whenever you are asked to use negative expressions will passives play or never in its correct place or not so you have to critically see the place of the negative expression from the whole sentences. You have to ready for your exams and from this side. That was all from exercise seven, now we are going to see another portion entitled by other forms of passive construction. We are going to see something about this topic and here it says passive constructions with in two objects. It says have you seen it ehh? Try to discuss on this note here in the class as usual passive constructions with two objects passive constructions with in sentence with object complement passive constructions in sentence with verbs with preposition with adverbs and other particles to there are examples try to discuss upon here in the class and at the end and you are going to reflect your idea you are going to say something the whole class anyhow for the time being take five to six minutes to discuss up on the contexts, and then at the end we will do exercise 9 and we will finalize the language focus. Go on! Try to discuss up on it ehh try to share idea with your partner as usual and you will come up with your own idea.
111. SS: Discussing being in groups of four, five and six randomly.
112. T: You are keeping silent why? Ehh why? It is free discussion. Try to share your ideas freely.
113. SS: Discussing and/or murmuring (5-6 minutes)
114. T: Try to finalize your discussion. Be fast please. We are running out of time
115. SS: Discussing and /or murmuring
116. T: Your time is up all of you now it will be nice if you make it common for the whole class. So in addition to the contexts in which we saw to use passive constructions there might be some other forms of passive constructions as you have already read it, as you have already discussed it. There might be different types of ehh emm passive constructions for insistence the first one says passive constructions with two objects here it says what does it mean when we say? Passive constructions with two objects? What does it mean? What do understand? How?
117. S: When two objects ehh
118. T: two objects what type of objects
119. S: Direct and indirect
120. T: could you tell me with examples? One example
121. S: Murmuring
122. T: ehh ehh? Ok tell me? The example already written in the material ok. We are thought English by Solomon it says. Have you seen this example? We are thought English by whom?

123. SS: By Solomon
124. T: By Solomon. Look! How many objects are found in the sentence?
125. S: Murmuring
126. T: Which one is the object? By the way, do you think that this one is the subject? Which is the subject? Is it a subject?
127. SS: No
128. T: Rather it is?
129. SS: object
130. T: object but what type of object? ehh
131. S: Direct object
132. T: Very good! This one is direct object and there is another noun which says English what about this one? Thought after the passive English we are thought English what about this one? Is it direct object? Do you think that English can receive an action ehh? Directly from the agent? Directly from the doer? Do you think that? Ehh? What type (2x) of object is it? English is it direct object or indirect ehh? It is known as indirect object and this one is the subject in this sentence there are two objects. So in such contexts we are thought English. Have you seen the structure? Direct object then the direct object the verb to be are in the context of the indirect object but at the end whenever we want to introduce the agent by we can specify the doer at the end of our sentences as it is already written over there. So whenever we see passive constructions with two objects that to mean the second context, passive constructions in sentences with object complements here it says. Object complement. You see whenever we want to have some confusions from our listeners we may complify or objects with some expressions. For instance, two examples are given here: the principal chose him leader of the team here it says. This one is active sentences the principal is agent, choose the content verb him is the object or the direct object? How it is serving? Him leader of the team here it says him leader of the team. Try to analyse the structure. Let me write here on the bored, and you will judge it at the end. The sentence says or let me chose the passive one: he was chosen…look! Can you identify the subject? The subject from the original sentence he was chosen leader of the team, right. The sentences says he was chosen leader of the team if you say simply he was chosen don't you think that it can raise questions as what he was chosen as what in the form of what? He was chosen really this one is the object. You understand it? This one is the object and chosen. And he was chosen leader of the team. It complifies (2x) back to the object which say he likes what ehh at one he chosen as he was chosen as leader of the team in other words it complifies the object . When we say passive constructions in sentences with sentences with object complement again we have to understand the explanation or the message written here on your material in such a way. The other context passive construction in sentences with verbs it could be or prepositions and adverbs whatever from this side original sentences are given for you they laughed at the blind boy. The original active sentence says they laughed at at what?
133. SS: at the blind boy
134. T: at the blind boy. What you look at the sentences? Have you seen the preposition at ehh? Have you seen it? How can you change this one into passive? It contain a preposition which says at they laughed, the sentence is active how can you make it passive? Which one is the object? As usual.
135. SS: Murmuring and speaking I chunks
136. T: Ehh the action receiver is the blind boy. The blind boy what happened to the tense in the original sentence is simple past. They laughed how you could make this one. Ehh
137. S: was
138. T: Very good! Was
139. S: laughed
140. T: laughed at what is remaining? The preposition have you seen its place? The blind boy was laughed emm

141. S: that is past
142. T: Yeah! That is past tense. This one is subject. They is the subject. And the one who receive the action from the is the blind boy what happened to him? What happened to him? They laughed at. Have you seen the sentence? The blind boy was laughed at. Totally, it is passive. At the end, it is ended with the preposition at. So ehh whenever we use prepositions, together with passives you may consider the places as it is already given for you. The one, the other context is passive constructions with yes or no questions. As I have told you, there might be active yes or no questions and equivalently you may be asked to change active yes or no questions in to passive yes or no questions without distorting the meaning without changing the tense we can construct passive yes or no questions. The original (the given ehh) active yes or no questions says can anyone do this on time? Here it says. Your answers more probably could be either yes or no. This one is the active can anyone; the questioning term can anyone do this in time? Your response could be yes or no. But how can we make this one into passive?
143. SS: Murmuring
144. T: is the thing, which is expected to be mastered by you. How can you change it? Already it is done here. Look the sentence!
145. SS: Silence
146. T: can this be done in time? What will be your response?
147. SS: Murmuring… No answer's given
148. T: Your answer is probably could be either yes or no. Can this be done by using the questioning term as it is can be from the object then the verb to be then the content verb then the complimentary expression can be given. The other one-ehh constructions similar with that one you may use questioning terms when we change it, it is similar with the other form. It doesn't matter you can do your own. Infinitives in passive constructions here it says. I want them to help you; here it says. Active sentences are given in such a way. The active sentence is I want them to the infinitive says to help you. The infinitive says to help you I want the infinitive may be this kind the purpose of or the intention of the subject the purpose or the aim of the subject in doing a particular activity anyhow how can we change this active sentence into passive by considering the given infinitive form. Now as usual you have to identify the object! The object is (2x) ehh?
149. SS: Murmuring and speaking in chunks
150. T: I want them to help you.
151. SS: Murmuring
152. T: Ehh? Which one is the object? Ehh?
153. SS: Murmuring
154. T: Which one is the object?
155. SS: Murmuring?
156. T: Ehh? Look if we say I want you, here we said I want them because are expected to do the action and the one who is expected to receive the action is?
157. S: you
158. T: you! Very good! So I want you to be what? To be what?
159. SS: helped
160. T: very nice!
161. T: Ehh? to be helped; by what?
162. SS: by them
163. T: Very nice. By them. They totally changed into by them. The infinitive to preceded by the verb to be and as I have told you always the content verb in passive should be written in its v3 form. So this is the reason we use the structure. The other one ehh participles in passive construction you know particles the they are expected to be considered ehh again at time of changing active sentences in to passive sentences. I want emm, here it says I wish him opening the box here it says. I saw him

opening the box can be changed in to I saw the box the particles being opened by considering this one and the last one imperatives in passive constructions it also be considered. For instance original sentences says here shut the window! It is an active sentence. Imperatives how can we make it passive imperative that on should also be considered. Already it is written look shut the window! When we rewrite, when we change it into its own equivalent passive form it may become just like this. Let the window

164. SS: be shut!
165. T: be shut! Let the window be then verb3 the context shut shut shut in such a way we can change active sentences into passive sentences anyhow. So if you if you are clear on upon all such types of contexts how can you change the active sentences given for you starting from up to ten. Shall I give you some three or four minutes to see it on your own then at the end you will come see it roughly or three or four minutes then at the end we will do it together.
166. SS: Discussing and /or murmuring for extended time
167. T: good that is enough that is enough, and now let us do the questions together. The original active sentence says based on the instruction; don't forget the instruction! The instruction says change the following active sentences into passive so based on this one how can we change this question. I think it is yes or no questions do students here welcome guests from different universities; it is yes or no questions. You understood it. Because its answer most probably be either yes or no. So how can you change this one into passive yes or no questions?
168. SS: Murmuring
169. T: This one is expected from you. Ehh? The objects are? Which one is the object? As usual first you have to identify the object then the subject if you are identify things in such a way then changing or may not be this much challenging. Usual hand ehh?
170. S: Murmuring
171. T: Ehh? As an object? Good
172. S: Are guests
173. T: What type of tense is used? Simple present tense is used. Ehh the tense used is simple present tense. So you are expected to make it present passive yes or no question so you may start in such a way. Look! Are guest from different universities it is you may assert in such a way. Are guests from different universities you may start in such a way. This one entirely this one may serve entirely as a direct object. The main verb is the given maim verb is welcome ehh? How can you rewrite it the content verb always should be written in ehh? Are guests from different universities welcomed by who? By the students don't forget this one. This one present perfect yes or no questions can be constructed in such a way. Two the governments wants as to follow (2x) all this instructions. Yes ehh?
174. S: the government
175. T: welcomed ehh welcomed possible possible come
176. S: come
177. T: but welcome is also possible don't forget this one you are right welcome is also possible welcome yeah you are right if we say welcome possible welcomed possible again it doesn't matter
178. S: Murmuring
179. T: Ehh?
180. S: the expression here
181. T: The expression here yeah welcome is also possible. The adverb can be written after welcome here by the university by the students. Two! The government wants to us to follow these instructions (2x). Ehh?
182. S: the government
183. T: the government
184. S: wants
185. T: wants wants what?

186. S: the instructors
187. T: the instructors
188. S: to do
189. T: to do what?
190. S: to be
191. T: to be
192. S: followed
193. T: Very good! This one is the correct answer. Nice! Three where did they dropped the first atomic bomb? (2x). this one is active questions active yes or no I mean WH question how can you make it passive WH question. Look the tense yes
194. S: where
195. T: where
196. S: was
197. T: was
198. S: the
199. T: the
200. S: the first
201. T: the first
202. S: atomic bomb dropped
203. T: atomic bomb dropped. Question mark. Number four we expect them to complete the project by next year. We expect them to complete the project by next year, ehh. Yes?
204. S: murmuring
205. T: Ehh?
206. S: we expect
207. T: We expect them to complete the project by next year it says. So can you change it?
208. S: murmuring
209. T: ehh?
210. S: we expect
211. T: we expect the project you may start the in such a way
212. S: we expect the project what?
213. S: to be
214. T: Ehh?
215. S: completed
216. T: completed by what?
217. S: by them
218. T: by them the time expression. I think there is time expression. By what time?
219. S: by next year
220. T: by next year. This one as time expression by next year. This implies that the agent could be well known. If you remember, if the subject is well known if the subject is obvious, if there is common understanding, we can use passive sentences just like this if the society is there or if the doer is the government we can use such types of passive sentences. Five, did you see them taking to the hospital? (2x). ehh?
221. SS: Murmuring
222. T: Your sentence ehh?
223. S: When … murmuring did you see him?
224. T: ehh? Did you see h …i…m what?
225. S: taken to the hospital
226. T: Taken to the hospital being number six finish this job in a week time! Imperative! Finish this job in a week time. So how can you change this on into passive imperative

227. SS: Murmuring
228. T: ehh? (okay)
229. S: let this job
230. T: let this job
231. S: to be finished in a week time
232. T: Let this job be finished when? At what time? Ehh? In a week's time (2x) Number seven people think that all snakes are poisoners (2x). Very interesting sentence! How can we make it passive? People think that all snakes are poisoners ehh?
233. T: you will try? Ehh
234. S: all snakes
235. T: all snakes ehh? Ehh? Ehh?
236. S: all snakes are thought
237. T: all snakes are thought
238. S: to be
239. T: to be are thought to be (2x) ehh?
240. S: poisoners.
241. T: Poisoners or you may have another alternative to change. Could you tell me that one? There might be another alternative there could be ehh? The first alternative says all snakes are thought to be poisoners. Think over it there are alternatives there are options please eight most parent give too much freedom to their children (2x). It is not statement it is question statement question you remember this one?
242. SS: Murmuring
243. T: Statement question, most parents give so much freedom to their children. You have to read it in such a way you see so how can you make it passive statement question? Ehh?
244. S: most children are
245. T: most children are
246. S: given
247. T: given what?
248. S: too much freedom
249. T: Too much freedom. Most children are given too much freedom? Yes or no could be the answer. Nine show them in! (2x) How can you show them in imperative. Show them in! Ehh?
250. S: let them
251. T: let them
252. S: show in
253. T: let them show
254. S: show in
255. T: Let them!
256. S: Let them be shown in!
257. T: Let them be shown! Very good! Let them be shown in! (2x). it is not solid science. The preposition and the last which everyone knows that he is innocent (2x). ehh?
258. SS: Silence
259. T: Others this is the last chance. Another participant please? You are passives! Too much passive are the sentences laughing …ehh? The teacher said like this because participant students are three or four common students]
260. S: Murmuring it is known
261. T: It is known that
262. S: he is
263. T: he is (2x)

264. S: he is innocent.
265. T: innocent. That was all we have regarding the activities taken from the language form, which is entitled by active and passive sentences. By the way you are expected to read a lot in detail, please! If you continue in such a way, you may not be effective in your test. Be taker please. Read and refer different types of books from the library.
266. S: Murmuring
267. T: Ehh question? What is wrong g with it?
268. S: why we omit it?
269. T: whether we omit it or indirect object or we may take it. It doesn't matter it doesn't distort or change the meaning. Questions if there are? You are welcome! Yes
270. S: Question number five
271. T: question number five what is wrong with it? Did you see them taking into the Hospital here it says
272. S: Murmuring
273. T: It doesn't matter because our intention left with the direct object ehh? Our intention lies on the direct object this one is the indirect one it doesn't matter. This one is the indirect one
274. S: Number ten?
275. T: Number ten ehh?
276. S: Everyone knows that he is innocent.
277. T: Everyone knows that he is innocent. Yeah ehh?
278. S: Murmuring everyone knows that the meaning
279. T: Yeah everyone knows that he is innocent this one is active by the society when we say it may touch each and every individual
280. S: Yeah but…. murmuring
281. T: ehh?
282. S: Murmuring
283. T: I am not clear with your question.
284. S: as a subject….murmuring
285. T: What? What?
286. S: something is because
287. T: Ehh? Something is known by the society by the way. What is that?
288. S: emm… murmuring about him
289. T: About him whether he is innocent or not the thing, the issue what are you talking about is this one. You see so for this reason. We said that it is known that the thing to be known the thing, which is expected to be known by the society, is it is about him that thing that issue is understood by that is the issue. Another question so that is all that we have for today when we meet in the new week we will see about the speaking section as well as the writhing section for today that is enough have a nice weekend. But emm…yeah it doesn't matter if you have time try to come up by refereeing something about conditional sentences. Don't forget that one. You see don't forget because your test may incorporate conditional sentences. So it is about it whenever you get time. Ehh?
290. S: What is this really this recording material?
291. T: It is for the sake of research. Take it easy ok.
292. S: *ፈተናው (the exam)*
293. T: ehh? Ehh
294. S: *ፈተናው መቸ ነው*? (When is the exam?)
T: *ፈተናው*? The exam? (2x) the test will be next week on Friday. Concerning conditional and passive. We will see it (2x). *ካየነው በኃላ ነው።። (The exam would be after we have seen some portions left)*

Teacher G

Transcription 13: Class 1: Date of observation: 14/11/2017: Time: 8:00 am; Room SOSS 6

1. T: Okay today we are going to have a public speech; please may you begin?
2. S1: Okay our title is Wolkite University graduation ceremony of Wolkite University, and we are theatrical art students and and and (Long Pause)
3. SS: and and and laughing murmuring
4. S2: እሺ! (Okay) we are trying to make a public speech about a gradual academic of Wolkite University እና (and) there are a lot of things that are new for this University. For example ehh this year is the first time when Wolkite University graduates art students and psycho students and theatrical arts and engineering students. Then it is for the first time it gives in psychology, psychology, and emm medicine and others fields.
5. T: T: Next next presenter
6. S3: ስለዚህ እነዚህ ነገሮች ሲጀመሩ የነበሩ ናቸው፡፡ ሌላው መንገዱም እየተሰራ እንደሆነ ይታወቃል፡፡ መንገዱም የተፋጠነው በዚህ ዓመት ነው፡፡ ብዙ ፈጣን ግንባታወች እየተካሄዱ ይገኛሉ ማለት ነው፡፡ እንካ ተናገር፡፡ So these were things that started to happen. The other, the road (the inside road of Wku) is known to be working. This year, the working road's progress is fast. There are many fast construction projects available. Speak on.
7. S4: ኧረ ቆይ! አልመጣልኝም፡፡ (Just wait! It has not come to my mind)
8. S3: Sorry
9. S2: ሌሎች የዩኒቨርሲቲው ጥሩ ነገሮች ደግሞ እ በሌሎች እንትኖች በሌሎች ከትመርቱ ጋር ተያይዞም ሆነ ከሌሎች የነንዮሽ ነገሮች ማለት ንቁ ተሳታፊ ነው ለምሳሌ ተማሪዎች የቲያትር ፕሮግራም ይዘው ወደ ስፖርት ፌስቲቫል ወደ ጅማ አምና እና ወደ ቀጣይ አዘጋጅ ዩኒቨርሲቲ ይሄዳሉ፡፡ በተለያዩ ሥፖርታዊ ዉድድሮች በተማሪዎች ዘንድ ወደ ጂማ ዩኒቨርሲቲ ይሄዳሉ፡፡ እነዚህ የዩኒቨርሲቲው ጥሩ ጎኖች ናቸው፡፡ The other good side of the university is that Wku is an active participant, for example, students go to the theater and go to the sport festival in Jimma University last year and/or they would go to the next University festival. Students go to the Jimma University in different sport contests. These are the positive sides of the university.
10. S5: እና ቆያ አስቤበት ነው የምናገረው፡፡ እምም እነዚህ ያየናቸው መልካም ጎኖች ናቸው፡፡ ሌላው ደግሞ ማየት የምፈልገው የሴቶች ተሳትፎ ወልቂጤ ዩኒቨርሲቲ ላይ በጣም አነስተኛ ነው፡፡ በጣም ማለት ነው እና … Wait me; let me think on it. These are the good ones we have seen. And the other one, I want to add is women's participation at Wolkite University is very small. It means so much...
11. T: ከምን ከምን ጎን ለምሳሌ? Provide examples to witness the chances. What are the sides for example?
12. S5: ለምሳሌ አንዴ ላቅርብ፡ አስተባባሪዎችን ብናይ እያንዳንዱዋ አሪፍ ቦታ ላይ ያሉትን ሰው ስናይ ወልቂጤ ዩኒቨርሲቲ ላይ በጣም ዐጭር ነው፡፡ For example, if we look at the coordinators, everyone in their best place stays for a short period.
13. S6: እሱዋ ባለችው ላይ ስጨምር ተማሪ መማክርቶች እንዴት እንደሚመረጡና ለምን እንደሚመረጡ አናዉቅም፡፡ በምን መስፈርት ሊመረጡ እንደሚችሉ አናውቅም፡፡ አብዛኞቹ ደግሞ ወንድ ነው የሚሆኑት፡፡ ይሄ የሴቶችን ተሳትፎ ይቀንሳል፡፡ እህህ እና ደግሞ ጥሩ ጎኑ የምናየው በስፖርት ፌስቲቫል ብዙ ሴቶች ይሳተፉሉ ብለን ልንዎስድ እንችላለን፡፡ ምግብም የተለየ ለሀይል ማበረታቻ በሚል ይጨመርላቸዋል፡፡ To further develop her point, we do not know how students were voted and why they were chosen. We do not know the criteria student unions are chosen. In addition, most of them are men. This reduces women's participation in sports. Our good-natured festive tour can be that many women are involved. There is also food to encourage energy.
14. T: Aster eh
15. Aster: No
16. T: Also, all of you must discuss the attitude that you have towards the academic and the learning-teaching process of this university. Whether it is negative or positive you reason out why you said if you have a negative attitude or the positive attitude towards this university.

17. S7: በማስተማሩ ዙሪያ ምክኒያቱም እንደካምፓስ ተማሪ አይደለም የምንማረው በጣም እሹሩሩ እየተባልን ነው የምንማረው፡፡ በጣም ልክ ሀይስኩል እንዳለን ነው የምንማረው፡፡ ፍረሽ እንደመሆናችን መጠን አባብለው ይዘውናል፡፡ እንግዲህ ያዝልቅልን፡፡ We are not learning like a student of a campus, we learn to be the most preserved. We learn that we are very much like high school students. As a freshman student, they treat us good; let them continue it.
18. SS: Laugh
19. T: Okay
20. S8: እኔ እዚህ ግቢ ያየሁት የግቢዎቹ መቆፋፈር እና በጣም ጸድቀው የነበሩ ዘንባባዎች እና ጽዶች በመነቀላቸው ነው ያዘንኩት፡፡ I'm sorry, in {on} this campus, I am sad that the palm trees and papers were abandoned from this campus.
21. S9: And the most positive thing of this University is ehh the learning and teaching process is positively working. We are safe in each and every piece issues {daily routines}. Any other ehh…. The teaching staff is working good enough for us. ስለዚህ ዩኒቨርሲቲ ውስጥ በተለይ በዚህ ዓመት ብዙ ዩኒቨርሲቲዎች ውስጥ የተለያዩ ችግሮች የተለያዩ ብጥብጦች አንስተው ትምህርታቸው ሲስተጓጎል በዚህ ዩኒቨርሲቲ ውስጥ ምንም ዓይነት ችግርና ምንም ዓይነት የትምህርት መስተጉዋጎል አላጋጠመንም፡፡ ነገርግን ከዩኒቨርሲቲ አስተዳደሮች ግን ምን አልባት ቀድምው ስለተዘጋጁ ሊሆን ይችላል፡፡ ይሄ ነገር በቀጣይነትም እንዲካሔድ እንፈልጋለን፡፡ ሌላው ደግሞ ግቢው ውስጥ በጣም እየተቆፋፈሩ ያሉ ነገሮች ቢፋጠኑ፡፡ በበለጠ አሪፍ ይሆናል ብለን እናስባለን፡፡ So, in this university, especially in this year, there are no problems, and there was no education trouble at all in this university. But it may be because of the proximity of the university administrators. We want this to continue. Another thing is that the landforms are getting worse in this campus. We think that it will be even better.
22. T: Okay from your group choose one representative to present what you have discussed so far in your group in front of the class. So choose one person.
23. S1: Okay thank you
10. SS: Murmuring
11. T: Okay I need two individual who gonna to present what you have discussed in your group. So from which group we start now? From which group? By your will from which group? Okay from (long pause) what is your topic?
12. S1: The effect of climate change
13. T: Okay the effect of climate change. Come here and present what you have discussed in your group.
14. S1: Okay thank you our discussion is based on climatic change. Ehh the climate would be changed and the different purposes. First of all, it is average change of climate. Ehh climate change means average change of climate change at the time. Ehh they have causes for climate change. Or general cause they have for now distance from the sea. Long distance from the sea. Ehh Ocean current, altitude and latitude. This is the major causes for the ehh causes for the climate change and additionally how the climate would be unfavorable or how climate would be ehh change in new ehh short period of time ehh they have the causes and the first causes is expansions of industries. The second one is deforestation, and unprecondition climatic change. Excess amount of carbon di oxide that release from a motor and degradation of land air pollution. And ultraviolent of ozone lair and the effects of climatic change. The first effects of climatic change it causes unpredicted climate change in our world that exposed to drought and famine. For example as we see in our continent Sahara region in west Africa and ehh expansions of ultraviolent rays in that causes many diseases then the another one how we control the climatic change in our world we control climatic change by planting of trees like afforestation reforestation and reduce west materials or chemicals that releases from industries ehh and using new technologies (using new technologies in the era of new technologies) (2x) in the era of industry that agreement ehh which the people the industry would

be submitted now like peaceful agreement koyita agreement which in 2000 to what 2002 our country also in that agreement and by changing urban area or city areas ehh that the people live in crowded so that is all about our discussion.

15. T: Okay from the group what do you think is most possible measures to reduce those effects of climate change? The way we reduce these climate change.
16. S2: First of all what the meaning of climate change. Climate change is the average change of climatic change for a long period of time. What is the effect of climate change? Drought because of the deflation of ozone layer and humane being become affect by the disease of cancer. Ehh to control the climate change in the world by use of afforestation, reforestation and reducing the waste material. For example, reducing the waste materials and not use through double time.
17. T: Thank you. I like your presentation. Next group
18. SS: Yes
19. T: Ok come here.
20. S1: First of all we would like to thank our teacher to make us to make a presentation of public speech. To make us work a public speech on this idea. Our title is gradual academy of Wolkite university. As a theatrical art students we observe that almost we have what we want. Such as we have outstanding and understandable teachers and good enough administrators. But there are also some negative sides, for example, not enough guide books in our library. This are the positive sides we have mentioned. The new thing in our campus are it is given for the first time in medicine, sociology and psychology fields, and in architecture, engineering and theatrical arts fields they are graduates for the first time in the history of this campus. In other infrastructure issues there are some shortages for example, the roads students' café, students' fields and football fields and so on. In general, it is a new institution and it is a almost perfect. Thank you!
21. S2: Ok as Rezina mentioned before, our title is gradual academic of Wolkite University. According to this information there is not enough water even if for drinking and sometimes for shower and service of bank and it is not is not well faster and be settled the learning and teaching activity in our university is achieving very well. For example in sport festival we are competitive in each and every aspects. Girls' suffrage is also better in this campus. But they are not participating as much as expecting.
22. T: Okay thank you, all of you. I would like to thank you in advance! Nice presentation at all!
23. SS: Murmuring
24. T: Beza
25. SS: Murmuring
26. T: Beza Okay Demeke
27. SS: Murmuring
28. T: Alazar
29. SS: Murmuring
30. T: Ok any volunteer to be the next presenter? Ehh any volunteer to take the floor?
31. T: Now we're going to see about the spoken part of the first module particularly it deals with greeting and introductions. Ehh from at the end of the lecture we will have greeting and introductions. Is there any words that you know? What do we mean by greetings? Greetings? Take one or two minutes to ask and discus with your partner.
32. SS: Long Murmuring (°)
33. T: Ask your partner which is about greeting. Say something
34. SS: ((Murmuring)) (°)
35. S1: Greeting is you know (°)
36. T: Ok let us come back to the discussion. Is there anybody who can define greeting? What comes in your mind about what comes about the concept greeting we mean? Is there anybody who can define it?

37. S2: Okay
38. T: Okay your name is Ayana?
39. S2: Yes
40. T: Okay go on.
41. S2: Greeting is a form of communication ehh it is used when one person and at the beginning of meeting. We use it at the beginning
42. T: Very good! When we come to the way of interaction or communication with others or with our neighbor or partner or colleagues that might be considered as the opening speech. Anybody who can else define greeting is? Ehh what is greeting for you?
43. S3: Greeting for me is a form of communication with others or it is an exchange of ideas with others.
44. T: Greeting means it is an exchange of ideas or a certain idea or personal or opinion. So in general greeting can be defined as simply a way of salutation or a way of asking or a good way of communication about or in general that is greeting. What is its importance whenever, we write the concept of greeting, there are certain circumstances and conditions in which circumstance or professional groups or in which ehh category of the society ehh particularly we perform greeting. We have a formal way of greeting and we have an informal way of greeting. (Wake up said the teacher when a student slept on the chair). When we talk about (two students entered in the class without knocking the door then the teacher said ስርዓት አትይዝም!↑ (Mind your manners!). Ok ehh as we have said greeting can be formal or informal in line with or in accordance with the circumstantial or the environment or simply the professional of the society or I mean with whom we are talking about like we can communicate with. When we greet somebody else elders when we interact with somebody else with stranger to us we have to be formal and the language we use have to be very careful, standard and edited. Whereas when we greet somebody else who is your intimate friend your longtime friend and your colleague can be greeted using informal way of greeting. Ehh and be informal in a sense that it is simply based on the familiarity of in whom we are talking about; familiarity is actually relative. When we meet somebody else we use the formal language, and when we meet him again and again, the familiarity become increase then you can say simply make it informal. Considered that when you meet for the first time in this class your friend, what you used is ehh very formal and very careful of greetings. But may be after three years or four years ehh you can use the informal ways of greetings including provocative with neck names with sirs and first names informal ways. Whereas, informal ways we use. The titles like Mr. Miss, Madam Sir Etc. are titles and we have also titles of professions like: Dr., Proff. Engineer and the like and we use it full names. We use and we use again smiling face actually this can be not only in the formal one but also we can use also smiling deface in the informal communications or because of or facial expressions talks something talking about for facial expressions. It tells us the expressions, the feeling, the behaviour of the individual whenever you perform you need to be careful enough of the body language of you use and others. So this are actual so we have certain opening greeting questions like (I mean 2x) expressions like good morning, good afternoon, good evening in line with the time aspect of the day. So the response could be for good morning good morning, for good evening is good evening, so we have different ways of expressions of ehh formality. I mean 3x formality of greetings for instance let see ways of greetings. (the teacher writing model greetings and responses)
45. SS: Murmuring (20” long pause)
46. T: Now look at these greetings and responses. As we have said you can perform greetings in line with the time around the morning you have to say good morning. So the response should be good morning Sir, good morning madam in line with the status of the individual or and the formality of the greetings we are performing. Good afternoon Sir, good afternoon Mebrahitu or something we can talk more depending on the expression. Good evening ladies and gentlemen, hello, how are you and

fine thank you and you? Hi – Hi; How are you- I am fine and how are you and something like this. These are the most commonly used ways of greetings. These are the most commonly used ways of greetings. So, from these ways of greetings which one do you think are formal and which one do you think are informal?

47. S4: Hello የማይለው informal ነው።።(The expression which says hello is informal)
48. T: No make it in English. We are talking in English. Ok
49. S4: Hello and hi is {are} informal and good morning and good afternoon are formal.
50. T: Yeah expressions written like hello and hi are categorized under the informal ways of greetings and the rest three are indicators of formal of greeting. Very good! Very good! So whenever you found expressions like supported by hi and hello they indicate as and a kind of informal. So these greetings with their response indicates for informal expressions. Whereas, these let us say the first case, good morning and the name of the individual and hi and the name of the individual is informal and the previous one is formal. Ehh in the case of informal ways, as I have said you can use nick names. Do you know nick names? Nicknames are what we call it ehh ቅፅል ስም (Nickname) or something like that you can use the nick name of an individual. For example, if he is Abebe, you can call him Jacky or something in line with the nick name of the individual. I don't know how nick names can be given. So, you can simply use jargons or slangs and whatever or what we call them አራዳ words or in informal ways. Let us see our languages needs to be careful and grammatically edited; should be the standard language, which is used in the media in education in the country in general. Ehh the language needs to be careful and everything which needs to be uttered needs to be acceptance so when we greet professor you need to be careful and the title is one of the indicator of his professional entity so we have different ways of ehh performing greetings and their responses. For expressions like, how are you? the responses will be I am fine thank you; for expressions of greetings like how do you do, the responses should be similar to how do you do. Ehh what is important here is whenever. Let or let us look at or say greeting will be partner's to depart. So when we depart, we have to say good night for good night and so when we depart you can say good night, good bye and for good bye. Now let us look at after having greetings about is to exchange any other information of your partner or your colleague or stranger or our elder may be whatever your status is or the individual is what will come is introduction. If your partner is new and stranger to you, and you can introduce to him or either you will be introduced to someday by somebody else. We have actually two ways of introduction: Introducing oneself and introducing others. Or you can be introduced by others or by somebody else. So what do you think is introducing oneself? How can we introduce ourselves to our partner or to the audience in general? How can we introduce ourselves to our partner, or into the audience in general? Is there anybody who can tell me how we can introduce yourself into our partner or into the audience in general? We have certain ways of commonly ways of introducing oneself and introducing others like we can say I would like to introduce myself and my name is Abebe Takele or can I introduce my name? May I introduce my name? Would I introduce myself? All these are possible ways of introducing oneself. Or simply at informal level you can say: this is Abebe to yourself or I am Abebe or do you want (inaudible) have you known me so far? Have you met me so far? Blah blah so we have different ways of introducing oneself. After introducing yourself, you can proceed to your ways of introduction like in order to ask be the place of the individual from where he/she is coming from. Or you can say where do you come from? Or where are you from (2x) so what do you think that the response for that? Where are you from? (the teacher asked one of the student pointing his finger)
51. S6: I came from Metu?
52. T: I came from Metu. Where are you from? (*The teacher asked one of the student pointing his finger*)
53. S7: I came from Addis Ababa.

54. T: I came from Addis Ababa. To ask the questions of place, you can say where do you come from? Or where are you from? Both are possible questions forms. The response is either I came from Addis Ababa, or I am from Addis. You can also ask the job of the individual. You can ask the job of the individual. Eh so how do we ask (3" pause) the job of the individual? Is there anybody who can tell me certain expressions asking the job of the individual?
55. S8: Yes teacher
56. T: Thank you ehh
57. S8: What do you do?
58. T: What do you do? Thank you very much! Ehh what do you do? That is, it! Anything else?
59. S9: What is your profession? So, the response will be ehh
60. SS: Murmuring (°)
61. T: I am an Engineer, I am a Linguist, I am a Sociologist or I work in NGO or whatever ehh. So tell your profession like this and again consider the difference ways of telling your job and the job of the individual. Ehh we have a certain greeting by as we have said that hi and hello are indicators of informal ways of greetings. Hi dear long time no see. That is greeting and the response also again yes or yeah long time no see. What is the answer for this same reply ehh? These are possible. Ehh now let us deal with exercises in order to (1') examine the ways of asking (I mean (2x)) committing greetings and their responses. (3' & 38'') (*The teacher writing on the whiteboard*). Okay look at these greetings and responses. They are not actually one to one correspondent. So they need to be corresponded in line with certain relevance of responses or so greeting like Hi Micael and the response will be what? Which one do you think could be the response should be? Ehh
62. SS: Long murmuring (°°)
63. S2 (Ayana): The answer is B.
64. T: The answer is B. B says hello Adam. (Inaudible) the response it is great to see you again. How do you see the next part?
65. S10: The answer is A.
66. T: I am very well. The response is A. Thank you. So how is life? It is very well. Thank you. The third how are you feeling now?
67. S11: Much better thank you.
68. T: Much better than you. And the next one. It is C actually. Hello Mr. Gutema! How are you feeling these days? You can say: Good or so so; not bad. So ehh these are responses and everything has its own responses like what we have mentioned. Okay now let us come back to the introduction which means that I have raised some minutes ago. As I have said there are two ways of introductions. What are these? [.5s] Tell me the two ways of introduction? ↑[1s]
69. S12: Formal and informal [1s]
70. T: Yeah of course. They can be based on the status of the individual. We can make it formal and informal, but the introductions can be practiced or performed in two ways.One eh [.5s]
71. S13: Introducing oneself [1s]
72. T: Very good! We can introduce oneself eh [1s]
73. S: Murmuring [1s]
74. T: What? (.) Introducing oneself or introduced by Kebede so these are the two ways.
75. SS: Murmuring
76. T: We can introduce to oneself or others. It can be introduced by Kebede. Let us come to how can we introduce somebody else? When we talk about introducing others there are three organs or three persons. One is the person who is going to introduce somebody else, and the second one is the second person who is going to be traduced with the other. And the other one is the person who is introducing. So, the expressions like introducing somebody else. So the expressions can be: I would like to introduce my friend his name is blah blah or May I introduce or could I introduce or can I

introduce my friend Abebe. Shall I introduce my friend Takele? So we have certain way of introducing others like that of introducing ourselves, we can harmonize them to the expressions that we have practices tries shall I introduce myself, can I introduce myself? Can be simply changed in to introducing others saying I would like to introduce myself, shall I introduce myself. So are actually expressions we use fir greetings in short, and if you have any suggestions, or comments and questions you well come! Ehh? Do you have any questions, Ayana?

77. Ayana: If somebody else greets us or if he/she said to us Welcome; what do I reply to him or her?
78. T: Ok if somebody else said to you welcome what do you think the response would be? Ehh for welcome the response can be what?
79. SS: [Thank you!] = well-stay
80. T: Thank you! The response will be what? Thank you↑ it is thank you↑ individual for somehow the response who say welcome are thank you↑ thank you↑ okay anymore questions so I will give you ehh a task particularly with respect to greetings and introductions and then in the next class I need you to come up with the know-how of what greetings and what introductions are? We have two ways of how these kind of assignments can be performed? One is there are a kind of greeting method like good morning Sir, good morning Abebe or it can be introducing oneself or introducing others. Introducing somebody else as I have said there are three individuals. The one introducing you to the new person and the other one is the introduced individual and the audience and so when we make the next class all of you need to be ready enough with respect to greetings and introductions for the next class. Make it practice whenever you go to cafeteria. Whenever you go to library class, practice how you can perform greetings, be it at formal level and be it at informal level. (5'') ehh what is important here is as we have said the formality of a kind of greetings or introduction has to be in line with the familiarity of the individuals whom we are close to him or introducing ourselves. These can be measured through long time contact so when we have long time contact or familiarity with that individual, a kind of familiarity will increase and we may do with the informal language because he or she is our long time period friend. Otherwise, whenever you need to use the stranger the new person, professionally and highly ranked officials than you we use the formal language. This is the concept of our today's lesson and if you have any questions again, you can ask. So by next class, I need you do these tasks. So that I will measure you. I will call your name and that is our measure task for you and this is enough for you today,
81. T: Okay Good morning students
82. SS: Good morning Teacher
83. T: Ok last time (interrupted classroom observation) we have tried to look at what public speaking is and we have defined what public speech is. Is there anybody who can tell me what public speech is?
84. SS: Murmuring (one minute)
85. T: Ok is there anybody who can tell me now what public speaking or what public speech is? Ehh
86. S1: emm
87. T: Ok Tigist
88. Tigist: Public speaking is a speech which is delivered to a group of people or a group of audiences.
89. T: ok she said that public speaking is a speech which is delivered to a group of people or a group of audiences. Thank you very much! Is there anybody else who can add more? Derartu
90. D: a speech simply produce or perfumeries to a group of people
91. T: She said that public speech simply produce or performances to a group of people or in an assembly thank you very much. Ok we said that public speech is practiced in a very formal way in a very standard way and we have tried to pinot out there are principles of public speech.

These are the who is speaking this is actually the addresser or the speaker when there is public speech there is an addresser. When there is an addresser or orator so these are the speaker, we normally called him the speaker. So there is the speaker and there sis also the audiences who attend these kind of ehh = speech. And these is what we call it the whom aspect. Again we will see what to speak or the subject matter which is going to be delivered. To the performance, that is the subject matter actually. If you have actually if you are ready to give public speech so by default, you might have a kind of topic related to the spoken so then is again one requirement of a public speech. In other words, = ehh the environmental aspect or the where aspect even the classroom or any other conditions. And the fifth one is come on any other effects of that speech even the circumstances conditions which can be taken or affect negatively or positively can affect the speech. So ehh that is again one requirement. Again on that topic we said that ehh= public speech contains at least three parts three parts these are the head line parts and the body parts and the echo part and we can simply classify at them as the introductory and the body and the closing part. The introductory part is to introduce your audience what you are going to say on the subject matter with respect to the subject of discussion so the audience is informed about your topic. So that is the introduction or the introductory part. With the second point is actually the body part. Or the explanatory part. In this stage you are going to explain elaborate or describe your idea. Or you can persuade or you can argue up on your topic so this is the body part or the explanation part and the last stage is actually the closing part. That is the summary part you are going to reflect in every clear and sort of words what you have promised to say. In the very beginning of your say that is in the introductory part. So you have to retest and summarize what you have being talking so that is the actual again we have discussed that in a kind of public speech there are some rules and regulations which we = do or we are we are not allowed to do if we are actually you need to be confidential enough I mean you need to be with a full of confidence= and simply don't point out your failures. = ehh and your dressing style the personality needs to be formal in line to the audiences because we have to consider the pragmatics in line with or in accordance with your audiences so that is the personality aspect and again with respect to the time aspect you have to consider your time. Audiences also should your time need short and = appropriate time= you have to be careful and the time management and the other is with respect to explaining the point you need to pint out what you are going to say simply don't say around the bush. So go to the point directly. So that actually one point. Ehh= these was actually what public speech was. In our previous class ok we are going to see today with another grammatical session that is the passive voice. I think all of you ehh= you must= you are expected to have good know-how of passive voice starting from your elementary level school so take a moment and try to answer at least these questions. What are passive voice and how the passive voices are formed or the formula of the passive voices? The last one is why do we need to use passive construction. So take a moment and ask your partner with respect to these questions. ok

92. SS: Discussing
93. T: Ok I have said that ehh discus with your partner on what active voices are and other given questions don't sit alone.
94. S2: ሁሌ ዲስከሽን (the discussion is always) Always discussion ዲስከሽን አልበዛም? (Is the discussion not too much?)
95. S3: እረ በጣም በዛ! (Yeah it is too much!)
96. S4: በቃ አሁን ዝም በል! (Now that is enough; keep quiet!)
97. T: Ok thank you now let us = come back to the discussion and is there anybody or any individual who can tell me what passive voice is? Dereje

98. Dereje: Passive voice is ehh when the subject of the active become the object of the passive voice we use it for the thing that we have done in the past
99. T: Ok
100. Dereje: The object of the action is not clearly stated
101. T: Dereje said that we talk about passive voices when the subject of the construction and on the contrary there seems that there is doing of the action become the object of the active construction and we call it a passive construction. Thank you very much! Additional definitions? Or additional explanations of passive voice yeah the point is actually as we said we when talk about active voice we simply the object of ehh= then active construction is highly emphasised in passive construction we said that there is passive we are looking at passive constructions. Ehh= normally most of the time = what is in our day to day activity what we use is the active construction that is most of the time the subject of the active construction is highly emphases in most cases in our journals, in our researches, or in our handouts. Whatever nooks the subject is highly emphasised but in some cases, the object can be a needs to be emphasised for some purposes. So in this case, we need to use passive constructions. Ehh = one important thing with respect to the passive construction is, we need to consider the category of verbs the verbs needs to be ehh = transitive so meaning that the verb needs to be indicate something is going over something I mean over something else so there is relationship of doer and receiver. Something is going as an action over something else. So there is subject object relationship. So when in the passive case,. What was the object became the subject in other words, it is highly emphases now let us formularize and we will stop the rules. Is there anybody else who can tell us the formula of the passive tense. Ehh can you try
102. S4: Subject plus
103. T: Subject plus
104. S4: Subject plus ehh=
105. T: Ok is there anybody who can tell us the difference between what he said and the real one the formula of the passive voice.
106. S5: Subject +
107. T: Subject +
108. S5: Past participle
109. T: Past participle
110. S5: ehh the doer of the action
111. T: Okay thank you very much now what we are saying is the subject is receiving the action ok you can say that >simply the form of the passive voice is receiving from the doer of the action plus verb to be plus the past participle or sometime the verb three of the verbs< which is going the action. Or simply we can say the passive is formed by verb to be plus verb three and followed by verb three and the thing doing the action which needs to be the final position and saying that is ok. So this is actually receiving the action so when we say the thing receiving the action, we mean that it is the object of the active sentence and in the passive case it is become the object of these kind of construction. So and the verb need to be actually needs to be harmonized in line with the tenses.< ehh for instance, it is simple present ehh the verb to be can be either e or r or sometimes (°) let us take this example for instance, he speaks English. This one is the active so how are you going to change it into passive? Is there anybody who is going to change it into passive? This kind of sentence can be he speaks English. It is simple present one. So how can we change this one in line with the form plus. Now we have the subject he and the verb is this one is the verb this one is the subject and this one is the object. So there is a relationship of something is going on over something else who are receiving the action. So in line with the formula ehh how can change it?
112. SS: English is spoken by him
113. T: Yeah thank you very much. So the verb to be needs to be ehh

114. SS: Is
115. T: is
116. S6: Is it spoken?
117. T: Yeah spoken by him if you want. So ehh

Teacher G

Transcription 14: Class 2: Date of observation: 13/11/2017; Time 10:00 am

1. T: Can you define what liberation movement is? እስኪ ማሀል ላይ
2. SS: Murmuring
3. S:…. የሚለው የመጀመሪያው ጥያቄ (the first question says) What is liberation movement? ነው የሚለው "Libration? ከዚህ ጋር እኛ እንደተወያየነው ከሆነ ላይበሪሽን ሙቭመንት ማለት (Hear as we have discussed so far liberation movement means) it is the movement of a group of people or individuals runaway their own sovereignty, ideology and rights. ይህ ማለት ባንድ ላይ የላይበሬሽን ሙቭመንት ይባላል፡፡ የግሩፕ ላይበሬሽን ሙቭመንት አለ ፤ የሶሳይቲ ሊሆን ይችላል ወይም ደግሞ በግል ሊሆን ይችላል፡፡ አንዳላችሁት አስተሳሰባቸው፤ ራይታቸው፤ እና ሉዓላዊነታቸው ላገራቸው ያላቸው ሉዓላዊነት የሚያደርጉት ንቅናቄ ላይበሬሽን ሙቭመንት ይባላል ማላት ነው፡፡" (Generally, this means liberation movement. There is group of liberation movement; it could be at a societal level, or it could be in an individual level. As you said, their thinking, rights, sovereignty for their country and the struggle is claimed to be liberation movement).
4. T: Ok! Abera
5. Abera: ehh
6. T: I don't think so your answer is correct. Let them your group member to participate on your discussion.
7. Abera: OK.
8. T: You are the group coordinator act then like that but when they give you the answer, you can
9. Abera: The teacher said that to satisfy the whole discussion discus for others and also what is liberation movement? Bereket What is liberation movement?
10. Bereket: Addis (a member of the group) it is a group of people being one place to another place for some reasons liking their rights
11. Bereket: እሽ ሌላ? (Any other?) What is liberation movement? Danayit
12. Danayit: Murmuring …
13. Bereket: What is liberation movement?
14. Danayit: It is a movement when a group of people and individual run away from on sovereignty ideology and rights. "በቃ" that is enough!
15. Bereket: Ok. The second question says: Is there in your region any liberation movement? "በክልላችሁ ያሉትን የሴቶች እንቅስቃሴ ወይም ንቅናቄ ተናገሩ ነው የሚለው ለምሳሌ እ… (It says speak the women's movement that are found in your region; for example, ehh I came from Amhara region, there is a lot of women liberation movement for women's. Example, Shewaregedgedele, ehh and also other women's liberate for their own rights in the Derg regime ehh to avoid that Dergs to declare the ehadig (EPRDF) that is a lot of liberation movement for instance like cooking foods and the sciences for communication and other attacking person to another that your own liberators. ይህም ያልኩትን በአማርኛ ስፈታው ምንድንነው አሁን ብሴቶች ንቅናቄ እንደ አማራ ክልል ብዙ የሴቶች ንቅናቄ አለ፡፡ ለምሳሌ እነ ሽዋረገድ ምናምን ምናምን ሚባሉት ለእነሱ ለሚዋጉላቸው መብታቸውን ለማስከበር ነጻነታቸውን እንትን ለማለት ለሚያደርጉት እንቅስቃሴ ምንድንነው ምግብ በማዘጋጀት ለሰራዊቱ ምግብ በመስጠት እና ደግሞ ከሌላ ፓርት ሚመጣ ጦረኛ በምልክት በመገናኘት ሚያደርጉት እንደሱ አይነት ነገሮች አለ፡፡ When I translate what did I say is that these days there are many women's libration movement in the Amhara

region. For example Shewrgedegedele blah blah. The fighters were fighting for their rights. For example, they are the sort of things that they should do to promote their freedom to defend their rights to fight for their rights and to provide food to the army, and to connect with a warrior coming from another port. ለምሳሌ For example there is a lot of student come from Amhara region Oromia region what is the liberation movement for women in Oromia region?

16. Abera: Ok! The second question…
17. T: As it could have to have towards women's liberation movement in Ethiopia according to our country… yeah murmuring
18. Bereket: Yeah. Medhanit you come from in Oromia region. What is the liberation movement? "አንቺ" (You) What is the liberation movement women's in your region?
19. Medahnit: "Ere!"
20. Bereket: "አይደለሽም?" Are not you?
21. Medhnait: "New"
22. Bereket: Ok. What is the liberation movement in your region?
23. Medahnit: No… laughing. There is no liberation movement?
24. M: Yeah!
25. Bereket: ኧረ እንዳይዎቅሱሽ (be careful they will blame you)
26. Medhanit: የእዉነት ስንነጋገር የለም ነው የተባባልነው (When we talked honestly we agreed that there is no)
27. Bereket: እሽ የት ነው ያለው? (Ok where is it found?)
28. Medhnait: በገጠር አካባቢ ነው እንደዚህ አንዳንድ ቦታ እንደ አጋጣሚ *(It is found around the rural area)*
29. Bereket: The third question says: Please participate my group members. What kinds of relationships exist between husband and wife in your area? Is there a relation of male domination, and how is the relationship reflected? Ehh the question says What is the relationship exist between husband and wife in your country or in your area? Regions and the relationship either equality or what? If this relationship one student says what is reflected what is the relationship of male domination if one students says reflected that equality? What relationship for your area for region?
30. Tade: The relationship is best and the male is dominate.
31. Bereket: dominate
32. Tade: Yeah such economically are male are great ehh great so male dominant and the husband is dominant.
33. Bereket: Thank you Tade! Any other?
34. S: Laughing …. In my region, it says a relationship between male and a males have dominate part of by their incomes or to guide all works in his home. So there are relations but they are not equal by work may be by humanitarian the both wife and husband can be recognized as equal but because of the economical power and its reasons there is a dominance of male.
35. Bereket: Any other? To generalize for what kinds of relationships exist between husband and wife in your area? Is there a relationship of male domination, equally or what? What is the relationship reflected? In my area or in my region the relationship between women and men are male domination. Male domination this by culture by economic by social ideology, male is domination by culture you see in my region. They walk men and women. There is before that walk because male is dominate and she ehh she advises for males and controlled by males any other activities like land administration. Any others male is dominated by economic in Ethiopian context, or in my region, there is no ehh illiterate for women's there is no illiterate so by economic males are to administer socially ideology in that my region the society accepted that male is dominate and control and she simply cook ehh fetch water and also other activities by this case male is domination in our country. The other… murmuring
36. SS: Murmuring

37. T: Ok! What do you think for the first case in that it says what is liberation movement according to your point of view?
38. S: Liberation movement is a response to fundamental, social and economical change which affects ones country example, women liberation movements to give response about the basic changes which affects women's livelihood inside and outside the home.
39. T: You are such like an exciting idea based on what is liberation movement? What about the second one What kind of relationships exist between husband and wife in your area? Is it a relationship of male domination equality or what? How is this relationship reflected?
40. S: In our area the relationship between husband and wives the relationships are some existences and or male dominant or about different decisions but women's have little chance to pass their efforts due to this male dominance reflect the permitted awareness of the society so think women's infer thane male.
41. T: Ok! Is there any women liberation movement in your region?
42. S: I don't know!
43. T: You don't know. Ok what kind of attitude that you have as expertise about what is liberation movement?
44. S: the same to that he knows. ሶስተኛው ላይ ነው ያልተስማማነው፡፡ (*We didn't agree on the third one*)
45. T: Ok *ehh* ሶስተኛው ላይ (*from the third*)
46. S: እሺ! (Okay) most of our areas the husband and the wife are equally work in their job and also have a division of working but in some area there a husband is domination to the wives.
47. T: According to your area females domination
48. S: Husbands
49. T: husband domination
50. S: Yes.
51. T: what about husband domination. So you have the same idea.
52. S: No! Most the ehh he express most of ehh the areas husband is dominated but most of our areas the husband and the wives are equally work in their job, and also have a division of working in mist of working in our area but in some area there is a husband is domination to the wives.
53. Another Student: the questions said that already in your area
54. T: Yeah
55. S: Yeah! In our area
56. Another student: በራስሽ area… (In your area)
57. T: you come from the same region from the same region?
58. S: Yeah! But our area is different from his.
59. T: where is yours?
60. S: The region is the same to that, but our area is around Bahir Dar/
61. T: What about yours?
62. S: ምስራቅ ጎጃም ዞን ነው ፤ ደብረዎርቅ ደግም ወረዳ ነው፡፡ (Eastern Gojjam is zone and Debrework is woreda)
63. T Ok. So it has a different from place to place. Ok nice What is attitude towards this
64. S: Almost dominance male is dominant but in other area or our area equality of male and women.
65. T: Ok. There is equality of male and women?
66. S: Yes. Right
67. T: Ok. What about you? Ehh? Raise your idea. Don't worry ehh ok. Thank you discus it for presentation. Ok let me start from that group. Abeba come here and present what you have

discussed in your group. Come here. I am calling you come here, and say what you have discussed.

68. SS: Murmuring … laughing
69. Abeba: Ok first hi class! Our today's presentation is about women's librarian. Ok first what does mean liberation movement? Liberation movement means everybody movement for every body movement for to get ehh your goal is in order to get freedom or equality ehh the second one what is liberal women's liberation movement? Women's liberation movement means the movement that can be struggled for the past unjustice ok when we come to the vocabulary the first one is what is ambitious? Ambitious means when a person thinking a positive idea that means thinking positive idea when we come to the second question what does mean ridiculous ? Ridiculous means useless the third question is unfitted. Unfitted means not successful or not value. When we come to the fourth question, the vocabulary word is complying. Complying means power. When we come to the fifth question near is making value when we come to the sixth question fundamental foundation cause of base and the amble the amble is low rank. Ok I have finished thank you!
70. T: Ok; thank you next group Abera
71. Abera: Our group discuss that first we discussed pre-reading questions the pre-reading questions says what is liberation movement? Liberation movement is the movement of individuals or group of peoples run away from their own rights, ideologies, and sovereign for their countries. And the second questions says is there any women liberation movement in your region? You know many students come from different regions. So in our group totally in our country, the liberation movement there is a liberation movement ehh. Shewareged and other women's liberate for their own freedom rights by helping their own husband and liberators or main liberations like ehh like cooking food ehh, helping by signs by their attack to another liberators and the third questions says what kind of relationship exist between husband and wife in your area. Yes, the relationship between males and no… the relationship between husband and wife are comes from a long time from our grandfathers and other grand grandfathers. Is there a relation of male domination or equality? Or what? I think above 60 % in our country male domination exists in the husband and wife relationship. This relationship reflected by culture, economic, social ideology in culture in our region reflects this, male domination ehh through the walking of husband and wife. The husband walks in front of the wife because he assume or he think controlled the women and ehh she cannot anything for males and also by economic in Ethiopia there are many of women's are illiterate so in this case they haven't any gain of economic so male s is different types of working and to administer her for means and the social ideology and the next question is ehh my class mate ehh
72. T: The next lesson is presented ehh by your colleague or group member
73. S: Ehh after reading the passage called women liberation movement let us see some questions vocabulary question. The first one is ehh the society will develop a more appropriate attitude towards ambitions women and the other word that we want to know is ambitious. Ambitious means as we discussed ehh a great personality women or desire to think positive and confidential women; ehh the second one is men consider women's movement dangerous but they also consider it ridiculous. Ehh ridiculous means the silly thing or ehh it is not something big just to say like that women are said to be unfitted for success in the world. The word refers not given or ehh it is not given for women's ehh the…number four the changes women demand complaining some serious thinking complaining means changing their ideas ehh by forcefully. The…number five this change in image is more than male in thinking mare. Mare means useful or the best one. Ehh number six the women's movement is responsible to the fundamental, social and economic change. Fundamental refers…laughing essential number seven many means needs to be think the image of women as different or others. Retaining

means keeping just … laughing just to say keeping number eight the modern world it is not practice for a male to be humble. Humble refers simple or ehh great thing and the last one is some men actually feel that admiring women's to equality will threaten their own insecure position ehh threaten ehh the word threaten give us giving order. Thank you!

74. T: Ok! Nice presentation. The next presenter on pre-reading question.
75. S: firstly thank you in order to the liberation movement according to in our country's context and as a whole. Liberation movement means simply every person or the group of the association of peoples move in order to run or move in order to keep the security or peace, stability and other many important different worships for women or another things. The second questions is is there any women liberation movement in you region? Yeah there is different liberation movements for women staring from in our woreda there is different peoples run away in order to keep the security of women's. The third question what kind of relationship exists between husband and wife in your area? Ehh it becomes equality there is no male domination with the others there is equality men's equally threaten with women. There is no load of different works and any other things. After this the meaning of ambition. Ambition means it is the positive attitude in order to increase the participation of for women's. Ridiculous means make an advantageous or essential things complain means changing the ideas or powers foundation case base means fundamental it is basic necessity things humble means lower right.
76. T: Ok! I would to thank all of you in advance let us discuss to get the exact answer for the reading passage. Ok what about exercise one the arrangement part (2x) is number on is number two five one three and four. Exercise two true false part false, true false, false, true. Then what about the first question, exercise three a, 1 (2x). Ambitious (2x) what does it mean by ambitious? According to the passage not the dictionary meaning.

Appendix B

Instructors' Interview Transcription

Teacher 1: Date: 28/12/2017; Type: face-to-face & place: Staff office

Interviewer: Thank you so much, instructor H! This is in interview question for the research purpose for the title entitled an investigation of teacher talk in and students' involvement in Communicative English Skills, particularly in speaking skills classes and its role on the teaching and learning process. Therefore, I need your response freely and in a genuine manner and make sure, that your response will be confidential and used only for the purpose of this research. And my first question is do you create opportunities to practice the language orally?

T1: Yeah, it depends. Just I create chance for students to practice oral English but the chances that I create for my students depend on the time that I have. I may not give them chances to practice more but I will give them little chances to practice. So it is moderate I think.

I: You said that if I do have time meaning in order to cover the intended objectives of the lesson or?

T1: Yeah. Because as far as Communicative Language Skill is concerned, we do have modules. So the module should be covered with in the semester. The given time and again so that is we do have time and we do have the module**.** So the module should be covered according to the given time**.** So I may not give the chances the students want but I give them chances to simply practice the language**.**

I: My second question is how you are giving the students opportunities to practice the language? How?

T1: Yeah just it is in a form of asking and responding to question and answer**.** Most of the time especially, in speaking class just most of the time we do have phrases and expressions to use or we can use**.** So I first teach those expressions, we can use after these expressions then I ask them questions**.** Then they tend to respond and as I have told you, earlier if I do have time, if I believe, we do have enough time to cover the whole courses**.** Just I may pair them or I may put then in groups I will allow them to practice, but the pair works and the group works are very limited I think, and the time we spend in pair and in group works again are very limited because of the reasons that I have mentioned earlier.

I: The group or the way you are creating is in pair or in buzz groups or in mass the whole class. You may give the whole class to practice the language orally

T1: Yeah all for example, sometimes I ask questions and I invite the whole class to respond, even in speaking class.

I: You mean when students respond in chores?

T1: Yeah and sometimes, I assign students to be in pair and practise some expressions for example role paly**,** and sometimes I may put my students in group of three, four or five, then I may allow them to practice again the language. So all can be used based on the situations.

I: Ok my third question is what sort of questions do you ask during the teaching-learning process?

T1: Most of the time if I want my students to practice the language or certain expression, I raise open ended questions but to be frank I never ask my students open ended/referential questions what you have said. I don't ask the question that I don't know the answer about. So most of the time if I want my students to practice the language, I use open-ended questions but it doesn't mean that there are no close ended questions I raise. But I never used those referential questions. I want to be sure that I know the answer.

I: What about this type of questions like Why? In order to extend students response or idea. Your point is students; answer then after you may expand student's response

T1: Yeah sometimes. You mean from the students answer I again expand the issue then I may allow other students to respond the issue to expand or to talk but most of the time I don't use them but if the situation allows me and if the situation enforces me to raise such a question I will raise.

I: What do you if a student does not answer to your questions within the expected time. For example, after you forward a question if a student becomes silent then what do you do then?

T1: Yeah I will proceed to another student. If there are other students who are volunteer to answer to a question I will give them chance. This is I think for one basic reason the student keep silent for longer period of time, I don't want to enforce him/her to think of the answer, I think. Because just it may enforce the students, it may have negative influence I think. And also as I have told you earlier, I don't want to spend much of the time waiting for the answer from a single student. Because I have to cover the day's lesson; if I give sufficient time, I will not cover. Unless, loose of pace my happen, and excessive wait-time increases learner's anxiety.

I: My fifth question is if a student cannot answer your question or gives an incorrect answer, you tend to ask some other students to help before you step in as you think you are an authority while the students are equal between themselves. Can you say more about that?

T1: Yeah sure, for example, I may give chance to for a single student to respond to the question that I have raised, the student may tell me the incorrect answer. So here, just I may do two things: first I may proceed to another student. I may ask another student to ask. I don't say you are wrong or the answer is wrong. What I do is I simply keep silent **[**. Then I simply ask the other student**.**

I: You neither criticise him/her nor appreciate him/her?

T1: Yeah I don't appreciate him because he is wrong and I don't criticise him or her. So I simply give another student to simply respond then if they fail to answer those questions that I have raised, I will answer; I will tell them the answer. I don't appreciate and also I don't discourage them.

I: And then after at the end you will tell or give them the right answer?

T1: Sure!

I: How are you going to correct their error if they commit, for example? After you forward a question, for example, s/he may made a mistake or error then after what do you do?

T1: I think we are correcting students' mistake. The way how?

I: Yes

T1: Yeah most of the time, what I do is just I again raise the question for that student. For example, I ask a question and one or two students may give me incorrect answers, then until I get the correct answer, I will ask the question repeatedly. Then from the class one of the students may tell me the correct answer. If even the whole class fails, just I will tell them the correct answer. So that is the way how you can say just peer correction, then the teacher correction would come next.

I: Ok! You said that re-explain I mean repeat the question you said

T1: Yeah

I: You mean, you will rephrase the question?

T1: Yeah

I: or you may give them a clue or hints in order to arrive the needed response?

T1: Yeah sometimes the questions that I raised is may be ambiguous the students may not understand in the way I want them to understand it. So, I will rephrase it and I try to use the language that they are familiar with. So the students that give me the incorrect answer may respond. Just I don't say you have to respond it, but I simply raise again the question for the whole class in which the one who responded the incorrect answer is that part. So, I again rephrase the question; I re-ask them. So if that student understands it again s/he will respond to it or the others may help him. If the whole class failed as I have told you, I will tell them the correct answer finally.

I: Do you provide them clues/ hints when they need it, related to the question that you ask them?

T1: Yeah, sometimes, if I believe the question that I have raised is difficult for the students to understand or if it creates certain confusion, just I may even start answering the question. Then the students will finish it. But, this is when I feel when I believe the question that I have raised is confusing to the students.

I: This is when?

T1: When I understand from the students faces.

I: After you give feedback, what signals do students show you to show how much attention they have paid to your information?

T1: yeah, I didn't think of it because just I personally believe when the students responding the correct answer and when you are appreciating them I feel they would be happy and when you criticise the students who made a mistake they would be disappointed. So knowing this I don't criticise students who gave me incorrect answers. So they would have the same expression before and after answering. But, those students who gave me incorrect answers and those whom I appreciate would be happy.

I: Who is talking more or a lot in the EFL classroom, particularly in speaking skills lessons?

T1: Between students and teachers or among the students?

I: Between the students and teacher

T1: The teacher I think. Because speaking classes are the reflections of the whole class. Because in speaking is part of language teaching, so the way we teach other skills and sub skills has an effect on the teaching of speaking as well. So, most of the time the speaking classes, I think, are teacher dominating. But, we try to give chances for the students to practice, but it is teacher dominating, I think.

I: What is the contribution of teacher talk for students' oral language development?

T1: Yeah by the way, when we are talking about students' talk and the teachers' talk, it doesn't mean any teacher talk at all. Because it gives guide, it shows the direction for the students, it facilitates, it shows direction for the students the way how they go. So it has function in showing the way and even especially in speaking classes there are expressions, phrases that the students can use. So the teacher talk may give inputs for the students. And also it encourages to talk, alright? These all can be the functions or the contributions of teacher talk. But, if it is overdone and again it may minimise the chance of students practice, then it may have negative effect.

I: What role do you think your students take up during the teaching-learning process?

T1: Are you asking me my thinking the role they need to have or?

I: The role they need to practice while the teaching learning process is going on.

T1: Yeah because this is the focus is speaking not only in speaking just we have said a lot just students should be the center. When we said then center, we mean just students take the leading role for their own learning Just as a teacher we give clues, we give point of discussions we give the opportunities to practice the language. So, students should take the lead to practice the language, but the teacher should show how to practice the given task. So they have to be at the center and they have to take most of the time to practice the language.

I: What are the problems of teacher talk in teaching EFL, particularly in teaching speaking skills?

T1: Yeah I think most of our talk ehh teacher talks are very formal and we simply talk what are written in the textbooks. So this expressions are familiar to the students because they have read these expressions in their textbooks and grade nine, ten, eleven, and twelve. So we are simply repeating the expressions they are familiar with. So just we are not giving something new for our students and these are expressions that are very formal. So they don't encourage students to use the language to practice the language. These are I think the major problems. Formality and there are expressions that are familiar, so they don't encourage students to know little bit new expression. Because in speaking classes, for example, there are expressions that the students ask, whenever they want to express their feeling. Whenever asking directions are expressions that the students have learnt in grade nine, ten, eleven and twelve, and even in university. So the students start taking them as easy. So it lucks creativity, I think. That is the first thing that what I see.

I: It doesn't encourage, you mean?

T1: Yeah, because when you are repeatedly learning what you have learnt past it doesn't encourage students to learn.

I: So what do you think for these problems as solutions or what do you suggest for these problems mentioned above?

T1: Yeah, just we have to be trained in a way we give our students to talk more.

I: We refer to instructors?

T1: Yeah instructors because just as a teacher we have been in teacher institutes it doesn't mean that in those separate collages but we have been trained to teach our students, but the way we have been trained should have a positive impact [positive connotations], especially just as we're very well-known most of the classes are large. It means we do have numbers of students in the classroom. So have to be trained in in a way we give chances for students that are leaning in large classes. Just if we have been teaching students as if we have been teaching students in classes where there are only fifteen or twenty students, just it would be easy for us. But, we need to know the way how to teach speaking in large classes. Then we start giving our students' chances mostly to practice the language instead of dominating the whole class. So methodological awareness is the first thing and also we teachers need to be relative because I have said that instead of focusing on the expressions that are listed or enumerated in the modules and on the text books, just we need to come up with expressions that are not there. Expressions that are unfamiliar to the students, then we encourage our students to know new because this is human nature knowing something new.

Teacher 2

I: Thank you! This is an interview! This is interview question for the research purpose for the title entitled an investigation of Teacher talk in and students' involvement in Communicative English Skills, particularly in speaking skills classes and its role on the teaching and learning process. Therefore, I need your response freely and in a genuine manner and make sure, that your response will be confidential and used only for the purpose of this research. And my first question is do you create opportunities to practice the language orally?

I: My first question is do you create opportunities to practice the language orally, particularly in speaking skills lessons?

T2: Ok thank you, and I will try to give you genuine answer that what I feel, what I do, regarding this course while I am teaching Communicative English skills course. Yes surely of course I will give I give and I am giving this chance for students to practice the language in every aspect of my teaching.

I: If yes, how you are giving these students the opportunities to practice the language orally? Or the way you administer or form the mechanisms?

T2: Different mechanisms I use, but grouping the students; assigning them in groups set of groups or something individually to be presented or other activities like assigning or sorting them to do different topics, and I sometimes give them topics to present. Such activities may initiate or may enhance their capacity or skill for speaking.

I: Where do you get or bring these topics or these materials? Is that from the module or from any relevant materials?

T2: May be it is the ultimate goal is making them to speak. But I went most of the topics may be relevant and also topics common. I may expect or the topics may be refer or understood by students themselves.

I: Is that from the module or what?

T2: No, it is from my experience, and I will let them to speak

I: The third question is what sort of questions do you ask your students most of the them while the teaching g leaning process was underway?

T2: From my experience most of the questions I may I use or to make them practice I employ open ended like questions. They need to practice the language; because the target is making students to speak. So most of the time I use open ended questions, and sometimes I may use that is referential questions, and that is open ended questions to make them more to express more their ideas.

I: What do you if a student doesn't answer your question(s) with in the expected time?

T2: Ok from my experience, I wait students, but most of the time I face they are not answering the question. They make or they become silent they are not responding to you whether they understand you or you can't understand them. So they still silent when you are asking. But at that time I wait thee and initiate them and if they are not in that way I will give the chance for other students.

I: You said that you will wait or you will wait them until that student gives you the right response. If not you will give the chance for another student. What if the third student didn't provide you the right answer?

T2: If not to waste time, I will give them the right answer.

I: If one student cannot answer your question(s) or gives an incorrect answer, you tend to ask some other student before you step to in as you think you are an authority while the s students are equal between themselves. Can you say more about that?

T2: The first student may feel bad because he can't answer the question. That feeling may be observed. Because the question is for all of them then I will pass this question to the next student who can answer it. Because I am treating them equally all students, but if they can't answer I will not make them enforce to answer. I appreciate them inspire them, but if they can't making them to worry is in this thing more will be making them to worry. So I will pass the question for another student.

I: How are you going to correct the students' error if they commit?

T2: In speaking, there may be different errors. The words, vocabulary and correct ways during their speaking time. But I will give most of the time general comments. Reading with the idea with the

message different or general comments at they have finished or their speech. But when I give them the comments, I care for their moral. I don't want to discourage them.

I: Do you provide them clues or hints when they need it? Or after you forward your question(s) you may observe sort of confusion from the students and make sure that if that students could not understand your question what do you do?

T2: By any means, I push them by any means if my first question is not clear, I go through different instances to make them clear or making to them rephrasing or clues or hints some kinds of clues I tried.

I: After you give feedback what kind of signals, do students give you to show you how much attention they have paid to your information?

T2: Mostly from the students answer it is definitely known that they will be happy or they be happy or disappointed if they missed it. It is through their non-verbal cues. The way they act shows the way they disappoint they are unhappy but most of the time the problem is if they lack the question or if they are not responding the question correctly and if these questions is responded by other students they may not be good feeling.

I: Ok they may not feel good

T2: Yeah! Yeah!

I: Who is talking more in EFL classes particularly in speaking skills classes?

T2: Between whom?

I: Between the teacher and students

T2: Ok. Ehh to be frank to be honest I speak more I speak more than students; because this is the problem most of the time I face. The students are not active enough to participate. If there is option, I think to cover the class I should speak. If the students are active to participate and interested to participate, I will give the chance. But most of the time in fact I speak more.

I: What is the contribution of teacher talk for students? What role do you think that teacher talk play for students?

T2: Teaching is talking. So,it is clear that, or obvious that it has contribution. So, the contribution is when you come class you come to speak and talking. So, teaching is an input for them; it can be guidance or actual lesson it is important obvious. But the level or whether you are dominating or not that is another problem.

I: What role do you think that your students take up in the class?

T2: different roles

I: For instance, can you mention some?

T2: In debate, in public speaking, in different lessons, practical speaking lessons as a Communicative English class. So, they debate and, in that debate,they interact with each other and interchange with others. There is also public speaking that is also prepared or unprepared. This is also to develop their speaking skills and that also content wise it is important to bring substantial elements in their speech. So different aspects, there are various ways of practising speaking roles to play.

I: What are the problems of teacher talk, particularly while you delver-speaking skills? Any problem that you consider as problem?

T2: The problem the first problem is that students are not willing to practice they are not interested. To make it student-centered class they are not willing. And their background may be. Lack of enough skills to speak and frightened or afraid of in front of students' interest and lack of good background are the main one.

I: What kind of solutions can you suggest for the problems mentioned above?

T2: The problem is deep rooted. Thus, it cannot be easily solved. It needs general government level solutions may be. Because to be qualified, teachers in high school and elementary level to make them speak or the way of the traditional methods of teaching is not good. It is teacher centered most of the time and there should be also student centered because English is not an academic language, we do not whether in the society we know encounter or response English only in class. So we should practice more speaking different sort of practicing in elementary and also in universities better to have better qualified instructors and also ELIQUIP important ELIQUIP centers to practice centers, to motivate to inspire them to arranging different programs it is to practise English good in long run.

Teacher 3

Interviewer: This is interview question for the research purpose for the title entitled an investigation of Teacher talk in and students' involvement in Communicative English Skills, particularly in speaking skills classes and its role on the teaching and learning process. Therefore, I need your response freely and in a genuine manner and make sure, that your response will be confidential and used only for the purpose of this research. And my first question is do you create opportunities to practice the language orally?

T3: Yeah, I create

I: Ehh you create, and in what way or how you are given the students these opportunities to practice the language orally?

T3: For example, when I teach the course Communicative English skills, I give the students opportunities like to talk it might be giving them debatable issues, debate sessions, as well my tab created ehh role play tasks to be done in a pair. Or, I will give them some group work which forces them to talk and share their experiences so I give them some controversial issues all the time; ehh with regard to the grammatical items that I teach with. These are some of the ways that I might use.

I: Ok my third question is do you ask students?

T3: These sorts of questions depend on the content of the content of your language lesson. Specifically, when I teach Communicative English skills lessons yeah for example in speaking classes ehh I might have approve them to tell me ways or examples, which you have seen public speeches made on to the public. So, I say tell me and they are going to tell me their experiences ehh what does she look like then who was doing that what do you know why he was doing like that I might have ask them such kind of questions. Or it might be the normal class to give them notes ehh some grammar items I will ask them after I made the clarification or after writing the topic, I might ask first tell me what do you know about this one. I might brainstorm about this one, and finally I finally go and ask them after I clarified that is there anything are you clear with what clarified to you. If not, I might ask questions when I ask the questions, the question might be for example, if the topic is about present continuous tense then I will say I will write someone sentence one example ehh I might ask them is it a present continuous tense or not? Then it is yes or not. So, it depends anyways I will let the students to have their own say in different ways [using be it like wh questions if I need them to talk more or else just like short answers like yes or no.

I: Therefore, you mean it depends on the content of the lesson.

T3: Yeah, you know if you ask them students are submissive and quiet in the classrooms. Some of the reasons are their inability to understand concepts and ehh they fear not to lose face. Besides, theycame here in the university through their teachers' passive learning styles they were accustomed to, and they came class without preparing themselves in advance, and their perceived linguistic ability is also very much poor.

I: What do you do if student did not answer to your question(s) with in the expected time?

T3: Actually, when I start my lesson, I have to break down the time. There will be a brief time or lecture time and recap time then in the time I have already allotted for the students have a discussion on. Most of the time, I let the students to talk; because if I do not let them to talk there will never be an opportunity to talk so they won't able to use the language if they are not given the opportunity to talk the language to talk with the language in the classroom. There is not such kinds of opportunities outside the class. So I give I invest some time the students to react if the students are not able to just respond to the question, which I have invested on him. Then automatically what I am going to make is I have to revise my lesson or else I have to ask some other students or I will change the nature of the question and make it done in group and in pair like that. Because if one student is unable to answer the question it does not mean that the lecture or the teaching has been you know somewhat ehh what unhealthy rather I have to change the methodology and I will let group. I will let may be the student may be shy. He might have lost or if he isn't good at speaking, he wouldn't dare to speak so I have to change in that case you see.

I: The next question is if one student cannot answer your question(s) or give an incorrect answer(s) the what you are going to do is teachers tend to ask some other student to help before you step in as you think you are an authority. Can you say more about that?

T3: Yeah definitely right. Yeah! Actually the point is for example, this active participation is very much important because it lets the students to have their own responsibility and if the students are get involved in the teaching learning process they won't forget the content that is a very important point. If they are not activators, if they are not doers of the actions, if they don't involve in the actions; for example, imagine in your experience aside being a teacher have you imagine have you or remembered a situation where you are for example, we children used to play peers, we used to play with our peers, because it is something that we have done. So, it is good that is why I let the others students you know a say. If that student as you know there are different styles of learners there are different ways of learning. So, some learners might to have or some may might be good at listening; some others at speaking or some others at writing or doing something like that. So, when we just create group, we have to think of this one. We have to know our students well, and then these three students if we give them, if we make them to be if there is three students if we give make them and make them in one group then all of them in one grouped in one group then all of them will get an opportunity to understand the lesson easily. So, this is what I understand in this regard. It is very much important just letting the students to have peer learning, for example, if you give tasks if there is a jigsaw, if I divide the task among the students when I teach them ehh novel Ethiopian novel it might be or the English novel, if I come up with the old map just or something like you know ehh the beautiful ones are not yet born like Ayoukuoe Arma then I have to divide the novel into different parts like the plot. I just prepare something just and I give them some materials and the characters just like the setting and the themes so all these things I will divide that and the I just have some pieces of all the novels and the one which I need the students to talk about.

I: Can we found this lesson in Communicative English skills?

T3: May be not always it is our creativity that determines. For example, after all what we need is just to enable the students competent with the language; so we have to. Actually, we are not doing I know I

haven't done it. Ehh we haven't done it but we should have been better but we were just you know we were thinking of I think we were all the time discussing that we have to have improve for the module we have to have our own way. This was this.

I: My next question is how are you going to correct the students' error(s)?

T3: Actually, I didn't say that it is an errors, because it will frustrate the students. For example, ehh he goes to school. Every day if he says he is right. Because he knows a form that, you go to school every day. Or I go to school every day. So, he is right. I have to make it you know just systematically, in some way, you mean he goes to school every day like that I don't have to or I don't really interfere this is an error like that or can someone understand, or I have to know my students first. It depends actually, I have to know my students first that is why we need, need analysis we have to know, for example, if a student is easily disturbed, if he is easily or fragile or if he couldn't control himself, I didn't have to touch his heart. Because, he would lose his interest. Each time that he come to the class, since is silly very easy mistake, I have to raise this one. But when there are big problems or language questions I have to let them do the questions in groups because one student may be you know just make a mistake but the group cannot make then finally I will take some part of the group members and the other group so that to share and to get all the students correct answer. That is it.

I: Ok! Do you provide learners hints or clues when they need it?

T3: Definitely! I do

I: In what way, for example?

T3: For example, most of the time when we give them (students) you know just clue ehh it has to be actually first what we do after just make some sort of clarification about the lecture or about the today's lesson. Then most probably let the students to talk in groups, and we have to give them we have to let them to discuss, I don't use static group actually. Different grouping, I use. So I let them to discuss in groups so I just round the class ok. Go around and then facilitate the class conditions and ask them what are you doing? What are you arrived at? And then if they made some mistake you are you know biting around the bush, you haven't get it right. But I might tell them similar example then, from the example, they learn indirectly because I have to let their mind work. At least if they are not challenged they are not going to learn. You know that. If you are starved, do you to the essence of food. So, I do that and it is going to be systematic again.

I: Then after you give them feedback what signals do students showing you? How much attention they have paid to your information?

T3: Yeah! Actually, I don't make it or the feedback personal rather ehh just you know societal feedback students are in they are okay they are happy. Because they are there to attend their lessons and the way that you give the feedback matters. I am giving them in a way that makes them to be full-fledged. I don't make them somewhat just degrading their moral like that no. After all treating treatment is very much important. The way that under students matters their interest. So, if you are very good at treating the students understanding their problems, or showing them the direction then they will be happy to attend the lesson and that is how I do it.

I: Ok! Who is talking more or a lot in EFL speaking skills classroom.

T3: In my classes, as you know as usual I don't let my self-talk in Communicative English Skills lessons. Because you know the contents what I was doing was for example if there is a debate, I will explain the theoretical framework of what a debate is and what are the rules and principles blah blah. And the next time, I let them first we are going to have debate in the next lessons. So for the debate to proceed have

debatable topics can you suggest I will say, can you suggest if they are not, I have got these topics think of these topics if you like you can make you topics of debate if not you come up with your own and inform me and next time we are going to have it. So most of the time the students are very much ehh you know I let them to talk.

I: What is the contributions of teachers talk for students oral or speaking skills development?

T3: It has got teachers talk is very much important. Because we are the one role models you know ehh the teachers who talks, though we are role models though we are expected to show them what is going to be done. And how is going to be done all these like things but we are not totally supposed to speak all the time that we are in the class. But the pronunciation for example, when you pronounce a word in the class, for example, you have to be very much be careful as a language teacher all what you do is very much important. Because, when you speak; when you clarify even they learn pronunciation. How the teacher pronounces a word. They learn from their facial expression, gesture ever thing ehh. The students who will be able to develop their vocabulary because if you are very good at expressing one thing in detail, in different ways then the students will have an opportunity to learn new words from you. Each time that you get in to the class if you come up with new but very easy usual but forgotten ways of expression then the students will be very much good at it. Because you are letting them. You are introducing them with different ways, and to say the same thing. You have to enable you students to use.

I: What role do you think your students will take up in the class? What would be the role your students in the classroom?

T3: The students actually take up in different roles actually. They can be teachers by themselves. As well, they can be students or they can be chair people, chair persons. They can be secretary. They can be all the time. And I am doing it frequently.

I: What are the problems of teacher talk in communicative English skills classes?

T3: Yeah the problems as I have been telling you if the teacher is good at the language production ehh meaning for example, at writing and speaking then the students will be good at speaking most probably. But if the teacher is unable to express himself when he gets in to the class if he talks using his L1, if he expresses using his L1, then it impedes the development of the students target language. And the teacher should not code switch. By the way, one-way or the other the teachers talk is very much important and the talk has to be to the point. But most of the time as I see and as my different colleagues told me they code switch to pick Amharic most of the time and this impedes the development of students' oral development. And they will never be good at speaking. Because you are not forcing them, and it is better to talk the broken English rather than saying in Amharic.

I: Therefore, what do you suggest as solutions for these problems?

T3: We have to dare speak in English. Wherever you are even you remember I do remember in the department we have started speaking in English when there was (in audible) I appreciated after that we haven't been able to speak it. So we English teachers we have to be role models. We have to speak all the time in English because we are supposed to be role models as we are we are the ones who have to let our students to speak in English. Unless we speak, I think the students cannot develop that one. There is someone who talks to you, actually. That are what matters. By the way I am happy today because you are letting me to speak this is an opportunity by the way. But if you always force me to speak, this is a purpose. We are doing something, and I am now being interviewed but if I have got such kind of serious matters all the time then I will speak the language then after sometime time if I go like this one after sometime, it will be like a habit speaking English. So, the students have got no opportunities to speak in English. Aside the class. The teacher has to be the one has to have a big responsibility for this.

I: Thank you so much for the interview!

T3: You are most welcome!

Teacher 4 (T4)

I: This is interview question for the research purpose for the title entitled an investigation of teachers' talk in and students' involvement in Communicative English Skills, particularly in speaking skills lessons and its role on the teaching and learning process. Therefore, I need your response freely and in a genuine manner and make sure that your response will be confidential and used only for the purpose of this research. And my first question is do you create opportunities to practice the language orally?

T4: Yes, I tried. Under Communicative English Skills, there are different activities. Because each lesson has different sessions. Speaking sessions, grammar, writing, listening so learner not only in speaking skills sessions but also in reading and grammar just I give them to discuss together and practice orally.

I: How are you giving them these opportunities?

T4: Just I make them to discus in groups first and then in pairs and after they discus in groups with their groups or pairs, just I make them to present what they have discussed with their friends.

I: Are they willing to participate with these created opportunities?

T4: Yeah some students may be shy. But most of the students are like interested to present orally.

I: What sort of questions do you ask students during the teaching learning process?

T4: Most of the times just I use open questions.

I: Why?

T4: Because in order to create students' creativity. Just that means I make them to speak freely. After they have discussed on some concepts with their friends and peers and I make them to reflect what they have discussed freely. So most of the times I ask them open ended questions.

I: What do you do if a student does not answer your question(s) with in the expected time?

T4: Before I answer the questions, I give the chance for their friends or to another student. Just I ask them if there is volunteer or to help their friend.

I: What if that student (or the second students did not provide the right answer, what do you do then?

T4: Just I make them again to discuss together before I replied. I tried many times I will give that chance for another student to speak or to answer the question and then if they are not clear of the answer, I make them to discuss or share with their friends then finally I give them the right answer. So before I answer the question, ehh often given them more chance to discuss reflect what they have discussed.

I: If you one student can't answer your question or give an incorrect answer you tend or we teachers tend to shift from one student to the other, and if even the second student couldn't answer teachers shift to the third student. What do you feel then or can you say more about that?

T4: Yeah shifting form one student to another, ehh first of all when I teach them just I make students to take their seats together with their groups so, ehh they are organizing up to 2 up to 4 groups in one group so I will make them to help each other within their groups. So I will give, for example, I gave one student

the chance and if he doesn't make the correct answer, I will give the next. And if he is not also correct in giving the answer I will also give the third and the fourth and if they are not correct, if all of them don't answer the questions just I will make them to discus together. After that just I will give for other groups as a general or I will give the correct answer.

I: My sixth question is how you are going to correct students' error if they commit?

T4: Just I will not correct directly. Most of the time before I give the answer for them I give the correct answer I use peer correction. Because that is very important, Even after I ask questions before I say you are right or you are wrong, just I make them discuss together with their friends and also I will give the chance to correct for another student to give the correct response. Because saying you are wrong emm it will discourage them. They will be silent. So, I use indirect ways of correction.

I: Do you provide learners hints or a kind of clues when they need it or when they get confused?

T4: Yes, ehh especially, if they are not clear with questions, with what we have discussed in the classroom, just I will give them the question in different contexts. Because they may not be clear with the contexts of the question. So I will rephrase or provide the questions with different contexts which is familiar with the contexts.

I: After you give feedback to students, what kind of signals or facial expressions do students show to you?

T4: Yeah, if they are clear with what I have told them, then I can identify from their facial expressions. Just they can express by shaking their heads**.** But if they are not clear with what we are discussing just ehh I can identify from their facial expressions.

I: What will this help you?

T4: I can check their understanding by using this.

I: Who is talking more in EFL Speaking skills classrooms most of the time?

T4: Frankly speaking, the teachers are or I am the dominant figure in the classroom. In theory, it says the teacher should not dominate the classroom. Ehh most chance should be given to the students. But in actual teaching learning process, even from my experience, I know that I dominate my students, even though, I give them chance to discuss in the classroom in pairs in groups to practice orally just if I make them to discuss I dominate them I know.

I: Why do you think that this happen?

T4: I don't know the reason it may be from our teaching tradition. The teaching tradition that we brought up with this tradition with lecture domination. We know that a lecture can be attractive teaching method but in practical we cannot implement it. That means most of the time we teachers or I dominate the classroom. So more pedagogical teams should be incorporated in our educational systems, especially in training in universities.

I: What is the contribution of teacher's talk?

T4: Yeah ehh the teacher's talk can affect the students' achievement or in order to be active or passive, it can affect positively or negatively. If the teacher dominates, the classroom just by talking more and more and if he doesn't give students chance to speak more freely it may affect negatively**.** It limits their speaking skills or their fluency. They cannot express their feelings. Ehh but the teacher limit his speaking that is when you say the teacher should limit, it does not meant that the teacher should not give the correct

instruction. By giving clear instruction for them and by talking when appropriate, the teacher should give chance to speak more and more. So, if he does this one, it can affect positively, I think.

I: What role do you think your students take up while you deliver any tasks? Or what kind of roles should they play?

T4: Yeah, it may be ehh in practical or I theory?

I: In practical?

T4: In practical, students are actually expected to be active participant in the classroom. Ehh not only in our curriculum, in theory it says the teacher and the students should negotiate even the lesson. That means the learner should be negotiator about the lesson to be delivered. You know the lesson, but in our context, even the curriculum is decided at federal level centrally, and anyway the student is expected to be active participant in classroom. But from my experience, according to Wolkite university, ehh most of the students are slow learners and they lack behind talking their responsibility even when they are assigned or made to work in groups and pairs, sometimes they talk about another issue, some tend to be carelessand I think they do not discharge their responsibility.
I: What are the problems of teachers' talk in teaching EFL particularly in speaking skills classes?

T4: The problem is just dominating the class. The teacher just devotes his much amount of time for his talking, and giving explanations about that thing.

I: Therefore, for such problems mentioned so far what kind of solutions can you suggest?

T4: Yeah, there should be training about pedagogy.

I: For whom?

T4: Mainly for instructors and also students should be oriented about their roles before they or students come to or join to the universities ehh I think they should be oriented about that, they can be active participants they should be active participants in the classroom, and they should be told about their roles. They should not expect many things from the teachers. They should be also active participants for the teaching learning process, and the major thing should be teachers should be equipped with pedagogical skills. There should be short-term training, there should be long term training, and also pedagogic course should be incorporated in tertiary levels.

Teacher 5 (T5)

Interviewer (I): Do you create learning opportunities orally?
Teacher 5 (T5): Yes
I: How are you creating these opportunities?
T5: I normally give them group works and they can discuss together and they can even present it in front of the whole classes. Besides, I will give them debatable topics to argue each other on the given motions.
I: What sort of questions do you ask students during the teaching-learning process?
T5: Inclusive questions
I: what are these inclusive questions?
T5: Open ended and closed ended items

I: What do you do if a student does not answer your question (s) within the expected time?
T5: I will move on to another respondent or ese I will answer it easily
I: How are you going to correct their errors if they commit?
T5: I think systematically I am correcting their errors

I: How for example systematically?
T5: For example, repeating the right answer if he committed error or I will tell generally at the end of the speech how we can spell or how we can speak or how we can structurally use a particular word blah blah
I: Do you provide learners with clues or hints when they need it?
T5: Yes, I am giving the different types of hints to give me the right answer. Or I will begin the answer and I will stop finishing it then they will complete it that is it
I: Who is talking more or a lot in EFL classrooms?
T5: Definitely we teachers or I talk more and my students totally surely talk less than mine.
I: What is your perception or attitude about 'teacher talk'?
T5: My perception is I think good but only when I dominate them that is not good but you know that are not that much willing to talk that is why I talked much and dominated them. Because I have to cover the lesson.
I: why they are not willing to talk?
T5: Because they cannot speak fluently; their English language is very much poor that is why they are not volunteer to talk or participate.
I: What do you think are the problems of 'teachers' talk' in the class?
T5: The problems I think are we teachers dominated our students and the other is we don't have competent students to involve in the given lesson.
I: For the problems mentioned, what do you suggest as solutions?
T5: Teachers should not dominate students and we had better give them different tasks to their level.
I: Thank you so much!

Teacher 6 (T6)

I: Do you create opportunities for students to practice the language orally?

T6: Yes of course

I: How are you giving the students opportunities to practice the language?

T6: by giving the group works, debates, and promtu and impromptu presentations and the like

I: What sort of questions do you ask students during the teaching-learning process?

T6: I ask my students open ended questions most of the time but if my students are unwilling or could not talk much then I will ask them simply closed ended questions so that I will not struggle with them to participate or not ehh?

I: What do you do if a student does not answer your question (s) within the expected time?
T6: I will answer it myself because I have a plan to cover that day's lesson you know

I: If one student cannot answer your question(s) or g-ives an incorrect answer, you tend to ask some other student to help before you step in as you think you are an authority while the students are equal between themselves. Can you say more about that?
T6: If I consider all students are same, they could not prove that there is clear individual difference so you have to respect it and you have to be convinced that there is difference and as a teacher you have to move on asking another better respondent.
I: How are you going to correct their errors if they commit?
T6: I am correcting my students' error simply telling them the correct answer but some of the students may not like it when you correct their errors especially in front of classmates. However, I personally believe that this student that means the one who has done that fault will not perform this mistake again because I corrected him explicitly in front his colleagues.
I: Don't you think that this will frustrate learners to involve next time?

T6: It actually has a negative influence but I prefer it I like it. The best thing to learn is correcting like this.
I: Do you provide learners with clues or hints when they need it?
T6: Yes and it helps them as scaffolding
I: After you give feedback, what signals do students give you to show how much attention they have paid to your information?
T6: Some of them disappoints mostly especially if their answer is wrong.
I: Who is talking more or a lot in EFL classrooms?
T6: Teachers
I: What is your perception or attitude about 'teacher talk'?
T6: I have good thing for the teacher talk if it is used effectively.
I: what do you mean by effectively?
T6: Okay by effectivey I want to say ehh learners have to involve in the lesson; learners must ask and answer questions and the teacher talk should include inputs that help them to grasp something.
I: What role do you think your students take up in class?
T6: My students take up in class by involving themselves in the lesson; doing tasks and different activities. I: What are the problems of 'teacher talk' in teaching EFL Class?
T6: I think teachers talk more; we are only teaching unupdated materils and we have to use authentic teaching materials I think. We teachers must not always govern by the module and have to to sue updated materials.
I: Thank you for your cooperation.

Teacher 7 (T7)

I: Do you create opportunities for students to practise the language orally?
T7: Yes
I: How are you giving the students opportunities to practice the language?
T7: For example, I give my students different oral presentations and debates so that they can improve their proficiency skills.
I: What sort of questions do you ask students during the teaching-learning process?
T7: I ask my students questions that help them especially based on the lesson of the topic. If the topic is discussion or if the topic helps me to ask them open ended questions or referential types of questions, then I can forward those types of items unless I will ask them simply closed ended questions which are related form the course materials or from the given lesson.
I: What do you do if a student does not answer your question (s) within the expected time?
T7: If they did not answer it, I will give the chance for another respondent or I will answer it. But first I will give the first respondent clues to help him answer the question.
I: If one student cannot answer your question(s) or gives an incorrect answer, you tend to ask some other student to help before you step in as you think you are an authority while the students are equal between themselves. Can you say more about that?
T7: Students are not equal among themselves there is individual difference. We teachers even they knew it. So, if a student couldn't answer a question in a while so I have to move on to another respondent of I will answer it, as a teacher I have to tell them the right answer.
I: How are you going to correct their errors if they commit?
T7: Most of the time I did not correct my students openly. I simply try to correct their answers technically.
I: What are these techniques?
T7: These techniques can be for example telling him the right answer without telling him you are wrong or I did not say your answer is incorrect like that rather I chose simply to tell him the right answer so that indirectly he/she can get my point.
I: Do you provide learners with clues or hints when they need it?
T7: Yes

I: How?
T7: If a student simply revolves round the answer simply I will assist him to arrive at the correct answer.
I: After you give feedback, what signals do students give you to show how much attention they have paid to your information?
T7: Yes, students listen attentively or they may even angry especially if they have done mistakes or errors blah blah.
I: Who is talking more or a lot in EFL classrooms?
T7: Laugh ehh it is well-known that EFL teacher most of the time talks a lot. It is known, I think.
I: What is your perception or attitude about 'teacher talk'?
T7: My perception about teacher talk is really good when students understand my instruction or my lesson efficiently unless my perception will be under question mark?
I: Can you make it clear why you said under question mark?
T7: Because if my students did not understand what I am saying you see I have to ask myself by saying where is the problem?
I: What role do you think your students take up in class?
T7: Doing activities being in group and individually, presenting topics given to deliver individually or in group or they have to even help their teachers by guiding the given groups leader you see they can assist each other.
I: What are the problems of 'teacher talk' in EFL class?
T7: Teachers talk more and we dominated students. We are guiding, shaping and controlling them but as a teacher you have to give some chances for students when you teach them?
I What kind of chances you mean?
T7: A student may raise an important point to include in the lesson but we are not giving them these types of opportunities.
I: For the problems listed above, what do you suggest as solutions?
T7: Ok students should not be dominated; we have to accept some points even form them. We have to give them chances to suggest during the lesson.
I: Really thank you so much!
T7: You are welcome!

Appendix C

Students' Interview Transcription

Student 1

Thank you *Bety* for this interview, and this is a PhD research work entitled on an investigation of teachers' talk and students' involvement in EFL Communicative English Skills classes, and your genuine responses are necessary to arrive at a reliable and valid conclusion. And the first question is Elsa

1. I: Does your teacher create opportunities to practice the language orally?
   B: Of course, awo teacher creating opportunities in the class orally using different methods like ehh asking questions and we are going to answer the questions orally and debating and such things.
2. I: Ok number two how are you getting these opportunities to practice the language orally? How?
   B: Like debate presentations ehh and different reading things
3. I: The third one what sort of questions does your teacher asks you during the teaching learning process? What kinds of questions?
   B: All these questions like yes or no questions, why this happen and where when? And so on
4. I: What does your teacher do if you do not answer your question within the expected time?

B: He try to answer the correct answer. He just tries to answer the correct the tell us the correct answer without criticise us

5. I: What kind of feedback are you getting from your teacher?
   We are answer right when we answer the questions right, from our teacher he appreciates us, with just saying good and excellent things and such things
6. I: Does your teacher provide you hints or clues when you need it?
   B: Of course, he provides us clues because he is out teacher and he has to guide us so he provides us clues and hints to answer the questions
7. I: How does your teacher corrects if you commit errors or if you commit mistakes?
   B: He try to correct us like a teacher without criticising us
8. I: Who is talking more in the EFL classroom?
   B: I think the teacher speaks more the teacher talks more.
9. I: What is your perception about teacher talk?
   B: I think he is good. When the teacher talk we improve our listening ability even the teacher talks more we got different knowledge and different new things from the teacher so it is one way of acquiring knowledge with and I have good perception about this.
10. I: What do you think are the problems of teachers talk in the class?
    B: I think first the students may not participate in the class. Just this is the main problem.
11. I: What do you think are the main problems for this?
    B: They may afraid. Lack of confidence and they may not know what to talk.
    I: What do you think are the solutions for the above-mentioned problems?
    B: I think the teachers and the administrators should appreciate the students to do to talk in the class from the lower grades and just provide the students to read different books different materials and to acquire their knowledge and improve their knowledge.

Student 2

1. I: How are you getting these opportunities to practice the language orally? How?
   F: Yes of course since he is communicative teacher, he will make opportunities to talk orally
2. I: In what way
   F: Just in debate in free talk and in presentations with the teacher and with the classmates
3. I: Does your teacher ask you during the teaching learning process?
   F: Yes.
4. I: What kind of questions did your teacher ask you most of the time?
   F: the teacher asked us all type of questions especially most likely that talks us more
5. I: What does your teacher do if you do not answer your question within the expected time?
   F: He will answer by himself. Or he will give us some time to think about it or he will give it to another student to answer that another student
6. What kind of feedback are you getting from your teacher?
   F: Yes, he will give us some encouraging comments like excellent keep it up etc.
   I: Why did he say this?
   F: Yes of course to be a good person or to be good at English he gives us. He will give chance for other students or he will answer by him self

I: During that time is there any criticism from the teacher?

7. How does your teacher correct if you commit error?
   F: No simply he answered or moved on the next respondent
8. Who is talking more in the class?
   F: I think the teacher.
9. I: What is your perception about teacher talk?
   I: My perception is that is good because if the teacher talks freely in the next time it will be good
10. I: What do you think are the problems of teachers talk in the class?
    F: The students may not be free to talk freely in the class
11. I: What do you think are the main problems for this?
    F: They have to be encouraged in the lower grade levels and they have to be read more and different books.

Student 3

1. I: Does your teacher create opportunities to practice the language?
   Y: Yes
2. I: How your teacher is creating that oral opportunities?
   Y: By class presentations, debates talk in different way
3. I: What sort of questions does he ask you during the teaching-learning process?
   Y: He asks me questions related about that topic mixed true and false mixed
4. I: What does your teacher do if you do not answer to a question within the expected time?
   Y: He encourages me to give reply. Or I would keep silent if I did not know the answer so that the teacher could easily move on to another respondent, or he might reply himself
5. I: What kind of feedback are you getting from your teacher?
   Y: If you answer correctly, he will say excellent but if you do not answer correctly keep it up, he will say
6. I: Does your teacher provide you hints or clues when you need it?
   Y: He provides us clues to answer the question. If I answered his question, he parsed me and if not he may say nothing rather he goes to answer respondent. This is what he is usually doing in the class.
7. I: How does your teacher correct you whenever you made errors?
   Y: He simply tell us the exact answer directly and then he will continue teaching or asking another question.
8. I: Who is talking more in Communicative English skills lesson?
   Y: The student's talk more and the teacher has only twenty five percent. The rest seventy five percent he has to ask the same questions so the students talk more in the classroom.
9. I: What is your perception about teacher's talk?
   Y: Teacher's talk in the classroom means it is good and as you talk you will get knowledge from him not only from the students.
10. I: What do you think are the problems of teacher's talk in the class?
    Y: I think there is no problem

Student 4

1. I: Does your teacher create opportunities in the class?

S: Yes

2. I: How are you getting these opportunities to practice the language?
   He gives us opportunities by presentations different debates and discussions so that we can practise the language orally in various ways.
3. I: What sort of questions does your teacher ask you during the teaching learning process?
   S: yes or no questions wh questions etc.
   I: Which one do you like most?
   S: Yes or no or true or false questions
   I: Why?
   S: Because you can guess and it is I think very simple አያጨናንቀንም ይመስለኛል (I think he we will not burdened us)
   I: What will happen if you did not answer the teacher's question?
4. I: What does your teacher do if you do not answer to a question within the expected time?
   S: Emm he will answer it by himself or he gives chance for another student
5. I: What kind of feedback are you getting from your teacher?
   S: Positive feedback, which encourages me to participate and try the answer.
   I: What about the negative feedback?
   S: Sometimes if he is angry and if students disturb the class.
6. I: How your teacher is encouraging you?
   S: Through using different encouraging words like excellent, very good
   I: Is he really uses these words?
   S: Yes
7. I: Does your teacher provide you clues when you need it?
   S: Yes
   I: How?
   S: By giving us he himself clues or hints about the questions he asked.
8. I: Who is talking more in a communicative English class?
   S: I think the teacher talk more in the class than students
9. I: What is your perception about teacher talk?
   S: I think it is good
   I: How it is good for example
   S: Because I can get knowledge from his speech.
10. I: What do you think are the problems of teacher talk in the class?
    S: Some students afraid to talk they are not confident to speak
11. I: What do you suggest for this problem as a solution?
    S: Students have to practice the language

Student 5

1. I: Does your teacher create opportunities in the classes?
   D: Yes
2. I: How are you getting these opportunities to practise the language?
   D: (ብቻ) [Anyways] he gave us so many opportunities to practice the language.
3. I: What sort of questions does your teacher ask you during the teaching learning process?

D: Long answer questions

4. I: What does your teacher do if you do not answer to a question within the expected time?
   D: If you do not answer by the given time he answered himself by the time and I think he asks even others.
5. I: What kind of feedback are you getting from your teacher?
   D: Do better excellent do better keep it up blah blah
   I: How your teacher is encouraging you?
   D: He encourages me to answer questions morally
6. I: Does your teacher provide you clues when you need it?
   D: He gave us clues or hints actually he told us about the histories the cultures (ምናምን ነገር) (something like that)
   I: Does he angry when you failed to answer his question?
   D: አያናድድም? (Doesn't it angry?)
   I: Yes
   D: No
7. I: How does your teacher correct if you commit errors?
   D: He simply will tell us the answer.
8. I: Who is talking more in Communicative English classes?
   D: The teacher both both
   I: I think one dominates they may not be equal I think yes so who do you think dominates more?
   D: The teacher
9. I: What is your perception about teacher's talk?
   D: I learn so many things and he is good I think
10. I: What do you think are the problems of teacher's talk?
    D: Actually, there is no problem in our class.

Student 6

1. I: Does your teacher create opportunities to practice the language orally?
   E: Yes, he is creating these opportunities in the class.
2. I: How he is creating this opportunity?
   E: In group or in pair he is always creating these opportunities to practice the language. He gives us discussions and then he starts facilitating opportunities and helping sometimes.
3. I: What sort of questions are the teachers asking you, particularly in speaking skills lesson?
   E: Both open and close-ended questions are the teacher asking us. But I think most of the time he asked us closed ended questions so that we can give him simple answers like multiple choices and short answer questions.

4.I: What does the teacher do if you did not answer to his question within the expected time?
   E: He immediately gives the correct answer. But before that another student may get the chance to reply if not usually he answered his own questions.
   I: Did he say Elisabeth can you answer your question? Or did he simply shift to another student?
   E: He shifts mostly to another student
   I: What if the second student did not give him/her the right answer?
   H: Immediately he answered himself. Laugh …

5. I: What kind of feedback is your teacher providing to you?
   E: Always he gives us good feedback to us that helped us to do better and improve our English.
   I: Encouraging or discouraging
   E: Encouraging
6. I: Does your teacher provide you clues or hints whenever you confused to answer a question?
   E: If you do not understand what he is asking he gives clues or hints to arrive at the right answer?
7. I: How does your teacher correct your error if you commit or done error?
   E: He answers the question himself.
   I: Does he discourage you?
   E: No, he appreciates or keeps quite simply.
8. I: Who is talking more in EFL classes, particularly in speaking skills sessions?
   E: The teacher dominates the classroom talk.
   I: Ok! Why do you think that the teacher dominates the talk?
   E: I think the students do not want to speak. The teacher simply talks himself most of the time.
9. I: What is your perception about teacher's talk?
   E: To understand the course.
10. I: What do you think are the problems of teacher's talk?
    E: The teacher talks more and he dominates the classroom talk.
11. I: What do you think as a solution for the problems mentioned above?
    E: I think the teacher should not dominate the talk.

Student 7

1. I: Interviewer: Thank you Elias for this interview, and my first question is: Does your teacher create opportunities to practice the language orally?
   E: Yes yeah
2. I: How the teacher creates these opportunities to practice the language? How are you getting opportunities to practice the language?
   E: It could be like within the little group ehh up to six or five or otherwise individually or otherwise outside the classroom when we come up with misfortune. ባጋጣሚ ስንገናኝ (When we meet)
3. I: My third question is what sort or type of questions does your teacher asks you, the teaching learning process?
   E: Questions which makes our እንትን (something) our ability to talk or develop our communication ehh skills like questions like this he asks like that
4. I: What does your teacher do if you don not answer your questions within the expected time?
   E: He will give to the chance to another student or otherwise if we could not answer it ካልመለስን ደግሞ (If we did not answer it) he will answer it in a clarified way
5. I: Ok! What kind of feedback are you getting from your teacher?
   E: Positive feedbacks like appreciation yeah that encourages that develops to develop our speaking or communication skills. Teacher simply preferred silent when a student made grammar faults, and some clever students will tell us the answer.
   I: What about negative feedbacks?
   E: There is no negative feedback

6. I: Does your teacher provide you hint whenever you need it?
   E: Yes
   I: How and why, for example?
   E: After he asked us question then to answer it he will begin the response and stops somewhere then we will complete it.
7. I: Ok how does your teacher correct your errors if you made?
   E: He simply will tell us the answer.
   I: Without criticising you ehh…
   E: No sometimes, he criticises the wrong respondent.
8. I: Who is talking more in communicative English skills classes?
   E: I think the teacher talks more. Laugh …
9. I: What is your perception about teacher's talk?
   E: (አልገባኝም) I do not understand it.
   I: What do you say or how do you see the teacher's speech for your learning contribution?
   E: Oh, I think it is very important because I am getting lesson from his speech.
10. I: What do you think are the problems of teacher's talk in the class?
    E: He dominated us, and he should not sometimes criticise students when we said silent.
11. I: What do you suggest as a solution for the problems you mentioned?
    E: Ok solution he should not dominate us, and he should not criticise because we are first-year students.

Appendix D

Flanders' Interaction Analysis Categories (FIAC)

Teacher Talk **Indirect** **Influence**	1. *Accepts feeling.* Accepts and clarifies an attitude or the feeling tone of a pupil in non-threatening manner. Feelings may be positive or negative. Practicing and recalling feelings are included. **Response** 2. *Praises or encourages.* Praises or encourages pupil action or behaviour. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um um?" or "go on " are included. 3. *Accepts or uses ideas of pupils.* Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five. 4. *Asks questions.* Asking questions about content or procedure, based on teacher ideas, with the intent that a pupil will answer.
Teacher Talk **Direct**	5. *Lecturing.* Giving facts or opinions about content or procedures; expressing his own ideas, giving his own ideas, giving his own explanations, or citing an authority other than a pupil.

Influence	6. *Giving directions.* Directions, commands, or orders to which a pupil is expected to comply. **Initiation** 7. *Criticizing or justifying authority.* Statements intended to change pupil behaviour from none acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Pupil Talk	**Response** 8. *Pupil-talk response.* Talk by pupils in response to teacher initiates the content or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation 9. *Pupil-talk initiation.* Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.
Silence	10. *Silence or confusion.* Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Foreign Language Interaction Analysis (FLINT) System

Teacher Talk Indirect Influence	1. *Deals with feelings:* In a non- threatening way, accepting, discussing, referring to, or communicating, understanding of past, present, or future feelings of students. 2. *Praises or encourages:* Praises, complementing, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct. 2a. *Jokes:* Intentional joking, making puns, attempting to be humorous, proceeding the joking is not any one's expense. Unintentional humor is not included in this category. 3. *Uses ideas of students:* Clarifying, using, and interpreting. And summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions. 3a. *Repeats students Response verbatim:* Repeating the exact words of students after they participate. 4. *Asks Questions:* Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.
Teacher Talk	5. *Gives Information:* Giving information, facts, own opinions, or lecturing, or asking rhetorical questions. 5a. *Corrects without Rejection:* Telling students who have made mistakes the correct response without using words or intonations which communicate criticism.

Direct Influence	*6. Gives Directions:* Giving directions, requests, or commands, which students are, expected to follow. 6a. *Directs Pattern Drills:* Giving statements which students are expected to repeat exactly, to make substitutions in (i.e. substitution drills), or to change from one form to another (i.e. transformation drills). *7. Criticizes Student Behaviour:* Rejecting the behaviour of students; trying to change the non-acceptable behaviour; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. 7a. *Criticizes Students Response:* Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.
Student Talk (Initiation Response)	*8. Student Response, Specific:* Responding to the teacher with in a specific and limited range of available or previously shaped answers. Reading aloud 8a. *Student Response. Choral:* Choral response by the total class or part of the class. 9. *Student Response, open-ended or student-initiated: R*esponding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.
Silence/ Confusion	10. *Silence: Pauses in the interaction.* Periods of quiet during which there is no verbal interaction. 10a. *Silence-AV:* Silence in the interaction during which a piece of audio-visual equipment, e.g.; a tape record, film trip projector, record player, etc; is being used to communicate. 11. *Confusion, work-oriented:* More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand. 11a. C*onfusion, non-work-oriented:* More than one person at a time talking, so the interaction cannot be recorded. Students out-of- order, not behaving as the teacher wishes, not concerned with the task at hand.
	12. *Laughter:* Laughter, giggling by the class, individuals, and/ or the teacher. e. U*ses English:* Uses of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.

Appendix E

Addis Ababa University

College of Humanities, Language Studies and Journalism and Communication

Department of Foreign Languages and Literature

Classroom Observation Checklist

Department & Section (if any): _____
No. of students in the classroom: _____
Co-observer: _____
Date of observation: _____
Duration: _____
Observation round: _____
Starting Time: _____ Ending Time: _____

Part I: Teacher's Behaviour

No.	Teacher's Behaviour		Total Tallies	%
1	Deals with feelings			
2	Praises or encourages (gives positive reinforcement, e.g. excellent, very good, keep it up, etc.)			
3	Uses ideas of students: clarifying, using, interpreting & summarizing student's idea			
4	Repeats students' response verbatim			
5	Asks questions	Open-ended/Referential		
		Close-ended/Display		
		Yes/No		
		True/False		
6	Lecturing: giving contents/procedures, expressing his/her own ideas			
7	Gives information: facts & own opinions			
8	Corrects without rejection-Criticism			
9	Gives directions: giving directions, clues/hints, & requests/commands which students are expected to follow			
10	Directs pattern drills: (substitution & transformation drills)			
11	Criticise students' behaviour/ justifying authority	Rejecting the behaviour of students		
		Trying to change the non-acceptable behaviour		
		Communicating anger, displeasure, annoyance & dissatisfaction with what students are doing		
		Student's response: Telling the student his/her response is not correct or acceptable; gives negative comments, e.g. you are wrong, no etc.)		
12	Gives feedback	himself (herself)		
		peer/group correction		
13	Jokes (intentional joking & making funs)			
	Total			**100**

Part II: Students' Behaviour

No.	Student's Behaviour (Student talk: Response & Initiation)		Total Tallies	%
1	Gives response	a) long responses (long solicited responses)		
		b) short responses (short solicited responses)		
2	Students response	Specific: responding to the teacher with in a specific and a limited range of available or previously shaped answers		
		Choral: Choral response by the total class or part of the class		
		Open-ended or student-initiated: responding to the teacher with students own ideas, opinions, reactions, feelings, initiating the participation		
		short answer expressions		
3	Asking teacher for help, clarifications, direction etc.			
4	Initiates participation (gives comments, asks for explanation, asks teachers opinions, etc.)			
5	Silence	pauses the interaction (periods of quiet during which there is no verbal interaction)		
		AV-Silence in the interaction during which a piece of audio-visual equipment is being used to communicate		
6	Confusion, work-oriented- more than one person at a time talking			
7	Confusion non-work-oriented			
8	Laughter			
	Total			**100**

Foreign Language Interaction Analysis (FLint) System: Adapted from Allwright and Bailey (1991:204) & Brown (2001:170) and Zahrani and Al-Bargi (2017)

Observation Result Summary of EFL teachers' and students' Involvement

No.	Teachers' & Students' Behaviour	Behaviours performed	No of tallies	Remark
1.	Asks questions	Open-ended/referential	60	
		Close-ended/display	808	
		Yes/No	623	
		True/False	75	
		Students ask questions	17	
2.	Feedback/Praises/ Encourages	Criticise students' behaviour	27	
		Excellent	0	
		Very good!	142	
		Good!	26	
		Great!	18	
		Very nice!	18	
		Very kind of you!	2	
3.	Students' Give response	Long response	251	
		Short response	1442	
		Choral	393	
		Open-ended	112	
4.	Asks teacher for help	e.g. direction, clarifications, etc	41	
5.	Initiates participation	Comments/opinions	97	

Observation tally sheet to tick hash mark at the end of each three seconds of interval

	Behaviour		TT II			TT DI				STR	STI	S/C	
			1	2	3	4	5	6	7	8	9	0	Total
TT Indirect Influence	Accepts feelings	1	A										
	Praise/Encouragement	2		B									
	Uses ideas of students	3			C								
TT Direct Influence	Asking questions	4				D							
	Lecturing	5					E						
	Giving direction	6						F					
	Criticizing or Justifying authority	7							G				
Student Talk	Students talk response	8								H			
	Student talk initiation	9									I		
	Silence/Confusion	0											
		Total											

Matrix of Flanders Interaction Analysis (FIAC) and/or Foreign Language Interaction Analysis System (FLint) adapted from Flanders (1970), Moskowitz (1971), Allwright and Bailey (1991: 204-205), Brown (2001:170) and Zahrani &Al-Bargi (2017)

Inter-observer agreement = 0.947

Classes	TCTT in minutes& seconds	TTT (min)	Proportion (%)	STT (min)	Proportion (%)	Other activities (min)	Proportion (%)
T A	107 m & 48s	75	70.09	20	18.69	12	12
T B	96 m & 49s	80.31	83.65	10.54	10.979	5.64	5.875
T C	79 m & 9s	60.59	76.69	13.5	17.08	4.91	6.21
T D	88m	64.25	73.01	15.2	17.27	8.55	9.71
T E	95 m & 4s	70.68	74.4	18.56	19.53	5.76	6.06
T F	99 m & 4s	65.2	65.85	27.6	27.87	6.2	6.26
T G	98m & 38	71.29	72.74	19.1	19.48	5.67	5.78
Total M.	664.5	487.32	516.43	124.5	130.899	48.73	51.895
Average	94.92	69.62	73.78	17.78	18.7	6.96	7.41

Note: TCTT= Total classroom talk time, TTT= teacher talk time, STT= students talk time

Table 1: Amount of talk time in minutes and percent

Appendix F

Addis Ababa University

College of Humanities, Language Studies and Journalism and Communication

Department of Foreign Languages and Literature

Instructors' Questionnaire

Dear Instructor,

The purpose of this questionnaire is to investigate teachers' talk and students' involvement in Communicative English Skills class. Thus, the researcher believes that your genuine response to the given questions helps him to obtain the necessary information. In this regard, he is asking you to spend a little time to fill in this questionnaire, which will immensely benefit him in his PhD research work. The information provided by you will be strictly confidential, and will be utilized only for the purpose of academic research. So, you are kindly requested to give your honest and genuine response to each item. This would be extremely helpful in making this research project successful. Do not hesitate to write exactly what you think. Please, read each question very carefully, and put a tick (✓) mark for the options you would choose.

N.B: There is no need to write your name on the questionnaire.

Thank you very much in advance for your cooperation!

Yours Sincerely,

Esubalew Getnet

DFLL

AAU

1. For each teacher's opportunity creation behaviour listed below, choose only one alternative from the five choices given in the scale. How often do you do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No.	Items How often do (you):	Always (5) (1)	Often (4)	Sometimes(3)	Rarely (2)	Never (1)
1.1	create opportunities to practice the given oral activities?					
1.2	allow students to work in different ways such as in pairs and/or groups?					
1.3	learners are willing to take part in the given opportunities to practice the given oral tasks?					
1.4	your students use the target language in the given opportunities?					
1.5	limit students not to talk a lot because of shortage of time?					

2. For each teacher's questioning behaviour listed below, choose only one alternative from the five choices given in the scale. How often do you do these? Please, indicate your rating by putting a tick (✓) mark in the option you agree.

S.No	Items How often do (you):	Always (5)	Often (4)	Sometimes(3)	Rarely (2)	Never (1)
2.1	ask open-ended questions that help students to talk more and for extended period of time?					
2.2	ask close-ended questions (i.e. the response is short like 'yes' or 'no', 'true' or 'false' or restricted responses, etc.)?					
2.3	ask questions that you don't know the answer (questions like 'why', 'how') that help students to talk for a long period of time or express a lot?					
2.4	ask questions that you know the answer most of the time or questions that restrict learners extended response?					
2.5	encourage students to ask questions if they have any, about the lesson in the middle or at the end of the teaching-learning process?					
2.6	consider asking question as waste of time?					

3. For each teacher's feedback provision behaviour listed below, choose only one alternative from the five choices given in the scale. How often do you do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often do (you):	**Always (5)**	**Often (4)**	**Sometimes (3)**	**Rarely (2)**	**Never (1)**
3.1	move on without saying anything when a student answers accurately?					
3.2	move on without saying any comment when a student fails to give the correct answer?					
3.3	give feedback on the message (which focuses on meaning rather than on the form/structure)?					
3.4	give students negative comments such as you are wrong, quite wrong, emm no, etc. or criticise students' wrong response?					
3.5	give a student positive reinforcement such as excellent, very good, well done, good, etc., when s/he replies correctly?					
3.6	give a student chance with hint to re-correct his/her errors himself (herself)?					
3.7	praise a student when s/he answers exactly to a question?					
3.8	give opportunities for peer correction?					
3.9	redirect the question to another student when a student produces wrong answer?					
3.10	provide scaffolding (i.e. fill in the missing language)?					
3.11	correct error(s) quickly and directly?					
3.12	interrupt/intervene learners for correction while a student is giving response?					
3.13	provide the right answer when a student fails to reply correctly?					

4. For each teacher's wait-time behaviour listed below, choose only one alternative from the five choices given in the scale. How often do you do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often do (you):	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
4.1	give chance for another student to reply if a student waits for a moment (within 5 seconds)?					
4.2	call on someone else to reply when a student takes more than 5 seconds to respond to a question?					
4.3	respond the answer yourself if a student takes time in replying to a question?					
4.4	wait/pause less than a second until that student starts to reply after you ask him/her a question?					
4.5	wait/pause between 1-2 seconds until that student starts to reply after you ask him/her a question?					
4.6	wait/pause between 3-5 seconds until that student starts to reply after you ask him/her a question?					

5. For each teacher's talk time behaviour listed below, choose only one alternative from the five choices given in the scale. How often do you do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No.	Items How often do (you):	Always (5)	Often (4)	Sometimes	Rarely (2)	Never (1)
5.1	initiate and dominate the classroom talk (students)?					
5.2	encourage students to talk a lot and practice orally?					
5.3	give long and extended explanations/speeches?					
5.4	interrupt students to stop talking because you need to cover the content of the day's lesson, though they are willing to talk more?					

6. For the items given in the table below, choose only one alternative from the five choices given in the scale. Please, indicate your agreement by putting a tick (✓) mark in the space provided.

S. No.	Items	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	strongly disagree (1)
6.1	Allowing sufficient time for learners to respond promotes their oral performance.					
6.2	Students can easily understand my instructions.					
6.3	My interaction with students promotes their oral performance.					
6.4	Talking a lot (lecturing) promotes students' oral performance.					
6.5	L1 should be used while teaching English.					
6.6	Teacher talk can affect students' oral performance.					
6.7	Engaging learners to talk or present and discuss most of the time help them to improve their oral performance.					
6.8	Students' oral language performance background has impact on their current oral performance development.					
6.9	In EFL class, you should talk all the time and students should listen.					
6.10	While teaching, you should ask questions before & after lesson.					

Direction II. Tick a (✓) mark in the box of your choice for the following items.

No.	Items	Yes	No
7	Do you consider your learners reluctant/passive in communicating and expressing their viewpoints?		
8	Do you try to encourage/stimulate the silent students to interact and speak?		
9	Do you favor your students commenting on the contribution of their peers in class?		
10	Have you ever intervened when your learners discus and argue with each other?		
11	Are the same students always interacting in the classroom?		
12	Have you ever felt that you control the discussion in class and give tight opportunities for students to speak?		
13	As an English teacher of Communicative English Skills, do you feel that your students are comfortable and willing to attend your lesson?		
14	As an English teacher, do you have an idea about classroom language discourse?		

Direction III. Indicate using a (√) mark what is most appropriate to you from questions 15 to 17. (You can choose more than one response).

15. Usually, the topics of discussion are suggested by:
    A. Students…….…….. [ ]
    B. You (as a teacher)……..…….. [ ]
    C. Teacher and students ……..…… [ ]
16. The modes you assign to your learners are:
    A. Small projects (group works) ……. [ ]
    B. Pair work …… [ ]
    C. Individual work …….. [ ]
17. When students present their work, you give priority to:
    A. Oral communication fluency (e.g. pronunciation).....[ ]
    B. Grammar correctness……..… [ ]
    C. Creativity……[ ]
    D. Please mention, if there is/are any other(s)_____
18. What are the problems of 'teacher talk' in Communicative English Skills course, particularly in speaking skills classroom session?

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

19. What do you suggest as a solution, for the above problems?

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

Thank You!

Appendix G

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Students' Questionnaire

Dear Student,

This research questionnaire is designed to elicit information for the purposes of a PhD research study in ELT. The objective is to investigate teachers' talk and students' involvement in Communicative English Skills classes. Therefore, the researcher believes that your genuine response is important to arrive at a reliable result for this PhD research work. Your honest and genuine response is going to be confidential and used only for the purpose of this research. So, you are kindly requested to give your response on each item. Please, read each question very carefully, and put a tick (✓) mark in column of your choices.

N.B. There is no need to write your name on the questionnaire.

Thank you very much in advance for your cooperation!

Yours Sincerely!

Esubalew Getnet

DFLL

AAU

1. For each instructor's learning opportunity creation behaviour listed below, choose only one alternative from the five choices given in the scale. How often does your teacher do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often:	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1.1	does the instructor create opportunities to practice orally in the class?					
1.2	does the instructor create pair/group work activities and allow you to work together?					
1.3	does the instructor facilitate various conditions after s/he provides a topic for discussion rounding in the classroom?					
1.4	does the instructor talk a lot in the classroom without giving chance for students?					
1.5	do you use the English when opportunities are created to talk?					
1.6	do you have the willingness to take part in the given opportunities to practice the given oral activities?					
1.7	do you present topics in front of the whole class when you get the chance?					

2. For each questioning behaviour listed below, choose only one alternative from the five choices given in the scale. Indicate your rating by putting a tick (✓) mark in the option you agree.

S.No	Items How often (does):	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
2.1	the teacher ask open ended-questions that help you to express your ideas more and for extended period of time?					
2.2	the teacher ask you close-ended questions (i.e. the response is short like 'yes' or 'no', 'true' or 'false' or short answer questions etc.)?					
2.3	the instructor ask you questions that you do not know the answer?					
2.4	the instructor encourage you to ask questions?					
2.5	the instructor give you time to ask questions in class?					
2.6	do you not ask questions because of fear of disrupting the instruction and other students' concentration?					
2.7	do you consider asking question as waste of time?					
2.8	do you not like to be judged by others as competent or incompetent during					

	question and answer time?					
2.9	do you fear being perceived by other students as showy/talkative in question and answer time?					

3. For each instructor's feedback provision behaviour listed below, choose only one alternative from the five choices given in the scale. How often does your teacher do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often does:	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
3.1	the instructor move on without saying anything when you answer correctly?					
3.2	the instructor give feedback on the message (which focuses on meaning) rather than on the form/structure of the language?					
3.3	the instructor give you negative comments such as: you are wrong, quite wrong, emm no, you are not right etc.?					
3.4	the instructor give you positive reinforcement such as: excellent, very good, well-done, good, etc. when you reply correctly?					
3.5	the instructor give you hints/clues to re-correct your own error when you commit?					
3.6	the instructor give you chance to re-correct your error when you fail to reply correctly?					
3.7	the instructor move on without saying any feedback when you give incorrect answer?					
3.8	the instructor fill in the missing gap when you miss some aspects of the answer to a question?					
3.9	the instructor correct quickly and directly after you commit error?					
3.10	the instructor interrupt or intervene you for correction when you express ideas or give response to a question?					
3.11	the instructor nominate someone else to provide the correct answer when you fail to reply correctly?					

4. For each instructor's wait-time behaviour listed below, choose only one alternative from the five choices given in the scale. Indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often (does):	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
4.1	the instructor allow you enough time to respond after s/he asks you a question?					
4.2	the instructor give chance for another student to reply if you wait for a moment (within 2-5 seconds)?					
4.3	the instructor respond the answer himself (herself) if you take time in replying to a question?					
4.4	the instructor wait/pause less than a second until you start to reply to a question after s/he asks?					
4.5	the instructor wait/pause between 2-5 seconds until you start to reply to a question after s/he asks?					

5. For each talk time behaviour listed below, choose only one alternative from the five choices given in the scale. How often does your teacher do these? Please, indicate your rating by putting a tick (✓) mark in the space provided.

S.No	Items How often (does):	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
5.1	the instructor provide you enough time to talk more and practice orally?					
5.2	the instructor initiate and dominate the classroom talk?					
5.3	the instructor praise you to talk a lot and practice the language?					
5.4	the instructor keep silent until you finish your idea when you talk?					
5.5	the instructor limit you not to talk a lot though you like to keep on?					

6. For the items given in the table below, choose only one alternative from the five choices given in the scale. Please, indicate your agreement by putting a tick (✓) mark in the space provided.

S. No.	Items	Strongly Agree	Agree	Undecide	Disagree	Strongly Disagree
6.1	I can easily understand my instructor's instruction.					
6.2	Teacher-student's oral interaction promotes my oral performance.					
6.3	Talking a lot promotes my oral performance.					
6.4	My individual effort to improve oral performance is necessary.					
6.5	I like when my instructor allows me to engage in oral discussions.					
6.6	I actively participate in oral activities.					
6.7	My instructor's talk dominance has impact on the development of my oral performance.					
6.8	The way I was educated at school affected my behaviour to participate in class.					
6.9	The way I was brought up at home affected my behaviour to participate in class.					

7. If there are any other problems that you want to add, please write on the space provided below.

_____
_____
_____
_____
_____
_____
_____
_____
_____

8. Can you suggest any possible solutions for the above problems?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank You!

Appendix H

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Instructors' Interview

Dear Instructors,

This is an interview question for a research purpose for the title entitled, "An investigation of Teachers' Talk and Students' involvement in Communicative English classes." Please feel free; your response will be confidential, and anonymous. Your genuine response is valuable to arrive at valid and reliable conclusions for the study under investigation.

1. Do you create opportunities for students to practise the language orally?
2. How are you giving the students opportunities to practise the language?
3. What sort of questions do you ask students during the teaching-learning process?
4. What do you do if a student does not answer your question (s) within the expected time?
5. If one student cannot answer your question(s) or gives an incorrect answer, you tend to ask some other student to help before you step in as you think you are an authority while the students are equal between themselves. Can you say more about that?
6. How are you going to correct their errors if they commit?
7. Do you provide learners with clues or hints when they need it?
8. After you give feedback, what signals do students give you to show how much attention they have paid to your information?
9. Who is talking more or a lot in EFL classrooms?
10. What is your perception about 'teacher talk'?
11. What role do you think your students take up in class?
12. What are the problems of 'teacher talk' in teaching EFL, particularly in speaking lessons?
13. For the problems listed above, what do you suggest as solutions?

Appendix I

Addis Ababa University

College of Humanities, Language Studies and Journalism and Communication

Department of Foreign Languages and Literature

Students' Interview

Dear Students,

This is an interview question for a research purpose for the title entitled, "An investigation of Teachers' Talk and Students' involvement in Communicative English classes." Please feel free; your response will be confidential, and anonymous. Your genuine response is valuable to arrive at valid and reliable conclusions for the study.

1. Does your teacher create opportunities to practise the language orally?
2. How are you getting opportunities to practise the language?
3. What sort of questions does your teacher ask you during the teaching-learning process?
4. What does your teacher do if you do not answer a question within the expected time?
5. What kind of feedback are you getting from your teacher?
6. Does your teacher provide you clues or hints when you need it?
7. How does your teacher correct if you commit errors?
8. Who is talking more in the Communicate English skills lesson?
9. What is your perception about 'teacher talk'?
10. What do you think are the problems of 'teachers' talk' in the class?
11. For the problems mentioned, what do you suggest as solutions?

Appendix J

Consent Forms

Letter to all Teachers

INFORMATION SHEET

Dear Teacher,

I am currently studying TEFL in a Ph.D. program at Addis Ababa University. At present, I am undertaking a research project as part of a Ph.D program. The project sets out to investigate teachers' talk and students' involvement in Communicative English skills, and its role in the teaching-learning process. It will explore implications for teaching practices in the EFL classes. I want to collect data from October-January, 2017/18. As part of the research, I would like to conduct classroom observations and interviews and distribute research questionnaires. The classroom observations will be audio-video recorded. The interview will take about fifteen minutes, and it will be audio-recorded. The responses you provide will be put into a written report of the research if they are relevant to my research. You will be identified by pseudonyms rather than your real names. The tape of the interviews will be electronically wiped when the research is completed unless you want it to be returned to you. Access to the interview notes and transcripts will be restricted to my supervisors and me only. You can check them if you want. They will be kept for four years after the conclusion of the research because I may need to refer back to them in developing publications arising from the thesis. The written report will be submitted for examination to Addis Ababa University, Foreign Languages and Literature Department. I would very much appreciate your participation in my research. However, should you feel the need to withdraw from the research; you may do so at any time until the data collection process is completed. If you have further questions or concerns about the project, you can contact me at *0912843422* or getesu212@gmail.com. If you are willing to take part in the study, please fill in, sign the attached form, and return it to me.

Thank you very much indeed for your time and consideration!

Yours sincerely,

Esubalew Getnet

Consent form

Statement by the Teacher:

I have seen the information sheet about this research and I have had the opportunity to read it. I have been provided with sufficient information regarding the nature and objectives of the research project that Esubalew Getnet is undertaking as part of his Ph.D. program. I have been offered the opportunity to seek further clarification and explanations. I am fully aware of the task I am going to be engaged in. I understand that I am not obliged to take part in the research. In addition, I understand that I can withdraw from the research at any time until the data collection process is completed. (Please tick if appropriate)

- ☐ I would like the tape and video recorded of the data to be returned to me.

I understand that any information or opinions I have provided will be kept confidential. A pseudonym will be used to replace my real name. If I have further questions or concerns about the project, I know I can contact him through *0912843422* or getesu212@gmail.com.

By signing this form, I am consenting to participate in this research.

Name: _____ Signed: _____ Date: _____

Letter to all Students

Information sheet

Dear Student,

I am a Ph.D. student at Addis Ababa University, in the Department of Foreign Languages and Literature, (TEFL). As part of my Ph.D program, I am doing currently a research project. The research sets out to look at Teachers' Talk and Students' involvement in Communicative English Skills class lessons, and its role on the teaching learning process. It will explore implications for teaching practices in EFL classes. Right now, I am inviting you to participate in my research. I wish to collect data from October-January 2017/18. I will stay in your Communicative English Skills course classes for around three months, observing, audio-and videotaping your teacher and you. I would very much appreciate your participation in my research. If you choose not to participate, I may need to advise you to sit out of the range of the video camera, and your contributions will not be transcribed or analysed. You will not be penalized in any way if you do not wish to participate. If you are interested, I can send a summary of the findings of the research to you at the completion of the research. The written report of the project will be submitted for examination to Addis Ababa University, Department of Foreign Languages and Literature. If you have further questions or concerns with regard to the project, you can contact me at *0912 84 34 22* or getesu212@gmail.com

Thank you very much indeed for your time and consideration!

Yours sincerely,

Esubalew Getnet

Consent form

A Statement by the Student:

I have seen the information sheet about this research and I have had the opportunity to read it. I have understood it. My questions and concerns have been answered to my satisfaction. I understand that it is part of his Ph.D program. I also understand that the participation is voluntary. I can choose whether to be a participant or not. I understand that if I do not wish to participate, I will not be penalized. (Please tick if appropriate)

- ☐ I consent to be videotaped.
- ☐ I consent my contributions to be transcribed or analysed.

If I have further questions or concerns about the project, I can contact him at *0912 843422* or getesu212@gmail.com

Name: _____ Signed: _____ Date: _____