



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**THE INTERACTIONS BETWEEN SPOKEN CLASSROOM DISCOURSE AND
TEACHER QUESTIONING**

BY

ZINABU YILMA

JUNE, 2015

ADDIS ABABA UNIVERSITY

**THE INTERACTIONS BETWEEN SPOKEN CLASSROOM DISCOURSE AND
TEACHER QUESTIONING**

BY

ZINABU YILMA

**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER IN TEACHING ENGLISH AS A FOREIGN
LANGUAGES (TEFL)**

JUNE, 2015

ADDIS ABABA UNIVERSITY

Table of Contents

Contents	Pages
Acknowledgments	I
Table of Contents	II
List of Tables	VI
List of Figures	VII
List of Abbreviations	VIII
Abstract	IX

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study.....	4
1.3.1. General Objective	4
1.3.2. Specific Objectives	4
1.4. Research Questions	4
1.4.1.General Research Question	4
1.4.2.Specific Research Questions	4
1.5. Significance of the Study	5
1.6. Scope of the Study	5
1.7.Limitation of the Study	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Definition of Speaking	7
2.2. Speaking Difficulties in Foreign Language	7
2.2.1. Inhibition	7

2.2.2. Noting to Say.....	8
2.2.3. Low (Uneven) Participation	8
2.2.4. Mother Tongue Use	9
2.3 Learning Speaking Skills	9
2.4 Strategies in Learning Speaking Skills	11
2.4.1. Cognitive Strategies	12
2.4.2. Meta Cognitive Strategies	12
2.4.3. Socio Affective Strategies	12
2.4.4. Communication Strategies	13
2.5. Speaking Activities	13
2.6. Teaching Sub-skills of Speaking	16
2.7. Classroom Discourse	19
2.8. Classroom Interactions.....	22
2.8.1. Interaction and Learning	23
2.8.2. Teacher-Led Interaction	24
2.9. Questioning	25
2.9.1. Good / Bad Questioning	25
2.9.2. Effective Questioning	26
2.10. Questions Types	26
2.10.1. Socratic or Elicitation Questions	26
2.10.2. Convergent Questions vs. Divergent Questions	27
2.10.3. Display Questions vs. Referential Questions.....	27

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction	31
3.2. Research Design	31
3.2.1. Subjects of the Study	31
3.2.1.1 Students	31
3.2.1.2 Teachers	31
3.2.2. Instruments of Data Collection	32
3.2.2.1 Classroom Observation	32
3.2.2.2 Students' Questionnaire	32
3.2.2.3 Interview	33
3.2.2.3.1 Students' Interview	33
3.2.2.3.2 Teachers' Interview	33
3.2.2.4 Recording of the Lesson	34
3.2.3 Methods of Data Analysis	34
3.2.4 Research Procedure.....	35
3.2.5 System Transcription.....	35

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Analysis and Interpretation of Data Obtained Through Students' Questionnaire	36
4.1.1 Strategies Used by the Teacher	36
4.1.2. Interpretation of the Result.....	39
4.1.3. Strategies Used By the Student	40
4.1.4 Interpretation of the Result	44
4.1.5. Activities Used for Developing Speaking Skills	45
4.1.6. Interpretation of the Result.....	49

4.1.7. Sub skills Used by the Students	50
4.1.8 Interpretation of the Result	54
4.2. Analysis of the Interviews	55
4.2.1. Teachers' Interview.....	55
4.2.2. Students' Interview.....	57
4.3. Analysis of Classroom Observation	60
4.3. 1. Observation 1.	60
4.3. 2. Observation 2.	63
4.3. 3. Observation 3.	66
4.4. Analysis and Results of the Uses of Teacher Questions	68
4.5. Analysis and Results of Classroom Discourse Structure	71
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	
5.1. Conclusions	73
5.2. Recommendations	74
BIBLIOGRAPHY	76
APPENDICES	
Appendix –A: The Amharic Version of Students' Questionnaire	82
Appendix-B: Students' Questionnaire	87
Appendix – C: Students' Interview Questions	92
Appendix – D: Amharic Version of Students' Interview Questions	93
Appendix –E Teachers' Interview Questions	94
Appendix –F: Transcribed Audio Recorded	95
Appendix – G: Classroom Observation Checklist	121

Abstract

The main purpose of this study was to investigate the interaction between spoken classroom discourse and teacher questioning in Glory secondary schools in particular grade ten students. The researcher focused mainly on speaking strategies used by the teacher and students, activities, an classroom discourse structure and teacher's questioning. To achieve the objective, five English teachers and 23 students were used as a participant and various instruments were used. These are: classroom observation, students' and teachers' interview, students' questionnaire, and audio recording. The data were categorized and descriptively analyzed. Then, the collected data were analyzed using both quantitative and qualitative methods of data analysis. The findings depicted that students didn't use learning speaking strategies rather than teachers used and they wanted everything comes from their teacher. Although the classroom was available for interaction and the teacher used more referential question than display questions, the students didn't show any effort to practicing the language. With regards to the dominant types of classroom discourse structures, IRF and other structure are equally used. There exist an equal relationship and teacher talk not in predominance. There has been little or no time given for the modern speaking skills teaching activities such as group and pair discussions, oral report, drama, panel discussions and interviews and other except practicing traditional method teaching and learning methods. The consequences of inappropriate speaking practices used has resulted in the weak interaction of the students in speaking the language. To that end, this research paper provides recommendations that could bring about a change in the practice of teaching and learning speaking in the classroom.

Acknowledgments

I am grateful to Dr. Assefa Zeru who has given me considerable support as advisor of my research work . Hence, he really deserves warm gratitude.

I am very highly grateful to my family whose care and support have always been an inspiration and strength for me throughout the study.

I also would like to thank teachers and students of Glory Secondary School who were willing to share their experience , time and cooperation specially Mr. Tadesse Teshome , Mr. Sisay Abera.

I am very much thankful to my lovely friends Ephrem Tibebu and Befkadu Beneberu those who have been shared their ideas and brought me materials like recorder, headset and others.

My gratitude goes to Ato Melaku Alem (MA students) for giving me his advice at every stage of my work and a lot of reference books.

And finally, to Binyam Seifu, Yohannes Nigusse and Tamrat . I thank you for all what you contributed to the success of this work.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Student outcomes such as achievement, motivation, and efficacy have been associated with multiple aspects of teacher instructional practices in the classroom. That is to say that teacher instructional practices influence student learning in a variety of ways. In particular, interactions between students and teachers have the potential to shape the course of student learning. Verbal communication between teachers and students in classrooms shapes the learning environment by influencing the type of talk that students engage in during instruction (Den Brok et al. 2005; Pianta 1999).

Of course, communication is an outward extension of thought. It helps in the process of arranging thought, linking one idea to another. According to Hybels and Weaver (1986, 127) communication includes both verbal (that is, language in written and spoken form) and non-verbal (that is, language in conventional symbols and ways of representation through drawing and diagrams) forms. One of the principal means through which patterns of interaction are constructed is language. To interpret the patterns of life, members need to process linguistic and non-verbal aspects of the social interactions of others. Language, in relationship to the social construction of life in classrooms, refers to the oral and written discourse norms, expectations, and strategies that members establish through their daily interactions. The language-of-the-classroom is a group of constructed phenomena, a negotiated system of meaning, and a set of conventions for interacting, participating and communicating information and knowledge within a particular classroom.

So communication is called for when the language user recognizes a situation which requires the conveyance of information to establish a convergence of knowledge, so that this situation can be changed in some way. This transaction requires the negotiation of meaning through interaction. Widdowson, (2004:8) refers to this negotiation as discourse.

The simplest definition of discourse is “language-in-use” in which a word is being used depends on the context. “The classroom” is the primary and the most obvious context for the discourse we will be examining. However, the “context “for classroom discourse analysis also extends beyond the classroom , and with in different components of classroom talk, to include any context that affects what is said and how it is interpreted in the classroom (Walsh,2006).

This classroom talk, or discourse, often guides students in making meaning. Classroom discourse is dominated by question and answer routines, with teachers asking most of the questions, while learners ask correspondingly few questions. It is by asking questions that teachers are able to control the discourse. That is why specifically, teacher questioning has been identified as a critical factor in facilitating effective discourse in the classroom (Walsh, 2011).

Because of this and similar cases, the researcher has tried to look at some of the local studies. For example, researches on teachers talk, students- teacher interaction, turn-taking patterns etc have been conducted. So the researcher wants to investigate spoken classroom discourse interactions between teachers and learners in the foreign language (FL) classroom and teachers questioning by referencing to grade 10 students of Glory Secondary School.

1.2 Statement of the Problem

The use of language in any classroom is interesting from an educational point of view because education itself is conducted fundamentally through the medium of language. The term “the language classroom” is used here to refer to a classroom in which the primary concern is the development of a language that is not the first language of the learners.

Classroom Discourse is a special type of discourse that occurs in classrooms and its special features of classroom discourse include: unequal power relationships, turn-taking at speaking, patterns of interaction, etc. Classroom discourse is often different in form and function from language used in other situations because of particular social roles which learners and teachers have in classrooms and the kind of activities they usually carry out there. The researcher will focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learners’ progress in language acquisition. Discourse is

the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction (Carter and Nunan, 2001: 221).

One of the influential factors in creating classroom interactions is the types of the questions which are asked by the teachers. The two common question types are: Display and Referential questions. Based on many studies, referential questions make for more interaction and meaningful negotiation. According to Brown (2001), display questions refer to questions for which the teacher knows the answers and demand a single or short response. By contrast, referential questions demands more thought and generate longer responses.

Studies done in Ethiopia, for example, Zerihun Mekonnen (1995) has found that teachers use knowledge and comprehensive level questions in the recorded level and concluded that questions are not given careful attention by teachers in the recorded classrooms. Belen Ketema (2012) finding indicates that display question dominated where the amount of referential was significant. In addition to that the teacher talk was not rich lexical items necessary in communication. The feedback given focused on form and follow-up to students' response did not encourage interaction and communication.

The other studies conducted in the pattern of turn-taking were made by Girma Wossenie (1999) and Yohannes Berhanemeskel (2008) with particular focus on how turns were distributed between the teacher and the students among their groups. Girma reached to the conclusion that a large percentage of the students took turns in response to personal solicits where as 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.

As it has been noted above, locally no research was done with the intention of bringing by focusing on various facts of classroom discourse and their pedagogical implications (if any). As long as the knowledge the researcher is concerned, it is not known what features (patterns) of the classroom discourse dominantly follows and interactions and what actually happens in the classroom. So this research is an attempt along this line to investigate the interactions between

spoken classroom discourse and teacher questioning mainly in English department and Grade 10 students of Glory Secondary School.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study was to investigate the interactions between spoken classroom discourse and teacher questioning mainly in English department and Grade 10 students of Glory secondary school

1.3.2 Specific Objectives

The specific objectives were:

- recognizing the strategies used by the teacher and the student for developing speaking skills.
- identifying the activities used for developing speaking activities in the classroom.
- exploring types of teacher questioning that were asked by the teacher.
- recognizing the dominant interaction patterns of the classroom discourse.

1.4 Research Questions

1.4.1 General Research Question

How are the interactions between spoken classroom discourse and teacher questioning taking place in the English classroom?

1.4.2 Specific Research Questions

This research focused on answering the following questions.

- What are the strategies used by the teacher and the student of Grade 10 English classrooms in Glory Secondary School?
- What are the activities used in the classroom to develop speaking skills.

- What are the questions (display and referential) used by the teacher in English classroom?
- What type of the dominant interaction patterns of the classroom discourse can be found in grade 10 English classroom at the school?

1.5 Significance of the Study

- Improving the knowledge of the reader on classroom discourse of English language teachers.
- Raising teachers' awareness of using appropriate strategies to teach the language about classroom discourse.
- Giving a piece of evidence to administrators and supervisors on how to assist teaching English in the classroom.
- Initiating interest of all people involved in education to know more about what goes in classroom.
- Creating awareness of using appropriate teacher questioning types.
- Providing valuable insight into the learners on what they have to do in order to facilitate their learning.
- Enhancing communicative skill for teachers and students.
- Giving way for the researchers that want to make future investigations in the area and to conduct detailed researcher on the problem.

1.6 Scope of the Study

In this study, the researcher tried to investigate the interactions between spoken classroom discourse and teacher questioning mainly in English department and Grade 10 students at Glory secondary school. In order to make the study manageable and complete with in the given time , the researcher delimited to one of the private schools mentioned above ,which was found in Yeka sub-city, Addis Ababa.

1.7 Limitation of the Study

During the time of this research, there were some challenges for the researcher. At the beginning, the difficult was at the time of choosing a title. So while conducting this study, the major limitations were:

- finding and getting journals and relevant books.
- searching and getting audio recorder.
- transcribing each and every piece of information from the recorded lesson.
- conducting research and running for personal life side by side has a load of work on the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking

Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

2.2 Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

2.2.1 Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000:111) states that “Learners are often inhibited about

trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2.2.2 Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) says that “The teacher may have chosen a topic which is uncongenial to him [the learner]or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”

Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2.2.3 Low (Uneven) Participation

This problem refers to the amount of each student’s time of talking. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases

they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.”

Low participation is due to the ignorance of teacher’s motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

2.2.4 Mother Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003:12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language .” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language

2.3 Learning Speaking Skills

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi). Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Scharle and Szabo (2000) point out that autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly.

When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000: 76) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991: 41-42).

Furthermore, autonomous learners as 'those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning'. According to Kohonen et al. (2001: 36-37) , learners need to develop the following kinds of capacities:

Confidence: sense of control and mastery of one's body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one's action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange idea, feelings and experiences with others developing trusts in others.

Cooperation: balancing one's needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop the above capacities, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001:37).

2.4 Strategies in Learning Speaking Skills

Many researchers have defined the term language learning strategy. Richards and Platt (1992: 209) define it as "... intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information". Wenden (1991: 18) further defines it as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." From the above definitions, we can understand that learning strategies are essential in learning a language. Therefore, learners have to be trained on how to use them to be autonomous.

Many scholars (Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994, etc) have classified language-learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of learning strategies without any radical changes. Hedge (2000) puts forward four types of learning strategies used by good language learners. These are:

2.4.1 Cognitive Strategies

Hedge (2000: 77) defines cognitive strategies as “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways”. They operate directly on incoming information, manipulating it in ways that enhance learning (O’Malley and Chamot, 1990). Cognitive strategies include repetition, resourcing, grouping, note taking, deduction induction, substitution, elaboration, summarization, translation, transfer and inference.

2.4.2 Meta-cognitive Strategies

Meta-cognitive strategies involve planning for learning, thinking about learning and how to make it effective, self monitoring during learning, and evaluation of how successful learning has been after working on language in some way (Hedge, 2000: 78). In addition, Wenden (1991: 34) states “metacognitive knowledge include all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations”.

2.4.3 Socio-Affective Strategies

According to Oxford (1990) cited in Williams and Burden (1997: 152), “affective strategies, are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target language”. In other words, Hedge (2000) confirms that socio-affective strategies are those, which provide learners with opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV program in the language or spending extra time in the language laboratory (Ibid). They are related with social mediating activity and transacting with others.

Some of the strategies are:

- Questioning for clarification: asking for explanations, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
- Cooperation: working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
- Self-talk: reducing anxiety by using mental techniques that make one feel competent to do the learning task.
- Self-reinforcement: providing personal motivation by arranging reward for one self when a language activity has been successfully completed.

2.4.4 Communication Strategies

This category is sometimes included in the framework of learner strategies. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language to make themselves understood and to maintain a conversation, despite the gaps in their knowledge of the second language, they are using communication strategies (Hedge, 2000: 78-79). The value of these is that they keep learners involved in conversations through which they practice the language (Ibid).

2.5 Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991: 5-7). In contrast, as cited in Parrott (1993), the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each

participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding (Parrott 1993: 97-99).

Nunan, Harmer,(1991); Parrott (1993); Stern (1983) and Brown (1980) have indicated that teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence.

Different language scholars propose different activity types. For example, Prabhu (1987: 110-112) proposed three different activity types. These are:

- **Information gap activity**, which involves a transfer of given information from one person to another, from one form to another, or from one place to another—generally calling for the decoding or encoding of information from or into language.
- **Reasoning-gap activity**, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns.
- **Opinion-gap activity**, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Clark (1987: 227-228) proposes seven broad communicative activity types based on the communicative goal. He suggests, language programs, should enable learners to:

- solve problems through social interaction with others.
- establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- search for specific information for some given purpose, process it, and use it in some way.
- listen to or read information, process it, and use it in some way.
- give information in spoken or written form on the basis of personal experience.
- listen to, read or view a story, poem, feature etc and perhaps respond to it personally in some way (for example, read a story and discuss it)
- create an imaginative text.

Parrott (1993: 201-202) has identified nine various activity types designed to help learners develop their oral fluency.

- **Information gap-activities:** students share ideas from each other through group work.
- **Ranking activities:** students are given a possible list of something so that they are asked to put in order through group discussion.
- **Jigsaw activities:** students work in groups. Each student in the group has different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original and pool their knowledge to answer general questions about the text.
- **Guessing activities:** students work in small groups, one of the students in the group is given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no'.
- **Problem-solving activities:** the students work in groups. One of the students in the group is given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- **Role-play:** are activities in which the learners play parts.
- **Group discussion:** are activities in which the learners discuss and come up with the result (reach up on the consensus).
- **Project-based activities:** are activities to perform certain tasks in order to use the language through them.
- **Prepared monologues:** In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Parrott (Ibid) recommends that teachers can use a balanced activities approach that combines language input (teachers talk, listening activities, reading passages, and language heard and read outside the class), structured output (which focuses on correct form), and communicative

out put (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking.

According to Parrott (Ibid), two common kinds of structured out put activities are information gap and jigsaw activities. In both these type of activities, students complete a task by obtaining missing information-a feature the activities have in common with real communication.

Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. Parrott (Ibid) cited that the most common types of communicative output activity are role plays and discussions.

2.6 Teaching Sub-skills of Speaking

According to Hedge (2000)and Lackman (2010) has summarized how to teach speaking sub-skills with their application in the following table 1.

Table 1: Teaching sub-skills of speaking .

Sub-skills	Application
<p>Fluency Students practice speaking with a logical flow without planning or rehearsing.</p>	<p>Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).</p>
<p>Accuracy with Words & Pronunciation Students practice using words, structures and pronunciation accurately.</p>	<p>Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.</p>
<p>Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc.</p>	<p>Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.</p>

<p>Appropriacy</p> <p>Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.</p>	<p>Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.</p>
<p>Turn-taking Skills</p> <p>Students practice ways of interjecting, eliciting an interjection or preventing one.</p>	<p>Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.</p>
<p>Relevant Length</p> <p>Students practice speaking at a length appropriate to a situation.</p>	<p>Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.</p>
<p>Responding and Initiating</p> <p>Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.</p>	<p>Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management.</p>

<p>Repair and Repetition</p> <p>Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.</p>	<p>The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood.</p> <p>When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker</p>
<p>Range of Words and Grammar</p> <p>Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.</p>	<p>Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.</p>
<p>Discourse Markers</p> <p>Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)</p>	<p>When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately.</p>

2.7 Classroom Discourse

The concept of language classroom discourse has undergone various interpretations. Nunan (1993) views classroom discourse as «the distinctive type of discourse that occurs in classrooms». Discourse in the language classroom is a matter of the oral use of language in the classrooms. One influential approach to the study of spoken discourse, as acknowledged by (McCarthy, 1991), was carried out by Sinclair and Coulthard (1975) at the University of Birmingham. Broadly speaking, classroom studies can be viewed from three different perspectives (Johnson and Johnson, 1998):

- From the perspective of interaction (between teacher/learners with each other)
- From the perspective of the effects of instruction on language development.
- From the perspective of whether different methods of instruction have different effects on language development.

According to (Chang, 1999: 2-3), discourse in a classroom can be divided into four structures as follows: *IRF (Initiation-Response-Feedback)*, *Instruction*, *Probing Questions*, and *Argumentation*.

IRF: IRF may have a traditional pattern of discourse, when the teacher asks a question, the student answers and the teacher evaluates. The teacher continues to ask another question and so the sequence continues. «In this typical three-part structure, the teacher *initiates* a question in order to check a student's knowledge, a student's *responses*, and the student's response is evaluated with *feedback* from the teacher» (Richards *et al.*, 1992:52). The students' answers are usually brief and students are concerned about giving correct answers that are expected by the teacher. The main role of the teacher is asking questions, but only a few students are actively involved.(IRF will be discussed in detail in section 2.4.3.3)

Instruction: Another type of discourse is giving instructions. The teacher gives directive or informative statements. The students do not answer verbally; however, they understand the statements as instructions by following them physically.

Probing Questions: The probing question is another discourse structure. The teacher asks Referential questions or «thinking questions» (Brown, 2001: 171) and the students are encouraged to give longer answers through their thinking. Their answers may challenge the teacher's position. However, evaluation does not come immediately after the students' responses. (we will be looking at concerning referential and display questions in detail in section 2.4.3.3).

Argumentation: Argumentation can be regarded as probing questions where the teacher involves the students in a challenging situation in order to make them to justify their reasons. The questions asked are commonly Referential questions, which try to elicit predictions, explanations and clarification from the students. The argumentation may be in question or statement forms. Mehan (1979, as cited in Ellis, 1990: 88) offered three structural components of a pedagogic discourse:

- *An opening phase* where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activity.
- *An instructional phase* where information is exchanged between teacher and students.
- *A closing phase* where participants are reminded of what went on in the core of a lesson.

McTear (1975, as cited in Ellis, 1994: 577) observed four types of language use in EFL classroom discourse:

- *Mechanical* (i.e. no exchange of meaning is involved),
- *Meaningful* (i.e. meaning is contextualized but there is still no new information to be conveyed),
- *Pseudo-communication* (i.e. new information is conveyed but in a manner that would be unlikely to occur outside the Classroom),
- *Real communication* (i.e. spontaneous speech resulting from the exchange of opinions, jokes, classroom Management, etc.).

Relevant to McTear's argument here about the types of language use is Ellis's (1990: 86) distinction that «pedagogical discourse is believed to be a product of mechanical and meaningful types of language use, whereas natural discourse is believed to result from real communication type of language use» (Ellis, 1990: 86). However, Kramsch (1985, as cited in Ellis, 1990: 86) considers classroom discourse as composed of “a *continuum* extending from pedagogic to natural discourse poles”. The interaction between group members in a classroom moves between the two poles of this continuum consisting of instructional options. Pedagogic discourse occurs when the teacher and the students act out institutional roles, the tasks are concerned with the transmission and reception of information controlled by the teacher and there is a focus on knowledge as product and on accuracy. Natural discourse, on the other hand, is characterized by much more fluid roles established through interaction, tasks that encourage equal participation in the negotiation of meaning and a focus on the interactional process itself and on fluency.

Meaning and message are one and the same thing, ‘the vehicle and object of instruction’ Long, (1983a: cited in Walsh (2006:3); language is both the focus of activity, the central objective of the lesson, as well as the instrument for achieving it Willis(1992 cited in walsh 2006:3). language classrooms are language classrooms [original 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.

Elicitation Techniques

Typically, classroom discourse is dominated by question and answer routines, with teachers asking most of the questions as one of the principal ways in which they control the discourse. Traditionally, display questions, to which the teacher already knows the answer (e.g.: what's the past tense of go?) are seen as being functionally different from referential questions, where the answer is not known in advance (e.g. do you have any brothers and sisters?) and typically produce shorter, simpler responses from learners.

According to a teacher's pedagogic goal, different question types are more or less appropriate: 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. In short, the use of appropriate questioning strategies requires an understanding of the function of a question in relation to what is being taught (Nunan, 1999). Long and Sato (1983) detail the complex role played by questions in classrooms; they can serve to signal turns, aid comprehensibility, provide opportunities for non-native speakers to participate or even compel involvement. They also make the important observation that a teacher's use of questions is the single most-used discourse modification to aid and maintain participation among learners. In other words, classroom discourse differs from 'normal' communication in terms of the number of questions used and their function: to encourage involvement rather than elicit new information, an observation developed by Musumeci (1996). In that study, Musumeci makes the point that the length and complexity of learner utterances are determined more by whether a question is closed or open than whether it is a referential or display one.

2.8 Classroom Interaction

Interaction is believed to facilitate learning in the foreign language (FL) classroom and also vital in the process of learning (Gass, 1997, 2003). This is especially true in situations where negotiation over meaning takes precedence over grammatical accuracy. It provides learners with the opportunity for producing language, input comprehension, and reception of feedback (Philp and Tognini, 2009), and falls within the scope of the Communicative Language Teaching (CLT) approach practised in FL contexts. A crucial but less commonly investigated problem within interaction studies for its implication for the context of large class sizes.

Poole (2005: 52) states that interaction involving focus on form seems optimally suited to classrooms that are small enough to enable instructors to verbally address problems faced by students, through classroom discussion. He argues that small classes would be needed for students to have significant amounts of peer interaction, both in oral and written form. Unfortunately, in large class size settings, individual attention and student-student interaction

is not possible (Poole, 2005: 25). Sheen (2004: 293) espouses this view, positing the effectiveness of recast and uptake opportunities in smaller classes. Based on the relationship between small class sizes and uptake. Consequently, learners' and teachers' roles in the classroom tend to be reciprocally affected by such attitudes.

2.8.1 Interaction and Learning

Interaction involves learners in a communicative act, with the intention to understand what is said, in order to contribute in a meaningful way (Gass et al., 1998, Gass and Mackey, 2006). Whereas Skehan (1998) rates interaction in terms of its positive effects on the learner's interlanguage, Hedge (2000) values it in terms of its provision of more input to other learners in the classroom. In terms of the relationship between types of interaction and uptake, Wells (1981) suggests that the type of interaction that is most beneficial to the learner is that which gives due weight to the contribution of both parties and also emphasizes mutuality and reciprocity in the meanings that are constructed and negotiated through talk.

Ellis et al., (1994) insist that interaction based on on-the-spot mutual adjustment is more productive than pre-modified input. This allows learners to get involved in an active interactional mode which enables them to focus on what is necessary for them, mostly through negotiation. The idea of what is necessary for the learners is reflected in both form and meaning. Gass (1997: 131) explains that negotiation draws attention to erroneous or inappropriate forms and also creates a situation in which learners receive feedback through direct and indirect evidence.

The value of feedback is that it plays a significant role in interaction in terms of its provision of information about the accuracy and communicative success of production to learners (Sheen, 2004). It is suggested that, sometimes, learners' initial utterances will lack important linguistic information, and feedback can give them opportunities to notice mismatches between their utterances and target language norms. They can then modify their output based on the feedback they have received (Fujii and Mackey, 2009). Success in communicating meaning during interaction in the classroom largely depends on how form and meaning are managed, most probably unconsciously. For example, when the learner's primary intention is to fully

comprehend this process. This is affected by the degree of investment learners are able to put into the entire process of communication. In short, it is a sum of knowledge construction, which is somewhat affected by identity construction and total learning experiences (Duff,2007). The role of interaction in constructing different types of knowledge is of crucial concern.

The learning that takes place “during” the interaction or negotiation may be an initial step in learning or it may serve as a priming device (Gass, 1997), thereby the setting of the stage for learning, rather than being a forum for actual learning.

Even with this knowledge, there is yet no clear consensus as to whether any such superficial learning does take place during interaction.

2.8.2 Teacher-led Interaction

In teacher-led interaction classrooms, Chavez (2009: 50) argues that teachers typically are their classes’ leaders and therefore most decisive in determining how language will be used. She suggested that, in such a context, teachers are charged with embedding language use in a context that makes it relevant to the learners. In fact, the teacher’s leadership role often is underscored by the students’ own language use behaviour. This takes the form of the Initiation (I), Response (R), Feedback (F)–(IRF) structure.

Philp and Tognini (2009: 247) argue that this structure displays the privileged position of the teacher, who initiates topics and may nominate speakers. They believe that this tends to restrict learner contribution to interaction to one turn and may thus reduce opportunities for learning. However, the effectiveness of teacher-led interaction is still a contentious issue (see Philp and Tognini, 2009 for a comprehensive review of studies on this). It is generally stated that T-L interaction features include structured patterns of interaction complemented with the provision of feedback. These are made up of moves such as clarification requests and confirmation checks, which can be summarized into feedback, recast, prompts, elicitation, repair etc. Two issues of critical importance raised by Philp and Tognini about research in this domain are related to context and proficiency of learners involved in interaction.

A comprehensive discussion on the role of context in corrective feedback interaction is provided by Sheen (2004). Sheen notices that the differences in the effectiveness of recast in eliciting uptake and repair may also be due to context variables, such as pedagogical focus, age, proficiency and educational background. Sheen (2004: 271) argues that language setting and pedagogical focus regulate the extent of error correction. She observes, ‘the more grammar is highlighted, the more frequent the error correction’.

2.9 Questioning

2.9.1 Good or Bad Questions

The Longman Dictionary of English Language provides the following definition for a *question*: «a command or interrogative expression used to elicit information or a response, or to test knowledge». Questioning is the single most influential teaching act and the trend has hardly changed over the years. In the realm of teaching and learning, questions have been cited as not only the most often used, but also the single most important strategy used by instructors.

In order to teach well, a teacher must be able to question well. Asking good questions smooths the interaction between the teacher and his or her students. Rosenshine (1971, as cited in Brualdi, 1998) found that large amounts of student-teacher interaction promotes student achievement. Teachers spend most of their time asking low-level cognitive questions (Wilens, 1991, cited in Brualdi, 1998). These type of interactions focus on factual information that can be memorized; for example, «When did the First World War start?» or «Who wrote *Gone With the Wind*?». It shows that these type of questions limit students, they do not help them to think deeply about the subjects. High-level cognitive questions, in contrast, help students to use higher order thinking or reasoning skills. By using these skills, the students are not forced to memorize only factual knowledge, instead, they use their skills and knowledge to analyze, evaluate and solve the problem.

Ellis (1993, cited in Hussain, 2003) claims that many teachers do rely on low-level cognitive questions in order to avoid a slow-paced lesson, keep the attention of the students, and maintain control of the classroom. Many of the findings show the effects of using lower-level cognitive

versus higher-level cognitive questions in most classrooms. Therefore, although teachers should ask a combination of low-level cognitive and high-level cognitive questions, they must determine the needs of their students in order to know which sort of balance between the two types of questions needs to be made in order to foster student understanding and achievement. The content of the questions and the manner in which teachers ask them determines whether or not they are effective. Some mistakes that teachers make during the question and answer process include the following: Asking vague questions, asking tricky questions, and asking questions that may be too abstract for students at that age or level.

2.9.2 Effective Questioning

«Questions and answers (Q and A) form a high percentage of classroom activities that are supposed to get the learners involved in creation or recreation of meaning through language» (Chastain, 1988: 142). However not all Q and A's are of communicative value. To be effective, Q and A's should be designed to ask for information. That means in every Q and A activity there must be a communicative purpose and an information gap to be filled. Questions that do not serve that purpose will be little value in language teaching since in reality questions are not asked in vacuums. «As language teachers, our motive in questioning is usually to get our students to engage with the language material activity through speech; so an effective questioning technique is one that elicits fairly prompt, motivated, relevant and full responses» (Ur, 1996: 230).

2.10. Questions Types

Suter (2001) has proposed the following question types in his article:

2.10.1 Socratic or Elicitation Question

A methodological approach which can be found in classrooms is to structure a lesson by hopping from a question to the next one, using the learners' answers as point of departure for the next question. To follow his or her plan, the teacher cannot proceed with the lesson until the expected answer is given by a learner. This approach can be referred to as the «Socratic Method» (Chaudron, 1988:129), or «Elicitation Method» (Nunan, 1991:195). While Chaudron

offers a positive view of the teacher as a guide for «the learner toward particular bits of knowledge», this methodological approach is more unacceptable. Nunan, for example, accuses it of wasting time in holding back information which could easily be given by the teacher.

2.10.2 Convergent Questions vs. Divergent Questions

Richards and Lockheart (1996, cited in Suter, 2001) propose to classify questions into either «Convergent» or «Divergent» ones. Richards *et al.*, state that «Convergent is a question that encourages students' responses to focus on a central theme such as convergent questions require a single correct answer and elicit short responses from students» (Richards *et al.*, 1992: 85).

Convergent questions are useful when the teacher focuses on certain skills or information, such as when the teacher tries to find out whether learners can focus on specific information in a reading part. Convergent questions can be divided into *closed* (yes/no answers) and *open* questions.

Divergent questions allow the learners to establish real personal involvement in the course of the lesson. In other words, «A divergent question is a question that elicits students' responses that vary or diverge»(ibid., p. 115). Divergent questions are used when the teacher wants to compare students' ideas about a specific topic. There are no wrong answers or right answers in this type of question such as: «Tom, what is your idea?». This type of question can be expected to lead to more communicative use of language but makes lesson planning difficult because the learners' utterances cannot be predicted for a certain topic or goal.

2.10.3 Display Questions vs. Referential Questions

Display refers to questions for which the teacher knows the answer and which demand a single or short response of the low-level thinking kind. Referential questions, by contrast, demand more thought and generate a longer response and for which the teacher does not know the answer in advance (Brown, 2001: 171).

Display Questions: Suppose you ask your students something you already know. The answer will not satisfy the criterion of providing information. For instance, if you hold up your marker and ask students «What is this?» the answer will not solve a problem. Even less valuable are those questions to which the answers are provided beforehand. Some teachers give their students the information and then try to ask them questions. For example, «This is a marker. What is this?»; such questions can test the students' memory, not their comprehension. In addition such questions are not in harmony with conversational maxims (unwritten rules about conversation which people know and which influence the form of conversational exchanges) (Widdowson, 1990).

Referential Questions: Real language does not consist only of questions from one party and answers from another. Real language circles around referents or world knowledge in order to create messages and therefore is not form-based but meaning-based. Thus, questions in the language classrooms should be Referential or meaning-based, and not focus only on form.

Classroom questioning has a typical sequence: —teacher initiation, student response, and teacher feedback/evaluation (IRF/E) (Mehan, 1979). It is worth noting that questioning may not be an assessment tool in all situations. For example, when it is adopted to develop student interest rather than to check learning, questioning is a teaching technique and not an assessment tool. Another example is that even when questioning is aimed at diagnosing learning, if follow-up actions are not taken to facilitate learning, it would be inapposite to label it as a formative assessment strategy.

Black et al., (2003) that quality questioning makes both teaching and learning more effective, although these studies were limited in number and were conducted in science education. In the field of classroom interaction, questioning has also been extensively investigated. Studies relating to each stage of questioning are reviewed below.

Initiation

Diverse criteria have been proposed to categorize teacher questions. For example, Bloom's (1956) taxonomy places questions in an ascending order of cognitive demand: lower cognitive questions ask for factual recall and higher ones require high-order thinking such as synthesis

and evaluation. Long and Sato's (1983) categories are based on whether or not the information elicited is known by the questioner: display questions request known information, while referential questions request unknown information. Richards and Lockhart (1994) divide questions into procedural and convergent/divergent questions. The former have to do with classroom routines and management and the latter engage students in the content of learning by eliciting similar or diverse responses.

Although researchers generally believe that low cognitive questions do not necessarily represent understanding and that higher ones are able to engage learners in deeper thinking (Black et al., 2003), classroom research has revealed that low cognitive questions dominate in practice. It has been noted that low cognitive questions tend to engage students in rote learning and discourage critical thinking.

Response

Student talk represents the externalization of individual thinking coded in language. Research in ESL/EFL classrooms, nonetheless, reports that student responses are not always accurate representations of their thinking. First, no answer, referring to student reticence in response to teacher questions, has been found to be a problem encountered by most teachers (Tsui, 1996). If students repeatedly respond to questions with silence, how much information can we expect to get about student thinking? The second problem concerns teacher answers, i.e., teachers answering their own questions. Excessive teacher answers deprive students of the opportunity to exhibit their thinking and make them more teacher-dependent. A third problem is choral answers—questions are replied to by students as a group/whole class. This type of response, in contrast to individual answers limits the amount of information that can be obtained about individual students.

Evaluation

In a comprehensive review of teacher evaluation practices Hattie and Timperley (2007) propose a model differentiating teacher feedback at four levels: task level, process level, self-regulation level, and self level. Although they further point out that feedback at the self-regulation and process levels promote learning more effectively, research evidence show that

classroom feedback are commonly operated at the less effective self and task levels. Similarly, Black and Wiliam (2009) propose a formative mode of classroom interaction: upon receiving responses, the teacher's attention should focus on what he/she can learn about student thinking. In this model, the teacher's work is far less predictable. Nonetheless, teachers in content classrooms commonly look for a particular response and lack the flexibility or confidence to deal with the unexpected (Black and Wiliam, 1998b). In these situations, the question/answer dialogue becomes ritualized and as a result teacher evaluation has less potential to enhance learning. In language classrooms, teachers have also been observed to follow a plan of predetermined actions regardless of the wide range of responses elicited (Musumeci, 1996); or they react to student responses by simply saying whether the answers are right or wrong

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is concerned with the research methods to investigate spoken classroom discourse and teacher questioning. In what follows, the researcher presented the participants and introduced the instruments, methods of data analysis and research procedure adopted in the research. Finally, the researcher described, analyzed the data and interpreted in order to draw the conclusions and recommendations to the study.

3.2 Research Design

The major aim of this study is to investigate spoken classroom discourse and teacher questioning mainly in English department and grade 10 students of Glory secondary school. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed.

3.2.1 Subjects of the Study

The subjects of the study were English teachers of the school and all grade 10 students in Glory secondary school. The teachers and students share the same L1 (first language) background, that is, they all are Amharic speakers.

3.2.1.1 Students

There was only one section (one class) of grade 10 with twenty three (23) numbers of students. So the researcher purposively choice all grade 10 students as the participants.

3.2.1.2 Teachers

The researcher selected five teachers who teach English from grade six to ten. The teachers did not have similar education and teaching background or experience.

3.2.2 Instruments of Data Collection

The study mainly focused on the interactions between spoken classroom discourse and teacher questioning. So as to collect the data, the researcher used different types of instruments. These were classroom observation, questionnaires and interviews.

3.2.2.1 Classroom Observation

Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent (Doughty and Long, 2005). According to Best and Kahan (1989), observation gives the first-hand account of situations under study; and when combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied.

Classroom observation together audio-recording were the major instruments for this study. Recorder was used to collect discourse data from the English classroom. The English classroom was audio-recorded and then transcribed for analysis. Besides, the researcher attended the class and observed the classroom teaching and learning processes. The researcher did not intervene the natural classroom teaching and learning process and the verbal behavior of both teacher and students. He just observed the classroom activities and took notes to facilitate data transcription and analysis.

The teacher was informed about the research, but not of the purpose of the research. The lessons were not specially prepared for the research and all the lessons were recorded under a natural classroom environment. Through the time of three consecutive days, enough data were obtained based on classroom observation and audio-recording of classroom discourse followed.

3.2.2.2 Students' Questionnaire

This method of data collection is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organizations and even by governments (Doughty and Long, 2005). Best and Kahan (1989) and Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time.

Thus the researcher prepared close-ended questions for all grade 10 students of the school. And the prepared questions were administrated for all grade ten students since they all were participants for the study. Before administrating the questionnaires, discussion was held with the selected teachers with in the school and out of the school whom are teachers (one Amharic teacher and seven English teachers), were made to fill 60 pilot questions. Then the teachers were asked to give comment on the questionnaire. Based on the obtained comments some of the questions were revised and amended. Certain words that were difficult were simplified. In addition, some technical words and expressions were translated into Amharic to avoid misunderstanding and attached with the English versions (see the Appendix). Then all the students were given a brief explanation about the purpose of the study and how to fill them. From the total of 23 questionnaires administered to grade 10 students, all were returned and of which 3 were incomplete. So, the researcher discarded the incomplete ones and considered only 20 students in the analysis.

3.2.2.3 Interview

3.2.2.3.1 Students' Interview

Here the interview questions were used and the data were calculated from the selected students. twelve students were also selected from the class by their teachers, on the basis of their educational status (speaking performance-low, medium, and high). The students were interviewed about their experience of learning speaking skills. They were also asked six semi-structured questions about the activities they usually do in the classroom, and the opinion on students speaking problem, response time given by their teacher, their confidence and motivations to speak outside the classroom and their experience on group working to develop the skills. The selected students were interviewed on 20 January, 2015.

3.2.2.3.2 Teachers' Interview

Teachers' interview questions were used in the study. For interviewing, five English teachers were selected from English department of the school. Among the five teachers, four of them were willing to be interviewed. The interview with three teachers was made with two different

days and in group. As I observed, the teachers were so busy to share their time. So the researcher was needed to be patient so as to interview them when they were available.

3.2.2.4 Recording of the Lesson

The nature of the study considered it necessary for teacher-student interaction for using an audio recorder. The recorded data were used for the study (especially for identifying the discourse structure, teacher questioning and interviewing). To increase the reliability of the data, video-camera was primarily needed as an alternative method of data gathering tool but the teachers and the students were not willing for video recording. (See the transcribed audio recorded data in the Appendix).

The allotted class-time for a single period in the Glory School was forty five minutes. One (grade 10 English language) teacher and whole class were selected for the study and recorded for 45 minutes of the class time. The teacher in the school came to class on time and he was informed of the recording each before. Accordingly, a recording of lesson of 135 minutes made. This has provided the working ground for the current study.

In order to record the lessons, an **ICD-BX132** model **Sony IC recorder** with an internal microphone was used. All the lessons were recorded on it. It was necessary to use a laptop for transcription. Since the recorder doesn't support any electric power, 1.5v dry cell batteries were used throughout the recording.

3.2.3 Methods of Data Analysis

The collected data were analyzed using both quantitative and qualitative methods of data analysis technique. The collected data were tabulated and described statistically (simple statistical techniques) which are percentages and mean values used for the numerical interpretation. The percentages were used to show the proportion of the responses; whereas the means was computed to describe the characteristics of given items. On the other hand, the data gathered through classroom observation checklist were described and integrated into the quantitative results in connection with the data gathered through questionnaires and

interviews . Finally, the results were interpreted and discussed in relation to the research questions.

3.2.4 Research Procedure

After the investigation, all the discourses of the teacher and students were transcribed and interpreted from the four aspects: the strategies , activities ,types of discourse structure and teacher’s questioning. The process of data collecting, transcribing and calculating with SPSS software, Microsoft Office Excel 2007, as it needs patience and great care. All the items concerning the above three aspects were counted to get the means and average percentages of the items for the class. The means and average percentages of the items of the class were finally calculated and analyzed.

3.2.5 Transcription System

The transcription system is adapted from Kumaravadivelu (2003) and Walsh (2006). It should be noted that the lessons were recorded under normal classroom conditions with no specialist equipment. Consequently, background noise, simultaneous speech and other types of interference happened.

T	Teacher
S	Student (unidentified)
S1: S2: etc.,	Student (identified, by number)
SS	Several students at once or the whole class
/ok/ok/ok/	overlapping or simultaneous utterances by more than one student
...	Pause
Uh, mmm	Conversation fillers
?	rising intonation – question or other
Paul, Peter, Mary	capitals are only used for proper nouns
T organizes groups	editor’s comments (in bold type)

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Analysis and Interpretation of Data Obtained Through the Students' Questionnaire

4.1.1 Strategies used by Teacher

The following are responses from the students focus on what strategies used by their teacher to teach speaking skills. Here are the responses presented in the table below.

Table 2. Responses of students to questions related to strategies used by teacher

No	Item The teacher :		Strongly Disagree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Total
1	helps me discover what ways of learning work best for me in developing speaking skills.	F	9	8	3			20
		%	45	40	15			100
2	helps me with different ways of using language (games, different arrangement of words and etc.	F	4	8	4	4		20
		%	20	40	20	20		100
3	helps me keep on talking through teaching me speaking strategies such as using gestures .	F	4	2	6	5	3	20
		%	20	10	30	25	15	100
4	helps me find quick ways of re calling what I have learned by using rhymes ,particular context or personal experiences.	F	3	14	2		1	20
		%	15	70	10		5	100
5	helps me ask for error corrections.	F	7	11	2			20
		%	35	55	10			100
6	encourages me to speak english in the classroom.	F	9	5	3	2	1	20
		%	45	25	15	10	5	100
7	helps me not to be so much concerned with accuracy.	F	8	3	6	2	1	20
		%	40	15	30	10	5	100

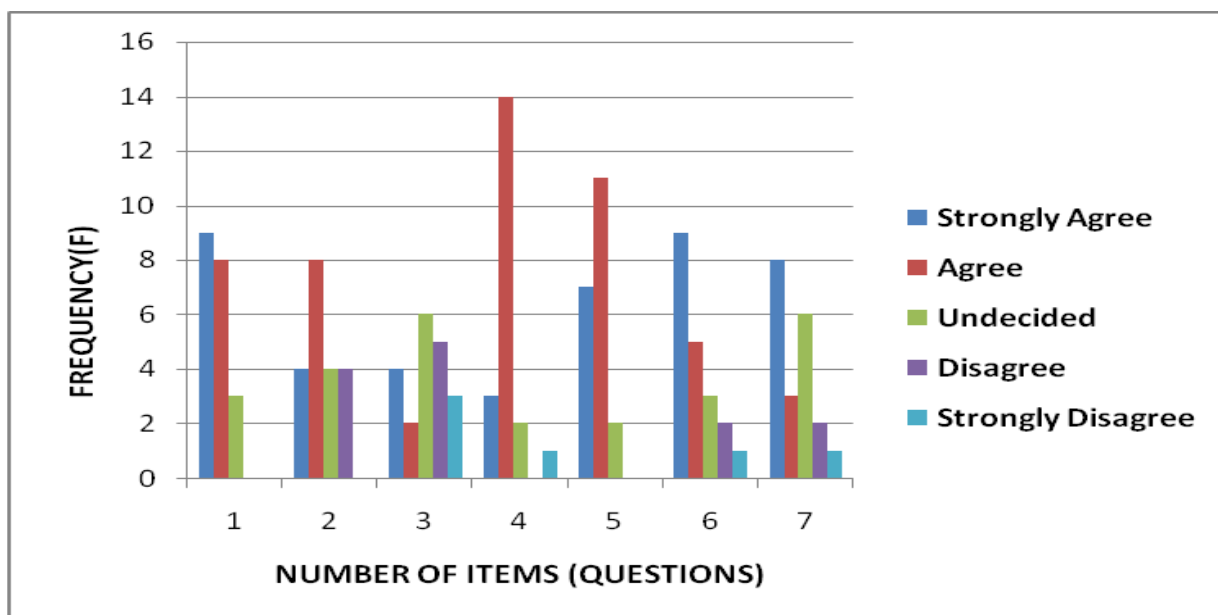


Figure 1: Responses of students to questions related to strategies used by teacher

In item 1, Students asked if their teacher helped them how discover and what ways of learning work best for them in developing speaking skills, the majority of the students 9(45%) and 8(40%) replied ‘strongly agree’ and ‘agree’ respectively. But the remaining 15% answered ‘undecided’ to the question.

Regarding item 2, students were asked if the teacher helped them with different ways of using language, 8(40%) of the students and 4(20%) replied ‘agree’ and ‘strongly agree’ respectively. 4(20%) of them said ‘undecided’ and the remaining 4(20%) of the students answered ‘disagree’.

Item three referred to how their teacher was them students keep on talking through teaching them speaking strategies, 6(30%) of the students and 5(25%) replied ‘undecided’ and ‘disagree’ respectively. 20% of the respondent said ‘strongly agree’ and 3(15%) replied ‘strongly disagree’. But the rest 2(10%) answered ‘agree’ to the question.

In the fourth question, students were asked whether their teacher helps them find quick ways recalling what they have learned by using rhymes , particular context and personal experience . 14(70%) of the respondents said “agree”. 3(15%) and 2(10%) of the respondents answered ‘strongly agree’ and “undecided” respectively. But the remaining 1(5%) of them replied that they strongly disagreed anymore.

Item five was about how the teacher was helping them ask for error . 11(55%)of the respondents agreed with the statement; the 7(35%) of the students also answered ‘strongly agree’ to the question. The rest 10% of the students replied ‘undecided’.

We can notice from item six that the highest percentage of students 9(45%) strongly agreed that the teacher encouraged them to speak English in the classroom. Others 5(25%) showed that the teacher does so, and 3(15%) of the students say ‘undecided ‘. 2(10%) and 1(5%) stated that ‘disagree’ and ‘strongly disagree’ to the question respectively.

Concerning item seven how their teacher was helping students not to be so much worried about accuracy, 8(40%) strongly agreed, 6 (30%) undecided, and 3 (15%) of the students replied ‘agreed’. But the rest 2(10%) disagreed and 1(5%) strongly disagreed to the statement.

4.1.2 Interpretation of the Results

From the students response that their teacher is helping the class to discover so as to develop the speaking skills (Q1). Though the remaining students answered nothing. Teachers can use different strategies to help their students. above the half of the students answered that the teacher teach them like by using games , different arrangements of words etc so that students will be motivated to learn the language. It is obvious in communication we use different types of body gestures accompanied with verbal language to let one understand to the other.

According to students’ response, either the teacher or the students were not giving attention regarding to gesture while speaking (Q3). Unless teachers appreciate students by letting students continue using gesture while they are speaking, they may think that they are ignored. When we come to Q4, it can be said the majority of the students answered that their teacher is helping them recalling what they learned. This also indicates that the teacher really wants his students

know how to develop recalling what they have learned. The majority of the students were asking for error correction to either their teacher or their classmates (Q5). So it indicted that there is interaction between students with students and students with teacher. From the respondents, 60% of students said that their teacher encourages speaking English in the classroom (Q6). So the teacher is trying doing his best by letting the students to speak. Even if students are expected to develop both speaking sub skills fluency and accuracy for classroom interaction, students has to with fluency. That is why we see the teacher recommend the priority of fluency to accuracy for speaking skills development though it is not enough that much (Q7).

In general, based on students' response the teacher helps the students to use different strategies to teach speaking skills. Amongst the seven strategies mentioned, six of them were used by the teacher. Many scholars like O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994) and other s attempt put some classification concerning learning strategies since they are important for the teacher and students . and they suggested that learners have to be trained on how to use them .Therefore the teacher was helping students by using different speaking strategies.

4.1.3 Strategies used by the Students

Students were asked to answer the question about the strategies they used to develop their speaking skills. Students' responses are presented in table 3.

Table 3. Responses of students to questions related to strategies used by the students

No.	Items		Extensively* (5)	Frequently (4)	Fairly (3)	Occasionally (2)	Rarely (1)	Never (0)	Total
1	I speak English Outside the classroom	F		1	2	6	3	8	20
		%		5	10	30	15	40	100
2	I ask my teacher for clarification when I don't understand what he /she says .	F	2	7	5	4	2		20
		%	10	35	25	20	10		100
3	I participate in pair work.	F	3	2	8	4		3	20
		%	15	10	40	20		15	100
4	I participate in group work.	F	2	9	3	1	3	2	20
		%	10	45	15	5	15	10	100
5	I ask my teacher or class-mates for correction of errors in my speaking.	F	3	4	2	3	1	7	20
		%	15	20	10	15	5	35	100
6	I listen to discussion and and report.	F		1	2		5	12	20
		%		5	10		10	60	100
7	I try to correct myself when I feel that I am not using the correct form while speaking.	F	5	7	4	2	2		20
		%	25	35	20	10	10		100
8	I pain my way of developing speaking skills.	F	1			3	4	12	20
		%	5			15	20	60	100
9	when I can't think of the while speaking in English I tend to use physical motions such as gesture in place of it to indicate the meaning .	F	3	3	4	2	7	1	20
		%	15	15	20	10	35	5	100
10	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates.	F	2		3	4	8	3	20
		%	10		15	20	40	15	100
11	I evaluate my weaknesses and strengths in speaking English.	F		3	3	6	2	6	20
		%		15	15	30	10	30	100

Extensively * = Always

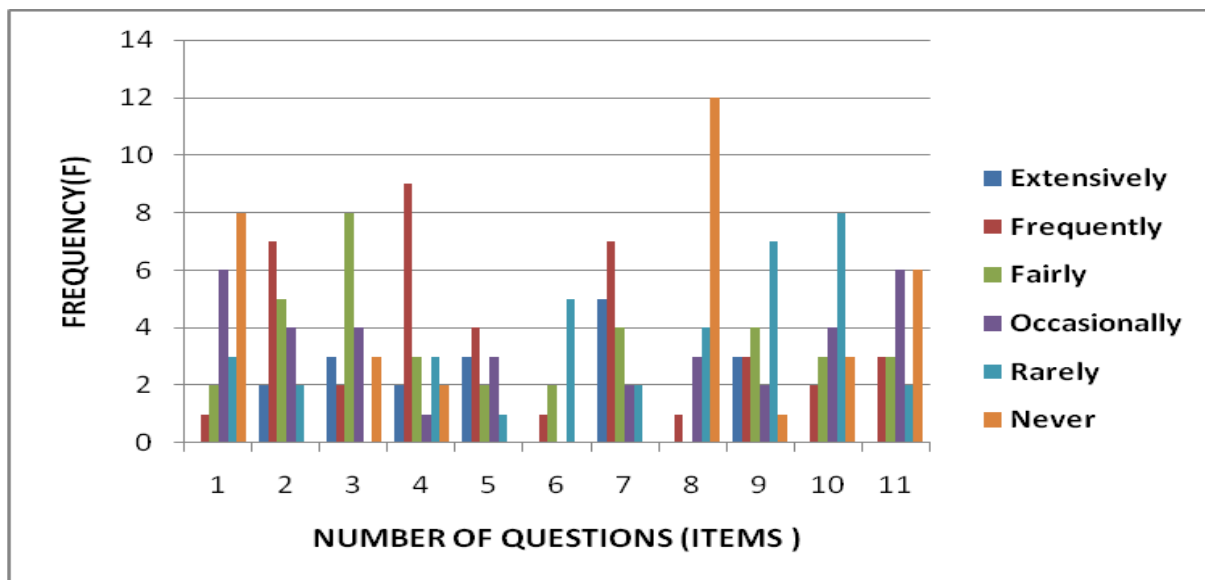


Figure 2. Responses of students to questions related to strategies used by students

In the first question, students were asked if they speak English outside the classroom. The 8 (40%) of the respondents answered that they never speak English outside the classroom. And 3(15) of the respondents said ‘rarely’ but 6 (30%), 10 (2%) and 1 (5%) answered ‘occasionally’, ‘fairly’, and ‘frequently’ respectively.

Regarding the second question, 2 (10%) of the respondents answered that they never ask for clarification when they don’t understand what the teachers say. However, the majority of the respondents, 7 (35%) replied that they frequently use this strategy. 4 (20%), 5 (25%) and 2 (10%) of them stated that they use this strategy occasionally, fairly, and extensively respectively.

Regarding question three participation in pair work, 8 (40%) of the respondents answered that they fairly used. 2 (10%) of the respondents answered that they fairly use. 2 (10%) of the respondents use frequently and 3(15%) replied extensively. But the rest 3(15%) and 4 (20%) of the respondents answered never and occasionally to the question respectively.

To the question four of participating in group work , 9(45%) of the respondents answered that they frequently use such strategy. 2 (10%) of them replied that they extensively use it and 3(15%) stated that they do it fairly .However, the respondents 1(5%) said that they occasionally participate in group work. The 3 (15%) of the respondents answered that they rarely participate in group work . the rest 2(10%) reported that they never participate.

As far as the question five concerned, only 7 (35%) of the total respondents answered that they never ask their teachers or classmates for correction of errors in their speaking. The other 4 (20%) replied that they frequently use this strategy and 3 (15%) of them stated that they use it occasionally. the others 3 (15%) of the students answered that they did ask their teachers or classmates for correction of errors extensively. The rest of 1(5%) rarely use this strategy.

Concerning the sixth question, 5 (25%) and 2 (10%) of the respondents chose ‘rarely’ and ‘fairly’ respectively. 1 (5%) of them chose ‘frequently’. However, the majority of the respondents 12 (60%) said that they never report the result of the discussion to the class.

Regarding question number seven students answers, 2(10%) said that they try rarely to correct themselves when they feel that they are not using the correct form while speaking. while 2(10%) students state that they occasionally do so. The remaining 4(20%) students respond that they try fairly to correct themselves when they feel that they are not using the correct form while speaking. However, 7 (35%) and 5 (25%) of the students they try to correct themselves when they feel that they are not using the correct form while speaking frequently and extensively respectively.

Concerning the eighth question, 1 (5%) of the respondents answered that they frequently plan their way of developing speaking skills. 3 (15%) and 4 (20%) replied that they plan ‘occasionally’ and ‘rarely’ respectively. But the majority 12 (60%) of them stated that they never plan their way of developing speaking skills.

Concerning question nine , only 1 (5%) of the total respondents answered that they never tend to use physical motions such as gesture to indicate the meaning when they can’t think of the

word while speaking in English. 2 (10%), 3 (15%) and 4 (20%) of them said 'occasionally', 'frequently' and 'fairly' respectively. 3(15%) replied That they use it extensively. However, the majority of the respondents 7 (35%) answered that they rarely use physical motions to indicate the meaning of the word they can't think of.

Come to question ten, students were asked how often they talk and share ideas about language learning problems and effective language learning strategies with their teachers and friends. 2 (10%) and 3 (15%) of the respondents answered 'frequently and 'fairly' respectively. But 8(40%) of the students did use it rarely. 4(20%) of said that they talk and share ideas occasionally and 3(15%) answer to the same question by saying 'never'.

Regarding the last question focus on self evaluation, 3 (15%) said that they frequently evaluate their weaknesses and strengths in speaking English and similarly 3(15%) of the respondents answered that they fairly evaluate themselves. 6 (30%) replied that they occasionally use this strategy. But the other respondents 2(10%) and 6(30%) answered 'rarely' and 'never' respectively.

4.1.4 Interpretation of the Results

Classroom is a place where students practice speaking English language in the classroom. The result indicated that the students never speak English outside in the classroom (Q1). It means that either the students do not practice or use speaking English language in the classroom. But concerning for the clarification, the students are good enough to ask when they don't understand what the teacher said(Q2). In other word the students are trying to create interaction with the teacher. Participating in pair work, students are good enough from their response(Q3) but they do not participate in group work (Q4). So they need initiation participating in pair and group work since language needs work. As (Q5) result shows, students never ask either the teacher or their classmates for correction of errors in their speaking. Unless and other wise students ask correction, it is impossible to learn. Students listen to some discussion and again report to the class are part of strategies used to develop the skills but the students never do so (Q6) and it means there is no opportunity to do so. Self correctness is another way of self learning so that students should part of it in doing so. In directly it means they know where and when they use

the correct form of the language (Q7). As we said before speaking needs wherever it is as long as we need it. So students should plan when and how they do it. In addition to that they should evaluate their weakness and strength in speaking in English. But the response showed that neither do plan (Q8) nor evaluate (Q11). Concerning physical motion like gesture , students are not using it (Q9). May be they don't think that gestures substitute the meaning of some words . moreover they don't talk and share ideas on language learning problems and effective strategies with their teacher and classmates (Q10).

From the result , we can say that students didn't use the strategies. As we said in section 4.1.2 , students has to be trained on how to apply the strategies . so students need help from the teacher.

4.1.5 Activities Used for Developing Speaking Skills

The following responses are about the kind of activities students perform in the classroom or outside the classroom. They were asked how often they do them for practicing or developing speaking skills. The report summarized all the responses with the following table.

Table 4: Responses of students to questions related to activities used for developing speaking skills

No	Questions		Extensively (5)	Frequently (4)	Fairly (3)	Occasionally (2)	Rarely (1)	Never (0)	Total
	How often do you do:								
1	Reading aloud	F	3	9	4	2	2		20
		%	15	45	20	10	10		100
2	Giving your thoughts on topic assigned by teacher?	F	2		6	6	6		20
		%	10		30	30	30		100
3	Information gap activities such as sharing ideas with each other ?	F	5	2	2	4		6	20
		%	25	10	10	20		30	100
4	Problem solving (Brainstorming)?	F	1	4	6	6		3	20
		%	5	20	30	30		15	100
5	Role play activities (taking the role of the others and acting ?	F	2	3		2	7	6	20
		%	10	15		10	35	30	100
6	Group presentation on a completed project?	F	2	5	5	2	2	4	20
		%	10	25	25	10	10	20	100
7	Project based activities (performing certain tasks to learn speaking)?	F	5	3	7	1	2	2	20
		%	25	15	35	5	10	10	100
8	Oral weekly report?	F	2	1	1		1	15	20
		%	10	5	5		5	75	100
9	Drills (Dialogues) in which one person asks questions and another gives an answer?	F	1	1	5	1	3	9	20
		%	5	5	25	5	15	45	100
10	Opinion gaps activities which involve identifying and articulating personal	F		3	5	9	3		20
		%		15	25	45	15		100
11	Reasoning gap activities in which you give Reasons?	F	3	2	3	7	5		20
		%	15	10	15	35	25		100
12	Describing Pictures ?	F	4	3	6	3	3	1	20
		%	20	15	30	15	15	5	100

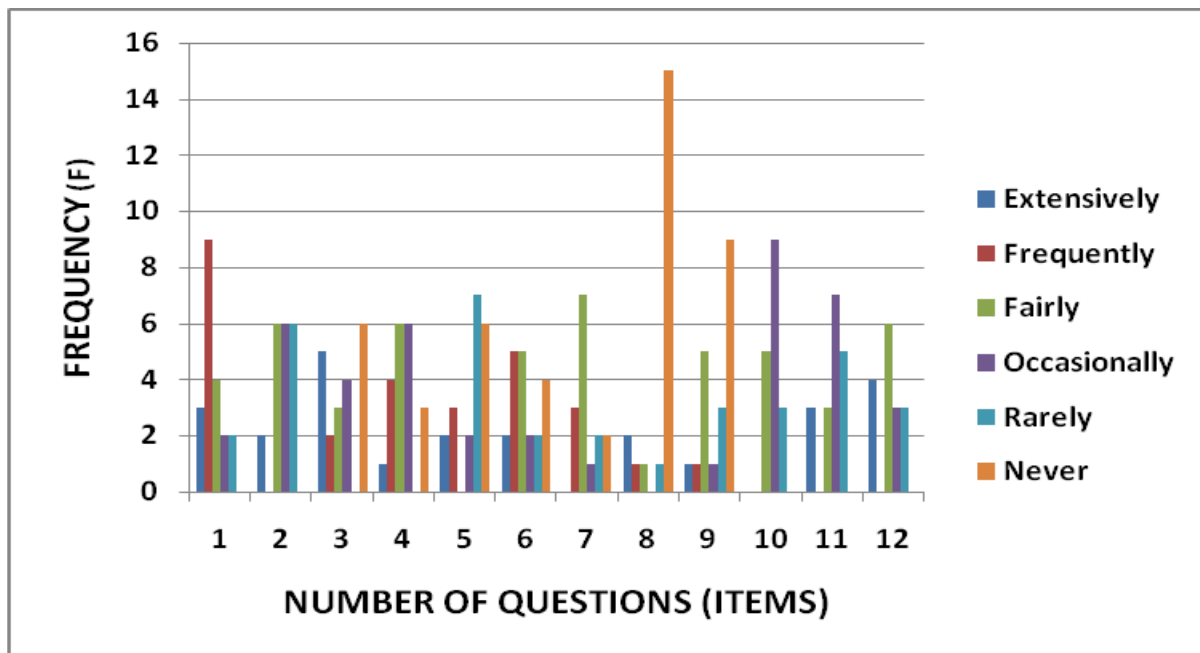


Figure 3: Responses of students to questions related to activities used for developing speaking skills

As it can be seen from the question 1, reading aloud activity in the classroom is about 9(45%) of the students said frequently , 4(20%) answered fairly, 2(10%) of the students replied rarely and others 2(10) said occasionally , 3(15%) of the students answered as extensively. None of them said never.

In question two, we can notice that the minimum number of students 2(10%) give extensively their thoughts on topic assigned by the teacher. 6(30%) show that the teacher rarely does so, and others 6 (30%) of the students say “occasionally “. The same number of the students 6(30%) state that they give fairly their thoughts on topic assigned by teacher.

As question three, 6(30%) of the students responded never for information gap activity in which share their ideas ,5(25%) said extensively and 4(20%) of the respondents answered occasionally . 3(15%) replied fairly and 2(10%) of said frequently.

Regarding question four to problem solving activities, 6(30%) of the respondents answered occasionally and other 6(30%) replied fairly . 4(20%) percent said frequently , 3(15%) of the respondents said never and 1(5%) only answered extensively.

Question five showed the results of role playing activities as 7(35%) of the students answered rarely and 6(30%) said never . 3(15%) of the respondent replied frequently.2(10%) of the respondents said occasionally and the same 2(10)of respondents said extensively.

Concerning question six group presentation activities, 5(25%) of the students said fairly and with the same 5(25%) of the respondents answered frequently. 4(20%) said never and 2(10%) of the students answered rarely. The same 2(10%) of the respondents replied occasionally and others 2(10%) of the respondents responded extensively.

From the data on question seven showed that 7(35%) of the students said fairly.5(25%) answered extensively and 3(15%) said frequently.2(10%) and 1(5%) of the students answered ‘ rarely’ and ‘occasionally’ respectively. The remaining 2(10%) replied never.

When we come to question eight on students oral weekly report , 2(10%) of them answered as extensively and 1(5%) of the respondents replied fairly. 1(5%),and others 1(5%) of the students respond by saying rarely and frequently. But the majority 15(75%) of the students said never.

Concerning dialogues(using drills)in question nine ,students were asked whether they do it in the classroom or not. As of the data showed above , 9(45%) of the students answered the questions by saying never and 5(25%) of them said fair. 3(15%)and 1(5%) responded ‘rarely’ and ‘occasionally’ respectively. While 1(5%) respond frequently and the rests 1(5%) of the respondents said extensively.

We can see from question ten, 9(45%) of the respondents participated in the opinion gap activities in which they have a chance to express their feeling and they said occasionally.5(25%) of the respondents replied fairly and 3(15%) of them replied rarely and the rest of 3(15%) answered frequently.

The students were asked to answer question eleven whether they were applying reasoning gap activities in the classroom or not. 7(35%) of the students said occasionally and 5(25%) of them respond rarely. 3(15%) of the respondents answered fairly and similarly 3(15%) said extensively but the remains 2(10%) replied frequently.

Concerning the activities of describing pictures in question twelve, 6(30%) of the respondents said fairly and 4(20%) extensively. 9(45%) of the respondents said frequently, occasionally, rarely equally. But only 1(5%) of the respondents said never.

4.1.6 Interpretation of the Results

The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. So activities are very important to meet that goal even if it depends on when, how and what activities are being performed. Reading aloud is one of the activities they are performing in their classroom from their response (Q1). The other activity was given how often students give their own thoughts on topic assigned by teacher. As the response indicated they do not do so even if no one says never (Q2). From that it seems there was discussion concerning some topics however students hesitate to say never. Students are supposed to be working in pairs.

One student will have the information that other partner does not have and the partners will share their information but the response (Q3) indicate do not participate in sharing ideas each other. On the contrary the response (Q4) show students work with problem solving activities or collecting information. These activities are effective because everybody has the opportunity to talk in English.

In role plays, students are assigned roles and put into situations but students (Q5) never know doing this activity i.e. “no role play” activities performed in the classroom. Concerning group presentation on a completed project, they do it (Q6) moderately with the same result they perform project based activities (Q7). From the result (Q8), the majority of the students said never. This shows that they know nothing related to oral report activities speaking and the same result is found in (Q9) they never practice speaking activity through dialogues. In dialogues, students practice in which one asks and the other give answer then they develop their

confidence. According to students' response, they participated in the opinion gap activities (Q10) in which they have chance to express their feelings and they promote speaking skills. Likewise they practice reasoning gap activities in their classroom from the students response (Q11). The last activity is about describing pictures in which Students discuss the picture with their groups to the whole class. Results indicate that the students practice in describing picture (Q12).

General speaking, students were asked twelve questions on speaking activities. They gave response to the whole questions. But the result indicated that they are experienced with seven activities moderately. So students should work or practice different speaking activities in order to develop their speaking skills. Even if the result was appreciable, Nunan, Harmer(1991); Parrott (1993); Stern (1983) and Brown (1980) have indicated that the teacher need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence.

4.1.7 Sub Skills Used by the Students

The students were asked the answer questions about practicing the sub skills used in the classroom to develop their speaking skills. Based on the question, they give their answers which are presented with the table below.

Table 5: Responses of students to questions related to sub skills used by the students

No	Items		Extensively (5)	Frquently (4)	Fairly (3)	Occasionally (2)	Rarely (1)	Never (0)	Total
1	I practice Speaking with a logical flow without planning or rehearsing.	F	2	4	1	7	4	2	20
		%	10	20	5	35	20	10	100
2	I practice using words structures and pronunciation accurately.	F	3	3	3	5	6		20
		%	15	15	15	25	30		100
3	I use specific using using phrases for purposes like giving advice, apologizing etc.	F	2	3	5	4	4	2	20
		%	10	15	25	20	20	10	100
4	I practice using langugae approprait situation.	F	3	7	4	3	3		20
		%	15	35	20	15	15		100
5	I practice ways of interjecting , eliciting an interjection or preventing one.	F	2	5	6	6	1		20
		%	10	25	30	30	5		100
6	I practice speaking at a length appropraite to a situation.	F	2	1	3	7	6	1	20
		%	10	5	15	35	30	5	100
7	I practice managing a conversation by making responses, asking for response or introducing a new topic or ideas.	F	1	5		7	1	6	20
		%	5	25		35	5	30	100
8	I practice repeating or rephrasing parts of a conversation when I suspect that was said was not understood.	F	4	3	5	5	1	2	20
		%	20	15	25	25	5	10	100
9	I practice using articular grammar and /or vocabularyfor speaking on a specific or for doing specific task.	F	1	4	6	4	3	2	20
		%	5	20	30	20	15	10	100
10	I practice using words /phrases which organize a talk.	F	6	7	2	3	2		20
		%	30	35	10	15	10		100

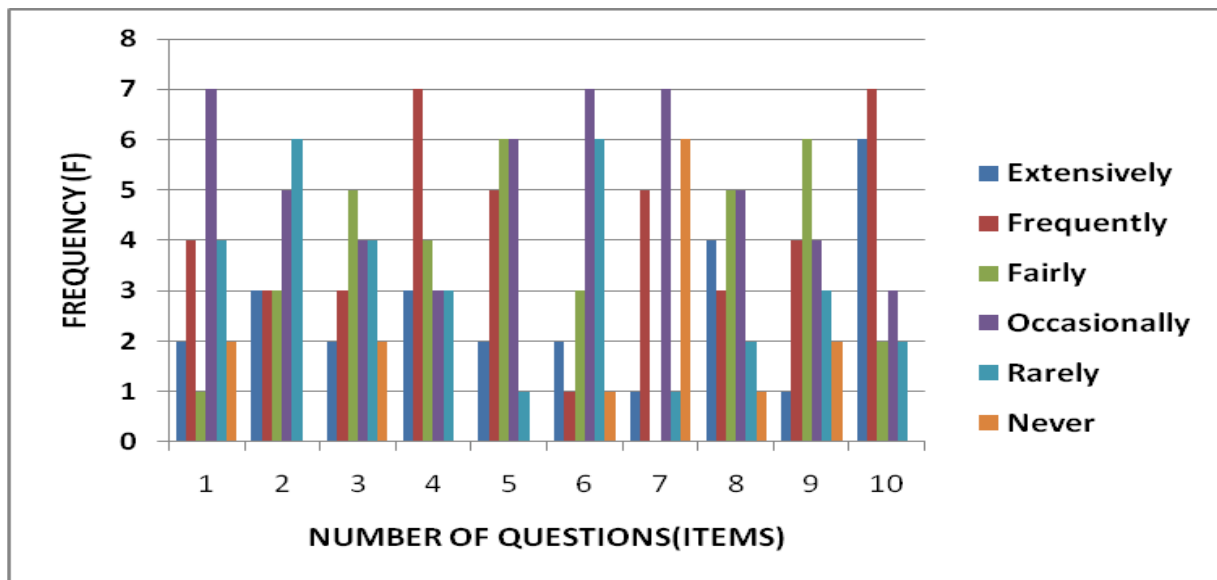


Figure 4: Responses of students to questions related to sub skills used by the students

In the first question, students were asked how they practice speaking with a logical flow without planning or rehearsing. 2(10%) of the respondents said they practice it extensively. 2(10%), 1(5%) and 4(20%) of the respondents answered ‘frequently’, ‘fairly’ and ‘rarely’ respectively. But the 2(10%) of them replied that they never practice it anymore. 7(35%) of the respondents chose they practice it occasionally.

Concerning the second question, 6(30%) of the respondents answered that they never practice using words, structure and pronunciation to develop speaking with its accuracy. To the same question, three groups and each with 3(15%) of the respondents answered ‘extensively’, ‘frequently’ and ‘fairly’. The rest 5(25%) of them said ‘occasionally’ to the question.

The third question about asking students that they use specific phrases for purpose like giving advices, apologizing etc while practicing the language. 2(10%), 3(15%) and 5(25%) of the respondents answered ‘extensively’, ‘frequently’ and ‘fairly’ respectively. The 4(20%) of the respondents practiced occasionally and others 4(20%) of them replied ‘rarely’ to the question. But 2(10%) of the respondents said that they never practiced the language using the sub skill mentioned above.

Regards to the fourth question, 3(15%), 7(35%) and 2(10%) answered 'extensively', 'frequently', 'fairly' respectively for practicing using the language in appropriate situation. 3(15%) of the respondents said they practiced it occasionally. The remaining 3(15%) of them replied 'rarely'.

Asked if they practice using turn-taking like interjecting, eliciting and like on question five, 2(10%), 5(25%) and 6(30%) replied 'extensively', 'frequently', and 'fairly' respectively. 6(30%) of the respondents said they practice it occasionally but only 1(5%) of them answered 'rarely'.

Regarding question number six, 7(35%) of the respondents said that they practiced occasionally speaking at a length appropriate to a situation. While 6(30%) students stated that they rarely do so. 3(15%) of the respondents responded that they practice fairly speaking at a length appropriate to a situation. However, 1(5%) and 2(10%) of the students practice speaking at a length appropriate to a situation frequently and extensively respectively. Only 1(5%) said never.

In question seven, students were asked how they practice managing a conversation by making responses, asking for responses or introducing a new topic or ideas. The majority 7(35%) and 5(25%) of the respondents answered 'occasionally' and 'frequently' respectively. 6(30%) replied never and only 1(5%) of them chose 'rarely'. The rest 1(5%) of the respondents said 'extensively'.

Regarding question number eight, 2(10%) of the respondents said that they never practice repeating or rephrasing parts of a conversation when they suspect that was said was not understood and 1(5%) rarely do so. While 5(25%) students state that they occasionally do it. The remaining 5(25%) students respond that they fairly practice repeating or rephrasing parts of a conversation when they suspect that was said was not understood. However, 3(15%) and 4(20%) of the students said "frequently" and "extensively" respectively.

In question nine, 1(5%), 4(20%) and 6(30%) of the respondents answered 'extensively', 'frequently' and 'fairly' respectively to the question how they practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing to a specific task. To the same question, others 4(20%) of them answered 'occasionally' and 3(15%) of them said that they

practice it rarely. but the remaining 2(10%) replied that they never practice the language using the sub-skill mention on question nine.

As far as concerning discourse marker on question ten , practicing using words(phrases) which organize their talk. 6(30%) of the respondents said they practice it extensively and 7(35%) of them do it frequently. Some of the respondents 2(10%) and 3(15%) answered that they practice it 'fairly' and 'occasionally' respectively but 2(10%) of them replied 'rarely'.

4.1.8 Interpretation of the Results

Speaking is one of the skills and it has also its own different sub skills such as fluency , accuracy ,turn-taking etc. so students should be familiar with these sub skills. When we come to students' response, as indicates they do not work for fluency (Q1). In this activity students are expected to focus on meaning in communication. Similarly Students need to be able to use and pronounce words and structures correctly in order to be understood. In this controlled practice, students are not working well on spoken accuracy (Q2). Like role play and simulation , verbal communication is for a reason or function are important like giving advice and apologizing (Q3). But the students are not practicing in the classroom. Students are required to make choices about grammar and vocabulary and also other aspects of communication to determine what language is appropriate (Q4). As indicate the result, the students practice it well. While speaking, they can practice techniques such as pausing which purposely allows others to take a turn and they are doing well (Q5). According to students response, they do not practice it (Q6) and this activity which require students to elaborate or be concise are useful. students said that they do not know practicing the language by managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about...", "Really?", etc(Q7) or it could be gestures used in conversation management. While students feel that there is misunderstanding, they need either repair or paraphrase parts of the conversation because this is part of speaking. The students' response showed that "not bad" but not that much enough (Q8). Students need to know a range of words and grammar from what they are for specific tasks or contexts and then are required to use them appropriately even if they practice it fairly (Q9). To come to the last (Q10), students are required when make presentation and how their talk has been organized. So the students are doing very well as compare to the other sub skills.

To sum up, students were given ten questions concerning sub skills. But the response indicated that the students do practice on the five of sub skills but they don't practice on the rest of sub skills. Moreover the students are actively practice in discourse marker. To conclude, the teacher and the students need to work on different speaking sub skills since they are crucial for both teacher and students to develop speaking skill.

4.2 Analysis of the Interviews

4.2.1 Teachers' Interviews

By Taking into consideration the results of students' questionnaire, the recordings and classroom observations, the researcher prepared eight interview questions (see the Appendix). These interview questions are about teaching situation and available resource, group teaching /subject integration, teaching methods, making content culturally relevant for students, kinds of question they use, motivating students, classroom activities, and suggestions to make students participate actively in the classroom.

At first, the teachers were interviewed to discuss the ideal teaching situation and what resources are available to them. In addition to that they were asked to give their comment to do their best work. Almost all the interviewed teachers said that they are teaching using traditional method (chalk and talk) using materials like textbooks, pictorial, tables but the materials that they are using are not enough. As a modern teacher, they want to use some technological advancement so as to make their class attractive for the students and teachers as well. The following idea was taken from one of the interviewed teachers and the researcher preferred to put as it was.

"... There are few materials that would help the students that still we need to have some labs, labs like computer lab, language lab so as to increase their speaking competency, their understanding and all other skills into the knowledge, the language as well. Ideally so we are teaching on the traditional method of teaching. Ehee so this requires elaboration, this requires new technology, in compete with new technology. Therefore it is not yet enough. We need to have more things to show, and a make change right away."

The second question was about teachers' experience with group teaching and/or subject integration, and what they think its value. They said that of course they do have value both group teaching and subject integration but concerning to apply the group teaching, there are some constraints like time constraints, the burden, the understanding, the experience and the experience of the teachers. So they use sometimes not always i.e. they cannot make it regularly.

Concerning question three, teachers were asked what teaching methods they use most frequently (i.e. lecturing, demonstrating, worksheets, projects, research, daily puzzles) and why. Only one of the interviewed teachers said that I give them an activity to do it at home repeatedly and discuss it in the classroom. Whereas the others interviewed teachers said that it depends on the topic that you raise but dominantly we do use lecture method by considering the allotted time (45 minutes for a single period of time).

Asked in question four how the teachers would make the content culturally relevant for their students. All the teachers (interviewed in group) agreed that some of the topics which are in the books are culturally unrelated and difficult to understand them. They do use them by making some modification on countries names, sentences, and material name to let the students understand the topic. So it may be summarized as follows by taking the ideas from one of the interviewed teachers.

“...as much as possible, I try to condense them to the local understanding, to their point, to their environment or to the things they could understand it, ok. So I really focus on the contents of the knowledge, not on the peripherals or the extensions of knowledge.”

Regarding to question five, the teachers were asked what kind of question they use; Referential, display or both. Only one teacher said I use display since my students are at lower grade level where as the rest of the interviewed teacher use referential question. They said because the students are at the level of analyzing things so that they prefer referential questions most of the time.

In question six teachers were interviewed how they do motivate their students in order to get them participate in the classroom. Most of them said that they use different ways of motivation

by using words like excellent, superb, bravo and clapping. But one of the interviewed teachers said that

“...I may act some performance that they know, they saw in different media like celebrities, comedies, ok. I try to act because I must draw their attention. I even mock on them and I mock on myself. Then they motivate and I try to associate and condense the point to the topic that they want to raise.”

As to question seven, teachers were asked what activities they use to help students use English orally in the classroom. All the interviewed teachers tried to mention different activities. These are reading activities, brainstorming, word puzzle, drama, songs and by letting students repeat what the teacher say.

Lastly, teachers were asked what they suggest in order to make students participate actively in English classroom. Here the researcher put the suggestion as follows. One of the interviewed said:

“So I suggest that if students are . . . you know, given something which is near to their environment and their understanding, their background then they would actively participate. And putting some interesting topics, ok which initiate them. There are some topics that are really interesting to talk, to discuss and then beside that you can adjust or adjacent your main topic. “

4.2.2 Students' Interview

Here also the researcher prepared seven interview questions and all the students were interviewed in group with their L1 (see the Appendix B). These interview questions are analyzed in the following way.

First, Students were interviewed how they practice speaking in English in the classroom. They said that you observed, we practice speaking through assignment in which we write and read for the class. While reading to the class, we practice pronunciation. In that way, we practice

speaking English in the classroom. When the teacher teach and give vocabulary words and sometimes we were asked to search and come up with some words to the classroom. He gives us assignment then we present to the class. One student added that he gives us different “practical work “to develop our speaking skills.

The second question was about whether their teacher gives them enough time to respond to questions and express their ideas or not. The students replied that once he asks a question, he waits for us until we give him response to that question, we reflect our ideas. Then after he will explain it.

Regarding to the third question, students were asked if their teacher give them opportunities to ask and respond questions. One student said that concerning grammar let me give you example. What is the use of “at”? Before the teacher explain about it we try to reflect our ideas on it then the teacher will explain it. Not only explain about ourselves but also we are asked to explain about the classroom or our country using our own words. After that the teacher will give us feedback.

Asked if they feel confident and motivated to speaking English in outside classroom. One students replied as :

“There is no any chance to practice the language outside of the classroom since people are not speakers of that language. In fact if there is opportunity I do it.”

The other one from the interviewed students added.

“ I don’t speak outside of the classroom because I found it difficult speaking in English outside of the school. Of course I have no problem in the classroom when my teacher asks me.”

The students were interviewed to answer their experience with group working and they said group work is important but the teacher doesn't give them. Most of the time the teacher gives us individual work rather than group work. Perhaps he gave us group work once or twice. If we are given group work, we will have a chance to learn, discuss and share ideas each other from which we benefit more. They concluded as the teacher doesn't give attention for group work.

Regarding to the students' problems to speak in English in the classroom, the interviewed students were asked to give their opinion. The problem not to speak the language is that they fear students laugh at them while making "mistakes". According to their response, their basic problem is fear not make mistakes. Others problem like a place where they came from, the society feeling towards the language, no encouragement to practice it in group and not to be insulted by the students while making mistakes. But one interviewed student said as "*I believe that if I make mistakes, the students laugh at me and give me bad name as my "nick name"*".

Another interviewed student said the following and the researcher has been impressed by this interview and preferred to put it as it is.

“የማንናገርበት ምክንያት ብዬ የማስበው አንደኛ ፍርሃት ነው ። ሁለተኛ የራሳችን፣ በውስጣችን መናገር አለመፈለግ። ለምሳሌ የሌላውን አላውቅም ፤ ራሴን እንደ ምሳሌ ብናገር እንግልዝኛን ክፍል ውስጥ አስተማርቼ ስል፣ ለመማር ስል አወራለሁ እንጂ ውጪ ወጥቼ መናገር አልፈልግም። ምክንያቱም ፍላጎት የለኝም፤ ያለሁት ሃገር ውስጥ ነው። ስለዚህ ማውራት ያለብኝ ሃገርኛ ነው እንጂ በውጪ አይደለም ብዬ ስለማስብ ። በራሴ። ስለዚህ ማውራት ስለማልፈልግ አላወራም ማለት ነው። ብኝልም አላወራም፤ ፍላጎቱ ስለሌለኝ። ክፍል ውስጥ ግን ግድ ነው፤ ትምህርት ነው። . . . ስለሆነ ብቻ ክፍል ውስጥ አወራዋለሁ።”

But concerning the above view, one student try to put her reflection. It is not a matter of talking with our own language or not. It might be I like English language. In fact I prefer Amharic language when I talk with people outside because it is easy for me to communicate. But I am happy if people talk in English language and me too. It doesn't mean that we have to use Amharic

language even if we live in here. There is no problem speaking in other language. However many people do not use the language.

Finally the interviewed students have suggested the following point in short.

- We should be encouraged to talk and work in group to help each other.
- In order to improve our speaking skills, first we need to develop our self confidence and have competition with language.
- we should not give attention to what other say while speaking the language.
- Similarly we should speak with our classmate in the classroom and appreciate those who speak.

4.3 Analysis of classroom observation

4.3.1 Observation 1

Class observed :Grade 10

Time : 5:25-6:10

Period : 4th

Number of students :23

Date of observation: 31/12/2014

Focus of the lesson: Revision on preposition

Before the teacher and researcher entered to the classroom, the researcher showed the teacher when and how to start and stop recording. Then the teacher put the recorder in his pocket and taught without any interruption of the classroom atmosphere. The reason is one and only one , just not taking students' attention towards to the recording material. The researcher followed the teacher into the classroom and sat at the back. The students kept talking to each other, moving here and there. When the students saw the teacher , they all stand and greeted . In fact, there were few interruption until they went to their place . Afterwards the class went on smoothly.

Physical Condition

There is only one class (grade 10) in the school with twenty three students. As the researcher was informed, the class size was in the high school standard. There is one big window glasses so the room looked bright. The room is well equipped with basic components; a clean and big blackboard , a table for a teacher , chawks and duster. The students sat alone since the armchairs are equal with the number of the students. The armchairs were arranged in rows of four with moving spaces between each row so that the teacher can move around between them. The other thing is students know which one their chair because each of the chairs has names stuck into it. According to the home room teacher, absenteeism is rare in the class room. Throughout the observation, the researcher noticed that students had no problem to go and ask their classmate if they there was something that they want to do. And the teacher was also democrat in this case.

Lesson

The teacher began the lesson by asking question on what they discussed in the previous class. The content was about preposition; elements of preposition and classification of preposition. During the discussion, the teacher asked and the students respond to that question. Then the teacher gave correction. After the teacher revised the elements and classification of preposition with brief explanation, he gave chance to students if there was anyone who wanted to read about “Billy and Thunderbolt” but no one wanted to read.(see Appendix-F ,Transcription 1). Then the teacher ordered the students to listen to him while reading and they would be asked right after wards.

Extract1

21. **T:** Compound forms but they are implying two different Preposition or unit? . . . What did they imply? . . . Ok. So they would imply unit, right? Uh doubling preposition is possible? Mmm . . .? Is it possible to double preposition in simple sentences? Ok, so . . . no. ok uh. . . now some one will read this and I will ask you right afterward. Ok so there would be a reflection. Billy and Thunderbolt. Are you ok?

22. **SS:** yeah.

23. **T:** so you feeling better , ok. . . . So who is willing to reads? Who wants to read? Uh . . . Who wants to read?

24. **SS:** Natty, Natty
25. **T:** Who wants to read? . . . OK let me read.
24. **SS:** /Yeha / yeha/
25. **T:** Listen carefully but I will ask you the reflection would have its own grade beside the test that I am going to give you. Ok? So listen carefully. It depends on the reflection that you are going to make. (**start reading from the book**)
26. **SS:** (**listening to what the teacher reads**)

The teacher started asking students by calling their names to let them talk what they understood from the story (**Extract 2**). After a while, the teacher noticed that he had to read it again. Even if the teacher wanted individually, but the students preferred to answer together with teacher in discussion method.

Extract 2:

27. **T:** So this is enough. What do you remember . . . from the story? . . . is there any one ? . . . in three or five sentences? . . . What do you say? . . . You have no idea? . . . Who is number one?
28. **SS:** /Abraham/ Abraham/
29. **T:** Abraham! So what do you say ? . . . say anything you feel. It should not be something that felt.....you the...story I have read, read you but something that you understand from the story. By your own word. You are not supposed to tell everything from the reading. . . . Your perception as well. What do you understand? . . . Mmm . . . ok, Number three ?

After the discussion, the teacher told to close their text book and take out a piece of paper for a quiz with ten marks. And the teacher ordered to listen to the question and write the answer only. Then the students submitted the answer to the question. After checking whether they submitted or not, he continued telling the answer with explanation one by one. Even if the exercise could be found in their exercise book (as teacher said), the majority has got six and the rest are below

six. While the teacher was discussing on the answers with some students, the bell rang and left the class.

Summary

Though the class was teacher centered, it was because most of the students were not active in class participation (extract 1 and 2). They wanted everything comes from the teacher. As a result of this, the teacher forced to take much talking time. In other word, the interaction using the language between the teacher and the learner possibly can be said poor as language class. In fact the teacher talks was dominated by question but there were chances that lead them express ideas by themselves. In short, students wanted focus on forms and had difficulty using the language as well.

4.3.2 Observation 2

Class observed :Grade 10

Time :7:50-8:35

Period :6th

Number of students : 23

Date of observation: 01/01/2015

Focus of the lesson : Formal Letter

In Day 2 observation, before the teacher and researcher entered to the classroom, the researcher showed the teacher to start recording on the second track next to what was recorded in Day one. Then the teacher put the recorder in his pocket and taught without any interruption of the classroom atmosphere as usual. The reason was mentioned in “ observation day 1”: just not taking students’ attention towards to the recording material. The researcher followed the teacher into the classroom when the previous teacher left the class and the researcher sat at the back. The students had no chance talking to each other, moving here and there. As the students saw their teacher, they all stand and greeted. Standing and greeting teachers is one of the rules of the school. so it is common to do it. In here , it can be said no interruption in the classroom once the

students sat on their place . Then the teaching and learning continued without any class interruption.

Physical Condition

The physical condition of the class was similar to the previous because there is only one section for grade 10 students i.e. there is only one class room.

Lesson

The teacher began the lesson by writing the date and types of letters (formal, informal and semiformal) on the blackboard. Before the teacher started the discussion, he reminded the students that they have ideas about types and uses of letters. But the lesson main focus was responding to letters. The teacher ordered students to read letters on page 135 and 136. While the students were reading, the teacher was checking what the students were doing and asking some students why they didn't bring their textbook (see Appendix F, Transcription-2).

Extract1

27 T: It's on page 135. (**Checking their text book**). Where is yours?

28. S1: (silent)

28 . T: Mmm. . . .? How about you? So you will tell me your names later. So I will deduct so it merciless how deduct five marks ,ok. students who didn't bring or come with text book . . . five marks. . . it is a word. Have heard what I said? . . . a student who didn't come with out exercise, textbook incurs. . . Whose book is it? . . . You didn't bring? How about you girls ?

Extract 2

40 SS: (start reading silently)

41. T: . . . You don't want to speak English because you don't like?

42. S: one day , one day

43. SS: (laugher) . you assume that speaking English in the class specially assume that boosting or making some kind of . . . you know, degree or status?

44. S: yes

45. T: you feel that

46. S: personally

The researcher noticed two things critically. The first thing was that the teacher was disappointed and wanted to take action on students who didn't bring their textbook by deducting five marks from what they had . Secondly, the researcher didn't see anyone who wanted to speak in English even if the teacher tried to let them (**Extract 2**).

The teacher initiated students by asking two questions: to write the elements of letters (display question) and respond to that letter they have read (referential question). Concerning the second question, the students' response couldn't be limited because it depends on what they are claimed. While the students were working, the teacher was helping each student. Then after the teacher ordered each student to present standing in front of their classmates (**Extract 3**).

Extract 3

125. S1: (continue reading)

126. T: so, it's ok but the contents are almost the same. Are they in the position to get your assistance ? . . . so you are repeating what they have written . That's good in the first substance but you need to change somehow some words ,right. Because everything should not be that copy.

127. S1: copy yet ale?

128. T: it's ok but part of it has to be realistic. That's it. But anyway that's a good . . . beginning.

Extract 4

149 S4: (start reading)

150. T: Excellent! This is smart. So this is how the expected ok. so you are responding so they must ask apology or you are writing to the news week ,ok or that's newspaper . . . ok times newspaper

After each presentation, the teacher asked some students to defend themselves and gave feedback with explanation. He also did use words like excellent, nice, ok, smart etc (**extract 4**).

At the last, the teacher told to the class presentation would continue with the rest of students and gave another assignment for the next class to write a paragraph about their class anything they want. On his talking, the bell rang and the class end.

Summary

Over all, the class was student centered; it was because much of the students talking took class time during their presentation. The problem observed from students side, they didn't want to come with their text book because they prefer share with other instead of bring their own. They also didn't show any interest to speak in English even if they were asked to speak. Because of their wrong assumption. However, they presented, their intention was for sake of getting marks. Generally, the interaction using the language between the teacher and the students appreciable and there were chances that students to reflect their ideas by themselves.

4.3.3 Observation 3

Class observed : Grade 10

Time : 4:10-5:55

Period : 3th

Number of students: 23

Date of observation: 02/01/2015

Focus of the lesson:

Like the previous two observations, before the teacher and researcher entered to the classroom, the researcher adjusted to start the recorder from the third track next to what was recorded in Day two. Then the teacher put the recorder in his pocket so as to teach without any interruption of the class like what was done previously. Finally, the researcher followed the teacher into the

classroom when the previous teacher left the class and the researcher sat at the back. The students had no chance talking to each other, moving here and there. As usual all the students stood and greeted. And with no interruption, the classroom continued without any class interruption.

Physical Condition

The physical condition of the class was similar to the previous because there is only one section for grade 10 students i.e. there is only one class room.

Lesson

The teacher started by asking the students there was one home take assignment for the time. And he told them they would be given another home take assignment for the next entire week. Meanwhile the remaining students continued their presentation for the class like what others did. After each presentation, the teacher asked students to defend themselves and gave feedback with explanation using words like excellent, nice, ok, smart etc (Appendix F Transcription 3) .

Extract 1

90. S17: (start reading)

91. T: you see. Ehee you know, the title is somehow bulky so you cannot manage it in a paragraph ok. You need to have much space. if you could drive as essay or discourse , you could now produce . but the topic is somehow enlarge . so cannot manage and you haven't prescribed detail. So you are just taking some points. So anyway it is so it is nice five-four.

At times the class clap for those who presented well. While observing, the researcher noticed that the teacher was arguing with the students who tried to cheat using “cut-copy” as the teacher said. Before the end of class, the teacher gave home take assignment for the next nine days because the class was closed for Ethiopian Christmas days. he continued explain about the assignment found on page 93 (solving puzzles), 128 language (item 3 and 4), 130. And answer questions on page 130 and 131 language focus (item 1)and 132 (item3). Finally , he concluded that

some of the question would contain 10 to 15 marks and wished the rest of the their time would be nice. Then the bell rang and the teacher left the class.

Summary

To sum up, the class was student centered; it was because much of the students talking took class time during their presentation. Teacher was arguing with students who tried to cheating or copy from other students. Except students problem, the class was encouraging for interaction between teacher and the students.

4.4 Analysis and Result of the Uses of Teachers' Questions

The frequencies of the two types of teacher's questions (display question and referential question) were listed in Table 6.

Table 6: Frequency of Display Questions and Referential

CLASS (GRADE 10)	Frequency of Display Questions		Frequency of Referential Questions	
	Number	Percentage (%)	Number	Percentage (%)
Day 1	19	86.36	3	13.63
Day 2	3	30	7	70
Day 3	0	0	30	100
Means	7.33	38.78	13.33	61.21

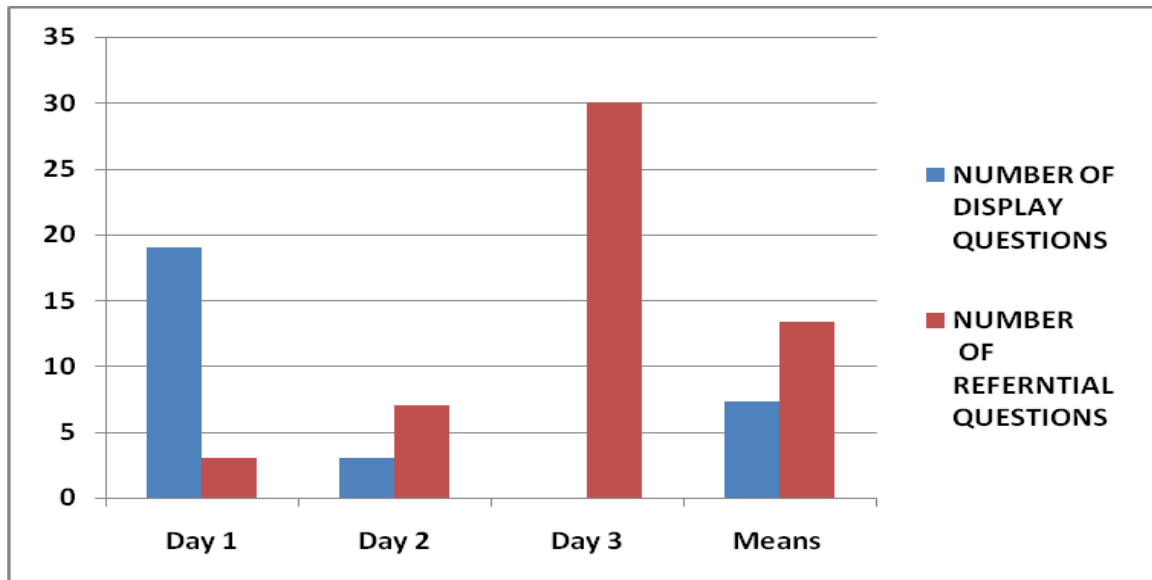


Figure 5: Frequency of Display Questions and Referential

The data in table 6 indicated that display questions and referential questions were different in three classroom observation. In first observation, the number of display questions are 19 (86.360%) whereas 3(13.63%) were referential questions. Whereas In the second observation, numbers of display questions were 3 and number of referential questions were 7, in percentage 30% and 70 % respectively. Regarding to the last observation, the number of display question was 0 and referential questions were 30. That means the percentage of display questions was 0% and referential questions was 100%.

So the results indicated that there was a predominance of display questions over referential questions in observation one. While in observation 2 and 3, referential questions were more frequently being used than display questions. The following two extracts show one of the displays questions (Appendix F, Transcription 1,Extract 1) and referential questions (Transcription 3, extract 2)used by the teacher.

Extract 1

129. T: so that is function. That’s function. Uh, that’s function. **(Reading the questions)** What is the use of “at”?

143. T: . . . on page 136 and there are different letters . It says a formal letter, ok. Letters are grouped into . . . ehee? Who can tell me?

Extract 2

9. Anything you want. So your paragraph could be anything. It could be about your ...

10 **SS:** አንዲሉላላላላ ነው ?

11 **T:** anything! If you like that matters .ok so your name is . . . Sheeee keep quiet and listen and try to use your time properly. Ok I don't have . . . time any more. So you better use your time properly. Sheeee . . . so read it loud; loud is important as well. It must be audible. So I shall sit at the back and listen to your reading and . . . there too as well. Did I give homework?

Wilén (1991, cited in Brualdi, 1998) suggested that display type of interactions focus on factual information that can be memorized. It shows that this type of questions limit students, they do not help them to think deeply about the subjects. High-level cognitive questions, in contrast, help students to use higher order thinking or reasoning skills. By using these skills, the students are not forced to memorize only factual knowledge, instead, they use their skills and knowledge to analyze, evaluate and solve the problem.

In general, there was a priority of referential questions (61.21%) over display questions (38.78%) have been observed . So this show that the teacher preferred to ask referential question than display ones. But Ellis (1993, cited in Hussain, 2003) recommended that if teachers should ask a combination of low-level cognitive and high-level cognitive questions, they must determine the needs of their students in order to know which sort of balance between the two types of questions needs to be made in order to foster student understanding and achievement.

4.5 Analysis and Result of Classroom Discourse Structure

By means of Sinclair and Coulthard's model (IRF), the result of discourse structure analysis is presented in Table 7.

Table 7: Types of Classroom Discourse Structure

CLASS (GRADE 10)	IRF STRUCTURES		OTHER STRUCTURES	
	Number	Percentage (%)	Number	Percentage (%)
Day 1	29	53.70	25	46.30
Day 2	20	39.22	31	60.78
Day 3	30	58.82	21	41.18
Means	26.33	50.58	25.67	49.42

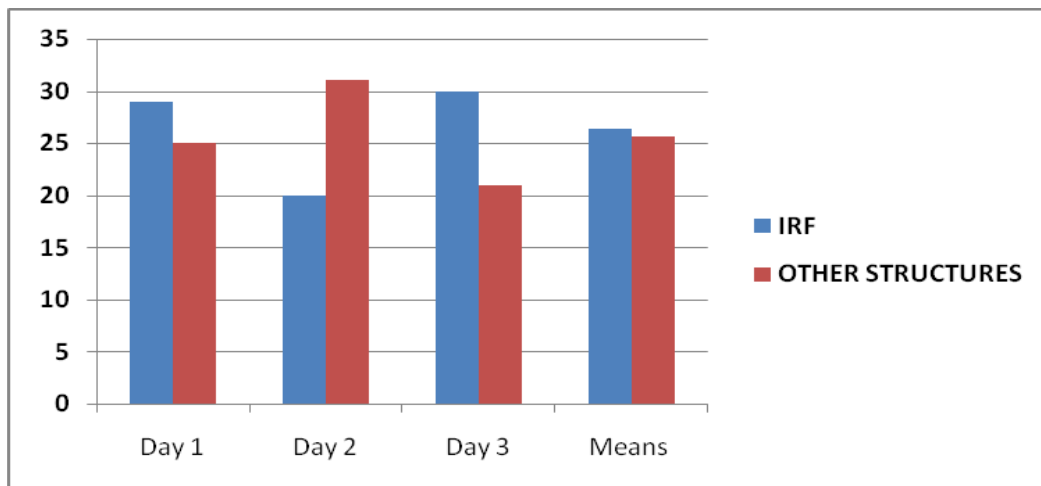


Figure 8: Types of Classroom Discourse Structure

In day one observation, the number of IRF structure is 29 (53.70%) whereas 25 (46.30%) are other structures which include different structure except IRF pattern. As the result in day one class observation, the class was slightly dominated by the teacher. When we come to the second observation, number of IRF structures were 20 and number of other structures were 31 in percentage 39.22 % and 60.78 % respectively. Here we can say that the IRF structure was less than as compare to other structures. So in observation two, there was less domination by the

teacher. Concerning last observation, the number of IRF structure was 30 and other structures were 21. That means the percentage of IRF was 58.82% and other structures was 41.18%.

The overall average showed that there was a dominant IRF structure (50.58%) over other structure (49.42%). However the difference was not big as such. So we cannot say the class was dominated by the teacher.

In Sinclair and Coulthard's (1975) model (IRF), the teacher exerts the maximum amount of control over classroom discourse. But the result indicated that the IRF structure was observed to take almost equal proportion with other structure of interaction. The following is a typical example of IRF structure found in one of the three classrooms (see Appendix F Transcription 1).

Extract

13. T: ok, so on our discussion, we said that prepositions are classified into major genres. So we have a single preposition and ehh . . . **(Initiation)**

14. SS: Compound **(Response)**

15. T: compound . . . compound preposition. Under single preposition, the particles are single by default. Right. **(Feedback)**

In this exchange, the teacher initiated a question, the student responded to it, and the teacher provided a feedback with confirmation. In IRF structure, the teacher has two turns, while the student has only one. It demonstrates that the opportunities for students to practice English are unsatisfactorily insufficient. Kasper (2001 cited in Walsh 2006) argues that the IRF sequence is frequently perceived negatively in language classrooms since learners are afforded minimum interactional space. Therefore we can conclude that the teacher did not dominate the classroom because the students were afforded time for interaction.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

From all that has been discussed and analyzed so far, the following conclusions have been drawn.

- Based on students' response the teacher helps the students to use different strategies to teach speaking skills. Amongst the seven strategies mentioned, six of them were used by the teacher. Therefore the teacher is helping students by using different speaking strategies. Whereas students are not using strategies to develop speaking skills. This indicated that the students do not show their effort on enhancing speaking English language because they expect everything from their teacher. As a result of this the students are discouraged in practicing the language.
- The study depicted that the teachers were using only textbook activities which are, questions/ answers and sometimes reading stories from other books. As the analysis of the data reveals the activities in the classroom were even not adapted to meet the need of the students. The students were seen reading the activities and writing the answers in their exercise books.
- Students have been given ten questions concerning sub skills which are part of speaking skills. But the response indicated that the students do practice on the five of sub skills but they don't practice on the rest of sub skills. Moreover the students are actively practice in discourse marker. i.e. individual presentation. To conclude, the teacher and the students need to work on different speaking sub skills since they are crucial for both teacher and students to develop speaking skill.
- Though the class seems dominated by the teacher (teacher centered), the data indicated that most of the students were not active in class participation. The problem observed especially from classroom observation and student interview is that they feel shy speaking in English because they are afraid of making mistakes. Not only that but also they are afraid of being criticized other students. So they wanted everything comes from

the teacher. As a result of this, the teacher forced to take much talking time. In other word, the interaction using the language between the teacher and the students possibly can be said poor as long as use of English language in the classroom. In fact the teacher talks was dominated by question but there were chances that lead them express ideas by themselves. In short, students wanted focus on forms and had difficulty using the language as well .And according to some students response ,they learn English for academic purpose.

- The analysis of teacher interview and students questionnaire showed that the learners are really given chances to use the language through engaging in interactions which prevent them from listening passively to the teacher. Even if there are some problems which learners still have as inhibition because of shyness, anxiety, and stress in addition to some other problems. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teachers and student showed a considerable awareness about the impact of classroom interaction on developing the learners speaking skill through teachers' provision of comprehensible input which helps learners to understand and the spoken language accurately and then use it.
- With regards to the dominant types of discourse structures, IRF and other structure were equally used. There exist an equal relationship and teacher talk not in predominance.
- In terms of teachers' questions, the teachers use more referential questions than display questions. This is also another reason for the interaction between teacher talk and student talk. So students have been given chances for interaction.

5.2 Recommendations

Based on the conclusion drawn, some feasible suggestions have been made as follows:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- Referential questions are thought more likely to elicit longer and more authentic responses than display questions; an increased use of referential questions by teachers may create discourse which can produce a flow of information from the students to the teacher. However, display questions require short or even one-word answers, which quite improbably move students to produce large amounts of speech. Therefore, teachers should intentionally resort more to referential questions to encourage students to talk more.
- The appropriate use of teacher talk greatly influences classroom interaction. On one hand, teacher talk should be adequate in order to provide students with enough comprehensible input of English. On the other hand, students should be encouraged to practice speaking English as much as possible. Therefore, teachers are desired to regulate their talks to moderate their control of the whole class, and provide students with more opportunities to increase their target language output to improve their target language proficiency.
- One way to increase students' learning motivation in the classrooms is to allow the use of different discourse patterns.
- Generally it is the belief of the researcher that concerned bodies (school administration, teachers, students and parents) can bring a change through working together and providing all the necessary support for the students.

BIBLIOGRAPHY

- Abdisa Guye. (2011). "The Practice of Teaching Speaking Skills at Ayertena Secondary School". Addis Ababa. (MA Thesis). Addis Ababa University.
- Baker, J. and Westrup. H. (2003). **Essential Speaking Skills: A Handbook for English Language Teachers**. London: Continuum International Publishing
- Belen Ketema.(2012). "Impacts of Teacher Talk in Promoting Students' Communicative Skills: The Case of Misrak Goh Secondary School". Addis Ababa. (MA Thesis). Addis Ababa University.
- Best, J. and Kahan, V. (1989). **Research in Education** (6th ed.).New Jersey: Printical-Hall.
- Black P, Harrison C, Lee C, Marshall B, and Wiliam, D .(2003). **Assessment for Learning: Putting It into Practice**. Maidenhead: Open University Press.
- Black, P, Wiliam, D (1998b) **Inside the Black Box: Raising Standards through Classroom Assessment**. London, UK: King's College London School of Education.
- Bloom BS.1956. (Ed.) **Taxonomy of Educational Objectives**. New York: Longmans, Green.
- Bowman, B., Burkart, G., & Robson, B.(1989). **TEFL/ TESL: Teaching English as a Second Language**. USA: Centre of Applied Linguistics.
- Brown, H.D.(1980). **Principles of Language Learning and Teaching**. NewJersey: Prentice Halls. Inc.
- Brown, H.D .(2001). **Teaching by principles (2nd Ed.)**. London: Longman.
- Brualdi, A.C. (1998). «Classroom questions», Retrieved on May 30, 2005, from <http://PAREonline.net/getrn.asp>.
- Carter, R. and Nunan, D. (2001). **Teaching English to speakers of other languages**. Cambridge:
- Chang, D. (1999). "Classroom as discourse communities", Retrieved on January, 20, 2015, from www.teachers.net/gazette/Jul02/change.html.

- Chastain, K. (1988). **Developing Second Language Skills: Theory and practice**. Orlando, Florida: Harcourt Brace Jovanovich, Inc.
- Chaudron, D. (1988). **Second language classrooms**. Cambridge: Cambridge University Press.
- Chavez, M.(2009) 'Classroom-language use in teacher-led instruction and teachers' self-perceived roles. *IRAL*44(1): 49–107.
- Clark, J. (1987). **Curriculum Renewal in School Foreign Language Learning**. Oxford: Oxford University Press.
- Cotterall, S. and Crabbe, D.(1999). **Learner Autonomy** in *Language Learning: Defining the Field and the Effecting Change*. Berlin: Peter Lang.University Press.
- Den Brok, P., Levy, J., Brekelmans, M., & Wubbels, T. (2005). The effect of teacher interpersonal behaviour on students' subject-specific motivation. **Journal of Classroom Interaction**, 40, 20–33.
- Doughty, C.J. and Michael, H.L.(2005). "The Handbook of Second Language Acquisition ". Retrieved on January 20, 2015 from <http://www.blackwellreference.com/subscriber/tocnode?id=g9781405132817_chunk_g978140513281725>
- Duff, PA. (2007). Second language socialization as sociocultural theory: insights and issues. **Language Teaching**40(4): 309–19.
- Echevarria, J.,Vogt, M.E. & Short, D.J. (2008). **Making Content Comprehensible for English Learners:The Siop Model**.New York:Pearson Education.
- Ellis, R. (1990). **Instructed second language acquisition**. Oxford and Cambridge: Blackwell.
- Ellis, R. (1994). **The study of second language acquisition**. Oxford: Oxford University Press.
- Ellis R, Tanaka Y, and Yamazaki A (1994) Classroom interaction, comprehension, and the acquisition of L2 word meaning. *Language Learning*44(3): 449–91.
- Fujii A, Mackey A .(2009) Interactional feedback in learner-learner interactions in a task-based EFL classroom. *IRAL*47(3/4): 267–301.

- Gass S .(1997) **Input, Interaction and the Second Language Learner**. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gass S .(2003). Input and interaction. In: Doughty C, Long MH (eds) *The Handbook of Second Language Acquisition*, 224–55. Oxford: Blackwell.
- Gass S, Mackey A.(2006). Input, interaction and output: an overview.*AILA Review*19(1): :3–17.
- Gass SM, Mackey A, and Pica T.(1998). The role of input and interaction in second language acquisition: introduction to the special issue. **Modern Language Journal** 82(3): 299–307.
- Girma Wossenie. (1999). "An Investigation of the Pattern of Turn-Taking in Group Discussion in Grade 11 EFL Class at Kokebe Tsibah Sinior Secondary School". Addis Ababa. (MA Thesis). Addis Ababa University.
- Harmer, J. (1991). **The Practice of English Language Teaching**. London. Longman.
- Harmer, J. (2001). **The Practice of English Language Teaching**. Harlow: Pearson Education Ltd.
- Hattie J, Timperley H (2007) The power of feedback. *Review of Educational Research*77(1): 81–112.
- Hedge, T. (2000). **Teaching and Learning in the Language Classroom**. Oxford. OUP.
- Hussain, N. (2003). "Helping EFL/ESL students by asking quality questions". Retrieved on December 18, 2014, from <http://iteslj.org/Techniques/Hussain-Questions.html>.
- Hybels , S. and Richards, L.W.(1986).**Communicating Effectively**.USA: Newbery Award, Records,Inc.
- Johnson,K .and Johnson, H.(1998).**Encyclopedic dictionary of applied linguistics**.UK: Blackwell.
- Kasper, G. (2001) 'Four perspectives on L2 pragmatic development', *Applied Linguistics*, 22:502–30.
- Kohonen, V. et al. (2001). **Experiential Learning in Foreign Language Education**. London: Longman.

- Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. USA: Yale University Press.
- Lackman, K. (2010). Teaching Speaking Sub-skills. Retrieved January, 10, 2015 from KenLackman.com:
[http://www.kenlackman.com/files/speakingsubskillshandout13poland_2 .pdf](http://www.kenlackman.com/files/speakingsubskillshandout13poland_2.pdf)
- Littlewood, W. (1999). **Communicate Language Teaching**. Cambridge: Cambridge University Press.
- Long MH, Sato CJ (1983) Classroom foreigner talk discourse: forms and functions of teachers' questions. In: Seliger HW, Long MH (eds.) *Classroom-Oriented Research in Second Language Acquisition*. Rowley, MA: Newbury House, 268–86.
- Mehan, H. (1979). **Learning Lessons: Social Organization in the Classroom**. Cambridge, MA: Harvard University Press.
- Musumeci D (1996) Teacher-learner negotiation in content-based instruction: communication at cross-purposes? *Applied Linguistics* 17(3): 286–325.
- Nunan, D. (1991). **Language Teaching Methodology**. London: Prentice.
- Nunan, D. (1999). **Second language teaching and learning**. Boston, MA: Heinle and Heinle.
- O'Malley and Chamot. (1990). **Learning Strategies in Second Language Acquisition**. Cambridge: CUP.
- Oxford, R L. (1990). **Language Learning Strategies**. New York: New Bury House Publishers.
- Parrott, M. (1993). **Tasks for Language Teachers**. Cambridge: Cambridge University Press.
- Philp J, Tognini R (2009) Language acquisition in foreign language contexts and the differential benefits of interaction. *IRAL* 47(3/4): 245–66.
- Pianta, R. C. 1999. *Enhancing relationships: Between children and teachers*. Washington, DC: American Psychological Association.

- Poole A .2005. The kinds of forms learners attend to during focus on form instruction: a description of an advanced ESL writing class. *Asian EFL Journal*7(3): 1–13.
- Prabhu, N.1987.**Second Language Pedagogy: A Perspective.** Oxford. Oxford University Press.
- Richards, J. C and Platt, H. 1992. **Longman Dictionary of Language Teaching and Applied Linguistics.** Harlow: Longman.
- Richards JC, Lockhart C.1994. **Reflective Teaching in Second Language Classrooms.** Cambridge: Cambridge University Press.
- Rivers, W. (1968). **Teaching Foreign Language Skills.** Chicago: University of Chicago Press.
- Scharle, A. and Szabo, A. (2000). **Learner Autonomy: A Guide to Developing Learner Responsibility.** Cambridge: Cambridge University Press.
- Sharma, R. (2000). **Fundamentals of Educational Research.** Mcerut: Inter Publishing House.
- Sheen Y .(2004). Corrective feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Research*8(3): 263–300.
- Sinclair, J., & Coulthard, M. (1975). **Towards an analysis of discourse.** Oxford: Oxford
- Skehan ,P.(1998). **A Cognitive Approach to Language Learning.** Oxford: Oxford University.
- Stern, H.H. (1983). **Fundamental Concepts of Language Teaching.** Oxford: Oxford University Press.
- Stern, H.H.(1992).**Issues and Options in Language Teaching:** Oxford: OxfordUniversity Press.
- Suter, C. (2001). “Exploring teachers’ questions and feedback”. Retrieved on February 10, 2015, from <http://www.cels.bham.ac.uk/resources/essays/suter1.pdf>.
- Tsui A (1996) Reticence and anxiety in second language learning. In: Bailey K, Nunan D (eds.) *Voices from the Language Classrooms: Qualitative Research in Second Language Education.* Cambridge: Cambridge University Press, 145–67.
- Ur. P. (1996). **A course in language teaching.** Oxford: Oxford University.

Wenden, A. (1991). **Learner Strategies for Learner Autonomy**. London: Prentice Hall International.

Wenden, A. and Rubin, J. (1987). **Leaner Strategies in Language Learning**. London: Prentice Hall International.

Williams ,M. and Robert,L.B.(1997). **Psychology for Language Teachers: A social Constructivist Approach**. Cambridge: Cambridge University Press.

Walsh,S. (2006). **Investigating Classroom Discourse**.USA:Routledge.

_____. (2011). **Exploring Classroom Discourse Language in Action**.USA:Routledge.

Widdowson, H.G. (2004). **Aspects of language teaching**. Oxford: Oxford University.

Yohnnes Berhanemeskel.(2008).”The Nature of Turn Taking Patterns in Group Discussion: 10+2 Students of Cruise Private School in Focus “.Addis Ababa. (MA Thesis). Addis Ababa University.

Zerihun Mekonnen.(1995).”The Nature and Kinds of Questions Teachers and Students Ask in English Classrooms and Secondary School”. Addis Ababa. (MA Thesis). Addis Ababa University.

APPENDICES

Appendix-A



አዲስ አበባ ዩኒቨርሲቲ የውጪ ቋንቋዎች እና ሥነ-ጽሑፍ ትምህርት ክፍል የተማሪዎች የጽሑፍ መጠይቅ

ውድ ተማሪዎች

የዚህ የጽሑፍ መጠይቅ ዓላማ <<እንግሊዝኛ ቋንቋን እንደ ውጭ ቋንቋ ማስተማር >> ላይ የሚደረግ የድኅረ ምረቃ (Master of Arts) የጥናት ጽሑፍ የሚውል መረጃን ማሰባሰብ ነው ።

ይህ መጠይቅ በመማር ማስተማሩ ላይ የእንግሊዝኛ ንግግር ሐተታ (Spoken Classroom Discourse) እና የመምህሩ የክፍል ውስጥ ጥያቄ (Teacher Questioning) በዋናነት የዐኛ ክፍል ደረጃ ተማሪዎችን በተመለከተ ጠቃሚ መረጃ ለማግኘት የተዘጋጀ ነው ። ስለሆነም በዚህ የጽሑፍ መጠይቅ ላይ አንተ(ቺ) የምትሰጠው(ጨው)ምላሽ ለጥናቱ ውጤት በጣም አስፈላጊ በመሆኑ ለእያንዳንዱ የጽሑፍ መጠይቅ ዓይነት ትክክለኛውን ምላሽ እንድትሰጥ(ጨ) በትሕትና እጠይቃለሁ። በመጠይቁ ለምትሰጣቸው (ጨያቸው) መረጃ ለትምህርታዊ የጥናት ጽሑፍ ብቻ የሚውሉ መሆናቸውን በቅድሚያ ልገልጸልህ(ሽ) እወዳለሁ።

<< በመጠይቁ ላይ ሰማችሁን መጻፍ አስፈላጊ አይደለም >>

ስለ መልካም ትብብርህ(ሽ) በቅድሚያ እጅግ በጣም ላመሰግንህ(ሽ) እወዳለሁ።

ከሰላምታ ጋር

ዝናቡ ይልማ

የውጪ ቋንቋዎች እና ሥነ-ጽሑፍ ትምህርት ክፍል

I. መምህር የእንግሊዝኛ ንግግርን ክህሎቶችን ለማስተማር የሚጠቀምባቸው መንገዶች (strategies)

ከዚህ በታች ሰንጠረዥ ውስጥ የተዘረዘሩት መምህሩ ለተማሪዎች የእንግሊዝኛ ንግግር ክህሎትን ማዳበር እንዲችሉ ለማስተማርያነት የሚጠቀምባቸው መንገዶችን ይመለከታል። ስለዚህ ዓረፍተ ነገሮችን በጥንቃቄ ካነበባችሁ በኋላ ከተዘረዘሩት መመዘኛዎች ስር «ተገቢ» በሆነው ነጥብ ላይ የጭረት ምልክት (✓) አስቀምጥ(ጩ)። በጣም እስማማለሁ (5), እስማማለሁ (4), መልስ የለኝም (3), አልሰማማም (2), በጣም አልሰማማም (1),

ተ.ቁ	የንግግር ክህሎት ማዳበሪያ መንገዶች መምህሩ	በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልሰማማም	በጣም አልሰማማም
1	የእንግሊዝኛን የንግግር ክህሎት በደንብ ለማዳበር የሚረዱኝ ነገሮች ላይ እገዛ ያደርግልኛል።					
2	የእንግሊዝኛን ቋንቋን ያዳብራል(ይረዳል) የሚለቸውን እንደ ትምህርታዊ ጨዋታዎች (games)፣ ቃላትን መደርደር (arrangement of words) እና ሌሎችን ጠቃሚ መገዶችን በማድረግ ይረዳኛል።					
3	የእንግሊዝኛን ቋንቋን በማወራበት ጊዜ የሰውነት እንቅስቃሴን በመጠቀም ንግግሪን እንድቀጥል ያበረታታኛል።					
4	የተማርኩትን ትምህርት በፍጥነት ማስታወስ እንድችል ተቀራራቢ ድምጽ (using rhymes) የያዙትን ቃላት በመጠቀም፣ ስለሚወራበት ርዕስ ጉዳይ፣ አገባብ (context) ላይ ትኩረት በመስጠት ወይም ከግል ተሞክሮ ጋር በማያያዝ እንዳስታውስ እገዛ ያደርግልኛል።					
5	ሰህተቶች ሲኖሩ በመጠየቅ እርምጃ እንድወስድ በማድረግ ያግዘኛል።					
6	በክፍል ውስጥ እንግሊዝኛን እንድናገር ያበረታታኛል።					
7	ስናገር ፍጹም ትክክል መሆን እንደማይጠበቅብኝ ይነግረኛል።					

II. ተማሪዎች የእንግሊዝኛ ንግግር ክህሎት ለማዳበር የሚጠቀሙባቸው መንገዶች

ከዚህ በታች ባለው ሰንጠረዥ ውስጥ የተዘረዘሩት ተማሪዎች የእንግሊዝኛ ንግግር ክህሎትን ለማዳበር የሚጠቀሙባቸው መንገዶችን ይመለከታል። ስለዚህ በሰንጠረዥ ውስጥ የተዘረዘሩትን በጥምና ካነበብክ(ሽ) በኋላ በምን መልኩ እየተገበርክ(ሽ) ስለመሆኑ ከበስተቀኝ ካሉት መመዘኛዎች ሥር በአንዱ ላይ የጭረት ምልክት (✓) በመጠቀም ግለጽ(ጨ)። በጥልቀት (5), አብዛኛውን ጊዜ (4), ተመጣጣኝ ነው (3), አልፎ አልፎ (2), በጣም በጥቂቱ (1), በጭራሽ (0).

ተ.ቁ	የእንግሊዝኛ ንግግር ክህሎትን ለማዳበር	በጥልቀት	አብዛኛውን ጊዜ	ተመጣጣኝ ነው	አልፎ አልፎ	በጣም በጥቂቱ	በጭራሽ
1	ከክፍል ውጭ በእንግሊዝኛ ቋንቋ እናገራለሁ።						
2	እንዲብራራልኝ የምፈልገው ነገር ካለ መምህራን እንዲያብራራልኝ እጠይቀዋለሁ።						
3	በጥንድ ስራ(in pair work) ላይ ተሳትፎ አደርጋለሁ።						
4	በጋራ ስራ(in group work) ላይ እሳተፋለሁ።						
4	ንግግር በማደርግ ጊዜ ለተሳተፍኩት ነገር መምህራንም ሆነ የክፍል ጓደኞቼን እርምጃ እጠይቃለሁ።						
5	የክፍል ውስጥ ውይይትን ካዳመጥኩ በኋላ መልሴ ለክፍል ተማሪዎች በዘገባ መልክ (report) አቀርባለሁ።						
6	እንግሊዝኛን በምናገርበት ጊዜ ትክክለኛውን ሰዋሰው የተጠቀምኩ ካልመሰለኝ በራሴ ለማስተካከል ሙከራ አደርጋለሁ።						
7	የንግግር ክህሎትን ለማዳበር ስል እቅድ አዘጋጃለሁ።						
8	በንግግሪ ጊዜ የአንድን ቃል ሃሳብ ለማስረዳት የሰውነት እንቅስቃሴን ሳይቀር አጋኝ በማድረግ ለመግለጽ እጠቀምበታለሁ።						
9	በቋንቋ መማር ላይ ያሉትን ችግሮች ላይ እና ውጤታማ ናቸው የሚባሉትን የመተግበርያ ዘዴዎችን በተመለከተ ከአስተማሪዬ እና ከክፍል ጓደኞቼ ጋር ውይይት አደርጋለሁ።						

10	የእንግሊዝኛ ቋንቋዬን በተመለከተ ያለብኝን ደካማና በጎ ጎኖች ነቅሼ በማውጣት ግምገማ አደርጋልሁ።						
----	---	--	--	--	--	--	--

III. የእንግሊዝኛ ንግግርን ለማዳበር የሚረዱ ክንውኖች(Activities)

መመርያ: የሚከተሉት ጥያቄዎች በመማርያ ክፍል ውስጥም ሆነ ከክፍል ውጭ ስላሉ ክንውኖች ይመለከታል፤ ለምን ያህል ጊዜስ የንግግር ክህሎትን ለማዳበር ልምምድ ታደርጋለህ(ጊያለሽ) የሚሉ ናቸው። ስለዚህ ጥያቄዎቹን በጥንቃቄ ካነበባችሁ በኋላ ከተዘረዘሩት መመዘኛዎች ስር «ተገቢ» በሆነው ነጥብ ላይ የጭረት ምልክት (√)አስቀምጥ(ጩ)። በጥልቀት (5), አብዛኛውን ጊዜ (4), ተመጣጣኝ ነው (3), አልፎ አልፎ (2), በጥቂቱ (1), በጭራሽ (0).

ተ.ቁ	ጥያቄዎች	በጥልቀት	አብዛኛውን ጊዜ	ተመጣጣኝ ነው	አልፎ አልፎ	በጣም በጥቂቱ	በጭራሽ
	ለምን ያህል ጊዜ						
1	ድምጽን ከፍ አድርጎ ማንበብን ትከውናለህ(ሽ)?						
2	አስተማሪው በሚያነሳው የትምህርት ርዕስ ጉዳይ ላይ የግል ሃሰብን ትሰጣለህ(ሽ)?						
3	የመረጃ ክፍተት ያለባችውን ክንውኖች ላይ አንተ(ቺ) ከሌላ ተማሪ ጋር ሃሳብ በመለዋወጥ						
4	የመፍትሔ ሃሳብ እንድታቅርብ(ቢ) የሚያደርጉ ክንውኖች (like brainstorming) ላይ						
5	በትውና መልክ ልምምድ ታደርጋለህ(ሽ)?						
6	ያለቀን ሥራ በህብረት በመሆን ሥራውን ታቀርባለህ(ሽ)(in group presentation)?						
7	የተግባር ተኮር ሥራ (የእንግሊዝኛን ቋንቋን ንግግርን በተግባር በማሳየት) ትከውናለህ(ሽ)?						
8	ሳምንታዊ በቃል የሚቀርብ ዘገባ (report) ላይ ትሳተፋለህ(ፊያለሽ)?						
9	በሁለት ሰዎች መካከል የሚደረግ (የሁለትዮሽ) ንግግር ታከናውናለህ(ኛለሽ)?						
10	የግል ሃሳብህን(ሽን)፣ ስሜትህን(ሽን) እንዲሁም አስተያየትን በማካፈል ትሳተፋለህ(ሽ)?						

11	አመንክኖአዊ (logical) በሆነ መልኩ ክፍተትን በመሙላት ትኩረት ማሳደግ(ኛለሽ)?						
12	ሥዕልን የመግለጽ(ማብራራት) ክንውን ታደርጋለህ(ሽ)?						

IV. ተማሪዎች የሚጠቀሟቸው የእንግሊዝኛ ንዑስ ክህሎት(sub skills)

መመሪያ: የሚከተሉት ዓረፍተ ነገሮች በመማርያ ክፍል ውስጥ የእንግሊዝኛን ንግግር ችሎታን የሚያጎለብቱ ንዑስ ክህሎቶች (Sub skills) ናቸው ።

ስለዚህ በሰንጠርዥ ውስጥ የተዘረዘሩትን ንዑስ ክህሎቶች በጥምና ካነበብክ(ሽ) በኋላ በመማርያ ክፍል ውስጥ በምን መልኩ እየተገበርክ(ሽ) ስለመሆኑ

ተ.ቁ	ንዑስ ክህሎት	በጥልቀት	አብዛኛውን ጊዜ	ተመጣጣኝ ነው	አልፎ አልፎ	በጣም በጥቂቱ	በጭራሽ
-----	----------	-------	--------------	-------------	---------	-------------	------

ከበስተቀኝ ካሉት መመዘኛዎች ሥር በአንዱ ላይ የጭረት ምልክት (√) በመጠቀም ግለጽ(ጨ)። በጥልቀት (5)፣ አብዛኛውን ጊዜ(4)፣ ተመጣጣኝ ነው(3) አልፎ አልፎ (2)፣ በጣም በጥቂቱ(1) ፣ በጭራሽ(0)

1	እንግሊዝኛን ስናገር ትኩረት የማደርገው ሃሳቤን መግለጹ (fluency) ላይ እንዲ እንግሊዝኛን በትክክል መናገሩ (accuracy) ላይ አይደለም።						
2	የእንግሊዝኛ ቃላትን፣መዋቅሮችን እና የንግግር ድምጽ (pronunciation) በትክክል ለመናገር ልምምድ አደርጋለሁ።						
3	እንግሊዝኛን ስናገር ወሰን የሆኑ ሓረጎች ለምሳሌ ይቅርታን ፣ ምክርን ስፈልግ ለመሳሰሉትን በመጠቀም ልምምድ አደርጋለሁ።						
4	ቋንቋውን መጠቀም ባለብኝ ጊዜ በአግባቡ ለመጠቀም ልምምድ አደርጋለሁ።						
5	የተናጋሪውን ንግግር ካደመጥኩ በኋላ ተራዬን በመጠበቅ ንግግር በማድረግ (turn taking) ልምምድ አደርጋለሁ።						
6	በእንግሊዝኛ ቋንቋ መናገር ስላለብኝ ነገር ማብራራት የሚያስፈልገው ከሆነ በማብራራት ፣አጭር መልስ ለሚያስፈልገው በአጭሩ ለመመለስ ልምምድ አደርጋለሁ።						
7	በእንግሊዝኛ ንግግር ጊዜ ጥያቄ በመጠየቅ ፣ መልስ በመስጠት አዲስ ሃሳብ ይኖራሉ ብዬ ካሰብኩ ደግሞ << ምን ይመስልሃል(ሽ)፣ እውነት ነው ?>>የመሳሰሉትን መንገዶች በመጠቀም አዲስ ሃሳብ እንዲጨመር ልምምድ አደርጋለሁ።						
8	የተናገርኩት ሃሳብ ሌላኛው ሰው ያልተረዳኝ መስሎ ከታየኝ በመድገም አልያም ሃሳቡን ሳይለቅ በማሳጠር ለማስርዳት ልምምድ አደርጋለሁ።						
9	ለተወሰነ ርዕስ ጉዳይ ወይም አንድን ስራ ለመከወን ሲባል ብቻ በተለየ ሁኔታ ለዚያ የሚሆን ስዋሰው (grammar) እና ቃላትን (vocabulary) መሰረት ባደረገ መልኩ የንግግር ልምምድ አደርጋለሁ።						
10	በክፍል ውስጥ የሚቀርቡ ስራዎች(presentation) ሲኖሩ፣ ንግግር ሳደርግ ፍላጎት ጥሩ እንዲሆን ልምምድ አደርጋለሁ።						

Appendix-B



Addis Ababa University
Department of Foreign Language and Literature
Teachers' Interview Question Items
Students' Questionnaire

Dear Student,

This questionnaire is designed to elicit information for the purposes of Master of Arts (M.A) research in English Language Teaching. Its main purpose is to obtain information on the interaction between spoken classroom discourse and teacher questioning in particularly grade 10 students.

As your responses are very important for the results of this study, you are kindly requested to give genuine responses to each item of the questionnaire. The information provided by you will be strictly confidential, and will be utilized only for the purpose of academic research. I request you to kindly cooperate and respond to each item.

Thank you very much in advance for your kind cooperation.

Yours Sincerely,

Zinabu Yilma Samson

Department of Foreign Languages and Literature

Addis Ababa University

I. Strategies used by Teacher

The following are strategies used by English teacher to teach speaking skills. Read them carefully and put a tick mark (√) under the corresponding column: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2). Strongly Disagree (1),

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	The teacher:					
1	helps me discover what ways of learning work best for me in developing speaking skills.					
2	helps me with different ways of using language (games, different arrangement of words and etc).					
3	helps me keep on talking through teaching me speaking strategies such as using gestures.					
4	helps me find quick ways of recalling what I have learned by a)using rhymes, b)particular contexts and c)personal experiences.					
5	helps me ask for error corrections.					
6	encourages me to speak English in the classroom.					
7	helps me not to be so much concerned with accuracy.					

Adapted from (Abdisa ,2011 and Lackman ,2010)

II. Strategies used by the Students

Instruction: The following are strategies used by students to develop speaking skills. Read them carefully and decide whether you use them: Extensively(5), Frequently(4), Fairly regularly(3), Occasionally(2), Rarely (1), Never (0). Please put a tick mark (√) in the space provided corresponding to your answer.

No	Items	Extensively	Frequently	Fairly	Occasionally	Rarely	Never
1	I speak English outside the classroom.						
2	I ask my teacher for clarification when I don't understand what he/she says.						
3	I participate in pair work.						
4	I participate in group work.						
4	I ask my teacher or class-mates for correction of errors in my speaking.						
5	I listen to the discussion and report						
6	I try to correct myself when I feel that I am not using the correct form while speaking.						
7	I plan my way of developing speaking skills.						
8	When I can't think of the word while speaking in English I tend to use physical motions such as gesture in place of it to indicate the meaning						
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates						
10	I evaluate my weaknesses and strengths in speaking English						

Adapted from (Abdisa ,2011 and Lackman ,2010)

III. Activities Used for Developing Speaking Skills

Instruction: The following questions are about the kind of activities you perform in the classroom or outside the classroom. They are about how often you do them for practicing or developing speaking skills. Read each question carefully and put a tick mark (√) under each column of the measurements by using the scale below: Extensively(5), Frequently(4), Fairly regularly(3), Occasionally(2), Rarely (1), Never (0).

No	Questions	Extensively	Frequently	Fairly	Occasionally	Rarely	Never
	How often do you do:						
1	Reading aloud?						
2	Giving your thoughts on topic assigned by teacher?						
3	Information gap activities such as sharing ideas with each other?						
4	Problem solving activities (puzzles)?						
5	Roles play activities (taking the role of the others and acting)?						
6	Group presentation on a completed project?						
7	project based activities (performing certain tasks to learn speaking)?						
8	Oral weekly report?						
9	Drills (dialogues) in which one person asks a question and another gives an						
10	opinion gap activities, which involve identifying and articulating						
11	Reasoning gap activities in which you give reasons?						
12	Describing pictures?						

Adapted from (Abdisa ,2011 and Lackman ,2010)

IV. Sub-skills Used by the Students

Instruction: The following statements are about the sub skills used in the classroom to develop speaking skills . Read the statements carefully and decide whether you use them. Put a tick mark (√) to using the following scale to evaluate : Extensively(5), Frequently(4),Fairly regularly(3), Occasionally(2), Rarely (1), Never (0).

No.	Items	Extensively	Frequently	Fairly	Occasionally	Rarely	Never
1	I practice speaking with a logical flow without planning or rehearsing.						
2	I practice using words, structures and pronunciation accurately.						
3	I use specific phrases for purposes like giving advice, apologizing etc.						
4	I practice using language appropriate a situation.						
5	I practice ways of interjecting, eliciting, an interjection or preventing one.						
6	I practice speaking at a length appropriate to a situation.						
7	I practice managing a conversation by making responses, asking for response or introducing a new topic or ideas.						
8	I practice repeating or rephrasing parts of a conversation when I suspect that was said was not understood						
9	I practice using particular grammar and /or vocabulary for speaking on a specific topic or for doing a specific task						
10	I practice using words /phrases which organize a talk.						

Appendix- C



Addis Ababa University
Department of Foreign Language and Literature
Students' Interview Questions

1. How do you practice speaking in English in the classroom?
2. Does your teacher give you opportunities to ask and respond questions?
3. Does your teacher give you enough time to respond to questions and express your ideas?
4. Do you feel confident and motivated to speak English in outside classroom?
5. Do you have experience with group working and do you think it is valuable?
6. In your opinion, what are the students' problems to speak in English in the classroom?

And what do you suggest?

Appendix -D

አዲስ አበባ ዩኒቨርሲቲ የውጪ ቋንቋዎች እና ሥነ-ጽሑፍ ትምህርት ክፍል የተማሪዎች የቃል መጠይቅ

1. የ እንግሊዝኛን ቋንቋን በክፍል ውስጥ ልምምድ የምታደርጉት እንዴት ነው ?
2. አስተማሪህ ጥያቄ የመጠየቅ እና የመመለስ እድል ይሰጥሃል(ሻል) ?
3. አስተማሪህ ጥያቄ ለመለስም ሆነ የራስህን ኅሳብ ለመግለጽ በቂ ጊዜ ይሰጥሃል(ሻል)?
4. ከክፍል ውጭ ስትሆን በ እንግሊዝኛ ለመናገር ያለህ ተነሳሽነት እንዲሁም በራስ የመተማመን ስሜቱ እንዴት ነው ?
5. በህብረት የመስራቱ ልምድ አለህ ወይ ጠቀሜታውስ ምንድን ነው ትላለህ (ያለሽ)?
6. በአንተ አስተያየት ተማሪዎች በክፍል ውስጥ እንግሊዝኛን ያለመናገር ችግር ምንድን ነው ትላለህ (ትያለሽ) ምንስ መደረግ አለበት ትላለህ (ያለሽ) ?

Appendix-E

Addis Ababa University Department of Foreign Language and Literature Teachers' Interview Questions

1. Discuss the ideal teaching situation for you. What type of students are you teaching and what resources are available to you? In what teaching situations do you do your best work?
2. Do you have experience with group teaching and/or subject integration, and do you think it is valuable?
3. What teaching methods do you use most frequently (i.e. lecturing, demonstrating, worksheets, projects, research, daily puzzles)? And why? Explain.
4. Describe how you would make your content culturally relevant for your students.
5. What kind of students do you like to work with? What type of students could you teach most effectively?
6. How do you motivate your students in order to get them participate in the classroom?
7. What activities do you use to help students use English orally in the classroom?
8. What do you suggest in order to make students participate actively in English classrooms?

Appendix-F

Transcribed Audio Recorded Data

Transcription-1

Name of the school: Glory Secondary School

Class observed : Grade 10

Date of observation: 31/12/2014

Time of observation: 45 minutes

1. **T:** Good morning, class!
2. **SS:** Good morning, Mr. . . .
3. **T:** So you have forgotten my name. . . . Ok thank you. sit down please. . . . So what do you say about the day? . . . So we have left hours to finish this . . . 2014.
4. **SS:** /Yes/ yes /
5. **T:** so are you happy about the day?
6. **SS:** Yes, no, yes
7. **T:** yes . . . poor 2014 has gone . . . (())So . . . mmm . . . I want to get someone who kept his name because this is the special day. To your life, 2014 never come back. Ok, So this is the last day mmm . . . this Wednesday ,December 31,2014and this is English. And what do you say about preposition? Before I give you some test, what is preposition? . . . Preposition? What did you say in our two sessions? And what have you done? . . . Say word, please.
8. **SS:** የቤት ሥራ አለ
9. **T:** yeah . there was የቤት ሥራ , I know. There was homework. But Before that on our after class we have said few words on preposition .what is pre . . . position? Mmm . . .
10. **SS:** pre means location . . .
11. **T:** So say it loud, please.
12. **SS:** pre ማለት location ማለት ነው፤ postion ማለት ደግሞ location ወይም exact ሌላ location ማለት ነው ።

13. **T:** we try to by itself the word pre and position ,right. position is something location ,pre means before ,yes. So what are the elements of preposition? Just to revise, ok. . . .mmm . . . say what do you feel? . . . It could be from your back ground knowledge or from your former knowledge. But what do you say about preposition? What are the elements of preposition? . . . (()) ok, so on our discussion, we said that prepositions are classified into major genres. So we have a single preposition and ehh . . .

14. **SS:** Compound

15.**T:** compound . . . compound preposition. Under single preposition, the particles are single by default. Right? Like what?

16.**SS:** at, in , by,on with, by

17. **T:** at, in , on with, by and like . Right. How about compound ?

18.**SS:** up on , above all, in case of , into , in front, because of

19.**T:** up on , above all, in case of , into , in front, because of . . . All these are what? . . .

20. **SS:** compound

21. **T:** Compound forms but they are implying two different Preposition or unit? . . . What did they imply? . . . Ok. So they would imply unit, right? Uh doubling preposition is possible? Mmm . . .? Is it possible to double preposition in simple sentences? Ok, so . . . no. ok uh. . . now some one will read this and I will ask you right afterward. Ok so there would be a reflection. Billy and Thunderbolt. Are you ok?

22. **SS:** yeah.

23. **T:** so you feeling better , ok. . . . So who is willing to reads? Who wants to read? Uh . . . Who wants to read?

24.**SS:** Natty, Natty

25. **T:** Who wants to read? . . . OK let me read.

24. **SS:** /Yeha / yeha/

25.**T:** Listen carefully but I will ask you the reflection would have its own grade beside the test that I am going to give you. Ok? So listen carefully. It depends on the reflection that you are going to make. **(start reading from the book)**

26.**SS**: (listening to what the teacher reads)

27. **T**: So this is enough. What do you remember . . . from the story? . . . (()) is there any one ? . . . in three or five sentences? . . . (())What do you say? . . . You have no idea? . . . Who is number one?

28.**SS**: /Abraham/ Abraham/

29.**T**: Abraham! So what do you say ? . . . say anything you feel. It should not be something that felt.....you the...story I have read, read you but something that you understand from the story. By your own word. You are not supposed to tell everything from the reading. . . . Your perception as well. What do you understand? . . . Mmm . . . ok, Number three ?

30.**SS**: /Afomia /Afomia/Afomia/

31. **T**: Afomia . Uh?

32. **S1**: Billy is a cow boy

33. **T**: Say it out loud, please.

34.**S1**. He has a cow boy.

35.**T**: That's all? Ok number five? . . . Who is number five?

36. **SS**: Eaklis

37.**T**: Eraklis . Mmm . . . so I am reading . . .

38.**S2**: Billy የሚባል ስው ነበረ he has a friend.

39.**T**: ok. Number seven?

40. **S3**: (silent)

41. **S3**: (silent)

42.**T**: OK.

43. **S3**: (inaudible)

44. **T**: say it in English.

45.**SS**: ሲሉ የሚባል ሊጅ ነበር

46. **T**: that's all.OK, Number nine? Who is number nine? . . . Ok eleven, number eleven?

47. O...k (laugh). Number fifteen? Uh . . . Number fifteen?

48. **SS**: Liyat

49. **T:** Liyat So what do you say about the story? Billy and Thunderbolt. . . . Mmm, You totally forget? Ok Number seventeen?

50. **SS:** Natti .

51. **T:** Natty

52. **SN:** uh, there was

53. **T:** say it out loudly.

54. **SN:** Bill ride

55. **T:** Uh . . .

56. **SN:** Bill read cow boy story

57. **T:** Uh . . .

58. **SN:** come outside country

59. **T:** That's all. So you see , this shows what your understanding . . . ok your understanding. Let me repeat again the same story. So what do you say? (**Reading again**)

How about now? . . . (())Mmm . . . did you understand? . . . So, ok let it be like this. What is all about?

60. **SS:** Billy

61. **T:** uh?

62. **SS:** Billy

63. **T:** mmm, it is all about what? What is cowboy? There are terms; critical terms or content words that you need to define. What is cowboy?

64. **S:** A person

65. **T:** a person, Like you ?

66. **S:** no.

67. **T:** a person who rides . . .

68. **SS:** a horse.

69. **T:** a horse. Do we have cowboys in the Ethiopian case?

70. **SS:** /ደኅራል/ ገጠር ላይ/ የለም/country side /

71.T: ok. So cowboy is all about what? o.k Ok, so let's come to the questions on Preposition questions. So far we have said on reading. So let's come to the preposition questions. . . . ok. Now write the instruction and I need only the answer .

72. SS: በወረቀት ላይ ነው አይደል?

73. T: Yes on a piece of paper.

74. SS: (START MOVING FROM ONE CHAIR TO ONTHER FOR A PIECE OF PAPER)

75. T: (()) ok, Arrange your seat as you were. ፊት ሂጂ እሺ. . . .ከፊት . ልጅምር ነዋ። . . . so you can sit here. . . . ok. . . . Ok.

76. S: እዚህ ጋ ልግባ

77.T: እሺ ግቢ, . . . uh . . . (laugh)ok. Tihitina ! Ok So hopefully, you are ready, right? Sheeee Close your book, please. እንደዚህ (showing her) . ከፊት ሁኛ ,ውሰጂውና። You can take it but . . . yes, hopefully you are ready. So you can take Only the answer. Only I need the answer and we will discuss the . . . questions later. And I will ask you reasons behind. Only the answer.

(Start reading the questions)

did you finish?. . . (()) . . . Sssss . . . (()) did you change your mind? So after the class? . . . Ok . so we have left with students , right ? . . . Sheeee . . . (()) Ok. Has already submitted. Has everybody submitted? Ok, so let's try to discuss on your answer and then you will tell me your reason. Uh , so the questions are mainly on page 123 from your exercise. Once you have mastered the exercises, then the questions are somehow easy. Uh your suitable preposition of time to complete the following sentences. Uh, What do you say . . . on question number one ? it says (start reading question). Uh So what do you say?

78. SS: "on"

79.T: uh ?

80. SS: "on"

81.T: why "on"?

82.SN: specific.

83. **T:** ok . . . So it doesn't need .ok ,It says on exceptions, it says: down in the box preposition of time, ok, preposition of time . There it says; there is no preposition of time if the day , year has each, every, last, next, this before it ,ok. If a given word or a year contains this word, it doesn't take any preposition. No preposition.

84. **S:** ምንም የለም?

85.**T:** so you leave it. so the first question doesn't need any preposition . it is only a student has got the answer. It is one student . . . ok. Question number two. (Starts reading) . . . (())uh?

86.**SS:** "in"

87.**T:** " in" . it's "in" (continue reading the next question)

88. **SS:** "in the year "

89.**T:** "in the year . in the year. It's in the year, ok. continue reading

90.**SS:** on, in ,on

91. **T:** it is not, What? Why? . . . Why that's so? Uh . . .

92. **SS:** Specific

93. **T:** How specific?

94 . **S:** " On" specific ነው መልሱ?

95.**T:** Yes.

96.**S:** specific ስለሆነ።

97. **T:** so this is your clue, right. Ok, let's take another episode (start reading).

98. **SS:** at

99. **T:** Uh?

100. **SS:** at

101. **T:** Why is that "at"? Is it time or place?

102. **SS:** place, place.

103. **T:** Ok, it shows place,ok. "At" (start reading another question)

104. **SS:**" in".

105.**T:** Why in? . . . Why in? . . . Mmm . . .

106.**S:** Mr. beside ,

107. T: Uh

108. SS: beside አይሆንም ?

109. T: why beside?

110. SS: "in" ነው . . . "in" ነው .

111. T : yes, ok (**start reading**)

112. SS: " in front of "

113. T: Why not across? . . . Why not over?

114. SS: (**inaudible**)

115. T: it is in front of, ok. Answer the question .What is proposition?

116. SS: that indicates position

117. T: That indicates position

118. SS: direction

119. T: direction

120. SS: Position

121. T: position

. . . Uh so what does it mean before position. Is that only? It is parts of speech, right? So what is that? Ok. Let it be word. So what does it show?

122. SS: ~~~~~

123. T: it is a word, yes. . . so How do you define it ? . . .

124. S: MIN?

125. T: preposition . . . (()) Ok, identify kinds of preposition.

126. SS: Single preposition

127. T: OK single preposition and compound . . . Mmm

128. SS: ~~~~~

129. T: so that is function. That's function. Uh, that's function. (**Reading the questions**)

What is the use of "at"?

130. SS: /specific place/ time / Holiday/ weekend /

131. T: specific place, time, mmm. . . holiday ,yes ,weekend , ok. that's all. So we have all these things together , right? All these things together. So how much did you get?

132. **SS:** four, three, three . . .

133. **T:** Ten? Is there ten? Who has got ten? Nine? Eight? Eight? Seven? Six? . . .

134. **SS:** Mr.Six

135. **T:** so there are words before noun or pronoun

136. **T:** አዎ። preposition ብሎ? . This cannot be.

137. **S:** Before place kale

138. **T:** Before place what? What does before palace? . . . Ok. Thank you.

Transcription-2

Name of the school: Glory Secondary School

Class observed: Grade 10

Date of observation: 01/01/2015

Time of observation: 45 minutes

1. **T:** Good morning! Class.
2. **SS:** Mr. Good afternoon, good afternoon Mr.
3. **T:** Yes it is good afternoon. Sit down please.
4. **SS:** thank you teacher.
5. **T:** Not yet. Sheeee. . . . Ok. Sheeee. Don't move your chairs, please.
6. **SS:** Mr.
7. **T:** Ok. Our Today's main focus is responding to letters. It is all about letters and we said . . . we said words on letters, right? And uses of letters as well. Now Despite other genres of letters . we just focus on formal letter , formal type of letter . Formal . . . letter, ok. Despite the all kind of letters, this letter mainly contains degrees of formality in terms of its content, right? So you will try to read a letter there (**turning the pages of text**) . . . on page 135 and there is also on page 136 and there are different letters . It says a formal letter, ok. Letters are grouped into . . . uh? Who can tell me ?
8. **S:** ڤڤ؟
9. **T:** letters, what are they?
10. **SS** : Formal
11. **T:** formal
12. **SS** : Informal
13. **T:** informal and semi . . .
14. **SS:** . . . formal

15. **T:** semi-formal. What is the measuring unit for the letters? How do you measure? What makes it formal? What makes it informal? What makes it semi-formal?
16. **SS: (silent)**
17. **T:** so it depends on . . .
18. **SS:** the types
19. **T:** so the types, it is mainly on the content. It's on . . . uh the content. So it depends lies in terms of content, right. . . . content but elements of letters are the same or uniformly the same among letters. It (**inaudible**) formal , informal or semi-formal. You have almost the same format : there is address , there is date, there is greeting , there is body , and there is concluding paragraph and finally , there is . . . mmm farewell, ok and signature as well , names of writer as well. So these are mainly the elements you could find in extended form, ok. You have some more elements in other forms of letters. But generally at least a given letter would contain the six elements of letter. But If it lacks, one of the given , then it lacks communication level, it lacks formality level and it lacks letter quality. Therefore, it is a must to have at least and contain at most. That's the point and try to read the uh . . . letter given here : the detail, the times, the times newspaper ,P.O.Box, London, Ethiopian Embassy ,London 28, august 2008,it says . try to read that and I may have something to do. Just read it for a while please.
20. **SS:/Mr. /Mr./**
21. **T:** yes on page 135 and 136 . Try to read the letter and you will tell me . . . you are going to do two things at a time. While you read , what are the contents and the elements and and I would ask you . so try to see the ins and outs of the letters .
22. **S:** Mr.
23. **T:** Uh ?
24. **S: (inaudible)**
25. **T:** yes .so . . . sometimes formal letters
26. **S:** Page ስንት ነው
27. **T:** It's on page 135. (**Checking their text book**). Where is yours?

28. **S1: (silent)**
29. **T:** Mmm. . . .? How about you? So you will tell me your names later. So I will deduct so it merciless how deduct five marks ,ok. students who didn't bring or come with text book . . . five marks. . . it is a word. Have heard what I said? . . . a student who didn't come with out exercise, textbook incurs. . . Whose book is it? . . . You didn't bring? How about you girls ?
30. **S: (we)** didn't bring.
31. **T:** You didn't bring?
32. **S:** yes . . . how about you? . . . Whose book is it?
33. **S:** Yours .
34. **T:** uh? . . . so you seems smart enough Whose book is it?
35. **S:** የሲ ነው . . . አምጥታለች።
36. **T:** Whose book is it ?
37. **T:** good. So you are safe. . . It doesn't take more than three minutes.
38. **SS:** feed **(inaudible)**
39. **T:** which one feed ? animal feed . it is . . . ehmm a food that you provide for animals . it could be . . . uh . . . byproduct of some product like the . . . after having molasses could be, ok. but it is a food. . . Read it gently ,please. Unless you could address the question, you won't get mark. . . ok the pebbles fill what? . . . the valley . you shall drop your points everyday. . . .
40. **SS:** **(start reading silently)**
41. **T:** . . . You don't want to speak English because you don't like?
42. **S:** one day , one day
43. **SS:** **(laughter)** . you assume that speaking English in the class specially assume that boosting or making somkind of . . . you know, degree or status?
44. **S:** yes
45. **T:** you feel that
46. **S:** personally

47. **T:** do you believe that ? you think ? locally or lobby ? . . .sleepy. OK. I think reading is enough.
48. **SS:** (laughter)
49. **T:** (laughter) . hurry up, please . It doesn't take much time so you will I know nothing about it .
50. **S:** እና ታዲያ;
51. **SS:** /mr/mr/ende embassy w new aydel?/
52. **T:** Ok this much is enough . . . uh . . . So let take these. Try to address the following questions, ok. Question number one. Listen! Sheeee. . . question number one . what did you observed in the letter ? What are the elements and letter? So write down the question and try to elicit the contents of letters.
53. **S:** እንጻፍ አይደል teacher?
54. **T:** yes . . . what you read from the reading. . . . it contains in the given letters . . . yes . . . what are the elements of a letter? . . . this letter . The letter you read. Figure out What are the elements of a letter ? Ok question number two.
55. **S:** ቆይ ሚስተርዬ, መልሱን እንስራ
56. **T:** You can do it later. Question number two. What if you are in the position of . . . that letter and respond to the letter. Respond to that letter.
57. **S:** ጥያቄውን
58. **T:** assume yourself in the position of that letter you are in the one who receives that letter .
59. **SS:** ሁለተኛው ጥያቄ ነው ;
60. **T:** You are the receiver but respond to the claim there you have . . . respond. It should not be number of paragraph . . . so respond to the letter. . . Yes respond to the letter . . . that is it. And try to address these two questions and then use your time. First come first serve. What . . . Sheeee. Keep quiet and do your job. . . . Do your task.
61. **SS:** ቢቃ ይሄ ነው ?

62. **T:** yes .just two task. The first is addressing the content in the uh . . . letter and then next to respond to the letter . . . you choose and you write .
63. **S:** እኛ ነን የምንጽፈው ማለት ነው ?
64. **T:** yes. You write to the letter in accordance with (**inaudible**) ten days, five days as you wish.
65. **S:** respond ስናደርግ አድሬሱን ምናምን መጻፍ አለብን
66. **T:** Yes. It must be formal
67. **S:** letter ጻፍኩኝ ማለት ነው ቢቃ?
68. **T:** Definitely. It is formal letter . So there must be address and all elements have to be incorporated.
69. **S:**London እንመርጣለን
70. **T:** Yes the street what you guess in.
71. **SS:** Mr.
72. **T: (inaudible)T:** OK. Yes. So the content may be similar but it should not be the same, completely the same. because the one that you are going to respond may be the same to the uh . . . the newspaper; that’s the content ,ok. so you may respond favoring or dislike your point stand ones.
73. **S:** content and ነው ካልክ ይመሳሰላ;
74. **T:** መመሳሰል ሳይሆን በይዘቱ ለምሳሌ ፣ ያንቺን ዎርድ እሷ መጠከም አለባት? መመሳሰል ማለት ይህ ነው ፣በይዘትግን ሊመሳሰል ይችላል. . . ok የምትጽፉት ለአንድ ስለሆነ ማለት ነው ok . Hurry up please . you have ten minutes only. You have ten minutes. It should not be many paragraphs, just respond accordingly. It could be in three or two paragraphs . . .
75. **S:** three እሺ
76. **T:** or in a paragraph. It depends because I cannot limit your response . . . you respond to what you are claimed . this the second you response according to the letter . The first is the elements that you observed . . . so just do you what you feel, and then we will see together.
77. **SS:** /mr/mr/ Date/mr/doctor ምናምን/
78. **T:** so you can say doctor or any, anything. . . . so who is going to get the jack pot ?

79. **SS: (Murmuring)**
80. **T:** Did you finish?
81. **SS:** yeah.
82. **T:** OK. so while you are doing your part, listen to uh
83. **S:** እናቀርባለን እንዴ?
84. **T:** yes ! . . . so if you want to get five you shall tell us both answers together . . . So you can change the former address as yours.
85. **S:** አይ አይደለም። አሁን እኔ የምጽፍለት እንደዚህ ፣እንደዚህ አድርጌ ነው መጻፍ ያለብኝ
86. **T:** yes. It is a formal letter. So the content has to be like this,ok
87. **SS:** /talking/laughter/አታውራ/አልገባኝማ/
88. **T:** ok Let me read you some responses how they are written from the other source.
89. **S:** Mr. አዝኛለሁ ለማለት
90. **T:** uh
91. **S:** Mr. አዝኛለሁ ለማለት
92. **T:** uh
93. **S:** Mr. አዝኛለሁ ለማለት
94. **T:** sorry, if feel sorrow . . . sorry ,really sorry, so it touch, touches me may be. Because don't think as we are thinking in Amharic. So we are thinking in Amharic, that's why we like to write things what we feel.
95. **S:** sorrow
96. **T:** agreed . . . sorrow. You could say but it is not in such extent. Ok, somebody is responding to the letter .listen! (**Start reading sample response**). This responds for an editor for a given letter of a given newspaper ok. who is ready men now?
97. **S:** ተቀባዮችቼ የት ናቸው
98. **T:** it may be in London . . . so look! This is Ethiopian embassy and the concerned body is this man (**pointing to the written text**), ok .so you are writing to this newspaper.
99. **S:** ይህን የጻፈልኝ ይህ ነው አይደል

100. **T:** No, this one (**pointing**).this Ethiopian embassy role. But the concerned body is Berhanu Kebede.

101. **S:** Berhanu Kebede.aha. .

102. **T:** ok. so he is writing to Newspaper ok. . . He is writing to newspaper. He is from Ethiopian embassy, right.

103. **SS:** yeah

104. **T:** maybe he is a PR, ok. He is PR, public relation, or public relation officer ok. Then, He wrote to the news paper.

105. **S:** ይህንን የተቀበለው ይህ ሰውዬ ነው (**pointing**) . . . ወይስ

106. **T:** This ,ok(**pointing**).this one is the who accepting the letter. Now this is from Ethiopian Embassy

107. **S:** ይህን ያሃፈው ነው ?

108. **T:** ይህ ይጽፋል ፤ ከዚህ ውስጥ ይህ የህዝብ ግንኙነት ኃላፊ ሊሆን ይችላል ። ይህን ዳፊ፣ . . . ለማን? ለዚህ። ያሃፈው ሲባል ማነው ኮንሰልቱ፤ ብሌን ነች አይደል የዚህ ደብዳቤ ባለቤት ፣ ዝም ብሎ ይህ ነው ይባላል ። ግን የተጻፈው በማን ስር ነው ? በኢትዮጵያ ኤምባሲ ስር ነው? በማን? በኒውስ ሌተሩ ፣ ኒውስፔፕሩም እኮ ሄድ አለው አይደል?እሱ ደግሞ ሲጽፍ ደግሞ ዲር፣ስር፣ብሎ ነው አይደል የጀመረው? ለዚህ የተጻፈ ቢሆን ዲር፣አቶ ብርሃኑ ዲር ስምበዲ ይላላ አይደል? But this is writing to this (**by pointing**) . . . so you should not write letter to Mr. Berhanu because Berhanu is the employer of the embassy

109. **S:** part of the embassy

110. **T:** Part of the embassy. so you are writing to Ethiopian embassy, ok. when you address Mr. Berhanu, dear,sir you could say. Because he is the consultant body, he is the concerning person that is going to read ,what? . . . that is going to read the letter, right. Did you finish?

111. **S:** አይ ላምብብልህና . . . አልጨረስኩትም እና እቀጥልበታለሁ

112. **T:** Ok.

113. **S1:** (**start reading**)

114. **T:**so are they in the position to get your advice ?is that relevant ?. You are writing to the newspaper, right . To whom are you writing?

115. **S1:** ለዚያ ሃገር ሰዎች

116. **T:** So you are not writing for the machine, especially for special department. You are writing for some special department it could be uh so on which are writing on this (pointing).so you are writing to the times of newspaper, times of newspaper. So your point of discussion shall concern on who said to a newspaper. considering subject to the letter that they are send you . በላኩልሽ ደብዳቤ መሰረት ምን ታደርጊያለሽ?

117. **S:** መልስ

118. **T:** አንድ መልስ ትጽፈያለሽ ይህ ነው ።የተላከልሽ በዚህ ነው ።አንቺ የሚትልኩው ቢቃ ይህ ነው,yes. Yeah I received your letter it imposes me a lot. Your title is so important and necessary at this time. As you wish in it , the effect of climate change have brought several clouds to parts of Ethiopia and (inaudible) months are offered. So it helps your country by given look them different necessities. Now ! look, you are not going to give necessary facilities for such country because they are developed ,right. What are the facilities that you provide to them. There is nothing that you are going to give because the Britain somehow developed, right?

119. **S:** (inaudible)

120. **T:** No. you are writing to them so they send you some letter , you accept that and you want to write. How do you write? So far this is ok but I will help you mostly something, some half . . . from the act ok.. የሆነ ያለህ ሰው መሆን አለብህ አይደል? ትረዳለህ . . . ok anyway try to finish. Ok, is there anyone ? so don't feel afraid. Ok read it. . . . yes sir,uh?

121. **S1:** (start reading)

122. **T:** mmm . . .

123. **S1:**(continue reading)

124. **T:** uh

125. **S1:** (continue reading)

126. **T:** so, it's ok but the contents are almost the same. Are they in the position to get your assistance ? . . . so you are repeating what they have written . That's good in the first substance but you need to change somehow some words ,right. Because everything should not be that copy.

127. **S1:** copy yet ale?
128. **T:** it's ok but part of it has to be realistic. That's it. But anyway that's a good . . .
beginning.
129. **S2: (start reading)**
130. **T:** now look. Who is asking . . .
131. **S2:** apology
132. **T:** . . . apology?
133. **S2:** UK
134. **T:** UK. Exactly. That's nice.
135. **S3: (start reading)**
136. **T:** mmm . . . somehow it is good but I am afraid to get the point. ok, let's begin
who is ready . . . to present ?
137. **S:** ሁላችንም ነው የምናቀርበው ?
138. **T:** yes. If you want to get , that's your wish and use your time
139. **SS:** ነገ አሰበንበት እንምጣ
140. **T:** uh . . .
141. **SS:** እውነት Mr.
142. **T:** so you will have another task tomorrow but for today we have limited . . .
ourselves to the function of time.
143. **S: (inaudible)**
144. **T:** we don't need to say that
145. **S:** ጊዜው ቢኖር . . .
146. **T:** as you like. አሁን ሪስፖንሱን ነው yemayew . ከዚህ በኋላ ለምን? እንደዚህ አሉ , እንደዚህ በሉ ,
ትንሽ ትዝታ . . . so read it out loud. This is how we learn , ok . . .
147. **S4:** ልጅምር ?
148. **T:** yes . say it out loud because I need to get the gist ok.
149. **S4: (start reading)**

150. **T:** excellent ! this is smart. So this is how the expected ok. so you are responding so they must ask apology or you are writing to the news week ,ok or that's newspaper . . . ok times newspaper
151. **SS:** times
152. **T:** so how do you say that ? that's the point ok. ok who, who else?
153. **SS:** murmuring
154. **S:** /ለሃሙስ / Mr. ለሃሙስ /
155. **T:** ok. continue . . . come and take . . .
156. **S5: (start reading)**
157. **T:** say it out loud , please.
158. **S5: (continue reading)**
159. **T:** it's ok. that's why I am coming . . .
160. **S5: (continue reading)**
161. **T:** ok, thank you. This is nice . . . Apology . . . yes
162. **S6: (start reading)**
163. **T:** so, so yo are talking loud and when you read it is very low. Almost we can say it's salto . read it out loud.
164. **S5: (continue reading)**
165. **T:** ok. uh ከምዚ ከምዛ
166. **SS:** uh?
167. **T:** fifty –fifty , so so
168. **S6:** ይህን ጨርሻለሁ
169. **T:** ok . . . read it out loud
170. **S6: (continue reading)**
171. **T:** it is nice but ehmm . . . I got difficult to get your gist. So anyway you begin the high way ,ok. nice. Ok so I have left students ehmm one,two, . . . , three , four . . . ,five . . . six . . . six , seven . so seven students . so we left with . . . eighteen . . . ok . . . fifteen or seven . so the rest of you will present tomorrow just get ready yourself.

And tomorrow , you will have uh . . . a paragraph. Try to write a paragraph about your class anything you want.

172. **S:** መኝቱ ነው ?

173. **SS:** ነገ ነው

174. **T:** tomorrow

175. **SS:** murmuring

176. **T:** so the bell has gone that's why . . .

177. **T:** ለቀረው ነው

178. **SS:** መኝቱ ነው የሚመጣው

179. **T:** tomorrow. So we will have two assignments.

180. **SS:** murmuring

181. **T:** ok , you write a paragraph

182. **S:** Mr.,

183. **S:** ያቀረቡት ያቀርባሉ?

184. **T:** yes.

185. **SS:** murmuring

186. **T:** Ok. thank you

187. **S:** Mr,Mr.

188. **T:** yes (አዎ)

Transcription-3

Name of the school: Glory Secondary School

Class observed: Grade 10

Date of observation: 02/01/2015

Time of observation: 45 minutes

1. **T:** Good morning, class.
2. **SS:** Good morning, Mr. Tadese.
3. **T:** so hopefully , you are ready for big fight.
4. **SS:** /yes /yeah/
5. **T:** Sit down please. So this would contain five marks as we said yesterday. So it is the time .so defend yourself.
6. **SS: (moving chairs)**
7. **T:** stop moving chairs . . . top moving chairs.
8. **S:** Mr. Tadesse **(inaudible)**
9. **T:** Anything you want. So your paragraph could be anything. It could be about your ...
10. **SS:** እንደፈለግን ነው ?
11. **T:** anything! If you like that matters .ok so your name is . . . Sheeee keep quiet and listen and try to use your time properly. Ok I don't have . . . time any more. So you better use your time properly. Sheeee . . . so read it loud; loud is important as well. It must be audible. So I shall sit at the back and listen to your reading and . . . there too as well. Did I give homework?
12. **SS:** yes, yes
13. **T:** . . . for the entire weeks?
14. **SS:** /yes/ yes/
15. **T:** so I will give you at the end of the class . . .
16. **SS:** yes

17. **T:** Ok, ok . so let's begin. It could be funny; it could be something interesting that
On your properties. Ok. . . Go.
18. **S1: (whisper).**
19. **T:** It is about her class.
20. **S1: (Start reading her answer)**
21. **S1: (inaudible)** we are appetite , we eat together we have many **(inaudible)**. If I told
you this much about our class **(inaudible)**.
22. **T:** Ok it lacks what? Degree of formality, word diction or word choice you can say
letter as well. Ok so your name is Lidia. Ok
23. **S2:** የትናንትናውን ነው ወይስ
24. **T:** both.
25. **S2: (Start reading)**
26. **T:** ok . so there is also word choice ,as well. Ok anyway this is the respond. Somehow,
this is the same with the first letter. Ok let it be.
27. **S3: (Start reading)**
28. **T:** ok churny . it is a machinist ideas . First she was talking about the class and finally
she intrudes herself. So any way . . . it is nice.
29. **S4: (start reading)**
30. **T:** Ok. . . . Ehee so what is the relation? What annoys you? What, what investigation
to write this? so the core of your writing ?
31. **S4: አልገባኝም mr.**
32. **T:** ይህንን እንድትጽፉ ያደረገሽ ምንድነው ? . . . so what was the key of writing. So the
newspaper has written something bad about your country and as PR practitioner, you
have to respond, right?
33. **S4: አዎ**
34. **T:** so,so your response shall be . . . you know on behalf of your country.
35. **S4:** yes
36. **T:** so where your sympathy . . . ok let it be
37. **S4: (inaudible)**

38. **T:** its ok. But what I need is the content . . . what I need is the content, the content of the letter. Let it be . so ehee . . . continue
39. **S4: (continue reading)**
40. **T:** so this is good somehow
41. **S5: (start reading)**
42. **T:** Read it out loud.
43. **S5: (start reading)**
44. **T:** this is your paragraph?
45. **S5:** mmm
46. **T:** . . . about your class. Ok let it be that's nice. So this is five.
47. **S5:** Thank you.
48. **S6: (start reading)**
49. **T:** is that the content of the . . . the news paper. The content of the newspaper.
50. **S6:** እንደሚረዳ እንዲያደርግ
51. **T:** ok this is 4.
52. **S7: (start reading).**
53. **T:** OK. Nice. So yesterday you have got 5 . . . and today you have got 3 because there is word problem and agreement as well.
54. **S8: (start reading)**
55. **T:** ok. So what is the relation between cherish and your date .ok so that's nice
56. **S9:** ለጀምር ?
57. **T:** you start.
58. **S9: (start reading)**
59. **T:** ok, ok
60. **S9: (continue reading)**
61. **T:** yeah. That's nice, five- five.
62. **S10: (start reading)**
63. **T:** ok it loses some formality. anyway it is 5.
64. **S11: (start reading)**

65. **T:** So you are mocking on your motto. Anyway that's really wonderful . so you are mocking our motto, right?
66. **S11:** can I start ልጆምር
67. **T:** yes
68. **S12: (start reading)**
69. **T:** ok.it is five-five but It seems cut-copy.
70. **S12:** uh
71. **T:** yes
72. **S13: (start reading)**
73. **T:** Ok word diction only ok four , five-four
74. **S14: (start reading)**
75. **T:** ok. fine. Ok four. Ok next . . . please enjoy. So budging and running is not important. This is home take assignment. So you shall do it at home.
76. **S15:** ልጆምር
77. **T:** you may please.
78. **S15: (start reading)**
79. **T:** yeah. Finally yeah , You confess. That's really nice. Ok so Word choice anyway did you present yesterday ?
80. **S15:** yes
81. **T:** that's **(inaudible)** and today is 4. So try to snatch chances.
82. **S16: (start reading)**
83. **SS:** ጭክ ባይ.
84. **S16: (continue reading)**
85. **T:** anyway word structures are nice but somehow it seems cut-copy ok. so it is direct replica or some **(inaudible)**. Ok.
86. **S17:** ስለ ኢትዮጵያ
87. **T:** uh
88. **S17:** ስለ ኢትዮጵያ
89. **T:** let it be

90. **S17: (start reading)**

91. **T:** you see. Ehee you know, the title is somehow bulky so you cannot manage it in a paragraph ok. You need to have much space. if you could drive as essay or discourse , you could now produce . but the topic is somehow enlarge . so cannot manage and you haven't prescribed detail. So you are just taking some points. So anyway it is so it is nice five-four.

92. **S18: (start reading)**

93. **T:** so it is too short. So you shall describe it is very detail manner. Ok how about letter?

94. **S19: (start reading)**

95. **T:** ok anyway, so I like your temptation . . . uh four of five.

96. **S20: (start reading)**

97. **T:** So almost in cut-copy. Everybody saying is the same even the words are the same. So how could I measure that the product of your mind? . . . so you are sympathy. So you are speaking as they said. So . . . for me a paragraph.

98. **S21: (start reading)**

99. **T:** Ok .so now look. So the . . . the topic that you raise is bulky. You cannot manage it two or ehee one page . so you need much space . ok how about letter:

100. **S21:** yesterday

101. **T:** ok yesterday. uh . . .four

102. **S22: (start reading)**

103. **T:** ok. This is your response

104. **S23: (start reading)**

105. **T;** so only the topic is ok, but the somehow bulky. it is impossible as we have said ehee. . . anyway ehee so the structures, the cohesion and like are somehow ,good. So four-four. Next

106. **S24:** start reading

107. **T:** Ok. So your wish that is nice .ok.

108. **S25: (start reading)**

109. **T:** Sheeee . . . listen please!
110. **SS: (laugher)**
111. **T:** It is ok. Just continue it's your production.
112. **S25:** continue reading
113. **T:** ok. That was written by whom?
114. **S:** me
115. **T:** I don't think so. You believe that. So we have violently, we have eyes and how things are going. I know.
116. **S26:** እኔ ነኝ
117. **T:** አንተማ አይደለህም . እያየሁህ ነው . ከነደብተሩ ነው ያየሁት .
118. **S25:** የራሴ ነው ::
119. **T:** ደብተሩማ ያንተ ነው but you are not writing this. you didn't write it. This is not yours.
120. **S25: (silent)**
121. **T:** . . . this is not yours! . . . Ok You shall talk to me later. Sit. You start.
122. **S25:** ere Mr.
123. **T:** ተወው ! Ok next . . . this is how we shall help each other ?
124. **S26: (Start Reading)**
125. **T:** uh . . . **(smile)** እሺ ቀትል . . . how things could be the same even the words , the structure, the form . . . so I am listening the theme . . .
126. **SS:** ስለምንም ብንጽፍ
127. **T:** ስለምንም ብትጽፉም , አንድ ዓይነት እንዴት ? እንዴት ? በምኑ ነው አንድ የሚሆነው ?
128. **SS:** the content
129. **T:** it is not about the content . my question is not about the content ; about your words and structure .
130. **S27: (start reading)**
131. **T:** so that is too short but there is no conclusion, ok.
132. **S28:** ትናንት አቅርቧልሁ
133. **T:** አይ ትናንት ካቀረብክ ተወው
134. **S28:** ትናንት አቅርቧልሁ?

135. **SS:** uh እንዴ!

136. **T:** uh. **(laugher)** so , ok የለም;

137. **S29: (start reading)**

138. **SS: (laugher)**

139. **T:** ok. . . so it is almost the same ok. . . . use your time please. So I don't have time to repeat. So I have left with two people.

140. **S30 : (start reading)**

141. **T:** so ehee. This is soaping or flattering or . so anyway let it be , four . how about the letter

142. **S31:** (inaudible)

143. **T:** ok . Hiwot Hailye ? . . . ጥሩ. That's all. So we have finished our_ we shall see it on **(audible)** fine .those who presented yesterday, you got five. But today . . . and now so I am planning to give you . . . I have planned to give you an home take assignment .because you will not come for epiphany 7 or 9 days .

144. **SS:** 7 days

145. **T:** . . . 7 days including the weekends, 9 and together with these weekends as well it goes to eleven days. Sheeee . . . keep quiet. Ehee . . . There is on page 93 "Brainteezer" on Page 93. Can you **(inaudible)** whom going . . . so it is a brainstorming or it is a puzzle , it is a kind of puzzle and try to solve . and try you shall come up with logic simple , the logic syntax why those things are there ? why you search? It is on page 93. Yes just on your exercise book , solve the puzzle.

146. **S:** እንዲሁ Mr.

147. **T:** On page 93 ,solve. Ok . . . so what do you mean the puzzle? You read the puzzle and then . . . you solve it. Who is going to Solve in puzzle . you will tell me the reason why that is so . . . that you may x and y . Ok find out it just in the story . what is the middle of Paris?

148. **S:** what is the middle of paris ?

149. **T:** . . . "r" , right? How. There is a word Paris, one ,two, three, four five . so the middle of Paris is "r". just like this , you will just find out . . . ehee the logic in the

episode or paradigm is given there .That's the way . that is the way. . . ok on page 128, on page 128 item 3,4, item 3,4, 128 ,128 item 3,4 . . . and 130. So that will be my issue. You will have how much days, 11 days?

150. **SS:** "9" days

151. **T:** You will come to fortnight

152. **S:** ጠይቅ

153. **T:**Ok . item 2. እሱ ምንም የሚያጨቃጭቅ አይደለም. Item 2 , answer the following questions page 130 and 131 language focus . item 1, 131, item 1 and 132,132,item3 item 3 . . . that is it . so this is your homework . . . so these are your home take assignment and look, on the day you come , you will have test . . . on Monday. You will have a quiz on Monday. So about the exercise that I gave you . ok whether you have done it or not. I must make sure that

154. 1,5-10 questions and it could be out of 10 or15 . That is it . . . ok. . . Sheeee . . . do you have question . . . So what do you plan to do? . . . So what do plan to do in the coming few days ? . . . Ok . . . that's it. Do you have questions? Sheeee . . . keep quiet , please. . . . Ok. So . . . That's. So get ready yourself. . . So you have a nice vacation.

155. **SS:** the same to you.

SS: Thank you!

Appendix-G

Addis Ababa University
Department of Foreign Language And Literature
Classroom Observation Checklist

Name of the school: _____

Class observed : _____

Number of the students: _____

Date of observation: _____

Target Language Use

The teacher checks for comprehension frequently

- by asking individual students
- by carefully observing all students in class
- by listening for responses from the whole class
- by asking for translation occasionally

The teacher offers opportunities for sophisticated language use

- by embellishing the basic statements that students make
- by asking a variety of questions in a variety of formats and levels
- by inviting students to create with the language rather than simply
 - a) repeating b) responding mainly with formulas c) memorizing dialogues

Teaching Methods

The teacher raises the level of student attention

- by involving students in the lesson
- by allowing student input to direct portions of the lesson
- by talking to individual students
- by talking about specific students

- by referring to places/locations/people/topics of interest to students

The students are actively engaged in the lesson

- by Gesturing
- by contributing ideas to the lesson
- by acting
- by responding to questions

The students are held accountable for the lesson

- by speaking the target language when asked
- by retelling material in their own words
- by helping each other
- by translation, when asked

Teacher questioning behaviour

- by encouraging students to ask or respond questions
- by giving opportunities for students to ask or respond questions
- by asking students referential questions
- by asking students display

The teacher promotes wait time

- by giving students long response time to respond or express their ideas ?
- by giving students short response time to respond or express their ideas

The teacher uses feedback and error treatment techniques

- by giving students negative comments such as : you are wrong ...
- by giving students positive reinforcement such as :excellent , very good etc...
- by inviting the student to correct him/herself
- by giving students cues while they make error
- by Condemn students when they fail to express or respond ideas

The teacher promotes higher-level thinking skills

- by asking students to synthesize the language in a story retell
- by asking students to create imaginative situations
- by asking students to supply motivation for actions in the story

The teacher amount of talking time

- by dominating students talking time.
- by initiating /letting students to talk more than teacher talking time.

List of Abbreviations

CLT: Communicative Language Teaching

IRF : Initiation-Response-Feedback

FL: Foreign Language

L1: First Language

L2: Second Language

SL: Second Language

EFL: English as a Foreign Language

ESL: English as Second Language

TEFL: Teaching English as a Foreign Language

SPSS: Statistical Package for Social Sciences

Q Question

A: Answer

F: Frequency

%: Percentage

List of Tables

Table 1: Teaching subs skills of speaking	16
Table 2. Responses of students to questions related to strategies used by teacher.....	37
Table 3. Responses of students to questions related to strategies used by the students.....	41
Table 4: Responses of students to questions related to activities used for developing speaking skills	46
Table 5: Responses of students to questions related to sub skills used by the students	51
Table 6: Frequency of Display Questions and Referential	68
Table 7: Types of Classroom Discourse Structure	70

List of Figures

Figure 1: Responses of students to questions related to strategies used by teacher	38
Figure 2. Responses of students to questions related to strategies used by students	42
Figure 3: Responses of students to questions related to activities used for developing speaking skills	47
Figure 4: Responses of students to questions related to sub skills used by the students	52
Figure 5: Frequency of Display Questions and Referential.....	68
Figure 6: Types of Classroom Discourse Structure	71