

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**AN EVALUATION OF STUDENT-TEACHER TRAINEES'
IMPLEMENTATION OF CLASSROOM INTERACTION ACTIVITIES IN
EFL SPEAKING LESSONS IN SOUTH GONDAR**

Yitayew Zerihun Beyan

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BY

Yitayew Zerihun Beyan

APPROVED BY BOARD OF EXAMINERS

Elizabeth Ayalew

ADVISOR

Yitayew Zerihun Beyan

SIGNATURE

Alamirew G/mariam

EXAMINER

[Signature]

SIGNATURE

Haregewin A.

EXAMINER

[Signature]

SIGNATURE



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Abstract

The purpose of the study was to evaluate student-teachers' implementation of interactive activities. To gather data for the study three instruments classroom observation, questionnaire to students and interview to student-teachers were used.

Eight speaking lessons in south Gondar two secondary schools were observed, one hundred and forty students filled the questionnaire, and three student-teachers of the observed section were interviewed. Both quantitative and qualitative techniques were used to analyze the data.

The results of the study showed that classroom interaction activities were not implemented properly. The student-teachers dominated the students. Much emphasis was also given to grammatical rules and oral corrections. Moreover, the speaking activities in the students' book were not adequate to generate oral interactions. The classroom conditions immense number of students were not suitable for speaking lessons.

Based on these results, conclusions were drawn, and recommendations were made.

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CHAPTER ONE

Introduction

1.1 Background of the Study

The idea of teacher education has gone through different changes and it has been the point of interest in the educational arena. Thus, a great deal of controversies, discussions and innovations have been made on the issue for many years. This in turn has brought about remodifications of the goals and processes of teaching and learning (Harrison and Gaunt in McClulloch and Fidler 1994). Following this reforms, recently, a complete Teacher Education System Overhaul (TESO) has been designed and implemented in Ethiopia to deal with the challenges of the country's teacher education system. The major purpose of TESO is to make teachers become active agents for changes within the classroom, within their communities and ultimately, within the Ethiopian society (MOE 2003: 35). To this point, Hailom (1998:403) asserts:

Teacher training education programme should be designed in such a way that trainees should be helped to understand themselves and to be ready to learn to teach. The training programme should ensure the development of desirable behavioral and attitudinal changes to ensure professionalism in teaching.....

In relation to this, Brown and McIntyre (1993) cited in Kindalem (2005) assert that the role of teacher education and training institutions in providing the knowledge necessary for teaching at the intended grade level, whilst schools are considered best places for student-teachers to develop and apply practical skills during the training. Therefore, in many teacher training programmes, the central component is practicum (Ibid). According to the TESO, pre-service sub-committee's plan, the practicum, teaching methods and professional studies are prioritized and given sufficient time to enable trainees to be taught in a way which is in line with current teacher training programs. Among these components, teaching methods (techniques) can only be understood in the context of practicum. Teaching should be designed to allow students to develop what they need in the way, which is best for them. This

may help students make sense of things that confront them and thus learning takes place (Ibid). This is because teachers are required to have the necessary teaching qualification and competence in English language through pre service teacher training (MOE, 1994).

In the Ethiopian education system, one of the main reasons why students learn English in schools is to be able to use it as a medium of instruction. In Ethiopia, English is taught as a subject from grad one in elementary up to tertiary levels. In addition to this, English language is being studied as a major subject by trainee-teachers of English at tertiary levels, i.e. in the universities, and colleges. Therefore, those trainees of English who are assigned to practice teaching English are expected to explain, communicate with students, question them effectively and respect students view and respond fully to their questions (MOE, 2003: 41) using the English language. This idea implies that there is classroom interaction between student teachers of English language and the students in speaking classes.

However, in this respect, the role of English language in the classroom is to foster classroom interaction through classroom interaction activities thereby to developing students' speaking skill.

1.2 Statement of the Problem

Studies conducted in Ethiopia with regard to classroom interaction show that students after learning English for three or four years in secondary schools, master only the language systems. That is, they fail to use English outside the classroom since they are not provided with opportunities to practice the different ways of interaction using the spoken language in EFL class. Research study conducted by Sisay (1999) looks at the classroom interaction and its influence on the development of students' speaking skill in English. His findings show that teachers' unbalanced approach between accuracy and fluency can affect classroom interaction and this has influence on the development of students' speaking skill. Thus, giving emphasis only to

grammar exercise and focusing always on accuracy work and teacher controlled methods, inhibit students from developing their speaking skill.

The intention of TESO is that teaching should be designed to allow the students to develop what they need in the way, which is best for them. The role of the teacher is to be more concerned with giving support to the learner than being an ‘inspector’ of knowledge in active learning classroom (Ibid).

In an EFL speaking class, Moges (2007:24) states “active learning techniques are activities, which the teacher incorporates into the classroom to foster active learning”. This can make the learner to be actively involved in the classroom interaction. In relation to this, Moges (2007), studied the techniques practiced by EFL teachers in implementing active learning. The result of his research findings show that teachers fail to use active learning techniques. This is because they used limited techniques and leave out other major techniques which are used to promote the critical thinking and problem solving capacity of students. Many research studies have been conducted in the regular English teachers in EFL speaking lessons by local researchers. But in my case, I focused on graduates of student-teachers of English to evaluate the classroom interactive activities they utilize in EFL speaking class. Thus, this research study tries to investigate Bahirdar university English languages graduates of 2008 student-teachers’ practice of using classroom interaction activities in EFL speaking instruction at grade 10 level in non-plasma TV classes (i.e. teacher-student face to face speaking classes).

1.3. Objectives of the Study

The general objective of this study is to investigate the implementation of classroom interaction activity practices in EFL speaking classes in two government general secondary schools in region three, south Gondar, namely

Woreta General Secondary School (WGSS) and Addis Zemen General Secondary School (AZGSS).

This study also tries to seek answers to the following specific questions:

1. What are the different oral interactive techniques (activities) used in EFL speaking lesson at grade 10?
2. To what extent do student-teachers employ these techniques (activities)?
3. What are the factors that affect student-teachers of English in the implementation of classroom interactive activities in the EFL non-plasma TV speaking classes?

1.4. Significance of the Study

In a genuine second /foreign/ language environment (i.e. with in the native speech community) language development may occur outside the classroom. However, when outside exposure to a target English language is minimal, students learn English as a foreign language in the classroom (Finocchairo and Brumfit 1983). Then, studying classroom interaction techniques in EFL speaking class on teaching practice becomes worthy as it is the means to learn classroom interaction. Therefore, exploring the classroom interaction techniques in EFL speaking lesson at secondary school practicum is hoped to generate theoretical and pedagogic insights into the classroom interaction techniques. Hence, the study would potentially be significant to:

1. Student – teachers of English, to evaluate their own interactive techniques /activities/ and raise awareness, of their own interaction in the EFL speaking classes.
2. Promote interactive classroom, in EFL speaking lessons to a large extent depending on the design and preparation of the activities. Thus, course book writers and syllabus designers will benefit from this study.

3. Teacher trainers and educators get awareness regarding what is going on in EFL speaking classes.
4. Researchers can use this findings as a basis or stand point for further study in the area.

1.5 Limitation of the Study

Due to financial and time constraints the study involved only two government general secondary schools in South Gondar. The researcher, however, believes that the study would have been more reliable if it had been able to involve other grade levels.

1.6 Scope of the Study

Although the area of investigation is required to address all grade levels and schools or institutions, the study has narrowed its scope to grade 10 at two selected government general secondary schools in South Gondar.

CHAPTER TWO

Review of Related Literature

2.1. Recent Trends in Teacher Training in Ethiopia

The idea of teacher training has gone through different approaches with relatively different theoretical frameworks. Despite the effort made to improve the teacher education programme in Ethiopia, aspects of teacher-training has still been a demanding task Amare and et. al. (1998). To this effect, the education sector has repeatedly tried to review its policy. One of such policies was the education and training policy of 1994. This recent change has been initiated by the agent, TESO (Teacher Education System Overhaul) (MOE, 2003). The TESO, pre-service sub-committee, has focused mainly on practicum. Thus, emphasis has been given to the importance of teaching skills (techniques) as much as academic ability in the teaching of practicum (Ibid).

As clearly stated by MOE (2003) "it is through the process of teaching a class of learners that the student-teacher has a chance to apply knowledge and skills attained elsewhere or to develop strategies for handling the different dimensions of a lesson." (Ibid: 76)

To this end, in Ethiopia, the new practicum of teacher training education programme, is designed to attain the following objectives (MOE, 2003:76):

To produce teachers who will:

- Be academically and professionally qualified and able to teach effectively two subjects offered in Secondary School and prepare students for Middle Level Technical, Vocational or Higher Education.
- Promote students' interest in learning and enable them to work independently and cooperatively so that they can acquire knowledge, skills of planning analysis, organization, research and evaluation.

- Equip students with the confidence, understanding and skills that they need to take up their civic responsibilities and take their place as adults with in their communities in order to be become responsive citizens.
- Develop students' skills, using appropriate methods for subject content: enable students to develop cooperative and student-centered learning, and to use problem-solving technique in a number of different situations.
- Apply democratic practices, as enshrined in the Ethiopian constitution and promotes positive interaction in the classroom and the school.
- Choose, produce and make use of local resources and educational media to enrich students' learning.
- Apply managerial and planning skills needed for effective management of large classes. (p: 76)

Actual classroom teaching practice is the most relevant experience for teacher trainees. According to Hailom (1998: 401) "if the classroom teaching is to be effective, teachers must be well trained and should be ready to assume the responsibility of teaching. They should have adequate knowledge in the subject areas they teach and the necessary training in pedagogy." Thus, practicum teachers have to take personal responsibility for their professional action in the classroom (Wallace, 1991). Hence, with regard to the teacher's activities in the classroom interaction, Rivers (1983:192) states "Teacher-student relations are changing from the traditional teacher-directed situation to one of teacher-student interaction with shared decision-making." In the classroom, the teacher is the most important element in making learning happen. Teachers are expected to create positive learning conditions in addition to being resourceful in the subject areas they teach (Hailom, 1998). To this end, trainee teachers should be competent in communication and techniques of learning and teaching (MOE, 2003). Thus, according to Ministry of Education (2003), teachers in the classroom should:

- Use a range of teaching strategies including active, student-centered learning, direct interaction teaching, home work and independent study and be able to select strategies according to students needs, topics under focus and subject content.
- Select and use with understanding a wide variety of appropriate resources.
- Arrange learning for individual groups and classes.
- Set expectations and demands which are geared to the needs and abilities of all students.
- Identify and respond duly to students with learning difficulties in or barriers to learning in order to provide appropriate remedial support.
- Respond positively and fairly to issues of gender, cultural and linguistic differences among students.
- Foster students' willingness and ability to take responsibilities for their own learning (MOE, 2003: 41-2).

Evidence has shown that the best way to train teachers is to give them real experience of school and students very near the beginning of their course (MOE, 2003), so that this can inform their further learning: theory about psychology or motivating students or teaching methods can only be understood in the context of reality (Ibid). For the student-teachers to learn what to teach effectively, it is essential that the practicum and aspect of teaching methods form the central core of their learning process (Ibid). Thus, student-teachers who enter schools for practicum are all prepared in the basic practical teaching skills (activities) needed to survive in the classroom (MOE, 2003). This shows that teaching activities are skills that help facilitate interaction in EFL speaking class.

Thus, student-teachers of English in the teaching practice are expected to be equipped with all the necessary teaching skills, knowledge and interest. In relation to this, Hailom (1998: 403) remarks "Teaching training program should ensure the development of desirable behavioral and attitudinal changes to ensure professionalism." According to the document of MOE

(1994), the teacher education and training components emphasize on basic knowledge, professional code of ethics, methodology, and practical trainings (teaching practices) as basic requisites in the profession and thus, ascertain that teacher trainees have the ability, diligence, professional interest and physical and mental fitness appropriate for teaching profession in the EFL speaking class. Therefore, on the basis of the TESO document, once the professionalism of trainee-teachers of English is ensured, the implication is that student-teachers in EFL speaking class can properly use classroom interaction activities to develop students' speaking skill in EFL speaking lessons.

2.2. Defining Classroom Interaction

In the field of second language learning, most researchers would recognize the development of classroom interaction as a social phenomenon, as well as a linguistic one (Magnan, 1998). In this regard, Elizabeth (2003) says the fact that language is a social phenomenon makes the learning of it an interactive and a communicative process. Richards and Platt (1992) define classroom interaction as the pattern of verbal and non verbal communication and the types of social relationships which occur with in classroom.

Classroom interaction, according to Rivers (1987) is students' achievement in using language when their attention is focused on conveying and receiving all authentic message that contain a certain information interesting to the learners to be involved in a defined situation, Wells cited in Rivers (1987) says that the basic unit of discourse and linguistic interaction is a collaborative activity that involves the establishment of a triangular relationship between the sender, the receiver and the context of situation.

Brown (1994:159) defines "interaction is ... the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each other." Interaction does not refer only to the action and reaction made by the participants in the classroom (Thomas, 1987). It is more than this. If the action of the teacher is followed simply by the learners'

reaction to be used in the classroom, interaction is more than the learners' reaction to the teachers' action (Littlewood, 1992; Byrn, 1987; Bygate, 1987). Though different authors have defined classroom interaction in different ways, the central idea of classroom interaction remains the same (Sisay, 1999).

As language is a primary source for social communication between teacher and students and vice versa, methodology is the source of pedagogic communication between the teacher and his/her class (Thomas, 1987). He adds that in pedagogic interaction, "The teacher acts up on the learners to cause reaction. This reaction informs some action performed by the learners, a response to a question, an item executed in a drill, a word pronounced or spelt, as sentence written." (Ibid: 39). There is a shared element between interaction and communication as interaction is the interpersonal aspect of communicative event. Communicative language teaching relies on the interaction made between and among the participants. In this regard, Allwright (1984:156) says "communicative practice in the classroom is pedagogically useful." This argument leads to the understanding that everything that happens in the classroom happens through the management of interaction activities in the classroom and that learning itself is managed.

Thus, it is through classroom interaction that the learner makes a leap from classroom drill to real communication (Littlewood, 1981, Allwright and Bailey, 1991).

Barens and Todd (1977) cited in Allwright (1984) say that learning can take place through discussion. According to this view students' group discussion is important to facilitate better understanding to learning by sharing their ideas among themselves through interaction activities. From this view, the logic for the classroom discussion should encourage the students to interact with their groups in the classroom speaking lessons.

Stevick's (1980) argument as cited in Allwright (1984:157) states that "we may expect learning to be more effective the more deeply it involves the

learners.” This view emphasizes on the idea of helping learners to learn through interacting by getting them more deeply engaged in the communicative activities. The teacher and the students should be taken as major elements than the pedagogic ideas developed to generate learning activities in the classroom interaction (Lier, 1988; Cele Murcia, 1991; Brown, 1994). This may help students to promote active learning in EFL speaking classes.

2.3 Active Learning

One of the changes seen in the education system in the Ethiopian context, is the paradigm shift in the model of teaching and learning of 1994 which involved the shift from rote learning to active learning (Lue, 1998). This change has brought a major paradigm shift in our thinking about education in general and learning in particular. Similarly, in the teacher training system, there have been continual changes in the curriculum and teachers profile who are essentially agents for the change in the education system (MOE, 2003).

In the teaching-learning process, involving students actively in the classroom interaction activities does have lots of benefits. In this regard, Silberman (1996) also asserts that when language learning is active, students perform most of the activities or the works, solve problems and apply their knowledge in their daily life. This undoubtedly helps learners to acquire understanding and master learning through active classroom interaction activities.

In order to make language learning effective, students should be provided with different kinds of stimulation through the senses, which can make them seek answers or solutions to (a) problem(s) through interactions. This can be achieved through active involvement of the learners in the speaking instruction. Regarding this, Celce-Muricia et. al. (1997) states that active involvement of students provides a better environment for 2nd language than classrooms dominated by formal instruction.

In general, in active learning, the involvement and participation of the learners in the interaction is mandatory. The learners are not only passive recipients of knowledge; they also discuss, compare, rearrange, analyze ideas, draw conclusions and communicate. To this end, Tudor (1993) says that active learning also promotes interaction, working collaboratively, etc. These in turn promotes language learning by creating a learning environment that fosters interaction in EFL class of speaking.

To this end, Tundo (1993:24) asserts "If language teaching is to be geared around students' intentions and resources, then both the teacher and the students themselves need to understand what these intentions and resources are."

Thus, Allwright and Bailey (1994) remark that a teacher should always be alive in what goes on in the classroom and adjust his/her teaching interaction activities accordingly in presenting the lesson. This implies that teachers should employ different interactive activities based on the need of the students and the resource ready to be used in EFL speaking lessons.

In a foreign language learning setting where the target language is to be taught as a foreign language inside the target language environment (classroom), there are factors that should be considered in spoken language learning classes. Brown (1987) and Stern (1983) consider the cognitive factors, personality factors, the socio-cultural and the linguistics factors as the main domain for interactive learning to take place in English language classes.

In terms of these domains, there are 3 conditions of learning that can delay or promote learning in specific context of the language classes. These are

- 1) The learner's factors such as needs, goals, peer group, role-models, home support.
- 2) The linguistic factors-that refers to the linguistic distance between the language to be learnt and the language of the learners and the students' level of proficiency in the language to be learnt.

- 3) The learning process which includes the learning style, motivation, classroom atmosphere Finocchiaro, and Brumfit (1983); Stern (1983) and Brewn (1987).

The conditions of learners for learning speaking in EFL class along with activities /tasks/ through classroom interaction are important techniques that should be taken into account by the language teacher's to bring communicative interactions among students Nunan, (1989); Finocchiaro, and Brumfit (1983). This implies that the teacher's teaching techniques are related to the actual point of contact with his/her students through classroom lessons.

In relation to this, Clark's (1984) cited in Cook (2001) definition of technique is stated as follows.

A technique is able for what we do as teachers, teachers combine these techniques in various ways with in a particular technique/style. Put a structure-drill with a repetition dialogue on a role-play and you get the audio-lingual style with its dependence on the spoken language, on practice, and on structure. Put a functional drill with an information gap exercise and a role-play and you get the communicative style with its broad assumptions about the importance of communicative tasks in the classroom.(pp-199)

With regard to tasks (activities), they can be defined in terms of what the learner will do in the classroom. Thus, Breen (1987) cited in Nunan (1989) defines what he called 'pedagogic' tasks as:

... an structure language learning endeavor which as a particular, appropriate content, a specified working procedure, and a range of out comes for those who under take the task. "Task" is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and length activities such as group problems-solving or simulations and decision making. (pp. 6)

This implies that there are various tasks used for language classroom interaction in EFL classes.

2.4 Different Activities for Classroom Interaction

As Lier (1988) states one of the most important assumptions about interaction is that it presupposes participation, personal involvement, and the taking of initiative in some way.

There are different activities in the classroom that take place during interaction. These activities can be categorized under two areas, accuracy and fluency. Micheal and Hill (1985) give clear pictures of different practices of accuracy and fluency. Teachers should make clear to their students that in a practice which concentrated on accuracy all important mistakes will be corrected. Moreover they say that "accuracy practices are essentially classroom activities which play the emphasis on language learning (p.36).

As stated by Micheal and Hill (1985) in fluency practices teachers must not correct every mistake, and indeed must positively encourage students to use all means at their disposal to get their message across. There is tendency for teachers to believe that beginners require only accuracy practices and more advanced students only fluency practices. They say this is not true and the best language teaching offers both kinds of practice of all levels.

Regarding this, Byrne (1987:12) mentions the divisions of time between accuracy and fluency work, saying that at an elementary level, one will probably want to spend more time on accuracy work, in order to build up the learners knowledge of grammar and vocabulary as quickly as possible. In this case, the class work focus will be more on accuracy work than fluency work. At an intermediate or advanced level, Byrne (1987) says that the teacher will be able to spend much more time on fluency work than accuracy work.

In the practice of classroom interaction there are two approaches described by Byrne (1987:8)

These are:

- | 'A' | 'B' |
|-----------------------|----------------------|
| - whole class | - pairs and groups |
| - teacher controlled | - learner directed |
| - accuracy activities | - fluency activities |

In Byrne's view, these key points do not always go together in this way, to form a kind of approach to teaching, and advises that one can use pair work for accuracy.

On the whole, according to Byrne, teachers often favour one approach or the other in their class work. Joseph and Clark (1988) also share the same view. But Byrne (1987) says "there should be a balanced approach" and this can take place as Byrne suggests, through a combination of class work, pair work and group work.

There are many different activities for classroom interaction that help to develop students' speaking skill thorough classroom interaction. For example Joseph and Clark (1988) mention the following list as participatory activities.

- | | | |
|-------------|---------------|----------------|
| Discussion | forums | role playing |
| Panels | committees | simulation |
| Symposia | small group | brain storming |
| Debates | socio drama | fishbowl |
| Roundtables | buzz sessions | jury trial |

(Joseph and Clark 1988:210)

For a brief understanding Byrne (1987) puts summary of activities under accuracy and fluency by showing a model of classroom interaction as shown below.

Table 2.1: Summary of classroom activities as presented by Byrne
(1987: 106)

Teacher controlled			
A C C U R A C Y	Whole class activities		F L U E N C Y
	A) Games Controlled Conversation Listening	C) Conversation Simulation Games Story telling Listening	
	B) Exercises Controlled conversation Role play Games Questionnaires Listening	D) Discussion Game Role play Project work Listening	
	Pair work ----- group work		
Learner directed			

The familiarity of these activities according to Joseph and Clark and Byrne as well, depends on the level, task or interest of each class.

However, these summary of classroom activities are appropriate for classroom interaction in EFL speaking lessons.

2.5. Classroom Interaction Activities in EFL Speaking Lessons

Teachers have been playing a dominant role, traditionally assuming, learning as the reflex of teaching, thus, the action of the teacher is just requiring a reaction on the part of the learner. Recently, however, different approaches have been implemented to reduce the teachers' authority and to allow learners to get involved and take a greater initiative. Whatever pedagogical approach is taken, it is the interaction of the classroom, the assumption and assignment of different kind of participants' role which mediates between teaching and learning (Thomas 1987). In a genuine classroom interaction, Kummaravadivelu (1993: 12) suggests the following:

Learners ought to be active, not just reactive in class. They should be encouraged to ask for more information, seek clarification, express an opinion, agree and/or disagree with peers and teachers. More importantly, they should be guided to go beyond memorized patterns and monitored repetitions in order to initiate and participate in meaningful interaction.

Classroom interaction activities in EFL speaking lesson creates learning opportunities for the foreign language learner in interactive situations. In this regard, Elizabeth (2003:66) suggests “The different types of pair and group activities learners have to do and the fact that the language teachers have to be more of a facilitator to help students do much of the productive activities creates a different environment”

English language teachers are responsible for stimulating student’s creation, the type of situations in which interaction naturally blossoms and in which students can use the activities in EFL speaking classes for actual communication what they have been learning in a more formal way (Rivers, 1987). Because of this thought, teachers are generally characterized as controlling most of what is said and done in EFL classroom interaction (Johnson, 1995). Foreign language lessons, generally, consist of a sequence of acts, like an Initiation act, a Response act, and an Evaluation act (IRE) (Ibid).

According to Ur (1996), the most common type of classroom interaction is known as ‘IRF’ – Initiation, Response and Feedback: the teacher initiates an exchange, usually in the form of acquisition; one of the students answers, the teacher gives feedback (assessment, correction, comment), initiates the next question and so on. In relation to this idea, Richards and Nunan (1989) say that the pattern of classroom interaction between the teacher and the students is the teacher structures the lesson, solicits responses from students, treat to these responses. We can see that the ‘IRE’ or ‘IRF’ sequence represents the most basic interaction sequence of EFL classroom speaking lessons.

The interaction sequences of EFL speaking classroom, according to Johnson (1995), are easily recognizable and may exist within three broader phases (i.e.

opening phase, instructional phase, and closing phase) in the whole classroom interaction. In this regard, Jhonson (1995: 17) states.

These sequences are recognizable in classroom discourse. The IRE sequence exists within three broader phases that make up the overall structure of classroom lessons. These include an opening phase, which serves to orient the students to the content to be taught, as well as provide procedural information about how they will be expected to participate in the lesson; an instructional phase, which contains topically related sets, or instructional activities that focus on specific aspects of the content being taught; finally, the closing phase which provides both informative and procedural information about what students will be expected to do with what they have learned.

The teacher, however, does not always have to initiate, as there may be interaction between students and between a student and the material (Ur, 1996). This is related to the students' use of active learning techniques. In relation to this, Silberman (1996) says, "Active learning brings together in one source a comprehensive collection of instructional strategies. It includes ways to get students active from the start through activities that build teamwork and immediately get them thinking about the subject matter." In the same way, ICDR (1999) states that one of the most important aspects of active learning is that the learning that goes on in the classroom is 'active'. There are different interaction activities that enhance students' active learning in EFL speaking classroom interaction.

2.5.1 Text-Aided-Oral Interaction

Texts can be used as sources of oral interaction. Text-aided oral production, if the texts are authentic, help students enjoy authentic use of language. They also help them apply the classroom oral interaction lesson in EFL classes and extend it to the outside classroom environment. The use of authentic texts enables students to generate meanings from the practical use of language (Ur, 1981; Richards and Rodgers, 2001). Some of the different sources for authentic texts are text-aided oral reports of magazine, newspaper, journal etc and also story telling based on sequences of cartoon strips, pictures or menus can be used as sources for such activities (Shumin, 1997; Richards

and Rodgers, 2001). In this respect, River (1987) remarks that interacting with text activities is a pedagogically valid and sufficient form of communication in EFL classes of speaking. When the students' experience based oral interaction are supported by text activities, students' command of English in the interaction can be developed.

2.5.2 Experience-Based Oral Interaction

The implementation of activity-centered interactions that can encourage students to express their needs and interests helps teachers to relate the activities to students' experience (Johnson, 1995). The need to relate students' prior experience to the activities brings resources of students' life experience in to the class. On a similar point Prodromou (1992) remarks:

Students don't come in to the classroom empty handed or empty minded. Once we accept that learners bring with them a whole range of cultural experiences and first language skills, then we can begin to build on what they know, instead of incessantly reminding them of what they do not know (p. 49).

Thus, teachers need to value the experiences that students bring to the class as resources to be used in classroom interaction. The experiences that students have in the oral interaction can help students to promote activities of information gap.

2.5.3 Information Gap

In an information gap activity, the student has some information that must be shared with others through questions to solve a problem, or both students have different information and tell each other (Doff, 1988). These types of activities are thought to be effective in L₂ classroom for they give every learner the opportunity to speak in the target language for a long period of time. Besides, speaking with peers is less intimidating than presenting in front of the entire class. Activities include instructions (Giving directions), descriptions, comparisons, and narrations (Bygate, 1987). In description, for instance, (Brown and Yule, 1983), the speaker can have one photograph to describe and the listener has a four or five similar photographs, only one of

which is exactly the same as the speaker's. On the basis of the speaker's description, the listener tries to choose the correct paragraph (Ibid). This shows that the teacher's use of information gap activity in speaking lessons can help students to interact with their groups. The students' experiences found from the information gap activities can help them do the activities of role-play.

2.5.4 Role Play

According to, Harmer's definition, "Role play is any speaking activity when you either put yourself into somebody else shoes, or when you stay in your own shoes but put yourself in to an imaginary situation" (1991:131). As the activity is conducted by letting them imagine a situation, the classroom will be assumed to include the outside world. In role play, the role of the teacher could be either a facilitator or a spectator, that is, watching them and offering comments and advice at the end and sometimes participants. As the students practice the activity, the teacher may also act as a 'walking dictionary' to feed in them some words when they are stuck (Bygate, 1987; Rives, 1987). This implies that students who are supported by their teachers and are practiced role-play can simulate to create real life situation.

2.5.5 Simulation

Harmer (1991:132) states "The idea of simulation is to create the presence of real life situation in the classroom students simulate the real world". In this activity, students should not consider themselves as language learners but as people in the imagined situations. For example, the classroom situation may be simulated to be a market or an airport on any imagined world. This technique is useful to make students practice the real life interaction outside the classroom. Students who are simulated in speaking class can easily interact in the group.

2.5.6 Groups Discussions

Discussions are the means by which students promote interactions. Discussions can be about almost anything, from cultural issues, education,

learning English language, to current events and not topics, for instance, sports (football). In group discussions, learners use the language to communicate for real reasons: to explain their ideas, make suggestions and eventually reach consensus (Harmer, 1991). Most researchers agree on the benefits of small-group discussions on language development. In small-group, for example, students may have an opportunity to practice listening for main ideas and details, build vocabulary, use of English to explain and elaborate, and use strategies to keep the conversation from breaking down (Brown and Yule, 1983; Harmer, 1991).

Thus, in order to employ these classroom interaction techniques (activities) in speaking lessons, the teacher plays a great role, initiating L₂ students to interact with their groups and creating context to the needs of the students in the classroom. The roles of the teacher are not limited to these activities. There are others that will be discussed in the next-section. The students involvement in the group discussion are helpful in sharing knowledge and experiences among themselves and thus classroom interaction can be promoted through question and answer oral activities.

2.5.7 Questions and Answers

This technique, according to Silberman (1996), is mostly used as a way of prodding students in to the oral interaction and instantly testing comprehension. There are some simple ways of questioning techniques, which increase students' involvement in the interaction and comprehension. Among which, for example, the 'Socratic Method' can frequently be used. "This technique in its original format involved instructor's 'testing' student's knowledge (of reading assignments, lectures, or perhaps applications of course material to a wider context) by asking questions during a course of a lecture" (Ibid).

The questions and answers oral activities help for the students to share knowledge and experiences among themselves. This technique implies that it can be a ground (source) to start and facilitate more classroom oral

interaction in EFL speaking lesson. Question and answer oral activities are techniques that can facilitate discussion of whole class (panel discussion).

2.5.8 Panel Discussion

As a technique of teaching English actively, students are asked to give class presentations or reports as a way of including the entire classroom interaction in the presentation. Each panelist is then expected to make a very short presentation before the floor is opened questions from the 'audience' (Tola, 2006). This encourages learners to express their views and other learner's point of view, because it brings difficult ideas or knowledge about a topic and helps to consolidate learners' understanding and critical thinking. All the classroom interaction activities that have been discussed so far can determine the roles of students in speaking EFL classroom interaction.

2.6 The Roles of Students in Speaking EFL Classroom Interaction

Student-student oral interaction is based on peer relationships. In foreign /second language learning, teachers should allow learners to interact among themselves and thus, create maximum degree of communication. Johnson (1995:116) states, "the recent shift toward more communicative approaches of second language teaching has promoted a shift in structural styles; as a result, more classroom time is allotted for students to actively communicate with one another."

Nunan (1989) shows a summary of the wide variety of learners in communicative classroom as follows:

- The learner is involved in a process of personal growth
- The learner is involved in a social activity and the social and interpersonal role of the learner can not be divorced from psychological learning process.
- Learners must take responsibility for their own learning developing autonomy and skills in learning how to learn (1989:80).

In the same way Richards and Rodgers (1986) suggest the learners' roles in doing oral interactive activities in language class can be assessed by considering the following:

- The degree of control learners have over the context of learning;
- The partners of learner groupings adopted;
- The degree to which learners influence the learning of others; and
- The view of the learners as process, or performer, initiator, problem solver (Richards and Rodgers, 1986:23).

It is believed that there are common elements shared among students, which make them communicate with less difficulty. Brown and Yule (1983:107) describe "Talking to a familiar, sympathetic, individual is less demanding than talking to an unfamiliar, uninvolved individual or group". Thus, students' oral interaction creates opportunities for students to use the language for classroom learning and second/foreign language learning.

Hence, the role of the students in EFL classroom interaction activities starts from taking responsibility for their own learning to working together on tasks that can be completed more effectively in a group. These may encourage students' positive interaction and mutual support among themselves. In addition to this the role of the teacher should be taken in to account during the classroom interaction.

2.7 The Roles of the Teacher in EFL

Speaking Lessons

The Teacher is supposed to play different roles in the language classes. This is true regarding the classroom interaction too, the teacher's plans to establish a particular sort of interactive climate plays a major role in influencing the outcome. Thus, a teacher, in many language learning classrooms, is assumed as a means to an end (Byrene, 1987). In this respect, Harmer (1983: 223) says:

The teacher needs to know and recognize different teaching techniques and stages. He needs to know the difference between accurate reproduction and communicative activities so that he does not, for example, act as a controller in both cases.

The teacher encourages students to actively interact adopting some of the features of natural discourse. Regarding the role of the classroom teacher in implementing interactive activities, Rivers (1983:22) suggests the following.

- ❖ Tolerating silences, refraining from filling the gaps between turns.
- ❖ Directing gazes to any potential addressee of a students' utterance; not assuming that you are the next speaker and the students' exclusive addressee.
- ❖ Teaching the students to sustain their speech beyond one or two sentences and to take larger turns.
- ❖ Teaching the students floor taking gambits.
- ❖ Extending exchanges with individual students to include clarification of the speaker's intentions and understanding of them; not cutting-off an exchange too soon to pass on to another-students.

Similarly, River (1987:9) describes the teacher's role as follows: "Teacher-directed and dominated classrooms can not, by their nature, be interactive classrooms, this is what language teacher need to learn". In order to make the EFL class orally interactive, the whole classroom interactive situation should be more dominated by the students rather than by the teacher.

In general, the degree to which teachers influence the flow of interaction in the classroom should be considerable, language theories suggest that students' self direction is desirable and teacher dominance is undesirable (Richards and Lockhart, 1994). In this case, the role of the student takes a significant share in the whole classroom interaction activities.

English teachers should improvise spoken interaction techniques in response to the needs of the learners. In relation to this, Finocchiaro and Brumfit

(1983: 166-171) recommend teachers to use the following basic oral interactive techniques in EFL class.

1. Use the probable experience of your learners as the starting point for motivating the presentation of any functional expression, structure, or notion.
2. Devise hand signals which you have already explained to your students. Use these to vary the participation of learners and to ask for choral group, or individual response, for forming groups, or pairs, for rapid practice or fluency work or for moving from one activity to another in the classroom.
3. Good questioning techniques are essential. One procedure follows;
 - a. In order to ensure the participation of everyone, as a question.
 - b. Allow a few moments for everyone to think of the answer.
 - c. Call on one student by name or by gesture.
 - d. If the student called upon can not give the answer, you may do one of the things.
4. Sustain motivation by giving students a feeling of achievement and success. Help them to stay increasingly longer utterances fluently.
5. Motivation is fostered also when students realize that the same communicative expression can be used in numerous real life situations and with a variety of topics.

In conclusion, each and every interactive class activity should be designed to encourage students to communicate and interact with teacher and with each other in EFL speaking class.

Thus, the role of the teacher is determined by the nature of the tasks for classroom interaction and the students' intention. However, the teacher can improvise his/her interactive techniques every time the situations requires in the classroom. On the other hand, in speaking classes students do have their own roles while the lesson is being conducted. However, there can be some factors that may hinder students' classroom interaction.

2.8 Factors that affect Employing Classroom Interaction Activities in EFL Classes

Classroom interaction could be promoted or impeded due to some factors. The interactive behavior of EFL learners in speaking lessons may be influenced by a number of variables.

2.8.1. Use of Mother-Tongue Interference

It is quiet common in spoken English classes as well the teachers share the students' first language during group interaction activities. According to Byrne (1987) and Ur (1996), it is easier they feel less 'exposed' if they are talking in their mother-tongue.

In relation to this, Harmer (1991:9) says that students tend to use their mother tongue "when the language is pitched too high", that is, if the language used in oral interactive task is difficult for the students to understand they may revert to their first language. Likewise, if the nature of oral task is too easy, students may get bored of and end up chatting in their mother tongue (Ibid). This showed that use of mother tongue in L₂ (EFL) speaking class can affect students' classroom interaction.

The quality of the language that second language learners experience is to some extent influenced by the choice of language that a teacher makes. On the other hand, the extent of L₁ and L₂ use by the teacher influences the students' preferences or the subject matter in classrooms. The argument made by the communicative methodology states that an unbalanced differentiation of L₁ or L₂ may generate negative attitudes towards either the target language or the learners native language. However, several studies conducted regarding the complete avoidance of L₁ in classrooms are found to be discouraging. Rather, in many of the studies, it is noted that the uses of L₁ at different levels for different reason was encouraging. Gutherie (1984), as cited in Chudron (1988) notes the uses of L₁ for various purposes, such as, for translating, checking, giving procedures, directions, explanations and

clarifications. Milk (1982) as cited in Chudron (1988) found a similar uneven distribution of L₁ versus L₂ for different functions. Parrot (1983) as cited in Chudron (1988:109) says, "This is a frequently voiced opinion" for which there is only little evidence. Thus, he suggests the use of L₁ in the final stages of learning as a temporary learning strategy. He also provides the following guidelines in the teachers' use of the learners' first language.

- Use the students' first language where there is an obvious breakdown in communication.
- Prepare instructions very carefully at the lesson-planning stage in order to ensure that they are clear in the target language.

Rivers (1987:13) also has a similar view concerning the use of L₁. She writes, "use the target language not only to deal with the subject matter, but also to regulate the interaction in the classroom". The students' use of mother tongue may result from the unfamiliar nature of tasks to be used in the interaction which could be irrelevant to the context age, and level of the learners.

2.8.2. The Nature of Classroom Tasks

In teaching English as a second language, the need to analyze the demands of the real world communication is vital. Thus, students should be provided with activities that help them practice expressing themselves in different social contexts.

Hedge (2000:44) stated a similar point as follows:

1. To be able to use the target language effectively in the real world, students need plenty of opportunity to practice language in situations that encourage them to communicate their needs, ideas and opinions
2. Where possible language practice should resemble real-life communication with genuine exchange of information and opinions.

In order to make the idea of providing learners with activities that resemble the real world, however, there needs to be adequate varieties works in the students textbook that serve for practicing activities that are applied in the outside environment.

In general, Byrne (1987:2) suggests:

All the same no real learning should be assumed to have taken place until the students are able to use the language for themselves and unless opportunities are available for them to do this outside the classroom, provision must be made as part of the lesson.

Widdson (1978: 58) cited in MacDough & Shaw (1993) states "what is said is dependent on an understanding of what else has been said in the interaction (1993:153)", and it is this reciprocal exchange pattern which becomes important for learners to be exposed to and to practice activities of oral interaction at various stages of their foreign language learning.

Much of the recent research into tasks of speaking in EFL class has been concerned with different interactional features that tasks (activities) generate. However, different tasks produce different types of interaction and out puts, the way in which different factors affect the quality and quantity of the communication generated and the amount and type of negotiation. In this regard, Nunan (1993) as cited in William and et. al (1997) show a summary of the available research as follows:

Alteration in the text such as the genre will produce variations in ensuring interaction. Altering the activity in terms of the amount and type of collaboration required, whether the information exchange is optional or required, whether problems are divergent or convergent, or the size of the group will also change the nature of interaction. In addition, a number of factors concerned with participants such as their familiarity with each other or the task or proficiency level, their language backgrounds and individual learning preferences can affect the interaction generated by tasks (1997:173-4).

Hence, from the above idea, one can infer that the task nature, variation and alteration can affect the quality and quantity of students' classroom interaction (communication). This may also have a negative impact on student's motivation in the interaction.

2.8.3. Motivation

One of the factors that may affect classroom interaction in spoken classes is motivation. As Harmer (2001:57) defines it "motivation is some kind of internal drive that encourages some one to do something in order to achieve something". The success or failure of most students depends on whether the students are intrinsically motivated or not. In this regard, many scholars such as Harmer (1991) and Brown (1994) argue that intrinsic motivation has the strongest motivation effect. Thus, Harmer (1991, 2001) remarks that lack of interest results in poor performance.

Studies conducted by Nunan and Lamb (1996) show that there is high correlation between motivation and achievement. That is, a highly motivated student will do well in EFL speaking class. But they argue that the relation may be in the opposite direction from that which is commonly assumed.

Motivation is an important factor for language class. Allwright and Bailey (1994) say that the most motivated students are likely to be the most receptive ones, at least as long as the teaching meets their needs.

The difference in students' treatment due to teachers' perceptions towards the learners has a negative impact on their performance. Lason (1979) cited in Chaudron (1988) says that the students' difference in their language proficiency is one of the reasons for the different treatment of students by teachers. Lason further argues that the teachers differential treatment would result in greater educational advantages for those who are perceived as good achievers. Similarly, it discourages the low performing students from participating.

The teacher, therefore, should be ready to give equal treatment and encourage support for all of the students. Allright (1984:167) says “enhanced respect for learners, from teachers, could lead to enhanced self-respect for the learners themselves”. If a teacher has respect for the learners, then learners develop enhanced self-respect which results in an even treatment from the teachers, and improved learning. Learners, thus, are willing to take risks and become confident enough interact avoiding the fear of failure. In general encouraging learners to develop self-respect starts with the teachers’ willingness to show the respect they have towards the learners. The students’ motivation in the classroom interaction is directly related to the teacher’s use of error treatment.

2.8.4. Error – Treatment

As errors are normal and unavoidable during learning process, teachers should not correct every mistakes of the learner. As Littlewood (1984:94) views “errors have traditionally been regarded as signs of failure on the part of both the teachers and the learner. Because of this, making errors has led to a sense of demoralization.”

The teachers’ superior knowledge and status result in inappropriate expectations as to who should provide feedback (Allwright, 1984; Long, 1980; Chaudron, 1988). In addition to the instruction he makes, the primary role of the teacher is assumed to be providing feedback. Therefore, from the teachers’ point of view, the provision of feedback is an aspect of interaction which is a means of informing the learners regarding their progress in language production. From the learners point of view, it is the source of improvement through repairing their utterances (Rivers, 1983).

Chaudron (1988:134), however, says “feedback is not limited to positive or negative information about the target language. It can also serve as a motivational function in the classroom.” That is the positive attitude developed by the learners’ perception about feedback is a motivation for their language development.

On the other hand, Nunan and Lamb (1996:68) suggest "more recently the view has emerged that making mistakes is a healthy part of the learning process." This does not mean that errors should not be treated. For example, while dealing with the oral interactive activities, teachers, for different reasons, may deal with errors immediately or delay the treatment for some time. Both ways of the treatment, however, have problems. The immediate error treatment may inhibit the learners' willingness to speak at all. On the contrary, feedback will be ineffective. In this regard, Allwright and Bailey (1991:104) suggest "The teacher's responsibility in treating errors would become first to choose the optimum moment for providing feedback when learners are most open to noticing the gap."

In relation to error treatment, both Harmer (1983) and Lier (1988) claim that correcting a learner before giving him or her enough time makes the learner lack an opportunity to correct himself or herself and the teacher's intervention would undermine the communicative process. The amount of teacher's provision of error-treatment depends on the student's previous speaking practices.

2.8.5 Lack of Previous Speaking Practices

Less emphasis is given to the practice of using English for communication purposes in the traditional way of teaching English. Hence, students are forced to take their teachers as the only models. The textbooks also do not provide students with oral activities. Consequently, students' oral proficiency is limited (Bygate, 1987). Thus, students' failure to participate during oral interaction activities could be the result of their poor background speaking practice.

In this regard, Taigin (1995:28) remarks:

It is not rare in many schools that students keep quiet all through the lesson while the teacher busily performs all by herself; ironically as soon as the bell rings for the end of the conversation class, the students burst out talking in their mother tongue as they have finally found an outlet for their voices.

The above situation would result in making students passive during oral interaction activities. In relation to this, thus, Johnson and Morrow (1987:74) suggest teachers to use different techniques that incorporate speaking practices. This is because "a foreign language is acquired best through practice." In order to use English in appropriate circumstances, Therefore, continuous practice is advisable." Speaking practices in English would facilitate students classroom interaction in speaking lesson.

It is believed that classroom interaction in EFL speaking class can be developed through students' sharing of experiences in the group discussion. So while organizing students in groups, the teachers should consider the student's language performance. If not, the classroom interaction will be affected.

2.8.6 Classroom Organization

In order to run classroom interaction activities in EFL spoken class, classroom organization should be taken in to account. In this regard, the effective way to make students use the language is to organize them in groups (Harmer, 1983; River, 1987; Nunan and Lumb, 1996).

According to Philips (1972) cited in Lier (1988), organizing students in group motivates participation. Harmer (1983) discusses that the well prepared teacher with good management skills will have the ability to adopt a number of different roles, and will have the ability to use different student groups, which will enable him to maintain good discipline.

The seating arrangement may inhibit students from participating during oral interaction activities. So according to Byrne (1987) the patterns of students or seating arrangement need to be made according to the type of interaction activities for oral practices.

As to grouping students for oral practices, Prodromou (1989) suggests that activity to be done by mixing active participants with students who are assumed to be less able during oral interaction. This helps those students

who may have difficulty in speaking to practice how the active students manage their oral performance and share their experience.

On a similar point, Byrne (1987:79) states:

It is sometimes argued that lazy students will take advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities than in regular class work. Laziness is not likely to increase.

In relation to grouping students for oral interaction activities, the size of a class has a big effect. Byrne (1986), in similar ways, remarks “organizing a classroom to suit speaking activities will influence interaction and the successes of the activity enormously.” Thus, a good arrangement is needed for the students to speak in pairs and groups and to make the interaction easy for the participants to communicate. Moreover, teachers of large class size often have limited resources such as shortage of materials and textbook (Ibid).

Since the reforms of the 1994 of the Ethiopian teacher-training program, student-teachers have been exposed to school practicum in the real-classroom situation.

In general, to summarize what have been discussed so far with review of related literature in relation to the intention of the researcher in carrying out his study, the following can be said in brief.

According to MOE (2003: 41-42) document, trainee-teachers in the classroom are expected to be:-

1. Competent in communication and in their approaches to learning and teaching. So he/she must be able to
 - ♦ Sustain the interest of and motivate students

- ♦ Explain to communicate with students, question them effectively and respect students view, and reply respectfully to their questions and support enthusiastically their contributions to discussions.

2. Competent in classroom organization and management. So, he/she must be able to

- ♦ Organize the works of classes and lessons to ensure that students are productively on task when they work as individuals, groups, or as a class.
- ♦ Develop and maintain an interesting, stimulating, purposeful and orderly learning environment for all students including those with learning difficulties and special needs.

Therefore the TESO document implies that student-teachers of English in EFL speaking classes can confidently promote active learning and practice democratic principles in employing classroom interaction activities.

Trainee-teachers of English with communicative skills and interactional leadership qualities in EFL speaking classes can also have the knowledge and ability to be employed in classroom management, which foster constructive students' inquires and classroom interaction activities (Ibid). Thus, student-teachers' use of interaction techniques in EFL classes help to facilitate spoken skills.

There are many different interactive activities for classroom interaction to take place in EFL speaking classes. The activities that create learning opportunities for the foreign language learners in interactive situations are:

- 1) Text - aided oral interaction
- 2) Experience based oral interaction
- 3) Information gap
- 4) Role play
- 5) Simulation
- 6) Group discussion
- 7) Questions and answers

8) Panel discussion

The roles of students in speaking EFL classroom interaction related to student-student oral interaction which is based on peer relationships. In a foreign/second language learning, teachers should allow learners to interact among themselves and thus, create maximum degree of communication. In this regard, Johnson (1995:116) states:

The recent shift toward more communicative approaches of second language teaching has promoted a shift in structural styles. As a result more classroom time is allotted for students to actively communicate with one another.

The above idea does not ignore the roles of the teachers which should be taken in to account during classroom interaction. In relation to this, Finocchiaro and Brumfit (1983) remark that teacher's of English should improvise spoken interaction techniques in response to the needs of the learners.

Thus, the role to the teacher is determined by the nature of the tasks for classroom interaction and the student's intension. However, the teacher can improvise his/her interactive techniques every time the situations requires in the classroom.

Classroom interaction, however, can be promoted or impeded due to some factors. The interactive behaviors of EFL learners in speaking lessons may be influenced by a number of variables. These are:

- 1) *Use of mother tongue interference*: - It is related to student's learning of the target language command that could negatively be influenced by student's use of their mother tongue during classroom interactive.
- 2) *The nature of classroom tasks*: - This means when the nature of classroom interactive activities are beyond the students' experience, age level and when the tasks have got irrelevant context for the situations, the classroom interaction can be impeded.

- 3) *Motivation*: - There are a number of sources for students' to be demotivated in the classroom interaction. These could be the complex nature of interactive activities, improper use of teachers' error - treatment of students' classroom interaction etc.
- 4) *Error-treatment*: - This is related to the teachers' unsystematic use of error correction while the students committed errors.
- 5) *Lack of previous speaking practices*: - Students' interaction in EFL speaking classes can be affected negatively when students' didn't have previous exposure of enough speaking practices.
- 6) *Classroom organization*: - The teachers' inability to organize students in groups influences badly students' use of language in EFL speaking classes.

In student-centered teaching methods, learning takes place when the learner has to make sense of things that confront them through classroom interaction activities in EFL speaking classes. In this regard, the research study conducted by Sisay (1999) looks at the classroom interaction and its influence on the development of students' speaking skill in English. His findings show that teachers' unbalanced approach between accuracy and fluency work could affect classroom interaction and thus, influence the development of students speaking skill. Another researcher, Moges (2007) studied the techniques practiced by EFL teachers in implementing active learning. The result of this research findings show that teachers fail to use active learning techniques due to the fact that they used limited techniques and leave out other major techniques which are important to promote the critical thinking and problem solving capacity of students.

The results of the findings imply that classroom interaction techniques (activities) are tasks by which teachers of English can help his/her students develop their speaking skill and promote active learning in EFL speaking lessons. Thus, this research study tries to find out the student-teachers' practices of using classroom interaction techniques in EFL speaking instruction at grade 10 level.

CHAPTER THREE

Research Methodology

Introduction

In this chapter, the samples of the study and how they were selected, the research instruments and how they were administered, the procedures followed to collect the data will be discussed.

3.1 Setting of the Research

The data collections were carried out in a period of one month (April 15-May 15, 2008) at two government general secondary schools: Woreta General Secondary School and Addis Zemen General Secondary School. Both schools are found on the way to Bahirdar to Gondar adjacent to the main asphalted road. The schools were chosen since the respondents would be easily accessible and cooperative in the study for the researcher.

3.2 Subjects of the Study

From the two government general secondary schools, there were eleven student-teachers who were 2008 graduates of Bahirdar university in English department (six in woreta General Secondary School and five in Addis Zemen General Secondary School. These student-teachers were assigned to practice teaching at grade 10 level in these schools.

Sample selections were made by asking the student-teachers if they were volunteer to take part in the study. To this end, samples of voluntarily selected six student-teachers of English (three from each school) were taken as the target population for the study.

On the other hand, a total of 140 students who were taught by these student-teachers were randomly selected; that is, every 3rd odd number in the students' list from both schools (70 students from each school) were chosen by lottery system. Although the selection of students was made, the researcher had checked if the students were willing to take part in the study.

These sampling techniques were felt to facilitate easy access to the required respondents with the limited time available at the researcher's disposal.

3.3 Data Collection Instruments

To gather data for the study, three different instruments were employed. These are classroom observation, questionnaire and interview. In brief, the necessary information about the study was obtained by observing spoken lessons, distributing questionnaire to students and interviewing these student-teachers. These instruments were used to triangulate the data.

3.3.1 Classroom Observation

The major instrument used in the study was classroom observation. Questionnaire and interview were used to increase the reliability of the information obtained from the classroom observation. This is because the researcher believed that what the respondents reported about their view on the items in the questionnaire and interview might not always be practically done. Thus, the classroom observation was hoped to enrich the data gathered and to make it more reliable.

To obtain the required information, classroom observation sessions were conducted in four sections. The selection of the sections from each government school was based on the willingness of the student - teachers who were currently teaching speaking lessons in grade 10. Among the sections, the student - teachers attended, only four sections were randomly selected (two from each school). This was done through non-participant observation strategy and together with a co-observer in all sections. This helped the researcher to create acquaintance with participants (student - teachers and students).

The observation sessions were conducted using the observation checklist which was adopted from F.I.AC (Flanders' Interaction analysis (1970:34) by Moskowitz (1971). As FIAC (Flander's interaction analysis category) is mainly related to the concentration on teacher-talk in the design of the categories, it fits to classroom observation checklist for the study, which focuses on the

student-teachers interactive techniques employed in the classroom interaction. All of the 10 categories of FIAC (Flander's interaction analysis category) (1970: 34) were taken and adapted to fit to the checklist for the classroom observation. The category of the checklist ranges from the activity employed 'frequently' to the activity 'never' employed. This helped the researcher to evaluate if the activities were done. All of the items in the checklist were adapted to the extent that the student- teachers' classroom interaction techniques and students' classroom participations would be evaluated in the English speaking lessons of grade 10 level.

3.3.2 Students' Questionnaire

A set of questionnaire containing 15 items were designed for the students with Likert scaling procedures ranging from "strongly agree" to "strongly disagree" in the questionnaire. The items in the questionnaire were closed ended. This was mainly because the researcher felt that it might be good to collect and summarize the data.

The items in the students' questionnaires were all closed ended for the purposes mentioned above. Although the questionnaire items were designed in English, they were translated in to Amharic Language for ease of respondents' understanding in the questionnaire. In order to check the validity of the translated version, it was shown to the senior teachers to get feedback. Finally, the questionnaire was distributed to total of 140 (one hundred forty) students from both schools. All students in both schools filled the questionnaire in the presence of the researcher to explain some technical terms and concepts. As a result, there was a 100% return rate. No respondent returned the questionnaire with out filling in the responses.

3.3.3 Student-teachers' Interview

The focus of questions asked in the interview were derived basically from the questionnaire designed in order to give the interviewees a degree of power and control over the course of interview and to give the interviewer a great deal of flexibility as stated by Nunan (1992), semi - structured interview questions

has been preferred in designing the questions. Thus, to obtain reliable information from the respondents, semi structured interview was used. To get genuine responses, the interviewer explained and clarified both the purpose of the research and individual questions. These interviewees were student-teachers.

Among the six students - teachers of English who were assigned to practice teaching in the target schools, two from each school were involved in the interview on the basis of the willingness of the student- teachers. Accordingly, the semi-structured interview items were prepared and conducted to the four student - teachers in each government school.

3.4 Methods of Data Analysis

The results of the classroom observation and questionnaires were calculated and presented in tables. For reporting and analyzing data, percentages and frequency counts were carried out. The interview was analyzed qualitatively.

3.5. The Procedures of the Study

After having adequate readings on available literature on interaction activities in EFL speaking lessons, the researcher designed the required data collection tools, then the pilot study was made. Care was taken in designing the items and checked during the pilot study. The pilot study was conducted at Yekatit 66 General Secondary Schools and Meskerem 2 General Secondary School in Addis Ababa. These schools and one section of grade 10 from each school were selected randomly. 66 students (30 from each section were taken on the basis of students' willingness. The result of the pilot study revealed that 3 items (item no 5, 7 and 11) in the questionnaire needed to have been modified. Thus, the pilot study helped the researcher to redesign the instruments for the study. In addition to this, it also helped the researcher to assess the clarity of items and to tackle problems related to administering and collecting the questionnaire. Following the pilot study, the real study was performed.

CHAPTER FOUR

Analysis and Discussions of the Data

This chapter discusses the results obtained through classroom observations, questionnaires and interviews. In the first part of the discussion, the results of the classroom observations are presented in tables and are analyzed. Secondly, the responses of the subjects to the questionnaires are presented. Finally, the data obtained through the interviews are analyzed qualitatively.

4.1 Analysis and Discussions of the Classroom

Observation Data

During the study, classroom observations have been carried out in order to assess what really happens in EFL classrooms. That is, as it was mentioned in chapter 3, the researcher and his co-observer, observed a total of 8 speaking lessons in the sample schools using an observation check list (See Appendix A for observation checklist). Some more classroom observations were not made as the researcher felt fear of the nature of classroom interactive would be artificial. During the classroom observations, 28 items were considered. These items focused on the activities concerned with the performance of student-teachers and students. After the observation, the results were compiled. In this part of the study, the results of the classroom observations for the specified rating scales are going to be reported.

4.1.1 Analysis of Classroom Observations Concerning Student-Teachers Performance

Table 4.1: student-teachers' roles in creating interactive atmosphere

Item No	Activities	Results in frequency				Total
		Frequently	Sometimes	Rarely	Never	
1	When student-teacher gives instruction for discussion, he/she uses English very well in speaking classes	3	4	1	-	8
4	He/she makes all his/her students participate in the interaction	6	2	-	-	8
10	He/she tries to use a variety of interaction activities suggested in the text during the speaking lessons	5	1	2	-	8
15	He/she lets students finish their speaking while interacting	1	1	6	-	8
12	He/she employees a variety of interaction	1	1	5	1	8

As indicated in table 4.1 above, though student-teachers frequently used variety of interactive activities suggested in the text (5), and frequently made the learners participate in the interaction (6), they sometimes used the language very well in speaking lessons (4). Furthermore, they interrupted the students while they were interacting. That is, the student-teachers rarely let the students finish their speaking while interacting. Majority of the student-teachers also rarely employed activities outside the text (6).

This implies that the ability of student-teachers to create interactive atmosphere in spoken classes was limited.

Table 4.2: student-teachers ability to encourage students to interact

Item No	Activities	Results in frequency				Total
		Frequently	Sometimes	Rarely	Never	
3	He/she encourage his/her learners to use the target language while group interactions are held	6	2	-	-	8
5	He/she motivates/encourages his/her students to use the target language without fear in and outside the classroom	5		2	1	8
7	He/she accepts the students' response positively when they express their feeling in accurately yet understandable with in their groups	-	-	3	5	8
9	He/she tries to be warm and friendly with the students to make them encourage in their interaction	-		2	6	8

Table 4.2 illustrates that student teacher frequently encouraged their learners to use the target language while group interactions were held, that is 6. They also encouraged the students to use the target language without fear inside and outside the classroom (5). However, they did not accept the students' response positively when they express their feeling inaccurately yet understandable with their groups. That is, the majority of the student teachers (5) never accepted positively the learners' incorrect expressions. The student-teachers were not always seen acting friendly with the students to encourage them in their interaction (six of the observed student-teachers never tried to be warm and friendly with the students, and two of them rarely did it).

Table 4.3: Organizing group members

Item No	Activities	Results in frequency				
		Frequently	Sometimes	Rarely	Never	Total
8	He/she organizes the students well to perform (interact) different activities of speaking	-	4	3	1	8
13	He/she gives adequate time for the group interactive activities	-	-	1	7	8
14	He/she tells students to move from their seats (chairs) for group organization	-	1	1	6	8

As shown in the table above, the student-teachers sometimes organized students to do different activities of speaking (4). Some of the observed student-teachers (3) rarely organized the class in groups, as they were seen during the observation. Even though some of the student-teachers attempted to organize group interactions, they did not give adequate time for the group interactive activities. They never gave sufficient time (7). In addition, the majority of student-teachers (6) never got the learners move from their seats (chairs) for group organization. They only simply told the students to be in group, and students formed their own group with the student who sat near by on the same bench.

Table 4.4: Student-teachers' feedback to the student

Item No	Activities	Results in frequency				
		Frequently	Sometimes	Rarely	Never	Total
2	When the student-teacher gives instruction, he/she makes effort in order that the learners can understand the lesson and checks by asking their responses	4	2	2	-	8
6	He/she emphasizes grammatical rules and frequent correction of oral errors.	7	1	-	-	8

Table 4.4 shows that most of the student-teachers made effort in order to understand the lessons when they gave instructions (4). In other words, they asked some feedback questions to make the lessons clear. As it was observed, almost all of the student-teachers emphasized on grammatical rules and frequently used oral corrections (7).

Table 4.5: Student-teachers' use of the learners' mother tongue

Item No	Activities	Results in frequency				
		Frequently	Sometimes	Rarely	Never	Total
1	He/she uses students' mother tongue frequently while interacting in English	-	5	2	1	8

As the results of classroom observations revealed, most of the student-teachers sometimes used the students' mother tongue (Amharic) while interacting in English (5). They used the learners first language in asking and answering questions, and expressing their feelings.

4.1.2 Analysis of Classroom Observations Concerning Students Performance

Table 4.6: Students' effort in the classroom.interaction

Item No	Activities	Results in frequency :				Total
		Frequently	Sometimes	Rarely	Never	
1	The students' use of English to ask questions, to give response during pair/group discussions without any fear	-	1	7	-	8
2	The students make great effort to use the language with their friends in the classroom interaction when they are in doubt and need help from their friends	-	-	2	6	8
4	They ask for clarification frequently when they face difficulty only to be solved by/ through the help of the student -teachers	-	-	7	1	8
6	They try to express what they feel or want accurately without/little difficulty	-	3	5	-	8
8	They are involved in the different group interactive activities	3	1	4	-	8
12	Active student participate more in the classroom interaction	7	1	-	-	8

Table 4.6 depicts that the students rarely used the language without any fear in asking and/or given responses during group discussion (7). What is more, most of the students, rarely attempted to express what they feel accurately without/ little difficulties in most of the observed classes (5), they did it rarely. Even they did not make effort to use the language with their friends in the classroom interaction when they were in doubt and got help from their fiends. They never did this, too (6).

The observation also shows that the students rarely asked for clarification when they faced difficulties only to be solved by the help of the student-teachers (7). Learners were also rarely involved in different group interactive activities (4). Only active students frequently participated more in the classroom interactions (7).

Table 4.7: Students' motivation to the interaction

Item No	Activities	Results in frequency				
		Frequently	Sometimes	Rarely	Never	Total
3	When the student-teacher gives time instruction to the students to discuss they need to interact without any problem	-	-	8	-	8
5	They are willing and are interested to answer questions to give supplementary suggestions when they are asked	1	5	2	-	8
7	They are willing to participate in the classroom interaction activities	1	4	2	1	8
9	They need their student-teacher explain everything	6	1	1	-	8
11	They are willing to participate in the group interaction activities when the student-teacher is friendly	6	2	-	-	8

Table 4.7 shows that the students' need of interaction when they were given time to interact was minimal. That is, in all of the classroom observations, students rarely needed to interact without any problem though the student-teacher gave them instruction to interact. They were sometimes interested to answer questions to give supplementary suggestions when they were asked (5). Moreover, students were sometimes willing to participate in the classroom interaction activities (4). Nevertheless, they were willing to participate in

interaction activities when the student-teachers were friendly, and they needed the student-teachers to explain everything. In brief, in the majority of the observed classes (6), learners were willing to interact when the student-teachers approached them in a friendly manner and they frequently wanted the student-teachers to explain everything.

Table 4.8: Students' use of their mother-tongue

Item No	Activities	Results in frequency				
		Frequency	Sometimes	Rarely	Never	Total
9	They use their mother tongue during group interactive tasks	7	1	-	-	8
10	They ask the student-teacher to translate to their mother tongue	-	-	2	6	8

The results of the classroom observations showed that almost all of the students frequently used their mother tongue (Amharic) during group activities (7). They used their first language in asking and answering questions and expressing their opinion. However, they were not asking teachers for translation in to the target language into Amharic (6).

From this, it can be realized that the students' effort to interact in speaking lesson were minimal. What is more, though the student-teachers tried to motivate the learners to use the target language in interactive activities, the students were not motivated to interact with each other using the language. The students were not willing to communicate frequently in speaking activities.

As the classroom observations revealed, the student-teachers did not play their active role properly in interacting with the students. The student-teachers were not also friendly with the students although students were willing to participate in the activities when the student-teachers were friendly.

The student-teachers, furthermore, did not lend a hand to the students when they were in need of support. They did not manage the spoken lessons.

Both the student-teachers and the students used the vernacular languages of the students during English language speaking classes. This is a good indication that students could not interact each other. Besides, most of the student-teachers paid attention to grammatical rules, instead of trying to improve the learners' speaking skills.

4.2. Analysis of Students' Response

In the students' questionnaire, to get information about classroom interaction in EFL speaking lessons, students were asked. The following responses were obtained.

4.2.1. Types of Interaction Activities

Table 4.9: Students' Responses towards the Kinds of Interaction Activities

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	My participation is the same for all kinds of interaction activities such as small /large group works pair works text aided oral interaction role-play, information gap and so on.			39	27.5			24	17.3	77	55.2	140	100

According to the responses shown in the table above, most of the target population (students), 55.2% strongly disagreed and 17.3% disagreed to the idea that their participation was the same in their involvement in all types of interaction activities such as text aided oral interaction; pair/group works, free group discussions and so on. This means that their motivation to participate varied with the type of oral interaction activities.

Besides, during the classroom observation, students were observed showing interest to participate while student-teachers asked them to do different oral tasks in groups.

It can, thus, be deduced that students preferred cooperative learning than making individual efforts to develop their oral performance.

4.2.2. Student-Teachers' Motivation

Table 4.10: Students' view on Student-teachers' Motivation

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2	The teacher focuses on active students when implementing oral interactive activities. They do not encourage all of us to participate equally.	59	41.6	30	21.4			36	26.3	15	10.7	140	100
3	A humorous teacher encourages my participation in doing oral interaction activities	61	43.2	29	20.6	18	13.2	32	23			140	100
4	I feel that the teacher has no motivation to implement oral interaction activities (Speaking activities) suggested in the text book.	55	39.2	25	17.1			40	29.3	20	14.4	140	100

Table 4.10 shows that the student-teachers did not equally treat the students. They focused on active students as the majority of the respondents support this idea (41.6%). On the other hand, weak students were marginalized than encouraged to participate in the classroom oral practices. The result of classroom observation also proved that student-teachers asked some oral questions to some students whom they thought would react orally to their questions. Hence, students end up chatting in the classroom.

This implies that students needed their teachers to pay equal attention to both active and weak students during the speaking lessons.

With regard to the idea that a humorous teacher increases students' participation in speaking classes, most of the students responded positively. The students believed that they felt relaxed when their teacher was warm and friendly with them (43.2% of them strongly agreed and 20.6% agreed towards the idea).

In relation to the student-teachers' motivation to implement speaking activities suggested in the text book, the majority students (39.2%) responded positively to this statement. That is, the respondents agreed to the idea that the student-teachers failed to play their role as good sources of motivation for language learning.

4.2.3. Students' Responses towards Organization of Classroom Interaction

Table 4.11: Students' Reflection on the Organization of Interaction Activities

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %	
		No	%	No	%	No	%	No	%	No	%	No	%
5	Fixed seats are not convenient to do oral interaction activities	71	51	47	33.5			22	15.5			140	100
6	The time given to do oral interaction activities is inadequate	66	47.26	58	41.4	6	4.1			10	7.3	140	100
7	Large number of students in a class affects my participation	58	41.4	48	34.5	8	5.4	26	18.7			140	100

As can be seen from the table above, 51% of the respondents strongly agreed and 33.5% agreed that fixed seats were not convenient to do oral interaction activities. The classroom observations were also confirmed that students could not move from their seats to act out (perform) oral interaction tasks with those students that they wanted.

Concerning the time given to do interactive activities, a greater number of the respondents mentioned as the time was not sufficient (47.26% strongly agreed and 41.4% agreed). The classroom observation result also showed that the students did not have enough time to finish the given tasks in the speaking lesson. They were observed asking to the student-teacher to give them home works than doing them in the speaking class. This reveals that the time allotted for most of the oral interaction tasks was insufficient.

The subjects also agreed that the large number of students in a small classroom affected their participation. That is, 41.4% and 34.5% of them strongly agreed and agreed to that the large number of students in a small classroom affected their participation respectively.

It can, thus, be said that the time given for the interactive activities, the nature of classroom arrangement and numbers of students can determine the successful implementation in speaking lessons.



4.2.4. The Student-teachers' Role in Speaking Lessons

Table 4.12: Students' Responses on the Teachers' Role

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %	
		No	%	No	%	No	%	No	%	No	%	No	%
8	I need the teacher to give instruction and explain every thing during oral interaction activities	111	79.5	18	13.3	10	7.2					140	100

As Table 4.12 illustrates, the majority of the students expected the student-teacher to guide them in doing the interactive activities (79.5%). That is, they needed the teachers' closer attention and support by explaining and giving instruction before doing the activities. Students in the observed sections were seen seeking for their student-teachers' explanations.

4.2.5. Students' Interest in Classroom Interaction

Table 4.13: Students' Reflection on whether the Interaction Activities Suit to their Level and Interest

Item No.	Statement	Response category													
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %			
		No	%	No	%	No	%	No	%	No	%	No	%		
9	My interest to participate in the speaking class becomes less when the oral interaction activities are difficult	43	30.4	52	37.2					38	27.2	7	5.2	140	100
10	I do not like the interaction activities (speaking tasks) that are suggested in the textbook	22	15.7	64	46					41	29	13	9.3	140	100

In the above table, the majority of the respondents agreed that their interest to involve in interaction activities becomes less when the activities were difficult (30.4% of the respondents strongly agreed and 37.2% agreed).

Moreover, most of the students tended to dislike the interaction activities (tasks of speaking section) suggested in the textbook, i.e. 46%.

There seemed to be observed a gap between the students' expectation and the activities they were asked to participate. As a result, this made them lose interest in making any effort to increase their involvement in both fluency and accuracy developing activities and spoken English.

4.2.6. Influence of Students' Environment

Table 4.14: Students' View as to Whether their Previous Learning Experiences Affect their Participation in Speaking Lessons

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %	
		No	%	No	%	No	%	No	%	No	%	No	%
11	I am not willing to talk freely in the class as I was not accustomed to speaking in front of others (at home, village etc).	69	49.7	40	28.6			26	18.3	5	3.4	140	100

As indicated in the students' responses in Table 4.14 above, most of the students responded that they didn't talk freely in the class as they were not accustomed to speak in front of others in their living areas or with friends (49.7%). This might be because of cultural influence that they had no chance to speak before people. This resulted in paying less due attention to the speaking lessons. Thus, they never had the practice of talking freely in front of people.

4.2.7. The Impact of Use of Mother Tongue in EFL Speaking Lesson

Table 4.15: Students' Responses to the Use of Mother Tongue in the
Speaking Lesson

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %	
		No	%	No	%	No	%	No	%	No	%	No	%
12	I understand the teacher better when he/she uses our first tongue most dominantly during oral interaction activities	52	37.1	50	35.9	8	5.3	20	15	9	6.7	140	100
13	I prefer to use my first language during pair or group tasks in interaction activities	24	41.6	28	25.2			41	29.2	6	4	140	100

The responses in Table 4.15 indicate that most of the respondents preferred the student teachers' use of their mother tongue during oral interaction activities (37.1% and 35.9% of them strongly agreed and agreed respectively). Similarly, the majority of the respondents preferred to use their first language in pair and/or group interactive activities (66.8%). The classroom observation also proved the same result that most of the students were observed to make no effort to speak in English during the speaking lessons.

It can be inferred, thus, that the students' need of translating the target language to their first language and use it most adamantly in doing oral interaction activities affects their performance to speak in English in EFL classes.

4.2.8. Student-teachers' Error Treatment

Table 4.16: Students' Reflection on Error Treatment

Item No.	Statement	Response category											
		Strongly agree		Agree		Have no idea		disagree		Strongly disagree		Total in %	
		No	%	No	%	No	%	No	%	No	%	No	%
14	I feel discourage to participate if the teacher interrupts me to correct my errors while speaking	96	67.3	24	17.4			6	4.2	16	11.15	140	100

The data in table 4.16 shows that 67.3% strongly agreed and 17.4% of them agreed to the idea in item number 14. In the classroom observations, students were also seen preferring to finishing their speech than being stopped by their teacher for correction while speaking in the class.

This proves that the student-teaches' careful error treatment helps students to be encouraged to speak (to interact orally) with out fear of criticism from the teacher and peers while speaking lesson are in progress.

4.3 Analysis and Discussion of the Interview

The third instrument used in the study was interview. The purpose of the interview was to consolidate what the students revealed through the questionnaire, and the classroom observations. The items of the interview to student-teachers were basically similar to the students' questionnaire and the classroom observation checklist. The researcher himself interviewed the sample student-teachers, recorded their responses and transcribed the results (see Appendix E). The interviewees were the student-teachers who have been assigned to teach the sample students in each school. The following are analysis of the interviews.

The first question in the interview was intended to know the major problems that students face during interaction activities. The respondents pointed out

that the major problems were shortage of teaching materials, seating arrangement, classroom size, excessive number of students and shortage of time. The students past learning experience was another core factor. That is, at lower grades students were taught the grammar of the language instead of use of English. This resulted in paying less due attention to the speaking lessons.

In the second question of the interview, the interviewees were asked whether students liked the interaction activities suggested in their text book. They replied that this is of the serious problems of teaching speaking lessons. They mentioned that students did not like the interactive activities in their textbook. They rather preferred to do grammar and vocabulary practices. Thus, the student-teachers encountered many problems while they were trying to implement the activities.

In third item of the interview, the researcher asked the subjects how they encouraged the students to participate in the class. Two of the respondents motivated the students by approaching them friendly. One of the interviewees said that he did not use different techniques to motivate the students. He was discouraged to use motivation techniques due to different factors, such as class size, activities presented in the text, students' English learning background and the like.

In the fourth place, student-teachers were asked how they found the students' participation in different kinds of interaction activities used in speaking classes and if they faced any problem to manage them. The interviewees responded that the students did not actively participate in the interactive activities. Regarding problems related to organized group activities, they mentioned that the huge member of the students, the classroom size, arrangement of chairs, shortage of time and students' noises were their problems to manage in organizing group works.

The other question raised by the researcher was on how they gave corrections to students when they make mistakes while speaking. As the results of the

interview show, they gave error corrections while the students committed mistakes in their speech. However, they believed that error correction discouraged the students from speaking.

Finally, the researcher gave chance to the interviewees to give their opinion towards the use of the students' mother tongue in interactive activities. The following responses were obtained:

I think it is not good to use students' mother tongue in speaking classes. However, I, mostly translate every explanations I make in the class Although students learn better when I use English during speaking classes, I, most of the time, find the class to be interactive when I use and let the students speak in their mother tongue ... it is not appropriate to use any other language than English in the class. It is not also good to translate everything to their mother tongue

The above responses of interviewees show that the major factors that affect students' to interact in speaking classes were lack of interactive teaching materials, excessive number of learners in a small classroom, limitation of time and seating arrangement.

The responses, moreover, indicated that the activities in the students' teaching materials were not good enough to enhance the learners' communicative motivations, the students did not like them.

The students did not also participate in the interactive activities, according to the responses of the subjects. Learners prefer mastering of grammatical structures and vocabulary instead of promoting their speaking skills. Use of mother tongue in English speaking lesson was a perfect verification that shows students' speaking ability was low.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary

The main purpose of this study was to evaluate the student-teachers' implementation of classroom interaction techniques (activities) in south Gondar two secondary schools at grade 10 speaking lessons. In order to achieve this purpose, the following specific objectives were formulated:

- To evaluate the different interactive activities employed in EFL speaking lessons
- To assess to what extent do student-teacher employ interactive activities
- To identify the factors that affect the implementation of classroom interaction activities in EFL speaking lessons

As the focus of the study was on the implementation of classroom interaction techniques (activities) in grade 10 EFL speaking classes, all the subjects of this study were student-teachers who were assigned for teaching practice and students of grade 10.

The data were gathered using classroom observation, questionnaire and interview. The classroom observation was done on 4 student-teachers who were teaching speaking lessons and the interview was conducted with student teacher who had already been observed at two general secondary school in south Gondar.

The data obtained from the instruments were presented and analyzed quantitatively and qualitatively at last the following results were obtained.

- The ability of the student-teachers to create interactive atmosphere in spoken classes was limited.

- The student-teachers were not always seen acting friendly with the students to encourage them in the interaction.
- Even though, some of the student-teachers attempted to organize group interactions. They did not give enough time for the group interactive activities.
- Almost all of the student-teachers emphasized on grammatical rules.
- Most of the student-teachers sometimes used the students' mother tongue (Amharic) while interacting in English.
- The students rarely asked for clarification when they faced difficulties only to be solved by the help of the student-teachers.
- Only active students frequently participated more in the classroom interaction.
- In the majority of the observed classes, learners were willing to interact when the student-teachers approached them in a friendly manner and they frequently wanted the student-teachers to explain everything.
- Almost all of the students frequently used their mother tongue (Amharic) during group activities.
- The classroom observations revealed that the student-teachers did not play their active role properly in interactive with the students.
- Both the student-teachers and the students used the vernacular languages of the students during English language speaking classes.
- Students preferred cooperative learning than making individual efforts to develop their oral performance.
- Student-teachers asked some oral questions to some students whom they thought would react orally to their questions.
- The students needed their student-teachers to pay equal attention to both active and weak students during the speaking lessons.
- Most of the students tended to dislike the interaction activities (tasks of speaking section) suggested in the textbook.
- There seemed to be observed a gap between the students' expectation and the activities they asked to participate. This made them lose interest in making any effort to increase their involvement in both fluency and accuracy developing activities and spoken English.

- Students' cultural influences made them not to practice talking freely in front of people.

5.2 Conclusions

As was pointed out previously, the study concentrated on the evaluation of the student-teachers' implementation of classroom interaction activities. The investigation was conducted in two high schools of south Gondar. In order to gather the necessary information, students were asked to fill in questionnaire. Student-teachers were also interviewed and their different speaking lessons were directly observed.

The study revealed that the classroom interaction activities were not implemented properly. It was discovered that the classroom activities were dominated by teacher-fronted (lecture) method. This made the learners passive recipient instead of actively involved in the interaction.

The research also showed that much emphasis was given to the teaching of grammar and vocabulary items which hindered students from classroom interaction during speaking lessons. It was found that students had poor background in learning English due to lack of practice and lack of exposure shyness space in front of people.

The immense number of students in a small classroom, shortage of materials and so forth were the main factors that affect the students interaction practice.

The study also identified that the student-teachers' warm and friendly relations with the students would encourage them to participate and make the interaction more likely to happen. However, the student-teachers treatment was limited only to active students. They ignored those who were low in their English performance.

What is more, the student-teachers' interrupting students while speaking for error correction was found to be discouraging for the students to participate in the interaction. It was also found that there was a problem of oral error correction from student-teachers at the end of oral activity. This made students to be less motivated in speaking lessons.

The investigation, furthermore, explored that speaking activities in the student book were not enough to develop the learners' speaking abilities.

In a nutshell, the failure of student-teachers to play their appropriate roles during the interaction, inconvenience classroom environments, psychological problems of the students (free of the students to express their feeling in English), inadequacy of time and the amount of speaking tasks and motivation to interact were among the major problems encountered in the utilization of interactive speaking activities.

5.3 Recommendations

In order to solve the problems identified, the following suggestions are forwarded:

- ❖ Student-teachers are recommended not to interrupt the students when they committed mistakes during their speech practice.
- ❖ Student-teachers should make efforts by encouraging shy students and whose English performance is low to speak in front of their classmate.
- ❖ In the development of speaking skills, students should be given a chance to speak. Thus, students must be provided with opportunities to interact with their peers or their teachers.
- ❖ The speaking activities in the teaching material need to be modified and organized based on the students' interest and level.
- ❖ Student-teachers should be aware that a friendly approach plays a great role in the students interaction. Therefore, student-teachers ought to approach their students in a friendly manner.

- ❖ Students awareness of the objectives of teaching speaking skills should be raised. They should actively practice speaking English inside and outside their schools.
- ❖ The teaching materials for speaking lessons should be designed in such away that they should be to the context of the learner's exposures as well as, to the level of their age and educational background. These may increase students' interest and efforts of involving in both fluency and accuracy developing activities and spoken English.
- ❖ The teacher-training programme of Bahirdar university should pay due attention to the teacher-trainees of English language in dealing with a variety of classroom interactive activities which are the important aspects for developing students' spoken English in EFL classes.

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Appendix A

Classroom Observation Checklist

School _____ Topic of the Lesson _____

Class observation: Grade _____ Time _____ Date _____.

This checklist is indeed as an instrument for evaluating student-Accurate implementation of Interactive Speaking Lessons.

Instruction: put a tick mark (✓) in the representative word for the frequency of an activity to be observed in Class room

A. Activities Concerned with the student-teacher's performance

Item No	Details	Frequency	Sometimes	Rarely	Never	Remarks
1	When the student-teacher gives instruction for discussion (group interaction she/he uses English very well in speaking class .					
2	When the student-teacher gives instruction, he/she makes effort in order that the learners can understand the lesson and checks by asking their responses					
3	He/She motivates his/her learners to use the target language while group interactions					
4.	He/She makes all his/her students participate in interactions					
5	He/She motivates/encourage his/her students to use the target languages with out fear in and out side the class room					
6	He/she emphasizes grammatical rules and frequent correction of oral errors					
7	He/She accepts the student's response positively when they express their felling in accurately yet untreatable with in their groups					
8	He/She organizes students well to perform (interact) different activities of speaking					
9	He/She tries to be warm and friendly with the students to make them encourage in their interaction					

10	He/She tries to use a variety of interaction activities suggested in the text during speaking lesson					
11	He/She uses student's mother tongue frequently while interacting in English					
12	He/She employs a variety of interaction activities outside the text.					
13	He/She gives adequate time for the group interaction activities outside the text.					
14	He/She tells students move from their seats (chairs) for group organization					
15	He/She lets students finish their speaking while interacting					

B. Checklist of Class room Observation

Item No	Details	Frequency	Sometimes	Rarely	Never	Remarks
1	Students' use of English to ask questions, to give response during pair/group discussions without any fear					
2.	The students make great effort to use the language with their friends in the class room interaction when they are in doubt and needed help from their friends					
3	When the student-teacher gives time/instruction to the students to discuss(interact) , they interact freely with out any problem					
4	They ask for clarification, discussion frequently when they face difficulty only to be solved by/ through the help of the student-teacher					
5	They are willing and interested to answer question, to give supplementary suggestions when they are asked.					
6	They try to express what they feel or want, accurately with out/little difficulty					
7	They are willing to participate in the class room interaction activities					

8	They are involved in the different group interactive activities					
9	They use their mother tongue during group interactive tasks					
10	They ask the student-teacher to translate to their mother tongue					
11	They are willing to participate in the group interaction activities when the student-teacher is friendly					
12	Active students participate more in the class room interaction					
13	They need their student teacher to explain every thing					

APPENDIX B
QUESTIONNAIRE TO THE STUDENTS'

Dear Students,

This questionnaire is designed for a study purpose. Its main aim is to collect data on the teachers' implementation of classroom oral in speaking lessons. The success of the study greatly depends on your genuine response to the questions. Please read carefully and respond to the questions honestly and frankly.

Look through the statements given below. Each item will represent your opinions, agreement or disagreement. After reading each statements, indicate your conviction by putting a tick (√) in the appropriate columns.

Item No	Statement	Strongly agree	Agree	Have no idea	Disagree	Strongly disagree
1	Fixed seats are not convenient to do oral interaction activities					
2	Large number of students in a class affects my participation					
3	The time given to do oral interaction activities is inadequate					
4	I do not like the interaction activities that are suggested in text book					
5	My interest to participate in the class becomes less when the oral interaction activity are difficult					
6	My participation is the same for all kinds of interaction activities such as large/small group work, pair work, and so on					
7	I prefer to use my first language during pair or group tasks during interaction activities					

8	I understand the teacher better when he/she uses our first tongue most dominantly during oral interaction activities					
9	I feel discouraged to participate if the teacher interrupts me to correct my errors while speaking					
10	I feel that teachers have no motivation to implement interaction activities suggested in the text book					
11	A humorous teacher's increases my participation in doing oral interaction activities					
12	Teachers focus only on active students when implementing oral interactive activities. They do not encourage all of us to participate equally					
13	I need the teacher to give instruction and explain everything while/during oral interaction activities					
14	I am not willing to talk freely in the class as I was not accustomed to speaking in front of others (at home, village, etc)					
15	I prefer grammar and vocabulary practices to doing oral interactive activities					

Appendix C

ለተማሪዎች የቀረበ መጠይቅ

ውድ ተማሪዎች

የዚህ መጠይቅ አላማ የእንግሊዝኛ ቋንቋን በማስተማር ሂደት ውስጥ ተማሪዎች በመማሪያ ክፍል ውስጥ የሚያደርጓቸው ማናቸውም የንግግር መለማመጃ ተሳትፎዎች እስከምን ድረስ እንደሚጠቀሙባቸውና የመናገር ችሎታቸውን በማሰደግ ረገድ ያላቸውን አስተዋፅኦ ለማይት ሲሆን ጥናቱ የሚያተኩረው በ11ኛ ክፍል ደረጃ ብቻ ነው። ስለሆነም ከዚህ መጠይቅ የሚያገኘው ምላሽ ለጥናቱ መረጃ ስለሚሆን በአፅንዖት እንድትሞሉት እጠይቃለሁ።

ስለትብብራችሁ አመሰግናለሁ።

የሚከተሉትን ዓረፍተ ነገሮች ካነቡብክ/ሽ በኋላ ለእያንዳንዳቸው እስማማለሁ። አልስማም ወይም መወሰን አልችልም በሚሉት ሀሳቦች ከተወሰንክ/ሽ/ በኋላ በተመለከተው ሰንጠረዥ ስር በተሰጠው ክፍት ቦታ ላይ የ«✓» ምልክት አስቀምጥ/ጭ/።

ተ.ቁ.	ዝርዝር ሃሳብ	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማም	በጣም አልስማም
1.	ወንበዮች በማይንቀሳቀሱበት መልኩ መቀመጣቸው በክፍል ውስጥ እንደልብ እየተንቀሳቀሱ የንግግር መለማመጃዎችን ለመሥራት አያመችም።					
2.	በክፍል ውስጥ ብዙ ተማሪዎች ስላሉ በግልም ሆነ በህብረት የንግግር መለማመጃዎችን መሥራት ያስቸግራል።					
3.	የንግግር መለማመጃዎች ለመስራት የተመደበው ጊዜ በቂ አይደለም።					
5.	በክፍል ውስጥ ያለኝ ተሳትፎ መምህሩ/ሯ/ በሚጠይቃቸው/በምትጠይቃቸው የጥያቄዎች ክብደትና ቅለት ይወሰናል።					

6.	በክፍል ውስጥ ያለኝ ተሳትፎ በንግግር መለማመጃዎች ዓይነቶች አይወሰንም።					
7.	በክፍል ውስጥ በሚሰጡ የንግግር መልመጃዎች በምሳተፍበት ወቅት የአማርኛ ቋንቋን መጠቀም እመርጣለሁ።					
8.	የንግግር መልመጃዎችን ስንሰራ መምህሩ የአማርኛ ቋንቋን በተደጋጋሚ በብዛት ቢጠቀም የበለጠ ይገባኛል።					
9.	መምህሩ/ሯ/ የንግግር ልምምድ በማደርግበት ወቅት ጣልቃ በመግባት እርማት ሲሰጠኝ/ስትሰጠኝ ተሳትፎ ይቀንሳል።					
10.	መምህራ በክፍል ውስጥ በእንግሊዝኛ እንድናገር አያበረታተኝም/አታበረታታኝም።					
11.	የመምህሩ ከተማሪዎች ጋር ተግባቢ መሆን በክፍል ውስጥ ያልህ/ሽ/ ተሳትፎ የጨምረዋል።					
12.	መምህሩ በክፍል ውስጥ ጥሩ ተሳትፎ የሚያደርጉትን ተማሪዎች ብቻ ያበረታታል።					
13.	መምህሩ/ሯ/ በሁሉም መልመጃዎች ለምሳሌ የሰዋሰው ትምህርት ወይም የቃላት ትርጉሞች ላይ ገለጻ ቢያደርግ የተሽለ እማራለሁ።					
14.	ከክፍል ውጭ በማንኛውም ቦታ በሰው ፊት ቆሞ የመናገሩ ልምድ ስለሌለኝ በክፍል ውስጥ በእንግሊዝኛ ንግግር መልመጃዎች ለመሳተፍ እፈራለሁ።					
15.	የንግግር መልመጃዎችን ከመሥራት ይልቅ የሰዋሰው ትምህርትና የቃላት ጥናት ይቀለኛል።					

Appendix D

Interview to Student – Teachers

- Item 1** . What do you think are the major problems that students face during interaction activities?
- Item 2** Do you think students like the interaction activities suggested in their text book?
- Item 3.** How do you encourage students to participate in the class?
- Item 4** How do you find the students' participation in the different kinds of interactions used in speaking classes? Do you face problems in managing them?
- Item 5.** How do you give corrections to students when they make mistakes while speaking?
- Item 6.** In your opinion, is it appropriate to use students mother tongue and let them speak in their first language during interaction activities. If not, why?

Appendix E
Results of Student-Teachers' interviews
(Taped and Transcribed)

Item 1 . White do you think are the major problems that students face during interaction activities?

- Student Teacher 1. In fact there are many problems that interfere with students participation.

The major ones are the class size the time given for the activities. Shortage of additional teaching materials or reference books.

- Student Teacher 2. In my opinion, the students prior speaking experience and their grammar and vocabulary knowledge are factors that affect their participation.
- Student Teacher 3 I think the class size and the number of students in the class are problems that go with the classroom environment, Besides, the seating arrangement by itself does not allow us to organize students in groups.
- Student Teacher 4. Well, in my opinion, the students prior speaking experience and their grammar and vocabulary knowledge are factors that affect their participation.

Item 2 Do you think students like the interaction activities suggested in their text book.

- Student Teacher 1 I think they do not enjoy interaction activities presented in their text book. They rather prefer to do grammar and vocabulary practices.
- Student Teacher 2 It is really a problem for us to arouse the students interest simply by using the activities suggested in their text book. This is simply because they do not like them at all.. Thus, we face many problems while trying to implement the activities.
- Student Teacher 3 I do not think that the students enjoy the activities we provide them in the class. In my opinion, they prefer to do the

grammar and vocabulary lessons as they expect questions to appear in their exams from such lessons. Besides, they do not practice what they learn in the classrooms during their real life communication. Thus, their practice will be limited in the class and this makes them lose interest to practice.

- Student Teacher 4 In my case, it is really a problem for us to arouse the students' interest simply by using the activities suggested in their text book. This is simply because they do not like them at all. Thus, we face many problems while trying to implement the activities.

Item 3. How do you encourage students to participate in the class?

- Student Teacher 1 In fact, I try to arouse the students' interest in different ways. For example, I try to be warm and friendly with the students. I also ask the students to be open to tell me what they feel about the activities, and so on.
- Student Teacher 2. I think students' interest to participate is increased when the teacher is open and friendly with them. Thus, I use this as a motivational technique.
- Student Teacher 3. It is really difficult to say that I use different techniques to motivate the students. Because when I try to do different techniques that can increase the students' participation, different factors, such as class size, activities presented in the text, students' English learning background etc, interfere. As a result, I feel discouraged to use any technique to motivate the students.
- Student Teacher 4 Well, obviously in fact, I try to arouse the students' interest in different ways. For example, I try to be warm and friendly with the students. I also ask the students to be open to tell me what they feel about the activities, and so on.

Item 4 How do you find the students' participation in the different kinds of interactions used in speaking classes? Do you face problems in managing them?

- Student Teacher 1 Well, although I am not flexible in using a variety of interaction types, I face many challenges in one of the interaction types that I most frequently use. That is, I prefer to use teacher, fronted interaction in the class. Although, it seems simple to handle this type of interaction compared with the others, I, some, times fail to control the noise of the class as there are many students in the class.
- Student Teacher 2. I prefer small group work to be relatively easy to manage. Students also show interest in this type of interaction. However, I face some problems in managing the class. For example, students run out of time to finish the activities, thus they feel discouraged even to start. Therefore, I have to encourage them to participate time and again.
- Student Teacher 3 To me using a variety of interaction types is unthinkable. I always prefer teacher led interaction in the class. My reason to use only one type of interaction is the size of the class. It is really a problem to let students move from their chair and form groups. If I allow them to change their seats and go to another chair the class gets noisy and I fail to control the class. Therefore, I do not use any interaction type except leading the class.
- Student Teacher 4. Of course no, but I prefer small group work to be relatively easy to manage. Students also show interest in this type of interaction. However, I face some problems in managing the class. For example, students run out of time to finish the activities, thus they feel discouraged even to start. Therefore, I have to encourage them to participate time and again.

Item 5. How do you give corrections to students when they make mistakes while speaking?

- Student Teacher 1 Concerning feedback, I usually receive negative reactions from the students. This happens because interaction activities are inconvenient to evaluate students' oral performance. The corrections are given to the students right in the class. Therefore, they fear that the class laughs at them if they make mistakes and get corrections from the teacher. Consequently, they reserve themselves from speaking.
- Student Teacher 2. I give corrections to student's mistakes after students finish their speech. This is mainly because students feel discouraged to speak if they are interrupted while they are speaking.
- Student Teacher 3. I do not give corrections frequently, I feel that if I tell students mistakes time and again they become reluctant to speak in the class. Therefore, I do not even give corrections to those students whose performance is relatively weak.
- Student Teacher 4. Well, I give corrections to student's mistakes after students finish their speech. This is mainly because students feel discouraged to speak if they are interrupted while they are speaking.

Item 6. In your opinion, is it appropriate to use students mother tongue and let them to speak in their first language during interaction activities. If not, why?

- Student Teacher 1 I think it is not good to use students' mother tongue in speaking classes. However, I, most frequently, translate every explanations I make in the class. I also manage the class easily when I let students use their first language. Therefore, I prefer to use English when I teach them only grammar.

- Student Teacher 2. Although students learn better when I use English during speaking

classes, I most of the time find the class to be interactive when I use and let the students speak in their mother tongue. In fact using students' mother tongue is not appropriate because it takes the practice time in the target language.


- Student Teacher 3. It is not appropriate to use any other language than English in the class. It is not also good to translate every thing to their mother tongue,. Rather, using very simple English and trying to explain points in different ways is preferable. If students also are allowed to use their mother tongue most dominantly they will not develop their classroom interaction in EFL spoken lessons.

- Student Teacher 4 In my opinion, it is not good to use students' mother tongue in speaking classes. However, I, most frequently, translate every explanations I make in the class. I also manage the class easily when I let students use their first language. Therefore, I prefer to use English when I teach them only grammar.

Declaration

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

Name: Yitayew Zerihun Beyan

Signature: 

University: Addis Ababa University
Institute of Language Studies
Department of Foreign Languages & Literature

Date of Submission: July 7, 2008

This thesis has been submitted for examination with my approval as a university advisor.

Name: Elizabeth Ayalew

Signature: 

Date of approval: 16 June 2008