



Addis Ababa University
College of Humanities, Language Studies,
Journalism and Communication
Department of Foreign Languages and Literatures

Integrated Grammar Instruction: An Alternative Approach in EFL Classrooms
on Oral Accuracy and Fluency

Yifter Meless Tesfayohannes

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This is to certify this thesis is presented by Yifter Meless, entitled: Integrated Grammar Instruction: An Alternative Approach in EFL Classrooms across Oral Accuracy and Fluency submitted in the fulfillment of the requirements for the Degree of Doctor of Philosophy (Teaching English as a Foreign Language) complies with the regulation of the University and meets the accepted standards with respect to the originality and quality.

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Abstract

The main purpose of the study was to investigate to what extent the integrated-communicative grammar instructional approach would improve the students oral grammatical accuracy and fluency (information density and speech coherence), if at all it does? A descriptive case study design was employed over three months' periods to determine the impact of the proposed instruction. Twelve samples out of fifty-seven students and one English teacher in the Department of English from University of Gondar took part in this study. An oral test which included (pretest, posttest, and delayed posttest design) were used as a quantitative part to collect oral data. Semi-structured interview and classroom observation instruments were employed as qualitative part. Interview was used to find out students' and the classroom teacher's views towards the study. Similarly, the observation tool was employed to get viable data from the overall happenings in speaking classes. After administering the three phases' oral test, the data collected were subjected to statistical analysis. The data was analyzed using the simple descriptive statistical measure (i.e. percentage, mean average, paired t-test, and graphs) were used to see whether difference existed among sample students. The findings of the posttest and delayed posttest indicate that students improved their oral production components: information density, grammatical accuracy, and speech coherence in comparison to the pretest. In addition, the impact of integrated grammar instruction was also evident in promoting students spoken grammatical accuracy and production competence in the process of learning and teaching. The oral interview took place at the end of the training to see the views of students' and the classroom teacher's toward the instruction, teaching material, challenges, and opportunities during study periods. The findings show that sample students and the classroom teacher had positive views toward the application of integrating grammar and speaking skills. The findings of classroom observation also indicate that integrated grammar instruction in speaking classroom allowed students to work in pairs and groups and interact orally. Implications drawn from the findings suggest for teachers and material developers, this research could help them to scale up the current instructional performance and syllabus. Integrating grammar with speaking skills would be an alternative pedagogical approach. For this to happen, English teachers need to be given training on integrated instructional intervention in language teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In the teaching of foreign languages many different approaches have been tried out. However, no approach has proved to be the most favorable. For over the last hundred years' grammar language teaching was challenged with the emergence of teaching methodologies based on different learning theories. As a result, such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar. With regard to this, long historical approaches to grammar instruction are noted for their influence.

From the mid to late 19th century, one of the earliest and dominant methods was the Grammar Translation Method, characterized by rote memorization of rules, and an absence of genuine communicative activities (Hinkel, 2002). This method was developed in Germany for use in secondary schools in the middle of the nineteenth century, was used up until as recently as the 1960s. This mode implies, in short, learning grammatical rules and reading texts in the target language and then translating them from the second to the native language. Little focus was put on oral language, for example listening and pronunciation teaching was taught in the mother tongue. This was a time when foreign languages were gradually integrated into the secondary school curriculum as additional options to the classical languages, Latin and Greek.

Around the turn of the 20th, the Direct Method emerged to challenge the Grammar Translation Method which focused exclusively on written language. This method prioritized oral skills, and using structural syllabus, rejected explicit grammar teaching. The Direct Method or Natural Method was also a result of Europeans immigrating to the United States. Practical knowledge of English was necessary both for the immigrants and for the people left behind in Europe who wanted to keep in touch with families and friends in the USA. This Method would make it easier for the immigrants to communicate with the native people. The focus was on oral language, and the mother tongue was not used (Thornbury, 2001).

In the 1960s the Audio-lingual Method was introduced (Drew & Sørheim, 2004), and it was based on behaviorist ideology, implies listening to the language and then trying to speak it through imitation and repeating. Behaviorism, which was dominant in the 1940s and 1950s has a

strong focus on classical conditioning. This is a type of learning where an individual is trained to connect one stimulus with another. It is the result of a three-stage procedure: stimulus, response, and reinforcement; thus, forming good habits of correct language use and accurate pronunciation.

The idea of communicative language Teaching (CLT) has also been introduced in 1960s and expanded since the mid 1970s as a substitute to the former structural methods. Gradually, methods like the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM) fell out of favor because of their inadequacy in preparing students for natural communication out of the classroom. The advent of Communicative Language Teaching has a tremendous impact on the way language should be taught and learned. Since then, second language (L2) instructors have been encouraged to employ communicative ways of teaching in their classrooms (Richards & Rodgers, 2001).

However, the focal point of the deep version of CLT was almost exclusively on meaningful interaction through the use of spontaneous speech during pair and /or group work. There was a mixture of beliefs in this approach among scholars and teachers for it did not address the role of grammar teaching. Due to this, Thompson (1996) provide a powerful defense on the deep-Communicative Approach in its some misconception on the role of grammar teaching. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching. This has led to a constant debate among linguists regarding the nature and type of grammar instruction, which affected the understanding of how second languages should be taught or learned.

On the one hand, the Comprehension Hypothesis states that we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive “comprehensible input.” Language acquisition is a subconscious process; while it is happening we are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously. Speaking can only be accomplished through natural exposure of comprehensible inputs. According to the mentioned scholar monitoring overuse will only disturb the flow of production; consequently, this formal and conscious study of grammar should be rejected” (Krashen,1985).

On the other hand, integrated communicative grammar instruction was introduced in 1980s as part of communicative approach and its pedagogical intervention directs learners' attention to the linguistic feature when problems with comprehension or production are perceived. Practitioners of this instructional approach insist that explicit grammar instruction is not only necessary but also helpful in making language input more comprehensible as well as to facilitate language proficiency level and accuracy (Ellis, 2001; Doughty, 1998; Long & Robinson, 1998).

In line with this research, the objective of the study was to find out the impacts of integrated grammar instruction as an alternative communicative approach on students' oral grammatical accuracy and fluency. In order to achieve this goal, specific objectives and research questions were set. The assumption was that language structures must not be learned at the utterance level in isolation but need to be practiced orally at discourse level. The proposed approach, thus, focused on the development of communicative grammatical competence, which is understood as the ability to use a structure in a variety of oral situations spontaneously. This approach, therefore, provides a certain balance between noticing of grammar and actual oral communicative activities for students in EFL classrooms.

In light of the preceding historical background in teaching grammar, the researcher proposed an integrated grammar instruction as a pedagogical device to investigate its impacts on oral grammatical accuracy and fluency.

1.2 Statement of the Problem

Grammatical accuracy and fluency are prominently identified as the vital elements in language competence and, thus, cannot be omitted if one would like to achieve professional levels of spoken English. However, issues regarding spoken grammatical accuracy and fluency of advanced learners have only received modest attention (Leaver & Shekhtman, 2002). After many traditional methods appeared and fed through ages, Communicative Approach has come up in late 1970s and overwhelmingly acknowledged as the main stream in ESL/EFL teaching in most part of the world. The chosen method "Integrated grammar instructional approach" with basic English language skills (in speaking skill context of this study) has also been proposed in the early 1980s as part of communicative approach that directs the linguistic role in communication

(Chuang, 2014). This approach has also been introduced and implemented in Ethiopia as a medium of English instruction for about two decades since Ethiopia is part of this educational development (MoE (1994).

However, it is a common experience that there are certain instructional and teacher-oriented factors that cause havoc in implementing this approach in EFL classroom in an integrated manner; though there has been a very high demand for oral accuracy and fluency. The least amount of grammatical errors and sufficient use of grammar are required to demonstrate competence in speaking at tertiary level. But, students in the case of University of Gondar frequently displayed low level of spoken accuracy (grammar) and fluency performances in their regular courses. Hence, inaccurate grammar usage is one of the recurring causes that tend to undermine students' speaking abilities.

In teaching speaking, the consequences of poor accuracy and fluency are potentially detrimental to students. In this regard, English teachers are accountable for demonstrating their spoken language proficiency as professional levels. However, training aimed at spoken accuracy and fluency is not usually emphasized or offered throughout the English teaching programs or professional development in the University of Gondar. As a result, English teachers including the researcher were not seen to follow the integrated grammar approach in speaking skill context.

The other most frequent cause limiting students' oral production competence attributed to the previous traditional whole-class lecturing method. In review of major teaching methods used in advanced language classrooms, Leaver and Shekhtman (2002) offered possible explanations of why an advanced language learners performance have not reached a professional level. The reasons can be summarized as grammar rules taught in isolation, and lack of experience *using* target languages. In this connection, students often complained to their teachers that they did not get opportunities to use grammar lessons in speaking skill context when they were in elementary, high school , and in the university. Instead they were taught with much emphasis on linguistic forms related to reading texts and written exercises. As a result of which their speaking skills is deteriorating in terms of accuracy and fluency.

Furthermore, the researcher has observed that test oriented teaching grammar might be one of the major obstacles which mislead the process of developing oral communicative skills. Teachers spend their time alerting students about the structural patterns that may appear in the test; instead of encouraging them to use grammar related to their real life and authentic oral activities. So, students usually obsessed themselves preparing for examination, memorizing the structural patterns than using language for communication.

Moreover, fluent speaking ability is considered as the major features to be developed at tertiary level. Nevertheless, students' speech fluency still seems to be a difficult skill in the foreign language context, despite students undergoing years of classroom instruction and the many changes to methodological approaches. Many of them are not active speakers in reflecting their opinion intelligibly, reasonably, and appropriately during classroom interaction. This might be attributed to less exposure in using the speaking skills in daily interaction at home, school, in market or public places. And, such conditions reduce the spirit and inhibit the growth of students' oral proficiency. Due to this, in spite of the call for communicative approach in EFL teaching, their speaking abilities do not seem establishing a foot hold.

In this case, the researcher feels that students in the University of Gondar still have series problems that require further consideration of their English grammar and speaking abilities. Therefore, in response to these problems observed an attempt has been made to investigate the extent to which integrated grammar activities promote students' spoken grammatical accuracy and fluency.

In fact, some researches related to the teaching of speaking and grammar indifferent contexts (Haregwaine, 2008; Abrham, 2008; Dereje, 2001; Tamene, 2000; Mekonen, 1998; Atkins, Hailom and Nuru, 1996; and Haile Michael 1993) have already been carried out. For example, a study conducted by Haregwain (2008:2) revealed "Grammar errors are among the major problems in students writing classes and their future career." She also mentioned in the pedagogical implication of her study that the problem of grammatical inaccuracy is likely to appear on students speaking ability.

Abraham (2008:5) stated his evaluation that he made in college "Most of the English language teachers have a tendency to rely on accuracy-focused ways of teaching and the tests they set were mostly intended to measure learners' knowledge of correct grammatical forms and structures" This is a shared thought by the researcher too. Tamene (2000:1) conducted a study on classroom verbal behavior & learning opportunities in EFL classroom and contended "Despite the importance of the English language... there is one general dissatisfaction that is invariably expressed by English teachers at different levels: students performance in the English language skills is generally less than adequate to meet the demands that their classroom level requires of them." He further explained his observation saying that inefficiency to equip students' with the necessary verbal language competence at the lower levels certainly the main cause of the problems later in the higher levels.

Mekonen (1998:7) argued "Students overall English language competence is dubious. They have not developed the speaking skill. The only explanation for this state of affairs is that the teaching of speaking skill is grossly neglected both at the level of schools and the University." In this context, (Atkins, Hailom and Nuru, 1996:225-38) contended "Although there are cases that demand the teachers to give an emphasis on form aspects, it is highly recommended to deliver a grammar lesson which require the teacher to integrate form, meaning and use in context."

Haile Michael (1993:288) suggests that "the speaking skill is the most difficult for most of students at Addis Ababa University and they need more attention and help with their language and study skills." Though local researchers addressed the use of grammar and communication in their study context, the topic of "integrated grammar instruction across students' spoken accuracy and fluency" has not been extensively and exclusively researched so far.

A number of researchers outside Ethiopia have also argued (e.g., Ellis, 2005, Nassaji, 1999; Doughty, 1998; Doughty & Varela, 1998; Long & Robinson, 1998) that if the goal of second language learning is the development of communicative competence, enabling learners to use language for communicative purposes, then grammar and communication must be integrated. Proposals have been made for the last ten years on ways to combine grammar instruction with the provision of opportunities for communicative input and output, and a number of studies have researched their effectiveness.

All the above stated facts inspired the researcher to make the present study a comprehensive one. The fundamental motivation for this study, therefore, was to gain a deeper understanding of the impact of integrated grammar instruction as well as the many interplay factors involved in oral communication and thereby inform the teaching and learning of speaking.

1.3 Objectives of the Study

1.3.1 General Objective

The purpose of this study is to investigate whether or not integrated communicative grammar instruction enhances EFL students' spoken grammatical accuracy and fluency competences.

1.3.2 Specific Objectives

1. To investigate if there is a difference in the students' oral grammatical accuracy and fluency outcomes in the pre-post and delayed-post oral tests employing integrated grammar instructional approach.
2. To explain what causes the difference on students' oral accuracy and fluency in pre, post, and delayed posttest.
3. To identify the opportunities created in EFL classrooms in implementing integrated grammar instruction in speaking context.
4. To explore the challenges students face while learning integrated grammar with speaking skills in EFL classrooms.

1.4 Research Questions

1. What is the impact of employing integrated grammar instruction in EFL classrooms on students' oral accuracy and fluency?

Specific Questions

- 1.1 What causes the difference on students' accuracy and fluency in the pre-post and delayed-post oral assessment tests ?
- 1.2 What are the opportunities created in EFL oral classrooms in implementing integrated grammar instruction in speaking context?
- 1.3 What are the specific challenges students faces while learning grammar in speaking classroom?

1.5. Scope of the Study

This study was confined to the University of Gondar and focuses on the teaching of integrating grammar with speaking skills. The data collection was also limited to first-year English major students who were chosen for the study. This was because incorporating more than one class would not be manageable to analyze the speech data. Therefore, the findings of the study were not to be generalized to other Ethiopian Universities unless they would be taken in similar problematic circumstances in teaching learning grammar in oral communication.

One of the convenient reasons in choosing the above mentioned university was based on proximity and convenience for it was thought helping the researcher in getting liable data and material support during the process of the study. The other reason in selecting the subjects in English Department entirely depended on the belief that students who chose their subject to be English major need to have awareness on how to use and teach grammar in speaking context. The other assumption in choosing students from the English Department was that those whose major were English had a motivation to understand the purpose of this study and could be active participants in the study. To keep the ethics of the research, the results of the test in the course for first year students' was non-credit; instead it was for the purpose of the study.

1.6 Significance of the Study

This study is important on account of the following reasons. No language learner desires to speak a foreign language with poor accuracy and fluency. However, speaking a foreign language with a high degree of accuracy and fluency is never easy. The challenge this poses is the same for EFL classroom students and their teachers alike. The goal of speaking with a professional level of accuracy and fluency cannot be achieved simply by *knowing* the rules. To arrive at the goal, language learners need to possess knowledge in grammar and experiences of encountering and using the target integrated focus on form (explicit & implicit). Thus, students in the study would benefit immediately from the experience of oral production, and could use grammar for interaction, transaction, and function in speech communication. The study could also be helpful to them in making their concepts clear and discovering and applying the rules of grammar in different oral communication contexts.

Moreover, in classroom setting, EFL English instructors' capability to speak accurately and fluently could also be influential on their students' spoken skills; therefore, need to constantly develop their language skills in spoken accuracy and fluency. The findings of the study, thus, would contribute information to educators/instructors to re-view their understanding specifically with regard to grammar instruction in the context of oral communication skill. The study may prove in bringing a positive change in the classroom. The English teachers working in the field could utilize an integrated instructional model of activities by using the form and meaning simultaneously in oral communication. It may also bring constructive results because the students could practically involve in the lesson. The drawn conclusion and its implication of the study would also provide the opportunity for TEFL materials developers, syllabus designers, teacher trainers, and the whole educational system as useful input sources to deal with the prevailing problems in connection with the methods and techniques in the teaching of grammar. This in turn, could allow them to select linguistic items that suit for language learners at different levels of language proficiency. The prospective teachers may be given the practical application of the integrated instructional activities using different teaching techniques in speaking classrooms. It was also believed that, the study may serve as a steppingstone on which other researchers could conduct studies in a similar area in-depth for compatible and suitable research finding in relation to integrated grammar instruction in improving oral communication.

1.7 Organization

The remaining chapters are organized as follows. Chapter Two provides a review of the literature on what constitutes integrated grammar instruction, and discusses theories and research relating to explicit/implicit learning, knowledge, and instruction in the second language. It also discusses the role of grammar in oral communication and the importance of accuracy and fluency in speaking skills. Chapter 3 addresses the methods and paradigms used in the current study, and describes the research context, participants, research instruments, data collection procedures, the teaching material and the teaching methodology in classroom. Chapter 4 reports and discusses the major findings of the pilot study and main study pertaining to each of the research questions. It, firstly, concerns the results of the quantitative feature, i.e. the statistical analysis of the pretest, posttest, and delayed-post oral tests, then, reveals the qualitative analysis of data from interview and observation on attitudes of students' and the classroom teacher's toward the role of integrated

grammar instruction on students' oral production performances. Chapter 5 presents a conclusion of the main study and discusses the findings of the research. It then suggests the pedagogical implications for English teaching and learning in the Ethiopian context and limitation of the study. Finally, it proposes some recommendations for future research.

1.8 Operational Definitions of Terms and Abbreviations

- Integrated grammar instruction: a combination of form, meaning and use instruction to achieve a high level of grammatical accuracy and fluency in oral production (Lightbown and Spada, 1990).
- Implicit grammar instruction: is closely related to inductive teaching, which means that rules are inferred from examples presented in context first (Brown, 2005).
- Explicit grammar instruction: Explicit grammar teaching methods are defined as classroom teaching approaches which are committed to overtly drawing learners' attention to and providing clear explanations of linguistic elements as they arise incidentally in lessons whose overriding focus is not necessarily on linguistic code features (Long, 1991 cited in Nassaji, and Fotos, 2004).
- Spoken fluency: "the ability to link units of speech together with facility, and without any strain, inappropriate slowness, or undue hesitation" (Hedge (1993), cited in Siyyari, 2005).
- Spoken Grammatical Accuracy: the present study centered on spoken English. Therefore, grammatical accuracy refers to oral grammatical utterances. That is, linguistic forms and sentence structures in oral performance conformed to descriptive grammar rules of English. For example, the sentence "if my grandfather has been still alive in 2003, he would be 100 years old" is not grammatical, but "if my grandfather had been still alive in 2003, he would have been 100 years old" is grammatical (Celce-Murcia & Larsen-Freeman, 1999: 551).
- Speech Coherence: refers to clear and understandable expressions being unified, planned, and connected with appropriate discourse markers.
- Information density: the amount of information provided by students in the oral test.
- FFsI: Focus on forms instruction
- FFI: Focus on Form Instruction

CHAPTER TWO: REVIEW OF RELATED LITERATUR

2.1 Introduction This study aims to explore the role of integrated grammar instruction on students' oral production in relation to accuracy and fluency. The chapter, thus, presents discussions related to the topic of the study. In line with this, the literature review in this chapter includes: the Grammar Instruction Approaches, implicit/explicit learning, knowledge. The chapter also discusses the role of grammar in oral communication, the speaking skill and the teaching of speaking, and characteristics of speaking. Furthermore, corrective feedback in speaking, factors that affect learners speaking, and conceptual framework of the study are reviewed.

2.2 Grammar Instruction Approaches

Dkhissi, (2014) sates that grammar teaching has often been regarded as a structure based formal activity. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar focused on form is often modified to meaningful structured discourse. In order a grammar lesson effective, beneficial, and interesting, a teacher should use some well developed interactive and fascinating techniques in the classroom.

The grammar teaching techniques largely depends on what learners need for communicative purposes rather than on a predetermined grammatical syllabus. Although many researchers agree on the benefits of grammar instruction, how to teach grammar is an issue of little agreement. The controversy has become particularly acute in the framework of stressing meaning over form. For several years, second language acquisition researchers and theorists have been grappling with polarized views concerning the teaching of grammar within a communicative framework (Ellis, 1998). Although the belief on the instructional approach, techniques may vary from year to year and from practitioner to practitioner, the burning question remains the same: Does grammar instruction help second/foreign language learners gain competence and proficiency in the target language? A more temperate discussion of the debate allows for sub-questions such as: What type of grammar instruction (if any) is best? At what point (if at all) should grammar instruction come into play? And should grammar occupy a position subordinate to, equal to, or superior to, that of meaning? The subject of this study is, thus, to show the teaching of grammar that is

provided in *explicit, implicit, and integrated* activities with their influences to help students overcome the problems related to their grammar accuracy and the kind of fluency in oral communication (Gascoigne 2001).

2.2.1 Explicit Grammar Instruction

On the one side of the dichotomy is the explicit approach to grammar instruction that involves teacher explanation of rules followed by related manipulative exercises intended to practice the new structure. The traditional view of language teaching which focuses on language forms presentation explains the grammar rules and practice through drilling, though the required effects are not obtained. Disaffected students who can produce correct forms on exercises and tests do consistently make errors when they try to use the language in context. In other words, students subject to this kind of teaching know a lot to use the language. However, these students are unable to use the language itself appropriately in contextualized situations for different reasons. In this respect, language learning, according to the different works in the field related to materials development for language learning, recommends that course book should provide learners with more opportunities to acquire language features from frequent encounters with them during motivated exposure to language in use (Cunico, 2005).

According to Ellis (2004), in a practical definition, explicit knowledge deals with language and uses to which language can be out. This knowledge facilitates the intake, development of implicit language and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled processing. It is conscious knowledge of grammatical rules through formal classroom instruction. Likewise, Ellis (2002a) suggested that when grammar instruction is extensive and is sustained over a long period of time, such instruction contributes to the development of implicit knowledge and it promotes accuracy in the use of difficult forms in the target language. He strongly supported the need for providing communicative opportunities that contain instructed grammar. Communicative activities are an essential component of a language curriculum, there is a still a place for a *separate/explicit* analytic language syllabus”, emphasis added.

More recently, Ellis (2002b:32) has argued that “we should teach grammar separately, making no attempt to integrate it with the task-based component (except perhaps, methodologically through feedback)”. One frequently heard argument in support of isolating grammar/ FFsI is related to

maintaining learners' positive motivation. The concern is that learners will become discouraged or disinterested if their attention is drawn to form while they are trying to engage in communicative practice. Thus, it is sometimes suggested that teachers make note of problems that arise during interaction activities and then bring them up for instruction and explanation in separate isolated activities, outside the communicative activity.

In connection to this study, the theory of explicit grammar instruction is relevant in that sample students are taught explicit grammar in context aiming the purpose of communicative development. To strengthen their linguistic and meta-linguistic knowledge, students first do structural based exercises by themselves. Following this, being in different group arrangements they ask and answer one another to complete sentences with appropriate structural grammatical and lexical words. At the same time, students pursue discussions to discover and notice the use of grammar from the lessons they go through how the selected grammar items can work indifferent oral interaction. Thus, the present study acknowledges the positive input and exposure to target grammar rules in the development of speaking competence.

2.2.2 Implicit Grammar Instruction

On the other side of the instructional turmoil is the implicit grammar approach. Seung Hee (2005) states that the objects of grammars have been intended for the use of a language; so that many scholars suggest less explicit instruction to present "fact" of the language in form, but instead focus on more implicit teaching. The methodological proposal in pedagogic grammar for teachers is also focusing on implicit description rather than explicit explanation.

This approach, as presented by Krashen (2003) rejects the need for any explicit focus on form. These researchers argue that learners can acquire language naturally if they are provided with sufficient comprehensible input from the teacher. Furthermore, the approach maintains that grammatical development follows its own natural internal syllabus; thus, any explicit teaching of form is pointless and not in the instructional time and effort of the teacher and the students. If learners are exposed to a sufficient amount of language that interests them and is globally understandable to them, they will eventually be able to induce how the structures of the language

work. This means that learners should be able to perform hypothesizing and language analysis on their own as comprehensible input.

According to Dkhissi (2014), some practitioners think that people can acquire language without any overt grammar instruction in the same way children learn their mother tongue. Conscious use of language forms are expected accordingly to end up with high affective filter and consequently poor language proficiency and fluency. These teachers prefer language use to language usage and focus on meaning rather than form. For language activities, they advance the use of contextualized and authentic language and do not refer to rule based teaching

Brown (2000) states that implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily acquired during spontaneous language tasks in spoken. The child implicitly learns aspects of language (for example, syntactical, semantic, pragmatic, phonological), but does not have access to an explanation of those rules explicitly. In short, implicit knowledge is gained through a sub-conscious learning.

As the topic of this research indicates, students are supposed to generate meanings from different lessons based and life experience using grammar as a means of communication. With this regard, they accomplish various activities in speaking classrooms during the training periods. In small group and pairs they discuss the theme of each lesson after reading texts. Attention is much given for oral production and interaction and less emphasis for noticing of grammar. The teacher also encourages students to speak as much as they can. In fact, subconsciously, students raise and brief their partners and themselves how the grammar items in their particular lessons use. These activities in turn offer students opportunities to produce meaningful speech.

2.2.3 Integrated Grammar Instruction

One of the main rationales that consolidate the claim which grammar instruction should be integrated with form, meaning and use, based on the nature of grammar in playing a role in communication rather than an end by itself. To show the importance of the integration of explicit and implicit grammar instruction different scholars put their research based recommendations. In this regard, Kane (1997) argued that integrated grammar is valuable and can provide grammar as

springboard to discussion about language and, eventually, about grammar in communicative context. Kane further contended that sound language has a lyrical beauty that students naturally motivated and want to replicate in their own language skills to develop. This desire produces natural curiosity about grammar that may motivate students to learn about a subject that may have been presented before as a series of notes and boring, unrelated exercises. Finally, it has been concluded that grammar needs engaging process for them.

Ellis et al., (2009) state that implicit and explicit instructions do not correlate exactly with this basic distinction, but can be mapped onto it. Implicit instruction is directed at enabling learners to infer rules without awareness. That is, it seeks to provide learners with experience of specific exemplars of a rule or pattern while they are not attempting to learn it. As a result, they internalize the underlying rule/pattern without their attention being explicitly focused on it. Clearly, then, indirect intervention is implicit in nature. But, it is also possible to envisage some types of direct intervention as being implicit. This type of implicit instruction involves creating a learning environment that is 'enriched' with the target feature, but without drawing learners' explicit attention to it. This is exactly what happens in the treatment found in studies that have sought to investigate implicit learning.

According to McCarthy & O'Keeffe (2004) in Henkel (2006), commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people employ incremental language skills not in isolation but in tandem. To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication. For example, to engage in a conversation, one needs to be able speak and comprehend at the same time. In addition, teaching oral skills can be easily tied to grammar instruction in oral context, on writing and vocabulary, and readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics. Integrated instruction usually follows the principles of the communicative approach with various pedagogical emphases, goals, instructional materials, activities, and procedures playing a central role in promoting communicative language use.

Richards and Rodgers (2001:165) note “as long as instruction engages learners in meaningful communication and enables them to attain the curricular objectives, the range of models and teaching materials compatible with integrated language teaching is “unlimited”. To this effect, at present, the models for integrated teaching with a communicative focus include an extensive array of curricula and types of instructional models, such as content based (including theme based), task based, text based (also called genre based), discourse based, project based, problem based, literature based, literacy based, community based, competency based, or standards based and this is not a complete list. Likewise, Azar (2007)) suggested giving a balance emphasis to both form and meaning saying:

Focus on fluency and accuracy? Do both, in proper balance give the students need and goals. Have students with grammar structures inductively or deductively? Do both. Use authentic or adapted language? Students need both. Work with sentence level Vs connected-discourse material? Both can have good pedagogical purpose and effect. Engage open ended communicative interaction or controlled response exercises? Both are beneficial for students. Explicit instruction or communication exposure? Both (Azar, (2007:1-2).

Based on their experience, thus, many L2 teachers and curriculum designers believe that integrated instruction can increase learners’ opportunities for FL/L2 purposeful communication, interaction, real-life language use. It also helps students to be familiar with diverse types of contextualized discourse and linguistic features, all of which have the goal of developing their language proficiency and skills (Ellis, 2003). Hutchison (2000) also completed an intervention study with the use of a packaged grammar program that engaged different learning styles and prompted activity termed. Thus, the current emerging theory of integrated grammar instruction emphasizes on the theory of focus on form (FonF) that has incidental and planned focus on form in contrast with focus on forms (FonFs).

In summary, while researchers and applied linguists have not found a common voice at various issues related to the second language grammar pedagogy, studies on the practices and attitudes of teachers and students suggest that both groups are favorably disposed to some element of the explicit grammar instruction in the classroom (Borg and Burns, 2008 and Andrew, 2003). It is also evident in this study that

awareness and use of grammar in speaking context is practiced throughout the training. Although both focus on form and focus on meaning instructions are valuable to teaching and learning grammar, they share some notable deficiencies. Neither approach acknowledges the critical role of the teacher in negotiating and constructing explanations of how the new language works, nor the contributions and backgrounds that the learners bring to the instructional setting or collaborating with the teacher on constructing an explanation. Moreover, these approaches neither do recognize how learning takes among people in the world outside of the classroom. Therefore, both of the dichotomous approaches fail to take into account the collaborative and social aspects of learning (Adair-Huck, 1993 and Donato & Adair-Huck, 1992 cited in Shrum and Glisan, 2005). However, it is up to the teachers and students interacting decision about a range of issues like what language point to focus on , how to structure grammar lesson, how to present grammar.

2.2.3.1 Focus on Form Instruction

Ellis (2001:1-2) states "Form-focused instruction (FFI) is an umbrella term for any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" For example, Nassaji (2000) proposed that focus on form can be achieved through process or through design. Focus on form through process occurs in the context of natural communication when both the teacher the learner's primary focus is on meaning. Focus on form through design is deliberate and is achieved through designing tasks which have deliberate explicit focus. Spada (1997:73) defines form-focused instruction as "pedagogical events which occur within meaning based approaches to L2 instruction but in which a focus on language is provided in either spontaneous or predetermine ways". Long, (1991: 45-46) cited in Nassaji & Fotos , 2004) also defines focus on form instruction as:

Focus on form ... overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication..

According to (Long, 1991 and Doughty, 2001 cited in Ellis, et al. 2002:432), form focused instruction combined with meaning-focused instruction works better than meaning focused instruction on its own, as it develops learners ' ability to use the linguistic form in communicative task. Form- focused instruction helps L2 learners' 'notice the gap' between their own output and

those of others. This enables them to restructure their linguistic system in a correct and appropriate way. Focus on form is against the belief that grammar instruction is synonymous with explicit techniques. Focus on Form, as Fotos (1998) mentioned, is a context based presentation of grammatical forms, rather than overt teacher-led instruction. Thus, the traditional notion of forms always entails isolation of linguistic features from context or from communicative activity, while focus on form integrates attention to form, meaning, and use (Doughty & Williams, 1998).

Focus-on-form instruction is typically carried out in two steps. First, pedagogical activities can be designed to require learners to be primarily engaged in communicative tasks while also incidentally focusing their attention on particular grammatical characteristics. Second, L2 teachers can choose to explicitly or implicitly provide corrective feedback on learners' grammatical mistakes during the course of communication (Ellis, 2002). Explaining reasons for mistakes and how to construct the correct structures are examples of explicit corrective feedback. An example of implicit corrective feedback can be done through recasting sentences in the absence of explanations as in the following example:

Ms. Aden: Robel, where did you go last night?

Robel: m...I go shopping with my family.

Ms. Aden: oh...you WENT shopping. Which mall did you go?

Robel: We went to the downtown center.

2.2.3.1.1 Incidental Focus on Form

Incidental focus on form refers to drawing learners' attention to the linguistic features that arise occasionally during task-based activities in lessons that focus mainly on communication or meaning conveyance. Incidental attention to form does not predetermine what kinds of form should be taught. Instead, the forms emerge from the communicative tasks performed in L2 classrooms. Incidental focus on form is characterized by extensive use of a variety of forms in the lesson as they arise from a communicative need (Lowen, 2005).

In light of evidence that meaning-focused instruction might not result in learners reaching native like levels of accuracy. In this regard, Doughty & Williams (1998) state that though not the only possibility, one way for an integration to occur is through incidental focus on form. This is because it occurs within the context of meaning-focused activities, when the learners themselves

experience difficulty with a linguistic item. Incidental focus on form may cause learners to attend to form, meaning, and use in a single cognitive event, and this joint processing that takes to facilitate forms, meaning, and use is fundamental to language learning.

2.2.3.1.2 Planned Focus on Form

The planned focus-on-form- refers to teaching specific L2 forms that hamper L2 learners' speaking skills in a structured fashion. It is characterized by drawing attention to specific forms in a single lesson. In planned focus on form, there is *a priori* decision made on the part of the researcher or teacher to target specific linguistic items during meaning-focused activities. This targeting may take the form of enhanced input, targeted output or both. In conclusion, form-focused instruction is vital to enable learners to develop fluency and accuracy in ESL. It helps also to produce coherent spoken texts. Further, it helps ESL learners to learn the forms of ESL through incidental and planned ways of teaching. It develops a high level of ESL linguistic discourse and strategic competences (Ellis et al. 2003:154).

This descriptive study showed that contextualizing the concept of integrated grammar/form focused instruction and its communicative role in speaking context. The class room teacher created an awareness for students that the concept of focus on form instruction differs than that of the focus on forms traditional instruction. Unlike the rule oriented teaching, the implementation of both explicit grammar and implicit grammar in an integrated way enhanced students grammatical structure competence in accordance with the subsequent communicative output. Focus on form is a teaching of grammar in either pre planned or incidentally in communicative situations. The procedure to follow the incidental or planned teaching of grammar in communicative context depends on the students' interest and demand where necessary. In fact, teachers have equally responsible to evaluate and know their students' area of difficulties while teaching grammar, so that they can follow an incidental or pre-planned classroom methodology to provide deep explanation on the lessons they are teaching. Therefore, teachers role in enhancing students grammar consciousness-raising activities and use of grammar for interaction is very paramount and need to be practiced through different task based activities in speaking classrooms.

2.3 Implicit and Explicit Learning and Knowledge

2.3.1 Implicit and Explicit Learning

Ellis et al. (2009) state that cognitive psychologists distinguish implicit and explicit learning in two principal ways: One, implicit learning proceeds without making demands on central attention resources. Scholars in the field say that the implicit/explicit learning originated in cognitive psychology. These generalizations arise from conspiracies of memorized utterances collaborating in productive schematic linguistic productions. Thus, the resulting knowledge is sub-symbolic, reflecting statistical sensitivity to the structure of the learned material. In contrast, explicit learning typically involves memorizing a series of successive facts; and, thus, makes heavy demands on working memory. As a result, it takes place consciously and results in knowledge that is symbolic in nature (i.e. it is represented in explicit form). Second, in the case of implicit learning, learners remain unaware of the learning that has taken place, although it is evident in the behavioral responses they make. Thus, learners cannot verbalize what they have learned. Regarding explicit learning, learners are aware that they have learned something and can verbalize what they have learned..

Wallach and Lebiere (2003), for example, developed a strong argument for a dual learning system based on the central concepts of ACT-R cognitive architecture. This proposes a hybrid learning system consisting of a permanent procedural memory and a permanent declarative memory. The former consists of condition-action rules called ‘productions’ that enable a certain action to be performed provided that specific conditions have been met, such ‘productions’ operate automatically. Declarative knowledge consists of factual knowledge stored as chunks organized into schemas. It operates in a more controlled fashion and with awareness. Wallach and Lebiere claimed that these two ‘architectural mechanisms’ could account for implicit and explicit learning and, crucially, they interplay between the two systems. They went on to demonstrate how they can account for the findings of a number of previous studies of implicit/explicit learning. The ACT-R model has also proved influential in second language acquisition (SLA) studies.

Scholars in the field say that the implicit/explicit learning originated in cognitive psychology. Ellis et al. (2009:3) state that cognitive psychologists distinguish implicit and explicit learning in two principal ways from the explicit-implicit learning perspectives. Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Thus, the resulting knowledge is sub-symbolic, reflecting statistical sensitivity to the structure of the learned material. In contrast, explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure. Knowledge attainment can thus take place implicitly (a non-conscious and automatic abstraction of the structural nature of the material). Thus, learners cannot verbalize what they have learned. Regarding explicit learning, learners are aware that they have learned something and can verbalize what they have learned arrived at from experience instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction).

Wallach and Lebiere (2003) for example, developed a strong argument for a dual learning system based on the central concepts of ACT-R cognitive architecture. This proposes a hybrid learning system consisting of a permanent procedural memory and a permanent declarative memory. The former consists of condition-action rules called ‘productions’ that enable a certain action to be performed provided that specific conditions have been met, such ‘productions’ operate automatically. Declarative knowledge consists of factual knowledge stored as chunks organized into schemas. It operates in a more controlled fashion and with awareness. Wallach and Lebiere claimed that these two ‘architectural mechanisms’ could account for implicit and explicit learning and, crucially, they interplay between the two systems. They went on to demonstrate how they can account for the findings of a number of previous studies of implicit/explicit learning. The ACT-R model has also proved influential in second language acquisition (SLA) studies.

2.3.2 Implicit and Explicit Knowledge.

In comparing the two terms: explicit and implicit knowledge, Noonan (2004) proposes a challenging question: “May explicit grammar knowledge becomes implicit knowledge in the

context of EFL learners?” In response to this, there are two answers. First, in Krashen’s view, explicit knowledge can never be implicit knowledge inasmuch as the two are located in dissimilar parts of the brain. In contrast, the interface position claims that explicit knowledge can have some impact on implicit knowledge. This position has two views. The first maintains that explicit knowledge becomes internalized through practice or frequent exposure to target language similar to the acquisition of other skills. The second goes with the Krashen’s view.

In the field of SLA, there is a wide acceptance that implicit linguistic knowledge is distinct from explicit linguistic knowledge and that the development of implicit linguistic knowledge is the primary goal of L2 learning (Ellis, 2001). In the literature, various labels have been used to describe these two types of knowledge; for example, acquired versus learned knowledge (Krashen, 1981); unanalyzed versus analyzed knowledge (Bialystok, 1981); procedural versus declarative knowledge (DeKeyser,1998); and implicit versus explicit knowledge (Doughty and varella, 1998).

Despite the fact that cognitive psychology, developmental psycholinguistics and SLA provide a variety of definitions of implicit and explicit knowledge, these two types of knowledge are often distinguished with reference to (1) absence or presence of awareness/consciousness, and (2) ability (or the lack there of) to verbalize linguistic knowledge on demand (e.g., Anderson, 2005). If a learner has no awareness of the regularities underlying the knowledge acquired, that knowledge is said to be implicit; whereas if a learner can verbalize the regularities underlying the knowledge learned, that knowledge is said to be explicit. Implicit knowledge is often connected with automatic processing while explicit knowledge requires enduring effort in the learning process. Both declarative and episodic knowledge are explicit knowledge. Knowledge is declarative when one can explicitly declare or verbalize the knowledge acquired (Hulisijn, 2005).

Ellis et al. (2009:11) argues that *implicit knowledge* can be characterized as “tacit and intuitive” and “only evident in learners’ verbal behaviour,” whereas *explicit knowledge* is “conscious” and “verbalizable”. Further he differentiates these two by five other characteristics: *type of knowledge*, *accessibility*, *use of L2 knowledge*, *learnability*, and *systematicity*. Implicit knowledge is procedural knowledge (*type of knowledge*), accessible in automatic processing (*accessibility*) and employed in spontaneous L2 production (*use of L2 knowledge*). Learning of

this knowledge may be affected by the age of the learner (*learnability*). In contrast, explicit knowledge is declarative knowledge and potentially available in controlled processing and for specific tasks (for example, completing a spoken or written grammaticality judgment test). Learning of this knowledge is less likely to be affected by the age of the learner. In addition, explicit knowledge is often inconsistent and inaccurate, whereas implicit knowledge is relatively systematic (*systematicity*).

Explicit knowledge is often associated with effortful processing and is sometime used as a synonym for declarative process. Moreover, explicit knowledge can be operationalized as the learner's explanation of specific linguistic feature. Implicit knowledge can be determined by examining the learner's use of these features in oral or written language. It is a kind of knowledge that develops apart from the mechanism of awareness involved in its development. Despite this, the interface hypothesis claims that explicit knowledge can be converted into implicit knowledge and implicit knowledge into explicit as a result of practicing specific features of the L2 (Ellis, 2005).

Views differ considerably with regard to the relationship between the two types of knowledge and the role of explicit learning or explicit knowledge in implicit L2 learning at the processing or learning level. However, at the L2 performance level, researchers tend to agree that the combined use of implicit and explicit knowledge is involved. Given that L2 knowledge can only be inferred from L2 performance, which can vary depending on a multitude of task-related and learner-related factors, measuring L2 knowledge presents a great challenge for L2 researchers. Research on the relationship between L2 knowledge and L2 proficiency indicates the two are correlated (Ellis, & et al., 2009).

In summary, the foregoing discussion indicates that there are divergent views with regard to the interaction between implicit and explicit learning. Regarding the role of explicit and implicit knowledge, unlike Krashen, who reduce the value of explicit knowledge and explicit learning in implicit L2 acquisition, other researchers tend to acknowledge a beneficial role for explicit knowledge or explicit learning. Nonetheless, disagreement as to how explicit knowledge/learning can contribute to implicit L2 acquisition persists. Regardless of the theoretical disputes, however, extensive relevant empirical research points to a facilitative role for explicit learning in implicit

L2 acquisition, with supporting evidence from the findings of a substantial body of research on the roles of various forms of form-focused instruction. In this research, therefore, different classroom activities are performed by the students and the classroom teacher related to implicit and explicit knowledge. Students attempt frequently to enhance their implicit and explicit knowledge of grammar and oral competence by describing the content of the lessons. Besides, using the selected grammar items, students present short talk to their peers turn by turn. They also play a role in pairs orally taking their dialogue part from the teaching material in front of their group members. Discussions and asking answering question for clarification are some of the activities done in the EFL classrooms. Thus, the implicit and explicit knowledge is so helpful for oral grammatical accuracy and fluency.

2.4 The Role of Grammar in Oral Communication

Many adult language learners nowadays place a high value on learning grammar. Perceiving a link between grammar and communication, they associate excellent grammar with the opportunities for employment and promotion, the attainment of educational goals, and social acceptance by the native speakers (Ipka, 2003). Likewise, talking about the grammar-communication dichotomy, Fotos (2005:668) recommends that "It is s time to take the position that a combination of grammar instruction and the use of communicative activities provide an optimum situation for effective L2 learning"

Ellis (2006:84) proposes that "Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it. Similarly, Azar (2007:2) maintains that "One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric."

Batstone (1994:3-4) states that recently there is a growing need on grammar as a crucial aspect of spoken communication and that students should be taught to view grammar as supportive tool.

He also emphasizes the importance of grammar when he declared “if there were no grammar; language would be disorganized, leaving us seriously handicapped”. He further states language without grammar would be chaotic; countless words without the indispensable guidelines for how they can be ordered and modified. That is why linguists have been studying grammar for centuries and it remains an object of learning for many school children all over the world. These explanations about grammar assert that grammar and speaking competences are compatible components to improve the intended communication.

In the past, traditional grammar instruction emphasized explicit knowledge of language rules without providing opportunities for learners to communicate in the ways currently understood by psycholinguists, applied linguists, and the language teaching profession. As a result, many learners who spent years learning the formal properties of the language (the sound system, verb conjugations, rules of syntax, vocabulary, etc.) were unable to exchange information, participate in target language cultures, or develop and nurture a social relationship in a second language (Adair-Hauck & Cumo-Johansen, 1997; Barns, 1992 cited in Shrum and Glisan, 2005).

Kim (2009) stated that grammar should be developed and included in the curriculum for speaking lessons in order for learners to achieve a high level of oral proficiency. It is also believed that grammar is not an isolated performance founded in some capacity cut off from the rest of human experience; rather, grammar skills are perceived to be fundamentally integrated with speaking, reading, listening, and writing skills. This indicates the strong link between grammar and other language skills. Even in many contexts, speaking skill is the basis on which a person’s language competence is judged. In light of this, it appears wise to know that grammar will play a vital role in achieving the overall competence and particularly in speaking skills in this context. According to Ebsworth (1998), a steady stream of speech which is highly inaccurate in syntax, vocabulary, pronunciation could be so hard to understand for it violets the essential aspect of fluency being comprehensible. Hence, accuracy and fluency cannot be seen in opposition rather they are equally important so that attention needs to be given to both.

Similarly, studies which are conducted in EFL indicate the problems related to the grammatical accuracy and fluency of learners in their speaking abilities. For instance, a study conducted by Wu, Chang-Hsuan (2007) on the effects of an explicit grammar teaching method on a group of

English teacher candidates' in Taiwan, the findings showed that the increased grammatical accuracy was not acquired at the cost of fluency. Moreover, McNamara's (1990) report that looked at the relationship between global score and five analytic scales (grammar and expression, intelligibility, appropriateness, comprehension, and fluency), grammar and expressions are the strongest factors to determine the oral proficiency of learners. Furthermore, Na (2007) and Tsai (2003) also associate the problem of Asian students, indeed, had comparatively high anxiety in English learning since most of them lacked communicative grammar and speaking practice in the target language both inside and outside of the classroom. This limited real-life practice and experience appears to have eroded their confidence and weakened their willingness to speak.

According to ACTFL (American Council on Teaching of Foreign Languages) Guidelines (1999) cited in (Kim, 2009) "Speaking proficiency" is largely regarded as communicative growth. Hence, recent trends in the English education have focused greatly on the communicative competence of English learners. However, there are also voices favoring the need for grammatical accuracy and working knowledge of grammar in spoken language. This is to mean that the extreme position and perspective in excluding grammar from oral communication will not take us to the right direction. Hence, English language teachers need to prepare their lessons by integrating form focus with meaning focus instructions.

Larsen-Freeman (2003b) also notes that one of the main advantages of looking at grammar in communicative context is that it can reveal information about the use of particular structures, and what patterns and the grammar structures enter into, for instance, what precedes them and what follows them in the oral discourse. An advantage of linguistic corpora is that we have access to many instances of attested language use. These are helpful supplement to our linguistic intuitions about how the language works. This in a sense implies that grammar in context provides students communicative and interactive language experiences.

In addition, Larsen-Freeman (2003a) clears her view for the question asked why she writes a book in teaching language from grammar to *grammaring*. In this regard, she emphasizes the importance of grammar using the term *grammaring* to convey the idea that grammar is a

dynamic system, which needs to be taught as a skill (*the fifth skill*). She further points out three major dimensions in every linguistic unit: *form, meaning and use*. Explaining further, Freeman notes that any linguistic unit can be characterized by a form, a meaning and a use. For example, the form of the English word *house* is a common count noun, it's singular, it's spelt with the silent *e*, it contains a *diphthong*, etc. It has a meaning as well, of course. A house is a place where someone lives. However, we cannot stop there because there are a lot of words in English that refer to a place where someone lives. For example, there is *residence, dwelling, domicile, habitat*, etc. Hence, students can realize and pick the appropriate grammar and word items among the many synonyms they want where the right context to use. The knowledge of a language can be used as a map with road signs to assist learners as they explore the landscape of the new language. And, we need to remember that understanding grammatical structures apart from their use and function is pointless. Therefore, grammatical patterns must not only learned at the utterance level but at the discourse level since the main objective focuses on the development of communicative competences.

On the basis of the on ongoing theoretical discussions above, the researcher prepared a teaching material targeting some selected grammar items with different contextualized topics and task based activities to train students. When students communicate in different settings such as individual, pairs, group and the entire class, they were aware of how to use the grammar in context, and they were conscious how to interact in order to transmit information. Thus, to achieve this purpose, the role of grammar was so crucial to accomplish a task in order to really carry out a communicative act. And in this exchange of ideas and intentions, students have to cooperate with one another to construct an on-going, coherent piece of discourse. In other words, they have to negotiate their purposes in such a way that one speaker's participation corresponds to the participation of another. In this way they achieve communication. In general, to have the command of oral communicative competence, (Hedge, 2006) states that linguistic competence, pragmatic competence, discourse competence, strategic competence, fluency competence, and other factors have significant contributions. Therefore, any communicative activity must account for these important components of communicative learning.

2.5 The Speaking Skill

Nowadays it is not daring to say that the ability to speak at least one foreign language is a necessity. “Language is arguably the defining characteristic of the human species and knowledge of language in general, as well as ability to use one’s first and, at least one other language, should be one of the defining characteristics of the educated individual” (Nunan 1999:71). The world has become smaller. It is said it has turned into the size of the so-called “global village”. We are living in the time of immense technological inventions where communication among people has expanded way beyond their local speech communities. Today receiving education, language education not excepting, is not an issue connected exclusively with schools; the time requires everyone to learn throughout their lifetimes. Therefore learning a second language has become a means of keeping up with the pace of the rapidly changing world (Ellis, 1997:3).

The demands of the contemporary society together with the position of English as an international language (McKay, 2002:5) present a reason for learning this language in particular. Within language learning the skill of speaking constitutes presumably one of the major concepts. In a narrower sense, a good command of a language may be compared to the ability to speak that language well. At the same time teaching oral skills presents one of the greatest challenges within the framework of ELT.

Hedge (2000:261) defines speaking as “a skill by which people are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities. Speech communication has also been defined by (Lee & VanPatten, 2003) as the personal expression, interpretation, and negotiation of meaning where information, feelings, and ideas are exchanged in talk, and gesture. It also involves the development of relationship between individuals as they use language to create social bonds, show sympathy and understanding, and support each other. In this sense, it is important that to expose learners to actively engage in communication process for it helps them in getting and using the language.

2.5.1 Importance of Speaking

In this section, light will be shed on the importance of speaking skill. Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. For example, Celce-Murcia (2001:103) also argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their grammar and vocabulary then improving their communicative skills. With speaking, learners can express their personal feeling, opinions or ideas, tell stories, inform or explain, request, converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

Baker and Westrup (2003:05) support “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” In this regard, speaking is one of the important productive skills in human societies for it involves components like communicative grammar, vocabulary, interaction, negotiation, meaning, context, and organization, etc. In this point, it is evident speakers who mishandle these features of speaking face prejudice and even spoil relationship with their interlocutors since in any situation people may be judged by the clarity of what they say.

Similarly, Celica-Murcia (2001) notes that speaking is an important medium through which language is learnt and achieved in English second language. The development of oral ability is a good source of motivation for most learners. Good speech ability gives the person confidence. Speaking a second language is also unarguably a complex task for the learner, even under the best of circumstances, while formulating message content, he or she must simultaneously strategize how to express desired meaning giving the syntactic, morphological and lexical parameters (Carter& McCarthy, 1995; Cohen, 1996). Speaking, therefore, requires that learners

not only produce specific points of language such as grammar, vocabulary, or pronunciation (linguistic competence) but also clausal discourse competence.

Pica et al. (1993) say that the most effective way to assist language learning in the classroom from a communicative perspective is through communicative tasks. These activities encourage talk, not in order to produce language as an end, but as a means of sharing ideas and opinions, collaborating toward a single goal, or competing to achieve individual goals. In this regard, there has recently been a paradigm shift away from teaching grammar in isolation to integrating with speaking and other major skills. Swain (1993) also explains the obvious necessity of providing learners with considerable opportunities for speaking in class; she adds, however, “Just speaking and writing are not enough”. Learners must be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest; they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness and accuracy.

According to Brown and Yule (1983) and Nunan (2003), speaking skill is an essential component of second language learning and teaching, it deserves the prime focus of attention. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers used to teach speaking just as repetition of drills or memorization of dialogue in the past. Speaking should build students’ communicative skills because only in that way can students express themselves and learn to follow the social and cultural rules appropriate in each communicative circumstances.

In this study, students speaking competence is the main objective to be promoted. To achieve this goal, teachers and professionals in the field are supposed to exert their maximum efforts to offer EFL students the appropriate oral competences. In this regard, the classroom teacher in the present study provided much time for students to talk in English. Besides, he frequently praised students to involve actively in the oral interaction without being embarrassed with their peers. Students were also encouraged to produce a speech with precise structures. Thus, the classroom teacher taught explicit grammar incidentally and planned whenever necessary in speaking classrooms during the training.

2.5.2 Speaking: Knowledge and Skill

The aim of teaching speaking is for learners to be able to use a language freely and fully in communication. Both teaching and learning to speak are, possibly, not easy and effortless processes. There are many “wheels” in the mechanism that have to work in agreement, so that “the whole” could function effectively. If the ultimate goal is the ability to communicate, then learners must be able to understand what others wish to share and at the same time be able to convey their own messages. The complexity of learning to communicate in a second language is recorded in the scheme by (Rivers and Temperley, 1978:4 in Bygate, 1987).

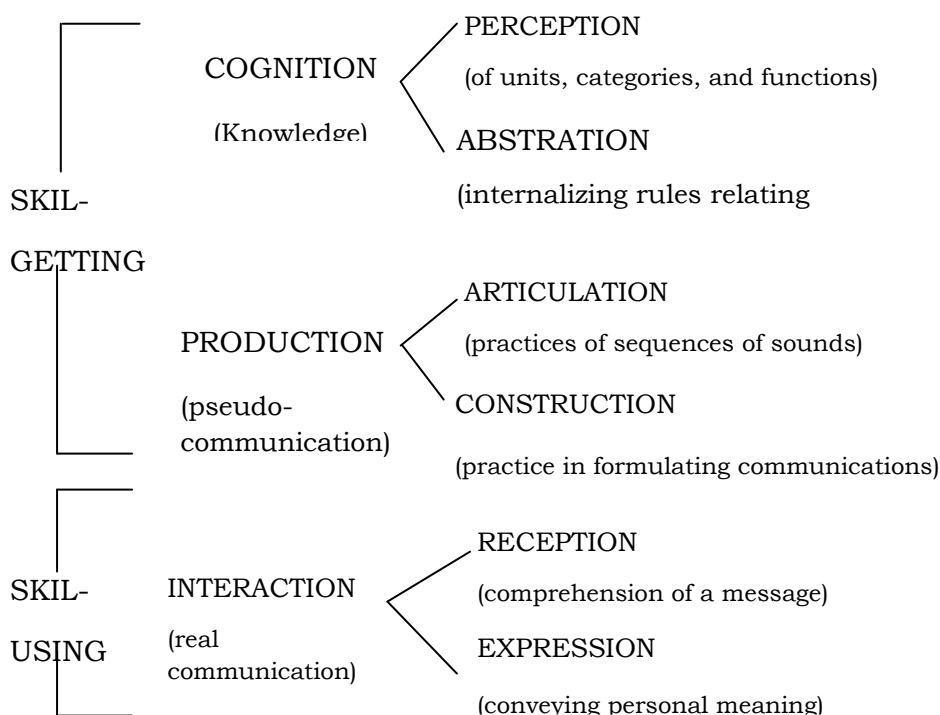


Figure 2.1: Processes involved in learning to communicate (Rivers and Temperley, 1978:4 cited in Bygate, 1987).

The authors comment that the schema is not sequential but parallel. According to them, skill getting and skill-using are continually proceeding hand in hand. “There is a genuine interaction from the beginning, with students exploring the full scope of what is being learned” (Rivers and Temperley, 1978:4 cited in Bygate, 1987). The authors further explain that in teaching practice the distinction gradually grew in importance. It is apparent that a learner, in order to be able to

speak a language, needs to have a command at least of basic grammatical structures and vocabulary. This part represents the “knowledge about a language”.

However, according to Bygate (1987) it was recognized that knowledge itself is not sufficient for successful functioning in a second language. The other part of communicative ability that learners in grammar-translation and audio-lingual classes usually lacked was the “skill”. The presupposition that knowledge itself was not satisfactory, was confirmed mainly in practice. It meant that knowledge had to be put into action. For delimitation of the two notions, i.e. knowledge and skill uses a parallel with a driver of a car. A driver, before he sets out on the road for the first time, has to know something about a car. He has to know where various controls are, where the pedals are and how to operate them, how the car as a whole functions. But he would not be able to guide the car safely along the road only with this knowledge. What he also needs is skill. When he eventually sets out on the road, he will not be there on his own. There will be many other drivers as well. Thus, in order to drive safely and smoothly, he has to be able to handle various obstacles or unexpected problems that may occur in his path.

In line with this study, the theory of 'skill getting and skill using' had its own contribution in the development of students conversation and interaction. The teacher in this point aroused students motivation by providing authentic activities and arranging various mode of interaction such as role play, description, oral presentation, etc. Thus, the theoretical framework of skill getting and using necessarily need to be designed and implemented in speaking skill development courses dealing with the bridging of skills getting with pseudo-communication skill using as in interaction dealing.

2.5.3 The Notion of Communicative Competence

Probably the most elaborate description of communicative competence is provided by (Littewood, 1999): linguistic competence, pragmatic competence, discourse competence, strategic competence. A learner has to understand that forms he learned as a part of linguistic system perform communicative functions, and they form a communicative system. Furthermore, learner must be capable of using strategies for managing communication deficiencies, and learner has to be aware of social meaning connected to linguistic forms, he should at least

recognize and use generally acceptable forms and this way avoid possible offence. According to the above author, communicative competence is characterized as the ability to use the language correctly and appropriately to accomplish communication goals and has four areas. The first one is *linguistic competence* which states the ability to use the grammar, syntax and vocabulary of the particular language. *Sociolinguistic competence* is the second competence that refers the ability to use the language appropriately to the given situation, i.e. according to the relationship between the speaker and listener, the topic, the setting. The third one is *Discourse competence* which is the ability to understand the context, to know how to assemble longer stretches of language to make a coherent whole. Finally, *strategic competence*- is the ability to manage difficulties that may arise in communication (ibid).

In sum, communicative competence has various importance in both linguistic and communication skills. With this in mind, the sample students in this study practiced in speaking classrooms both linguistic and communicative competences being in small groups and pairs in an integrated way. However, much time was given for implicit grammar teaching since the overriding goal of learning a language is communication. In fact, this does not mean that explicit grammar has less value in oral promotion, it is rather serves as a vehicle making the speech coherent and precise. The researcher in this point believes that grammar and speaking should not be seen as apposing each other but both of them are an integral part of communicative competences.

2.6 The Teaching of Speaking Skill

What should an English speaking class prepare the EFL learners to do? In general, the aim is to enable students using the target language as social functions, to express their ideas, to handle basic interactive skills. In addition, to present their needs, such as making requests, showing directions, and expressing opinions. For those purposes, English teachers might design a construction syllabus in which students first develop simple conversation skills, and then build on those skills in order to further achieve more complex skills (Brown & Yule, 1983).

O'Malley and Pierce (1996:59) suggest that “*different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.*” So, learners’ in

mother countries should be given ample practice in classroom to express themselves in situations where they can use spontaneous language. Because practicing the speaking skill for EFL learners' is quite challenging for they do not get the opportunity to hear the spoken language regularly outside the classroom.

Brown and Nation (1997) cited in Chuang (2009) also suggested three elements that language learners must be exposed to in the EFL speaking classes: (1) form-focused instruction; (2) meaning-focused instruction; and (3) opportunities to improve fluency. Form-focused instruction emphasizes the details of grammar, vocabulary, and pronunciation, and the use of the spoken language appropriately. It is also an effective way to enhance the learning of the learners by helping them practice in both at sentence and discourse level. In addition, he must provide opportunities and encouragement for learners through meaning-focused instruction to help them both produce and listen to meaningful oral communication. Developing fluency in speaking skills is an aim of many language learners; therefore, the teachers must provide lots of conversational practices and fluency activities for the learners to gain truly fluent use of the target language.

In teaching speaking skill, discourse competence is similar and complementary to grammatical competence in many ways. It concerns the ability to connect sentences in stretches of discourse (spoken or written), and to form a meaningful whole out of a series of utterances (Brown, 1994 cited in Mekonen (1998). Thus, discourse competence plays a significant role in the ability to sustain coherent speech during oral interaction, so that, students need to be encouraged to practice this competence since it is concerned with the inter-sentential relationships, cohesion, and coherence.

Ellis (2003) states that within communicative and task-based approaches to teaching, various methodological modifications in L2 speaking pedagogy have been proposed that permit an integration of fluency and accuracy. For instance, the task-based teaching of L2 speaking skills has built-in opportunities for online planning that result in more accurate and complex uses of language. Ellis explains that carefully designed tasks can foster the development of various aspects of L2 oral production: Narratives and descriptions can be effective in fluency-focused

teaching, and, for example, debates and problem-solving tasks can promote grammatical and lexical complexity in learner language use.

Henkel (2006) says that another advantage of using tasks in L2 oral instruction is that rehearsal (or task repetition) affords learners an opportunity to accommodate the competing cognitive demands of fluency, accuracy, and linguistic complexity. For example, advance planning and rehearsals of content and formulation, that is, what to say and how to say it, lead to substantial improvements in the amount of spoken discourse and in grammatical, lexical, and articulatory accuracy. In content-based and task-based instruction, contextualized uses of specific structures and vocabulary can be emphasized to connect the subject matter and language learning activities.

Likewise, Kayi (2006) says that many linguistics and ESL teachers agree that students learn to speak at the second language by “interacting”. Communicative methodology and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in English second language (ESL) cases, students will have the opportunity of communicating with each other in the target language. Hence, for students to have an opportunity to promote their oral language in classroom, teachers should facilitate real communicative environment, authentic materials, and meaningful tasks in speaking classrooms.

In this context, Nunan (2003) puts the following points in responding to what is meant “teaching speaking” to ESL/EFL learners:

- Produce the English speech sounds and sound patterns. Use word and sentence stress, rhythm, and intonation patterns.
- Select appropriate words and sentences according to the proper social setting, audience and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, or fluency

Furthermore, a number of emerging theories such as the input hypothesis and the interaction hypothesis from second language acquisition research, seem to have paved the way for use of communicative tasks in almost all areas of a foreign language teaching and learning: need identification, syllabus design, methodology design, material writing, and program evaluation (Krashen, 1982; Long, 1981; Long and Crooks, 1993 cited in Mekasha, 2005).

Scholars like Littlejohn (1996), Willis (1998) further notes that it is necessary to design and present speaking tasks interactively with other major skills and sub-skills. This is because the task-based learning approaches according to Foster (1999) give learners to interact, rather than items to learn, and provide an environment which best promotes the natural language learning process. By engaging in meaningful activities, such as problem solving, discussions or narratives, the learners' inter-language system is stretched and encouraged to develop. Therefore, treating other sub skills like, planning, organizing, interacting, negotiating, paraphrasing, and comprehending in teaching spoken language make the lesson more meaningful.

In explaining the teaching of speaking (Terry (2008) says that there are three stages for a speaking activity. These are: pre-communicative stage, practice stage, and communicative interaction or production stage. During the pre- communicative stage students will be introduced with the communicative function. In addition, they will be highlighted with some of the expression, language structure, and vocabulary etc. In the practice stage students will be given some controlled and semi-controlled speaking activities to manipulate by the guidance of the teaching materials and the teacher. Finally, in the communicative stage, teachers need to encourage students to negotiate on meaning freely with the interlocutors by their own on different mode of interaction. Hence, under these teaching stages, teachers are expected to evaluate their daily teaching lesson plan and accomplishment by evaluating as to how students achievement in the area of learning grammar for communication goal has been realized.

Though different theories emphasize the value of teaching speaking authentically, implementing methodologically in our context is the challenge for many of language teachers including the researcher. Teaching speaking requires dimensional cognitive and social related inputs. Thus, professionals need to account many factors: motivation, techniques, tasks, resources etc., to let students active participants in learning speaking skill.

2.6.1. Approaches in Teaching Speaking

Any suitable pedagogy effectively communicates to the desired skills of learners, needs to meet their expectations. Therefore, the idea of ‘what to teach’ and ‘how to teach’ is evident for educators to turn their attention to the skills appropriately. Current literature (Hedge 2004) indicates that, at present, there are two chief approaches to the teaching of speaking. These are the ‘indirect and ‘Direct approaches.

2.6.1.1 Indirect Approach

The indirect approach interprets speaking competence as: “... the product of engaging learners in conversational interaction” (Richards, 1990:76-7). Learners are given practice at the elements of the speaking skills via their participation in communicative activities. The Indirect approach is based on a notion laid out by Krashen (1985) theory which states that language can be unconsciously acquired through conversation and exposure to ‘comprehensible input’. The Indirect Approach states that explicit or direct focus on form is unimportant because children learning their first language (L1) receive no such input, yet they eventually become competent users of language. Pedagogically, classes where the indirect approach is emphasized tend to provide lots of opportunities for student-student interaction with an aim to completing a task; rather than seeing the language as the aim; it becomes the means to an end. Indeed, the indirect approaches such as (CLT) and Task-based Language (TBLT) are not without drawbacks.

2.6.1.2 Direct Approach

Direct Approach focuses on that speaking skills should be taught explicitly via consciousness raising activities. It learners’ awareness of the nature, systems and patterns involved in conversations via specific language input. Learners gain knowledge how to use the fixed expressions, micro skills, set phrases and discourse (Dornei and Thurrel, 1994 in Vilimec, 2006).

Carter and McCarthy (1995) argue that speaking skills should be taught explicitly because of the way they interpret communicative competence; as mostly about *knowing how* to use conversational rules and patterns. Knowing how to do something and actually having the cognitive pathways and functions to do it automatically are two separate, but equally important aspects of communicative competence. However, the direct approach fails to account for the need to shift some of the knowledge to a stage where it can be acquired and automatically

processed. Therefore, perhaps a balance of Direct/Explicit awareness raising techniques and Indirect/Implicit based practice methods will provide a fairer, more even approach to producing accurate and fluent competence in speaking context.

When we see the role of direct and indirect approaches in teaching speaking skills particularly in EFL classrooms in this study, the researcher did not have any different position to say this or that is worthy or the vice versa in promoting the speaking competence. Instead, he believes to raise question how these approaches can serve to boost students oral production skills. Therefore, the practical activities done by the students and classroom teacher in the present study lie on both direct and indirect approaches. This is meant that by raising students linguistics knowledge how to use it in speaking context and by practicing the principle of learning by doing. Knowing how to do and, opportunities to interact and negotiate meaning are also frequently employed by the teacher on the basis of the lessons in the teaching material. Thus, it is more advisable for English teachers to use direct and Indirect approaches in EFL speaking classrooms for they are equally important in combining the cognitive knowledge and communicative competence.

2.6.2 Techniques in Practicing Speaking Skill

Scievenner (2005:152) points out “the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways; usually involving exchanges of information or opinion.” In a recent study Nakatani (2005) showed that students who were taught speaking strategies made a significant improvement in their oral tests. The teaching of speaking strategies could complement teaching a foreign language and ELT training; however, in practice it seems that the teaching of speaking strategies may not be given enough importance. Some of the activities are presented below.

Communication games are to be designed by the teachers to encourage and involve the students in a verbal interaction. According to Bygate (1987) such activities include first, “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and Arrange”; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, “Find the difference”, two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each other's”. O’Malley and Pierce (1996) call these

activities “information gap activities”; they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”

Drama, simulations and role-plays are important types of oral activities according to Bygate (1987), they are not performed for audiences, the participants work together within an imaginary setting. O’ Malley and Pierce (1996) also say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.

Discussion activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive othef’sopinions. They can speak freely without being told what to say or not by the teacher; the students should be only informed what to talk about and given the enough time to structure what they wish to say.

Presentations and Talks are also the best way to make students gain their self-confidence through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversations; it is more writing like. In short, classroom activities that develop learners’ ability to express themselves through speech would be an important component of a language course.

2.6.3 Difficulties of Speaking in EFL Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of

the foreign language. Ur (1996:121-2) suggests for teachers to use and give insights like: group work, base the activity on easy language, make a choice of topic and task to stimulate interest, training in discussion skills, and keep students speaking the target language. According to Rivers (1987) there are four main problems in getting students speak in the foreign language in the classroom. These are inhibition, nothing to say, uneven participation, and mother tongue use.

2.6.3.1 Inhibition

The evidence gained through past empirical researches supports the notion that language anxiety, for untold number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates. The participants frequently expressed that learners feel afraid, and even panic because of the fear of committing mistakes or errors in front of others, because of “a fear of appearing awkward, foolish and incompetent in the eyes of learners’ peers or others”. As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is “always a problem” (Jones, 2004:31-33).

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. This view is also supported by (Littlewood 1999:93) who argues that “*it is too easy for a foreign language classroom to create inhibition and anxiety.*” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2.6.3.2 Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1987) say “the teacher may have chosen a topic which is uncongenial to the learner or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”

Moreover, Backer and Westrup (2003) support that many students find it difficult to answer

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

2.6.3.3 Uneven Participation

This problem refers to the amount of each student's time of talking. Rivers (1987) claims that some personality factors can affect participation in a Foreign Language (FL) and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course.

Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Traditional classroom seating arrangements often work against you in your interactive teaching. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

2.6.3.4 Mother Tongue Use

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

As the above theory of difficulties on students speaking abilities, there is also a common experience among teachers who offer speaking courses in the regular classes in our university

context. Students in group learning do not have equal opportunities to talk. Besides, few members of the group dominate the forum. Fear and anxiety also have their own negative impacts in reducing students assertiveness. Thus, students usually face many challenges in speaking classes. To reduce such barriers students need to strategize how to cope the problems that hamper them not to engage actively in oral interaction. In fact, teachers are equally responsible in creating equal opportunities to all students involvement in the speaking lessons.

2.7 Characteristics of Speaking Performance

According to Richards and Rodgers (2001), a lot of attention has been paid to design activities in recent teaching context, which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context, and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Hedge (2000:61) makes the important point “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way. Gower et al (1995) in Erik (2006) note down from the communicative point of view, speaking has many different aspects including two major categories. One is accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. The other one is, fluency, considered to be ‘the ability to keep going when speaking spontaneously’.

2.7.1 Fluency

Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. The main goal teachers wish to achieve in teaching the

productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Hedge (2000: 54) also adds “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.” This is to mean that, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly.

Hughes (2002) also supports that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses.

Thornbury, (2005) contends that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called ‘tricks’ or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

2.7.2 Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency Skehan (1996b:23. The author defines accuracy as referring “*to how well the target language is produced in relation to the rule system of the target language.*” Therefore, learners should focus on a number

of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

Hughes (2002) states that the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances. This is because students achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to enrich their word skills and be able to use words and expressions accurately

In line this descriptive study, spoken accuracy and fluency were taught to develop students linguistic and discourse competences. The assigned classroom teacher involved in this study was oriented by the researcher to teach focusing on planned and incident forms of target language as a vehicle for communication. The relationship of oral accuracy and fluency was addressed by the students and the teacher during the training time. Thus, training programmers need to provide teachers with techniques that help them to contextualize the target grammar to promote their ability to integrate their teaching of EFL spoken fluency and accuracy. Grammar should be used to promote students spontaneous fluency. Techniques then have to be developed to contextualize grammar forms to make pragmatic sense by ensuring realistic communication takes place in EFL classrooms.

2.8 Corrective Feedback in Speaking

This section discusses the concept of 'error correction'. Errors are unavoidable when learning a language and developing communicative competence. Brown (2000: 217) defines an error as "a noticeable deviation from the adult grammar of native speaker that reflects the competence of the learners". Errors reflect the level of L2 learners' proficiency. Despite, error correction is an expected role for the teacher in many foreign language situations, where little exposure to English, the debate has still been among scholars in raising issues like the inconsistency in error correction.

In the same view, Allwright (1991) in Ayele Nega (2008) strengthen the consideration of correction feedback saying that much of this literature is taken up with addressing whether, when, which, how, and by whom the students' error should be corrected. Moreover, many language educators recognize or advice, however, that correcting every error is counterproductive to learning a foreign language. Students often feel threatened from over-correction.

Lyster and Ranta (1997) explain the types of error correction identified as follows: '*Explicit correction*' can help the teacher clearly to state that learner's error is incorrect and then provides the correct form. The teacher may use as 'You should say', 'use this word', or 'You mean'. The other error correction method is '*Recast*' in which the teacher implicitly reformulates (paraphrases) all or part of the learner's or provides the correction. Moreover, '*Clarification request*' uses phrases such as 'Excuse me?' or 'I do not understand' to indicate that the utterance of the learner was misunderstood by the teacher and hence a repetition or reformulation by the learner is necessary. For instance, when a learner asks: 'Can I made a card...', the teacher will say: 'Pardon' This indicates to the learner that there is something amiss with the sentence and it needs to be replaced.

According to above authors, *Meta-linguistic clues* also helpful for the teacher to provide information, comments, or questions related to the learner's incorrect utterance indicating the occurrence of an error, such as 'Do we say it like that in English?' *Elicitation* is the other important error correction methods, thus, the teacher asks questions to elicit the correct form from the learner (pushing the learner to use the correct form) such as 'Say that again', for the learner to reformulate his/her utterance. A teacher may also start the current form and pause for the learner to complete it. *Repetition* as a type of error correction allows the teacher to repeat the learner's error and adjust information to draw the learner's attention to it, such as 'an European?' when the learner makes an error 'a European' as an incorrect use of article (ibid).

The first two types of error correction above (explicit correction and recasts) are characterized by the teacher interventions to provide learners with the correct form or to reformulate correctly, thus, eliminating self-repair by the learners. The findings of Lyster's and Ranta's (1997), in favor

of inducing self-repair, indicates that teachers should draw learners' attention to their errors by providing cues, thus, forcing them to draw on their own linguistic resources to correct themselves. In connection to this, clarification requests, meta-linguistic clues, elicitation and repetition type of feedbacks mentioned above are more helpful because they force the learner to correct themselves. As learners are pushed by teachers to repair incorrect forms, they try to reformulate their initial utterances in response to their teacher's feedback. This feedback reformulation process ensures that learners are actively engaged in learning L2 forms by discussing the form in some way before reformulating it. Thus, teachers only need to initiate self-correction in oral work by showing the mistakes, not correcting them. On the other hand, learners need to practice it individually. However, they need training in correcting their mistakes; otherwise, they will be frustrated or overwhelmed by the complexity of the task. At the end, teachers should provide learners with feedback. The feedback should be given in a way that encourages learners to monitor their own performance.

In sum, supportive error correction feedback helps ESL/EFL learners to develop their linguistic, discoursing, and strategic competencies to ensure communication messages. Such feedback shows the learners not only their problems with language but also the fact that their progress is of utmost importance to teachers. Thus, teachers should facilitate EFL language classrooms by providing a non-threatening feedback which is constant and balance among individuals and groups. Besides, teachers should create good classroom environment in which students' can feel confident in expressing their ideas and in self correcting their errors in collaborative with their peers and their teacher. Furthermore, both accuracy and fluency focused corrective feedback can be found in an implicit-explicit continuum within the context of integrative and communicative activities.

2. 9 Factors Affecting Learners' Speaking

2.9.1 Aural Medium

As integral part of the language, it is obvious that listening precedes speaking. If someone fails to understand what is said, he or she will not be able to respond correctly. This indicates that speaking is intertwined with listening or the aural medium through which the rules of language are basically internalized. Shumin (1997) has observed that the fleetingness of speech together with the features of spoken English-loosely organized syntax, incomplete forms, false starts, and

the use of fillers interfere with ESL learners' comprehension and thus affect the development of their speaking abilities as well. Factors that affect the success of oral communication include the environment in which communication is attempted and the characteristics of both the speaker and listener. The willingness of both parties to unite these factors can greatly improve the effectiveness of communication. People who are successful communicators take responsibility for being certain that their interlocutor understand what they are saying by speaking in simple, grammatical and understandable terms. Hence, to make students active speaker-listener respondents, they must be encouraged to use different strategies to activate their listening resources to more rigorous speaking language using situation.

2.9.2 Socio-Cultural Factors

The difference of cultures between that of the learners and target language appeared to be an important anxiety-producing factor. The more uncertainty or unfamiliarity with the target language culture, the more it is likely to be anxiety provoking because one does not know how others are going to interpret what you say; with reference to your own culture and background which could be altogether different. It is cultural aspect that you 'lose face' if you say the wrong things, thus, language anxiety is a concern of face in different cultures (John (2004).

From a socio-cultural perspective, status is an important consideration in people's interaction with one another in social relationship between interlocutors that carries a significant impact on language and language use. For instance, the socio-cultural importance in a social interaction can be revealed providing a signal for a speaker "what can be said, the ways it can be said, and possibly, what language to use, and even how much must be said" (Carier, 1999:70) in Tanver, 2007). As far as foreign language learning is concerned, it is indispensable to understand the culture and customs of native countries. Knowing the cultural background of English-speaking country can greatly promote and facilitate language learning.

The socio-cultural factors with which a language is associated can also affect second or foreign language learning. From pragmatic point of view, language is a form of social action because any kind of linguistic communication takes place in the context of structured interpersonal exchange. And, this exchange pattern is being established in a social milieu and meaning is thus socially regulated (Dimitracopoulou, 1990 cited in Shumim, 1997).

As Krashen (1985:46) states, second or foreign language can take place in two different social environments: a) where the target language is not used as L1 in the community, and b) where it is used as L1. The first kind of environment provides L2/FL learners only limited and sometimes faulty input, for such learners, 'the lonely input is teachers or classmates' talk- both do not speak L2 well. Learners in such environments are exposed to the language only in the classroom where they spend less time in contact with the language, covering a smaller discourse type. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of L2/FL learners fully develop and result into embarrassment for them when they are required to speak both in and out of the class.

2.9.3 Attitude and Motivation

Learning a language is closely related to the attitudes towards the language. According to (Wenden, 1991 in shuib, 2009) proposition on the broader definition of the concept 'attitude', he states that attitude includes three components namely, cognitive, affective, and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the behavioral component refers to one's actions or behavioral intentions towards the object. In this view, Karahan (2007) in shuib (2009) avers "positive language attitudes let learners have positive orientation towards learning English". As such, attitudes may play a very crucial role in learning as they would appear to influence students' success or failure in their learning.

It is also evident that the importance of motivation in speaking and other language courses progress. In fact, defining motivation is very hard because the term motivation has been viewed differently by different school of thought. For example, from the behaviorist perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000). However, from the cognitive view the term motivation as being more related to the learners decisions (Keller,1983 cited in Shuib,2009). Constructivists also define motivation in placing 'further emphasis on social contexts as well as individual's decision'. Despite the differences in definitions, there is a common view that when students motivation is less, their enthusiasms diminish when the

learning environment is challenging. But, when the lessons in language learning are interesting and manageable the intrinsic motivations of students increase. Students can reach the ‘take-off point, which, when reached, can sustain the effort that is required, so that the effort itself is taken at ease. Thus, loss of motivation frustrates students to practice their speaking competence.

Therefore, the motivational theories suggested by different scholars in the development of speaking language can be taken as a positive recourse for students in our university context. In order to make the language learning process a more motivating experience instructors need to put a great deal of thought in developing programs which maintain students interest. In other words, teachers need to create interesting lessons in which the students attention is gained. Students' lack of commitment may result certain frustration in order to cope with a foreign language. Encouraging students to become more active participants in a lesson can assist them to see a purpose for improving their oral communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Probably the most elaborate description of communicative competence is provided by (Hedge, 2006): linguistic competence, pragmatic competence, discourse competence, strategic competence, and fluency competence. In sum, communicative competence has various importance in both linguistic and communication skills.

2.10 Conceptual Framework

The concept related to integrated grammar instruction in speaking context has been derived from the constructivism paradigm. Williams and Burden (1997) state that basically to constructivists, all learners are individuals who will bring different knowledge and experience to the learning process and will make sense of the world and the situations they are faced with in ways that are unique to them. Learning, therefore, is not just concerned with imparting and receiving chunks of knowledge; instead, it is concerned with learners constructing their own knowledge or understanding in their own ways, so what they learn is personally significant to them. The process of acquiring language involves not only learning grammatical relations between words, but also correlating the linguistic forms with the events to which they apply. This requires integrating two relational systems--linguistic and functions--both relying on a common base of

understanding. On this assumption, the study followed the constructivism school of thought that includes both cognitive knowledge and social interaction skills.

Bandura (1989) proposed that the socio-cognitive ideology integrates knowledge of language (linguistic and meta-linguistic) and the social determinants in influencing the development of language acquisition. The theory differs in the conceptions of human nature they adopt and in what they regard to be the basic causes and mechanisms of human motivation and behavior. According to this view, development is not a monolithic process. Human capabilities vary in their psychobiologic origins and in the experiential conditions needed to enhance and sustain them. Human development, therefore, encompasses many different types and patterns of changes. Diversity in social practices produces substantial individual differences in the capabilities that are cultivated and those that remain underdeveloped.

In this study so far, the cognitive knowledge of grammar and the social interaction skills under the constructivism paradigm are contextualized and practiced in this study during the training in EFL classrooms. Students are engaged into different mode of interaction and discover the role of grammar in communication. Therefore, the Cognitive/ psycho-linguistic speech production model which is related to the social interaction from the constructivism paradigm is taken as conceptual framework in this study. The model below incorporates components which deal the integration of grammar and speaking skill.

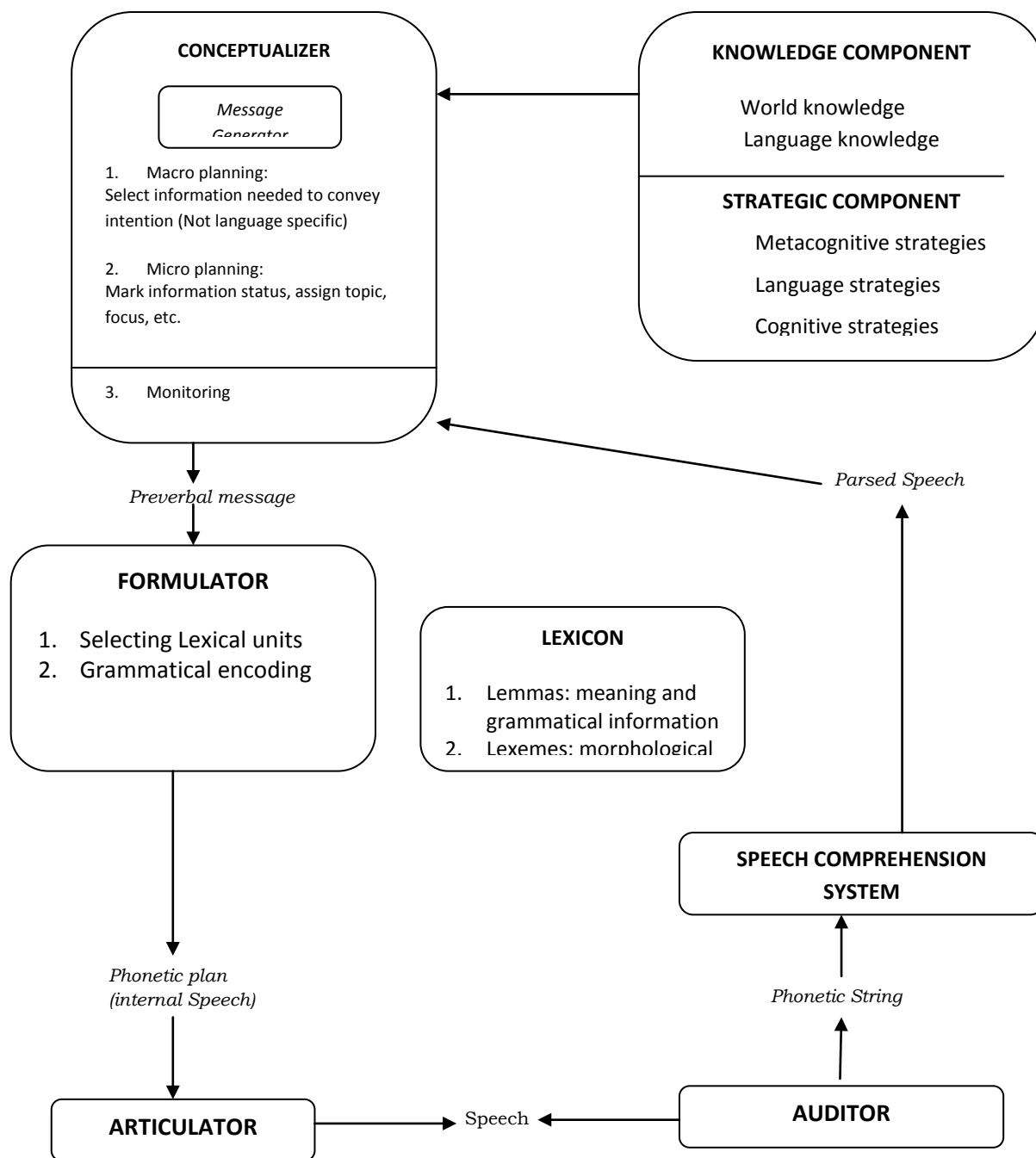


Figure 2.2: Psycho-linguistic Speech Production Model Adopted from Levelt 1989 & DeBot 1992 cited in Douglas 1997.

The psycho-linguistic model which derived from the social-cognitive concepts consists of language processors, knowledge of components, and strategic components (Level, 1989, & Deebot, 1992 cited in Douglas, 1997). The conceptualizer is one of the language processors where the communicative goals, intentions, and information from the knowledge and strategic components are ordered and adapted. The formulator is also where the pre-verbal message is converted into phonetic plan by selecting the right lexical units and applying grammatical and phonological rules. In its part, the articulator converts the phonetic plan into actual speech. The articulator receives successive chunks of internal speech from the formulator and executes them by coordinating sets of muscles in sending a phonetic representation to the speech comprehension system, where it is parsed and sent to the conceptualizer for comparison with the original goals and intentions. Hence, the psych-linguistic speech production model is adopted as conceptual framework in this study for it has a pedagogical implication showing the complexity integration of linguistic and meta-linguistic knowledge and how speech can be coherently produced from the mental process. Therefore, speech is not something different rather it is part and parcel of the schema/cognitive knowledge and social factors.

2.11 Chapter Summary

This chapter has reviewed studies on grammar instruction, including its theoretical grounds, teaching methods, and effects. The theory of second language acquisition, explicit/ implicit learning, knowledge, and instruction are emphasized. Despite widespread acceptance that implicit knowledge is distinct from explicit knowledge and that the development of the former is the primary goal of L2 learning, views differ considerably with regard to the relationship between the two types of knowledge and the role of explicit learning or explicit knowledge in implicit L2 learning at the processing or learning level. However, at the L2 performance level, researchers tend to agree that the integrated/ combined use of implicit and explicit knowledge is involved. The chapter also reviewed a theory of the speaking skill including basic approaches to understanding the integration of oral accuracy and fluency. The literature reviewed in this chapter has laid the constructivism paradigm with the socio-genitive concepts in teaching grammar and oral production skill in English as a foreign language. In the next chapter, research method will be described.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

All research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study. In order to conduct and evaluate any research, it is therefore important to know what these assumptions are. This chapter discusses the research design, methodology, sampling techniques. It also presents the data collection tools, method of data analysis procedure. The chapter also discusses samples, instruments, data collection and analysis, material preparation, and classroom teaching methods. Furthermore, it deals with the stages and processes involved in the pilot and main study.

3.2 The Research Design

This research project followed mainly a descriptive case study design with quantitative and qualitative features. The researcher opted to use this design method to test the stand of small number of students' oral grammatical accuracy and production skills (information and speech coherence). Leedy and Ormrod (2005: 135) contend that a case study helps a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real contexts. Brown (1998) states that a case study research design centers the individual or individuals over a relatively long period of time while monitoring or tracing some aspect of language development. This design provides intensive analytic and holistic description of a phenomenon. It also provides data base materials and findings to be interpreted by future researchers that perhaps play a role in instructional development. Thus, the case study design was chosen for the above mentioned advantages in particular or providing on overall picture of what happens in EFL classroom as a social setting by mixing quantitative and qualitative methods of research. This study looks at EFL teaching in Gondar University within its real life context, has no control over the context but seeks to understand the process through the three phases classroom test, views of interview, and observational classroom behaviors'.

3.3 Methodology

This study used essentially the description research context and employed features of qualitative and quantitative (mixed) research methods. The descriptive method was chosen in order to

establish the existence of phenomena through explicit and empirical description (Selinger and Shoamy, 1989:125).

In this research project, thus, the oral tests (pretest, posttest, and delayed posttest design) were quantitative, and the semi-structured interview and the observation instruments were the body of qualitative data. The quantitative approach allowed the researcher to apply the oral testing interventions on students' oral production skills in their grammatical accuracy and fluency. The qualitative approach in its part gave opportunities for the researcher to see how the classroom teacher implemented his teaching through observations. This approach was also important to hear the students' and the classroom teacher's voices through oral interview how they viewed the practices of the chosen integrated communicative grammar instruction in speaking classes. The independent variable in the study is the integrated grammar instructional approach, As indicated from the research title, the dependent variables of the study are the outcome of oral grammatical accuracy and fluency.

3.4. The Pilot Study

The pilot study had the following objectives: (a) see the appropriateness of the instruments to be employed in the main research, (b) check the suitability of the teaching materials, (c) estimate the adequacy of the time allotment for the test. The purpose of the study as explained earlier was to investigate whether or not an integrated grammar instructional approach to improve students' oral communication skills.

3.4.1 Subjects and Site of the Study

Participants in the pilot study were first year students who were enrolled in the Department of English (DELL) in Bahir-Dar University in 2011 undergraduate programs. The selection of the above mentioned University was purposive because of its proximity for the researcher work place. One volunteered English teacher, who had an M.A participated in teaching the study group, and the researcher also taught the control group. The teacher who was assigned for the study group was given an orientation on how to implement the integrated grammar teaching in oral communication context (see Appendix K). The duration of the training lasted four weeks having three learning periods with 60 minutes per week. The study targeted the control and the

study groups comprising nine sample students for a group. But, one student in the control group declined, so, only eight samples participated.

3.4.2 Sampling Techniques

The first step in sampling is to identify the target population to which researchers would like the results of their studies to be generalized (Ary, Jacobs, and Razavieh, 1996). To strengthen external validity of studies, systematic random sampling procedure was recommended to select the two sample groups in balance on the basis of pre-test achievements. Therefore, nine sample students for the study group and eight for the control group were taken out of 30 students in one available English class.

3.4.3 Data Collection Instruments

3.4.3.1 Oral Pre-Test and Post-Test

The purpose of the pretest was to see whether or not first-year English major sample students' oral fluency and grammatical accuracy performances were homogeneous. After, reviewing and rewriting the content and items of the test questions, validated teacher-made pre-speaking achievement test was piloted on both groups (experimental and control). The pretest was administered on December 5, 2011 to students before the training aiming.

The test items were deliberately designed to be open, subjective, and imitative, believing that they allowed students to make a short speech discourse. They had two parts, with six questions. The first two questions required the students to answer from their own experiences. The rest four questions were context-based and integrated with reading texts. Thus, all the six interview questions were provided for students in a sheet paper to see and recall to what to answer for semi-structured interview within a given time targeting the selected grammar items. The time allotment was decided by the researcher before the pilot study by asking some students using similar questions while providing courses in his home University. In fact, students were not restricted to use other grammar items if necessary during their response (see Appendix B).

Besides, this kind of testing helped the researcher to identify students' fluency and accuracy in their oral production ability. For the pre-post speaking test, every student was allowed to speak for a maximum of three minutes for each question which was 18 minutes for the six questions.

Hence, the total time taken for 9 experimental group students was about 162 minutes (2:42 hrs) and about 144 minutes (2:24hrs) for 8 control group students. The difference of the time seen on both groups was because of the missing of one student from the control group. The base for time allocation was determined by the researcher after evaluating the familiarity of the open-ended interview questions to students' life, culture, and experience, thus each student could take from two to three minutes for each question. For this to happen, students were well explained not to answer unrelated issues out of the questions' purposes to save their time.

3.4.3.2 Interview for Study Group Teacher

This study employed a semi-structure type of interview on the study group teacher at the end of the training. The purpose for conducting the interview was in order to get opinions on the impacts of integrated grammar instruction on students' oral fluency and accuracy, which could corroborate the responses obtained through achievement tests, questionnaire, and classroom observation (see Appendix C). Likewise, this interview aimed at identifying opportunities and challenges seen by experimental group teacher while he was teaching in the classroom. The interview questions were based on comparative effects of the integrated grammar instruction and the overall review literature in oral communication. To obtain more accurate and genuine responses, the interviewer explained and clarified both the purpose of the research and individual questions. In addition, the researcher made sure that there would not be incomplete or unclear responses by asking additional probing questions. The interviewee was a teacher who had M.A in English at Bahir-Dar University.

3.4.3.3 Classroom Observation

The purpose of the classroom observation was to examine the occurrence of integrated grammar instruction in speaking context. Williams (1989) states that classroom observation instrument enables the observer to tell what is 'good' and 'bad' according to some prescribed checklist; and that telling teachers what they are doing, 'right' and 'wrong', will in fact lead to a better teaching. To this end, the presence and absence kind of checklist was prepared and employed in this study. The basic reason to use the checklist scheme was to get real more observational data with structured checklist focused on expected activities to be happened in the classrooms. Thus,

eleven categories were included in the form of questions, for example, 'Do small groups occur?', 'Does the teacher teach grammar in oral communicative context', etc., (see Appendix D1).

In line with this, the study group teacher and students were informed that the researcher wanted to observe teacher/student interaction while practicing the 'meaning and form focused activities' in the classroom. In addition, the teacher was given an orientation regarding the types of activities to be implemented in the oral class in which students to be engaged during the training for the study group (Appendix K).. One of the benefits of such an approach was that it provides the opportunity to observe and investigate naturally occurring classroom interaction that was not specifically designed for research purposes.

Data were collected on the activities run in the classroom based on the check-list matrix. Three observations were made during the four weeks (see Appendix D2). The basic interests in observing the classroom entirely depended on crosschecking how integrated and context-based instructional principles were implemented. Besides, brainstorming activities, task-based activities, student-student interaction, student-teacher interaction, group arrangement, task management, classroom management, discussions (plenary, group, and pair) and feed-back implementation were the key issues in the observation. The study group teacher was also asked to keep record in relation to the weak sides, strong sides and challenges he encountered during the experiment.

3.4.4 Method of Data Analysis and Procedures

The research was conducted in the first week of December 2011. Prior to conducting the study the researcher gave a letter of inquiry to English department head to ask for permission to contact EFL students and instructors in the department. With the department head's permission, he then contacted some EFL teachers in person to get two interested teachers in the study; but only one teacher who showed interest was assigned. To answer the research objectives, a total of 17 speech files (nine from experimental group and eight from control) were collected and analyzed to evaluate EFL students' oral grammatical accuracy and fluency. Holistic rating method using a 'speaking rubric' with 1-5 degree of marking guideline was employed for the quantitative study. To this effect, the six pre-post test questions was marked each out of five, totaling 30 divided to the total number of questions to get the raw mean data of the fluency. With regard to the oral

grammatical accuracy the six oral test question had four components each (accuracy, content, organization, and coherence). Due to this reason, each grammatical accuracy question was rated out of twenty i.e., five marks for each component. The total six question mark was 120 and divided to 24 components (four components for one question) to get the mean value.

Thus, after the data had been collected it was then analyzed using descriptive statistics to find out the mean average scores of students' result in terms of fluency and accuracy. 'Independent T-test' was used as statistical analysis to check if any significant difference between the control and the experimental groups in their pre-post-tests. This was used to compare the two separate sets of independent samples. In addition, 'Paired T-test' was also used to see if there was a progress within each group comparing the performance of the matched pairs of similar unit that has been tested twice. Besides, the data collected through the questionnaire, interview and observation data were taken and analyzed descriptively.

3.4.5 Teaching Material Preparation

Teaching materials are indispensable in the teaching and learning process. To this effect, researcher-made teaching material was prepared and used in the pilot study for both the study and control groups. The reason to prepare the teaching material for the two sample group students derived from the problem that was observed in the University of Gondar where the study to be conducted. Firstly, students should get some related cognitive grammar knowledge with oral communication skills. Secondly, the lessons learned would help them as a prerequisite for the process type of oral tests. In the light of these, the teaching material was prepared for both the comparison and study groups in the pilot study.

This instructional material was designed to teach the five selected grammar items which include: present and past simple, past continues, 'present perfect, 'will' vs. 'be going' and 'relative clauses and pronouns'. Authors in the field, such as (Celce-Murica & Larsen-Freeman, 1999) reason out the necessity of the acquisition of tense and aspects of grammar saying that they are considered by many to be the most important and the most difficult parts of language learning. This is also the shared thought on the side of the researcher that tenses in general particularly the mentioned ones above are frequently appearing and problematic area in the teaching of oral communication skills in EFL classrooms.

On these assumptions, the selected grammar items mentioned above were included in the teaching material to enhance students linguistic knowledge and oral communication skill. Students in both groups had the same hours of instruction; each group was taught three periods a week which comprised a total of sixty minutes for four consecutive weeks. To achieve the goal, one instructor from the English Department of Bahir-Dar University who had an M.A. was assigned to teach the experimental group, being given the necessary information and orientation as how to teach, test and manage the overall situation in the experiment (Appendix K). Students in the control group, however, were taught by the researcher for there was no any option to assign other teachers.

3.4. 6 Classroom Teaching Methodology

As noted earlier, the selected grammatical items were taught for both the study and control groups. For the study group, the lesson was given in accordance with their meaning as well as their effect in oral communication. Students also learnt about when and why these tenses are used in communication. For this purpose, student-centered approach was followed, thus, their talking time was relatively higher than the classroom teacher. This was primarily oriented for the teacher to give students more opportunity to explore the new linguistic items by themselves through communicative values in the lessons contexts. The assigned teacher for the study group of students was oriented to ignore errors committed during the communication to enable them practice more on the grammar items they were introduced. In fact, the teacher was aware to give positive feedback while errors were committed in those exercises whose target was production of correct grammatical forms, mostly.

The teacher was also oriented to apply various classroom organizations such as: pair work, group work, whole class, and individual settings to engage students in both linguistic and oral communication activities. He was also told to give explicit information about the grammatical items. However, the explanations were made to be short to reduce teacher's talking time. During the production phase, students were encouraged to construct their own sentences and discourses at all costs without fear of making mistakes using the grammar items they have learnt. So, all the issues were made clear for learners after they worked out to explore and understand the new linguistic item presented with speaking context.

For control group, an attempt was made to follow the explicit instructional approach that was mostly led by the teacher explanation providing grammar exercises at a sentence level without contexts. Moreover, students were encouraged to verbalize the grammar patterns than exchanging ideas through interaction. Errors were not tolerated and the teacher himself did the correction feedbacks.

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exchanging ideas through interaction. Errors were not tolerated and the teacher himself did the correction feedbacks.

However, the experimental statistical analysis method used in the pilot study partially was not taken as a model for the main study for different reasons. For example, the two group experimental study was replaced by a one sample group case study design. The questionnaire used as an instrument in the pilot study was also found inappropriate with the objectives of this study, thus, the oral test, interview and observation tools were taken for the main study. The assumption to use an experimental study during the pilot study was derived from the researcher motivation to find out the outcomes by employing the integrated grammar instruction on one side and using the deductive method of teaching grammar on the other side. But, in real practices during the pilot study, and after reviewing different theories related to grammar instruction, the researcher could realize the unethical issues in treating the two groups indifferent instructional methods. The instructions that was given by the examiners in the up grading session to make it a one group design was also taken by the researcher as constructive comments. The other most important point for replacing the experimental study to the case design study was also based on reducing the large number of samples proposed to the small number of sample individuals. This was happened due to the nature of testing speaking. The researcher felt how difficult to manage the recorded oral test data in the pilot study. Due to these reasons,, the researcher used a case study design for the main study for it offered opportunities to evaluate and determine differences on students speaking grammatical accuracy and production competences.

For one thing, the nature of oral measuring is a challenge to run with a large number of population. Teaching grammar in communicative (implicit) context for the study group and explicit grammar without context for control group was the other unethical issue in our educational context for the actual syllabus is communicative oriented across the nation. Due to this, the researcher made some modifications and changed the pre-post experimental design to an empirical descriptive pretest, posttest, and delayed posttest case study design taking the positive comments given by assessors in the up grading session. This design allowed the researcher to study both the quantitative and qualitative features simultaneously on small sample students spoken accuracy and fluency.

3.4.7 Validity and Reliability

3.4.7.1 Validity

Seliger & Shoham (1989) state that the validity of an assessment refers to “the extent to which any measuring instrument measures what it is intended to measure”. The evidence of validity is not usually expressed in a numerical form but is gathered by careful and critical examination by expert judges.

This research study entirely focused on integrated grammar and speaking skills that lead to the content and face validity of the oral test questions. Each oral test interview question was developed based on the literature review to ensure that it included the quality of the programs about which expert’s in the field and professional groups generally agree. A number of measures were taken to ensure instrument validity, as the degree to which a study accurately assess the specific concept that the researcher is attempting to measure. Therefore, the suitability of the oral test to the students' abilities, the clarity of the instructions, the feasibility of test items, the instructional material, the allotted time, and test organization, were provided for the supervisor and two PhD students in TEFL to review and evaluate before piloting. All the mentioned experts agreed that the tests were representative samples of the total content universe. That is, the same pre-post test was valid instruments to measure the participants’ oral accuracy and fluency in the use of selected grammar structures. After getting important comments from them, some words were added and some others were dropped and the final version of the test was ready before it was administered (Appendix B).

Thus, to enhance the credibility and transferability of the qualitative (interview & observation) data the researcher has provided conceptual description of the examined issues, and several types of triangulations. For example, data triangulation was achieved by including different dependent variables such as oral grammatical accuracy, information density and speech coherence in speaking skill context. Investigator triangulation was accomplished by asking fellow doctoral students to check the qualitative data in line with the research objectives. Methodological triangulation was also achieved by using mixed methods to collect the qualitative data (i.e., through interview and observation; and preparing and using teaching material, applying different mode of interaction (i.e., pair, group, and whole group interaction).

3.4.7.2 Reliability

According to Seliger & Shohamy, E. (1989). "Reliability concerns the extent to which a test or any measuring procedure yields the same results on repeated trials." Test-retest reliability coefficient was used as the procedure to estimate the reliability of the instruments used in the pretest and posttest. In the pilot test that took place in 2011/12 in Bahirdar, the researcher administered the same tests to the two group (treatment and control) of nine and eight individuals respectively on two occasions and correlated the scores. The results were used to establish the reliability of the instruments. The participants in the pilot study were informed about the purposes of the study and the aspects of their speeches being evaluated.

The internal-consistency reliability of the oral pre-post test intervention was assessed by computing Cronbach's alpha. The results showed that, overall, the oral test has a high degree of Cronbach's alpha coefficient .83. The high values of the coefficient was indicative of the consistency of the participants' scores over time, and, thus, any change in scores from one time to another can be attributed to random error based on true score theory (Ary, Jacobs, and Razavieh, 1996). For external reliability, the test repetitive evaluation and feedback were obtained from Doctoral colleagues and the supervisor to make sure that the written format and content were appropriate.

3.5 The Main Study

The purpose of this study was to find out whether or not students show incremental achievement on oral accuracy and fluency in the three phases oral assessment tests employing the integrated grammar instruction. The study was conducted in the University of Gondar from March 11, to June 8, 2013 that took over three months periods. Thus, the first phase oral test was administered in the second week of March before the training. The second assessment was carried out after ten weeks interval in the third week of (May 25), and the third one was given after two weeks gap in the end of the training. The targeted grammar items in the oral tests were: present simple, past simple, past continuous, present perfect and the conditionals.

As noted in the pilot study, the researcher made some changes and modification in the main study in terms of design and instruments for two basic reasons. Therefore, unlike the pretest and

posttest experimental design in the pilot study, the researcher followed a descriptive case study design in the main study on small sample population due to the difficulty of testing speaking. The other reason was that the integrated communicative approach for the study group and the traditional method for the control group by any standard was not fair to conclude without equal treatment. Though the researcher realized lately, the impacts of these two pedagogical interventions in creating discrepancy between the two group, he convinced himself to change the two group design to one group design after the upgrading session. To this end, oral test (pretest, posttest, and delayed posttest design), interview, and observation were the measurements to gather data on oral accuracy and fluency. The purpose of the three phase tests was to compare if there was incremental progress on students oral grammatical accuracy and information density, and speech coherence (as part of fluency) results in pretest, posttest, and delayed posttest. To document the quantitative data, 10 oral questions in each of the three phases of the test totaling, 30 items were used as interview questions on one-to-one basis. Some modifications in the teaching material were also made. For example, the two grammar items used in the pilot study (will vs. going to and relative clauses) were left and replaced by real and imaginative conditionals in the main study as comments given by the examiners and the advisor.

3.5.1 Subjects and Site of the Study

The main study targeted twelve students out of fifty -seven DELL students enrolled in 2012/13, and one assigned English teacher in the University of Gondar. This University was chosen because of the proximity to the circumstance in which the researcher works in.

3.5.2 Sampling Techniques

The first step in sampling is to identify the target population to which researchers would like the results of their studies to be generalized (Ary, Jacobs, and Razavieh, 1996). Considering the negative impact of large class size in speaking test, the number of targeted samples were reduced to small size and selected for the main study. The researcher explained for students as the purpose of the study was to research the role of integrated grammar instruction on oral grammatical accuracy and fluency. And, they were also informed that the lessons of the grammar and speaking they would take would support them how to study and perform better in their regular communicative grammar in speaking courses. Due to this prior information, students did

not show any negative reaction, though it was difficult to know students internal feeling being selected randomly. Thus, twelve sample students were taken to represent fifty-seven students from one available classroom. Students who were selected came from different parts of the Ethiopia in both rural and urban. Finally, students took part in the oral test, interview, and observation` undertakings after confirming their consent (see Appendix A2).

3.5.3 Data Collection Instruments and Procedures

3.5.3.1 Oral Production Test

The Oral tests were carried out on a one-to-one basis targeting the five grammar items (present simple, past simple, past continuous, present perfect, and conditionals). The test interview questions were presented in the form of statement and interrogation to make a short speech discourse targeting the structure they are supposed to use. The oral test interview questions were given for the students in a sheet paper in addition to oral interview purposefully to let students recall the questions by quick reading for appropriate answers. Taking the pilot study experiences in allotting the time for each question, the researcher still decided in the main study by himself what time each question to take in the oral tests. Therefore, about 2:30-3:00 minutes were given for one question which is totaling between 25-30 minutes for ten different questions to be accomplished by a student in all the three tests. Though not exactly part of the research focus, the researcher found out some discrepancies between rural and urban students oral competences. Urban students speech flow was much better than the rural students, and even I found a student who is teaching English other students in elementary and high school in his spare time to run his livelihood. But, all students knowledge of grammar in using grammar appropriately in speaking context was almost similar. All of them were observed in missing subject verb agreements, adjectives, tenses, words, etc. Moreover, they all padding words, phrases, ideas in their speech. In fact, both the rural and urban students had current information in all aspects about their country and the outside worlds, this may be due the world is becoming a global village. The next section deals with how students are measured in the three phases oral discourse tests to illicit their accuracy and fluency competences.

3.5.3.1.1 Pre-Test

The pre-test was conducted before the beginning of the training by listening and reading the oral test questions and instructions. The purpose of this test was to have a general understanding on students' oral language production skills so as to design an appropriate instructional intervention strategy during the training. The other vital role of the pretest was to serve as initial base for comparison the results of students' to the posttest and delayed posttest achievements. Students were oriented how to do and what to do while taking the test (see Appendix E1) for the test questions and (Appendix E2) for the transcription of the data.

3.5.3.1.2 Post-Test

The second phase of oral test was carried out after 10 weeks course training. The test in this stage presumed to have a clue to what extent the integrated instructional approach helped learners in their oral production abilities in comparison to the first initial data. At the same time it provided a signal for the researcher and the classroom teacher in different variables related to instructional approach, the material, and other aspects. The test content (the structure items) and the number of the oral questions were similar like the first oral test. To take the test 20-25 minutes were taken for each examinee (see Appendix E3) for the test questions and (Appendix E4) for the transcription responses.

3.5.3.1.3 Delayed Post-Test

This stage of the test was taken to evaluate and determine the overall progress of the oral data comparing with students' pretest, posttest, and delayed posttest oral accuracy and fluency results both individually and in group. The base for including the delayed posttest in the main study was to verify whether students retain the knowledge grammar and speaking skill gained from the training. In the mean time, to see the long term impacts of the oral test on students oral production abilities. For this to happen, the researcher conducted the third phase test two weeks after the completion of the post-test on the first week of June 2013. Within this time interval students did not receive additional EFL instruction (see Appendix E 5) for the test questions, and (Appendix E6) for the transcription of the data.

3.5.3.2 Students' and Teacher's Interview's

The purpose of interview is to find out people's views and beliefs what we cannot observe. Interviewing has many advantages over the other kinds of data collection strategies (Wallace, 1998 and Best & Kahn, 1998). Individual one to one interviewing was chosen for this study as one of the primary methods of data collection for two reasons. It provided an ideal means of exploring students' and teacher's views about grammar in the process of teaching and learning English as a second language. According to Bernard (1988) in Cohen (2006), the use of this kind of interview is best used when you will not get more than one chance to interview someone to collect data. The interview provides a clear set of instructions for interviewers and can also give the researcher a reliable and comparable qualitative data.

The study used nine different semi-structured interview questions for students (see Appendix H1) and the teacher (see Appendix H3), to speak their mind about the training and related issues. The interview instrument was used to know students' and the classroom teacher's views on the role of integrated grammar instruction across oral grammatical accuracy and fluency. It also aimed at triangulating if the oral tests had any relations to the grammar items students' have been taught. Moreover, students' interviews were intended to obtain relevant data in which students perceived in practicing the integrated grammar instruction vis-a-vis the oral tasks in the classroom. Interviews were held at the end of the training with students and classroom teacher to support the information obtained through the oral tests and classroom observations. The overall activities done by students and the teacher were recorded during the training.

The pilot study provided the researcher with the opportunity to be aware of the unclear and some ambiguous interview questions. Thus, an attempt was made to amend the formats and content of the questions to be specific and related to the research questions in this main study. Therefore, between 2:00--3:00 which about approximately 20 to 30 minutes attitudinal semi-structured interview was carried for each sample student. Likewise, about 20 to 25 minutes interview was conducted with one classroom teacher. To address ethical issues and the right of interviewees, the researcher gave a letter of inquiry to students and the classroom teacher, and both of them signed consent letters to be interviewed and video recorded in the oral tests. They were also volunteered to share their views in the interview sessions that took place in the end of the

training. The researcher promised to secure confidentiality on students' information and hence used pseudonyms instead of their real names.

3.5.3.3 Classroom Observation

To investigate the role of integrated grammar instruction on the oral skill competences in relation to accuracy and fluency, the targeted students and the assigned teacher were observed from February, to first week of June 2013. Direct observation classroom was used to know what and how students performed in the training, and the way the classroom teacher manipulated the classroom techniques, mode of interaction, and activities in directing the training as a whole. In the three months time, the selected grammar items lessons in speaking context were observed five times while the co-researcher teacher was teaching, (see Appendix I2) for details presentation of the lessons. The teacher was observed once in a two week class. In the whole observation, the researcher attempted as much as possible to take notes about which activities were carried out in different oral lessons.

Furthermore, the researcher recorded which lesson content was discussed, what mode of organizational arrangement was set (plenary class, group work, or individual work), what kinds of interactions were taking place. Besides, he took notes about students collaborative learning, motivation. Thus, the researcher used (Nunan's 1989) a presence and absence checklist that comprises thirteen categories for the 'instant' observation is not enough to find out quality data or behavior. The focus on using the observation tool was to see the opportunities gained and the challenges encountered by students and their teacher during the training. The strategies and techniques used by teacher and students to implement the integrated grammar teaching and learning, and the motivation and other related issues which were also seen. The whole lesson in the observation was videotaped. To this effect, the data found showed that the targeted students were taught by integrated grammar teaching approach in speaking skill context.

3.5.4 Method of Data Analysis and Procedures

The analysis part of the study was to examine the data found from the three phases oral tests, interview and observation as a result of integrated grammar in speaking context. For this to happen, the data collected from students' and classroom teacher's through the above mentioned instruments were audio-recorded, transcribed and analyzed. The researcher gave the necessary

information concerning the intent of the study to them before conducting the research. Though there were different types of rating scales that could be employed to score learners' speech samples, this study employed the Kim's (2005:52) analytic and holistic rating method with certain modification. Students' speech data were analyzed and rated by the researcher in order to identify which grammatical errors and inappropriate oral fluency were committed. The study followed mainly using a descriptive simple statistics measure to quantify and compare the performances of accuracy and fluency. Statistically, percentage, mean, standard deviation/measure of dispersion, range, graphs, and paired t-test were used for descriptive analysis. Besides, difference achievement analysis was made on oral grammatical accuracy, information density, and speech coherence.

As noted earlier, oral test questions included the present simple, past simple, past continuous, present perfect, and conditional structures (predictive and hypothetical). The test items are similar in content of the grammar items in the three phases oral test, but different in the idea in which students presumed to explain in order to control the influence of the test similarity. The oral pre-test was conducted before the training began to have an initial base for comparing results with posttest and delayed posttest, and to understand students' language background. The oral post-test was carried out after 10 weeks training in order to evaluate their performance in comparison with the previous test. The last delayed posttest was held after 2 weeks interval from the end of the post-test on June 8, 2013 to know the progress of each individual's oral performance and determine the mean average results. Finally, the results of the three oral tests were compared to find out whether there was incremental achievements within the oral group students. Then, conclusions were drawn on the basis of the statistical analysis, perfectives, and observed data from oral accuracy and fluency performances.

All the mentioned oral components: grammatical accuracy, and information density, speech coherence a part of fluency) fluency were rated based on the pre-post, and delayed-post oral tests, thus, there was no other oral test for each of the components. For example, grammatical accuracy was measured on the basis of correct and incorrect identification in use of grammar in each of the oral responded sentences in all the three tests. If a student responds four sentences and if she/he does not have any grammatical errors in all the sentences deserves a four mark.

Therefore, scores were rated based on the correct and incorrect reposes in the number of sentences (see details in Appendix G1). Weir (1990) suggests that the analytic method is useful to improve the reliability and validity 'of speaking tests for it uses a marking guideline to investigate the nature and functional relationships among the variables and analyze the data collected from different sources.

The oral information density result as one of the fluency competence was also rated using the count method. This is meant that the information provided by the students at a sentence level was rated by avoiding the repeated information and the inappropriate responses that was given by the students for similar question asked for grammatical accuracy. Thus, if a student gives three appropriate and related sentences in his speech for the question asked can score three marks, so the scores depend on the number of oral sentences made by the students (see Appendix G2). In speech coherence rating, the researcher used a rubric marking-guide line holistically for the reason it requires high tech instruments and experiences in measurement and evaluation. However, in this context, the understandability and cohesiveness of the provided speech were taken as a benchmark for students scores. To make the rating fair, the researcher listened to each students recordings repeatedly to catch the overall speech coherence (see Appendix G3).

To this end, the re-designed oral tests that are in line with further overall academic advice were administered to address essentially the academic standard of the first-year students' oral grammatical accuracy and production abilities. The three phase's oral production tests of each student results on oral grammatical accuracy and fluency were compared across one another. The targeted grammar features in the oral tests were: present simple, past simple, past continuous, present perfect and the conditional structures. In this intervention, 30 oral test interview questions that are 10 in each of the three phases were administered and interviewed individually. The findings yielded on students oral production skills undergoing in relation to oral accuracy and fluency were presented according to the sequence of the research questions. Two questions for each grammar features were asked in one-to-one basis. To capture indicators which affect students' oral components results positively or negatively, a comparison analysis was made between the present study results and students prior achievements: 'University Entrance Exam, Communicative Grammar, and spoken' results.

The qualitative data obtained through the semi-structured interview questions and the classroom observations were analyzed descriptively. Underpinning reasons which created the differences between teachers and students opinions about their classroom practices were explored and presented in the research findings. The data collected from the five classroom observation were also documented using a 'presence and absence' checklist scheme that comprises 13 categories.

3.5.5 Teaching Material Preparation

The major aim of preparing teaching material on integrated grammar and speaking tasks is to motivate students to practice the selected grammar items in the context of speaking. The other importance of designing of this material is in order to help them develop spoken grammatical accuracy and fluency. While developing the teaching material, an attempt was made to integrate the 'form, meaning, and use' in speaking context. The lessons were presented and taught in a way that students get the knowledge of oral accuracy and fluency. To this end, exercises and activities which were related to the lessons have been adapted from different resources.

The ideas suggested by the supporters of integrated approach were taken as the framework of the teaching material preparation. Haregwaine (2008), Abraham Degu, (2008), Larsen-Freeman, (2003), Azar, (1999), and Atkins, et al. (1996), were a few among many scholars whose views about the integrated and communicative grammar teaching approach were taken into consideration. The activities in this material do not simply provide students to practice grammar in discrete manner, but in a way that creates an environment to improve their oral production accuracy and fluency through interactive discourse. Reflective, experiential, and active learning methods were used in EFL classroom as useful strategies to expose students in real oral interaction. The need to prepare the teaching material was for two main reasons. From the researcher experience the grammar items selected for the study are the most recurring and demanding for students in class and out of class context. It was also believed that there was no well designed course material with regard to integrated of grammar with speaking skill in the University of Gondar as far as the researcher knowledge. In light of this, a number of exercises and activities were taken from different books (see Appendix J).

3.5.6 Classroom Teaching Methodology

The methodology of teaching for the study group in the main study was similar with the pilot study. The study followed integrating grammar knowledge with speaking skills. According to Atkins, Hailom, and Nuru (1996), the rationale for integrating skills is primarily to help students cope with their academic work, which addresses the problem seen on students' lack of adequate English language skill that makes classroom instruction ineffective and jeopardizes their overall academic and intellectual progress. Integrating the skills is crucial in addressing this problem for two main reasons. Firstly, when we integrate the skills in our teaching, students learn the language by exploiting its full meaning potential, e.g. students can develop their cognitive abilities and social communicative skills. Secondly, integrating the skills creates a context where language is taught as communication. Hence, language teaching can be purposeful to motivate students to learn by using the language.

Based on the merits expressed by those authors above, the researcher used the combination of form and meaning approach in the teaching and learning process as well as in the training material using effective strategies. The selected grammars were taught with their effect in oral communication. Students were also encouraged to discuss in circumstances where grammar structures are used in communication (see Appendix J). The teacher talking time was relatively lower than the classroom students. This was primarily designed to give the learners more opportunity to discover the rules of the linguistic items by themselves in the oral activities. Self-correction was encouraged than direct teacher correction to engage students in the activities without discomfort. Collaborative pair and group works, individual and whole class classrooms settings were used to stimulate interaction among learners to work on the linguistic items they have learnt thereby encouraging communication.

During the oral interaction, students had been motivated to speak at discourse level without fear of making errors using the grammar items they have learnt. The instructor was also asked to give explicit information about the form, and use aspects of the given grammatical item. However, the explanations were made to have a short life span so as to reduce teacher's talking time. The lessons were presented in the form of short passages, conversation and dialogues. Apart from the above mentioned roles of the teacher, he was also oriented to play a role as classroom facilitator

for the activities that learners are asked to carry out. Giving guidance and professional feedback and support when necessary were also other roles presumed from the classroom teacher.

The teacher involved in the main study had an orientation (see Appendix-K) how to teach grammar in an integrated manner with speaking skills using the teacher-made teaching material. The titles in the material are: City Life vs. Village Life, A Day in the Life of... Jonathan Edwards, Traditional Defense among the Konso, Family Woman, Weekends, The Tricky Incidence, The Pandas, Friends, Husband and wife, Famous People, and Wedding Anniversary (see Appendix J). It was also observed that the teacher was maintaining students' motivation to reduce their anxiety while involving in oral discourse activities. The teacher was taking frequent notes in each class about the challenges encountered and the opportunities gained in the teaching and learning process. Students were also provided language promoting assistance to enhance their discourse abilities in the form of discussion, information gap activities, conversation, and individual talk.

3.6 Chapter Summary

This chapter has outlined the research paradigm, methodology, and design used in the study. It also presents the pragmatic school of thought claimed to address the integration of grammar and speaking skills. Besides, the chapter has documented the procedures taken to complete the descriptive (quantitative and qualitative) approach. Moreover, the chapter discusses on samples, research sites, sampling procedures, data collection tools, method of analysis, teaching material preparation, classroom methodology, and validity/reliability of the pilot and main studies. The data obtained from the three phases oral tests analyzed mainly using descriptive statistics. The chapter also discusses the role of interview and observation tools to capture the views of students' and teacher's how grammar instruction implemented in speaking class. In the next chapter, the results of the study are reported, analyzed, and discussed.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

The study examines the outcome of students' spoken grammatical accuracy and fluency (oral information density and speech coherence) as a result of integrated grammar instruction. In this chapter, the data analyses of the pilot and main study are reported and discussed. In addition, descriptive statistical analyses, illustrative graphs, and aggregated mean scores tables are offered for the pretest, posttest and delayed posttest scores in the main study. The chapter also provides the description of data analysis for viewing interview questions and observational categories.

4.2 The Pilot Study

4.2.1 Results of the Oral Test

This section presents the results of the oral test briefly. The first step taken by the researcher was to conduct the same teacher-made pre-post oral tests in order to show their standings as per their results for the test items (see Appendix B). The test given for nine study group and eight control group of students. From the results obtained, students in the study group relatively performed in their post test in comparison to pre test in their grammatical accuracy and oral fluency than the control group. However, as noted in chapter three, detail statistical results couldn't be kept in this study for it has nothing to reinforce the main study as a model since the descriptive case study design was used for the main study.

4.2.2 Results of Teacher's Interview

The main purpose of the teacher's interview was to find out the teacher's view and experience on the overall process of the assessment in order to answer the research objectives. The interview also focused mainly on how the grammar features with speaking skills instruction integrated and practiced in EFL classrooms. With this in mind, to get a qualitative data the teacher who was assigned to teach was told before the training to record and keep his classroom overall happenings. He was asked to take his observational notes i.e., what the weak sides, challenges, and strong sides of the integrated grammar teaching approach cropped up vis-a-vis the tasks in the teaching material. The voice of the following recorded data were the assigned teacher. In fact, from the orientation and the teaching material, he could easily cope with the objective of the study, and what methodological and activities to be implemented in the training times. To this

end, interview was held with the volunteer teacher in the Department of English at Bahir-Darar University. using eight semi structured questions. Thus The finding from teacher's interview showed that the integrated grammar instruction was helpful for it allowed students to discover the role of the selected grammar items and use them for oral interaction purposes. The full detail interview question items are presented in (Appendix C). These were later audio recorded, transcribed, and analyzed under eight headings as in the following:

1. The Role of Grammar on Oral Accuracy and Fluency

Teacher: I certainly agree with the idea that the grammar task have helped them to improve accuracy and fluency. Even though I did not observe a grammatical change but surly I have noticed then I mean becoming conscious about their use of grammatical forms, their use of tense and we can take a specific instance. For example, in the post test I have observed that they were more fine to use the correct form of the grammar items than they were doing in the pre-test. And this somewhat I have observed. And again as the tasks were intertwined with their day to day experience, they were easily also communicating with me and with each other. So, in some way this has also helped them to be somewhat smooth in interaction. Therefore I can say that it has helped a lot in terms of accuracy and fluency

2. Opportunities to Use Grammar Items in Speaking Context

Teacher: Yes I think they have got a lot of opportunities especially when they were engaging in the activity in the classes. I was making sure that each of them really practicing within the given time frame. In addition, even the activities by themselves, the tasks y themselves give them an opportunity, you know, to practice the grammar items because it is something which is derived from their day to day experience. And, because of this, I must say that it has provided them an opportunity to know the grammar items.

3. Impacts of Integrated Grammar Instruction on Oral Production skills

T: This is something I personally agree because you know when we teach them different language elements when we teach our students different language elements, we do not have to only focus on the theoretical aspect. And, this what I did also in the experiment, you know. The tasks were very much comfortable to make them engaging some kind of communicative activity based on their experience. So, always they do not start from something about the grammar items but from their personal experience. And, these have showed them that language and communication as well as interaction are two things that go side by side together. Therefore I agree with this question.

4. Challenges in Teaching Grammar in Speaking Context

Teacher: There were some problems that I have observed. For example, at the beginning of the lesson the students were shy. They were a little bit shy and they were not willing to participate in different tasks or activities. But as I tried to present the activities again and again and as sometime passes they began to integrate themselves with the activities. So, In that way I think they have overcome this problem. Another problem to be mentioned is may be their lack of willingness. At the beginning they were not that much willing to participate on the activities but gradually as they see their friends engaging , they somewhat letter on increase their participations. This is also the other point I would like to make. And there is also a problem with regard to their lack of awareness specially about the appropriate tense forms was not that much convenient at the beginning but better letter on again they have somewhat turned the time and they started to improving that area too.

5. Instructional Approach Used to Improve Oral Communication Skills

Teacher: I have used integrated approach which includes both the explicit and implicit approach of teaching. And, the text by itself is organized in such a way. And this has also helped to improve the students accuracy and fluency in oral communication. And like I said earlier, in terms of accuracy, for example, there was time to use the correct tense forms at the end. This is I think one product. And in terms of also fluency they were also trying to be brief and short when they were explaining different tasks after they were engaged in it for several times, And I think this helped them in a good way.

6. The Role of Grammar on Oral Accuracy and Fluency

Teacher: I certainly agree that the grammar part had helped students in their oral accuracy and fluency. Even though I did not observe a grammar change as I expected, surly I have noticed that students become conscious of use of grammar. In the post test I observed that they used more correct form of grammar than they did in the pre-test. Because the tasks in the training are intertwined from students day to day experience. They were also seen communicating easily with me and with each other. The tasks promoted their oral interaction. So, I would like to say that the grammar tasks with speaking skills had great contributions on the study group students in their oral accuracy and fluency.

7. Opportunities to Use Grammar Items in Speaking Context

Teacher: Yes. I think they have got a lot of opportunities when they engage in activities in the oral class. I was sure that each of them was really practicing within a given time frame. In addition, the activities by themselves gave them opportunities to practice the grammar items for meaningful purposes.

8. Insights and Important Activities Gained from the Training

Teacher: I think, students developed a team-work and cooperative learning. Particularly, from group discussions, debate, descriptions, they were also able to assess themselves how well they could perform in the target language with reference to oral fluency and accuracy. In addition, they built a sense of confidence in interacting and expressing themselves freely with their peers and teacher in speaking context.

4.2.3 Results of Classroom Observation

The purpose of observation instrument in this study was to collect data from EFL classes (see Appendix D1) using a checklist category. In other words, to see to what extent the integrated grammar teaching in speaking context was implemented. To get sufficient responses to the research questions, therefore, the researcher used direct observation when the teacher began teaching. Having informed the purpose of the research to the co-researcher teacher and students, the researcher arranged the dates for the classroom observations. After preparing the checklist the classrooms were observed three times in four weeks periods from December 5, to January 1, 2011/12 at Bahir-Dar University. Students were learning the lessons in different contextual texts and selected structural items such as tenses and aspects (present simple, past simple, past progressive, present perfect vs past simple, 'will; vs. 'be going to', and relative clauses and pronouns). This helped the researcher to answer the research questions three and four by checking what the study group teacher and students did.

The observation checklist included eleven categories/items in the form of questions to be implemented as the orientation given for the assigned classroom teacher. The frequency of the implementation of the each activity in three observed classroom are presented in (Appendix D3). In this regard, category one is to know if the teacher presents the grammar items in communicative context. In all the three observations, it was observed that the targeted grammar features were taught in oral communicative context in which students were supposed to discover the function of the grammar spontaneously. The teacher was also observed providing them communicative situations from the grammar features and encouraged them to involve in a dialogue and interaction. In short, it was evident that the study group teacher implemented the integrated grammar instructional method in the classroom (see Appendix D2) for details.

Following this, the second category examines if the teacher uses the explicit and implicit grammar methods in speaking context. In this point, students were taught in both explicit and implicit grammar instruction method in integrative manner in two out of three observation periods. The object of the third category is to determine if the teacher makes students know the role of grammar in improving their speaking skills. In this regard, the assigned teacher was observed in all the three observation sessions insisting students to discuss on the use of each grammar items after doing exercises and oral activities.

The checklist scheme four also asks whether students make a brain storming activities in each of the lesson topics introduced. Students' were seen brain storming in three observation periods about their expectations what the lessons want to deal with coinciding the topic with their life experiences. In taking turns, students were seen paraphrasing, summarizing, debating, and describing the content of the lessons from the material during pre-speaking, while-speaking, and post-speaking sessions. And, sometimes they were observed asking questions for clarification from the teacher on some vague words and concepts.

Category five also seeks to see the occurrence of pair and group works in the learning and teaching process. To this aspect, the researcher observed that students were grouped in pairs and threes by their teacher in all the three observation sessions for interaction purposes. Learning materials were provided for each student in person. Their sitting arrangement was in a semi-circle and circle; this was deliberately done for it is convenient to talk with one another in pairs, groups, and even in a plenary class discussion. As a result, students appeared to be more confident to interact in group and whole class discussion, raising any points' related to the lesson and even what they felt and experienced in their life time. Being in pairs they practiced role play activities to use the grammar lesson they were taught for oral communication purposes.

Item six is to know whether the teacher follows frequently if students are in the process of active learning. In this point, the teacher was seen committed in checking his students active involvement in all observations made. Category seven also aims whether the teacher promotes student-centered interaction. In this regard, he was observed twice out of three observation classes facilitating more opportunities for students to interact on the lessons issues. During the

observed times student-centered interaction prevailed; for instance, teacher's talk time was restricted in comparison to students talk time. The teacher's role was more of a facilitator in the students' effort to practice the group activities.

Item eight is asked to ascertain if oral discussion, conversation, narration, and description occur in classroom. As the teaching method orientation was given for the teacher, he was observed during observation classes encouraging students to speak on different mode of interactions. Item nine is further asked if the assigned teacher motivates students to use the grammar items they were taught for oral communication. As a result of the teacher's frequent positive praises, students were seen attempting to improve their speech abilities in all the observed periods.

The purpose of category ten is to check if the teacher gives positive feedbacks. The teacher's effort was demonstrated in line with the objectives of the materials. As the students were small in number, he could manage to engage students in oral interaction. This in turn, provided chances for students to correct themselves when they make grammar mistakes. The teacher was humorous, and seen encouraging students to correct their own errors by themselves in two out of the three observation periods. He was also seen providing them constructive feedbacks in the form of recast where necessary. As a result, the study group students were able to express what they felt and understood without fear of making mistakes during the grammar and the text-based lessons. Students were also seen discussing on the role of the selected grammar items and using them in their oral production.

Checklist category eleven examines if the teacher gives professional support based on his experiences. With this respect, he was seen helping students by sharing his experiences, and practicing the methodological orientation which has been given to be implemented. For the whole observation detail data (Appendix D1).

In sum, from the observations made in the pilot study, the researcher could understand that students were taught in explicit and implicit grammar teaching methods in balance. This classroom practices were also encouraging for the researcher to peruse and use this instrument as one of the qualitative tool in the main study. In addition, it was proved that all activities designed

to promote the oral grammatical accuracy and proficiency were implemented by the classroom teacher and students in speaking classrooms.

4.2.4 Insights Gained

This section describes the insights gained from the pilot study and implications for the main study. From students' oral responses, it was identified that some of the interview questions were a bit lengthy to catch the idea. So, the researcher made certain changes to improve the tests. It was also thought that there need a proper speech file documentation while recording data through video-camera and tape-recorder in a very organized and planned manner.

The pilot study was also helpful to note where the safe classroom in which the speaking tests can be conducted to avoid unnecessary outside noises that affect the recorded oral data. The other lesson was that there was no point to use 'questionnaire' as an instrument in the main study for the reason that interview and classroom observation tools addressed the intended data from the small size population. Finally, the researcher gained important experiences from the pilot study how to administer of the oral tests, interviews tools and observation for the main study based on the weaknesses.

4.2.5 Summary of the Results

This section shows the results of the pilot study as a corner stone for pursuing the main study aiming to know the extent at which the research method was appropriate. The summary of the result also believed that providing clues for the researcher whether or not the instructional approach, instruments, and the teaching materials are appropriate to implement in the main study. The data collected through instruments which were intended to strengthen the main study are presented as in the following:

The findings in the posttest results indicated that students' who received the treatment of integrated grammar instruction and oral tasks in communicative classroom relatively outperformed than those who did not receive the mentioned treatment during the training. A semi-structured interview was also held with the teacher who taught the study group. One of the major findings obtained from the teacher was that the integrated task-based material paved the

way for students to discover the rules of grammar and their roles in oral communication (see 4.2.2) for detail data.

The observation data also informed that integrated grammar instruction in speaking classes was helpful and implemented in the student-centered approach. Due to this, students were seen to engage actively in oral activities with their peers and the teacher (see Appendix D2 & D3). As a whole, the results of the pilot study motivated the researcher to conduct the main study.

In addition, the pilot was helpful to judge the overall plan of the study; thus, some modification and changes were made in the main study. For example, a descriptive case study design (with quantitative and qualitative features) in one group sample students replaced the prior two group experimental design. The pilot also demonstrated that the questionnaire as an instrument was not appropriate so that it was not used in the main study.

4.3 The Main Study

The findings yielded on students' oral production skills undergoing in relation to grammatical accuracy, and fluency (information density and speech coherence) were presented according to the sequence of the following research questions.

Basic Question

1. What is the impact of employing integrated grammar instruction in EFL classrooms on students' oral accuracy and fluency?

Specific Questions

- 1.1 What causes the difference on students' accuracy and fluency in the pre-post and delayed-post oral assessment tests?
- 1.2 What are the opportunities created in EFL oral classrooms in implementing integrated grammar instruction in speaking context?
- 1.3 What are the specific challenges students face while learning grammar in speaking classroom?

While answering the research questions variables are identified in this study. The independent variable is "The impact of integrated grammar instruction on oral accuracy and fluency". The dependent variables are the measure of spoken grammatical accuracy and fluency (information density and speech coherence). The three phases oral test interview in this study had ten questions each and two questions in the test targeted for one selected grammar item to be used in the intended oral responses.

Research Question 1

The first Research Question asks "What is the impact of employing integrated grammar instruction in EFL classrooms on students' oral accuracy and fluency? The research instrument to answer this research question was the three phases oral interview test that was administered in different interval times focusing on accuracy and fluency. The way students replied to the questions at discourse level one example of which is present from a student coded in number 2 in the posttest response (see Appendix E1). For the details oral responses of the sample students from the pretest, posttest, and delayed posttest (see Appendix E1-6).

Q1. Interviewer: Describe how a traditional festival you like most is celebrated in your local area?

S2: The traditional festival which I like most in my local area is the 'Cross Day' that celebrated once in a year. People gather when the cross burn. Priests and coopers in this day wear traditional clothes and engage in different activities. For example, some of them sing by rounding the burning fire and others demonstrate traditional movements and dancing. Young girls and boys in their part sings (error) ritual songs.

As already mentioned in 3.7.4, the components to be measured in the oral production competences of students were three: grammatical accuracy, oral information density, and speech coherence. For grammatical accuracy and information density correct and incorrect counting methods were used to label students oral performances analytically (see Appendix G1-2). Unlike the count method used for accuracy and information data, the researcher opted to use an adapted native speakers' benchmarks measure holistically to rate speech coherence (see Appendix G 3), since it is a challenge to analyze the rate of speed and pauses in our context without high tech instruments.

Weir (1990) noted that the analytic and holistic measurements can be used accordingly as the nature of studies. As a result, the maximum responded sentences for the test questions asked to describe were in between zero and four. Hence, students' scores were marked out of four for each question with respect to number of information, speech coherence, and grammatical accuracy. In other words, a student replies 4 sentences with different and appropriate information in each of the sentence; s/he gets the maximum 4 marks for each question.

4.3.1 Results of the Oral Test

As noted in chapter three, the oral pretest, posttest and delayed posttest have three components (grammatical accuracy, oral information density and speech coherence) which the participants have been required to display the measure of their achievement skills. Spoken production data were recorded, transcribed, and rated based on the marking guideline targeting the selected grammar features from twelve sample students (see Appendix F). The following descriptive statistical analysis and graphical representations below have given detailed results from the tests conducted in different times. The data were evaluated using the adopted version of Kim's (2009) and Jacobs's et.al, (1981) where language use, coherence and information were assessed.

4.3.1.1 Results of Grammatical Accuracy

Figure 4.1 below compares grammatical accuracy scores in the three phases' of oral achievement tests (i.e., pretest, posttest and delayed posttest) from each of the 12 students in the study. The students scores in the pretest, posttest, and delayed posttest are well described in the (fig. 4.1) represented by the three different colors, blue for the first test, red for the second, and the light green for the third test. The horizontally line represents students' code number and the vertical line shows their oral grammatical accuracy results in percentage.

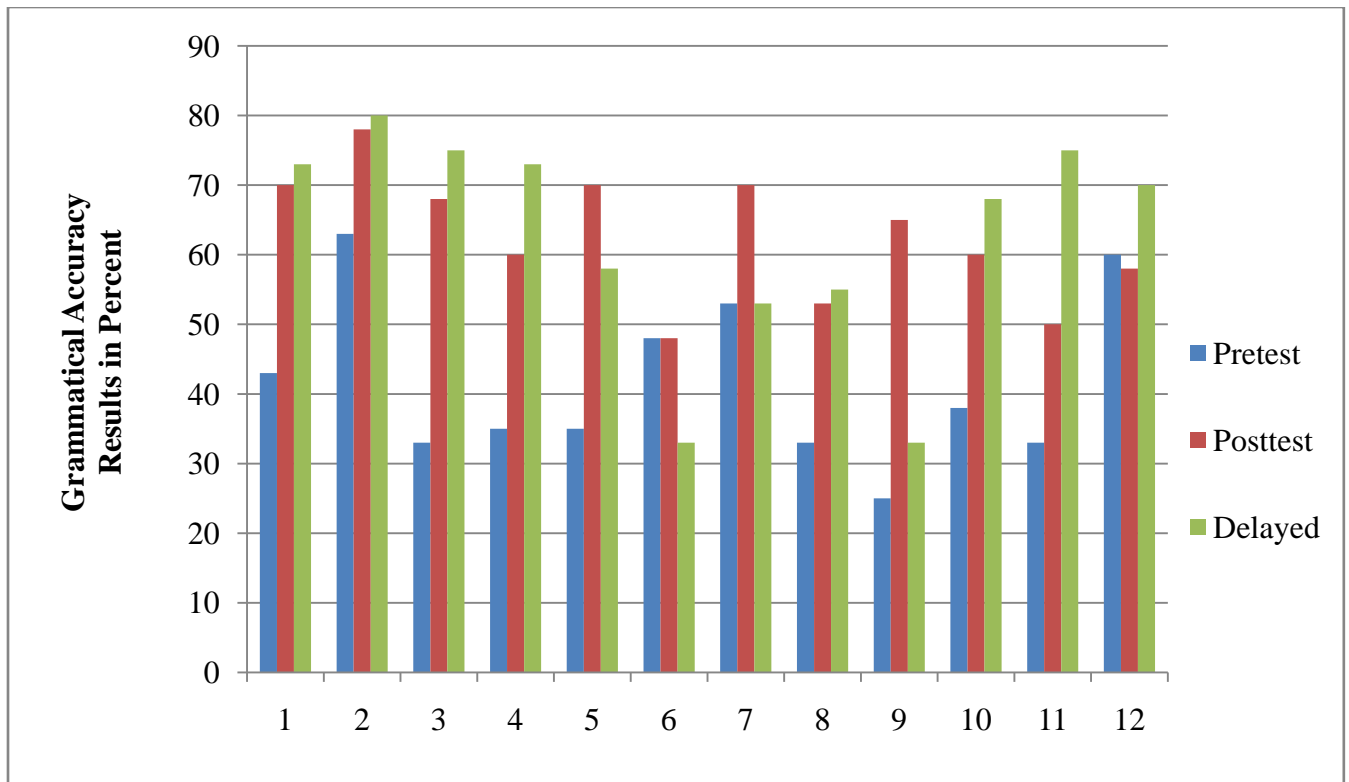


Figure 4.1: Students' Grammatical Accuracy Score in Percentage by Their Code Numbers

As indicated in Figure 4.1, Nine out of 12 students scored below the mid-line (i.e., 50), and three of them coded in no.(2,7,12) achieved above the mid-reference point in pretest. In comparison to pretest, 10 out of 12 students coded in no. (1, 2,3,4,5 7, 8, 9, 10, 11) improved in the posttest. In contrast, a student coded in No.12 has shown a decline, and a student in code No.6 obtained similar scores from the posttest. When comparing the delayed posttest assessment results from pretest results, 10 of the 12 students' showed progresses; whereas, one of the 12 coded in No. 6 got a decline score and the other student in code No. 7 scored similar marks. In fact, eight of the 12 students had also improved in the delayed posttest test in comparison to the post result; whereas four of them coded in no.(5,6,7, 9) had a decline.

Besides, the above graphical demonstration, Table 4.1 compares individuals oral grammatical accuracy scores from the three tests in percent form for each student. As a result, student No.1 scored 43%, 70%, and 73% in the three phases' of oral tests respectively. That is, the student couldn't secure the expected middle-line score which is 50 in the pre test, but has shown a good progress in the second and third tests. Likewise, the second student obtained 63%, 78%, and

80% respectively in three tests, and definitely this student obtained above the standard pass reference in the pretest and dramatically improved in both tests (i.e., posttest and delayed posttest). He was also the one who scored better than all students in the group. A student in script No.3 scored 33%, 68% and 75% in pre, post and delayed-post oral tests respectively. Though his result in the first test was under the middle-line 50; he has shown an improvement in his second and third tests. Similarly, a student in script code 4 also scored 35%, 60%, and 73% in the first, second and third tests respectively. This student showed progress in posttest and delayed posttest though his score in the pretest was under the middle line.

Moreover, student No.5 scored 35%, 70%, and 58% in three tests respectively. This student achieved better result in second test with a big gap in comparison to the first results though unexpectedly dwindled by 12% in the third test. This reduction may be seen from different possible perspectives. Contrary to the above mentioned student scores, student No. 6 scored 48%, 48%, and 33% in pre, post and delayed post tests respectively. This student has not shown progress in any of the tests and even shown drop in grammar accuracy.

The results from script No.7 were found to be 53%, 70%, and 53% respectively and this student improved in the post-test in comparison to the pre-test. But, his delayed-post test result shows a decline of score. With respect to code 8 student, the results were 33%, 53% and 55% in all the three consecutive tests. As could be seen, there was slight increment in the post and delayed-post tests in comparison to the pretest. A student in script No.9 obtained 25%, 65%, and 33 % respectively. Her score in pre-test was in the lowest failure zone. In the posttest, her progress was encouraging in comparison to the pretest, but she couldn't maintain it in the posttest.

With respect to the student No.10, the results showed 38%, 60%, and 68%. The score result shown improvement in both second and third oral tests. Similarly, a student in a script No.11 scored 33%, 50%, and 75%. This student achieved better scores in second and third tests than the first test. Finally, the student in script No.12 also scored 60%, 58%, and 70 % in the given consecutive tests. The student scored a pass mark in the pre-test but could not show an increment in the post-test. In fact, his score in the delayed test is greater in comparison to the pre-post tests.

In sum, the implication of the above oral grammatical accuracy data displayed that the majority of students improved in the posttest and delayed posttest in comparison to the pretest. In other words, the integrated instructional approach had a positive impact on their oral accuracy.

Table 4.1 Oral Grammatical Accuracy Results in Percent

No.	Pretest %	Posttest %	Delayed Posttest %
1	43	70	73
2	63	78	80
3	33	68	75
4	35	60	73
5	35	70	58
6	48	48	33
7	53	70	53
8	33	53	55
9	25	65	33
10	38	60	68
11	33	50	75
12	60	58	70

In addition to the individual grammatical accuracy results the aggregated descriptive statistics results in the pretest, posttest, and delayed posttest shown in (Table 4.2). This analysis offered the average score of grammatical accuracy and the mean scores of the highest and the lowest scorers; hence, the researcher compares the mean value rather than sticking to each scores.

Table 4.2: Descriptive Statistics of Grammatical Accuracy in Speaking Context.

No. of Ss	1	2	3	4	5	6	7	8	9	10	11	12
Indi. Mean	62.00	73.67	58.67	56.00	54.33	43.00	58.67	47.00	41.00	55.33	52.67	62.67
Agg.Result	Mean											55.42
	Median											55.67
	Std. Deviation											9.01
	Variance											81.09
	Range											32.67
	Minimum											41.00
	Maximum											73.67
	Percentiles				25							
				50								55.67
				75(25)								61.17

Key: Ss= students, Inds.= individuals, Agg. = Aggregated

Thus, from the individual mean scores; the highest scorer had 73.67 and the lowest got 41.00 with a range of 32.67. This implies the difference between the highest and the lowest achiever is 32.67. The mean score for the whole respondents was 55.42 with \pm of 9.01 standard deviations. This is meant that there is 9.01 mean score difference (i.e., plus or minus) among the highest achievers and lowest scorers'. The existing magnitude of standard deviation among the students included in this study inflates score variance difference at 81.01 points (the multiple results from the square root of 9.01). Meaning, there are acute average score difference among the respondents. Thus, about 25% coded in no. (6, 8, and 9), 50% in no. (3, 4, 5,7,10, and 11) and the remaining 25% in no. (1, 2, and 12) of the respondents on the average had 48.42, 55.67, and 61.17 mean score results respectively. That is, Nine out of 12 students scored above the mid-line score (i.e., 50), and the remaining three students scored below the mid 50 (between 41 and 49).

This analysis result confirms that majority of students showed better grammatical accuracy in the second and third tests in comparison to the pretest (Table.4.2). The relative progress shown seem to appear as a result of integrated grammar instruction, the role of the teacher, the teaching

material, and the motivation seen by students. This is also in line with what Hulstijn (1995) claims that the focus on form and meaning with speaking skills is a more appropriate instructional approach for language features that are difficult to use and describe.

Fig.4.2: Graphical Representation of Aggregated Grammatical Accuracy Result

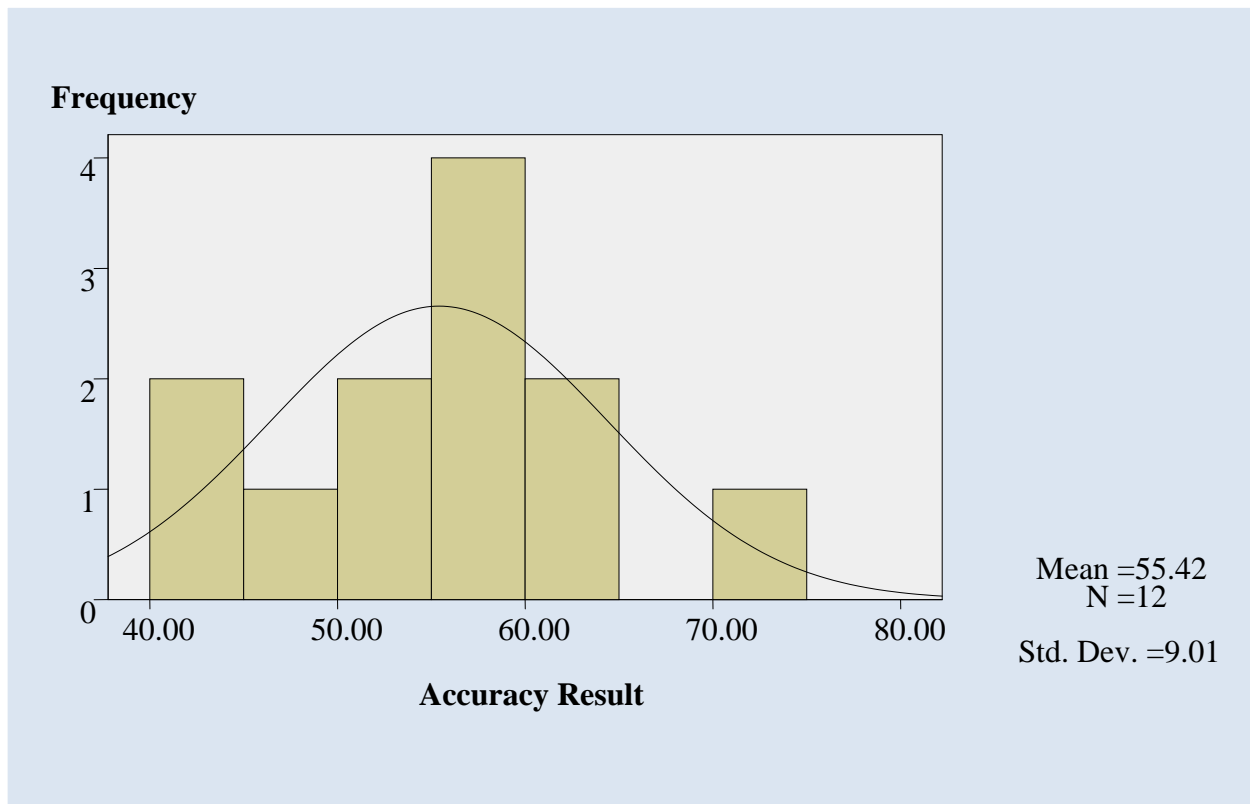


Fig.4.2: Students' Aggregated Grammatical Accuracy Result by Frequency

Fig. 4.2 indicates the frequency of seven out of twelve students got above the aggregated mean value (55.42) and five scored under the mean. As shown from the graph, this can be explained that four students got between 55 to 60 mean points. Two students also obtained between 60-65 mean point, and one student scored between 70 and 75 mean point. Though the long line tail above the mean indicates a normal distribution approaching the horizontal lines, but it also shows that there is an acute difference score seen by one student. In contrast, two of the samples scored between 40-45, one got between 45 and 50, and the other two obtained between 50 and 55 mean points.

4.3.1.2 Results of Oral Information Density of Fluency

Figure 4.3 below displays the score results of oral information density in the three tests for all 12 students. Accordingly, in pretest one student has got below the midline of 50% (i.e., student no. 4) but the remaining 11 students scored above the median score 50%. In the post test and delayed post test all students including student number four have got above 50%. In addition, Nine out of the 12 students shown relative improvements in providing oral information in the second test in comparison to the first test and two students (script No.6 and 7) scored similar results.

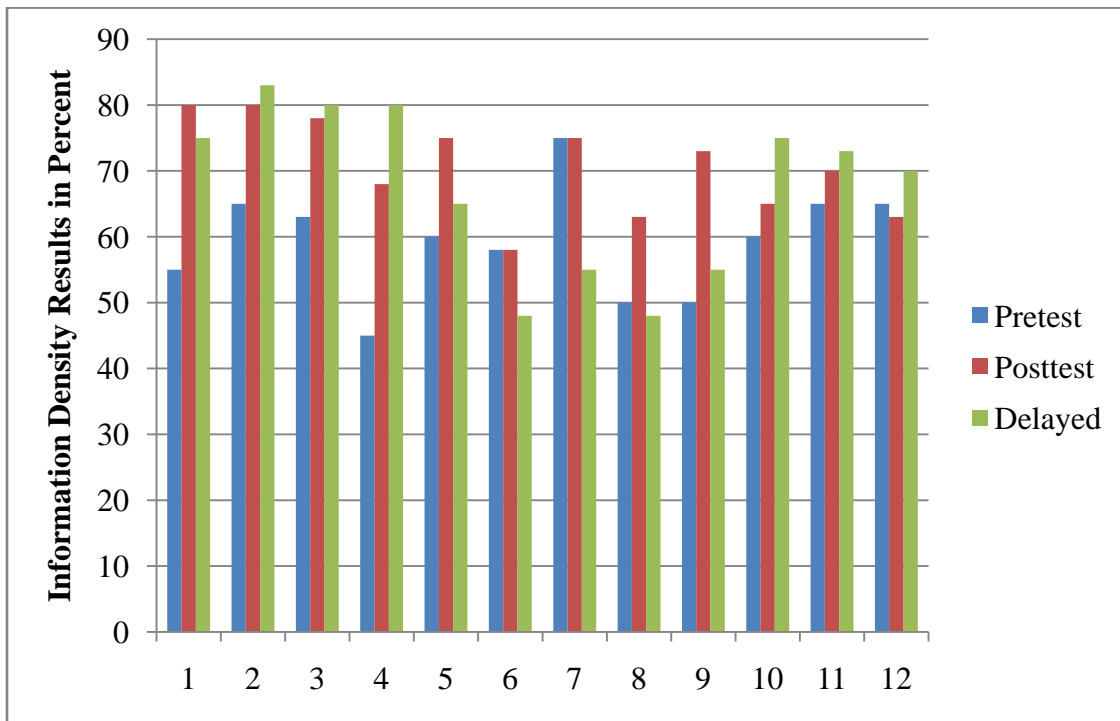


Figure 4.3: Students' Oral Information Density Score by Their Code Numbers

Furthermore, fig. 4.3 indicates all students except student no. 12 who scored an encouraging and incremental results i.e., student No.12 score in post test reduced by 2% from the pretest. Whereas, student no. 1 and no. 4 showed tremendous increase in the posttest and increased their score by 25% and 23 % respectively. Consequently, Nine of the 12 students showed progress in the third test in comparing to the first test, while the remaining three students coded in no. (6,7, 8) showed a decline in their scores. As compared to scores in the posttest

only six students got remarkable progress in the delayed post test though the remaining six students coded in no. (1, 5, 6, 7, 8, 9) exhibited decline in oral information density results.

Table 4.3 Oral Information Density Results in Percent

No.	Pre-test %	Post-test %	Delayed Posttest %
1	55	80	75
2	65	80	83
3	63	78	80
4	45	68	80
5	60	75	65
6	58	58	48
7	75	75	55
8	50	63	48
9	50	73	55
10	60	65	75
11	65	70	73
12	65	63	70

Table 4.3 also displays the details of student's oral information density score achievement in pretest, posttest and delayed posttest. Hence, the first student scored 55%, 80%, and 75% in oral pretest, posttest, and delayed posttest respectively. This indicates the student improved in providing oral information in the second and third test in comparison to the pretest though he is not retain the progress in the third test. A student in script No. 2 got 65%, 80%, and 83% information from the oral production i.e., the student showed consistent score increment. Similarly, student No.3 also scored 63%, 78%, and 80% in the first, second and third oral tests respectively, and exhibited consistent encouraging scores.

A student in script code 4 scored 45%, 68% and 80% in the three consecutive tests respectively. Though his score in the initial test was under the mid-line 50, he scored better results in delayed and delayed post tests. With regard to script No.5 student, his scores in all the three tests were 60%, 75%, and 65% respectively. Though there was an improvement in the posttest and delayed

posttest in comparison to the initial test his score in the delayed post-test was decreased by 10% and 5% in comparison to the pre-test and post test respectively. A student in code 6 also got 58%, 58% and 48% respectively. In his first and second tests he scored the same results; whereas, neither he stabilized nor improved his score in the third test in comparison to the first and second tests.

A student in script No.7 achieved good marks both in the initial and second assessment sessions by scoring 75% each. However, he couldn't keep his previous scores as expected in the third oral test getting 55%. In script code 8, the scores in the three phases' tests were 50%, 63% and 48% respectively, i.e., he has shown progress in the second test but he couldn't keep this result in the third test. A student in script No. 9 scored 50 %, 73%, and 55% in all the three tests. Though her score in the second tests was better than the first test could not retain progress in the final test.

Script No.10 student got 60%, 65% and 75% scores in providing information for she was asked during the tests. From her scores, it can be said that there was an incremental progress in both second and third tests in comparison to the first one. Script No.11 obtained 65%, 70%, and 73 % from pre-post and delayed-post tests respectively, i.e., the student improved in the second and third tests. This implies the existence of an incremental improvement in the second and third phase of the tests. Finally, script No. 12 student scored 65%, 63% and 70% in the three phase tests and his score in the second was declined by 2% in comparison to the first one though he could improve his score by 5% in the third test.

The overall implications of the above analyses informed that the majority of students showed progress in the posttest and delayed posttest in comparison to the pretest. In other words, opportunities to use grammar features in speaking context can enhance oral production competence particularly in providing information at a discourse level.

Table 4.4 Descriptive Statistics of Oral Information Density Results

No of Students	Individuals Mean	Whole Descriptive Statistics								
		Mean	Median	SD	Variance	Range	Min.	Max.	Percentiles	
1	70.00	65.72	66.77	6.87	47.19	22.33	53.67	76.00	25	60.58
2	76.00								50	66.67
3	73.67								75(25)	69.83
4	64.33									
5	66.67									
6	54.67									
7	68.33									
8	53.67									
9	59.33									
10	66.67									
11	69.33									
12	66.00									

Key: Min=minimum, Max=Maximum

Table 4.4 shows the individual mean score for the three achievement tests as well as the sample mean to the whole group. The highest score grade in the oral information was 76.00 out of 100, scored only by one student coded in no 2, and the least score grade was 53.67 out of 100 also scored by one student coded by no.8, with the range of 22.33 (Table 4.4). Whereas, the remaining students scored on average greater or equal to 54.67%. That is, students' achievements in oral information test showed more progress compared to the grammar accuracy tests.

The descriptive statistics of oral 'information density' tests have sample mean of 65.72 % with \pm 6.87% standard deviation among the students, i.e., on average there about 6.87% deviations from the sample mean in both directions. Meaning, the majority students oral density results distribute around the sample mean. Furthermore, unlike the 'aggregated grammar accuracy' result of the students, the oral information density test have remarkable improvements as about 25%, 50% and remaining 25% of the respondents on the average had 60.58, 66.67, and 69.83 (Table 4.4)

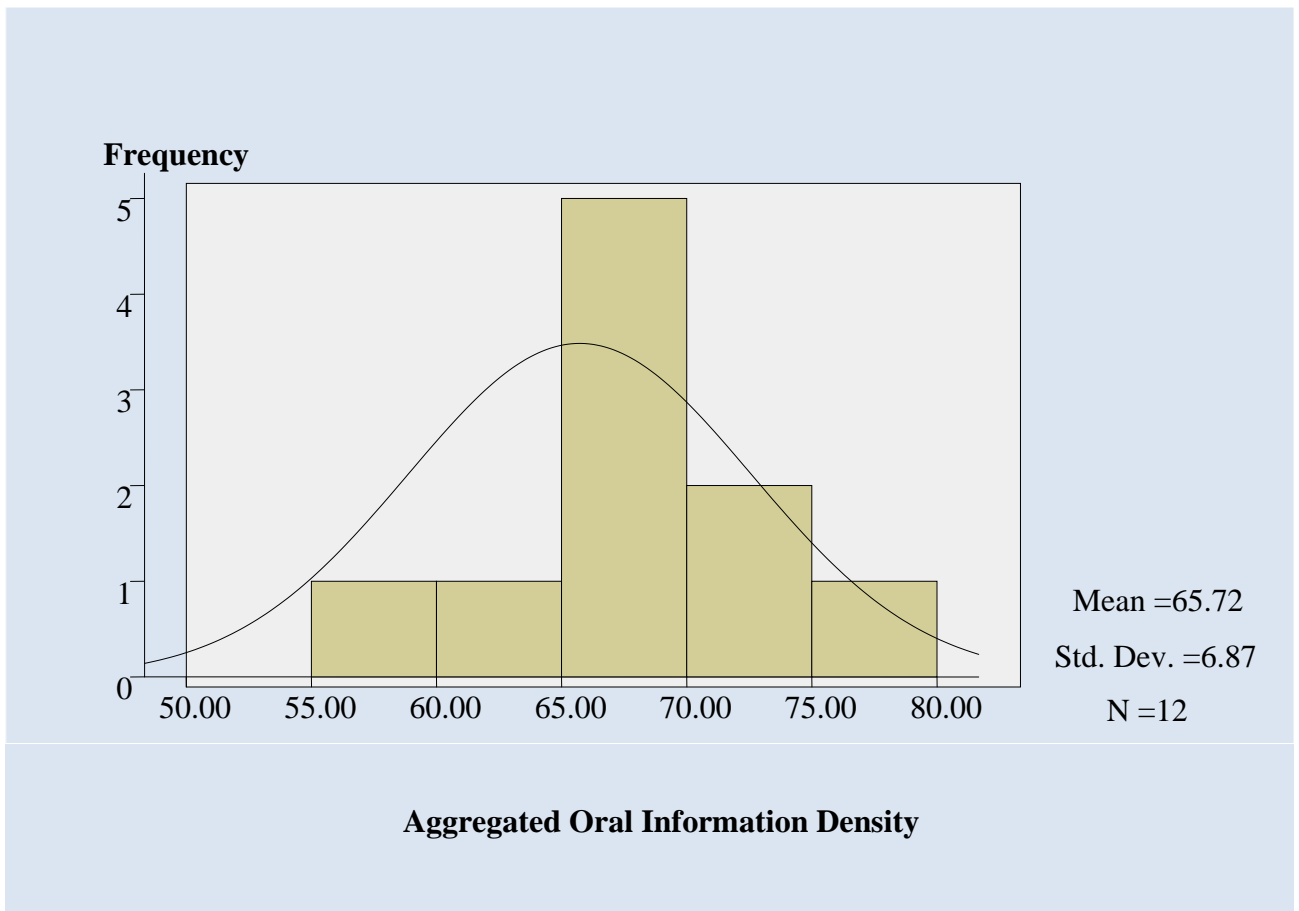
mean score results; which is 48.42, 55.67, and 61.17 (Table 4.2) mean score results in grammar accuracy.

The existing magnitude of standard deviation among the students included in this study moderately affects the score variance difference at 47.19, which is also less than the grammar accuracy variance tests i.e., 81.01 points. Thus, the analysis shown that the aggregated students' test result confirms the presence of complete success among the sample students.

In sum, this total picture of the test shows all students in the second and the third test had got better scores in providing oral information. Thus, it is possible to say that the impact of the integrated instructional approach and the role of the teaching material took the great contributions in bettering students' oral information results. In fact, the effort exerted by the classroom teacher, the motivation seen by students in the training and other related factors had their own positive impacts to students' progress in the posttest and delayed posttest oral information results in comparison to the pretest. In similar of the findings (Swain 1993) discusses that the pedagogical implications of her output hypothesis and cites first the obvious "necessity of providing learners with considerable in-class opportunities for speaking, it provides them opportunities to reflect on, discuss and analyze their problems explicitly."

Fig.4.4 Graphical Representation of Aggregated Oral Information Density Results

This graph demonstrates the results of students above and below the aggregated mean (65.00). In this context, eight students achieved above the aggregated mean score. For example, five of them scored between 65 and 70, two students achieved between 70-75, and one student got between 75 and 80 mean point. While it also depicts the results of the remaining four students who scored below the sample mean value i.e., two students scored between 50-55%. One student obtained between 55-60%, and the other one student scored between 60%-65 %). This implies the presence of low variance among students result since all of them achieved above 50%. As shown from the graph, the long tail doesn't approach the under horizontal line both in the above and below the mean value. This implies still there is a difference among students' scores both above and below mean.



4.3.1.3 Result of Speech Coherence Fluency

Speech coherence was evaluated to check whether students' oral skill is understandable and cohesive. Hence, (fig4.3.) below compares test scores in terms of speech coherence in the three phases' of oral assessment tests. When comparisons are made seven out of 12 students coded in no. (1, 3,4,6,9,10, and 11) scored under the middle-line (i.e., 50%) and only five of the total students coded in no. (2, 5, 7, 8, and 12) got a pass mark in the pretest.

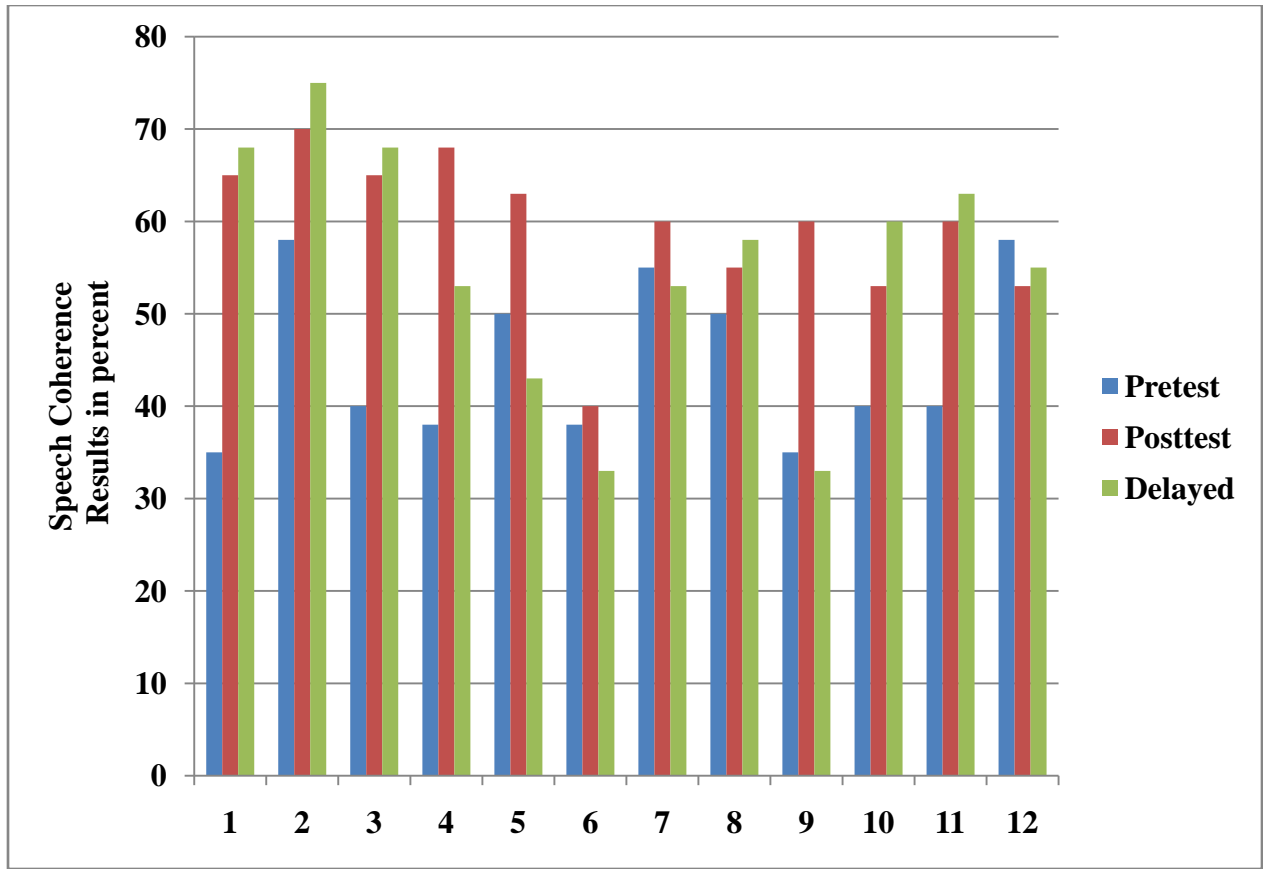


Figure 4.5: Students' Speech Coherence Score in Percentage by Their Code Numbers

Contrary to the pretest in the posttest the majority, i.e., 11 of the 12 students improved their speech coherence though one student in script No.12 obtained less score. In comparison to the scores between the pretest and the delayed posttest, seven of the 12 students coded in no. (1, 2, 3, 4, 8, 10, 11) improved while the other five of the 12 coded in no. (5, 6, 7, 9, and 12) decreased. Besides, seven students coded in no. (1,2,3,8,10,11,and 12) in the delayed posttest increased and the remaining five students (no.4,5,6,7, and 9) out 12 obtained a decline score in comparison to the posttest.

Table 4.5 Oral Speech Coherence Results in Percent

No.	Pretest %	Posttest %	Delayed Posttest %
1	35	65	68
2	58	70	75
3	40	65	68
4	38	68	53
5	50	63	43
6	38	40	33
7	55	60	53
8	50	55	58
9	35	60	33
10	40	53	60
11	40	60	63
12	58	53	55

Table 4.5 shows the results obtained from marking guideline benchmark holistically with regard to the speech coherence performed by each student. In accordance with this, script No.1 student scored 35%, 65%, and 68% in the pre-post and delayed-post assessment tests respectively. Though his performance in the pretest was under the middle-line which is 50, his scores were incremental in both the second and third tests. The student in script No.2 also scored 58%, 70%, and 75% respectively in three consecutive oral tests. This student scored 'pass marks' in all the three tests showing an improvement in second and third tests in comparison to the pretest. A script No.3 student scored a low mark that is 40% in the initial test, and he scored 65% and 68% in the second and third tests respectively. Likewise, a student in script No.4 obtained 38%, 65%, and 53% in the pre-post and delayed post tests respectively. This shows the scores were not incremental since there was a decline in the third test. Similarly, script No.5 student also obtained 50%, 63%, and 43% respectively in all the three phases. Though there was an improvement in the second test, the student couldn't show progress in the delayed posttest in comparison to the pre-post tests. A student in script No.6 scored 38%, 40%, 33 % respectively in

the pre-post and delayed posttests. From these results we can say that the scores couldn't reach the expected middle-line 50 in any of the test.

Script No.7, scored 55%, 60%, and 53% respectively. The increase marked in the second test was higher by 5 % than the first one, whereas, in the third test it declined by 7%. With regard to student script No.8, 50%, 55%, 58% scores were registered in pre-post and delayed tests respectively. The scores in script No.9 indicate 35%, 60%, and 33% respectively. As seen from the results she scored under the middle-line i.e., 50 in the pretest and improved it this remarkably in the posttest. However, there was a reduction of performance with great discrepancy in the delayed posttest in comparison to the posttest. With regard to the student in script No. 10, 40 %, 53 %, and 60 % were scored in the pre-post and delayed-post oral tests respectively. From these performances, it is can be suggested that though her score in first test was below the standard mid-line 50, there was an improvement both in the second and third tests than the first one. Similarly, a script No.11 student obtained 40%, 60%, and 63% respectively in all the three tests. This student improved in both the second and third tests, though, his score in the pre-test was under 50. Finally, a student in script No.12 scored 58%, 53%, and 55% in the first, second, and third tests respectively. In his second test he scored less marks in comparison to the pretest and improved it in the third. But, all the scores were not incremental for he could not show progress in the third test in comparison to the first test.

From the above statistical analysis, a greater number of students scored under 50 in their pretest with regard to speech coherence component. This implies that students' background that demands the speech coherence abilities was below the standard level. Whereas, the majority of students improved their speech coherence abilities in the posttest in comparison to the pretest though one students in script No. 6 scored below the middle-line 50. In comparing the third test to the first test, seven of the 12 improved their speech coherence and five of the 12 students scored a decline marks. Similarly, seven of the 12 students showed an increase in their speech coherence performance compared to the second test; in contrast, the other five of the total population showed a decline.

Table 4.6 Descriptive Statistics of Speech Coherence Results

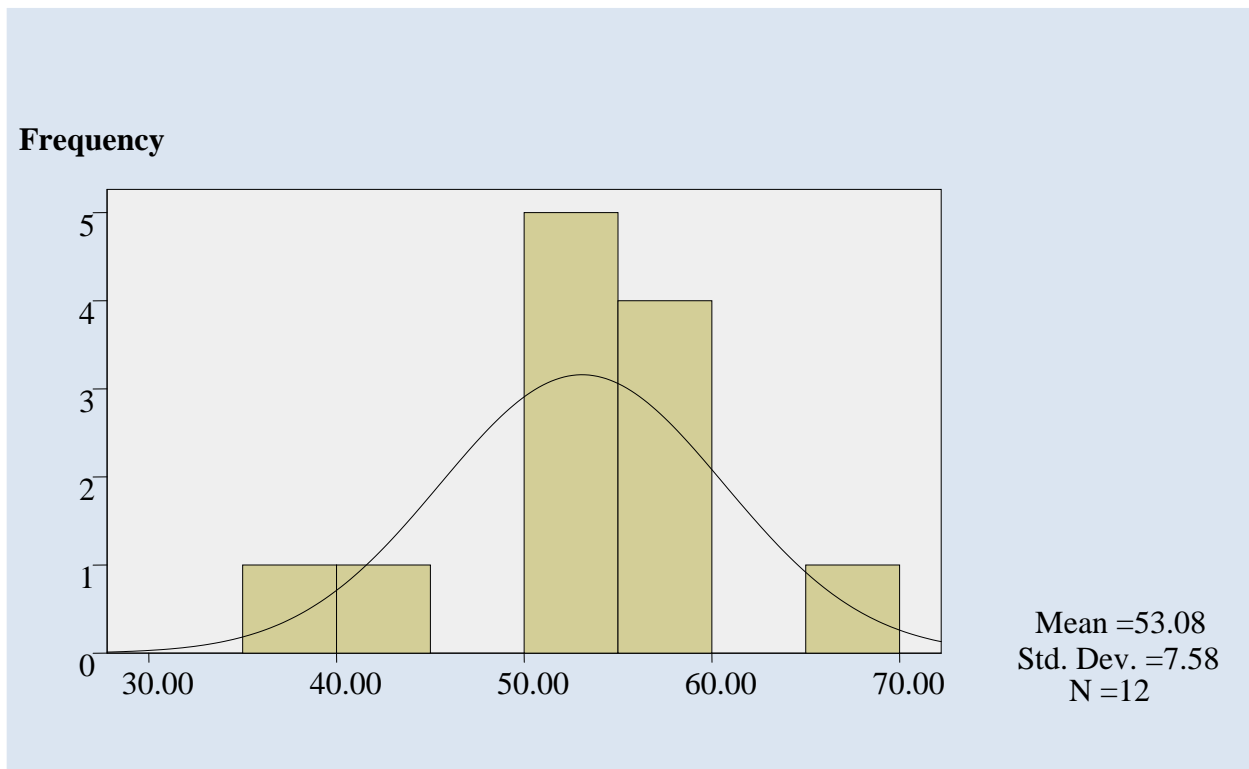
No	Individual Mean	Whole Descriptive Statistics							Percentiles	
		Mean	Median	St.dev	Variance	Range	Min.	Max.		
1	56.00	53.08	54.33	7.58	57.42	30.67	37	67.67	25	51.25
2	67.67								50	54.33
3	57.67								75(25)	56.00
4	53.00									
5	52.00									
6	37.00									
7	56.00									
8	54.33									
9	42.67									
10	51.00									
11	54.33									
12	55.33									

Key: St. Dev= Standard deviation, Min=Minimum, Max=Maximum

Table 4.6 shows descriptive statistics of speech coherence for individual and sample students. The highest and the lowest aggregated mean speech coherence are 67.67 and 37 respectively, scored by student no. 2 and no.6. The descriptive statistics of aggregated speech coherence result shows a great range i.e. 30.67 (Table 4.6), as the above aggregated mean grammatical accuracy range. Moreover, the results confirm that 10 out of 12 participants scored above the mid reference line which is 50%. The remaining two (no.6 and 9) failing to achieve the pass mark, 50%.

The aggregated mean score test of students' speech coherence for the sample population is 53.08 with ± 7.58 points of standard deviation. Meaning, there are an aggregated 7.58 score deviation from the sample mean; positively and negatively affect for those scored above the aggregated mean and below the aggregated speech coherence average results. Though the speech coherence results exhibits higher range as compared to grammar accuracy test, it had relatively moderate variance 57.42. This implies that the scores variations among students' speech coherence competence were relatively narrow and categorized with moderate difference ups and downs from the group mean (fig.4.6). Though the sample mean score indicates less in comparison to oral information density and grammar accuracy, the 25 %, 50%, 25% of the samples obtained 51.25, 54.33, and 56.00 mean value respectively. In this regard, better score of the majority of students in the second and third tests in comparison to the pre test reduced mean variations among the students. In line with this, some scholars have argued (e.g., Doughty 1998; Doughty & Varela, 1998; and Robinson, 2001) that if the goal of second language learning is the development of communicative competence, enabling learners to use language for communicative purposes, then grammar and communication must be integrated.

Figure 4.6 Graphic Representation of Aggregated Speech Coherence



The graph indicates that 10 students scored above 50%, but with great variability among the students score results to the right of the mean score. The variability of the scores is shown in the graphs by the long tail which cannot asymptote the horizontal line (fig.4.6). In the opposite, though the remaining two students scored average point below the aggregated mean score, but with almost no variability since the long tail approaches the horizontal line.

4.3.2 Difference Analysis among Integrated Oral Components Indicators

Comparison of the difference of the oral production components stated in (fig.4.7) includes aggregated grammar accuracy, aggregated oral information density and aggregated speech coherence results. Hence, the students included in this study scored better aggregated point in oral information density, followed by aggregated grammar accuracy and aggregated speech coherence respectively. This is meant that there are remarkable achievement difference among the students in oral information test scores and, the two tests of grammatical accuracy and speech coherence. However, there are slight differences among aggregated grammar *accuracy* result and speech coherence (see fig.4.7).

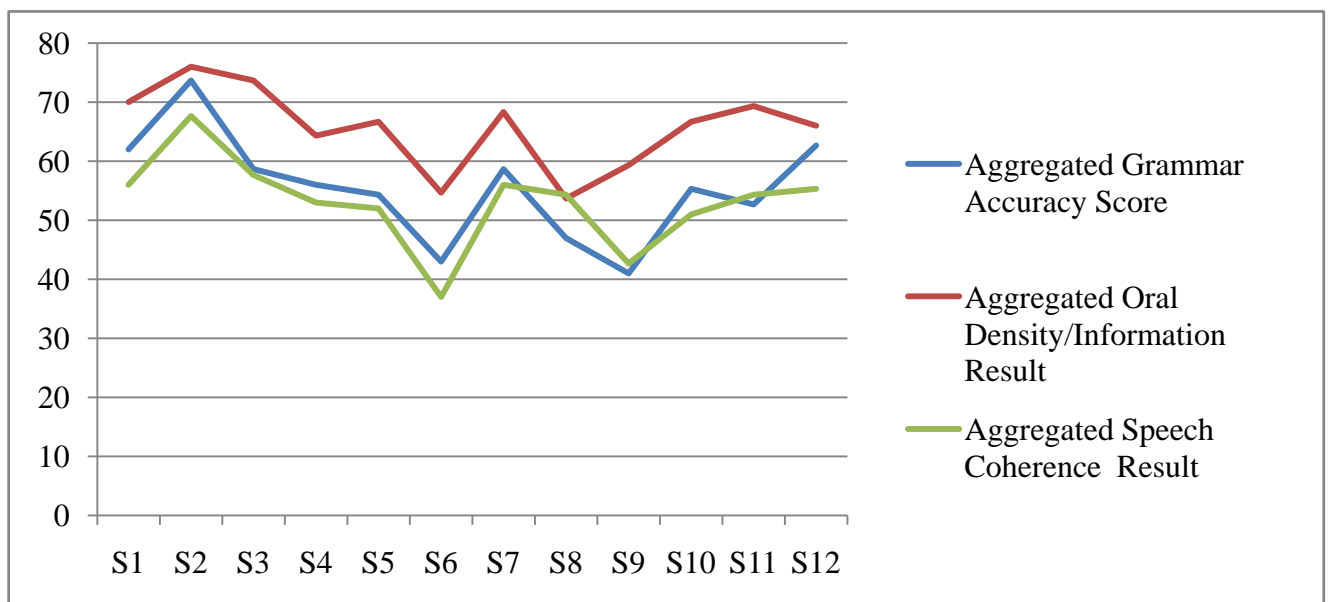


Figure 4.7 Comparison of Integrated Oral Production Components Indicators

Besides the above graph line difference analysis, the statistical test in (Table 4.7) also confirms the same results. That is by considering 95% confidence interval and probability level less than or equal to 0.05. Statistically, there are significance score difference among students aggregated grammatical accuracy score and aggregated oral information density results at p (0.000). Because the t -tests value in the analysis for pair one is above the critical value of 95% confidence interval i.e., 1.96. In the contrary, there are no statistically significant differences observed among the students aggregated grammatical accuracy score and aggregated speech coherence result at p (0.083). Because the critical value calculated for pair two i.e., t -value is 1.91, which is definitely less than the acceptable critical value of 1.96; this implies insignificant statistical difference. Moreover, the paired t -test result demonstrated the presence of statistically significant (i.e., very strong) difference among the students aggregated oral information density result, and aggregated speech coherence result at p -value of (0.000). The lesser the p -value approaching to 0.000 indicates the presence of statistically significant difference among the paired variables. In addition to the probability checks, the presence of students remarkable score difference confirmed by the paired t -test value of 8.76 which significantly above the critical value of 95% confidence interval and with its 1.96 critical value.

Table 4.7: Paired T-Test for Integrated Oral Production Components Results

Test	Oral Components Indicators	Paired Differences				
		Mean	SD.	t	df	Sig. (2-tailed)
Pair 1	Aggregated Grammar Accuracy Score - Aggregated Oral Density/Information Result	-10.31	4.95	7.21	11	.000
Pair 2	Aggregated Grammar Accuracy Score - Aggregated Speech Coherence Result	2.33	4.23	1.91	11	.083
Pair 3	Aggregated Oral Density/Information Result - Aggregated Speech Coherence Result	12.64	4.99	8.76	11	.000

P -value \leq 0.05: critical value = 1.96

4.3.3 Factors Affecting Integrated Oral Components Indicators

The previous statistical analysis indicates that the sample students improved their spoken grammatical accuracy and fluency. This section shows students' prior achievements as affecting indicators positively or negatively on the current integrated oral production components.

4.3.3.1 Aggregated Grammatical Accuracy Result

In this part, factors of students' previous achievements like 'University Entrance Exam Result', 'Communicative English Grammar', and 'Spoken English Results' in their first year courses were taken into consideration to check whether there is significant difference or not on students later aggregated Grammatical accuracy results. In regard to this, a computation is made using (Table 4.8). This table shows, there is statistically significant difference among the students Aggregated Grammatical Accuracy score and English University Entrance Exam result at p (0.025). Since the probability level is between the 0.05 and 0.000, and its t -value or critical value greater than 1.96 (i.e. 2.6), the difference among the two scores is very significant. Moreover, in pair two test the students' score among Aggregated Grammatical Accuracy score and Communicative English Grammar score in their regular courses also show the presence of statistically significant impact at p (0.05), which lays exactly 95%. In contrary, the paired sample t -test in its pair three does not show the presence of statistically significant score difference among the students achievements in Aggregated Grammar Accuracy score and Spoken English. Because the p -value of 0.169 is out of the acceptable or tolerable error term of 0.05.

Table 4.8: Paired Samples T-Test for Aggregated Grammar Accuracy Result and Students Prior Achievements

Test	Aggregated Grammatical Accuracy and Prior Achievements	Paired Differences				
		Mean	SD.	t	df	Sig. (2-tailed)
Pair 1	Aggregated Grammatical Accuracy Score – English University Entrance Exam Result	7.33	9.78	2.60	11	.025
Pair 2	Aggregated Grammatical Accuracy Score - Communicative English Grammar	-6.83	10.75	-2.20	11	.050
Pair 3	Aggregated Grammatical Accuracy Score - Spoken English	-3.25	7.66	-1.47	11	.169

P -value \leq 0.05: critical value = 1.96

In addition the above paired *t-test* analysis, the under mentioned line sketch as shown in fig. 4.8, the aggregated grammatical accuracy results on the average only above the score of English University Exam result. Meaning, the students in this case had shown better performance in the integrated grammar accuracy results. Whereas, though the students performed better in Communicative English Grammar and Spoken English did not consistent with their Aggregated Grammar Accuracy result. In other words, analysis indicators showed that students did not get access to learn using grammar language in speaking context; and lack of oral test experience in the previous regular EFL classes. This may be associated with the inadequate effects of teaching Communicative English Grammar and Spoken English courses for the efficient development of Grammatical Accuracy Skills (see fig.4.8) for the details of the comparison. That is why in table 4.8 above, the paired *t-test* values are negative results for both association of aggregated communicative English Grammar and spoken English (i.e., with *t* values of -2.20 and -1.47 respectively).

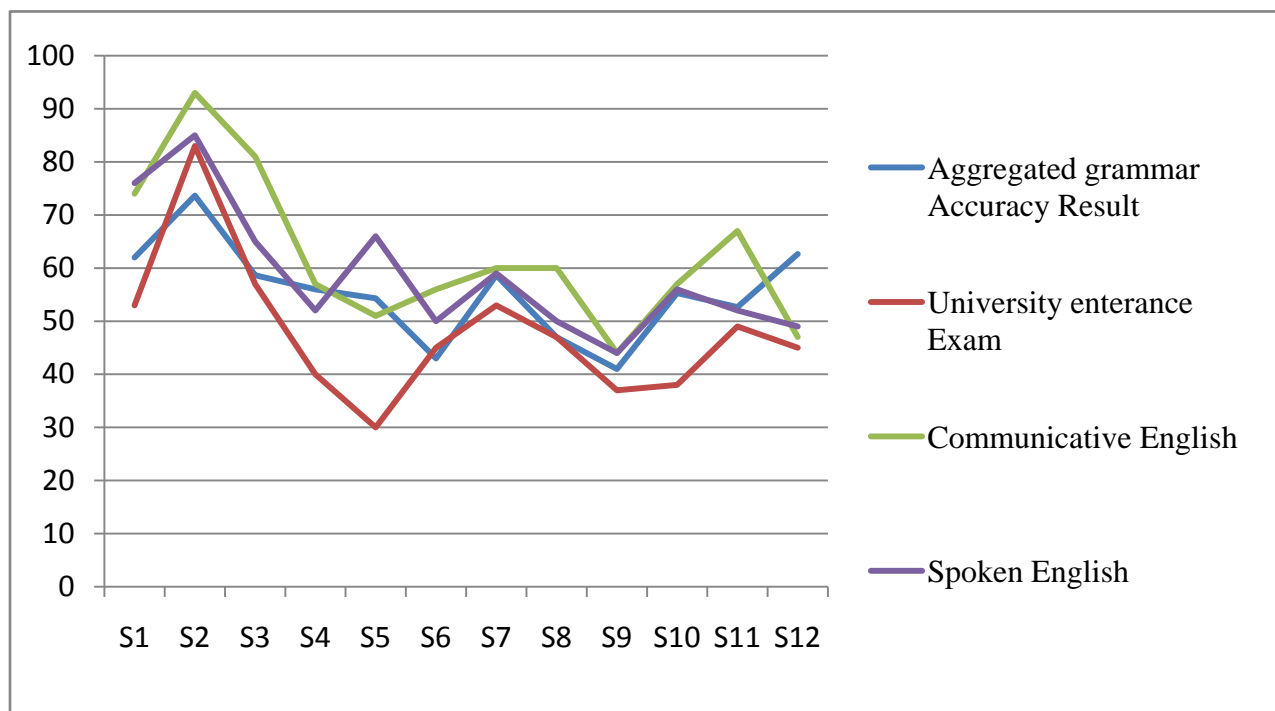


Fig. 4.8: Graphical Comparisons of Aggregated Grammar Accuracy Result and Students' Prior Achievements

4.3.3.2 Aggregated Oral Information Density

As displayed in table 4.9 below, the paired *t-test* confirms the presence of statistically significant difference among students Aggregated Oral Information Density result- English University Entrance Exam result, and Aggregated Oral Information Density result- Spoken English at *p*-value of 0.000 and 0.016 respectively. Meaning, the positive *t*-value of 5.48 and 2.85 indicate the results of English University Entrance Exam and Spoken English result relatively lower than the students' scores of aggregated oral Information density. That is, the students shown remarkable progress in the present research test in terms of information density.

But, paired *t-test* for Aggregated Oral Information Density result in this study and Communicative English Grammar result in their regular class course does not show the presence of statistically significant score difference; because the *t*-value 1.1 is less than the acceptable critical value (1.96) and *p*-value (0.296) is also out of the tolerable error level of 0.05. Though in this case the students score in communicative English Grammar have less weight than the aggregated oral density on the average, but statistically not exhibited significant score difference.

Table 4.9 Paired t test for Aggregated Oral Information and Students Prior Achievements

Test	Aggregated Oral Information Density Result and Students Prior Achievements	Paired Differences				
		Mean	SD.	t	df	Sig. (2- tailed)
Pair 1	Aggregated Oral Information Density Result– English University Entrance Exam Result	17.64	11.15	5.48	11	.000
Pair 2	Aggregated Oral Information Density Result- Communicative English Grammar	3.47	10.95	1.10	11	.296
Pair 3	Aggregated Oral Information Density Result- Spoken English	7.06	8.57	2.85	11	.016

P -value \leq 0.05: critical value = 1.96

Moreover, the graphical comparison in fig. 4.9 below demonstrates line sketch of the students Oral information Density tests and Prior Achievements (English University Entrance Exam Result, Communicative English Grammar, and Spoken English). The analysis displayed that there are big gap between the current aggregated oral density tests scores and students prior achievements. Accordingly, the gap between English University Exam Results and aggregated Oral Information density test score more wide than the others, which are followed by Spoken English results and Communicative English Grammar results in decreasing order. From this analysis the researcher suggests that the students included in this study have shown significant progress in oral information density as compared to their prior achievements (fig. 4.9.) In addition, as majority students responded in the interview questions one and two, the implementation of the newly grammar lessons with the speaking skill instructional approach made them motivated to produce more oral sentences during the training and the test periods (see Appendix H2).

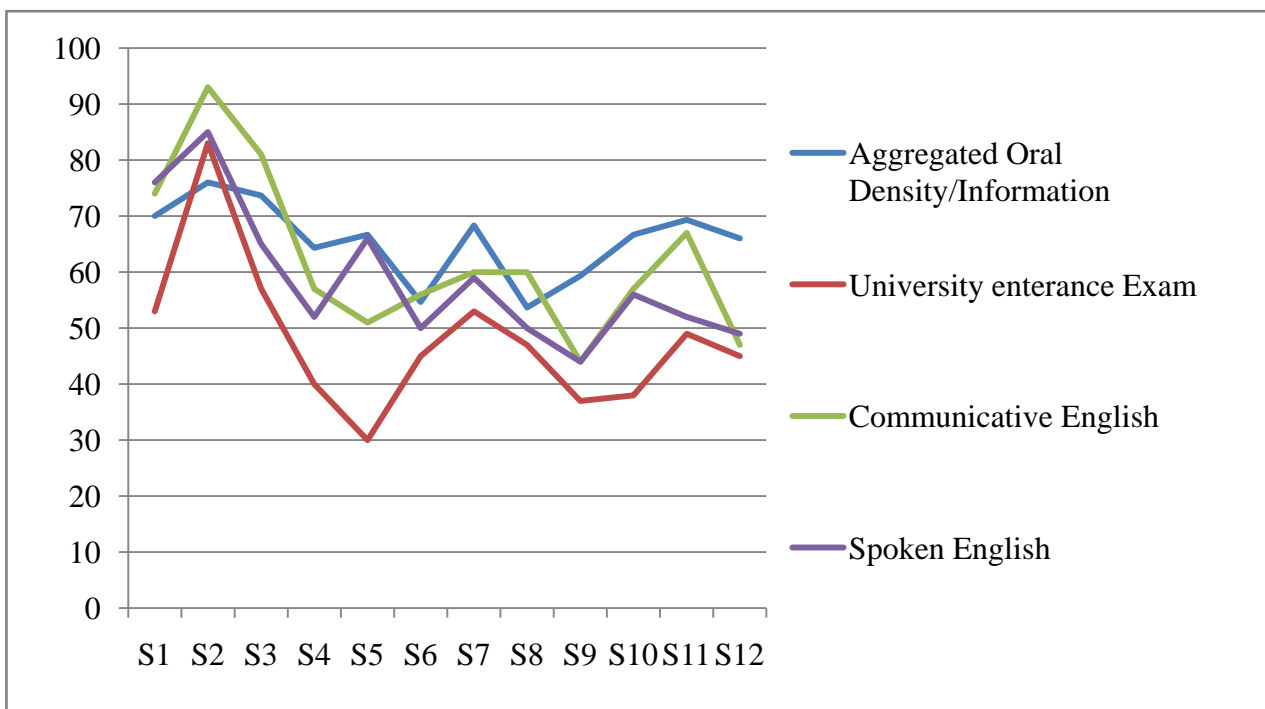


Fig. 4.9: Graphical Comparisons of Aggregated Oral Information Density Result and Students' Prior Achievements

4.3.3.3 Aggregated Speech Coherence Result

The paired t-test result in table 4.10 below shows the presence of statically significant students score difference among Aggregated Speech Coherence Result - Communicative English Grammar, and Aggregated Speech Coherence Result - Spoken English at p -value of 0.011 and 0.050 respectively. But, statistically no significant and adequate differences were observed from the analysis between the students' score of Aggregated Speech Coherence Result–English University Entrance Exam Result.

Moreover, the negative mean values and the negative t -test value of -9.17 and -5.58, and -3.046 and -2.205 respectively showed the students' score results in Communicative English Grammar and Spoken English are much higher than the current students score in aggregated Speech Coherence results. That is why the score difference from the Aggregated Speech Coherence results to the Communicative English grammar and Spoken English offered negative results. This explanations informs that students' previous achievements did not support the current study for different reasons. As understood from the students responses in the interview session, it

possible to say that students were not exposed in learning grammar in speaking context.

Table 4.10: Paired T-Test for Aggregated Speech Coherence and Students' Prior Achievements

Test	Aggregated Speech Coherence Result and Students Prior achievements	Paired Differences				
		Mean	SD.	t	df	Sig. (2-tailed)
Pair 1	Aggregated Speech Coherence Result –English University Entrance Exam Result	5.00	9.82	1.764	11	.105
Pair 2	Aggregated Speech Coherence Result - Communicative English Grammar	-9.17	10.43	-3.046	11	.011
Pair 3	Aggregated Speech Coherence Result - Spoken English	-5.58	8.77	-2.205	11	.050

P -value \leq 0.05: critical value = 1.96

Furthermore, graphical comparison among the students Aggregated Speech Coherence results and their Prior Achievements (English University Exam result, Communicative English Grammar, and Spoken English) are displayed in (fig.4.10) below. According to this analysis and comparisons, on the average the line sketch of Aggregated Speech Coherence result lies between the score of English University Exam Result on the lower side; and results of English Communicative Grammar and Spoken English on the upper parts. These confirmed by the presence of negative mean difference among the Aggregated Speech Coherence versus Communicative English Grammar and Aggregated Speech Coherence and versus Spoken English (i.e., -9.17 and -5.58). In contrary, though the students scored better results in communicative English grammar and spoken English, they did not retain their momentum in the current investigation of Aggregated Speech Coherence results i.e., they scored lesser results. Thus, the analyses confirm that the impacts of communicative English grammar and spoken

English scores upon the students' speech coherence progress are very low. That means, the effects of English University Entrance Exam Results are much higher than the effects of Communicative English Grammar and Spoken English results in developing as an input students' Speech Coherence results. In other words, though the students score in English University Entrance Exam results comparably lower than the Aggregated Speech Coherence results, students have shown remarkable progress in the achievements of Aggregated Speech Coherence exam results. As the data from the in-depth interview of the students showed this is directly associated with how the course and its basic content had been delivered for the students in the regular courses, and the ineffective use of integrated grammar and spoken instructional techniques. Moreover, the qualitative data analysis informed that the grammar test delivery experience in EFL classroom settings is still based on paper-pencil mode which emphasizes much on reading and writing skills. That is why, the prior communicative grammar and spoken English achievements couldn't reinforce the present speech coherence results due to lack of experiences in teaching and testing grammar in speaking context.

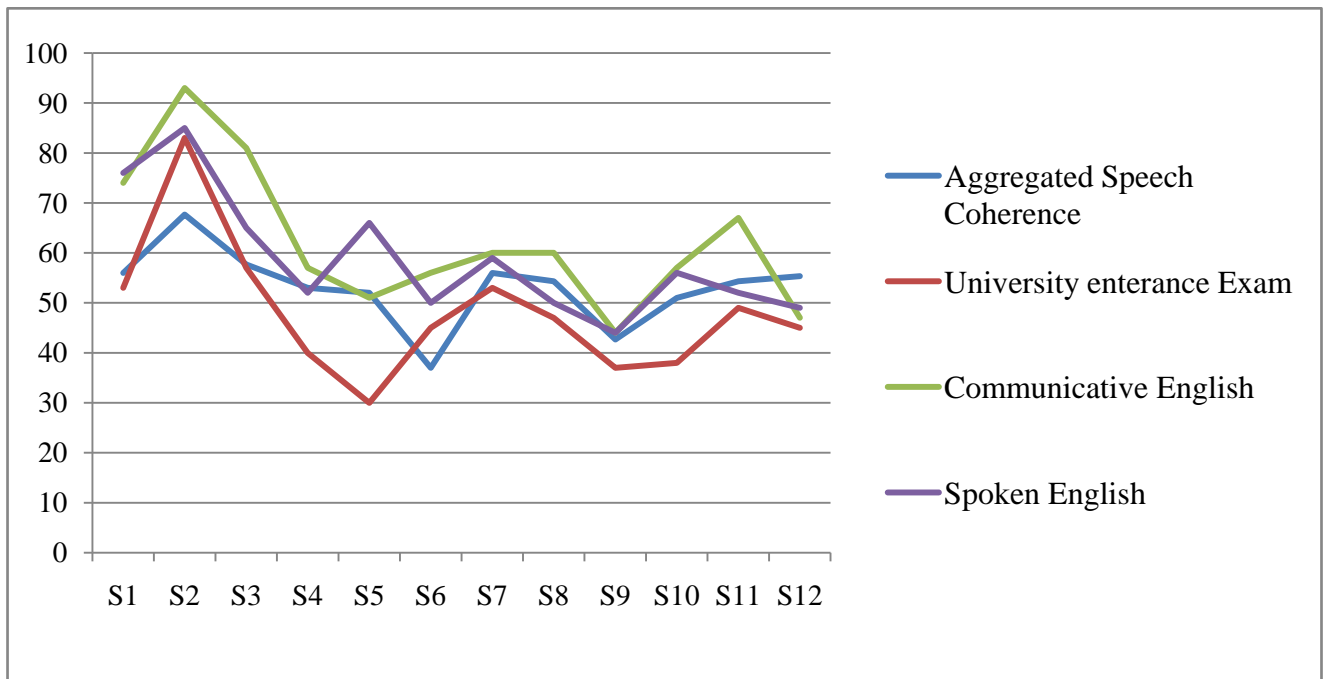


Fig. 4.10: Graphical Comparisons of Aggregated Speech Coherence Result and Students' Prior Achievements

Research Question 2

The second Research Question asks “What causes the difference on students' grammatical accuracy and fluency in speaking context?” The factors for the decline and improvement of students' oral accuracy and fluency in this study are varied for different possible reasons. To answer this research question all instruments used in this study had contributed for data analysis.

The integrated grammar instruction in the present study was intended to improve students' spoken grammatical accuracy and fluency, experiences of *using* the target patterns, and the identification of the mistakes in the participants' oral utterances. Hence, improvements of scores in the post and delayed posttest tests in comparison to the pretest were obtained as a result of the considerable length of exposure to the language instruction over three months period.

Krashen's Monitor Theory (1985), Doughty's (1998) perspectives on Focus on Form, and Swain' output Hypothesis (1995) provided a base for the reasons for the observed improvement. These SLA-related theories all support the nature of the need for integrated (form and meaning) instruction of language as part of the SLA process. For example, according to Krashen, second language learners' explicit knowledge of grammatical rules can serve as a “monitor” of their utterances. The function of the monitor system in language learners includes planning, editing, and self-correcting when the following three specific conditions are available to the learners. First, the learners are clear about the grammatical rules that are required to produce the output. Second, the learners are focused on the correctness of the language forms. Third, sufficient time to think about the rules is available to the learners. When these three conditions are met, the monitor system starts to correct deviations in the grammatical usage and gives the output a more “refined” appearance.

Focus on Form is one of the claims of language teaching. According to Long and Robinson (1998), *Focus on Form* refers to how attention is emphasized on the linguistic forms of languages when learners are engaged in communicative activities. The thrust of Focus on Form is that teachers direct students' attention to the specific linguistic features when problems are perceived in production. In some studies (Long 1983; Swain 1985; Doughty and Varela, 1998;

Doughty and Williams 1998), adding a focus on form in a primarily communicative task has been shown to improve learners' grammatical accuracy.

Swain (1985) theorized grammatical accuracy in language learning as that communication is not only about messages being conveyed but also about precise and appropriate language use. The researcher believes that above theoretical claims supported the current integrated grammar instruction in the speaking context to be implemented in EFL classrooms. Thus, the orientation given for the students and the classroom teacher what and how to do based on the mentioned theories could be taken as main causes for those who performed better accuracy and fluency.

In language classrooms, motivation is often discussed with reference to achievement. In SLA research, motivation is also considered to be one of the key factors in L2 learning. Gardner (1985:10) defined motivation as “the combination of *effort* plus *desire* to achieve the goal of learning the language plus *favorable attitudes* towards learning the language”. In the present study, students' motivation to improve their spoken accuracy and fluency and teacher's motivation were not measured. However, during the training, the interaction among peers and the teacher was displayed and recorded on the video tape. The observed classroom behaviors that were associated with “effort” included the fact that the participants attended the sessions on time, answered directed implementer questions, often volunteered to answer, provided correct answers, were engaged in the tasks, and frequently asked questions to clarify their understanding about English targeted structures. These behaviors seemed to suggest that the participants were motivated to improve their oral accuracy and fluency. All in all, the training, the teaching material, the instructional approach, and both the classroom teacher and students motivation were the main inputs attributed to students better achievements in their oral grammar accuracy and production.

In contrast, the decline score of some students oral grammatical accuracy and production skills tend to be explained by various factors. From interview and observation findings, weak background English proficiency was found as a major cause for some of students' scores reduction. For example, in (Table 4.2), students coded in no. (6, 8, 9,) scored 43, 47, and 41 aggregated mean results respectively in their oral grammatical accuracy. With regard to speech

coherence, two students coded in no.(6 and 9) got (37 and 42) aggregated mean score respectively, (Table 4.6). Apart from the findings in the present study, the researcher made further investigation on students' prior educational profiles by looking at their English results from the 'University Entrance Examination Grade' reports when they were in preparatory schools (see Appendix L). As a result, it was found that most of students' English grade performances for 'University Entrance Exam' were below the mid-line 50 out of 100% i.e., eight students coded in no. (4, 5, 6,8,9,10,11, 12) scored 40, 30, 45, 47, 37, 38, 49, and 45 out of 100% respectively i.e. below the median line. Besides, an attempt was made to see their spoken English results in their first year regular class. As a result, seven students coded in no. (4, 6,7,8,9,11,12) got (C,C,C,C,D,C. and -C) grades respectively that can be explained as satisfactory results (see Appendix M). Furthermore, Results of 'communicative grammar' course were also evaluated and students coded in no. (4, 5, 6, 10, 12) scored 'C' grade, others coded in no.(7 and 8) obtained 'C+', The remaining one student coded in no.12 received ' C-' (see Appendix N). This helped the researcher to see that those who scored less results in the present study in most cases were found less achievers in their prior University entrance exam, spoken English, and communicative grammar results. From all these explanation, the poor background knowledge in grammar and speaking played a great role on some students' oral production abilities particularly with oral grammatical accuracy and speech coherence in comparison to information density.

Students themselves expressed their deficiency in grammar and speaking skill during the training time in their discussions with the researcher and the classroom teacher. They also revealed that they were forced to join the Department of English without their interest. Furthermore, it was observed from the oral test interview that students whose marks were unsatisfactory were not good enough at grammar and speaking abilities. In this regard, the researcher and the classroom teacher could realize that taking grammar with speaking test at a discourse level was totally different from their learning and testing experiences in elementary, high schools, and even in the University. This asserted that students did not get any exposure to use grammar for speech communication. In other words, it implies that students' weak educational background and less exposure were the possible affecting variables on some students' less scores in spoken grammatical accuracy, information density, and speech coherence. For further understanding of the above explanation, students' responses (see Appendix H2) for interview question seven.

The researcher also feels that the three months face-to-face classroom interaction was less for some of students since improving a language requires more time in the process. Hence, the time factor had an influence on students' grammatical accuracy and oral production skills either positively or negatively. Besides, the lack of experience in taking an oral test at a discourse level was one of major obstacles to achieve better scores. This was also confirmed by students themselves in the interview sessions (see (Appendix H2)). During the training time, the researcher observed that students were confined to their own modular regular courses; and some of them were reluctant to follow up this research based lessons. In general, the mentioned reasons were accounted as major causes for the decline of some students' scores in their spoken grammatical accuracy and oral production skills.

Research Questions 3 and 4

The third Research Question asks "What are the opportunities created in EFL oral classroom in implementing integrated grammar instruction in speaking context?" Research Question four also asks "What are the challenges students and the teacher face while learning and teaching integrative grammar with speaking skill instruction in EFL classroom?" The data related to those research questions were answered using a semi-structured interview and observation tools..

4.3.4 Results of Students' Interview

The purpose of a one-to-one interview was to explore views toward the integrated grammar (form, meaning, and use) approach and its influence in promoting oral production skills. Nine interview questions were conducted by the researcher and the co-researcher (teacher) at the end of the training. All interviewees' participated without any hesitation and each interview question took 2 to 3 minutes which was about 20-25 minutes approximately for one student. All of the interviewees' were audio-recorded. The recorded interview from the students were transcribed and taken as qualitative data in accordance with the described oral tests data to strengthen the credibility and transferability of the research topic under investigation (see Appendix H2).

The main advantage of semi-structured interviewing according to Bernard (1988) in Cohen (2006) is that the researcher is allowed for in-depth clarification and permitted asking of further complex and follow-up questions, which is not possible in a written questionnaire. Hence, the

data obtained from interview questions focused on (1) the advantages of integrated grammar instruction, (2) classroom settings to practice oral activities, (3) causes of the problems encountered, and (4) opportunities created to improve oral production skills in the training.

Interview was held at the end of the training for students to obtain liable data. The full version of the interview questions and transcription data from the students and the classroom teacher can be seen in (Appendix H2). The interviewee was individually asked nine questions. The findings of the interview from sample students are presented under-nine headings below:

1. Grammar Instructional method in Speaking Skill Context

The question forwarded for students was to know what instructional method the classroom teacher followed in teaching grammar in communicative context. At the beginning of the training the assigned classroom teacher and students were briefed about the role of integrated grammar for oral communication and other basic skills in comparison the traditional grammar teaching which depends on patterns and explicit rules without context. Thus, students were not strange for the term integrated grammar and traditional grammar though they come from different part of the country (rural and urban). In this regard, all students replied that their teacher used the grammar and the speaking activities together in different situations. Next to this, they expressed that the teacher usually was introducing the lessons with a short briefing, then, they were encouraged to brainstorm ideas from their experiences in relation to the topic. Furthermore, they told that in the daily spoken classroom, they practiced the grammar features in the form of discussion being in pairs and cooperative group for communication.

S2: I think it is integrated because both the form and use of the structure were explained. By the form we mean that how sentence is formed, and by use we mean how it is used in the sentence. First we saw how a structure is formed and we are given a chance to see the use of the structure, and to see examples orally and to explain them orally.

2. Practices of Grammar Features in Oral Classroom

An interview was held with each of students after they had completed the oral activities targeting the grammar features they were supposed to take in the three months periods. In this context, the majority replied that the experience was very helpful to promote their speaking competences. For

example, a student coded in number eight explained below that that their teacher was committed to engage and practice students. As a result, he got a lesson how to promote his speaking and grammar skills (see Appendix H2) The grammar and the oral activities they learnt in an integrated manner gave them a chance to ask and discuss the lessons issues in different settings. They also said that the teacher was encouraging and providing feedbacks to improve their grammar and speaking knowledge. In this regard, motivating students both in their oral accuracy and fluency in balance is the most acceptable instructional approach for EFL learners' (Swain, 1995).

S4: Yes. it is useful for me. I learnt how to use the grammar items in different modes of interaction. And the teacher give us supportive feedbacks and in supporting us. And he help me to use those grammars.

3. Opportunities Created from the Teaching Material

Interview question No.3 focused on view of students if the teaching material created opportunities to promote their oral production skill. The vast majority of them said that the material was provided to them in person, so, they could refer easily the lessons in every class, and this made them engage actively in grammar and oral activities. Besides, they explained that the material comprised different contextual lessons like conversation, stories, grammar and oral exercise. Furthermore, students reported that learning grammar integrated with speaking skills encouraged them to speak in relation to the lessons content and their life experiences.

S10: Yes, the learning material created opportunities for me because it was given individually. So, I could promote my oral production by reading the text,. I could also practice and answer the question based on the material orally. From the material I could also get a direction how to improve my oral fluency and accuracy for a future.

4. Improvements in Oral Accuracy and Fluency

Interview question No.4 asked students whether they have noticed any improvements in their grammar and speaking skills after taking the training. The majority responded that though they couldn't say that they are changed radically, they felt they have made some progress to speak in English. Students also expressed that they had noticed how grammar can be formed and used in speaking context. Furthermore, they told that they had got an experience on the importance of learning by integrated instructional approach (i.e. grammar with speaking skills) in this case for purposeful communication. Moreover, they said that they could reduce their anxiety and develop

confidence through interaction, discussion, and reflection during the training. On top of that most of them told that their teacher was humorous and gave them more room to talk with their group members. In general, students had positive attitudes toward the course program. Sample opinions are presented below.

S6: Yes, I have tried that somehow I have improved in my grammar and speaking concepts. Before the training my speech were not good enough but after then I engaged different oral activities I could see my overall problems in terms of grammar and speech. So, I think the course showed me a direction how to improve.

5. Classroom Settings Implementation and their Advantages

With regard to question 5, students were asked how often they practiced grammar and oral activities in different settings, and what advantage they got. In response to this, all students said that they were taught in pairs, individual, collaborative groups, and whole class arrangements according to the lesson type. In addition, they reported that from such classroom settings they were beneficiaries' in promoting their grammar and speaking skills. They also told that the teacher made them free to talk based on the lessons with their group members taking ample time without harassment. Moreover, they explained that their teacher supported them by rounding in each of the group when they were in active learning. All in all, students said that the group arrangements and the training were important to promote their oral production skills.

S8: At the end of the course I have noticed that my oral accuracy was increased but it is a clue for me because it is my beginning. But, when I say that I am in the beginning of concepts in grammar and oral speaking. That is why partially I am changed but not full.

6. Problems Encountered in Practicing Grammar Activities' in Oral Classroom.

Interview question 6 forwarded for students to know what problems they faced while practicing an integrated grammar (form and meaning) activities in the speaking class. In this case, all of them said that they faced some challenges during the training. Further, most of them explained that they were shy to speak in English in front of others, even with their class mates. Besides, they told their grammar was bad and unable to speak accurately and coherently. Because of these and other reasons they were not confident enough to interact in different oral activities. Instead they preferred to be silent in classrooms. For further understanding of students actual responses (see Appendix H 2). A sample student interview response is presented as:

S3: There are some problems faced. The first one is grammatical problem specially the conditional tenses. We are of practiced grammar in conditional that is complicated because we are not practice usually. The other one is we have stage fright and we have been grammatical errors because we have not any practice somewhere and anywhere. So, in depending on this, I faced some problems.

7. Causes for the Problems Faced

Interview question No. 7 asked students opinions what causes the problems they encountered during the training. To this point, the majority of the students reported that lack of reinforcement, less time, more syllabus, poor basic concepts in the previous (elementary and high schools) classes were the major hindrances for their weak grammar and speaking competences. They also expressed their views that they did not get sufficient facilities in terms of authentic materials, equipped library, and opportunity to speak much time in different activities. On top of this, they said that they couldn't get any support out of the class since their family and society are not English language speaking. Even if they attempted to speak most of the time they were seen as boast. Hence, they said they prefer to be silent. Others also admitted that they did not learn grammar in speaking skills context in their previous classes. They also told that they were feeling that learning grammar and speaking skills are difficult due to less exposure. A response of a student in students' interview is presented.

S10: Ok. I think the problems that I mentioned might be resulted from lack of exposure to speak in English. Particularly, when I was in elementary and high schools, I couldn't get a chance to talk orally. So, I was not confident to speak at the beginning of the course. I was also afraid making grammatical errors.

8. Techniques Used to Solve the Problems in Oral Activities

Regarding interview question 8, the majority students said that asking their group members and their teacher was one of the techniques they used to solve their problems encountered during the training. The other strategy was to refer their learning material they were given in person for quick understanding of the lessons which were not clear to understand. And, most of them also said that they developed their confidence to reduce their anxieties by looking at some assertive group members in discussion time as a model.

S5: In my opinion the problem that I faced is have no knowledge of grammar before. The other point is when I was in elementary and high school I did not get

such exposure to get such grammar how they function in oral context. And, the other point is since I was learned in the government school, there is no facilities such a books and other teaching aids.

9. Suggestions to Improve Oral Production Skills

Interview question No. 9 was forwarded to students to suggest their opinions how oral production skills can be improved. In their responses, most of them said that students need to have basic grammar and speaking skills in an integrated manner starting from early grade up to the University levels in an integrated manner. For this to happen, the majority of them told their belief that the syllabus need to be re-designed on the basis of the current integrated communicative approach. Some students put their opinions that watching and listening documentary educational films may help to improve the grammar and speaking skills. The majority of them also explained that much talking time should be given to practice and improve their grammar and speaking production. Details are attached in (Appendix H 2).

S11: The teacher material should be available. The teacher must be enough experienced. And the lesson in the lower level should be given and the material like cassettes and audio materials must be available.

4.3.5 Results of Teacher's Interview

A semi-structured interview was also designed and administered for the classroom teacher to document his view on the teaching and learning of grammar in speaking classrooms . The findings are presented under nine headings, (see Appendix H 3) for full interview questions.

1. The Role of the Teaching Material

The first question asks the classroom teacher to what extent the teaching material helped students to engage actively in the oral group activities during the training. With this regard, he said that the teacher-made teaching material was helpful in different ways. For one thing, students were able practicing the form and meaning of each lesson since the material was developed integrating grammar with different communicative activities. In addition, he told that students' became aware of how to form different aspects of grammar in different contexts and use them promoting their oral production abilities.

Teacher: As I have observed that the material helped students in different ways because it was developed in integrated way i.e., the grammar and the speaking

activities were presented side by side. So, students got awareness of the form and meaning in the context of oral production skills.

2. Opportunities Created to Use Grammar in Oral Activities

The teacher was asked interview question 2 to express his view about what opportunities were created for students to practice grammar in the oral activities. In relation this, he expressed that students were encouraged to engage actively in the oral activities. Besides, different classroom settings like pair and group were implemented and this allowed students to perform oral activities collaboratively. The mentioned strategies and techniques also helped students to reduce their anxiety that hamper them to interact. On top of these, students were able to comprehend the contextual lessons from the teaching material provided to them in association with their life experience as a result of using appropriate techniques. The actual verbatim data from the teacher are presented as:

Teacher: Of course, different opportunities were created for students during the training using different strategies. To run the oral class being student-centered, I grouped students in different mode of settings. For example, if the lesson required more discussion and reflection, activities I arranged them accordingly in pair work or groups. If the lesson requires information gap activities I made the setting more pair and individual, and when there is a need to have a general understanding, students were asked to involve in a whole class discussion. So I think, these strategies helped students to participate in English language actively targeting the grammar features to reflect what they comprehend from different contextual texts.

3. Instructional Approach Used and Its Role across Oral Accuracy and Fluency

The classroom teacher was also asked interview question 3 about the instructional approach he employed in speaking classroom. In this point, he said that integrated communicative grammar instruction was the approach which comprises grammar in the context of speaking. The teacher also expressed that the form and meaning aspects that students learnt in the speaking classroom were helpful in improving students grammatical accuracy and oral fluency.

Teacher: Integrated grammar instructional approach which combines grammar and speaking together helped students' oral accuracy and fluency while they were involving in the training. The approach was also important in helping students to share and understand ideas among group members. Moreover, the approach followed was promoting interactive learning. I think these made them more confident and gave them more chances to talk on the basis of the lessons.

4. Techniques used to Involve Students Actively in Oral Communication

With regard to interview question No.4, the class room teacher said that he attempted to apply some techniques and strategies to make students involve in interaction. Motivating students to talk in their group members was one of the techniques that made the teaching learning process to be more student-centered. The other functional strategy was to actively follow students by rounding and even by supporting them when necessary.

Teacher: First of all, I gave more chance for students to speak regularly and repeatedly, and motivated them to be free during speaking time. But, sometimes, I intervened in each of the group, when I felt they need my support or feedback.

5. Problems Faced in Teaching Grammar in Speaking Class

The teacher was asked whether he encountered problems while he was teaching grammar in speaking context. At the same time, the question asked him to tell the types of the problems. To this point his responses are presented below as:

Teacher: Yes. I realized some problems on students while they were learning. The first problem that I observed was students were shy to speak for the first two weeks. In addition, they were not active listeners, and their grammatical and oral production competences were not in a good position.

6. Opinions for Causes of the Problems

The teacher was asked about the causes of the problems in teaching grammar in oral classroom, and expressed as follows:

Teacher: In my opinion, the causes of the problems might result from different factors. One of the possible reasons may be their poor educational background. Since classrooms in elementary, high, and preparatory schools are large class sizes, students might not get enough opportunities to speak. The other reason to their weakness in accuracy and fluency could be for they did not get any exposure outside of the classrooms in the community. So, I think these are the possible causes to their poor oral production skills.

7. Techniques and Strategies Used to Solve the Problems

The responses from the teacher indicated that the techniques he used to solve the problems of students weak grammar knowledge and oral production skills during the training were effective.

Teacher: As a teacher, I tried to use different techniques to solve the problems seen on students' oral accuracy and fluency. First, I gave them the teaching material prepared by the researcher for each student in hand to make communication easier in a classroom. During the training, I grouped students in different mode of settings. Furthermore, I gave them clear instruction in every pace of the lessons how to do the activities. I also praised them in doing their grammatical and oral exercises.

8. Advantages Gained from the Training

Interview question No. 8 asked the teacher about the advantages in which students gained from the overall training conducted in three months period. According to him, though it is difficult to say that students have shown great changes in their oral production and grammar skills, he expressed his beliefs that they have got a lot of awareness how to use grammar for communication purposes. Besides, he explained that students made a relative progress. His actual words are presented below:

Teacher: In my view, students have got lots of opportunities during the training. In the first place they developed a sense of cooperative learning based on a given grammatical tasks in oral contexts. Students also showed relative progress in reflecting their understanding of the lessons in relation to their life experiences. The other important issue was that students' interest to learn the language by doing the language increased.

9. Teacher's Suggestions to Promote Oral Production Skills

The last interview question addressed what to be done in order to help students overcome some of the problems with speaking and grammar accuracy. Some suggestions were offered by the classroom teacher: a) employ pair-work and group work, b) select the topic and task carefully, c) adjust the level of the language difficulty, d) encourage learners to use the target language, e) establish good relationship had great value in speaking classes. These suggestion agree with that of (Ur, 1996).

The teacher also stressed the necessity of grammar in the process of learning and teaching English as a foreign language. According to his point of view without knowing grammar, the whole process becomes vague and impossible. Grammar helps to enhance students' comprehension and communication skills. Moreover, it not only gives context to the language

but also further moves students to understanding meanings of sentences at a discourse level. In his response, the teacher mentioned some points as in the following:

Teacher: Much has to be done to promote students oral production skills with regard to accuracy and fluency. Grammar should be integrated with all basic skills like speaking in this case. The concerned academic bodies including the top management of the University have to invite native speakers or local resource persons who are professional in TEFL to provide a workshop for English teachers to the current integrated grammar instructional approach. Language lab need be strengthened with appropriate resources. Besides, lab experts have to be assigned to run the spoken lab. Moreover, the ELIC (English Language improvement Center) and ELIP (English language Improvement Program) forums need to be strengthened and facilitated with books, computers, audio-visual records and teaching aids. An 'English Day' also needs to be celebrated in some-days interval.

4.3.6 Results of Classroom Observation

To obtain responses to research questions three and four an observation was made from the beginning to the end of the training. The focus was on exploring the overall happenings that occurred during the training periods in relation to learning and teaching grammar in speaking context. An observation checklist was prepared and employed for 10 weeks. To see the practices of the integrated grammar instruction and the activities role across oral accuracy and fluency, first-year students and the classroom teacher were observed from March 10 to June 8 for 5 times. In every classroom observation the researcher took short notes in which activities were being carried out (see Appendix I).

As noted in section 3.7.3.3, the researcher attempted to observe the way the classroom teacher committed himself in practicing the integrated approach targeting the grammar features which were selected already prior to the commencement of the lessons. Furthermore, he focused on how the lesson content was discussed, what type of settings were used (plenary, group work, pair or individual work), what kinds of interactional approach were taking place.

Taking the importance of a checklist suggested by (Nunan, 1989), the researcher used 'an absence and presence' rating tool to address the observed activities well. Without the checklist scheme, observed behaviors in themselves may not be informative about the quality of the observed behavior. The findings from the 13 observation categories are presented below.

4.3.6.1 Findings from Observed Categories

Observation question one in (Appendix I3) is to determine whether the teacher introduces each lesson of the material to be read and discussed by students. In this case, the teacher was observed by the researcher introducing each part of the lesson in all the five observation periods. As a result, students were seen in reading and discussing the lesson topics with different mode of interaction. They were also observed asking their teacher's and peers for clarification related to the lessons when they did not understand. The teacher was also found committed in implementing integrated grammar approach with speaking skills (form and use) and acts as facilitator and instructor. He directed classroom activities and distributed opportunities effectively so that all students could participate equally in the speaking class.

The object of observation question two is to examine whether or not students make brain-storming activities based on their background knowledge. In this context, they were seen in making brain storming activities in three times out of five different observation periods. The researcher also observed that students were associating their prior knowledge to the topic of the lessons. This activity in turn opens up a good start to them for more interactive speaking class. Observation question three also examines whether the teacher teach the selected grammar items integrating with speaking skills. With this regard, students were observed in learning an integrated grammar lessons in speaking skills context in all observations times. The way they learnt both grammar and speaking varies depends on the lesson items and their understanding. Most of the time after a brief explicit explanation of the form by the teacher, students were pushed to read situational texts which are mainly focusing on the grammar item they learnt. Then, being in group students were seen discovering the function of each grammar items by themselves. In addition, taking more time, they were talking on the theme of the texts that are presented in the form of reading passage, conversation in different form of settings (individual, pair, group, and whole class).

Observation question four focuses on students practices in relation to spoken accuracy and fluency in the classroom. These two oral activity (dependent variables) were encouraged by the teacher to develop the linguistic, discoursal, pragmatic, and strategic competences of the sample students. In this regard, they were seen practicing both accuracy and fluency activities by the

guidance of their teacher in three observation sessions out of five. Students were also observed discussing in their groups how each targeted grammar items that can be formed and used in different times in speaking context. The teacher involved in this study was also seen teaching the selected grammar items using the planned and incidental instructional techniques in speaking skills context that promoted students communicative competences. At the same time, the observer assured that the teacher was grouping students in different settings to interact. Observation checklist question five is also to check whether the teacher encourages students to speak at a discourse level. As the orientation for the teacher given to promote students oral production skills, he was observed three times out of five observation periods encouraging them to speak on the basis of the grammar items and the oral tasks he taught. Thus, students were seen attempting to communicate understanding the objective of each lessons during the training..

Question six examines whether the teacher makes students understand the lessons he taught in each of the lesson topic in terms of grammar and oral production skills. In this connection, the teacher was committed in clarifying the lessons when he thought that students are confused and unclear. The researcher also proved that the teacher was providing positive feedbacks regularly in all the five observed periods. Likewise, observation Question seven is intended to determine whether the classroom teacher provides students with sufficient pair and group work oral activities. In this regard, the teacher in all the five observation periods employed different classroom settings such as pair, group, and whole class according to the nature of the lessons. To this effect, students were also seen getting much time to talk individually and interactively.

Observation question eight attempts to see whether the teacher use different techniques in teaching grammar integrating with speaking skills. The observed teacher used some techniques in three different periods out of five observation. For example, he organized students in pair and group settings. Besides, students were encouraged to be free to ask, discuss speak with their peers and teacher, and refer the teaching material when there is confusion. Moreover, it was observed that the teacher was providing interactive situations for students to engage in speaking. Question nine also focuses on examining whether students discuss and converse in the oral classroom based on the lessons from the teaching material. In this context, the researcher in all

the five observation periods recognized that students were discussing and conversing with group members and classroom teacher to enhance their grammatical accuracy and oral fluency.

Question ten was related to the teacher support in engaging students in oral activities. In regard to this, the classroom teacher was observed three times out of five periods supporting his students in their oral activities. He was seen directing them how and what grammar items to choose and use in each of the oral activities. He was also observed motivating by rounding to each group and sometime seen intervening and providing them leading ideas, one how to interact. In the opposite, in two observed classes, the classroom teacher did not support students to engage in oral tasks. Instead he was asking students to answer questions from the exercises.

Observation question eleven is also to see if the teacher promotes student-centered interaction in EFL classroom. With this respect, the teacher was providing more chances for students to discover the form and use of the grammar lessons in their speaking abilities in four out of five observation sessions. Whereas in the first day of the observation no data recorded by the observer. Observation category question twelve focuses on whether the teacher motivated his students in order to involve actively in the speaking classroom. In this connection, the researcher observed the classroom teacher in three different times praising students regularly to be active participants in asking, discussing, interacting and negotiating with group members and their teacher. In contrast, in the two observations period no record on the side of the teacher that shows motivating his students. Finally, observation category question thirteen asks to know whether the teacher gives constructive feedbacks. The finding shows the teacher was seen providing positive feedbacks based on the lessons in all the five observed classrooms.

As indicated in chapter three, the researcher gave a two days orientation for the teacher before the training began (see Appendix K) on frameworks that guide what and how to implement in classroom teaching. The observation started side by side as the training was progressing in the classroom. Each grammar lesson in speaking skill context in the study was observed during the pre-communicative stage, the communicative practice stage, and the interactive stage. In sum, integrated grammar instruction with speaking skills was implemented by committed classroom teacher in the way expected. In other words, all the checklist categories/activities supposed to be

implemented in the training were successfully practiced by the teacher and students. To have the full understanding of the observed lessons, (see Appendix I 2 &I3). In the next section, a sample lesson targeting the present simple in oral context is presented as follows.

4.3.6.2 Observed Sample Classroom Lesson Presentation

Lesson 1: Oral Tasks Targeting Present simple Tense

Topic: City Life Vs Village Life

Pre-communicative Stage

Excerpt: 1 Lesson 1

T: passes greeting to students saying ‘Good morning’

Ss: Good morning

T: begins to clean the board

Ss: prepare themselves for the daily lesson

T: writes the topic of the daily lesson “City Life vs. Village Life” and asks them to brainstorm with their peers about their expectations the lesson to deal with in looking at the topic.

S5 (G 2): I think the lesson topic may talk about how life is different in villages and cities.

T: Good. Who can tell us more?

S3 (Group1): I think city life was terrible.

T: Right. What things do usually happen in cities?

S3 (G1): There is dense population in cities. So, people are suffering from different diseases.

T: What about village life?

S7 (G2): Life in a village depend on agriculture.

T: Yes. Are you sure life only depends on agriculture in a village? What does that agriculture mean to the people?

S7: Sure. Most of the time life depends by selling agricultural products.

S10 (G3): Life in village is more interesting for there are a lot of mountains and rivers.

As indicated in the pre-communicative session above a brainstorming technique was used. Students were observed to draw on their prior schemata knowledge to associate with the current lesson that focuses on 'simple present tense' in a given reading text. The overall background

knowledge was explored in class before students perform any speaking activities. The teacher was observed writing the topic and asking students to write on their note book some key words about their expectations in both city's life and village's life. He also instructed them to elicit what they wrote in their note books one another to identify their background knowledge, and as warming up activities introducing the topic for predicting the content and organization of the text (Williams, 1989). This was very important for the classroom teacher to investigate the background knowledge of the students. Pre-communicative activities include: brainstorming, asking and answering questions, oral guessing, expectations, based on the lesson titles.

Communicative Practice Stage

Excerpt 2: Lesson 2

The communicative practice stage is the central process of speaking activities. It consists the detailed understanding of the oral activities, discussions for a deep understanding of the text and exercises, and language points and grammar.

T: Now we are going to learn about the “city life vs. Village life”. So, first read the text in your teaching material for comprehension and then, discuss in group the following questions based on the reading passage in 2 minutes time.

Ss: opened the learning material and read the passage in the given time.

T: Now it's time for discussions and being in pairs reflect what part of the text has impressed you? The teacher moves round and discusses with the group of students when necessary.

Ss: being in pairs discussed the lesson thoroughly.

T: Now it is time for talking together. What is the story of this text about?

S9 (Group3): about life in village and city.

T: Do you think life in city is better than village life?

S2 (Group1): I think city life is better than village.

T: Well. Would you describe your reason to your point?

S2: Of course. You got better access in cities. For example, you got transport easily. You can also saw more beautifully buildings.

T: Right. Do you think people get pure water in cities?

S2: Yes. People get medicated pure drinking water through the pipe.

T: Who can add other opinion?

S6 (Group2): In my opinion, there are many good things for life in villages.

T: Can you give us clear examples to support your idea?

S6: Em... For example, people in villages lived in a scattered ways.

T: Sorry, what do you mean by that?

S6: I mean that people who live in villages are healthy in comparison to cities. There are no communicable diseases in villages.

T: Great. the next question goes to group 3. Do you think life in village is better than the city?

S12 (Group3): I don't agree with this point.

T: Why? Please tell us the reason you don't.

S12 : You know life is better in city for there are lots of infrastructures.

T: Right. What do you mean by infrastructures?

S12 : You see, there are lots of access for life in cities like internet, electricity, pure water, and medical services..

T: Is there any additional idea on the point we raised?

S7 (Group 2): I think in cities you can find beautiful and luxurious houses, access of transport, recreational centers and the likes.

T: Why Fikir's mother tries to convince her daughter not to go to a village? Explain the reasons

S10 (Group 3): because Fikir's mother thinks that life in village is very hard for people like her daughter who grew up in city.

T: Tell to whole class why Fikir wants to live in a village

S3 (G1): The air in a village is much better for her health. The air is not polluted there.

How to Form a Present Tense

Excerpt 3 Lessons 3

T: Introduced the simple present tense grammar feature and instruct them to take short notes.

Ss: wrote the topic and the definition of the tense with definite examples.

T: Listed down the simple present form of the verbs and discuss in group how it's formed.

Ss: Wrote down some of the tense and verbs on their note found in the text teaching material and discussed.

T: Can anybody tell for the class how simple present can be formed?

S5 (G2): Simple present is formed by adding ‘-s’ to the third person.

T: Great. Who else to tell us how it is formed for the other persons?

S3 (G1): I think a root verb itself can take place for other persons.

T: Good. Can anyone tell us a sentence constructed with a present simple tense?

S11 (G3): I want to live in a big city.

S4 (G2): Her daughter wants to live in the village.

T: Do you know why the writer uses the present simple in the above passage you have read?

S7 (G2): Fikir’s mother describes the facts why her daughter wants to live in a village. So, the present simple expresses facts and habitual actions.

Communicative practices which followed pre-communicative stage helped students develop speaking strategies, improve their oral production skills of the foreign language, and promote their reading comprehension of the given lessons. Though employing oral techniques and strategies while speaking can be difficult, the teacher could address valuable techniques to offer practical activities in the form of ‘contextual speaking’ teaching material. Such practiced exercises included brainstorming to predict text content, oral activities, awareness of structural features, and oral interaction (see Appendix J). In line with this, (Grognet, (1997) suggests that with the drive to incorporate skills into adult ESL/EFL instruction, practice time should be devoted to such speaking as reporting, negotiating, clarifying, and problem solving activities.

Communicative/Interactive Stage

Excerpt 4 Lessons 4

T: Now in pairs you are asked to describe your position whether city life or village life is good to you in three minutes time. Try to convince your pair by raising strong ideas.

Ss: Converse in pairs suggesting their argumentative points by reasoning out.

T: rounds to each of the pairs and listens what students are saying.

Ss: They were persuading one another to convince their pair by reasoning out their argumentation.

T: Now it is time to reflect your ideas for the whole class. The teacher encourages students to reflect their views about city life and village life.

S4 (G1): "I think city life is much better for me. My reason is that most people in cities are civilized. They can easily understand things and react quickly. The other point is that educational facilities are much available in cities than village. Furthermore, there are job opportunities in cities than villages."

T: Who is going to tell us from group three?

S 10 (G3): "In the countryside there are lots of big rivers. For example, 'The Nile Fall', it is one of the means for generating electricity for our people. Besides, in villages we can find agricultural products that are very necessary for our life. Moreover, the landscapes and forests give pleasure and fresh air important for our health. Therefore, I prefer to live in villages."

In the third communicative/interactive stage, the teacher was seen to lead students to a full scale oral interaction for it was warranted. Because the goals of most real world speaking are not only to verbalize the grammar features and comprehend meaning but rather to transfer further information into what one already knows. Foreign language speaking must go beyond eliciting messages' at sentence level but needs to go at a discourse level. Thus, the teacher used different appropriate speaking strategies in different lessons and text types. For example, role play, cooperative group formation, interactions are the few among many of them as effective classroom techniques. Students were also seen in discussing in groups on the lessons they have/haven't understood (see Appendix I 2).

In line with this, discussions of this nature can lead students directly to negotiations as class discussion proceeds from determining facts to exploring deeper ramifications of the oral skills. Such rehearsing, cohering, retelling, describing what you think the interlocutor is saying and relating the type of oral discourse based on their experiences (Williams, 1989). The post-communicative stage provides students more individual opportunity to speak much freely based on the language points and, doing exercises for consolidation of their oral skill abilities. To encourage students in using effective strategies when speaking in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies.

4.3.7 Chapter Summary

The main research question in the present study was "What is the impact of employing integrated grammar instruction in EFL classrooms on students' oral accuracy and fluency?" The descriptive statistics analysis of results, as discussed in the previous sections, shows that the sample students improved relatively on the dependent variables (oral grammatical accuracy and fluency (information density and speech coherence). In other words, the Integrated Grammar Instruction (IGI) method used in the training successfully progressed the English oral production components in the tested aspects for the twelve participants. The chapter has also reported interview and observation results toward integrated grammar instruction in speaking skill context. The findings informed that students and the teacher held a positive attitude toward the chosen instruction and its implementation.

The next chapter presents conclusions implications and recommendation of the study.

CHAPTER FIVE: CONCLUSIONS, IMPLICATONS, AND RECOMENDATIONS

5.1 Introduction

This concluding chapter presents summary and procedure of the study. The chapter also discusses the results relative to the four Research Questions. Informed conclusions are drawn from multiple findings in this investigation. This chapter considers the implications of the findings, identifies limitations of the study, and provides suggestions for future research.

5.2 Summary of the Study

Grammatical competence is important as an aspect of second language proficiency. Incorrect application of grammar rules can cause misunderstandings in oral communication. For L2 learners to reach advanced or professional oral proficiency levels, a high degree of accuracy and fluency need to be established (Leaver & Shekhtman, 2002). According to mentioned scholars L2 learners, teachers, researchers, and administrators often recognize the significance of grammatical competence. However, the methods to improve spoken grammatical accuracy and fluency have been inconclusive over the decades. A single instruction approach is not appropriate for all. In determining what type of grammar instruction should be used, English classroom teachers need to manage a number of important elements in their teaching contexts, such as how much accuracy and fluency to require, the proficiency levels of their students, and available instruction resources. Regardless of the nature of instruction, grammatical accuracy and oral fluency need to be promoted and emphasized as components of language proficiency.

The present study was motivated by the researcher's teaching disposition that grammatical accuracy in oral skills is critical especially in the case of EFL students at University of Gondar. The research used a pretest, posttest and delayed posttest for twelve participants randomly assigned. The descriptive statistical procedure was employed to assess the significance of mean differences among the students. Similarly, the qualitative features (interview and observation) were conducted in order to see the views of students' and their teacher's on the implementation of integrated instructional approach and its impact on spoken accuracy and fluency. The overall results revealed that the majority students performed better spoken grammatical accuracy and fluency in the post and delayed post in comparison to the pretest.

In the Canale's and Swain's framework of communicative competence (1980), the researchers argued that grammatical competence is a fundamental concern for any language education that is geared toward the attainment of higher degrees of language proficiency, which requires accuracy and precision of understanding and expression (Omaggio-Hadley, 2001). Following this framework, the present study was designed to determine if integrated grammar instruction might assist EFL students achieve the oral accuracy and fluency of expression. The primary research question under investigation was whether Integrated (explicit & implicit) Grammar Instruction (IGI) could improve the spoken grammatical accuracy and fluency of EFL students in the University of Gondar.

5.2.1 Procedures of the Study

- This section provides more description about the methods in which the researcher followed and did in undertaking the study. The study targeted first year English Department students in a regular classroom at Bahir Dar University for the pilot study and at University of Gondar for the main study. Participants involved in the main research project were 12 out of 57 students and one assigned classroom teacher. A case study design was chosen deliberately to investigate explicitly if there is a difference on small sample students' oral production skills across grammatical accuracy and fluency as a result of integrated grammar instruction.

- There were four main measurement tools employed in the pilot and three in the main study: oral test, interview, and observation. The pretest, posttest, and delayed posttest semi-structured oral tests in the main study aimed at measuring oral grammatical accuracy and fluency. The interview was held at the end of the raining to obtain rich qualitative data from sample students' views towards the application of the integrated grammar instruction, the oral activities, pair and group works, opportunities gained, and challenges encountered in speaking classes. Classroom observation in its part was made in the process of the training to find out information on the implementation of the integrated grammar approach and its impacts on the oral accuracy and fluency relationship in EFL classrooms.

- Before administering the oral test in the pilot study, the validity of the test was established. To achieve the content and face validity of the test, the pre-post test and the teaching material were given for the supervisor and two PhD students in TEFL for comments before the final version was distributed among the students. Similarly, the 'credibility and transferability' of interview questions and observational categories were also thoroughly evaluated.

- The pilot study was conducted over four weeks periods (from December 5, 2011 to January 1, 2011/12). Participants were from first-year English department in Bahir-Dar University and they were taught three periods' per-week. The reliability of the pre-post test was also examined in the pilot study by the test-retest internal consistency method, *Cronbach's Alpha* that is a coefficient of reliability. According to Carmines and Zeller (1979 in Chen 2009:11), "Reliability concerns the extent to which a test or any measuring procedure yields the same results on repeated trials." The result of the *Coefficient* was high .83 to peruse the study.

- The test items in the pilot study were six in number and all the same in content and form in the pre-post tests. They were open-ended and imitative in the form of statements based on texts targeting the selected grammar features.

- The main study was also carried out for 12 weeks (from March 11, to June 8, 2013) at University of Gondar. The tests in the main study were similar in content of the grammatical items and all test questions were open-ended. The three phases teacher-made achievement tests that comprise 10 questions for each test were employed following Kim's (1995) oral testing procedures which include grammatical accuracy, speech coherence, and oral information. The tests were conducted on three phases at different time intervals.

- The main objective of the pretest in the main study as mentioned above was to find out the status of students' grammatical and oral abilities in order to adjust the instructional

approach and keep the pace of students' language abilities during the training. It was also to compare students post and delayed post test achievement with the initial test.

- After two and half months training, a post test was given to sample students. The test comprised ten semi-structured oral interview. The purpose of the posttest was to find out whether or not improvements in comparison to the pretest results. Delayed posttest was also carried in two weeks interval with the posttest to determine students oral production competence in terms of accuracy and in comparison to pretest and posttest.
- The classroom teacher was given a two days orientation in teaching integrated grammar with speaking skills before he started teaching. The training mostly focused on how to teach grammar using various techniques and strategies such as 'giving many opportunities for students to talk, setting various groups for interaction, etc., (see Appendix K). Before the training started, the researcher prepared a teaching material adapting from different sources and distributed to each student.
- In the main study, adequate information about the instruction and the objective of the study was given for the sample that comprising 12 students. The information specifically focused on what they would do and why they would be doing it. After signing consent forms, students took the pre-test during normal class hour. The test comprised 10 open ended oral questions for each test which were totally 30 for the three phases' oral tests. The time allocated for each test was about 4-5: 00 hrs that was approximately 20-25 minutes approximately for one student.
- The interview *held* with the classroom teacher and students were semi-structured, that is guided by a set of specific questions. A 20-25 minute interview was carried out each on 12 students (10 male and two female) who were randomly selected out of 57 students. A semi structured interview was also conducted with one English classroom teacher who underwent in training that took about 22 minutes. Interviews were recorded using audio equipments from the students and the classroom teacher and these collected data were transcribed and analyzed qualitatively.

- The researcher observed the classroom teacher in the main study while he was teaching the course how he spent his time in integrating grammar with oral skills. He also took notes by writing which activities were taking place in the lesson, which lesson content was discussed, what type of setting was applied using the observation checklist.
- The researcher visited what students were doing in each observation session. They were observed particularly in using grammar for communication purposes. Some of the activities taking place in speaking class were video recorded. Recording was used to capture whole class teaching and the three cooperative group interaction (coded 1-4 G1, 5-8 G2, & 9-12 G3) arranged by the teacher before the commencement of the class.

5.2.2 Major Findings of the Study

Research Question 1

The first Research Question asks: What is the impact of employing integrated grammar instruction in EFL classrooms on students' oral accuracy and fluency? The findings related to this Research Question are summarized below.

The three phases' oral assessment tests were administered to explore the Research Question one in different time intervals over three months periods. The aggregated whole group mean scores data from 30 interview questions were taken to evaluate students' oral production skills. Descriptive of simple statistics was used to evaluate empirically the sample mean value of the three phases of grammatical accuracy, oral information, and speech coherence among students. This in turn helped the researcher to make comparison each individual with the others

The findings from the oral tests indicated that the majority of students' oral fluency particularly in providing information took the first position than integrated grammatical accuracy and speech coherence; and improved in the second and third performances in comparison to the initial test. Students also performed better in their oral grammatical accuracy and speech coherence respectively.

Research Question 2

The second Research Question asks “What causes the difference in the students’ oral accuracy and fluency?” This research question was addressed through qualitative tools (interview and classroom observation) to draw data upon students' views as what caused their weak language proficiency. The researcher and co-researcher in this point perceived different factors for students’ weakness in their grammar and speaking in general and their achievement differences in the three phases’ assessment tests particularly. In this connection, the preference of students in learning grammar with speaking skills was one of the causes for their different results. As suggested by majority students themselves for interview question seven and teacher's opinion for interview question six (see Appendix H2) revealed that students were acquainted with 'forms' focused instruction while they were in previous classes. Hence, the implementation of integrated grammar (form and meaning) instruction in this study had an influence on some of the students for they were not familiar in learning grammar in speaking context.

Time factor also had its own impact for the differences seen on students’ accuracy and fluency; since the three months training was not adequate for some of them to internalize the lesson. The other felt factor by the researcher from the observation was that some students were seen confined in their regular courses and gave more attention than this research study. So, they couldn’t improve their grammar and speaking skills as they were expected.

[Many of them also said that their background knowledge of language when they were in early grades was not backed with grammar and speaking skills. They expressed their views that they did not get sufficient facilities in terms of authentic materials, equipped library, and opportunity to talk for longer time in different activities. On top of this, they revealed that they couldn’t get any support out of class since there are no opportunities to practice the language. Even if they attempted to speak out of the class, most of the time they were seen as shows off. Hence, the researcher believes that all these and others factors attributed to students’ inabilities in using grammar for oral communication.

In the current study, students’ oral English performances were also assessed through classroom observation. The results found indicated that teaching grammar integrating with speaking skill

was an appropriate instructional approach. This is in line with (Doughty & Williams, 1998) contention that the traditional notion of forms always entails isolation of linguistic features from context or from communicative activities, while focus on form integrates attention to form, meaning and use. The major advantage of integrating grammar with speaking skill is that students negotiate the meaning and interact purposefully in their oral classrooms.

Research Question 3

The third Research Question asks “What are the opportunities created in EFL classroom in implementing integrated grammar with speaking instruction?” To answer this research question semi-structured interview and classroom observation instruments were employed. The findings related to this Research Question are summarized as in the following.

The results of interview and the classroom observation indicated that majority of students confirmed that the teacher teaches them grammar to re-enforce their oral production skills. They also believe that learning integrated skills is more important approach than learning EFL skills in isolation. In addition, most of students’ preferred to be taught interacting with their peers, so, cooperative group organizational settings contributed in reducing their anxiety. Moreover, the results of interview indicated that most of the students in each group were aware of how grammar can be formed and used. They also understood how to use grammar for purposeful communication and engage themselves actively in oral classroom interaction being in different group organization.

Similar to the pilot study, the results of the observation in the main study showed that the target students were observed working in small groups in classroom. They were also seen helping each other trying to understand the texts in different passages and dialogues by asking questions and discussing. The classroom teacher was also observed encouraging students to work together to understand the content of the lessons in the teaching material. According to (Nunan, 1989), in communicative language teaching, students have central roles thus English teachers should facilitate and empower students’ learning instead of authoritative knowledge givers.

In line with this, students realized the importance of grammar for improving their speaking skill since their teacher implemented different useful activities in their speaking classes. These techniques helped to increase their self confidence. The interactive classroom teaching approach used by classroom teacher was also observed allowing each student in the group to use the opportunity to speak, ask, describe, discuss, and interact.

In sum, the research results suggested that integrated grammar with speaking skills in English language classrooms was an appropriate approach. There were quite favorable opportunities in EFL classroom for the development of students' oral skills. The teacher was so devoted in creating situations for students to practice speaking. The research has also revealed harmonious views between the students' and teacher concerning the proportion of accuracy and fluency activities within speaking practice. It has been acknowledged by the majority of students and the classroom teacher that accuracy and oral fluency practices took up most of the time in balance in speaking skills.

The findings of interview also asserted that there has been an agreement between the students and the classroom teacher as far as the need of a greater amount of time for speaking practice is concerned. The majority of students reported that more practice would be needed for them to feel comfortable and confident during speaking activities. This argument should call the teachers' attention to speaking skills in general and also to considering carefully the question of balance between the two elements, i.e. accuracy and fluency, within the framework of language teaching. Fostering oral fluency in a greater extent was seen beneficial to create the ways in which students' confidence in oral performance.

However, the researcher feels that a greater part of responsibility rests with the students themselves. Above all, is up to students themselves to reflect upon the reasons for learning the language, to increase their awareness in terms of the value of the language to their future lives. It is up to them to decide whether they are willing to seek and create opportunities to further develop their language skills. Their teachers may only encourage them to take on the responsibility for their own learning and gradually become more and more autonomous in their study of the language.

Research Question 4

The fourth Research Question asks “What are the challenges students and the teacher face while learning and teaching integrated grammar with speaking skill instruction in EFL classroom?” Similar to research question 3, an interview and observation were used to get the necessary information that could support the data found in the oral tests. When the classroom teacher was asked in the interview about the challenges encountered in the training, he said that students background in terms of grammar and speaking skills was not well-founded. Mostly they refrain to speak in oral classroom. In the beginning of the training they were more shy and inhibited to interact with their peers and teacher. Though some extrovert students try to speak, it was difficult to catch their messages due to lack of grammatical accuracy and speech coherence.

Furthermore, students were not seen in making speech at discourse level that was presumed from them. Instead they were constructing few chopped sentences that were difficult to understand. The findings obtained from the teacher were also confirmed by students themselves in the interview session. The majority of them suggested that they did not get good opportunities to speak and interact in EFL classrooms when they were learning in elementary and high school levels. Teachers, thus, should monitor learners’ speech production to determine what skills and knowledge they already have and what areas need development (Baily and Savage, 1994).

Moreover, from the direct observation, the researcher identified that students had lack of appropriate vocabularies and subject-verb agreement. In general, though students were seen striving to improve their spoken language, most of them failed to organize what they intended to say accurately and fluently.

5.3. Conclusions

As a whole, this research draws important conclusions from informed multiple findings. An integrated instructional approach was used to investigate the impact of grammar on students' oral productive skill. This was done in an attempt to fill the gap of students' weak background in use of grammar in oral English by promoting the requirements of accuracy and fluency that demand for communication. The findings from the statistical analysis, therefore, show that students' improved the integrated oral components: information density, grammatical accuracy, and

speech coherence respectively in the oral posttest and delayed posttest in comparison to the pretest. This further indicates that the present study provided evidence that supported an accommodating role of integrated grammar instruction in bringing the attention of students to specific forms, within meaningful context in this study. Furthermore, the finding of this research indicates that EFL students understood the mutual relationship between accuracy and fluency in oral language proficiency. This finding is in line with what Leaver and Shekhtman (2002) proposed for advanced learners that oral grammatical accuracy and fluency are not opposing rather they are highly correlated.

The data gathered from the qualitative instruments (interview, and observation) have also indicated that the 'instructional material' used for the training of students was helpful in teaching grammar items at a discourse level in the form of interaction. The content of the teaching material addressed the form, meaning and use, thus, students could exploit and discover the role of grammar in oral production skills. As a result, the majority of DELL students in this study, who are in good standing relatively, performed better oral accuracy and fluency competences.

The finding obtained from the students and the classroom teacher views also indicated that lack of background knowledge, was one of the major causes that undermine students oral grammatical accuracy and fluency (information density and speech coherence). It was also evident that students' did not get conducive school environments that provide educational facilities such as: authentic materials, equipped library, and opportunity to talk in English, while they were previous classes. On top of this, they couldn't get any motivational support in and out of the class to practice the language in speaking context.

During the training, collaborative pair and group work activities were used. These type of settings created opportunities for students to speak with each other using integrated-communicative grammar tasks. To this end, relative progress was shown on students' grammatical accuracy and oral fluency. Thus, implementing appropriate classroom settings in speaking classes was found helpful in activating spoken interaction. The findings also indicated the inconsistency results of the sample students between prior achievements and the present integrated oral components. This can be explained that students' knowledge of grammar in use

for oral communication was not well founded. This result may be as a result of improper utilization of instructional approach which couldn't address the integration of grammar with speaking skills.

The study has proved that grammar should be taught in speaking skills context. It was also evident from the findings to reflect not only on the values and characters of grammar and speaking skills but also on the methods and techniques which have been used to pursue the development of these teaching practices. Therefore, it was found helpful to evaluate the methods and techniques critically with the possibility of modifying and/ or amending them.

5.4 Pedagogical Implications

From a pedagogical perspective, the findings of the study provide several implications that are useful for L2 teachers in general and EFL instructors teaching in this research context (i.e., in the University of Gondar) in particular. The finding indicates that students gained relative progress in their accuracy and fluency results after learning through integrated grammar in speaking skills context. The present study also shows the advantages of integrated instructional approach allowing for multi-level analysis and increasing the validity of research outcomes.

In addition, the finding suggests that "integrated communicative grammar" plays an essential role in determining the extent of implicit/explicit knowledge used in completing the oral activities. In light of the findings, grammar and oral activities should be taken into consideration when evaluating the results of activities used to measure students knowledge of oral accuracy and fluency.

Furthermore, the researcher has come up with an informed conclusion that students could exploit the potential value of pair and group work activities during oral classroom discourse. Teachers in this case need to employ techniques to focus on students' attention on weaknesses in the implementation of pair and group work in EFL classrooms and make sure that their time is evenly distributed among their students. Thus, students have equal opportunities to interact and negotiate in speaking classes.

Moreover, the study implies that teachers, students, trainers, and syllabus designers need to be familiarized with the current integrated instructional approaches and techniques that focus on form, meaning and use of grammar in speaking context and others basic skills. So, it would be reasonable to allocate some time to the training; thus, the intent of training programs would provide students and teachers with techniques that help them to use language skills to promote oral fluency and accuracy. Techniques then have to be developed to contextualize EFL grammar to make pragmatic sense in the relevant situation by ensuring the realistic communicative tasks.

Moreover, as the findings of the current study suggest, students whose prior language experience is primarily rule-oriented need to have a lot of practices to speak in English inside and outside of the classroom. Thus, materials developers are highly presumed to provide and sequence the content of teaching materials, especially by designing integrated communicative use of grammar tasks to enable students speak accurately and fluently.

5.5 Limitations

Though some positive findings were identified in this study to claim the impacts of integrated grammar instruction on EFL first-year students' oral production, some limitations were taken into consideration. First, this is a case study with a small group of twelve students in one single group who were randomly selected from 57 students. An increase in the number of participants would strengthen the reliability of the findings. But, the number of sample students taken for the study were small due to the difficulties in testing speaking in large class size. The findings of the study, therefore, may not be applicable to other learners out of Gondar University. Second, the findings may not be generalized to all grammar features other than those investigated in the study. Furthermore, task in-equivalence problem perhaps its own negative impacts, for example, the conditional structure was a bit challenging for most of students to use in oral discourse during the training and in taking the oral tests. Despite these limitations, the researcher believes the study has some significant contributions to add an understanding of the use of integrated grammar instruction approaches and theoretical understanding in the development of oral production competences.

5.6 Recommendations for Further Research

When considering the impacts of integrated grammar instruction, a number of thoughtful questions and concerns relating to grammar and speaking skill competences emerged as directions. This study provided evidence that advanced EFL students improved their English spoken grammatical accuracy and fluency relatively due to the application of the proposed integrated grammar instruction. It also suggested that the improvement was obtained since students had gone through the process of the training. The teaching material, teacher's and students' motivation, and other interplay factors also had their positive contributions for students speech progress. In this context, the researcher believes that the main objective of teaching grammar needs to be seen from the purpose of communication. Knowledge of grammar by itself is not an end. If students are able to explore the rule of language by themselves through oral interaction and negotiation, they can exchange experiences; understand the values of the structure items in the effort they made to promote their oral production skills. Thus, learning grammar with speaking skill can raise students' awareness on how to express oral discourse in an organized manner. Grammar, therefore, is better taught in communicative context.

At the present study, students expressed their concerns about their spoken accuracy and fluency while being interviewed. They reported that they were interested in learning with integrated grammar instruction to improve their speaking skills. Thus, the way grammar is taught with oral communication skills can be clearly stated and designed in first-year syllabus description in the University of Gondar. Students need to practice the grammar items at tertiary level vis-à-vis oral activities. Hence, the academic and research center office in the University of Gondar in collaboration with the Department of English need to take into account the role of integrating grammar with speaking skills as part of the syllabus. For this to happen, the mentioned bodies have to create awareness among teachers and students through seminars. Conducive learning and teaching environment can also be strengthened by launching the English language improvement program and furnishing spoken labs, libraries, and supportive resources.

Based on the findings, the researcher suggests that the integration of grammar with oral production skill is not only important for first year students but also in the English syllabus across all academic levels. This conclusion could hold true if there are similar problematic

circumstances in teaching grammar and speaking in other academic levels. Students at tertiary level should be encouraged to participate actively in English Language clubs so that they can practice grammar skills through speaking at discourse level in the form of dialogue, storytelling, debate, monologue and so on to develop oral fluency and accuracy. This study opens up a potentially productive area of research, hoped this inquiry would provide useful information for EFL researchers, teachers and students. This study, therefore, could be replicated in a variety of learning context particularly at tertiary level to investigate the long-term impacts of grammar for oral communication through different techniques and strategies.

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APPENDICES

Appendix A Consent Letter

A1: Letter of Inquiry for Students

March 10, 2013

Dear student,

I am a

Ph.D. student in Teaching English as a Foreign Language in Addis Ababa University, and I am conducting a research project on English students' entitled "Integrated grammar instruction: an Alternative Approach In EFL Classrooms across Oral Accuracy and Fluency". I am looking for students who are willing to participate in this study. The main goal of the research is to explore (1) whether or not integrated grammar instructional approach would improve students' oral accuracy and fluency, (2) Proficiency and their actual classroom L2 performance, and (3) whether learners' grammatical difficulty correlate with their oral language. The findings of the study will positively contribute to theory and practice in second or foreign language instruction. I hope that your participation in the study will help you to think about your English grammar learning in integrating with speaking abilities. At the same time, the information that you provide will help researchers and teachers who teach English as a second or foreign language increase their knowledge of how Ethiopian students learn English grammar.

Participation in this study is completely voluntary. If you agree to participate, you may withdraw from the study at any time, for any reason. Also, there would be no negative consequences if you decide to have any of data collected pertaining to you removed from the study. The study involves an oral test, interview, and observation.

All the information you provide will be kept fully confidential. In order to conceal your identity, I will use a code number and/or a pseudonym to store and analyze the data you provide, and in reporting the results of the study. No information including names and other indications of your identity will be shared with anybody in your department, including your classmates, your teachers and the administrators.

Yours sincerely,

Yifter Meless Tesfayohannes

PhD Candidate in TEFL Department of Foreign language and Literature, Addis Ababa, Ethiopia

A2: Consent Form for the Students

I have read Yifter Melles's Letter of Inquiry describing his research project entitled *Integrated Grammar Instruction: An alternative Approach in EFL Classroom across Oral accuracy and Fluency*, and I fully understand the purpose and the procedures of the study (including the measures to be taken to maintain confidentiality). For this research project:

I agree to be interviewed for approximately one hour about the instructional approach I am learned in the training. During the interview, I will also be asked to do the grammar and oral activity based on the selected grammar features.

I agree to have my interview session digitally audio-recorded.

I agree to participate in an oral language production test that requires me to use English to describe the statements or questions presented to me.

I agree to have my oral language production test digitally audio-recorded.

I agree to take a spoken grammar test that consists of 30 sentences in which I will make a short discourse.

I agree to keep my (and my classmates') participation information confidential.

I agree even if I agree to participate in the study, I have the right to withdraw from the study or part of the study, without any consequence, at any point.

I agree if I participate in the individual interview, I can refuse to answer any of the interview questions for any reason.

I agree if I participate in the interview, during the interview, I can request to stop the recording at any point for any reason.

I agree if I participate in the oral language production test, during the test, I can request to stop the recording at any point for any reason.

Name of the Student.....

Signature.....

Pilot Research Tools

Appendix B: Pre-post Test Questions

In the speaking section you will be asked to speak on a variety of topics. There are six open ended questions targeting the selected grammar items you have been taught already. The first two questions are independent speaking tasks because they require you to reflect entirely on your own ideas and experiences. The other four questions are integrated speaking tasks. In these you will speak in reading to a written text like a conversation, a lecture from an expert, or a short passage.

Targeting present simple

1. Describe orally the person you most admire and alive, using simple present tense and other appropriate tenses. You need to include a description of him/her and his/her influence on you. (20 seconds to read, 2mts and 40 seconds to speak).

Targeting present continues

2. Re-describe the activities happening in the text-strip orally with the present continues and simple tenses, if necessary others. (25 seconds to read, and 2 minutes and 35 seconds to speak).

Targeting past simple

3. Describe the place where you visited and impressed most using typically the past simple and others tenses accordingly? Please include specific examples (20seconds to read, 2mts and 40 seconds to speak)

Targeting Past continues

4. The professor in the University expressed the tricky incident happened on him at the end of the semester by one of his students Fikir. Retell Fasikaw's story using the appropriate past

continuous tenses and others if necessary. (30 second to read, and 2 minutes and 30 seconds to speak)

Reading for speaking

I *was* an English teacher in the University. It *was* the last day of the term, and I **was looking** forward to the holidays. I **was sitting** in the afternoon, when the phone *rang*. “Fasikaw, there is a student to see you in reception,” the receptionist *said*. I *went down* stairs, *walked* into the reception and *saw* one of my students Fikir. She **was standing** with a bunch of flowers in her hand. I **was thinking** that she had bought the flowers for me as an end of the term present. I *put* my arm *out* and *took* the flower, saying 'thank you so much'. I **could** see Fiker **was looking** confused. She *explained* that the flowers *weren't* for me. She had bought them for her grandfather and she had been in her way to visit him. She had only come to see to borrow a book!

Targeting 'will vs. be going to'

5. Re-state orally in your own words what Daneil and Sosena talked about after reading the conversation script below using 'will and be going to' tenses. (30 seconds to read and 2 minutes and 30 seconds to speak)

Planning a trip

Daniel : I **am going to** visit the monasteries in Lake Tana after a couple of days, but the weather is horrible.

Sosena: Don't worry, the water-storm **will** calm down the next morning.

Daniel: I hope. Listen we **are going** to have a camp-fire for two days in the islands. Will you come with us?

Sosena: Oh, great. Many thanks for inviting me. Are there any other people with you?

Daneil: Yes. Two of my friends Fikiru and Selam **are going** to join us.

Sosena: So, I **will** bring my sister Genet too. In our part we will take care of the cost of the motor-boat.

Daniel: A motor boat! You're kidding me.

Sosena : I 'am sure everyone **will** have a good fun.

Daniel: That is a plan!

Targeting Relative clauses and pronouns

6. Read the conversation below and re-state the ideas orally to your examiner using the relative pronouns and clauses that are mentioned. (30 seconds and 2mts and 30 seconds to speak).

Reporter Hana and an interviewee Temesgen.



H: Have you ever travelled to a big mountain?

T: Of course, I have seen a lot.

H: Of all the visits which part of the trips made you most happy?

T: For example, the trip that I made to Semen Mountains was a great time.

H: What special did you see in the travel sight?

T: The Walia Ibex and Chilada baboon whose existence depend on the cliff around the park were really sound attractive. Besides, the grace of Ras Dashen Mountain, which was covered with cascading snow was also unforgettable memory.

H: Were you alone in visiting the park?

T: No, my partner, whom I knew years back, was at the side of me.

H: Is there anything new you want to tell me?

T: The people who were living around the park were so hospitable and friendly.

H: Thanks for your time.

Appendix C: Teacher's Interview Questions

1. Did the grammar tasks help your students improve the accuracy and fluency of their oral communication?
2. Do you feel that your students got enough opportunity to use the selected grammar items in the experiment?

3. What role do you think integrated grammar in context has played in enhancing students' oral communication abilities in the training?
4. Did you encounter any problem when you taught the selected grammar items in the training?
5. If 'yes' to no 4, what problems did you face when you taught the selected integrated grammar items incommunicative context in the experiment?
6. What might be the causes for the above mentioned problems? And, how did you solve the problems?
7. Which method used in the training do you think improving students' accuracy and fluency of oral communication? Explicit? Implicit? Integrated (both implicit and explicit)?
8. What did student gain from the training, and what other important activities do you think promoting students oral accuracy and fluency?

Appendix D: Classroom Observation (Pilot Study)

Name of the classroom Teacher.....

Time..... Venue.....

D1 Table 1: Classroom Observation Checklist Scheme

No	Checklist Categories/Activities	Observation periods	
		Presence	Absence
1	Does the teacher teaches grammar in oral communicative context?		
2	Does the teacher use the explicit and meaning grammar method in speaking context?		
3	Does the teacher make students know the role of grammar in improving speaking skill?		
4	Do students make brain-storming activities?		
5	Do pairs and small groups occur?		
6	Does the teacher follow-up students whether they are in the process of active learning?		
7	Does the teacher promote student-centered interaction?		
8	Do discussion, conversation, narration, and description occur in		

	classroom?		
9	Does the teacher use praise?		
10	Does he give constructive feedback?		
11	Does the teacher provide professional support based on his experience?		

D2: Observation Data

Oral Task Targeting Past Simple

Observation I

Topic: First Impressions

Pre-communicative Stage

Excerpt1 Lesson 1

T: Greets students by saying ‘Hello Students’.

Ss: Good morning teacher.

T: wrote the daily lesson topic on the white board and told students to talk about their impressions on what they saw for the first time.

Ss: forward orally for the whole class their opinions for two and half minutes.

T: appreciated them saying ‘well-done’. ‘Now it is the time to practice directly related to the lesson content of the topic.’

Excerpt 2 Lessons 2

Practice Stage

T: instructed students to read the short passage that deals about the Japanese traveler’s first impressions of Greece in summer. And, told them to look first at the words below individually and decide which words from the list they expect to find in the text below:

taxi	train	ferry	trees
cloud	dusty	bright	wind
sweaty	rain	tents	harbor

Ss: read the text below silently in 3 minutes time and tell one another their expectations on the above words appear in the text.

Reading Text

I hailed a taxi and headed to the harbor. "I was in a hurry," I told the driver, but he did not seem to catch my meaning. The cab did not have any air-conditioning and a hot dusty wind blew in the open window. All the while the taxi driver, in rough sweaty English, ran on and on and on about the Euro. I made polite noises to show I was following, but I wasn't really listening. Instead, I squinted at the bright Rhodes scenery passing by outside. The sky was cloudless, not a hint of rain. The sun baked the stone walls of the houses. A layer of dust covered the trees beside the road, and people sat in the shade of the trees or under open tents and gazed, almost silently, at the world. I began to wonder if I was in the right place. The gaudy signs in Greek letters, however, advertising cigarettes and ouzo and overflowing the road from the airport into town told me that surely this was Greece.

(Extracted from "Sputnik Sweet heart", by Haruki Marakami, pp94-95 -95 in MoE, 2004).

T: Now being in pairs take the role A or B to provide oral information on the basis of the text you have read.

A: Do you think the Japanese traveler first impression was good? Reason out orally.

B: _____

A: Did the traveler and the taxi driver communicate properly? Justify

B _____

A: Did the traveler feel comfort with the cab? Why? Why not?

B _____

A: What was the reason people sat in the shade of the trees?

B: _____

A: What told the traveler he was in Greece?

Interactive/Oral Production Stage

T: Now in this stage you are supposed to describe orally your first impression in visiting a new place. So, based on the given clues tell the group members turn by turn.

1. Was your first impression in visiting a new place good or bad? Why?

2. How did you reach there?

3. What did you see the moment you arrived?

Ss: reflected based on their lessons and experiences with group members. For example:

S3 in Group 3

My first impression when I visited Bahirdar was so good. I found the city very attractive. The other thing which impressed me was the Lake Tana and I saw many people recreating near the side of the Lake.

S1 in Group 1 I was happy in visiting Debrezait for the first time. People were friendly and I realized different ethnic communities live together in this city. I saw two lakes namely Bisheftu and Hora in this place.

S2 in Group 2

My impression in traveling to Gondar was terrible. Due to the accident that took place. Fortunately, I was saved but many of the passengers were injured.

Observation II

Topic Family Plan: Targeting 'Will vs. be going to' structure

Pre-communicative Stage

Excerpt 1: Lesson 1

T: Good morning class.

Ss : replied Good morning teacher.

T: Wrote some questions on the white-board which invited students to brainstorm in a whole class discussion such as:

1. In your experience what steps do you follow before you engage in any activities?
2. What will be your means to accomplish the tasks you aimed at?

S2: I usually plan what, when, why, and how, I accomplish my tasks before engaging.

T: Good trial, what else?

S5: Most of the time I do things based on the situation and incidence I face.

Practice Stage

Excerpt 2 Lesson 2

T: Now in this stage you are going to read a conversation between the Husband Dawit and his wife Merriam. After reading, act like them taking the role of A and B using the correct future tense either 'will' or 'be going to' and other tenses if necessary.

Ss: read the short conversation from the material between the husband his wife about her plan in

three minutes time.

T: instructed students to be in pairs and act like Dawit and Merriam on her plan using 'will' and 'be going to' structure.

SA: When will you ask your boss for a day off?

SB: I thought that I am going to ask him after a couple of weeks.

SA: Do you have any other things to do in your day off?

SB: Of course, I am going to visit my uncle in the country side.

SA: oh! Great. What happen to you uncle?

SB: He has been sick for a year; I am going to take him to hospital.

SA: oh! it is series, will I be with you?

SB: Exactly my thought.

Interactive/Post-communicative Stage

Excerpt 3 Lesson 3

T: In this stage you are going to express using 'be going to' according to your intentional plan.

1. *Imagine and tell in brief, what will happen in the world after 100 years then in terms of:*

a) *Human brain*

e.g. After hundred years, human brain is going to be much better in terms of intelligence in controlling the difficulties of nature.

b) *Food items*

c) *Population*

Observation III

Oral Task Targeting Relative Clauses and Pronouns

Topic

Conversation

Pre-communicative Stage

Excerpt 1 Lesson 1

T: before we go to the actual daily lesson you are asked to reflect your understanding about the role of relative clauses with pronouns?

Ss: suggested turn by turn their belief to the whole class.

T: Good. The next section deals with the conversation between Aster and Samson.

Practice Stage

Read the dialogue between them silently and answer the following questions based on the conversation.

Ss read silently and rehearsed the dialogue.

T: told students to ask and answer orally being in pairs a full sentence by filling the blank space in each of the sentence using relative pronouns that forms the relative clauses.

SA: Hi! Samson which place was the most exciting in visiting Gondar?

SB: The Semen Mountain Park where I visited last month was interesting.

SA: What was special there?

SB: The people who live there were hospitable and friendly.

SA: What else you want to say?

SB: The Waliya Ibex, Chilad Baboon, and the Ragged Mountains' which I saw were really fascinating.

T: Great. This part of the lesson is about relative clause and pronouns. So, I want to you to work with your partner and reflect to the whole class

Excerpt 3 Lesson 3 Form and use of relative causes and pronoun

Ss: discussed in pairs about the definition and function of relative clauses and pronouns for few minutes.

T: Who can define and tell the role of relative pronouns? What are the common relative pronouns that you know?

S4 (G2): Pronouns are words which replace the actual nouns and introduce relative clauses.

S2(G1: The common pronoun which introduce relative calluses are 'who, which, that, whom, and whose'

T: Good. Who can define relative clauses and their functions?

S9(G3): A relative cause is a clause which contains a subject and a verb being introduced by relative pronouns.

T: instructed students to complete different tasks orally using relative clauses and pronouns.

Ss: did the tasks being in groups and individually.

Interactive/Oral Production Stage

T: Now in this stage you are supposed to make a short speech by your own describing the people whom you know using the introduced relative clause by pronouns in the example below.

E.g. The woman, who is my neighbor, is working in the Dahshen Brewery Factory. And, her husband, who is well known in football, is also works with her.

Ss: made similar short statements orally in a whole class discussion.

D3 Table 2: Observation Data

No	Observation 1		Observation 2		Observation 3		Frequency	
	P	A	P	A	P	A	TP	TA
1	1	0	1	0	1	0	3	0
2	1	0	1	0	1	0	2	1
3	1	0	1	0	1	0	3	0
4	0	1	0	1	1	0	3	0
5	1	0	1	0	1	0	3	0
6	1	0	1	0	1	0	3	0
7	0	1	0	1	1	0	2	1
8	1	0	1	0	1	0	2	1
9	1	0	1	0	1	0	3	0
10	1	0	0	1	1	0	2	1
11	0	1	0	1	1	0	3	0

Key: P= Presence, A= Absence, TP= Total Presence, TA= Total Absence

Main Research Tools

Appendix E: Oral Pre-Test, Post-Test, and Delayed Post-Test

Name _____ University _____ Section _____

Introduction

In the speaking tests students will be asked to speak targeting the selected grammar items: present simple, past simple, past progressive, present perfect and conditionals. The question of the oral assessment tests are classified into three phases to be carried out in different course of time during the training. The purpose of the tests is to evaluate and rate the oral accuracy

(grammar and vocabulary) and fluency (number of information density and speech coherence) in students' oral production.

Tips

- avoid presenting long lists for it reduces your time.
- please include specific examples and details in your explanation.
- keep the appropriate grammar that fits to the question.
- use suitable word as much as possible.
- use appropriate connectors and take care of overall speech organization.

In the pre-post and delayed posttest transcribed reports the ungrammatical parts are underlined.

E1: Oral Pre-Test Interviewer's Questions

Instruction: Give a brief oral answer at a discourse level for the following speaking questions targeting the grammar structures used and others if necessary.

1. Do you like traditional music? If 'yes' or 'no' why?
2. What do usually you do in weekends? Explain
3. Did you see anything special while visiting a new place for the first time? Tell your overall impression.
4. Did you face any bad incidents in your life time? Discuss your feelings and the causes.
5. What were you doing when your teacher entered to class this morning?
6. What were your dorm-mates doing when you were in bed last night?
7. Tell how mobile phone has helped you in your academic work so far. Add details.
8. Tell how many times you have taken tests and the knowledge you have gained here in your university so far? Add details.
9. If you win a billion birr in lottery what will you do with that amount of money?
10. If you graduate from department of Journalism, what will you do for your people? Why?

E2: Transcribed Data of Oral Pre-Test

Interviewees' Answers

This section shows students verbatim transcribed data. And the grammatical errors committed by students are also underlined.

Script1 Birhane

Targeting Structures

Present simple

1. Yes, I like traditional music. It is a real image of our country. And, they are memorable and unforgettable because they are related to our customs.
2. In every weekends I always do my class assignments and clean my clothes, wash my body and read some different kinds of recreating books. Besides, in every weekends I always meet with my friends and chat about our life ,our life incidents and other things. I watch footballs, actually I don't like that much football. But I spend my time by watching football in the weekends. And also I go to recreation and also in Saturday I go to a church. So, this is what I do in the weekends.

Past simple

3. Ah Yes, I have seen a lot of new things when I visit a place especially Fasil Castle. So I have seen a lot of incredible and much shiny things especially which is not appeared in that past time. I think Fasil Castle was build in around 1960 by Emperor Fassiledes. So I have seen a lot of things which are impressed me and it becomes memorable so that was the new thing that I saw in my life.

4. Yes, as we all are human beings and life is full of ups and downs I have faces both bad and good incidents in my life. But the most unforgettable which becomes unforgettable in my heart is that the death of my parents while I was a student is the most bad incident which I faced in my life.

Past continuous

5. When my teachers entered to the class, I was discussing with my friends about the coming lesson.

6. Last night when I was in bed some of my dorm mates was doing their assignment and of them was discussing about how they spent the day.

Present perfect

7. Mobile phone or cell phone had gave a lot of advantages in my life especially in my academic work. Among that is we just heard the information from other persons when we are not present personally. And also a lot information we heard by a phone when we are not present in the campus. May be one of my friend has may call and tell us.

8. Since I have joined in this university I have taken more than ten tests because of in the first semester. We have taken around 6 courses. So in each courses at least we take 3 or 2. So totally I can say that I have taken 10 or 12 tests in all. So these all tests gave me a great advantage and helped me how I ran my life. And also they helped me to score a good grades.

Real conditionals

9. If I win a lottery prize, then if I be a billionaire, just in the first thing, I wanna to invest by different charities. In addition to this, I want to help HIV victim and orphan specially. I want to collect and support street children in order to avoid.... In addition to this, as you know there is no enough factories in our country. So, I will built factories specially which are not found in some towns, which are found in Addis. So, I will build different kinds factories for the society.

10. If I graduate in journalism Departments, I will do a lot of things for the people. Among these, I will give the awareness of or I will give life skill for the people or the society. In addition to this, I will also give awareness about the transmit ion of and control of the most killer disease in the world HIV. So, I will do such kinds of things.

Script 2 Samuel

Present simple

1. Well, I like traditional music because it expresses the past and the present of our culture. It also shows who we are for the people who are out of Ethiopia.
2. In weekends, I go to my family since I am from Gondar. And, I also study to attend actively for the next lesson.

Past simple

3. The first time I visited a new place was Lalibela. When I saw this Rock Hewan Church, I was so proud as an Ethiopian.
4. I faced the most dangerous time in my life when I was in grade 10. One day I went to the forest finding a silent place to study. While I was studying I saw a snake behind me and that was disgusting in my life.

Past continuous

5. Actually, I was listening to the music through my earphone before the teacher came. When the teacher arrived unexpectedly, I was entering in to the class.
6. Last night I was slept, while all my friends were studying.

Present perfect

7. Mobile phone has helped me in many ways. I have done my assignments through internet access. Besides, it has helped me to down load audio and software dictionary and other files in the internet. I have got also update information.
8. In this University we have taken about six tests and courses so far. As a result, I have got the knowledge of listening, reading, and communicative skills

Conditionals

9. Well, If I win a billion birr in lottery, I will do many purposeful things. For example, I will provide service for the poor people, and like that of food support and many other things. And besides this, I will supply water and electricity for villages and many other places which lack water, and electricity supply. And finally, I will have happy family and raise my children luxuriously.
10. If I graduate in journalism, I would I will give daily and update information to the society. And, I would solve problems of the society in lack of media and information. And finally, I would make secret issues just like that of corruption and government secrets clear to the society. And, I will give the society accurate information at the right time.

Script 3: Lemlemu

Present simple

1. Yes, I like traditional music because it talks about different issues about our culture. And, its rhythm is very hot and it is good for traditional dancing performances.
2. In weekends, I do different activities. I take shower and wash my clothes. After that I go to DSTV and watch different League clubs such as Laliga in Europe. Doing these, I entertain myself and then I go out from the compound for walking.

Past simple

3. I see special while visiting Lalibela Rock Hewan Church last year. Because it is built from one stone. There is a cave about 72 meters and that is dark. So, it is amazing for me.

4. I faced a bad incident when I was a child that was the death of my mother.

Past continuous

5. When my teacher entered to the class, I was taking notes from the lecture. And, I was participate in doing exercises and other activities he gave us.

6. When I was in bed last night, my dorm mates were talking. And, they were written their assignments and chatting with their friends.

Present perfect

7. Mobile phone has helped me in different conditions, for example, when I want any information about the class and other situation.

8. I was taken about five times a test in the University. I have gotten lots of knowledge from the tests.

Conditional (real)

9. If I win a billion birr in a lottery, I will fulfill all facilities and furniture for my house. And, I help my families and poor persons. And, I would invest different areas of my country.

10. If I graduate in journalism, I would promote my country all over the world. And, I would try to change the image of my country. And, I would going to every local areas. And, I would contact with farmers and other persons. And, I would gather every information.

Script4: Destaw

Present simple

1. Yes, I like traditional music because it gives me sense. It is better than the modern music.

2. I do different things in a weekend. I am going to the class. When I come back I read books.

Past simple

3. My visit to Lalibela Church was very nice. That is my first time in visiting a new place.

4. The most unforgettable bad incident was that the death of my parents while I was a student.

Past continuous

5. When the teacher entered to the class this morning, I was taking some notes from him.

6. When I was in bed last night, my dorm mates were reading textbooks regarding the present perfect.

Present perfect

7. Mobil phone was helped me to communicate in the internet. I have gained much information

8. I have taken many tests and have got knowledge.

Real conditional

9. If I win a million birr, first, I will help HIV carriers. Second, I facilitate luxury products for my family like house, cars. Third, I will organize humanitian actions. Finally, I will satisfy myself by living-standard with that money.

10. If I graduate in journalist, I will transfer clear information for the people. And, I will destroy corruption by entering every government office. And, I will gather every information and I will transfer the appropriate administration.

Script 5: Muse

Present simple

1. I like traditional music because it reflects the culture of one nation. And, it is reflected the living style of a people and where they live, and how they live. For example, if we take the traditional music 'Hibengo' it expresses the culture of the Hadya nation.
2. In weekends, I do so many things. I wash my clothes and body. I prepare myself for the next classes.

Past simple

3. Yes, I saw a new place for the first time that was Fassil Castle in Gondar. I feel very happy because most of Ethiopian people cannot get the chance to visit. And, I feel the sense of honor.
4. The bad incident what I faced in my life was happened in Abay desert when I came to Gondar by bus. I was very hungry because I did not eat anything when I started my journey.

Past continuous

5. When the teacher entered to the class, I have prepared myself to learn which is given from the teacher. And, I also prepared the materials such as my pen, exercise books, and short note books to take the notes given by the lecturer.
6. Last night my dorm mates discussed on some issues which is the result of students. They were also discussing the advantages and disadvantages of the newly methodological approaches about modularization.

Present perfect

7. Mobile phone helps to meet or contact my family. It has also provided me an internet access to get different academic files. I also get information from Google and encyclopedia.
8. I am taken courses and tests about five to six times. For example, I take listening, communicative, and advanced speech skills from the first courses.

Real Conditional (Future conditional)

9. If I win a billion birr, I will build hospital for those who attacked by Festula. And, I will support people who had not supported like elders, children. And, I will help my relatives.
10. I will be a journalist for the future, I will transmit for listen reality. I would try to prepare a program that teach a people. And, I will try to make people informed.

Script 6: Abyou

1. Yes, I like traditional music why because traditional music is it express our culture, it expresses our norms and our habits. And our traditional music it explain our norm, habit, culture. Based on this I like traditional music.
2. I do my home work, if there is an assignment I do my assignment. I study my lesson. And also, I study my course for the time being.

3. Yes, I saw a special when I came to Gondar I visited the Fassil Castle. I did not see such likes of building before and also when I was visiting the Qusquam Church, I also knew building. Before that I did not see such likes of buildings in my life.

4. Yes, I did faced so many incidents. Among these, when I was in Grade 10 we were going to in home. At that time there is a bad accident happened when we are going in our home. That

accident is the two friends are fought together. Then, among the two friends one is broken for his friends. Then, he is very endangered for the time being. Then that is our incident in our.

5. I was doing so many activities. Among these, I was giving attention for him. I was cleaning the blackboard. I was hearing our teacher attentively.

6 They were studying their lesson, they were playing together and also they were study.

7. Our mobile phone has helped for us so many things. Among these I have done my assignment. I have used to study our lesson and so on. I have used my phone to communicate our family such like.

8. I have taken so many times a test for this University. Among these I have gained so many knowledges and so many experiences for instructor and for the given question. I was learnt for the question the proper time of use.

9. If I win a billion birr, I will help poor people who live in my nearest house. I will build a good house my family. And also I will satisfy our want.

10. If I graduate Journalism, I will transfer accurate information for the people. I will be punctual. I will be use our time properly.

Script 7: Desalegne

Present simple

1. I like traditional music because it is the most famous sing in our country. This music is sing to express love of the country. They are the foundation of modern music. And, traditional music can be transmitted from generation to generation.

2. In weekends, I usually do so many things. Among the many ones, I wash my clothes. And, I prepare myself for the next lessons.

Past simple

3. Yes, I saw a new place that is Tis Abay Fall (the Smoke Nile). When I reached there I saw tourists visiting the Nile River who came from different parts of the world. At that time, one of the tourists was swim near the water fall. Unfortunately, he sink when he swam. That was the bad incident I faced in my life.

4. Yes, I saw a new place when I visiting. That was the Rock Hewen Church. I was eager to see that church because it is very unique all over the world. I feel very happy this historical church since it is the manifestation of country.

Past continuous

5. I was preparing myself when the teacher entered to the class. I also giving attention to what the teacher forwards about the lesson.

6. My dorm mates were doing their homework and discussing about their lesson. They were also talking in English to improve their language skills

Present perfect

7. Mobile phone has helped me to speed up my works since our world is in one village. So, it helped me to get information through internet access to contact with other world

8. I have taken many courses and tests in this university so far. I have gained different knowledge and experiences in taking these courses and tests. So, I have also learned from the mistakes that I have made.

Conditionals

9. If I win this billion lottery, I will establish different companies and different job opportunities for the un employer peoples. And, I use properly and wisely this amount of money. And the other one I will help the peoples who suffer from under the floor of poverty, and who suffer from different disease. And I will provide such kind of a donations or helps for the other peoples.

10. If I graduate in journalism, I will prepare and bring sufficient informations for the people who attend the media programs. And, I will a loyal journalism by collecting the reality and approval informations about the peoples rather than the missing or the unsupported informations to the peoples.

Script 8: Genetu

Present simple

1. Yes, I like because that is why our traditional language is the base of all our music. Because the modern languages are based on the traditional music which are used now. So, traditional musics are very important for the modern music that is why I like traditional music ore and more.

2. I usually do different things in a week. I do my homework and different things likes such as II help my football with my friends. I do like such tat things.

Past simple

3. Yes, I saw a lot of special places, for example, the Axum obelisks. It is very attractive. It is and the most high. It is 33 meters. It is longs. So, it is one of the wonderful obelisk found in Axum. And it is very attractive.

4. There was one accident. It was happened in 1994 when I was in Mekele. That was the accident of car. I was in the car. The accident was very danger. When the doctor came to us he was given us first aid and we save our life

Past continuous

5. I were doing and attending in the class because our teacher given us different lecture methods according to our class. So, our target is already attending in the class when out teacher is given the lecture method.

6. Our classroom mates were doing their class work, their assignment when I was in bed.

Present perfect

7. Mobile phone have helped to us very useful. Therefore, mobile has very important for us communicate with other persons and also it helps when we are in helped danger in order to get supporters or other persons.

8. When we have taken six courses then get different knowledges about listening, communicative skills, reading skills and so on. That was very important courses we and we get different knowledges about what we have heard.

Conditionals

9. If I won one billion birr, I would do different things, for example, I would help street children and orphan children. In addition to this, I will open schools with full facilities for those who are interested in education, but they were not build a school by themselves.

10. If I graduated in journalism, I will do the following things. Forwarding the truth case for the country for the society by gathering the truth information. And also I will make fresh the society by preparing a good program on the TV.

Script 9: Roman

Present simple

1. I like a traditional music because it is connected to our culture in our country. The message of the traditional music is easy to understand. The poems are meaningful and sensational.

2. I have/I do in weekends. I go to my class and learned. I go to the library and I start study. In my rest day, I wash my clothes, clean my dorm, and on Sunday I go to church.

Past simple

3. For the first time I visited Souf-Omar in Bale region. Second to this I visited Fasil Castle in Gondar.

4. Regarding the bad incident I do not 'face any bad case.

Past continuous

5. When my teacher entered to the class this morning, I was/were doing/talking my friends.

6. In the last night the two friends are study. The other three dorm mates talking about the class and the presentation.

Present perfect

7. Mobile phone to search and use face book to gain information and to communicate any person.

8. I have been used particularly how to communicate with other person.

Conditionals

9. If I win a billion birr lottery, I will participate in own business. I will helped parentless child or orphan children. I will investigate to Abay-Dar.

10. If I graduated a journalist, I would given to people true information to the audience or the listeners. And also I won graduated a journalist, I would reported women affairs program.

Script 10: Mulunesh

Present simple

1. Yes. I like traditional music for different reasons. One is it reflects our cultural and traditional practices.

2. At the week end, I usually go to church. I also go to the market. And, I watching different movies.

Past simple

3. I visited a new place for the first time that was the Fasil Castle in Gondar. When I visited that castle I see different things how people in old time build that castle.

4. Ok, I faced bad incident in Addis Ababa that is a car accident. Many people was injured but fortunately I was saved safely.

Past continuous

5. When the teacher entered to the class I was preparing myself for the lesson. I paying attention for the lessons.

6. When I was in bed last night, my friends were doing their assignments. Some others were playing.

Present perfect

7. Mobile phone helped me for many purposes. I have used to communicate with my parents. I used for getting information from internet. And, it helped to get different people.

8. I have taken many tests in this University so far. When I get to University, I gained knowledge like advanced speech, reading, listening, and communicative skills from recording and other materials

Conditionals (real)

9. If I will win a billionaire, I will buy a car. And, in addition, I would help people living in the bad living standard. And I will help my parents by buy different material.

10. If I were a graduate by journalism, I will transmit transformation appropriately and give for the people. If I were graduate by journalism, I will report different problem within different countries and places for the people. And, in addition, I transmit appropriately the information for the people.

update people giving current information. I will also be honest to my profession. In addition, I will fight corruption through media.

Script 11: Dawit

Present simple

1. I do not like traditional music and other music because my religion does not allow me to do so. According to my religion, music is considered as one of the scenes. So, I do not have any interest in any music.

2. In weekends, I football and I am wash my cloths. I would like to take shower.

Past simple

3. The place I visited around my village was Lake Hora. The water is very hot and solid and testes salty. I see People around the Lake usually take their cattle to drink the salty water.

4. In my life I saw one bad incident that is a car accident. This was happened in my village. When a child cross the road a bus made an accident on her. That time really I feel bad and I remember I shouted very loudly.

Past continuous

5. When my teacher entered to the class, I am just playing a game with my mobile phone.

6. When I was in bed last night, our dorm guys are broken the door when they fight together. Then, the Procter came and take them. By that shouting I wake up from my sleep.

Present perfect

7. Mobile phone has helped me in my academic work. For example, it has helped me to get information from my friends and to any person and family.

8. In this University I have taken so many tests; for example, like communicative skills, advanced speech courses. From these I know how I can improve my English.

Conditionals (real)

9. If I win a billion birr lottery, I will buy a comfortable house, and I will buy an attractive car. If I win a million birr lottery, I will lead a very very comfortable life. And I also will give the rest of money for children charities.

10. If I graduate by journalism, I will transfer the people's voice for the government. If I graduate by journalism, I will announce for the government what the people wants to do for the country. If I graduate by journalism, I will promote our football for the world.

Script 12: Eshetu

Present Simple

1. Yes, I like traditional music because they are used cultural instrument. And also it express the cultural of society. And the singers' is in front of us..

2. In my weekend activities are I wash my clothes, and I do my assignment, and take a shower. And also I take sport training.

Past simple

3. Yes, I visited Fassil Castle it was the most wonderful buildings. And also it was very attractive and it a means of business.

4. I faced so many bad accidents. From those when my father died or passed away from the world, I faced in bad conditions.

Past continues

5. When my teacher entering this morning, I was sitting in front of my class. And, I was doing my assignments.

6. The last night when I was in my bed, my dorm mates were doing their assignment. And they were playing together. In addition to this they were discussing their life conditions.

Present perfect

7. Mobile phone has played a crucial activities in order to this communicated with my family easily and short time. And also the internet access to connect in with outside world and searching new inventions. And also listening music and other crucial activities.

8. So far, I have taken many course tests in this campus. And, I have gained different skills like speaking, writing, listening. And I have gained different knowledge.

9. Ok, if I win a billion birr in lottery ticket, I will satisfy myself and I will living standard. And I will save in bank account and I will use wisely.

10. If I graduate journalism, I will transfer the correct or actual information for the media listeners. And I will gather information from different place to place And, I will provide based on sport and others.

if I also graduate in profession for journalism, I will disseminate factual information for the whole media. Moreover, I will attend to different regions and search current information for the people.

E3: Oral Post-Test Interviewer's Questions

Instruction: Give a brief oral answer at a discourse level for the following speaking questions targeting the grammar structure used in the question mainly and others if necessary.

Interviewer's Questions

1. Describe how a traditional festival you like most is celebrated in your local area.
2. Tell about what makes you most happy in life.
3. How did you pass your semester break or vacation? Give details
4. What were your first impressions when you joined Gondar University?
5. What things were happening in the first time when you arrived at Gondar University?
6. What were you doing yesterday night before you went to bed?
7. How many new places have you visited in your country so far?
8. How many books have you read and what have you got from them so far? Give examples.
9. Read the statement below as a model and make your own oral statements by completing the conditional structure given.

Abebech Gubena is a well known generous and humanist woman in Ethiopia. She helps homeless people and provides shelter and other facilities to children who missed their parents in death.

E.g. If I were Abebech Gubena,.....

10. Read the statement below as a model and make your own oral statements by completing the conditional structure given.

Yidnekachew Tesema was well known in the history of Ethiopian soccer. He was a player, a coach, an educator, a leader and above all a fighter for African soccer.

E.g. If I were Yidnekachew Tesema,.....

E4: Transcribed Data of Oral Post-Test

This section shows students verbatim transcribed data. And the grammatical errors committed by students are also underlined.

Script1: Birhan

Target structures

Present simple

1. There are many traditional festivals that are celebrated in my local area. In this festivity people dress themselves in different traditional styles. Most of the time old people wear white clothes. Youngsters and old people who are males and females demonstrate traditional performances by singing and dancing.
2. In my life there are many things that make me happy. I always feel happy when I achieve at my education. Besides, reading romantic and historical books are also my interest and they give me happiness. Furthermore physical exercises and cooking my own foods are my favorites.

Past simple

3. I passed the last semester break at home with my family. And, I also meet my friends who came from different Universities. We exchanged our experiences about how we went through the first semester. We also shared information about the people, the culture, and the language and other developmental issues about the city where we were.

4. When I joined Gondar University, my impression was not good because senior students were trying to cheat us in different conditions. And, I also observed that they were insulting us saying 'fresh' instead of helping us.

Past continues

5. When I joined Gondar University many things were happening. I saw responsible people of the faculty were giving us general information about the university. They were telling us the rules and the regulations of the campus. In addition, I observed that senior students were tried to cheat us considering us as a fresh students.

6. Before I went to my bed last night, I was walking on the campus road to have a fresh air. Then, I was doing the assignment given by my teacher in the library for half an hour. Next, when I came back to my dorm, I was washing my body. Finally, I was watching DSTV with my friends before I went to bed.

Present perfect

7. In my life time I have visited some places in this country so far. These is the Castle in Gondar, Bahirdar, Lalibla Church, and the Abay Fall. Particularly what I have seen at Lalibela and the Castle in Gondar has made me to appreciate people creativities in the ancient time. I have also stay Bahirdar and the Abay Fall.

8. In my free time, I have read some Amharic and English books so far. With regard to Amharic books, I have gone through Semake Worku's book and it has been very inserting for me. From this book I have got an experience how to lead my life with other community members.

Conditional (Unreal)

9. If I were Abebech Gubena, I would make a lot of awareness to people who they do not know. I would also collect resources and distribute to people who are suffering by diseases if I were her.

10. If I were Yidnehachewe Tesema, I would promote Ethiopian soccer to have a better position around the world.

Script 2: Samuel

Present simple

1. The traditional festival which I like most in my local area is the 'Cross Day' that celebrated once in a year. People gather when the cross burn. Priests and coers in this day wear traditional clothes and engage in different activities. For example, some of them sing by rounding the burning fire and others demonstrate traditional movements and dancing. Young girls and boys in their part sings ritual songs.

2. In my life the most that makes me happy is technology like computer. This is because it facilitates the life style of people. It helps people to document their file in soft by a digital device than using a paper. It also paves the way for people to communicate globally without being travelling.

Past simple

3. When I finished my first semester lessons, I went to my home and had nice time with my family. And, I stayed with my friends talking about different issues. Moreover, I watched movies during the break time.

4. My first impressions when I joined to my University were good. In the first pace, I get the university that I choose.

Past continues

5. The time I arrived at my University, I realized things that were happening. From what I observed, some guards were checking each student's bag. I saw some students were going to their dorms. Some other fresh students were also appreciating the gate of the campus.

6. Yesterday night before I went to bed, I was chatting with my friends through face book. I was going to the lounge and eat some foods. My friend and I also were going to watch movies.

Present perfect

7. I have visited two important places so far. For example I have seen Lake Tana in Bair-Dar. I have also got a chance to observe the Semen Mountain National Park. Really the special animals which I have seen like the Waliya and the Red Fox have made me happy.

8. In my life time, I have read some books so far. From the books which I have come across the book entitled "Index to Modern English" was the most interesting for me. From this book I have acquired basic pronunciation skill and grammar knowledge. Besides, I have obtained the mechanic knowledge like punctuations and others.

Conditionals

9. If I were Abebech Gubena, I would help those people who do not' have shelter and food. In addition, I would contact other world organization to collect aids for people who are suffering by different diseases.

10. If I were Yidnekachew Tesema, I would promote Ethiopia all over the world. And, I would also make Ethiopian soccer to be known in the world context if I were him. Moreover, I would recruit well talented youngsters in football from their local area and schools.

Script 4: Destaw

Present simple

1. From all traditional festivals, I like epiphany and Easter. When we celebrate these festivals, people buy sheep and hen, and prepare traditional drinks. In the day of celebration, people from neighbors, relatives, and friends gather together and eat, drink by chatting and laughing.

2. I like fire brigade fighters because they save the lives of people who are in danger. They are also honest and confident to sacrifice themselves in a risk conditions. They are well organized and capable to control in a very short time such as wild fire which damage forests and residences.

Past simple

3. I passed the last vacation in the campus of Gondar University. During the vacation, I read some books and spent the break time by watching movies and footballs. I visited the Castle of Gondar, since I am a fresh man student who comes from the South of the country.

4. When I reached to my university, my first impressions were good. When I saw the whole part of the university, I was really amazed and proud being part of the university. But, I was also disappointed for some time, when some students insulted us saying ‘fresh’ ‘fresh’.

Past continues

5. The first time I arrived to Gondar University, I realized that some students were find their friends. And, some others were going to the dining hall.

6. Before I went to bed last night, I was watching DSTV. Then, I was drinking tea. Moreover, I was also thinking about my family.

Present perfect

7. I have visited two places in my country so far. Among the many ones, I have seen Adadi Mariam and Fassil Castle in Gondar.

8. In my life time, I have read different books so far, for example, the Amharic book entitled ‘Fikir-Eskemekabir’ written by Haddis Alemayehu (Love up to grave). I have experienced what true love is meant from the characters of Bezabih and Seblewengel.

Conditionals

9. If I were Abeech Gubena, I gather poor people and support them. I would also build shelter for homeless people if I were her. In addition, if I were Abebech, I would contact different charity organizations to donate people who are victim by droughts.

10. If I were Yidnekachew Tesma, I promote Ethiopian foot ball team to a better position like European football clubs. And, I would bring radical change in the history of Ethiopian soccer. Moreover, I would use well trained professional sportsmen.

Script 5: Muse

Present simple

1. In my local area many traditional festivals are celebrated but Meskel (Day of Cross) is the most famous. In this day, the whole community gathers together and each member of the community has a responsibility to make the festival warm and exciting. So, young boys collect fire wood from the forest. Fathers also buy cows and mothers prepare traditional food and beer such as Atakana.

2. There are so many things which make me happy. Firstly, I feel happy when I discuss with elder people. Secondly, I get happiness in time I get what I want. Listening traditional music is the other thing I usually prefer.

Past simple

3. The vacation time was not good for me. I was told the bad news that my father passed away. In fact, I went to my family to express my sorrow.

4. My first impressions when I joined Gondar University were good. I feel good because I meet so many students who came from different part of the country. It was a good opportunity for me because I could share various cultures and life styles.

Past continues

5. The time I arrived in Gondar University, different things were happening in the campus. Students waiting to welcome new entrant students in front of the gate. Some concerned bodies were providing us information about the rules of the university about what to do and not to do.

6. Before I went to bed last night, yesterday, I was doing some activities. For example, I was reading the book and discussing on some vague points with my friends. And, I was arranging my materials for the next periods.

Present perfect

7. I have visited so many books so far. I have visited Hawassa city and Lake Hawassa. I have also traveled by motor boat on the lake. I have admired the beautiful lodges and beaches.

8. I have read textbooks in different grade levels. I also have read some English books. From these books I have learnt more about grammar and vocabulary.

Conditionals

9. If I were Abebech Gubena, I would support old peoples who do not have any support. If I were her, I would build schools for orphan children. Moreover, if I were Abebech, I would mobilize to help people who are in danger.

10. If I were Yidnekachew Tesema, I would improve Ethiopian soccer to a higher level. I would also make our country to be very famous.

Script 6: Abyou

Present simple

1. The traditional festival most I like is the 'Cross Day'. People in this day wear traditional style mostly white cotton made clothes. The surrounding people come together to sing and dance.

2. One thing that makes me happy is to be successful in my education when I graduate from the university. The other thing is to work in different offices by my profession to serve my local people.

Past simple

3. I pass the last semester vacation.... I saw that senior students the other hand, I was surprised.

4. My first impression was when I joined Gondar university was not good because I was afraid senior students. I was also surprised that I did not expect the city of Gondar as such big.

Past continues

5. When I first arrived in Gondar University, it was attractive to see different students. Students were welcoming and helping me in finding my dorm. And, other students were showing where the lounge is found.

6. Before I go to bed yesterday, I was watching the DSTV. And, I was drinking tea and eating dinner.

Present perfect

7. I have visited three places in my life so far. The first place where I have seen is Awramba. The people I have got at Awramba were working together without job discrimination between male and female. I have also visits the Castle of Gondar.

8. I have read so many Amharic books in my life so far. Fikir-Eskemekabir which has been written by Hddis Alemayehu has given me lots of experiences.

Conditionals

9. If I were Abebech Gubena, I would eliminate corruption from the country. I would also improve bad practices by teaching the people.

10. If I were Yidnekachew Tesema, I would play so many football games for Ethiopia. I would also make contact with the outside world to train the young generation.

Script 7: Desalegn

Present simple

1. The festival most I like in my local area is epiphany. This festival is a manifestation of the people in relation to their love and peace.

2. One of the things which make me happy is when I succeed in my education. Besides, I usually feel happy when I live with my family. I am also excited if I see my country developed like other countries. Helping people who are under poverty line and those who suffer from diseases also gives me great pleasure.

Past simple

3. I spent my semester vacation with my family. I also met my friends who were taught with me in preparatory schools. I also got a chance to visit the Tis Abay Fall' with my local friends.

4. My first impressions were very nice when I joined Gondar University. In the first place, I joined to this university by my choice. I found the people friendly and welcoming. In fact, I was also a bit depressed for I departed my family for the first time.

Past continues

5. When I arrived in Gondar University, I saw many people standing near the gate of the University. That time the university buses were providing us transports up to our dormitories. Senior students were arranging a coffee ceremony to introduce us the campus.

6. Yesterday night before I went to bed, I was studying in the library. After returning to my dorm, I was also discussing on the given assignments for the next lessons.

Present perfect

7. I have visited two places in my life time that are the 'Abay Fall and the Fasil Castel' in the Amhara Region. These two places have given me a great pleasure.

8. I have read some Amharic and English books so far. From the Amharic books I have read Fikir Eskemekabir. The experience that I have gained from this book becomes my life principle to keep promise up to death. I have also read an English book that has been written by Nigussie Abebe and this also give me a foundation to my grammar knowledge and expression.

Conditionals

9. If I were Abebech Gubena, I would contribute more than she did. I would also create more jobs for unemployed people. If I were her, I would establish many companies. Moreover, I would support people who are suffering from diseases.

10. If I were Yidnekachew Tesema, I would enhance every sport activities to make my country well known all over the world. I would also instigate females to participate in different sport activities.

Script 8: Genetu

Present simple

1. I like epiphany festival which is celebrated in my local area in January 11 every year. It is characterized by different conditions. People wear traditional clothes to express this festivity.
2. The thing that makes me happy is being a student in educational process. I am also happy when I discuss with my friends and school mates about education.

Past simple

3. In my break time, I went to my family. I passed all the vacation with them and friends. Moreover, I visit my school where I learnt up to grade 12. I also support students who are good in their education and I returned back to my University.
4. My first impression when I joined Gondar University was so good.

Past continues

5. When I came to Gondar University for the first time, I could observe that students were waiting by expressing their warm greetings. Some students were also carrying their luggage on their backs. I also observe students who were going out the campus and other who were entering to the university.
6. Before I went to bed last night, I was studying in the library for two hours, and then I came back to my dormitory. Next, I was discussing about tomorrow's lessons. I was also preparing myself for the next periods.

Present perfect

7. I have visited three places in my country so far. For the first time, I have seen the Castle of Fasil. I have also Lake Tana that has found near BahirDar.
8. I have read some English books, for example, effective communicative skills. It has given me knowledge how to communicate with people in a society. I have also read a practical English book that increases my awareness about grammar rule and its use in communication.

Conditionals

9. If I were Abebech Gunbena, I would mobilize the whole people to lend their hand for homeless children. I would also train women to take the leading position in key jobs of the country. If I were Abebech I would expand charities in all parts of the country.
10. If I were Yidnekachew Tesema, I would make a network all over the world to promote the country's soccer to a better position.

Script 9: Roman

Present simple

1. I like some of the traditional festivals celebrated in Ethiopia such as Gena (Christmas), Fasika (Easter), and Timeket (Epiphany). For example, Fascia is celebrated in different ways and people prepare traditional food such as 'dero wat' and kitifo. From the mid day up to the mid night people spend in churches praying for their God. When people are coming home they eat and drink the special traditional foods and local beer being with their nearby people.
2. The thing that makes me happy is a traditional music because they are meaningful for they remind me many things in life. Traditional music can be easily understood and refresh me.

Past simple

3. I passed the last vacation by visiting different places. First of all, I went to my family and took some rest with them. Then, I went to Shashemene to see my elder brother who worked there. Next, we reached Hawassa with my brother and I was really amazed by the beaches and lodges in Hawassa.

4. My impression when I joined Gondar University was good. I did not imagine the campus as such a large and green area. I found students here in the campus friendly and so honest.

Past continues

5. The first time I joined university, I observed many students were going here and there. Some students were also gathering at the gate of the campus.

6. Before I went to my bed last night, I was eating my dinner and I was going to the library. Following this, I was coming back to my dorm. I was also washing my hand and legs. Finally, changed my night clothes, I was discussing with my dorm mates.

Present perfect

7. I have visited some places in my country so far. To mention the few, I have got the chance to see Souf Omar in Bale Region. I have also seen the Fasil Castle in Gondar and the Lion Cave in Addis Ababa.

8. I have read many Amharic books. Some of the books which I have read so far are 'Sememen and Dertogada'. From these books I have realized how to lead myself in a society. And, those books have helped me to see the relationship between society and nature.

Conditionals

9. If I were Abebech Gubena, I would open schools in all small villages for orphan children. I will decrease bad traditional practices which are unacceptable.

10. If I were Yidnekachew Tesema, I would teach the young generation indifferent sport items

Script10: Mulunesh

Present simple

1. The festival I like most is 'Resurrection'. This festival takes place after 55 days fasting. In this festivity young and old people go to church and spend up to the middle of the night in the church by praying and listening the songs of priests and choirs.

2. One of the things which make me happy in my life is when I am successful in my education. The other one is when I participate in the campaign of HIV eradication. I am also happy if I pass with my family.

Past simple

3. I passed the last term vacation in the campus. I was amazed by the size of the campus.

4. When I joined to Gondar University, my impressions were good. I felt good because the people I found in the university were friendly. But, I was also a bit nervous because it was my first time to depart my family.

Past continues

5. When I arrived for the first time at Gondar University, I observed that some senior students confusing fresh students by insulting. I also realized students were finding their dorms.

6. Before I went to bed last night, I was taking shower. I was praying to my God. I was also chatting with my dorm mates.

Present perfect

7. I have visited new and different places in Addis Ababa and Gondar. I have seen Entoto Mariam Church and the Lion cage. In Gondar I have got a chance to see Kuskuum Monastery and Fassil Castle.

8. I have read some Amharic and English Books so far. To tell some of the books, I have read Sememen and Yechinkusil books written in Amharic. From English I have only read a grammar and vocabulary books.

Conditionals

9. If I were Abebech Gubena, I would construct big companies in a rural area to open jobs for surrounding people. Besides, if I were her I would establish hospitals for people who live in the remote area. I would also help children who are suffering from different diseases.

10. If I were Ydnekachew Tesema, I would promote all kinds of sports.

Script 11: Dawit

Present simple

1. In my local area there are different festivals like Christmas (Gena), Easter, New Year, and the Cross day (Meskel). Christmas is the most liked and people celebrate this festival together with family, relatives and neighbors. They also celebrate this festival by decorating their house with different materials. People exchange cards expressing their good wish to people whom they know and love.

2. In my life there are many things which make me happy. Most of the time I like to pass with my family. Playing with my friends gives me great pleasure. Watching movies and reading fictions are the other important things that I like most.

Past simple

3. I passed the last semester vacation communicating with my face book friends. I also spend the time in reading some books which hold my attention. And, I played football with my dorm mates.

4. When I arrived in Gondar University, my impressions were good and bad. When I saw the gate of the University I feel as if I was in a palace. At the same time, I felt bad because it was the first time to depart my family.

Past continues

5. When I arrived for the first time, in Gondar University, some senior students were gathering at the gate to welcome us. And, I saw that guards were checking students' bags. Some students were also greeting one another.

6. Before I went to bed yesterday night, I was looking two champion leagues games. Besides, I was drinking tea with my friends. I was also talking with my girl friend.

Present perfect

7. I have visited two places in my country so far. These are Bale National Park that has found at Dinsho near my birth place and Fassil Castle in Gondar. When I have visited Fassil castle I have admired the people who built the Castle in ancient time.

8. I have read some books like 'Dertogada and the Diaries of Ana'. From these books I have got experiences how to tolerate things in my life.

Conditionals

9. If I were Abebech Gubena, I would advertise on parentless children to get more support for them. And, if I were her, I would also ask international charity organizations to help people who are displaced by war.

10. If I were Yidnekchew I would follow his fair approach to find out the truth. I would also promote our national football team to be successful. I would recruit young footballers from all parts of the country.

Script 12: Eshetu

Present simple

1. The holiday which I like is Christmas. It is celebrated by old and young people. In this festivity people gather to express their joy because of the birth of Christ. They usually pass the day by eating meat and drinking beer.

2. One of the things that make me happy is when I become successful in education. The other most I like is when I swim with my friends.

Past simple

3. I spent the last semester break with my family and I got my friends.

4. My first impression when I joined Gondar University was mixed. The good impression was that I was appreciated when I saw the main gate of Gondar University. I was also happy when I saw the whole campus in this University. But I was also in a bad mood for I missed my family.

Past continues

5. The moment I arrived in Gondar University, some students were receiving us at the gate of the University. When I entered into the campus I saw some students were going here and there.

6. Before I went to bed yesterday night, I was watching movies through DSTV. I was also doing my assignments.

Present perfect

7. I have visited some historical places like Souf Omar cave and Fassil Castle so far. In visiting this place, I have got experiences how people lead their day to day life.

8. I have read some English books so far. For example, I have read a book entitled 'The Secret'. The book has narrated about life experiences. So, I have learnt from this book how to keep secret.

Conditionals

9. If I were Abebech Gubena, I would open job opportunity for people. I would also establish different charities in a country side.

10. If I were Yidnekachew Tesema, I would give successful training for football players. I would also tell the truth if I were him. Moreover, I would also make the national team to be famous.

E5: Oral Delayed Post-Test Interviewer's Questions

Instruction: Give a brief oral answer at a discourse level for the following speaking questions targeting the grammar structures used and others if necessary.

Interviewer's Oral Questions

1. Tell in brief the routine/daily activities you most do in your typical day

2. Tell what a good teacher means to you?

3. Tell about the day you felt most happy in your life. What was the reason?

4. Tell the day you felt very sad in your life. What was the reason?
5. What were you doing before you went to class this morning?
6. Describe what you were thinking this time yesterday?
7. Tell us what important activities you have done so far.
8. Tell us the changes you have seen in your local area?
9. If you had got a scholar ship, what subject would you have studied? Why?
10. If you had become a teacher, what would you have done to your students?

E6: Transcribed Data of Oral Delayed Post-Test

Scrip 1: Birhane

Present simple

1. In my activities, in the morning, I wake up from a bed and go to Jim. After I come back from that, I go to class and attend. After I come back from that I listen music to recreate myself and study.
2. Personally, I think a good teacher is someone who gives not only academical knowledge but also who gives behavioral, and who avoids or far away from bad habits. And who closes students as a teacher and brother. So, generally a good teacher means for me a person who acts or who closes students as a teacher, brother, and friend

Past simple

3. The most unforgettable day in my life was the day I heard when I passed the university. The reason why I felt happy was before that I spent my time by doing unnecessary things and I was not that much ready for the exam. Generally, I took the exam carelessly but finally when I heard as I passed , just I feel so happy. And just said for myself or give promise for myself as I have to do what to do for the next.
4. The day that I felt very sad I my life was, the day that my aunt passed away. Because of that she was my lonely supporter in this world. But after that I was forced even to stop my school. And after that when I remember that day always I felt a bad thing.

Past continues

5. Before I went to school in the morning, I wake up from my bed, and I was going to Lounge to have my breakfast. But before of that I just I was going to Jim in order to do physical exercises practice physical exercises. Then, I was doing physical some exercises there. And after I came back from that just I went to Lounge, and then I changed my cloth, and went to class.
6. This time yesterday, I was thinking that how I spend my Saturday break time. That means what makes me confused is that I was confusing by saying, Have I to go home in order to meet with my friends or also to do some other things? or have I to stay in the University because of in the next day that means today I have exam. That is why I was confusing.

Present perfect

7. In my life I have done some things which are good. Among these I have given or support my classmates who were not good in their regular lessons. In addition to this, I have participated in different clubs like social volunteerism. And by this club we have done several things, among these we have just plant some green plants in our environment. Besides, we have cleaned the environment.

8. I have seen a lot of changes in my society or in my villages. Among these, years ago there is no enough facilities of water, light, and roads. But now we have seen lots of radical changes. Among these, there is enough main and sub roads, and there is enough sufficient of water, and there is also enough light available. So, I have seen a lot of changes in my life in my village.

9. If I had got a scholarship, I would have studied history. In addition to this, I would have study archeology. Because of this in this department or if I join this field, just I would have improved just my country's history and other things which are not known before. So, in order to have just a detail information and knowledge about my about ancestors, I would have to study history and archeology.

10. If I had become a teacher, I would have played a great role for my students in terms of their education. In connection to this, I would have given with structured notes. I would also have good design a discussion class in order to refresh their opinions through interaction.

Script 2: Samuel

Present simple

Ok, what usually do in the meaning and my typical day is I wake up in the morning and if there is water I will take shower. And then I will eat breakfast and after that I usually go to school. I usually go to class, and after returning to the class stay in the dorm kind sometimes I go to the library.

2. For me a good teacher gives me more chance for the students and each students in a realized way. A good teacher gives materials. Besides these characteristic, a good teacher tolerate what students do and the action of students.

Past simple

3. The day I felt most in my life was when I passed or when I was promoted from grade ten to eleven. That time I did not study hard because I had some obstacles. But the grade that I got was very good and I got a good grade and I was promoted to grade eleven. That was the when I felt very happy in my life time.

4. The date I felt very sad in my life was when I was a grade 11 student. I was with my friend and we were walking or taking a walk in street. But unfortunately one of our friends got car accident. And I was very discouraged during that time.

Past continuous

5. Before I went to the class this morning, I was chatting with my friends sitting in the sun and bathing for the sun. Additionally, I was playing games on mobile phone and waiting for our teacher to arrive and come gives u something a lecture.

6. This time yesterday, I was thinking about phonetics and phonology assignment. It was very difficult for us to solve those assignments. And I was thinking going to the lounge to eat breakfast because I was hungry that time.

Present perfect

7. Most important activities that I have the variety thing when I came to this University, I have read many books on grammar and other things. And many acquaintance here. And I have made or relationship with them be one soft and relax. Besides, I have acquired many English skills that variety can is the most important so far.

8. The changes I have seen in my local area, in the past there was unconstructed and low quality road and there was no post office but now I have seen many changes. I have seen a new road constructed/ a new post office was opened. Besides, I have seen a new highlight post and new police station being set the field.

Conditionals

9. If I had got a scholarship, the fields, or the subject of that, I would student TEFL or which is teaching of English as a foreign language because I had interest. And I have very interested since from my childhood. There reason on what I want to study TEFL that I want to change the way English is taught in Ethiopia. And I would like to promote the English language in Ethiopian people.

10. If I had become a teacher these are the following things I would do. I would teach students in a relaxed way. And what I would do is I would provide the them supporting materials and with constructed and effective handout. And, additionally, I would teach them to be honest, in every means and explain thing to people in a clear and honest way. Finally, what I would do them is, I would give them chance to practice that the theoretical aspect.

Script 3: Lemlemu

Present simple

1. Ok, usually first I wake up from my sleep. And I go to toilet. After that I wash my hands and face. After that I change pajama and I eat my breakfast. After that I go to class. And after the class after some nap, I eat my lunch. After that of there is a shower, I take shower I eat my hand after that I have some rest and I go to library. And this is my activities in a weekends.

2. A good teacher to me is that is a teacher who sees his students as friend, he nearest to the student and share their ideas. And, he must participate and prepared every activities. And, do everything his students.

Past simple

3. The day I felt must happy in my life is, when I passed from grade eight to grade nine. The second is when I passed from grade 9 to 11. The other one is when I passed from grade eleven to grade twelve and to university the last one is when my sister come from America.

4. The day I felt bad is the day that was the death of my mother. Because I lost my mother and that was the turning point to my life. After that I returned to the country side. That is very bad situation related to the city. Really no learning in that country side. That is very sad situation for me.

Past continuous

5. Ok, before I were coming to class, I was eating my breakfast after that I was taking my book and I was come to the class.

6. At this time yesterday, I was thinking about the class because this time yesterday, I was learning in class. The class is very difficult that is phonetics and phonology and the learning was very difficult. So, I was following the teacher is to understand the teaching.

Preset perfect

7.Ok, I have done many things in my life. The first one is I have helped my families and I have read different kinds of books. And I have accomplished my elementary and high school education.

8.In my local area there has been changes. The first one is before this time there is no electrical power but now there is. There have not been mobile network access but know that is fulfill. And another is there has not been access transport system. But know a day there is.

Conditionals

9If I had got scholarship I would have studied English language and literature so far. Because English is an international language. And if I can this language perfectly I will communicate the persons everywhere in the world.

10If I had become a teacher I would have done many things for my students. I would have created relationship with them as a friend. And I would have prepared different notes, handouts course outline for them. And I would have told to them different kinds of reference books.

Script 4:Destaw

Present simple

1. Always I do in my typical day is that when I waked up from my bed first of all I washed my face and my body. Then, I eat my breakfast in the morning. After breakfast I , I normally go to the class. After I finished my class, I will come to my dorm and eat my lunch at 6 A.M. After lunch I refresh myself. The, I got the library. I eat my dinner and I have to go bed earlier.

2. For me a good teachers one he respect the true. Second, a teacher who respect the students. In addition, a teacher who give gives knowledge for his students properly. And a teacher who relation with his students brotherly, fatherly he is a good teacher for me. And, he teaches students organized a good teacher me.

Past simple

3. The day I felt happy in my life was that when I was heard that I got enough score to get University. I was also happy because my father was promised to give a cell phone. Mu father was respect his promise and he give me a cell phone.

4. The day I feel sad in my life is are changed about life. have has when Ethiopia National Team was defeated by Burkinafaso is in Africa Cup of Nation. I was so sad because I expected my national team to be a champion. But they does not pass from the groups. So by this reason I was so sad in that day.

Past continuous

5. I was doing before I went to class this morning. I was warming up the physical exercises myself by doing some physical exercises with my friends. When I was finished the physical exercises, I was taking shower. Then, I was wearing my clothes, and eating my breakfast, after breakfast, I was going to my class.

6. This time yesterday, I was thinking about tests because we have three tests in this weekend. And, I was thinking to watch movies with my friends. We were also walking on the street, we were spending sometime in reading proverb books. And, we were discussing from by that book.

Present perfect

7. I have visited the oldest place in Gondar.. And, I have read so many books so far. I have watched so many movies. I have seen successful to joining University

8. In my local area I have observed that people perspective are changed about life. We have seen infrastructure is stretched. I have also realized population increment and the weather become very hot.

Conditionals

9. If I were get a scholarship, I would studied Medicine because I would like to be Doctor. And I would help the patients and children. In addition, I would try to find out for HIV aids medicine. And, I would organize the doctors and manage to open hospital. Then, I would give free help and medical jaks.

10. If I were a teacher, I would studied my students properly by referring many books using internet. And would make relationship with my students. And also I would help less students by giving make classes. In addition, I organize top students to help. So, finally, I try to my best to success my students and I proud when these would give enough mark.

Script 5: Muse

Present simple

In my typical day activities, first I wake up from my bed and I went to cafe to eat my breakfast. And then, I go to class. And after I return back from class I go to cafe to eat lunch. And then I go to library to read and then if there is an assignment just I try to do the assignment. And finally, in general my daily activity is are academics activities.

2. A good teacher for me is he or she follow anything to students, He or she teach not only academic activities but also teach influential person or multidimensional person over the country.

Past simple

3. The day so many days that I felt happy almost that day almost that the most one was when I saw the first time the Fassil castle because most of the people in different part of the country did not get to see the chance this Fassil castle.

4. The date I felt very sad in my life was when I lost my lost my lost father early two months in the time of break. Because I did not get my father. So, I feel very sad.

Past continuous

5. I have preparing myself and I have reading what we learn today. And after my reading what we learn today and I going to eat some breakfast.

6. Yesterday, in this time I am I was in the class. And we learned about that of phonetics and phonology.

Present perfect

7. The important activities what I have done so far is was this course in different grade levels. I help my family.

8. The changes I have seen in my local area were roads or standard roads r asphalt roads are constructed. And different Universities and colleges buided. And different multipurpose are buided in my local area.

Conditionals

9. If I had got scholarship , I would have studies English language because most of the Ethiopia peoples are correctly community English language grammatically So, after I return to my country I teach for the Ethiopian people that of the English language.

10. If I had become a teacher, I would have done firstly I follow my students what everything or nothing what I know. I prepare students not only academy but also the different multidimensional.

Script 6:Abyou

Present simple

1. I study my lesson and I wash my cloth additionally, and I take shower.
2. In my opinion, good teacher means a teacher who is punctual. A teacher who is honest and integrity. A teacher he sees all student equally. And also be use his time properly.

Past simple

3. The day most I felt happy was on Sunday because on Sunday I was born, on sundy and I went to church in the morning on Sunday.
4. The day I was most sad was Friday because when I was grade eight my uncle was passed away. For the time being I took model exam. Then someone called me and told e the accident. Then I was crossed the exam.

Past continuous

5. When I was wakeup, I was wearing my cloth. Then I as washing my face and going to class.
6. This time yesterday, I was thinking our family how to grouping and also I think ourselves how was improving.

Present perfect

7. When I was grade 9, I had participated civic and ethical education club. Then I have cleaned the school compound. And also I help by collecting; I helped poor students by collected money.
8. In our local area there are so many changes. Among these, most people heave educated than the previous one. And also some people have improved their life through technological advancement .and some of them have changed their living style through technology.

Conditionals

9. If I had got a scholarship, I would study English because now a time English language is spread to the world. So, I would lie to communicated in the world. And I would got technological advancement
10. If I had become a teacher, I would learn our students' grammar structure and oral speech. I would taught our students to help each other.

Script 7:Demeke

Present simple

1. Most of my typical day, is do in by doing my homework, and washing my cloths, do my class works and class group assignments. This is most what I spent typical day.
- 2.A good teacher to me is a teacher who is have the good approaching with his students. A teacher who is well prepared his lessons to bring his students and a good teacher to me who have a good gestures like para-linguistic movement and different body movement in order to understand the students. By different sign. So a good means for me is what first who have the good approaching to his students.

Past simple

- 3.The most happiness days is what I face or I got when last year when a passed in higher institutions or when I pass grade 12 or preparatory. When I passed and I check this my results

from internet first before I had the results. Then I felt happiness in my life. The reason why the national examination is one of the challengeable exam so since I completed with different countries.

4. The day what I felt sad when I took a semester examination test I left or forgotten my name to write.

Past continuous

5. Before I went to class, I was having a breakfast. And I was doing my homework which was given previously and I was prepared myself to take attention in the class. So I was prepared myself to attention in the class.

6. Yesterday I was thinking about the given assignments the teacher who give as the assignments. And I was searching from library a different books.

Present perfect

7. My important activities which I have seen in my life or stages I accomplish I have helped my parents very well. Besides learning even I have managed myself education learning since from the elementary to higher institutions. Until I have joined the university.

8. There is changes my local since then I was lower grades there I have opportunities. For example educational access and electric access. So there is so many changes occur in this time. So by time by the localities engage in different activities.

Conditionals

9. If I would have gotten the chance of the scholarship, I would have studied of English language because of the English language his one of the mandatory of the English language.

10. If I had become a teacher, I would have prepared very well myself in order to give important knowledge for my students. And I would have prepared different books, handout in order to prepare themselves.

Script 8: Genetu

Present simple

1. My typical day activities are, first I wake up from my bed. Then, I wear my cloth and I eat my breakfast. In addition to this, I go to class. After I return back from class I take a rest. Finally, I go to the library.

2. To me a god teacher means a person who is voluntary to teach for his student. And also the teacher must be arrived in time or punctual.

Past simple

3. The most I felt happy in my life was at the end of 2004 and at the beginning of 2005 when I got a full mark to pass to university level.

4. The most I felt sad in my life was on January 15, 2004, when my best friend was passed away from the world.

Past continues

5. Before I went to class this morning, I was doing my assignment. And, I was eating my breakfast.

6. Yesterday this time, I was thinking about the test of phonetics course. In addition to this, I was thinking about my result.

Present perfect

7 So far, I have done a lot of things, for example, when I was in my local area, I have taught about the rule and regulation of traffic for the society. And also I have produced vegetables and increased the supply of vegetable on the society. Then, they make sustainable market activity.

8. In my local area, I have seen some changes. For example, road construction, increasing facility of education, increasing number of buildings in the area.

Conditionals

9. If I had got a scholar ship, I would have studied political science because political science is the only solution to become sustainable development in the country. In addition to this, the people may increase their political participation.

10. If I had become a teacher I would have done my students to multidirectional thinkers.

Script 9: Roman

Present simple

1. I am doing different things in daily life in the dorm. First of all, I to clean the dorm then I wash my cloth. Then I was going to library and study hard. When I come to library, I sleep a little time then to go to eat my lunch.

2. In opinion, good teacher me, the teacher in the class he is teach in briefly and clearly way. he used selective grammar or good speaker.

Past simple

3. The day I most felt happy in my life I joined or I passé in the Gondar University because so many student are could not get this chance

4. The day I most felt sad in my life in the early school. I think in grade 8 student, was very sick at that time I was felt to die. Because of my parents was very sad and angry to me. That is I felt sad in my life.

Past continuous

5. I was doing before in this morning, I wash my face, then I wear my clothes and prepare my handout and exercise book. Then I was eat my breakfast and going to class.

6. I have read different books like fiction, learning book, and so many books so far. I have helped my parents

Present perfect

7. I have read different books like fiction, learning book and so many books so far, I have helped my parents.

8. T have seen a big change in my local area. These was the shortage of light, the shortage of water, the shortage of road but now in my local area there is a full of water supply, good construction,

Conditionals

9. If I had got a scholarship, I would a good English speaker. If I had got the scholarship, I would not the grammatical mistake in speaking English.

10. If I had a teacher, I would avoid illiterate people if I had a teacher, I would change teaching and learning process by the way of teacher receive and students refer books the students in the class.

Script 10: Meselech

Present simple

1. Ok. I read book that tell me about my life or relative to my life. I use face book that meaning taught with my friends. And, I see movies. In addition, I appreciate on different works relate with other people. And I discuss on some issues,. This is my daily activities in my typical al day.

Past simple

2. Ok, a good teacher for me it a good attitude or meaning thought all student. And second, of him, he teacher student he used different techniques. And when he teaches a student, he see students equal without any difference. And if he give a lot of awareness about the subject for his student that teach that teacher is a good form me.

Past simple

3. The happiest moment in my life is, when I was learned Grade 9 in 2002. My brother graduate from campus. The day is very happiest day for me because he has passed a lot of problem that came from family. But he has saved the problem as he can graduate from University. This is my happiest moment.

4. The day I felt in my life was when I was in Grade 10. I was very sad very because by that time my uncle has died in that time I am very sad because I was lived with my uncle. And I have leaned my education live with him. But when he is passed away stop my education and discouraged. This is the day most felt in my life.

Past continuous

5. Ok, before I went to the class this morning, I was taking shower. . In addition, I were revising my lesson that taking in the morning

6. This time yesterday, I was thinking about the phonetic assignment the teacher gives us. I was also thinking about my brother. I heard that he is sick.

Present perfect

7. Ok, in my life that regarding important that I have done, I have participated in different school curricular activities. Such as school media, debating club and others. I have also given labor service to my community, cleaning city and teaching people how to protect disease.

8. Ok, this day in my local area, I have seen changes on people attitude to avoid bad practice. I have observed also people this day aware of people in countryside how to use agriculture ways. Moreover, infrastructure was developed.

Conditionals

9. If I had a scholarship without my country, I would learn Medicine because I want to help some patient people in my country.

10. If I had become a teacher, I would create opportunity for girls by giving different tutorial and different learning material. I will give also support all students by equal if my success by education.

Script 11: Dawit

Present simple

1. In my daily activities every morning before my breakfast I would like to do sports. Then after, I wash my face and eat my breakfast. After breakfast I will go to the class. After class, I eat my lunch and I will take a tea with my friends. Lastly I will study at library.

2. For me a good teacher means a teacher who gave... A teacher who have a great relation with students. A teacher who help poor students' ad who helps poor mark scorers by giving make up

class. A teacher who can take a responsibility of his students, who stand for his students who believes by his students. As well as who have a faith by his students. That is a good teacher for me.

Past simple

3. The day that very happy was at the end last year when I heard that I got enough score to get University. At that time I was afraid that I could not get enough score to get University. Because I took the exam between many challenges. I lost my girl friend, and my grand pa has passed away. And my mum and dad make conflict. But when I heard my result I cannot remember what I did. At that time there was o happy person in the world like me. That there was no happy person was my happiest day.

4. The day I feel sad in my life, when I lost my pretty girlfriend last year. Nobody can imagine how I loved her. The reason for our separation was the death of her father. /after the death of her father, her mother decided to leave that city for ever and to live in Addis Ababa. Frankly speaking when I saw her for the last time, I cried for a days. That was the moment of very sad.

Past continuous

5. This morning before I went to class, I was eating my breakfast with my classmates. After that was going to the bank to take money that my father sent me yesterday. As well as, I was doing the assignment that our teacher told to do.

6. Yesterday, this time, I was thinking I there was no class, I would go to my friends house outside of the campus but, there was a class. I was also thinking that after my lunch I have to do that the assignment not our teacher gave us.

Present perfect

7. Important activity I have done so far was I have collected clothes for poor students. And, I also have sold lottery to collect money for disable students.

8. I have seen in my University that quality of food is changed. I have also observed the cost sharing amount is increased per students. I have also realized the scarcity of water in this campus.

Conditionals

9. If I get a scholarship, I would studied English language because, firstly I have a great interest. Secondly, English language is the world language. If I know English well, I could communicate with most people of different countries.

10. If had become a teacher, I would teach my students by clear way. If I had become a teacher, I would do my best by forming students, by sharing ideas. As well as, I would share their problems ad also support them by financial and their educational problem.

Script 12:Eshete

Present simple

1. When I wake first I ash my face and hands. Then I wear clothes and then I got to class. When I come back, I eat my lunch and I go to my dorm. I take to rest. And then I study my assignment and my home works.

2. A good teacher for me is one he teach effectively. A one who treat students and supporting by materials such as handout.

Past simple

3. I was happy in my life when I left my local place and came to Gondar University. . And second, I join the life of school and I changed my life greatly.

4. I was very sad when my father died when I was a grade ten student. I was dissatisfied because of he did a lot of things to me.

Past continuous

5. Before I went to class this morning, I was taking shower. And, I listen to music. And, I was coming to school with my friends.

6. Yesterday this time, I was thinking about my family. And also I was thinking to collect my money from the bank.

Present perfect

7. The most important thing that I have done my life to be successful in my education. In the other important thing, I have supported my family by doing some works.

8. In my local area, I have observed so many building have built. And I have also seen more roads asphalted. And also I have realized the society my local area has changed by leading modern life.

Conditionals

9. If I got a scholarship, I would study literature because I want to be a writer. After that I wood help my country.

10. If I had become a teacher, I would teach my students effectively and create confidence students to discipline students and to be chance to speak in the class.

Appendix F: Pretest, Posttest, and Delayed posttest Raw Data of Oral Accuracy and Fluency

F1 Table 3: Oral Information and Grammatical Accuracy Scoring Scheme

re-test Discourse Scoring Schemes Out of 4% for Each Question																																	
Q	1			2			3			4			5			6			7			8			9			10					
N	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C			
1	3	0	3	4	0	4	2	1	1	1	0	1	1	0	1	2	2	0	2	2	0	2	4	1	3	2	0	2					
2	2	0	2	2	0	2	2	0	2	3	0	3	2	0	2	1	0	1	4	0	4	2	0	2	4	0	4	4	1	3			
3	2	0	2	4	0	4	4	4	0	1	0	1	2	1	1	2	1	1	1	0	1	2	1	1	3	1	2	4	4	0			
4	2	0	2	3	2	1	2	1	1	1	0	1	1	0	1	1	0	1	2	1	1	1	0	1	3	0	3	2	0	2			
5	3	1	2	3	0	3	3	2	1	2	0	2	2	2	0	2	1	1	3	2	1	2	2	0	2	0	2	2	0	2			
6	2	0	2	2	0	2	1	0	1	3	3	0	3	1	2	2	0	2	3	0	3	2	0	2	3	0	3	2	0	1			
7	4	2	2	3	0	3	4	2	2	4	2	2	2	1	1	2	0	2	2	1	1	3	0	3	4	0	4	2	1	1			
8	2	0	2	1	0	1	2	1	1	3	2	1	1	1	0	1	0	1	3	0	3	2	1	1	3	0	3	2	2	0			
9	3	0	3	4	2	2	2	0	2	1	1	0	1	1	0	2	2	0	1	1	0	1	1	0	3	1	2	2	1	1			
10	2	0	2	3	1	2	2	1	1	2	2	0	2	1	1	2	0	2	4	3	1	2	1	1	2	0	2	3	0	3			
11	3	0	3	2	2	0	3	2	1	4	3	1	1	1	0	3	3	0	2	0	2	2	1	1	3	1	2	3	0	3			
12	4	0	4	2	0	2	2	0	2	2	0	2	2	1	1	2	0	2	4	0	4	2	0	2	3	1	2	3	0	3			
Post-test Oral Discourse Scoring Scheme Out of 4 % for Each Question																																	
Q	1			2			3			4			5			6			7			8			9			10					
N	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C
1	4	0	4	4	0	4	4	1	3	2	0	2	4	1	3	4	0	4	4	3	1	3	0	3	2	0	2	1	0	1			
2	4	1	3	4	0	4	3	0	3	2	1	1	4	0	4	3	0	3	3	0	3	4	0	4	2	0	2	3	0	3			
3	3	0	3	3	1	2	4	0	4	4	0	4	2	0	2	3	0	3	4	0	4	3	0	3	3	1	2	2	0	2			
4	3	0	3	3	0	3	3	0	3	3	0	3	2	1	1	3	0	3	2	0	2	2	0	2	3	1	2	3	1	2			
5	4	0	4	3	0	3	3	0	3	3	1	2	3	1	2	3	0	3	3	0	3	3	0	3	3	0	3	2	0	2			
6	3	0	3	2	0	2	2	2	0	2	0	2	3	0	3	2	0	2	3	1	3	2	0	2	2	0	2	2	0	2			
7	2	0	2	4	0	4	3	0	3	4	0	4	3	0	3	2	0	2	2	0	2	4	1	3	4	0	4	2	0	2			
8	3	0	3	2	0	2	4	2	2	1	0	1	3	1	2	3	0	3	3	1	2	3	0	3	3	0	3	1	0	1			
9	4	0	4	2	0	2	4	0	4	3	0	3	2	0	2	4	1	3	3	0	3	4	1	3	2	1	1	1	0	1			
10	3	0	3	3	0	3	2	1	1	3	0	3	2	1	1	3	0	3	3	0	3	3	0	3	3	0	3	1	0	1			
11	4	0	4	4	0	4	3	1	2	3	1	2	3	0	3	3	0	3	3	0	3	2	0	2	2	0	2	3	0	3			
12	4	0	4	2	0	2	1	0	1	4	1	3	2	0	2	2	0	2	2	0	2	4	0	4	2	0	2	3	0	3			
Delayed posttest Oral Discourse Scoring Scheme Out of 4 % for Each Question																																	
Q	1			2			3			4			5			6			7			8			9			10					
N	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C	R	E	C
1	3	0	3	2	0	2	4	0	4	4	0	4	2	0	2	2	0	2	4	0	4	3	0	3	3	1	2	3	0	3			
2	4	0	4	3	0	3	3	0	3	3	0	3	4	0	4	3	0	3	4	0	4	3	0	3	2	1	1	4	0	4			
3	4	0	4	3	0	3	3	0	3	4	0	4	3	0	3	3	0	3	3	0	3	3	0	3	2	1	1	4	0	4			
4	4	0	4	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	4	0	4	3	1	2	3	1	2			
5	4	0	4	2	0	2	3	0	3	3	0	3	3	1	2	2	1	1	3	0	3	4	0	4	1	0	1	3	1	2			
6	2	0	2	3	0	3	0	0	0	2	0	2	2	2	0	2	1	1	3	1	2	2	0	2	2	1	1	2	1	1			
7	1	0	1	3	0	3	3	0	3	2	0	2	3	0	3	3	0	3	2	0	2	2	0	2	1	0	1	2	0	2			
8	3	0	3	2	0	2	1	0	1	1	0	1	2	0	2	2	0	2	3	0	3	2	0	2	2	0	2	1	0	1			
9	4	2	2	2	0	2	1	0	1	4	0	4	4	4	0	0	0	0	2	0	2	3	1	2	2	2	0	1	1	0			
10	4	0	4	4	0	4	3	0	3	4	0	4	3	0	3	2	0	2	3	0	3	2	0	2	2	1	1	2	2	0			
11	4	0	4	3	0	3	3	0	3	4	0	4	3	0	3	3	0	3	2	0	2	3	0	3	2	0	2	3	0	3			
12	4	0	4	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	1	0	1	2	0	2			

Key: Q= Question items, N= Number of students, R= Responded information/sentences, E = Error sentences, and C= Correct sentences

F 2 Table 4: Grammatical Accuracy Results

		Pre-test Raw Data Marked out of 4% for Each Question											
No. of Questions		1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code													
1		3	4	1	1	1	0	0	2	3	2	17	43
2		2	2	2	3	2	1	4	2	4	3	25	63
3		2	4	0	1	1	1	1	1	2	0	13	33
4		2	1	1	1	1	1	1	1	3	2	14	35
5		2	3	1	2	0	1	1	0	2	2	14	35
6		2	2	1	0	2	2	3	2	3	2	19	48
7		2	3	2	2	1	2	1	3	4	1	21	53
8		2	1	1	1	0	1	3	1	3	0	13	33
9		3	2	2	0	0	0	0	0	2	1	10	25
10		2	2	1	0	1	2	1	1	2	3	15	38
11		3	0	1	1	0	0	2	1	2	3	13	33
12		4	2	2	2	1	2	4	2	2	3	24	60
		Post-test Raw Data Marked Out of 4% for Each Question											
No. of Questions		1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code													
1		4	4	4	2	3	4	1	3	2	1	28	70
2		4	4	3	1	4	3	3	4	2	3	31	78
3		3	2	2	4	2	3	4	3	2	2	27	68
4		3	3	3	3	1	3	2	2	2	2	24	60
5		4	3	3	2	2	3	3	3	3	2	28	70
6		3	2	0	1	3	2	2	2	2	2	19	48
7		2	4	2	4	3	2	2	3	4	2	28	70
8		3	2	2	1	2	3	2	2	3	1	21	53
9		4	2	4	3	2	3	3	3	1	1	26	65
10		3	3	1	3	1	3	3	3	3	1	24	60
11		4	4	2	2	2	2	3	2	2	3	20	50
12		4	2	1	3	2	2	2	2	2	3	23	58
		Delayed-post Raw Data Marked Out of 4% for Each Question											
No. of Questions		1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code													
1		3	2	4	4	2	2	4	3	2	3	29	73
2		4	3	3	3	4	3	4	3	1	4	32	80
3		4	3	3	4	3	3	3	3	1	3	30	75
4		3	3	3	3	3	3	3	4	2	2	29	73
5		4	2	3	3	2	1	2	4	1	1	23	58
6		2	3	0	2	0	1	2	2	1	0	13	33
7		1	3	3	2	3	3	2	2	0	2	21	53
8		3	2	1	1	2	2	3	2	2	1	22	55
9		2	2	1	4	0	0	2	2	0	0	13	33
10		4	4	3	4	3	2	3	3	1	0	27	68
11		4	3	2	4	3	3	3	3	2	3	30	75
12		4	3	3	3	3	3	3	3	1	2	28	70

Key: Qs =Number of questions (1-10),

F3 Table 5: Oral Information Results

Pre-test Number of Information Raw Data Marked Out of 4% for Each Question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	3	4	1	1	1	2	2	2	4	2	22	55
2	2	2	2	3	2	1	4	2	4	4	26	65
3	2	4	4	1	2	2	1	2	3	4	25	63
4	2	3	2	1	1	1	2	1	3	2	18	45
5	3	3	3	2	2	2	3	2	2	2	24	60
6	2	2	1	3	3	2	3	2	3	2	23	58
7	4	3	4	4	2	2	2	3	4	2	30	75
8	2	1	2	3	1	1	3	2	3	2	20	50
9	3	4	2	1	1	2	1	1	3	2	20	50
10	2	3	2	2	2	2	4	2	2	3	24	60
11	3	2	3	4	1	3	2	2	3	3	26	65
12	4	2	2	2	2	2	4	2	3	3	26	65
Post-test Number of Information Raw Data marked Out of 4% for Each question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	4	4	4	2	4	4	4	3	2	1	32	80
2	4	4	3	2	4	3	3	4	2	3	32	80
3	3	3	4	4	2	3	4	3	3	2	31	78
4	3	3	3	3	2	3	2	2	3	3	27	68
5	4	3	3	3	3	3	3	3	3	2	30	75
6	3	2	2	2	3	2	3	2	2	2	23	58
7	2	4	3	4	3	2	2	4	4	2	30	75
8	3	2	4	1	3	3	3	2	3	1	25	63
9	4	2	4	3	2	4	3	4	2	1	29	73
10	3	3	2	3	2	3	3	3	3	1	26	65
11	4	4	3	3	2	2	3	2	2	3	28	70
12	4	2	1	4	2	2	2	3	2	3	25	63
Delayed-post Number of Information Raw Data Marked out of 4% for Each Question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	3	2	4	4	2	2	4	3	3	3	30	75
2	4	3	3	3	4	3	4	3	2	4	33	83
3	4	3	3	4	3	3	3	3	2	4	32	80
4	4	3	3	3	3	3	3	4	3	3	32	80
5	4	2	3	3	3	2	2	4	1	2	26	65
6	2	3	0	2	2	2	3	2	2	1	19	48
7	1	3	3	2	3	3	2	2	1	2	22	55
8	3	2	1	1	2	2	3	2	2	1	19	48
9	4	2	1	4	4	0	2	2	2	1	22	55
10	4	4	3	4	3	2	3	3	2	2	30	75
11	4	3	2	4	3	3	2	3	2	3	29	73
12	4	3	3	3	3	3	3	3	1	2	28	70

Key: Q= Number of questions asked (1-10)

F4 Table 6: Speech Coherence Results

Pre-test Speech Coherence Marked out of 4% for Each Question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	2	3	1	2	1	0	1	2	2	1	14	35
2	2	2	2	3	2	1	3	2	3	3	23	58
3	1	3	1	1	2	1	2	1	2	2	16	40
4	2	2	1	1	1	1	1	1	3	2	15	38
5	3	2	1	2	3	2	1	2	2	2	20	50
6	1	1	1	1	2	2	2	1	2	2	15	38
7	2	3	2	1	2	3	2	3	3	1	22	55
8	3	2	1	3	0	2	2	2	4	1	20	50
9	3	3	1	0	1	0	2	1	2	1	14	35
10	1	2	3	1	1	1	2	2	2	1	16	40
11	3	0	1	2	1	1	1	2	2	3	16	40
12	3	2	3	2	2	2	3	2	2	2	23	58
Posttest Speech Coherence Marked out of 4% for Each Question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	3	4	4	2	3	4	2	3	2	1	26	65
2	4	3	3	2	3	3	2	3	2	3	28	70
3	3	3	3	3	2	2	3	2	3	2	26	65
4	3	3	3	3	2	3	2	2	3	3	27	68
5	3	2	2	3	3	3	3	2	2	2	25	63
6	2	2	0	2	2	1	2	1	2	2	16	40
7	1	3	2	3	3	2	2	3	3	2	24	60
8	2	2	3	1	3	3	2	2	3	1	22	55
9	3	2	3	2	2	3	2	3	2	2	24	60
10	3	3	0	3	1	2	3	3	3	0	21	53
11	3	2	2	3	3	3	2	2	2	2	24	60
12	2	2	1	2	2	2	2	3	2	3	21	53
Delayed Posttest Speech Coherence Marked Out of 4% for Each Question												
No. of Questions	1	2	3	4	5	6	7	8	9	10	40%	100%
Script Code												
1	4	3	4	3	2	1	3	3	2	2	27	68
2	4	4	3	3	2	3	4	4	1	2	30	75
3	4	3	3	3	2	2	3	3	1	3	27	68
4	3	2	2	2	2	3	2	3	1	1	21	53
5	3	3	3	1	0	0	1	2	1	3	17	43
6	1	2	0	3	0	1	2	2	1	1	13	33
7	0	3	3	1	3	3	2	3	1	2	21	53
8	3	2	2	2	3	2	3	2	3	1	23	58
9	2	3	2	3	0	0	1	2	0	0	13	33
10	3	3	3	2	2	2	4	4	1	0	24	60
11	3	3	3	4	3	2	3	2	1	1	25	63
12	3	2	3	1	3	1	3	3	1	2	22	55

Appendix G: Marking Guidelines to Measure Oral Accuracy and Fluency

The students' oral data on the three phases' tests were recorded and transcribed following the marking guideline. As noted earlier, 30 test items that were 10 for each test were used in the form of statement and interrogation. To measure the grammatical accuracy and information densities of oral fluency, data were rated using error and correct identifications or count method analytically (see Appendix I: 1-2). The researcher also followed a comprehensive range of speaking rubric bench mark as a marking guideline to measure 'speech coherence of the oral fluency' holistically (see Appendix I 3.1).

The maximum numbers of responded sentences by students for each asked question in the oral interview tests were between 0-4 avoiding the redundant sentences, phrases, and words. However, students oral responded 1 sentences were varied, thus, their partial success should be acknowledged. According to the marking guide-line 4,3,2,1 and 0 marks were given by counting each student oral responses in the provides sentences.. To ensure the reliability of the test results the researcher followed a cautious for the trustworthiness of testing, the data were rated by the researcher himself.

G 1: Marking Guideline to Measure Grammatical Accuracy

Four correct sentences in one question = 4 marks
Three correct sentences in one question = 3 marks
Two correct sentences in one question = 2 marks
One correct sentence in one question = 1 mark
In complete or un attempted answer = 0 mark

G 2: Marking Guideline to Measure Number of Information

Different information in four sentences = 4 marks
Different information in three sentences = 3marks
Different information in two sentences = 2 marks
Information in one sentence = 1 mark
Incomplete and un attempted answer = 0 mark

G3: Marking Guideline to Measure Speech Coherence of Fluency

A comprehensive range of rating scale was chosen to measure the speech coherence of fluency from students in the three phase's oral assessment.

G 3.1 Table 7: Speaking Rubric Grid Benchmark for Speech Coherence of Fluency

Mark	Description Benchmark of the Oral Fluency
4	Provides information with good coherent speech that demand of communication
3	Gives considerable information and speaks coherently with few lapses.
2	Shows less information which lack speech coherence but does not impede communication
1	Less information and incoherent speech which impede communication.
0	Un attempted or incomplete information and lack of coherence to understand the speaker

- Adapted from TOP (Test of oral proficiency in English administered by the Seoul National University, (Kim, 2009).

Appendix H: Students' and Teacher's Interviews

H1: Interview Questions for Students

Objective: The Semi-structured interview aims to investigate the student's perception of teaching grammar skill in speaking skill context

Name

Date of Interview

Time of interview Venue.....

1. What grammar instructional approach did the teacher follow to promote your oral production?
2. Do you think you practiced the selected grammar items you were taught in oral context?
3. Do you think the teaching material created opportunities to promote your oral production skill? How?
4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?
5. How often did you work the activities in pairs and groups and whole class in the training?
What advantages did you get from such classroom setting?
6. Did you face problems when you practice the integrated grammar activities in oral class?

7. In your opinion what causes the problems you faced?
8. What techniques did you use to solve the problems to engage actively in oral activities?
9. What do you think should be done to improve the quality of oral production skills?

H2: Transcribed Data of Students Interview

Birhane (S1)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: Within the course we taught for the integrated learning for explicit and implicit approaches. So, approach help us firstly to speak fluency when he gave us implicit method. And also the explicit method to keep the grammar part and speak the rule speech.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: I think in some extent the grammar and oral activities was helpful and interesting for us. In addition to this, the feedback which was given by our teacher was also improved that were given in the class.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: This is really allowed us and gave us a glorious opportunity to make our speech in a fluent way and rule governed. Because the handout provided different things conversation, vocabulary, grammars like tense and other things. All in all these things help us to be a good speaker.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: Ya, in the past I was afraid to talk other people in English. Usually I was nervous to say a word. But now I feel confident to speak English. I think it is a good progress for me. I feel that my English has improved not only my oral English but grammatical accuracy and a comprehension level has got improved.

5. How often did you work the activities in pairs and groups and whole class in the training?
What advantages did you get from such classroom setting?

S: We have done in individual, pairs and in group in the training. And we have also done in the whole class. These all activities were given by the teacher help us to improve our previous knowledge by showing experiences from other group of members. So, all in all these create or build a great part of our speech. In addition to this, the training help us to speak in front of the people outside the class or in our real life. And also it help us to courage able to avoid our shyness nervousness. And also to identify how could speech will be formed, I really like it.

6. Did you face problems when you practice the integrated grammar activities in oral class

S: Yes. I feel different kinds of problems because of my low background of grammar and speaking English. I got such kinds of problems but step by step or gradual process I got some improvements in both grammar and speech of my parts. I got encouragement to speak and I just try to keep the rules of the speech and other things. So, all in all I have got a good progress in this course.

7. In your opinion what causes the problems you faced?

S: The causes of the problem that I face in my grammar and speaking part is the first basic thing is the school that I learned my elementary and high school lessons . Since it was a governmental, there was no that much facilitated things like library,, materials and other things were a problem there. And also in addition to this the society that I have lived does not have enough awareness about English language. So, I did not got any opportunity to speak in every place with any person. Even if I talk with any person people may consider me as exaggerated guy. So, these and other things makes me to faced such kind of problems.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: In the training session, I tried to understand the lesson which was difficult to understand by asking questions to my group members and my teacher too. I frequently refer and check the learning material to be actively involved in a cooperative group discussion. I used a technique to participate in a discussion by taking a commitment to reduce my anxiety. So, I think all these helped me to interact with my peers in the oral activities sessions.

9. What do you think should be done to improve the quality of oral production skills?

S: I think grammar should be taught in meaningful and purposeful activities integrated with basic skills. Supportive grammar and speaking materials should be available sufficiently in the library. And, students in all academic levels specifically in the early grade need to have foundation in their grammar and speaking abilities.

Samuel (S2)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: I think it is integrated because both the form and use of the structure were explained. By the form we mean that how sentence is formed and by use we mean how it is used in the sentence.. First we saw how a structure is formed and we are given a chance to see the use of the structure, and to see examples orally and to explain them orally.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: Well for me not fully but to some extent other selected grammar and oral activities when used in the class has been useful. For example, I have learned how to tell stories by using the simple tense. And I have learned how to tell past experience. And I have also learned to tell plans and conditions.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Well for me, yes it did since the examples were organized and arranged in the form of dialogues. They are very useful for the promotion and the production of oral skills. And have discussing were to be done by the students which follows oral production skills.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: For example, yes I have noticed some. For example, I have done how to tell past history and how to answer a question in parallel. For example, I am asked in the past tense I learned. I have learned a lot of things like to build a confidence and discussions with my friends to acquire fluency by presenting things that are given for us.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: We often do activities in pairs, at least five times in a period or a class and we share our ideas and knowledge with our group members and we interact without teacher most of the periods. The advantage that I got from such discussion settings is that I have learnt to learn cooperatively with my friends and group members and how to interact with my teacher even to explain in things which is connected to real life.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: Yes I have met some problems, for example when I first come here I have problem speaking. And I was afraid because of my poor grammatical background. But after what the teacher has taught us I was able to speak fluently and confidently. And we were given the chance to discuss with my friends to develop anything among us.

7. In your opinion what causes the problems you faced?

S: For example, I had poor grammatical background. And the school that I learned in the past have no organized in teaching and learning process. It is not exposed to practical sessions and materials which were provided with were not adequate. The teaching process was more prescriptive than descriptive. And no chance to practice you English.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: I think with my friends cooperatively we did most of the discussions orally without the teacher with group members. Besides to this, the teaching material that was provided for us was very organized and it was helpful and contains detail integrated grammar on different structure. And it was helpful for oral production skill. And sometimes we went to the library to improve my English.

.What do you think should be done to improve the quality of oral production skills

S: Grammatical structure was not taught theoretically, thus, it has to be presented in relation to real life situation. Besides, the course outline and the syllabus need to be redesigned to make the teaching material more integrated with oral communication. So, more time and exposure should be given for students to speak.

Lemlemu (S3)

1. What grammar instructional approach did your teacher use to promote your oral production?

S:our teacher has taught jus depending on explicit and implicit that means integrated method.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S:The grammar and the oral activities done by the teacher was very useful for us because the teacher are given us different activities that are necessary for us. And the feedback from my teacher are very necessary to improve our knowledge .

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Since the material give us individually that is very necessary for us. We read the material and practiced around that material and that is good for our teaching and learning process.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

4. Yes, I have some improvements in my spoken English and grammatical accuracy after taking this courage because we day to day we practice in this class and everywhere. So, by some extent I have improved my skill and this is the direction for the future for me. As an example the methodology was very good.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: Depending the course and activities, we sometimes learn activities in pairs, groups, and whole class. That is useful for us to exchange ideas, feelings and experience. Even we develop a cooperative learning with our classmates.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: There are some problems faced. The first one is grammatical problem specially the conditional tenses. We are of practiced grammar in conditional that is complicated because we are not practice usually. The other one is we have stage fright. And we have been grammatical errors because we have not any practice somewhere and anywhere. So, in depending on this, I faced some problems.

7. In your opinion what causes the problems you faced?

S: I think the problem is our background and information because in high school we did not learn integrated grammar. So, that background is for us still this time. So, our background is obstacle for us, and we learn only in a class. We are not any opportunity to improve our grammatical or oral activities out of the class.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S:I used some techniques to solve my the problems. The first ne is to exchange ideas with my classmates. The second one is by asking the teacher. And the third one is depending on the course outline I refer in different books in the library.

9.What do you think should be done to improve the quality of oral production skills?

S:In my opinion to develop and improve oral production skill, the first one if we get updated books and cassettes that is necessary for us. The second one is the teachers must teacher by get new learning methods. And the third one is as my opinion by inviting native speakers and we initiate from them and it may qualify.

Destaw (4)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: During the course the teacher used integrated grammar approach. When I say this he taught both grammar in the context of oral communications.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S:Yes. it is useful for me. I learnt how to use the grammar items in different modes of interaction. And the teacher give us supportive feedbacks and in supporting us. And he help me to use those grammars.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Yes. it created a great opportunity for me . The material includes preset simple, past simple, progressive, present perfect and real and imaginative conditionals. So, it creates for me to know all these grammars. In addition, the material helped me to realize my wrong use of vocabulary and unorganized speech. I will practice after class.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S; Before this course was afraid about oral English class. And I was afraid of talking to other people in English. But now I feel confident to speak English. I have learned to many techniques to learned and backup my oral and listening compression have been improved.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: We frequently in every class used different kinds of organization according to the lessons in this reading. So, pair and group work has many advantages because of human being nave different activities to understand something which means one can understand what is higher before you and you can do what is hard for them. But pair and group work was necessary to solve such like problems or to share idea.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: I face any problems according to my opinion. the beginning of the term much afraid about oral English class, However, I face I face like carless, inferiority, lack of background knowledge.

7. In your opinion what causes the problems you faced?

S: In my opinion on the cause of the problem of my language can be taken as a factor. Second when I did not get a chance to learn grammar in communicative context. Third, out of the class I did not actively use my grammar and spoken.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: The technique that I used to solve the problem is that I tried to minimize my stage fright. I tried to ask questions for peer group and friends and my teacher even. And I tried to refer a course books.

9. What do you think should be done to improve the quality of oral production skills?

S: I think we should have done the targets and what we have learned and speak with our friends in the class and outside of the class. In addition, watching English movies and listening music are improve our oral speaking and listening skill. and the syllabus I think should be rearranged to include the integrated approach of grammatical and speaking.

Muse (S5)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: The teacher follows both oral integrated oral both grammar and communicative activities.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: The selected grammar and the oral activities almost were useful for because of this we are aware of how grammar can be formed and can be used in oral communication. Yes it was helpful I get from the feedback more clarification.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Yes, the teaching material creates opportunities created in order to promote oral production skill because the material given to me individually. So, I could easily do exercises by reading from different given material.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: Yes, to some extent I have noticed that my grammar and speaking skill improved. This is because before the training speaking as my challenge. But when I engage actively training I could start to speak. So, I think this course gives me a direction to improve more in the future,

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: In every classroom lesson, we used different mode of settings accordingly such as pair work, group work and whole class even individual. So, the advantage we got were learning cooperatively idea sharing.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: Yes. I did because I had not enough knowledge of grammar. When I communicate grammar errors was faced..

7. In your opinion what causes the problems you faced?

S: In my opinion the problem that I faced is have no knowledge of grammar before. The other point is when I was in elementary and high school I did not get such exposure to get such grammar how they function in oral context. And, the other point is since I was learned in the government school there is no facilities such a books and other teaching aids.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S:I tried to reduce my anxiety and take my turn to talk with my group members confidently. I also ask question my teacher and my group members for the lesson that I was not clear.

9.What do you think should be done to improve the quality of oral production skills?

S: Students should be learned in the lower grades grammar and speaking English to improve the quality of oral production skills.

Abeyou (S6)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: The teacher was followed integrated grammar by said both explicit and implicit grammar.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: It was useful for me I have improved grammar structure ability partially. And also the feedback was useful for us for the teacher give because when I made mistake feedback is necessary to correct the mistake. And I am improved such grammar structure and speaking ability.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S:Yes, mostly we have promoted grammar structure and helped me first easily since I was given the material in person. This material is important for me because I this material personally.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S:Yes, I have tried that somehow I have improved in my grammar and speaking concepts. before the training my speech were not good enough but after then I engaged different oral activities I could see my overall problems in terms of grammar and speech. So, I think the course showed me a direction how to improve.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: We have discussed and the given exercises to solve the problem. And also we have talk partially. individually and grouply. From this the advantage from the class discussion is to practice actively to avoid stage fright from my audience in the class.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S:Yes, I faced some problems such as high anxiety the made me not to speak. When I tried to speak my oral English was in coherent and full of grammatical errors.

7. In your opinion what causes the problems you faced?

S:Lack of background knowledge for grammar and oral speech. Thatat is why I am being afraid for the audience.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: To solve the problem of being afraid I practiced them with my peers asking questions my teacher and my group members when I could not understand the lesson.

9. What do you think should be done to improve the quality of oral production skills?

S: In my opinion the lesson of grammar and oral speech integratively and teachers get and should be current teaching and learning process

Desalegn (S7)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: Ok the teacher follow the integrated grammar instruction and also side by side the integrated grammar we have learns.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: The selected grammar is very useful and somehow I have gotten different knowledge because of I was not in this much experienced in grammar activities and oral speaking by using the procedures of grammar. But after I learn integrated grammar just I improved different knowledge about the grammar how we speak grammatically. The feedback as given by our teacher was very helpful since there is a mistake. So, the teacher feedback is very useful and necessary to adjust our fairurities.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: The teacher material has given a very useful and helped us very well. Because we have gotten different opportunities by creating and gaining the new information and knowledge from that material. So, the material was very well to improve and engaged in grammatical approaches.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: I have got different improvement of course before I was very late in grammar accuracy. But after I join this course just I improve and arrange what was the mistakes regarding to using the correct grammar or during speaking and talking programs. So Not only create a hint, it paves the way for the future how I used grammar and speaking accuracy.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: We gave frequently learnt in this course and we create different activities used because we have practice redundantly. And the teacher created in cooperative workings development and brainstorming and learn one to another. And it creates very useful situation.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: Just I faced some problems because I was not experienced enough confident in farmer speaking skills during the class discussions

7. In your opinion what causes the problems you faced?

S: The reason on why I faced as I mentioned above I taught in the elementary classroom remote area. And from the Worde Districts. And there is no enough facilities about grammar speaking. And that impact of the problem I speaking grammar. My families are no literate or educated they

are born from the farmer family and I learn by myself because they did not know. If they are already educated they would help but since themselves illiterate they did not give in this attention for my learning.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: The techniques was by discussing with our classmates in speaking programs and sharing different knowledge and experiences. And by asking and answering questions and asking the teacher by which is not clear for us. This what the techniques which to improve our speaking.

9. What do you think should be done to improve the quality of oral production skills?

S: The material should be taken as given for every level. For example, should be facilitated up to the elementary classes in order to improve the oral production. Because of that is one of the most important if we have a base from the lower grades we have improved easily when we upgrade to join the higher institution. So, materials should be given in appropriate and sophisticated for example new edition books. The teachers should be trained in order to facilitate students ability in oral speaking. The other one cassettes should be available.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: In the training session, I tried to understand the lesson which was difficult to understand by asking questions to my group members and my teacher too. I frequently refer and check the learning material to be actively involved in a cooperative group discussion. I used a technique to participate in a discussion by taking a commitment to reduce my anxiety. So, I think all these helped me to interact with my peers in the oral activities sessions.

9. What do you think should be done to improve the quality of oral production skills?

S: I think grammar should be taught in meaningful and purposeful activities integrated with basic skills. Supportive grammar and speaking materials should be available sufficiently in the library. And, students in all academic levels.

Genetu (S8)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: Our teacher taught us both explicit and implicit because that means it its integrated approach. Because it includes but grammar and oral activities. That is why our teacher taught us it was integrated approach.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: It was useful because before in the past my grammar or my oral speaking was very little and nervous. I Changed my oral activity, my oral speaking and my grammar concept. That is why now I feel that my English has been improved. That is why I have got knowledge n oral speakg and grammar rules.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S:es. It was a participant activity because and also it was a group participation. Ta is why it helps us to communicate with our friends and we can discuss together then we can improve our

speaking knowledge. That is why it was a good opportunity to speak with oral speaking and also it is the base one. Generally, it was the best and also we got the ability to speak with our friends. In addition to this it was help us by giving the rules of grammar.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: At the end of the course I have noticed that my oral accuracy was increased but it is a clue for me because it is my beginning. But when I say that I am in the beginning of concepts in grammar and oral speaking. That is why partially I am changed but not full.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: In every class our teacher ordered is to make a group pair, and also discussion.. but after the discussion we will discuss together. Then, this condition becomes to exchange idea then maybe becomes perfect man. That is why in every class there was a group and whole class participation. That is why it is very important for discussion and we can get information from the other group.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: Yes. I have faced some new problems. For example, in the past I was afraid in talking people in English. And also I usually so nervous to say a word. I am not confident I prefer that instead of talking I become silent. That is why those all my problems, But now I seem like a good person.

7. In your opinion what causes the problems you faced?

S: The problem that I faced to me are the first one when I go to outside I did not get any resource because the society even they did not talk in English. That is why it is a limitation. I get only in the class. That is why it cannot explain my oral English. The second one is it a background knowledge because when we were at lower learning in elementary, high school we did not follow the integrated approach. That is why it becomes a bad and also faces that problem. maybe if such kinds of activities takes place the problem of student may be solved.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: I was solving my problems by forwarding the questions which are not understand for me for the teacher. And also by getting my self-confidence I solved my problems, In addition to this when one question is not understand o me I also ask my friends then I get so many information

9. What do you think should be done to improve the quality of oral production skills?

S: In my opinion if we want to improve the oral production skill specially in lower class elementary the student must talk and answer in their class specially group discussion and as a whole class.

Roman (S9)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: In my opinion oral English is better than reading and writing material because of oral English easy to understand. That means I speak to the other person easily to know to understand. But now more Knowledge to the oral class.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: Before there is a grammatical mistakes in speaking English but this time I feel that is helpful solved other problems.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Yes, the teaching material created opportunity for me and my friends all classmates. In regard in third question I refer the lesson easily I was given the material individually. In the second the lesson is the material activity or interaction.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: Before this course, my English was so bad. Now I feel so good. I have learnt my text to learn English and back up my oral and listening comprehension. I have been improved.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: As I think in this class I have enough to speak and to use grammar in communicative context. This can improve my English I think it is a good way. The teacher is humor and teaches us in the different ways such as working in grouped, individually, and in grouping and whole class. It is very helpful.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: Yes. I faced in the first semester I faced some problem in /English classroom. These are I am so afraid to talk in English because when I tried to speak, students activities that depend on grammar and oral activities and that are necessary for us. And, the feedback from him are very necessary for us to improve our knowledge students laugh at me since my grammar and speech were not meaningful.

7. In your opinion what causes the problems you faced?

S: As I think the cause of my problems it is not to speak with my group member. I was not good at the grammar and speech. These things made me in confident, these the cause of the problem.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: I was used the question to solve the problem of oral activity. I was nervous in class. I usually ask and discus on the activities and exercises based on the material..

9. What do you think should be done to improve the quality of oral production skills?

S: It is I believed that particularly at the early school or elementary students should get the base on grammar and speaking.. In the second qualified teachers should be assigned to teach

Mulunesh (S10)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: During the course our teacher taught us with integrated instructional approach. We were learned both the grammar and the oral activities together.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: The grammar and the oral activities were helpful for me because I have got some awareness how to use grammar for speaking purposes.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Yes, the learning material created opportunities for me because it was given individually. So, I could promote my oral production by reading the text. I could also practice and answer the question based on the material orally. From the material I could also get a direction how to improve my oral fluency and accuracy for a future.

4. Have you noticed any improvements in your spoken grammar and fluency after the training?

S: In this course, I felt I was in a good progress in my oral English but still I make grammatical mistakes in spoken English. But from the knowledge I got hope to improve my grammatical accuracy in the future.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get?

S: I think, in the course, I have been encouraged to speak in English. I felt I made progress better than before. Relatively speaking it was a good way of teaching. The teacher was humor and he taught us in different ways such as in pairs, group, and in whole class.

6. Did you face problems when you practiced the integrated grammar activities in oral class?

S: I was afraid to speak with my teacher and my group members. I did not feel good because my speech and grammar accuracy were full of errors. When I tried to speak students were laughing at me.

7. In your opinion what causes the problems you faced?

S: Ok. I think the problems that I mentioned might be resulted from lack of exposure to speak in English. Particularly, when I was in elementary and high schools I couldn't get chance to talk orally. So, I was not confident to speak at the beginning of the course. I was also afraid making grammatical errors.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: Ok. When I was confused during the discussion time I asked my teacher for information. The other technique that I used was referring back to the lesson from the material. And, I convinced

myself to be confident to participate in the discussion. I think all these helped me to engage in the oral activities.

9. What do you think should be done to improve the quality of oral production skills?

S: I think lots of things to be done to improve oral production skills. Creating opportunities to students in lower grades' to speak more is to be done. Experienced and knowledgeable teachers in teaching English need to be assigned in all academic levels.

Daniel (S11)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: Our teacher taught us both integrated implicit and explicit grammar because we have a chance to speak and aware the grammar part during the this English class. The selected grammar used us how to aware the combinations and the grammar part and how grammar can be formed in the oral communication. skills. As well as the teacher feedback used us to improve our speaking skills.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: Yes. Of course the material created opportunities. I could easily refer to the material. The material give us a chance to speak. before I begin this course my speaking grammar was not good but when I engaged this course I got some knowledge how to speak using the right grammar. So, I think it is helpful.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: According to the lesson the teacher used different setting such as pair, group, whole class discussion, and also individual. In the feedback of our teacher we got cooperative learning, confidence, and as well as to brainstorm our ideas.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: In the course I faced problems that other anxiety to speak in front of students and teacher. But now I eradicate my problem.

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: I think my background grammar skill was not good. I think that is not and I am not active speaker. And I could not get exposure when I was in elementary and high school to learn integrative.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: I take my turn in order to speak what I feel based on the lesson. And sometime ask questions for my clarity.

7. In your opinion what causes the problems you faced?

S: Taking all interest, both grammar and oral lessons should be given. Oral teaching regarding grammar teaching and should be connecting with communicative context.

8. What techniques did you use to solve the problems to engage actively in oral activities?
9. What do you think should be done to improve the quality of oral production skills?

Esthete (S12)

1. What grammar instructional approach did your teacher use to promote your oral production?

S: The lecture give us the integrated instructional approach. This means we learnt the oral activities on the basis of grammatical items.

2. Do you think you practiced the selected grammar items you were taught in oral context?

S: The integrated grammar that we learned in oral context were helpful for me . In order to help the students oral speaking skill it is useful to e experienced n oral activities and the teacher feedback was useful and helpful for us.

3. Do you think the teaching material created opportunities to promote your oral production skill? How?

S: Yes. The teacher material were given and more opportunity to promote oral speaking production skill. This is because since the material was give us individually we could easily refer with our group members.

4. Have you noticed any improvements in your spoken English grammar and fluency after taking the course?

S: Yes. I have realized and improved a lot after I joined this courses spoken English my grammatically accuracy is very well

5. How often did you work the activities in pairs and groups and whole class in the training? What advantages did you get from such classroom setting?

S: From the beginning at the end of the course we were grouped in different classroom settings. Sometimes we are in pair, sometime we were in group, and even in the whole class according to the lesson, spoken class. And I was nervous even to speak a word.

6. Did you face problems when you practice the integrated grammar activities in oral class?

S: My speech grammatical was not good. For that reason I hate spoken class Another problem is I did not have confidence to speak in front of my group members. and I was nervous even to speak a word.

7. In your opinion what causes the problems you faced?

S: As I mentioned the above major factors since the elementary school until I complete the preparatory school. There was no facilities in school which I come approach and well trained teachers.

8. What techniques did you use to solve the problems to engage actively in oral activities?

S: I used some techniques when as in the course by referring the material that I was given for the discussion. Secondly, in all my interaction I ask my teacher and the group members when I feel confused to reduce my afraid.

9. What do you think should be done to improve the quality of oral production skills?

S: The teacher material should be available. The teacher must be enough experienced. And the lesson in the lower level should be given and the material like cassettes and audio materials must be available.

H 3: Interview Questions for the Classroom Teacher

1. To what extent the teaching material helped students to engage actively in the oral group activities?
2. What opportunities created for students to use the selected grammar items in the oral task activities during the training?
3. Do you think the integrated grammar instructional (form and meaning) approach used in class helped students' in their oral accuracy and fluency? How?
4. What strategy did you use to involve students actively to use the form and meaning in oral communication?
5. Did you face any problem when you taught the selected grammar items in oral communication context? If your answer is 'yes' explain what problems encountered.
6. In your opinion what causes the problems encountered?
7. What techniques and strategies you used to solve the problems?
8. What did students gain from the training?
9. What do you think should be done to promote students Oral production skills?

Appendix I: Classroom Observation

Name of University: Name of the teacher.....

Time..... Venue.....

I 1 Table 8: Classroom Observation Checklist Scheme

No	Checklist Categories/Activities	Presence	Absence
1	Does the teacher introduce the material to be read and discussed?		
2	Do students make brain-storming activities?		
3	Does the teacher teach grammar integrating with speaking skill?		
4	Are accuracy and fluency issues practiced in classrooms?		
5	Does the teacher make students speak at discourse level?		
6	Does the teacher make the students understand the whole lessons?		
7	Do pairs and small groups occur?		
8	Does the teacher use different teaching techniques in the class?		
9	Do students discuss and converse in oral classroom?		
10	Does the teacher support students in their oral activities?		
11	Does the teacher promote student-centered interaction?		
12	Does the teacher use praise?		
13	Does the teacher give constructive feedbacks?		

I 2: Observed Lessons in the Training

Lesson 1: Oral Tasks Targeting Preset simple Tense

Topic: City Life Vs Village Life

Lesson 1: Oral Tasks Targeting Present simple Tense

Topic: City Life Vs Village Life

Pre-communicative Stage

Excerpt: 1 Lesson 1

T: passes greeting to students saying ‘Good morning’

Ss: Good morning

T: begins to clean the board

Ss: prepare themselves for the daily lesson

T: writes the topic of the daily lesson “City Life vs. Village Life” and asks them to brainstorm with their peers about their expectations the lesson to deal with in looking at the topic.

S5 (G 2): I think the lesson topic may talk about how life is different in villages and cities.

T: Good. Who can tell us more?

S3 (Group1): I think city life was terrible.

T: Right. What things do usually happen in cities?

S3 (G1): There is dense population in cities. So, people are suffering from different diseases.

T: What about village life?

S7 (G2): Life in a village depend on agriculture.

T: Yes. Are you sure life only depends on agriculture in a village? What does that agriculture mean to the people?

S7: Sure. Most of the time life depends by selling agricultural products.

S10 (G3): Life in village is more interesting for there are a lot of mountains and rivers.

As indicated in the pre-communicative session above a brainstorming technique was used. Students were observed to draw on their prior schemata knowledge to associate with the current lesson that focuses on 'simple present tense' in a given reading text. The overall background knowledge was explored in class before students perform any speaking activities. The teacher was observed writing the topic and asking students to write on their note book some key words about their expectations in both city's life and village's life. He also instructed them to elicit what they wrote in their note books one another to identify their background knowledge, and as warming up activities introducing the topic for predicting the content and organization of the text (Williams, 1989). This was very important for the classroom teacher to investigate the background knowledge of the students. Pre-communicative activities include: brainstorming, asking and answering questions, oral guessing, expectations, based on the lesson titles.

Communicative Practice Stage

Excerpt 2: Lesson 2

The communicative practice stage is the central process of speaking activities. It consists the detailed understanding of the oral activities, discussions for a deep understanding of the text and exercises, and language points and grammar.

T: Now we are going to learn about the “city life vs. Village life”. So, first read the text in your teaching material for comprehension and then, discuss in group the following questions based on the reading passage in 2 minutes time.

Ss: opened the learning material and read the passage in the given time.

T: Now it’s time for discussions and being in pairs reflect what part of the text has impressed you? The teacher moves round and discusses with the group of students when necessary.

Ss: being in pairs discussed the lesson thoroughly.

T: Now it is time for talking together. What is the story of this text about?

S9 (Group3): about life in village and city.

T: Do you think life in city is better than village life?

S2 (Group1): I think city life is better than village.

T: Well. Would you describe your reason to your point?

S2: Of course. You got better access in cities. For example, you got transport easily. You can also saw more beautifully buildings.

T: Right. Do you think someone gets pure water in cities?

S2: Yes. People get medicated pure drinking water through the pipe.

T: Who can add other opinion?

S6 (Group2): In my opinion, there are many good things for life in villages.

T: can you give us clear examples to support your idea?

S6: Em... For example, people in villages lived in a scattered ways.

T: Sorry, what do you mean by that?

S6: I mean that people who live in villages are healthy in comparison to cities. There are no communicable diseases in villages.

T: Great. The next question goes to group 3. Do you think life in village is better than the city?

S12 (Group3): I don’t’ agree with this point.

T: Why? Please tell us the reason you don't.

S12 : You know life is better in city for there are lots of infrastructures.

T: Right. What do you mean by infrastructures?

S12 : You see, there are lots of access for life in cities like internet, electricity, pure water, and medical services..

T: Is there any additional idea on the point we raised?

S7 (Group 2) : I think in cities you can find beautiful and luxurious houses, access of transport, recreational centers and the likes.

T: Why Fikir's mother tries to convince her daughter not to go to a village? Explain the reasons

S10 (Group 3) : because Fikir's mother thinks that life in village is very hard for people like her daughter who grew up in city.

T: Tell to whole class why Fikir wants to live in a village

S3(G1): The air in a village is much better for her health. The air is not polluted there.

How to Form a Present Tense

Excerpt 3 Lesson 3

T: Introduced the simple present tense grammar feature and instruct them to take short notes.

Ss: wrote the topic and the definition of the tense with definite examples.

T: Listed down the simple present form of the verbs and discuss in group how it's formed.

Ss: Wrote down some of the tense and verbs on their note found in the text teaching material and discussed.

T: Can anybody tell for the class how simple present can be formed?

S5 (G2): Simple present is formed by adding '-s' to the third person.

T: Great. Who else to tell us how it is formed for the other persons?

S3 (G1): I think a root verb itself can take place for other persons.

T: Good. Can anyone tell us a sentence constructed with a present simple tense?

S11 (G3): I want to live in a big city.

S4 (G2): Her daughter wants to live in the village.

T: Do you know why the writer uses the present simple in the above passage you have read?

S7 (G2): Fikir's mother describes the facts why her daughter wants to live in a village. So, the present simple expresses facts and habitual actions.

Communicative practices which follow pre-communicative stage help students develop speaking strategies, improve their oral production skills of the foreign language, and promote their reading comprehension of different texts in the given lessons. Though employing oral techniques and strategies while speaking can be difficult, the teacher can address valuable techniques to offer practical activities in the form of 'contextual speaking' teaching material. Such practiced exercises include brainstorming to predict text content, oral activities, awareness of structural

features, and oral interaction (see Appendix J). In line with this, (Grognet, (1997) suggests that with the drive to incorporate skills into adult ESL/EFL instruction, practice time should be devoted to such speaking as reporting, negotiating, clarifying, and problem solving activities.

Communicative/Interactive Stage

Excerpt 4 Lessons 4

T: Now in pairs you are asked to describe your position whether city life or village life is good to you in three minutes time. Try to convince your pair by raising strong ideas.

Ss: Converse in pairs suggesting their argumentative points by reasoning out.

T: rounds to each of the pairs and listens what students are saying.

Ss: They were persuading one another to convince their pair by reasoning out their argumentation.

T: Now it is time to reflect your ideas for the whole class. The teacher asks students to reflect their views about city life and village life.

S4 (G1): "I think city life is much better for me. My reason is that most people in cities are civilized. They can easily understand things and react quickly. The other point is that educational facilities are much available in cities than village. Furthermore, there are job opportunities in cities than villages."

T: Who is going to tell us from group 3?

S 10 (G3): "In the countryside there are lots of big rivers. For example, 'The Nile Fall', it is one of the means for generating electricity for our people. Besides, in villages we can find agricultural products that are very necessary for our life. Moreover, the landscapes and forests give pleasure and fresh air important for our health. Therefore, I prefer to live in villages."

Observation II: Targeting past simple

Passage

Title: Weekends

Pre-communicative Stage

Excerpt 1 Lesson 1

T: enters to a class and says good morning everyone.

Ss: Good morning teacher

T: writes the topic that is 'Weekends' on the white board and asked students what students usually did in weekends.

S6 (G2): I washed my body and clothes.

T: Good. Can anyone tell us more?

S2 (G1): I visited my friends and went to church in weekends.

S5: I watched movies with my friends in a cinema.

T: Great. You did different things.

Communicative Practice Stage

Excerpt 2 Lesson 2

Now you are going to read a short conversation between two friends on the topic of 'Weekends'.

Read through and answer the questions orally (4m).

Ss: read the conversation in detail in the given time.

T: It is time to answer the questions related to the text in the conversation. When did Daniel leave Addis Ababa and return?

S1(G1): He left from Addis on Saturday and returned on Monday.

T: Can anyone tell us why Daniel went to Debrezait?

S6 G2): He go to Debrezait to attend a workshop.

T: Did Daniel go by bus or minibus to Debrezait?

S6: Yes. he went by Mni-bus.

T: Right. Did Daniel meet his friend Nestanet?

S8 (G2): Oh! Definitely he made her a phone. He also spent good time with her.

T. Good. Where did Daniel spend the evening?

S3: He spent the night with Netsanet in Bisheftu hotel.

T: Do you think both Daniel and Netsanet enjoyed the evening?

S11 (G3): Oh!yes. Both of them enjoyed the night listening traditional music.

T: Which music did Daniel and Nestanet enjoy?

S7 (2): They loved Bahiru's and Bezawork's traditional music.

Ecerpt3 Lesson3

T: Now you are supposed to construct sentences at discourse level targeting the past simple tense based on the words derived from the passage below:

Make, enjoy, meet, wait, return

S3 (G1): When I was a teenager I made a trip with my friend to a river. When we reached there we saw some boys were swimming. Then I and my friend inspired to swim thinking the river not deep. Immediately we put our clothes and jumped to the water body. That time my friend was unable to swim and he started to drink too much water. Then, I and my friend dived to the deep river and took him out and saved his life. It was a terrible incidence.

T: Anybody else to make sentence with a word 'enjoy'?

S2: Daniel and Netsanent enjoyed the night relaxing in Bisheftou hotel. They also enjoyed themselves listening traditional music of Bahiru's and Bezawork's.

Interactive/Oral Production Stage

Excerpt 4 Lesson 4

T: instructs each student to make a speech discourse providing the following activities using past tense and other structures if necessary saying "Describe the place you visited for the first time and tell the things you saw".

S8 (G2): I got a chance to visit a small village Dinsho that was found in Bale Region and surrounded by the chain of the Bale Mountains. The things I saw amazed me very much. For example, I saw the red-fox that only exist in Ethiopia. The weather was terribly cold. The park was interesting and green that time. I really liked Dinsho.

T: Describe a person who passed away and whom you admire most for his good deeds in the society.

S2: For me Tilahun Gessesse was a great man in the history of Ethiopian music. He contributed a lot to his people by singing Oromifa and Amharic music with his melodious voice. The most important points to mention about Tilahun, he was a person who shared the pain of the society by singing to people who were victim in droughts. The other good point was that he could express his emotions according to the music and his songs were highly poetic. So, he was a great man.

Observation III: Targeting past continues

Reading passage

Title: The pandas

Pre-communicative Stage

Exerpt1 Lesson 1

T: The teacher writes the topic on the whiteboard and orders students to discuss the pre-communicative questions in pairs in 2 minutes.

Ss: discuss the questions in pairs and give answers.

T: The teacher moved round and listen what students discusses in pairs

Communicative/Practice Stage

Excerpt 2 Lesson 2

T: The teacher raised some questions and discussed with students. He told students to read the passage once silently.

Ss: read the passage individually and silently.

T: asked students to reflect their understanding from the passage for the whole class

S2 (G1): I think the message of the passage that deals about the 'Hell and Heaven pandas were thought full because it gave us a lesson to be technical whenever we face a bad situation.

T: Where was the young panda was sitting?

S4: It was sitting under a tree chewing a bamboo shoot.

T: Good. Which pandas were all starving?

S6 (G2): The hell pandas were all starving.

T: Which pandas were also having a most wonderful time?

S10 (G3): The heaven pandas were having the most wonderful time.

Interactive/Oral Production Stage

Excerpt 3 Lesson 3

T: gave the summary about the passage and ordered them to make a short speech about the differences between hell and heaven pandas and tell the message behind the text.

S10 (G1): From the text I understand that the hell and heaven pandas were not similar in understanding things around them. The hell pandas were suffering for they couldn't have skills how to feed themselves. But, the heaven ones were enjoying life for they made themselves skillful how to feed cooperatively.

Observation IV: Targeting present perfect tense

Conversation

Title: Friends

Ecerpt1 Lesson 1

Pre-communicative Stage

T: raised some questions for students to discuss what they have done so far with their as brainstorming activities. After discussing in pairs some of the students forward to the whole class what they discussed in pairs. For example, student 6 presents as:

S6 (G2): Most of the time I and my friends have played football so far. And sometimes we have enjoyed ourselves watching films.

S12(G3): After joining the University I have passed most of my time by studying and walking around the campus.

Practice Stage

Excerpt 2 Lesson 2

T: invited all students to make a conversation turn by turn in a group of threes.

Ss: read the conversation with 3 minutes time and converse being in threes as:

Yishak” We haven’t gone to Hawassa since last year

Dawit: You know why, there hasn’t any new attractive lodging in all the beaches.

Haimanot: Yes, we have seen most of the beaches around Lake Hawassa.

Yishak: So, where else to go?

Dawit: Well I think better to visit the national museum this morning.

Haimanot: That is a great idea. We can even visit the Lion cage in 6 killo in our way.

Yishak: How long has the Lion cage been there?

Dawit: I think, it has been there since 30 years ago.

Haymanot: Yishak, have you ever seen the lions in the zoo?

Yishak: No, I haven’t but my mother has told me.

Dawit: Any way the time has gone, please ready to go

Interactive/Oral Production Stage

Excerpt3 lesson 3

T: gave students activities to make a short speech for the whole class about using present perfect tense and even others if necessary:

1. Describe the place they have seen so far
2. The books they have read so far.

Ss: reflected to the whole class using the present perfect tense based on the questions.

Observation V: Targeting Conditionals real and unreal)

Conversation

Title: Wedding Anniversary

Pre-communicative Stage

Excerpt1 Lesson 1

T: Who can remind us the lesson of yesterday in brief?

S1: (G1) The lesson that we did yesterday was about how present perfect can function at a sentence and discourse level.

S2 (G1): We practiced turn by turn orally in pairs by conversing using the present perfect tense in the form of question and answer.

S3 (G1): We have made a short speech for the whole class using present perfect based on our experience.

Practice Stage

Excerpt2 lesson 2

T: Thank you. Now we are going to see how the real and unreal conditional can be used in English. The teacher wrote the topic on the board that was “Husband and Wife”, and told them to play a role being husband or wife in pairs. Then he asked them to demonstrate for the whole class (10m).

Ss: Read the conversation text between husband and wife found in their teaching material (see Appendix L).

T: Then, the classroom teacher invited to make students a role play orally using the conditional structures given in dialogue.

Ss: All students in pairs demonstrated turn by turn taking the position of “Husband and Wife’.

Communicative/Interactive Stage

Excerpt 3 lesson 3

T: Gave some activities to make a short speech as:

1. What will you be professionally if you get a scholarship in the future? Why?
2. What would you do if you won a billion birr lottery prize?
3. What would have you done if you had been a journalist?

Ss: discussed and reflected to the whole class.

I 3: Table 9 Observation Data

No	Observation1		Observation2		Observation3		Observation4		Observation5		Frequency	
	P	A	P	A	P	A	P	A	P	A	TP	TA
1	1	0	1	0	1	0	1	0	1	0	5	0
2	0	1	1	0	1	0	0	1	1	0	3	2
3	1	0	1	0	1	0	1	0	1	0	5	0
4	1	0	1	0	0	1	1	0	0	1	3	2
5	1	0	1	0	1	0	0	1	0	1	3	2
6	1	0	1	0	1	0	1	0	1	0	5	0
7	1	1	1	0	1	0	1	0	1	0	5	0
8	0	1	0	1	1	0	1	0	0	1	3	2
9	1	0	1	0	1	0	1	0	1	0	5	0
10	0	1	1	0	1	0	1	0	0	1	3	2
11	0	1	1	0	1	0	1	0	1	0	4	1
12	1	0	1	0	1	0	1	0	0	1	3	2
13	1	0	1	0	1	0	1	0	1	0	5	0

Key: P= presence, A = absence, TP= total presence, TA=t absence

Appendix-J: Training Material

Introduction

This teaching material is designed to see if integrated grammar (form, meaning and use) instruction which is an alternative approach in EFL classroom would enhance students' grammatical accuracy oral fluency. The material, thus, goes an extra step demanding students to use the language in a communicative manner. In doing more and more exercises, students would be able to use the selected grammar items both at sentence and discourse level.

Since mastery of grammar and speaking proficiency in non-native situations is a challenge by their own nature, for the better achievement, the material follows the explicit/implicit (integrated approach) with context-based procedures. To this end, the researcher opted to focus on the selected grammatical items: present simple, past simple and past continuous, present perfect, and conditionals (real and unreal). The justifications in choosing these items for this teaching material 1) since some authorities in the field of second/ foreign language teaching such as

(Azar, 2007; Deksyer, 1998; Harmer, 2001) strongly argued that grammar in general and language tenses and aspects in particular are contributing a lot to promote learners communication skills. 2) From the researcher experience students most often encountered problems to apply the correct form of the tenses in their oral production. 3) Though all grammatical items are equally important in speaking proficiency, the selected grammar items are frequently used in day to day life.

Lesson Specification

Subject: English Lessons for the Main Study

Year: 1st English Major Students

No. of Weeks	Grammar Lesson	Time	Topic of Speaking	Task Evaluation
3	Present simple	6hr	City Life Vs village	Speaking from reading
			A Day in the Life of...Jonathan Edwards	Discussion
			Traditional Defense among the Konso	Description
2	Past simple	4hr	Family Woman	Oral discussion from reading
			Weekends	Conversation from reading
2	Past continues	4hr	The Pandas	Reading and telling the story
3	Present perfect	6hr	Friends	Conversation
2	Conditional structures (factual, predictive, and imaginative)	4hr	Husband and wife	Answer to questions
			Famous People	Descriptions from experiences
			Wedding Anniversary	Reading & talking in Role play

The exercises are taken from both native and local sources with limited modifications.

Profile to Students

In this teaching material, you will revise a few integrated grammar items in oral communicative context. Thus, the material includes the following language items: present simple (active and passive), past simple and progressive, present perfect tense, and real and imaginative conditionals. Moreover, you would learn how to use the above grammar items in different modes

of interaction. For example, individual, pair, group and whole class discussion in the form of monologue, dialogue, interview, question and answer.

Objectives: At the end of these lessons, you would be able to:

- use the present simple active tense to talk about habits, permanent situation and facts in oral communication activities.
- use the passive present simple to talk about when we do not know the subject, or it is not important to know who or what did the action; or when we don't want to say who did the action.
- use the past simple structure to talk about actions in the past done at a specific time and about repeated actions in the past.
- use the past progressive tense to talk about the duration of an action being done in the past.
- use the present perfect tense orally about actions happening at indefinite time in the past and when it shows the effect at present time.
- use the conditional tenses to talk about real and unreal conditions.

Lesson One: Present Simple Tense

Task1: Read the following text and answer the following questions below orally taking turns with your pair mate.

City Life Vs. Village Life

Fikir is a young girl who would like to start a new life in the village, since she is tired of city life. She would like to have peace in the countryside and enjoy the clean weather. "But everything is not that easy", her mother claims. She says, in the city whenever you do not have time, you have somebody cook or bring some food for you from a snack bar, but it is not the case in the village. Whenever your health has a problem, you easily have a medical doctor, but in the village there are not enough health doctors. Here, you have your hair cut, trimmed, or done very often, but in the village, there are not many hairdressers. Also, most of the times, you get somebody to do the house work; while in the village you cannot find such a person. In here, you have a tailor make your clothes, while in the village people are their own tailors. In general, in here people have

others do their things, but in the village all people are self-sufficient. Considering all these points Fikir still believes she can have a nice time in the countryside.

Exercise 1: Based on the above reading text answer the following questions orally.

1. What kind of girl Fikir is?
2. Why would Fikir like to start a new life in the village?
3. What is Fikir's mother view about life in the village?
4. What are the details that Fikir's mother mention in her argument to convince her daughter.
5. What is Fikir's final belief considering all the points mentioned by her mother?

Exercise 2: Being in pairs take one of the topics below and argue orally to convince your partner that your position is right using present simple and other tenses if necessary.

- a) advantage vs. disadvantage of City life
- b) advantage vs. disadvantage village life
- c) peace vs. war
- d) mother's love vs. father's love
- e) cold vs. hot weather

Present Simple Tense: Form

1. Active Simple Present Tense

- The present simple active tense is formed using + -s or infinitive with 'to' or without

e.g. Infinitive: to believe

Simple present: I believe, you believe, he/she/it believes etc.

- The negative is formed with the present tense negative of the verb to do+ the infinitive (without 'to') of the main verb:

e.g. I do not believe, you do not believe, he/she/it does not believe etc.

- The interrogative is formed with the present tense interrogative of to do+ the infinitive (without 'to;') of the main verb:

e.g. Do I believe? Do you believe? Does he/she/ believe?

-The simple present tense of irregular verbs is formed in exactly the same way.

The main use of the present tense in context of the above reading text:

- To tell general truth
- To talk about an action happening about this time but not necessarily at the moment of speaking

N.B. The simple present tense is often used with adverbs or adverb phrases such as: often, usually, sometimes, never, always, occasionally, on Mondays, twice year, every week etc.

e.g. In city you have somebody cook. In the village there are not enough health doctors.

2. Passive Simple Present: Form

Am/is/are+ past participle form of the verb

- We use the passive simple present form of when we want to talk about when we don't know the subject, or it is not known or it is not important to know who or what did the action.

Task2: Look at the following article about Jonathan Edwards, an athlete and answer orally for the questions raised below. Target grammar feature: present simple to express habitual action

A Day in the Life of ... Jonathan Edwards

My day starts with the alarm clock ringing at 5:30. I always get up immediately and have a shower to wake up. Then I put on my shorts and training shoes and go for a five-mile run. Of course, I do a few stretches beforehand, to warm up myself up-you can do yourself quite injury if you run before you have warmed up. When I get home, I'm always ravenous! I generally eat my biggest meal in the morning: it's when your digestion works best. I eat lots of cereal, bread, and, and cheese. No meat-I'm a vegetarian, and I haven't eaten meat for twenty years.

After breakfast I normally go to my local athletic club. I've been going there for ten years, and it feels like home now. My coach, Jim, arrives at about 10.00 and we train really hard for three hours. This year I've broken the world record with a jump of 69 meters! Then I Have a shower and lunch with Jim and whoever else is there at the club: just soup and salad, usually. We sometimes have a beer, but I'm never allowed to drink more than one glass when I'm training.

In the afternoons, I work to raise money for my training. I represent a sport goods company, so I'm often in the T.V. studio filming advertisements for sports equipment or clothes. I also go round schools giving talks about how good sport is for young people. I really believe in sport as a way of getting best out of yourself and developing a sense of self-worth. I've seen so many

youngsters find a better life through sport. My advice is: if you want to improve your life, get involved with sport. In the evenings I tend to stay home and relax with my girl friend and occasionally a couple of friends come round. I like cooking, so I often make dinner: just pasta or rice with some vegetarian curry, for example. I have to go to bed early if I'm going to be up early in the next morning, so by 10.00, I will be fast asleep.

Extracted from Improve Your English, Ministry of Education in Collaboration with the materials Development Unit Center, 2005 Addis Ababa.

Exercise1: Based on the text answer the following questions orally for the whole class.

1. Do you think Jonathan is happy with his life? How?
2. How do you see his views on life?
3. What does he usually work in the afternoons?
4. What are the favorite meals to him when he returns from exercises?
5. Which company Jonathan represents?
6. When does Jonathan's day start?
7. What does he always do when he gets up immediately?
8. Where does Jonathan stay in the evenings?
9. What does he advise youngsters?
10. What kind of food he often cooks for dinner?

Exercise2: Use the correct form of the verb in the bracket and complete the sentences related the passage and tell to your classmates.

1. Jonathan normally.....(go/goes) to a local club after breakfast.
2. He.....(has/have) a shower after three hour training
3. Jonathan often.....(make/makes) dinner: just pasta or rice with some vegetarian curry.
4. He really...(believes/believe) in sport as a way of getting a sense of self-worth.
5. Jonathan..... (puts/put) on his shorts and training shoes and go for a five-mile run.

Exercise3: In pairs take one of the roles in the conversation and complete the dialogue orally putting the correct form of simple present in the bracket.

Meseret: It's a good conference, isn't it?

Semira: Yes, it is. (1) (you/come) every year?

Meseret: Not every year. It (2) (depend) on whether I have the time. I (3) (work) in technical support in company we often have to check everything now and then. We (4) (not/know) our job schedule from one week to the next. But I (5) (come) to the conference whenever I can. What about you? What (6) (you/do)?

Semira: I'm an information systems manager. I (7) (direct) the work of systems analysts, computer programmers and support specialists like you. Listen, can I ask you something? (8) (you/plan) to stay in your company forever?

Meseret: Well, I like my work, but of course if someone (9) (make) me a more attractive offer, I'll consider it. Why? What (10) (you/have) in mind?

Semira: Our company often (11) (need) technicians, and we pay well. Here's my card. Give me a call next week. We (12) (not/have) any vacancies at the moment, but we're a big organization and we may be recruiting more people soon.

Task4: Read the following short extract from a text about traditional Konso villages in Southern Ethiopia.

Traditional Defense among the Konso

Konso villages have the following characteristics. First of all the compounds create an overwhelming impression of mystery for the stranger in that they are surrounded by massive walls which are about 7-8 feet thick. The walls are made of carved basalt rocks held together without any mortar or cement. The blocks are well fitted and cannot be easily dislodged so that they can survive for an extremely long period of time.

Secondly, the entrance is protected and the doors of the compounds are built with security in mind so that the inhabitants can easily see and watch out for their foes approaching from the plains. At night a wooden pole is placed across the entrance to signify that the household has retired for the night and that guests are unwelcome. Anyone who dares to remove the pole is presumed to be a thief.

Thirdly, the village sites are easily defended and people can only reach them along narrow and winding paths. The compound walls curve gradually perhaps because this shape makes them

more stable and strong. The various paths within a village interconnect and only the villagers know the intricate ways in which the network of paths relates to each other.

Exercise1: Discuss the following questions based on the above passage.

1. What are surrounded by massive walls? Why Discuss
2. What are well fitted and cannot be easily dislodged?
3. What is protected? Why? Discuss
4. What is placed across the entrance? Why? Discuss
5. What are easily defended? How? Discuss

Exercise 2: Make an individual speech to your classmates about how things are processed using the present simple passive as the example given below.

Example: Bread is made from different ingredients through process. Firstly, the wheat cereals are ground into the finely flour and this is mixed/kneaded with measured water and salt for some minutes in bowl. Then, it is rounded by hand or any other steering tools until the dough is well developed. Following this, the dough is put into the backing oven for some time. When we are sure the bread is well backed it is served as a food for everyone.

Do the following suggested Processes:

- a) How house is constructed?
- b) How local beer is made?
- c) How butter is formed?
- d) How rain is formed?
- e) How conflict is resolved?

Reflective Stage

Task5: Based on the present simple you have studied so far, give information orally to whole class mates about yourself or any other person who is alive and whom you admire most.

Example1: I want to be a teacher when I graduate from the University. This is because I believe in that a teacher is everything and has a key role in the development of a society. It is also well known that without teaching it is difficult to move forward for development.

Example2: Our Director is a hardworking man. I really appreciate him for his effort to promote the quality of education in our school. At the same time he is fair for all workers and students in his administration. So, I like to be as our director when I am grown.

Lesson Two: Past Simple Tense

Task1: Read the conversation below and do the activities that follow orally.

Weekends

Tigist: Hello Daniel! I did not see you last weekends. Where did you go?

Daniel: I am sorry. I had to go to Debreziet to attend a workshop

Tigist: But you did not tell me anything about the workshop. When did you go?

Daniel: I left Addis Abba on Saturday, and returned on Monday.

Tigist: How did you get there?

Daniel: I went by mini-bus.

Tigist: Did you meet our friend Nestanet at Debrezait?

Daniel: Yes I did. I made a phone to her.

Tigist: How did you spend the time with her?

Daniel: Well, both of us went to the nearby hotel namely Bisheftu.

Tigist: I'm sure you had a nice time with her.

Daniel: Oh yes, we enjoyed the night listening Ethiopian Traditional music.

Tigist: Which traditional music did you enjoy?

Daniel: I loved Bahiru's and Bezawork's traditional music.

Tigist: Oh, that was great!

Exercise 1: Based on the conversation above answer orally the following questions

1. What was the reason Tigist did not see Daniel last week?
2. When did Daniel leave Addis Ababa and return?
3. Did Daniel meet his friend Nestsanet?
4. Why did Daniel go to Debrezait?
5. Where did Daniel spend the evening?
6. What traditional music did Daniel enjoy?

Exercise 2:

These words are taken from the above conversation so that you are asked to construct sentences at a discourse level using those words and others where to describe past events based on your experiences.

make, spend, enjoy, meet, wait, return

E.g. I remember the day that I made a trip to the nearby mountain when I was a child with my ten-groups. It was really a moment for me to climb the mountain at that time. I was also frightened because the mountain was covered by forests. But, I appreciated the surrounding views when I could see being on the top of the mountain.

Past Simple Tense: Form

- Simple past tense is formed using verbs with their simple past form. Here we have two kinds of verbs; regular and irregular verbs. Both of them have different form in their past tense although they are similar in use.

1. **Regular verbs:** These are verbs which add-ed in their past form. Look at the following examples which are taken from the previous conversation.

Example: We enjoyed Ethiopian traditional music.

I waited for you on Sunday but you did not come.

Note: Adding-ed to change the verb into simple past form is work only for regular verbs. For irregular verbs, the change is different from regular verbs and we will see it in the coming sections.

- We use simple past tense to talk about completed past events and activities that started and finished in the past.

All statements given in the table “A” below are taken from the previous conversation entitled ‘Weekends’. They are examples of regular verbs.

A. Statements with Regular Verbs

	Example	Note
Affirmative	I waited for you on Sunday I returned on Monday. We enjoyed the evening very much	
Negative	I did not wait you on Sunday I did not return We did not enjoy the evening much	For negative past tense verbs, use did not before the simple form of the main verb

Exercise 3

Construct your own meaningful sentences using the following list of regular verbs. Then tell to your pair mate the meaning of your sentence.

discuss travel enjoy attack develop argue appreciate negotiate

Example: My father lent his brother lots of money to buy a car.

B. Yes/ No Questions

The yes/no question form of the simple past tense often include did(n't)' before the subject singular and plural. Note that the main verb in the question is in the simple present form, there is no final-ed ending. Look at the following examples in the table below which are taken from the above conversation.

Examples		Answers	
		Affirmative	Negative
Affirmative Question	Did you meet our friend Nestanet?	Yes, we did.	No, we did not.
	Did you spend the time with her?	Yes, I did.	No, I did not.
	Did you enjoy the music?	Yes, We did.	No, we did not.
Negative Question	Did not you tell me anything about the workshop?	Yes, I did.	No, I did not.
	Did not you make a phone to her?	Yes, I did.	No, I did not.
	Did not you go by mini-bus?	Yes, I did.	No, I did not.

Exercise: 4 Work with a partner taking one of the role as the example below. A asks questions with simple past tense using the cue words below in 1 to 10 and student B answers. Then change roles (student B asks the questions and student A answer). When you give a ‘yes’ answer to a question, explain what you did in a simple past tense at a sentence level. What did you do last weekend?

Examples: A: Did you clean your room last weekend?

B: No, I did not.

A: Did you play any sports last weekend?

B: Yes, I did. I played tennis on Saturday afternoon.

1. listen to the radio this morning?
2. watch TV last night ?
3. look at a newspaper?
4. telephone your family
5. visit your friends?

- 6. shop for clothing?
- 7. study at home?
- 8. finish your homework?

When you finish, join with another pair of students. Take turns telling the group five things that your partner did (or did not do) last weekend.

C. Information Questions

Many information questions use 'did' before the subject (singular and plural), but a few information questions use 'did not' before the subject.

Note: when **who** or **what** is the subject of the sentence, the main verb is in the simple past tense and did or did not is not used before the subject. The chart below gives some examples.

Examples	Possible answers	Notes
When did Tigist wait him? When did you return from Debrezait? Where did you go for a work shop?	She waited him on Sunday. I returned on Sunday I went to Debrezait	In information questions with did and did not, the main verb is in the simple form. There is no final-ed ending.
What made you to enjoy the evening? Who went with you to Bisheftu hotel? Who enjoyed the music most?	The music I heard. My friend Netsanet. We all enjoyed the music	When 'who or what' is the subject, use the simple past tense in the main verb.

Exercise 5: The following sentences are possible answers for a certain questions which are not stated. Supply or make a question (Q) which could be affirmative or negative question that correspond the given answers (A) orally. The first one is done for you as an example.

Q= Did you talk to Netsanet yesterday?

A= Yes, I did. I was with my girl friend Netsanet yesterday.

Q= _____?

A= Yes, I visited the lion cave zoo when I was a child.

Q = _____?

A = No, I did not listen.

Q = _____?

A =

Q = _____?

A =

Exercise 6

Give answer to the following information questions orally at discourse level based on your experiences with details. Do not forget to use simple past and other tenses if necessary.

Example: Hwassa was the first new place that I visited. When I reached there I was amazed on different things which I saw. For example, the lodges and beaches in Lake Awasa were very fascinating. The people were friendly. And, I travelled on boat paying small amount of money.

1. Where did you go to a new place for the first time? Explain
2. What was your favorite game when you were a child? Discuss
3. When did you get to a university? Describe
4. Who was your role model for your carrier? Explain
5. Which day was unforgettable in your life? Why?
6. When did you feel very sad in your life? Tell causes
7. When was your happiest day in your life? What was the reason?

2. Irregular verbs (simple past)

Exercise 7: Read the following conversation and do the tasks below orally with your pair mates

Selam: I met my boy friend and had a long talk two weeks ago.

Aster: Oh, that's interesting! Did you feel happy? What did he talk to you?

Selam: I felt happy for he got a good grade for University entrance.

Aster: Great. Congratulation, which university did he apply?

Selam: Em... his first option was Addis Ababa University.

Aster: When did he fill the admission form?

Selam: Well, it was six months back.

Aster: I guess by now he began his tertiary education.

Selam: Yes sure, he joined the university before a couple of days.

Aster: How did he get to his University?

Selam: My Mum bought him a plane ticket from Gondar to Addis Ababa.

Aster: What about his friends in Gondar? Did they give him a good by party?

Selam: Yes, they made him an interesting party before he left to Addis.

Aster: Who took him to the airport?

Selam: My Dad took him. That was October 21.

Aster: You had a good boyfriend, how did you feel?

Selam: Of course, I felt very proud. But I was also depressed in missing him.

Aster: He was good to you.

Selam: Thanks.

1. Who met Aster last night? What did they do?
2. Where did Aster's boyfriend apply for admission to?
3. Did he buy the air ticket by himself from Gondar to Addis?
4. Why did Selam feel depressed?
5. Who took Selam's boy friend to the airport?

Exercise 8: Return to the conversation above and write down only those sentences with irregular verbs which are in simple past form and tell to your pair met what the present form of those irregular verbs. The first one is done for you as an example.

Example: Mum took him to the airport (the present tense form of **took** is *take*)

Exercise 9: The following sentences make a story about two sisters. But, the story is not in the right order. Discuss in group to decide the right order and why the writer used the simple past.

1. The president of the University awarded them, 20 thousand birr each for their remarkable contribution in medical surgery.
2. They got their Doctorate degree in medical science from Jima University.
3. After returned from Abroad, they served for ten years in Black Lion Hospital
4. Their parents admired them for their successful grade to join the university.
5. The two sisters Meseret and Lemlem were born in a small village in Oromiya Zone.

6. They were ambitious to be a medical doctor and studied hard.
7. They were also got an admission for further specialization in Germany.

Task 2: Read the following text below and answer the questions as follow. Remember the past simple in this test to expresses the actions happened in the past of the day.

Family Woman

Toady was a very busy day for Tigist, although it was her weekend. She needed to do the stuff her husband told to do. First, the moment she woke up in the morning fetched water from the river at a distant. Then, she milked all the cows, backed injera (soft bread) and cooked 'shiro wat' for her children and husband too. It took her almost more than three hours. Following this, she washed up all family clothes for tomorrow she and her family is supposed to go for her brother daughter wedding. And, she wanted to check out if everything was being done ok. After that she needed to have somebody to do the gardening but she couldn't find anybody, and, she herself took it over. Finally, she brought fire-woods from the nearby forests. Now what do you think her husband was doing during the day? Yes, to every one's wonder he was all checking out if her wife was doing everything properly. That is all being an irresponsible husband.

Exercise1: Based on the text above tell your pair mate the answers for the questions

1. What was the day for Tigist, although it was her weekend?
2. What did she need to do?
3. What did she first do the moment she wakeup from the bed?
4. What did, then, she do?
5. Could she find somebody to do the gardening?
6. Do you think her husband was a good person to her? Why? Discuss

Exercise2: Construct a sentence using three regular and irregular past verbs each based on the above short passage and tell you have done one another with group members.

e.g. The woman cooked the family's food before she left to the wedding. (Regular)

She woke up early morning and fetched water. (Irregular)

Task 3: Based on what you have learned so far about simple past tense, tell a short story (biography) for the whole class choosing a famous person in history or whom you know in your local area, etc. You will be using the past form because the person is not alive.

Example1: Yidnekachew Tesema was born on September 11th, 1921. He left school in 1935. He joined his first and only club, Saint George, when he was 14 years old. Yidenekachew served as coach for both the Saint George and the Ethiopian national club. Really he was the symbol of Ethiopian foot ball. He died in 1987.

Example 2: Martin Luther King was born on January 15, 1929, in Atlanta Georgia in America. He and his wife Scott were married in 1953 and had four children. He fought all his life against segregation, racism, and color discrimination. King Martin was shot and killed while standing on the balcony of his hotel.

Lesson Three: Past Continuous Tense

Task 1: In this task you will be asked to retell a story from a short reading text.

Reading for speaking

I *was* an English teacher in the University. It *was* the last day of the term, and I **was looking** forward to the holidays. I **was sitting** in the afternoon, when the phone *rang*. “Fasikaw, there is a student to see you in reception,” the receptionist *said*. I *went down* stairs, *walked* into the reception and *saw* one of my students Fikir. She **was standing** with a bunch of flowers in her hand. I **was thinking** that she had bought the flowers for me as an end of the term present. I *put* my arm *out* and *took* the flower, saying “Thank you so much). I **could** see Fiker **was looking** confused. She *explained* that the flower *weren't* for me. She had bought them for her grandfather and she had been in her way to visit him. She had only come to see to borrow a book!

Exercise 1: Answer the following questions orally based on the reading text above.

1. Who was the writer of the above text?
2. Why was Fasikaw looking forward? Give reason
3. Where was Fasikaw sitting, when the phone rang?

4. Who was standing with a bunch of flowers? Where? Why?
5. What was Faskaw's thinking when he saw one of his students? Explain
6. Who was looking confused? Why?

Exercise 2: Based on your experience tell your group members about the tricky incidents you faced using the past continues and if necessary other tenses.

Task 2: Read the passage and answer orally the following questions based on the text.

A Young Panda

A young panda *was sitting* under a tree chewing a bamboo shoot. It was a very inquisitive panda and like many very young creatures was always asking questions that were almost impossible to answer. Questions such as, "why is water wet?" and "why does fire burn?" One day, it wondered what the difference was between Heaven and Hell, and because there was no one around to ask, it decided to find out for itself.

The young panda went to Hell first. It was like gigantic restaurant, full of round tables. At the tables, groups of pandas *were screaming* and shouting at each other across bowls of the most delicious bamboo shoots. In their paws they held chopsticks so long that they found it impossible to feed themselves. Whenever they tried to pick up some food all they managed to do was to poke each other in the eye. They *were all starving* and miserable.

Next the young panda visited Heaven to see what the place was like. It was surprised to see the same tables, and the same bowls of delicious bamboo shoots. These pandas also had very long chopsticks, but instead of looking miserable they *were all smiling* and licking their lips. They *were having* a most wonderful time, for instead of trying to feed themselves, which was impossible with such a long chopsticks, they *were feeding* each other.

(Adopted from Patten, B. 2001 in the story giant, 41-42. London: Harper in improve your English, : Distance material, (2003).

Exercise 1 Based on the above conversation answer the fooling questions orally

1. Where was the young panda sitting chewing the bamboo sheet?

2. Which pandas were all starving?
3. Which pandas were also having a most wonderful time?
4. Why were all the hell pandas screaming?
5. Why were all the heaven pandas smiling?

Past Continuous Tense: Form

The verb to be was/were + -ing

E.g.: I/he/she/it was playing

We/they/you were working

- We use the past continuous tense when somebody was in the middle of doing something at a certain time. The action or situation had already started before this time but had not finished

E.g.: This time last year I was living in Brazil.

I saw you in the park yesterday when you were reading a book.

What were you doing at 10 o'clock last night? I waved to her but she wasn't looking.

Exercise2: Refer to the passage above and tell the answer to your partner

A: What were the hell pandas doing when the young panda went to hell?

B: _____

A: What were the heaven pandas doing when the young pandas went to heaven?

B: _____

A: What was happening on the hell pandas when they couldn't manage to pick some food?

B: _____

A: What kind of time the heaven pandas were having when they could feed themselves properly

B: _____

Exercise 3: Use the ideas from the above passage and complete the sentence orally using the past continuous.

1. When the young panda went to hell,.....
2. When the young panda visited Heaven,.....
3.,when they couldn't manage to feed themselves.
- 4....., when they could manage to feed themselves.

Exercise 4: Based on the past continues and past tense you have learned so far, make a short speech discourse that shows an event happening in the past.

Example1: Last week this time I was watching movie with my friends. We were also doing some funs. To mention the few, we were spending some times in playing football and we were taking showers. Then, we were eating our lunch in a restaurant...

Example2: When I was crossing the road an accident happened and the car was turned over. The policeman was investigating the causes of the accident. The Red Cross workers were also running here and there to save the lives of people who were injured.

Lesson Four: Present Perfect Tense

Task1: Read the following conversation below among friends and answer the following questions orally to classmates.

Friends

Yishak: We haven't gone to Hawassa since last year.

Dawit: You know why, there hasn't any new attractive lodging in all the beaches.

Haimanot: Yes, we have seen most of the beaches around Lake Hawassa.

Yishak: So, where else to go?

Dawit: Well, I think we better visit this morning to the national museum.

Haimanot: That is a great idea. We may even visit the Lion Cage, on our way to the museum.

Yishak: How long has Lion Cage Zoo been there?

Dawit: I think, it has been there since 30 years ago.

Haymanot: Yishak, have you ever seen the lions in the zoo?

Yishak: No, I haven't. But, my mother has told me.

Dawit: Anyway the time has gone, please, ready to go.

Haimanot: For the last two days, the weather has been terrible. It has been rainy and foggy.

Yishak: That is why I have put my rain coat.

Dwait: I think we can go now.

Exercise1: Based on the above conversation answer the following questions orally.

1. How long friends haven't gone to Hawassa?
2. Why the weather has been terrible for the last two days?
3. How long has the lion cage been living there?
4. Who has suggested visiting the museum?
5. Who has put his rain coat?

Present Perfect: Form

To form the present perfect, use the simple present form of have/has +the past participle of the main verb

- The past participle of regular verbs is the same as the simple past form verb +-ed.
- Irregular verbs, however, have special past participle forms.

Use: We use present perfecto to describe an action that happened at indefinite time in the past but important now.

A) Affirmative Statement

Example: You/We/They/I have visited.
 She/He/It has seen.

Contraction

You've, I've, we've, they've,
 She's, He's, it's

B) Negative Statements

Example: You have not married. She has not visited.

Contraction Form

E.g. You haven't. She hasn't.

Note: To form negative statements, use have or has + not or the contraction haven't or hasn't and the past participle of the main verb.

C) The 'Yes'/'No' Question

E.g. Have you visited?
 Has she seen?

Short Answer

Yes I have.
 Yes she has.

Contracted Form

No I haven't.
 No she hasn't

Note: To form Yes/no questions, use **have** or **has** before the subject. The past participle of the main verb follows the subject. Affirmative short answers do not have contracted form. We never say Yes, I've or yes, she's.

D) The Information Question

	Example	Answer
Information Question	What have you visited? What has she seen?	I have visited the museum. She has seen the lion cage.

Note: The Wh-word is followed by have or has, the subject and the past participle of the main verb.

Example	Answer	Contraction
Who has married? What has happened?	I have married She has left to countryside	Who's What's

Note: If 'who' and 'what' is the subject of the question, the word order is the same as the affirmative statement. E.g. He has finished. What has happened?

How long have you lived in this village? I have lived in this village for ten years.
 How long has she been in marriage? She has been in marriage since 10 years ago.

Note: To form this kind of information question, how long must come before have/has, subject and the past participle form of the main verb.

How long + has /have + subject + past participle form of the main verb

'Since': used with present perfect and past perfect tense. We use since for a time in the past until a later past time, or until now.

'For': shows a period of time.

Exercise 2: Now, back to the previous conversation which are constructed using present perfect tense and tell your partner the those 'affirmative statements', 'yes/no questions', 'negative statements', and 'information questions'. Look the following examples which are taken from the conversation.

E.g. How long the lion cage has been in Addis? Since 30 years ago (information questions)

Exercise 3: Practicing on Form and Meaning

Work with your partner. Complete the following conversation with the present perfect tense with a meaningful idea orally taking the role of the 'A and B'. The first one is done as an example.

Example:

1. A. Have you discussed? (you/discuss)
B. I haven't discussed the matter with her yet.
2. A.....(they/go)..... ?
B.
3. A. How long(you/be) with your family in Debrezait?
B. I.(be) with my family for the last 20 years.
4. A.(she /join) a University?
B. Not yet. But, she.....(plan) to join next year.
5. A. What.....(you/see) in the museum?
B. We.....(see) the Skelton of Lucy and other historical heritages.

The Present Perfect: Meaning and Use

Connecting the past and the present-

- The present perfect often expresses indefinite past time. This means that the specific time of the past is not important. When we use the present perfect tense there is always connection with now. The action in the past has a result (effect) now.

Example: Mum is searching for her child. She has not found her child= .Her child disappeared and still Mum hasn't got the child.

We often use the present perfect to give new information or to announce a recent happening.

Example, Oh! I have broken my ankle.

- Questions with 'ever' and their answer also express the indefinite meaning of the present perfect

Fikir: Have you ever climbed the Ras Dashen Mountain?

Destaw: I have reached near the mountain once, but I have never climbed.

In this conversation, the specific time is not expressed. The only information that we know is that Destaw has reached to Ras Dashen Mountain once in his life but he has never climbed the mountain.

Note: The adverbs: ever, never, already, yet, still, so far, once, twice, three times, many times, and so on frequently expresses the indefinite meaning of the present perfect. Here under is the function of the mentioned adverbs.

Adverbs that come before past participle

ever: At any time up to now.

E.g. Has he ever gone to Hawassa?

He hasn't ever gone to Hawassa.

never: At sometime soon than expected. E.g. He has never gone to Hawassa

already: At sometime sooner than expected.

E.g. have you already discussed? I have already discussed.

Adverbs that come at the end of the sentence

yet: until now expected at sometime before now. E.g. Have you read yet? I haven't read yet.

Adverbs that come at the beginning and at the end of the sentence

so far: at any time up to now. E.g. So far, she hasn't replied. (at the beginning)

What has she done so far? She hasn't replied so far. (at the end)

still: expected at some time before now. E.g. We still haven't eaten.

Adverbs after have/has

just: a short time ago. E.g. I have just broken my ankle.

Exercise 4: Take the role of A and B in conversation below with your pair and complete the dialogue by putting the verbs in the bracket into the present perfect and tell orally to the class.

A: Good afternoon, Mr Siraw. How you are getting on with the car I brought in this morning?
_____ (you/finish it/yet)?

B: Nearly. We _____ (already/do) most of the work on it. We (not/find any major problems/yet), but we _____ (already/fix) the things you mentioned.

A: _____ (you/check) the headlights? I think they need adjusting.

B: Yes, we _____ (already/fix) them. The only other thing is that you need two new tyres, but I _____ (not/order them/yet), because they're 2000 birr each.

A: That's fine, go ahead with that. Do you know what the bill will be?

B: No, I _____ (not/work it out/yet), but it'll be about 25000 birr. Are you coming to get the car now?

A: No, I _____ (not/finish work/yet). I'll be there in about an hour.

Exercise 5: Complete the sentences orally with a suitable time expression from the list below

Already, yet, ever, never, just, for, since, always

1. The goods will be with you soon. They've _____ left our warehouse.
2. I've _____ had a great idea! Why don't we launch a new range of colors?
3. We've _____ known each other _____ more than twenty years.
4. I've _____ used my credit card on the Internet. I don't think it's safe.
5. I haven't had a chance to speak to Lemlem _____, but I'm sure she'll agree.
6. I've _____ worked in insurance, ever since leaving university.
7. Have you _____ been to Bahirdar? It's completely different from Gondar.
8. Our sales executives have used the same hotel _____ over 20 years.
9. _____ I joined the company, I have been to over twenty countries.
10. Car sales have gone up by 10% _____ the tax cuts in December.
11. Ethiopia has been a member of the United Nation _____ many years ago.
12. It isn't a new Mercedes. He has had it _____ years

Exercise 6: Complete the sentences orally with a correct form of the present perfect tense and time expression in the bracket from the list below

Yet, for, since, often, ever, never, already, so far, just, always

1. I.... (have/has) lived in my city-centre flat (since/for) 1998. I love it there.
2. Thanks for the present! I.....(has/have) (always/already) wanted a gold Rolex!
3. I don't think I should drink any more. I.....(have/has) had four whiskies.
4. (Have/has) you been self-employed?
5. I.....(has/have)..... (ever/never) heard that we've won the contract! Congratulations everybody!
6. Hurry up!(Haven't/hasn't you finished (just/yet) ?
7. Marry..... (has/have) worked in this company(for/just) over five years now.
8. I.....(has/have) passed this building, but this is the first time I've.....(just/yet) been inside.

Exercise 7: Complete sentences under column 'B'. and tell what you constructed to your partner turn by turn. Use the verb in the brackets + just/already/yet. The first one is done for you as an example.

- | A | B |
|---|---|
| 1. What does she think about your marriage? | I (not/tell/yet).
I haven't told her yet |
| 2. Is your wife here yet? | Yes, she (just/arrive). |
| 3. What time is Mike cooking? | He,..... (already/cook). |
| 4. What is new today? | I don't know. Inot/ get/yet). |
| 5. Would you like something to drink? | No, thanks, I (just/have/drink) |

Exercise 8: Telling about Personal Deeds

Construct sentences and tell class mates about some of your deeds using the present perfect and the suggested adverbs. Choose one sentence to tell the class.

1. Name two things that you have done this semester. Use 'so far' or 'already' in each sentence.

Example1: So far, I've written ten copies of short stories

I've already visited most of European countries.

Name two things you are supposed to do this semester, but haven't done yet. Use 'still' or 'yet'.

Example 2: I still haven't looked for a job.

I haven't looked for a job yet.

Exercise 9: Talking about Life Experience

Work with a partner. Take turns by asking and answering questions about your life experiences. Use the present Perfect with 'ever' and the expression in Parentheses. Add another sentence of explanation. The first one is done for you as an example.

1. (have an accident)

A= Have you ever had an accident?

B= Yes, I have. I've had an accident twice in my life.

No, I haven't. I've never had an accident in my life.

2. (go to the country side)

a= _____

b= _____

3). read a story)

a= _____

b= _____

4) (visit a museum)

a= _____

b= _____

5) (smoke cigarette)

a= _____

b= _____

6) (write a diary)

a= _____

b= _____

7). (see Sodere spring water)

a= _____

b= _____

8). (get reward from your class)

a= _____

b= _____

Exercise 10: Read the following short conversation between the teacher and the student and try to make a similar dialogue with your partner by acting as a boss/ employee, doctor/patient, or customer and waiter, etc.

Teacher: Have you made your homework?

Student: Yes, I have made my homework.

Teacher: Have you brought your textbook?

Student: No, I haven't brought my textbook.

Teacher: Which part of the assignment have you just done?

Student: I have just done the paragraph writing.

Teacher: What about the grammar section, have you done?

Student: No, I haven't done yet.

Task 2: Make a short oral discourse for your class mates what you have learned from life so far using the present perfect tense and if necessary others.

Example1: I have seen a lot of ups and down in my life. I have also made many mistakes. However, I have got good experiences so far and I have advised my children about the good and bad things which may possibly face in their life time.

Lesson Five: Conditionals (Real and Unreal)

Task1: Read the conversation between the 'wife and husband' and do the activities orally that follow.

Husband and Wife

W: You used to say 'I love you' in time we married but you don't say now. If I were a young girl you would say to me 'my darling'.

H: If you don't nag me I will say I love you as before.

W: You always took me to a big restaurant but you stopped now. If I did not give birth to you I would go by myself.

H: Don't worry, if you take care of our children properly, I will take you where you want.

W: When I ask you to buy me a beautiful dress these days, you say 'are you stupid?' If I had a job and good salary I wouldn't ask you to buy fashion clothes.

H: Sorry! I will buy you if you always cook me a nice food.

W: When I ask you to take me movie house by car, you always say 'no', tonight there is a foot ball match. If I had a driving license I could drive to any palace where I want.

H: If you stop talking with people whom I don't like, I will take you wherever you want to go.

W: When I raise a good idea these days, you say 'I don't agree'. If I weren't an old lady you would say me 'completely agree with you'.

H: I promise to accept your idea if you are honest enough to me.

Exercise1: Based on the above conversation between the husband and wife complete and tell to group members taking turns using real conditionals type1.

1. If you are obedient to me,

2. I will keep my word if.....

3. If you don't nag me,.....

4. I will take you where you want if.....

5. If you stop talking with people whom I don't like,

Exercise2: Based on the above conversation between the husband and wife complete and tell to the whole class using real and unreal (hypothetical) conditional structure.

1. If I.....,
2. If I.....,
3. If I.....,
4. If I.....,
5. If I.....,

Conditionals: Form

To form a real conditional we use different patterns based on the type of conditions.

A) Factual Conditionals

Conditional types	Sub-types	Semantic relationships	Tense-modal sequencing	Examples
Factual conditionals	Generic factual conditionals	To express relations that are based on physical law	If + simple present	<ul style="list-style-type: none"> • If oil is added to water, it floats on top. • If you boil water, it vaporizes.
	Habitual factual conditionals	To express retaliations that are based on habit	If + simple present/past, simple present/past	<ul style="list-style-type: none"> • If I wash the dishes, my sister dries them. • If her mother said, "stop!" Seble stopped.

B) Future Conditional

Future (predictive) conditionals	Strong condition and result	To express future plans	If + simple present, {will/be going to} VP	<ul style="list-style-type: none"> • If it rains, I will stay home. • If Sarra comes to class, she will get the answers to the quiz.
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C) Imaginative /Subjunctive Conditionals

Imaginative (subjunctive) conditionals	Hypothetical conditionals	To express what the speaker perceives to be unlikely yet possible events or states in the if clause	If {were to V/ V + simple past}, would If {simple past/ present subjunctive}, would	• If Hiwot had the time, she would go to Ambo.
	Counterfactual conditionals	To express impossible events or states in the if clause	If {simple past/ Present subjunctive}, would If + past perfect, would have + V3	• If my grandfather were alive today, he would experience a very different world. • If you had returned the money, I would have lent you 5,000 birr.

Task2: Read the text below and tell the activities the ‘real’ and ‘unreal’ conditionals used in the text.

Famous People

Many people would like to be others’ famous and powerful people. But what people would do if they were in famous people’s way can turn out to be interesting. For example a young person says if he were Haile G/Silassie he would buy a private plane with that of much money. Another young person says if he were a prime Minister of this country, he would develop the economy of the country. Another person says if he were a well known historian, he would teach the history of this country to the next generation. Likewise, another person says if he were a famous singer he would entertain the people without any expense. How funny. By the question is what would you do if you were a famous powerful person? Do you agree with what people said in this text?

Exercise1: Based on the above short passage complete and tell group members what you want to do if you were....

1. If I ... (G/Silassie)
2. If I..... (a prime Minister)
3. If I.....(a historian)
4. If I.....(a singer)
5. If I..... (a comedian)

Exercise2 Instruction: Complete the following dialogue with appropriate verb forms of different conditional sentences by discussing with your pair-mate. Then, take either “A” or B” position to present a dialogue for the class.

Wedding Anniversary

A: Good afternoon.

B: Good afternoon. May I help you?

A: It’s my wedding anniversary next month. I want to surprise my husband with a wonderful vacation plan. Would you recommend some famous places?

B. Of course, Em, If (1)..... (be) you, I(2) (go) to Lalibela to have a wonderful time for my wedding anniversary. If you(3) (go) to Gondar, you would visit the Castle of Fasil and you might even see the historical churches there. And...

A: Well, it's outside Addis Ababa. If I (4) (be) you, I would have not suggested these places for a short visit with a husband, for they are historical places demanding ample times.

B: Oh! You want to stay in Addis? If you (5) (go) to the Sheraton, you will have a wonderful time with your husband.

A: Sheraton Addis? What (6) (will) I see if I go to Sheraton?

B: If you go to Sheraton, you will see reputed halls, foods, drinks and beautiful tourists and Ethiopians, and so on.

A: But, I don't like hotels of such kind.

B: Thus, If you can go to Hora or Bishoftu, you will (7) (visit) the water bodies, the hotels, the cultural foods, among others. Isn't that interesting?

A: I think, it's pretty good. Thank you very much.

B: It's okay, no problem.

Task3: Make a short speech of your own using the real or imaginative conditional structure you have leaned so far what to do in factual or imaginative situation.

Real conditional

Example1: If the rain comes I will put on my rain coat and walk for night school. I will also use my torch, if the road light is off. If my teacher asks me about my assignment, I will tell him the truth as I did not do it.

Unreal conditional

Example 2: If I were Billgate I would design a Microsoft that could eradicate HIV Aids. I would also create a Microsoft that control polio disease all over the world.

Appendix K: Orientation Framework for Classroom Teacher

These are a framework of orientation given for the teacher to follow in the speaking classroom during the training in the main study.

- a. To teach the grammar items explicitly and implicitly in accordance with their effect in oral communication.
- b. Students' talking time should be relatively higher than the classroom teacher.
- c. To give students more opportunity to explore the linguistic items through oral activities.
- d. To ignore too much errors committed by students during the communication session.

- e. pair work and group work should be employed to engage students in oral interaction.
- f. Students need to be motivated to construct their own sentences and discourses orally.
- g. The teacher has to give explicit information shortly about the given grammatical items.
- h. The oral classrooms should be student-centered, active learning, and experiential learning.
- i. Cooperative learning should be encouraged.

Appendix L: Students' University Entrance Exam Result

University of Gondar

Registrar Office for Faculty of Social Sciences and the Humanities

As per request of Ato Yifter Meless, who is currently working for his PhD at Addis Ababa University, the Registrar Office gave him the following students' University Entrance Examination English grade report registered in the year 2012/13 for required research purposes.

No.	Name	Sex	Re. No.	English
1		M	753773	53
2		M	753613	83
3		M	840458	57
4		M	842543	40
5		M	818123	30
6		M	739637	45
7		M	718032	53
8		M	702224	47
9		F	762420	37
10		F	834788	38
11		M	762623	49
12		M	839618	45

Head of Registrar *Albason Yimam*

Date *03/12/2013*

Signature *[Signature]*

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Associate Registrar



Appendix M: Students' First Year Spoken English Result

As per request of Ato Yifter Meless who is currently working for his PhD at Addis Ababa University, the Department of English gave him the following students' grade report for required research purposes.

UNIVERSITY OF GONDAR OFFICE OF THE REGISTRAR

OFFICIAL AND FINAL COURSE GRADE SUBMISSION FORM ACADEMIC YEAR 2012/13

COLLEGE/FACULTY/ SCHOOL SOCIAL SCIENCE

DEPARTMENT DELL

SECTION I

YEAR OF STUDY I SEMESTER I

MODULE NAME: Basic English skills

MODULE CODE: EnLaM 1021

COURSE NAME: Spoken English I

COURSE ECTS: 5

COURSE WEIGHT 135

No	Name	Sex	ID. NO	100%	Grade
1		M	GUR/ 4173/05	76	B+
2		M	GUR/4692/05	85	A
3		M	GUR/4614/05	65	B-
4		M	GUR/4518/05	52	C
5		M	GUR/4583/05	66	B-
6		M	GUR/4354/05	50	C
7		M	GUR/ 4223/05	59	C
8		M	GUR/4354/05	50	C
9		F	GUR/4614/05	44	D
10		F	GUR/4518/05	56	C
11		M	GUR/4205/05	52	C
12		M	GUR/4264/05	49	C-

Instructor's Name A. Tadesse

Department Head's Name Rahwa Y.

Signature [Signature]

Date 2/6/13



Appendix N: Students First Year Communicative Grammar Result

Communicative English Grammar

UNIVERSITY OF GONDAR OFFICE OF THE REGISTRAR

OFFICIAL AND FINAL COURSE GRADE SUBMISSION FORM ACADEMIC YEAR 2012/13

COLLEGE/FACULTY/ SCHOOL SOCIAL SCIENCE

DEPARTMENT DELL

MODULE NAME: Reading and Writing skills

SECTION I

MODULE CODE: EnLaM1041

YEAR OF STUDY I SEMESTER II

COURSE NAME: Communicative English Grammar

COURSE CODE- EnLa 2041

COURSE ECTS:5

COURSE WEIGHT:

No	Name	Sex	ID. NO	100%	Grade
1		M	GUR/ 4173/05	74	B
2		M	GUR/4692/05	93	A+
3		M	GUR/4614/05	81	A-
4		M	GUR/4518/05	57	C
5		M	GUR/4583/05	51	C
6		M	GUR/4354/05	56	C
7		M	GUR/ 4223/05	60	C+
8		M	GUR/4354/05	60	C+
9		F	GUR/4614/05	44	D
10		F	GUR/4518/05	57	C
11		M	GUR/4205/05	67	B-
12		M	GUR/4264/05	47	C-

Instructor's Name Tadesse W/G

Department Head's Name Rahwa Y.

Signature 

Signature 

Date 22/02/13



