

**EFFECTS OF DYNAMIC ASSESSMENT OF LEARNERS' ENGLISH  
LANGUAGE SPEAKING SKILLS ON THEIR ORAL PROFICIENCY:  
THE CASE OF ENGLISH MAJORS AT HAWASSA UNIVERSITY**

**BY**

**ABAYNEH FELEKE**

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

**OCTOBER , 2023**

**ADDIS ABABA**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM**  
**AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**EFFECTS OF DYNAMIC ASSESSMENT OF LEARNERS' ENGLISH**  
**LANGUAGE SPEAKING SKILLS ON THEIR ORAL PROFICIENCY:**  
**THE CASE OF ENGLISH MAJORS AT HAWASSA UNIVERSITY**

**BY**

**ABAYNEH FELEKE**

**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURES IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE**  
**OF DOCTOR OF PHILOSOPHY IN TEACHING ENGLISH AS A FOREIGN**  
**LANGUAGE (TEFL)**

**OCTOBER, 2023**

**ADDIS ABABA, ETHIOPIA**

**ADDIS ABABA UNIVERSITY**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

This is to certify that the thesis prepared by Abayneh Feleke , entitled *Effects of Dynamic Assessment of Learners' English Language Speaking Skills on their Oral Proficiency: The Case of English Majors at Hawassa University*, is submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy (English Language Teaching) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner ----- Signature ----- Date-----

Examiner ----- Signature -----Date-----

Supervisor-----Signature-----Date-----

### **Declaration**

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

Name : Abayneh Feleke Managdew

Signature : -----

Place :           College of Humanities, Language Studies, Journalism and Communication  
                    Department of Foreign Languages and Literature, Addis Ababa University

Date of Submission : October, 2023

## **Acknowledgments**

First and foremost, I give many thanks to the Almighty God for the caliber and stamina he has given me to accomplish this project.

Next, I wish to express my sincere thanks to my supervisor Dr. Taye Regassa for his guidance and valuable comments throughout this research project. I am especially indebted to Dr. Dirib Ado, Associate Professor in the Linguistics Department of Addis Ababa University, for his assistance in operating PRAAT software to compute learners' temporal fluency. Without his support, I could not have managed to employ PRAAT software solely depending on **YouTube** instructions of internet sources. I am also thankful to Dr. Badima & Dr. Animaw for their priceless constructive comments during my proposal and pilot oral defense sessions. Similarly, my heartfelt thanks go to one of the veterans and senior professionals of ELT in Hawassa University, Dr. Aregay Merassa, who provided me with valuable comments during the early stage of this project.

I also owe special thanks to some colleagues in Hawassa University- Dr. Taye Gebremariam, Dr. Tagesse Daniel, Dr. Kassa Mihrete, and Dr. Mesfin Abera, who generously gave their time to evaluate and comment on the speaking instructional material and data collection instruments developed for this research purpose. Special thanks, too, are due to their unreserved cooperation of 2<sup>nd</sup> year English language students of Dilla and Hawassa universities during the pilot and main studies, respectively. Besides, my heartfelt gratitude goes to my colleagues (PhD students of the time), Mihretab Abraham, Wondu Mesele, and Gizachew Kinde, who overcome their responsibility by properly running the intervention program during the study. I would also like to thank my friend, Achame Haile, a Ph.D. candidate by then, for his moral support during the ups and downs of life in the course of the study.

Finally, I appreciate my dearest wife, Kelem Yilma (TG), for all that she has done - caring for our beloved baby daughter-Yohana Abayneh, creating calm space at home during COVID-19 lockdowns, and catering for unreserved emotional support to me while I was deep into the process of writing.

## Abstract

The purpose of this study was to investigate effects of dynamic assessment of speaking skill on learners' oral performance. The study mainly focused on examining effects of dynamic assessment (DA) of grammatical structures during dialogues on learners' English language speaking fluency and accuracy in their monologues. The research also aimed at identifying teacher's mediation moves and learners' reciprocity patterns exhibited during student-teacher interplay between DA<sup>1</sup> and DA<sup>2</sup>. The study employed an embedded research design that nests both quantitative and qualitative approaches within a larger experimental study. The research participants were two sections of second-year English major students (N=48), who were grouped into treatment and control groups based on systematic random sampling. Moreover, two English language lecturers, who were selected using voluntary sampling, involved in the study. The quantitative data, that is, learners' scores of oral fluency and grammar accuracy, were collected using six speaking questions (monologues) and were scored using PRAAT software and Weighted Clause Ratio (WCR), respectively. Then, the data were analysed using SPSS to see the effects of DA on learners' oral fluency and grammar accuracy. On the other hand, the qualitative data such as teacher's mediation moves and learners' reciprocity patterns were inductively drawn from DA<sup>1</sup> and DA<sup>2</sup> using thematic analysis and line-by-line coding. Then, microgenetic analysis was employed to examine moment-by-moment changes of learners in terms of the nature, qualities and frequencies of mediation they demanded and the patterns and nature of responsiveness they exhibited in DA<sup>1</sup> and DA<sup>2</sup>. The finding showed that DA had not brought statistically significant effect on learners' oral fluency. However, DA helped the learners show statistically significant effect on their control over grammatical structures during monologue. Also, the microgenetic analysis on teacher's mediations moves and learners' reciprocity patterns revealed that learners' grammar accuracy during dialogue and their reciprocating ability remarkably improved after the intervention. From all these findings, it was concluded that DA helped learners move their ability to control over grammar accuracy and reciprocating ability from their Zone of Actual Performance (ZAP) to their Zone of Proximal Development (ZPD). The result implies that including DA as an alternative form of assessment/instruction in the ELT curriculum can help learners' oral proficiency bring to the required level.

**Key words:** *dynamic assessment, oral proficiency, PRAAT, grammar accuracy, weighted clause ratio*

<b>List of Figures and Tables</b>	<b>Page</b>
Figure1. Model of Mediated Learning Experience	18
Figure2. Conceptual framework of the study	22
Figure 3. Components of Oral Proficiency	43
<i>Figure 4. Flowchart</i> showing procedure of the study	70
Figure 5: A PRAAT sound file with automatically-generated TextGrid of Mekdes's first monologue in her pretest phase.	82
Figure 6: A PRAAT sound file with automatically-generated TextGrid of Abdulatif's first monologue in his pretest phase.	83
Figure 7: A PRAAT sound file with automatically-generated TextGrid of Mekdes's first monologue in her posttest phase.	84
Figure 8: A PRAAT sound file with automatically-generated TextGrid of Abdulatif's first monologue in his posttest phase	84
Table 1. : Leven's Equal Variance Test for checking the initial homogeneity of the experimental group and control group	80
Table 2.Oral Proficiency pre-test mean scores of the experimental and control Groups	81
Table 3. Results of a Shapiro-Wilk test to check the Distribution Normality of Posttest scores of the Treatment and control Groups.	85
Table 4a. Results of Descriptive Statistics of SPSS output	87
Table 4b. Results of an Independent sample T-test to check the effect of DA on learners' oral fluency	87
Table 5. Results of a Shapiro-Wilk test to check the Distribution Normality of Pretest-Posttest fluency scores of the Treatment Group	88
Table 6a. Mean and Standard Deviation of the Pretest and posttest scores of oral fluency	89
Table 6b. SPSS output of the Paired Samples Test for significance level	89
Table 7. Results of a Shapiro-Wilk Test to Check the Distribution of Normality of the Pretest and posttest fluency scores of the control Group	90
Table 8a.Mean and Standard Deviation of the pretest and posttest scores on Oral fluency	91

Table 8b. Paired sample t-test showing sig.value of pre/posttest Oral fluency scores of control group	91
Table 9. Normality test of control& treatment students' score on grammar accuracy	93
Tabel 10. Descriptive statistics of the SPSS output	93
Table 11. Inferential statistics of the SPSS output	94
Table 12. Normality test of pretest and posttest accuracy scores of treatment groups	95
Table 13 a. Wilcoxon Signed Ranks Test	96
Table 13b. Test statistics of the Wilcoxon signed rank test	97
Table 14. Normality Test for pretest and posttest accuracy scores of control group	98
Table 15a . Results of Non Parametric Test (Wilcoxon Signed Ranks Test)	98
Table 15b. Results of Parametric test (Paired sample test)	99
Table 16. Descriptive statistics of pretest and posttest accuracy scores of control group	99
Table 17.Types of Teachers mediation moves from implicit to explicit scale	102
Table 18.The Frequencies and qualities of Teacher's Mediations in DA1 and DA2	114
Table 19. Learners' reciprocity moves emerged from the teacher-students interaction	118
Table 20. Frequency of Learner's Regressive Reciprocity Moves in DA1 and DA2	135
Table 21. Frequency of Learner's Progressive Reciprocity Moves in DA1 and DA2	141

## **Acronyms and Abbreviations**

**DA**= Dynamic Assessment

**NDA**=Non-Dynamic Assessment

**SA**=Static Assessment

**SA<sup>1</sup>**=pretest of static assessment

**SA<sup>2</sup>**=posttest of static assessment

**SCT**=Socio Cultural Theory

**SCM**=Structural Cognitive Modifiability

**DA<sup>1</sup>**=Pretest of Dynamic Assessment(before the enrichment or intervention program)

**DA<sup>2</sup>**=Posttest of Dynamic Assessment(after the enrichment or intervention program)

**FA**=Formative Assessment

**IELTS**=International English Language Testing System

**MLE**=Mediated Learning Experience

**WCR**=Weighted Clause Ratio

**ZAP**=Zone of Actual Performance

**ZPD**=Zone of Proximal Development

## **Definition of Key Terms**

**Oral Proficiency**= refers to a person's overall ability to use spoken language effectively in different contexts. It involves a holistic assessment of one's listening and speaking abilities, considering how well an individual can understand and express themselves in spoken language.

**Speaking Skills**= refers to the ability to produce verbal language, conveying thoughts, ideas, or information orally. It encompasses various elements such as pronunciation, vocabulary usage, grammar, fluency, and the ability to organize and express ideas coherently.

**Oral Fluency** = It is one aspect of oral proficiency that refers to how smoothly and quickly an L2 learner can speak the target language.

**Grammar Accuracy** =one aspect of oral proficiency that refers to correct usage of grammatical structures during speaking.

## TABLE OF CONTENTS

Acknowledgments .....	i
Abstract.....	ii
List of Figures and Tables .....	iii
Acronyms and Abbreviations .....	v
Definition of Key Terms.....	vi
<b>CHAPTER ONE : INTRODUCTION.....</b>	<b>1</b>
1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	6
1.3. Objectives of the Study.....	11
1.3.1. General Objective .....	11
1.3.2. Specific Objectives .....	12
1.4. Research Questions.....	12
1.5. Hypotheses of the Study.....	13
1.5.1. Null Hypotheses(Ho) .....	13
1.5.2. Alternative Hypotheses(Ha).....	13
1.6. Significance of the Study.....	14
1.7. Scope of the Study .....	16
1.8. Limitation of the Study.....	16
1.9. Organisation of the Thesis .....	17
<b>CHAPTER TWO: THEORETICAL AND CONCEPTUAL FRAMEWORK.....</b>	<b>18</b>
2.1. Introduction .....	18
2.2. Theoretical Framework.....	18
2.3. Conceptual Framework.....	23
<b>CHAPTER THREE: REVIEW OF RELATED LITERATURE.....</b>	<b>24</b>
3.1. The Notion and Meaning of Dynamic Assessment (DA).....	24
3.2. Dynamic and Non-Dynamic Assessment .....	24
3.3. Assumptions and Theoretical Basis of Dynamic Assessment.....	26
3.4. Criticisms of Dynamic Assessment.....	27
3.5. Prevailing Models, Approaches and Formats of Dynamic Assessment .....	29
3.5.1. Models of Dynamic Assessment.....	29

3.5. 2. Approaches of Dynamic Assessment.....	31
3.5.3. Formats of Dynamic Assessment.....	31
3.6. Interactionist DA: Feuerstein’s Mediated Learning Experience .....	32
3.6.1. Feuerstein’s Structural Cognitive Modifiability .....	32
3.6.2. Mediated Learning Experience .....	33
3.6.3. Parameters of Mediated Learning Experience(MLE).....	34
3.6.4 Application of MLE in the L2 Classroom .....	37
3.7. Measuring Learners Potential Development .....	38
3.8. Profiling Learners’ Development .....	41
3.9. Testing Oral Proficiency.....	42
3.10. Defining Fluency and Accuracy .....	43
3.10.1. Defining Fluency .....	43
3.10.2. Determining Factors for Learners’ Oral Fluency.....	44
3.10.3. Measuring Fluency.....	44
3.10.4. Defining Grammar Accuracy.....	45
3.10.5. Measuring Accuracy .....	45
3.11.Trends of Speaking Skills Assessment/Instruction at Hawassa University .....	47
<b>CHAPTER FOUR: RESEARCH METHODOLOGY .....</b>	<b>49</b>
4.1. Introduction .....	49
4.2. Research Design .....	49
4.3. Research Site and Participants of the Study .....	50
4.3.1. The Research Site .....	50
4.3.2. Participants of the Study.....	50
4.4. Instruments for Data Collection .....	51
4.5. Validity and Reliability of Data Collection Instruments .....	52
4.5.1. Validity and Reliability of Pre/posttests(SA1 &SA2) .....	52
4.5.2. Validity and Reliability of the Dynamic Assessments (DA <sup>1</sup> and DA <sup>2</sup> ).....	53
4.6. Procedures of the Study .....	54
4.6.1. Pre-instruction Phase .....	55
4.6.2. While-instruction Phase .....	58
4.6.3. Post-instruction Phase .....	63

4.7. Materials and Methods for Speaking Instruction/Assessment .....	63
4.7.1. Material for Instruction/Assessment.....	63
4.7.2. Methods of Instruction/Assessment.....	64
4.8. Methods of Analysis.....	66
4.9 The Pilot Study .....	70
4.9.1. Purpose of the Pilot Study.....	70
4.9.2. Participants of the Pilot Study.....	70
4.9.3. Findings of the Pilot Study .....	71
4.10.3. Lessons Gained from the Pilot Study.....	74
<b>CHAPTER FIVE: DATA ANALYSIS, FINDINGS AND DISCUSSION OF THE MAIN STUDY .....</b>	<b>78</b>
5.1. Introduction .....	78
5.2. Quantitative Data Analysis.....	81
5.2.1. Findings Regarding Effects of DA on Learners’ Oral fluency .....	81
5.2.2. Findings Regarding Effects of DA on Learners’ Grammar Accuracy .....	91
5.3. Qualitative Analysis .....	99
5.3.1. Identifying and Analyzing Types of Teacher’s mediation moves .....	100
5.3.3. Identifying and Analyzing Types of Learners’ Reciprocity Moves .....	116
5.3.4. Analyzing Learners’ Reciprocity Moves in the ZPD : Regressive vs. Progressive Moves.....	119
5.3.5. Frequencies of Regressive and Progressive Learner’s Reciprocity in DA <sup>1</sup> and DA <sup>2</sup> .....	133
5.4. Discussions .....	142
<b>CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>151</b>
6.1. Introduction .....	151
6.2. Summary.....	151
6.3. Conclusion.....	155
6.4. Recommendations .....	157
Bibliography .....	160
Appendices .....	170
Appendix A. Pre/post-Instruction Phase Data collection Instruments (Pre/ posttest of Satic Assessment) =SA.....	170

Appendix B. While-instruction Phase Data Collection Instruments (Pre/posttest of Dynamic Assessment= DA <sup>1</sup> & DA <sup>2</sup> questions) .....	170
Appendix C: Pretest Transcription of Static Assessment or SA <sup>1</sup> [Monologues] .....	171
Appendix D: Sample Transcription of DA <sup>1</sup> [Pretest of DA]= Dialogues.....	202
Appendix E: Posttest Transcription of Static Assessment or SA <sup>2</sup> [Monologues] .....	229
Appendix F: Sample Transcription of DA <sup>2</sup> (Dialogues) .....	261
Appendix G. Students' pretest scores on grammar accuracy (SA <sup>1</sup> monologues).....	275
Appendix H. Students' posttest scores on grammar accuracy(SA <sup>2</sup> monologues).....	276
Appendix I. Students' pretest scores on oral fluency .....	277
Appendix J. Students' Posttest Scores of Oral Fluency.....	280
Appendix K. Students' pretest aggregate scores of oral fluency and grammar accuracy	283
Appendix L . Open coding, axial coding and selective coding of teachers' mediations in DA <sup>1</sup> and DA <sup>2</sup> .....	284
Appendix M. Samples of Open Coding, Axial coding and Selective coding of learners' reciprocity .....	304
Appendix N. Observation checklists to check the practice of DA and MLE in the treatment group .....	324
Appendix O. Observation checklist to evaluate the practice of non-dynamic assessment and conventional approach of teaching speaking in the control group.....	325
Appendix P. Self-Reflection Report forms for mediators: Mediation checklist.....	326
Appendix Q. Ethical Consent form for Students [with Sample Signature] .....	327
Appendix R. Evaluation criteria to check the validity of pretest and posttests items of static and dynamic assessments. ....	328
Appendix S. Reliability test [test-retest] scores on Static assessments of data collection instruments.....	328
Appendix T: The test-retest reliability of ICC Result of the pretest and posttest items [static assessments] .....	329
Appendix U: Evaluation form for Speaking Skills Learning Resource [sample].....	330
Appendix V: Teaching Material for the Speaking Skill [intervention material] .....	333
Appendix W. Dynamic Assessment Training Manual for Mediators.....	358
Appendix X. The IELTS Syllabus of the Speaking Exam.....	362
Appendix Y. Publications	



# CHAPTER ONE : INTRODUCTION

## 1.1. Background of the Study

These days, it is evident that the English language plays a prominent role as a medium of instruction in educational institutions and also as a bridge for international relations for foreign affairs in different government departments of Ethiopia. Therefore, it has a paramount significance to produce graduates with an efficient command of the English language to satisfy our country's needs of English language professionals, and this huge responsibility rests on the shoulders of teachers, students, policymakers, and other stakeholders taking part in English language education. To produce graduates with efficient communicative competence, one of the areas to be studied is learners' oral proficiency assessment vis-à-vis classroom instruction.

Speaking is a productive skill that has to be given great emphasis in the process of English language instruction/assessment in Ethiopian Universities. Most teachers and students are aspiring to be good at English language oral skills; however, the trends of speaking instruction/assessment, among other things, do not seem to help them realize their dreams. One of these trends that has remained challenging is the age-long and deep-seated misconceptions of stakeholders regarding the relationship between language assessment and instruction. Many stakeholders view language assessment and instruction as separate entities. However, scholars such as Hughes (1989), Prodromou (1995), and Dejene (1994) stated that language teaching and testing are very much interrelated that we should by no means separately treat them. The relationship between assessment and instruction is described as the two sides of the same coin. That means they are inseparable components of second language development (Hughes, 1989; Prodromou, 1995). However, practically, these two components are viewed as having a dichotomous relationship. That is to say, instruction and assessments seem to emerge as two different areas of specializations with their traditions and professional journals and meetings (Poehner, 2005; Poehner, 2008). For instance, the widely used terms in L2 pedagogy and assessment issues such as 'teaching to the test', 'narrowing curriculum', 'washback effect' and 'assessment driven instruction' make classroom assessment look very different and separate from the overall goal of teaching (Poehner, 2008). Similarly, teachers are often obliged to choose their role as either facilitators of language or assessors and judges of language performances.

Another reason assessment and instruction are considered distinct feature is the political nature of many assessment initiatives. For example, high -stake tests which are designed by external agencies such as policymakers and officials are imposed on teachers and students (Shohamy, 1998, 2001 cited in Poehner, 2008).

Here the very serious issue worth considering is the mismatch between syllabus contents and national or teacher-made exams. Since speaking test items are not included in the national exams or classroom achievement tests, teachers and students usually spend their time on other contents such as grammar, vocabulary, reading comprehension, etc. That means, speaking, which is one of the most important skills, is ignored in the test administration. This, in turn, affects learners' and teachers' interest to practice speaking activities to improve their oral skills. For example, many local researchers such as Simachew (2012), Wagari (1995), Dereje (2000), and Abayneh (2009) conducted research on the washback effects of achievement tests (national exams) on the teaching-learning of English. They found out that there is a mismatch between the contents of the exams and the contents of textbooks or syllabi. The exams bring about negative washback on teachers' method of teaching, contents and language skills teachers and students focus on. And one of the recommendations given in some of the studies is to supplement the achievement or high-stake tests with alternative assessment; that is, for example, classroom teachers can assess learners' oral proficiency and keep records of their scores which will be added upon their results of the national examination; however, this recommendation has never been put into practice.

Similarly, teacher-made tests, as Black (1993), and Crooks (1988), cited in Duvall and Naeini (2012) stated, tend to draw attention towards grading rather than promoting learning. Strengthening this view, local researchers such as Sileshi (2007), Assefa (2013) and Aytaged (2013) attempted to explore the practice of continuous assessment in various schools and higher institutions. Their results reveal that teachers use classroom assessments primarily to judge the English language achievement of students, rather than as a means to facilitate active learning. Their findings also show that teachers employ traditional ways (test-based) of assessment in oral courses (for example, testing students on accuracy, fluency, stress, intonation, syllables, etc., instead of letting students practice the actual speaking activities). The reasons stated for this are large class sizes, learners' poor English background, and teaching loads.

In short, in most schools and higher institutions, as per my experience, teachers teach then give continuous assessments of the various skills, followed by very little or no feedback at all. This shows that the theory of testing or assessment is not actually well interpreted. That means, while teaching and assessments are inseparable components, they are not interwoven and unified in the actual classroom situations. In order to avoid such misinterpretation and misunderstanding and, thereby, eventually producing students with better oral proficiency skills, it seems invaluable to introduce dynamic assessment (DA), which employs a threaded form of instruction and assessment in a classroom. Dynamic assessment is a socio-cultural theory which assumes that unifying second language teaching and assessment in a classroom, and providing assistance or mediation to learners by a better-abled peer or instructor yields significant results on learners' language acquisition (Vygotsky, 1978).

Previous local researches conducted on the area of speaking instruction/assessment also revealed that there are serious challenges of teaching speaking skills; as a result, most teachers simply employ traditional approaches to evaluate only specific performances. For example, Frehun (2015) tried to compare the teaching of speaking skills in government and private elementary schools of Addis Ababa. He found out that teachers at private schools use appropriate techniques and strategies with ample teaching resources to help their students enhance their oral fluency whereas in almost all government schools, teachers employ traditional methods of instruction which are dominated by reading model dialogues aloud. Similarly, Hailu (2011) attempted to explore whether or not grade 11 and 12 students and teachers employ communicative language teaching in the class. He revealed that both students and teachers did not play their role to implement the modern method of second language teaching/learning approaches (such as CLT or communicative and student-centered approach) due to students' lack of background knowledge, fear of making mistakes, lack of authentic teaching materials and lack of well-organized programs.

It could, therefore, be argued that though theoretically second language testing/assessment and instruction are interdependent, what is actually practiced on the ground does not mirror this theory. As the findings of the various scholars in the introduction part of this paper stated,

assessment and teaching are not simultaneously done in the classroom. That means EFL classroom teachers treat testing and teaching separately. For instance, a classroom teacher first presents a task to students and may let them discuss the problems in pairs or in groups. The teacher finally provides feedback to students or does the tasks with students. The next day, the teacher gives a continuous assessment of one of the language skills they have practiced so far. During this test administration, the teacher never provides feedbacks or hints; here the teacher is neutral; this is a typical feature of static assessment. The classroom teacher wants to measure what students have already mastered. In DA, however, the teacher is not neutral. The teacher intervenes in the testing procedure and gives learners ZPD sensitive feedbacks from implicit to explicit scales to measure their potential performance. This is because learners' learning progress becomes evident not only through learners' independent performance (static test) but also through the provision of mediation and through analyzing the kind and amount of mediation learners require and their degree of responsiveness to the teachers' hints (Poehner,2005). This quality of DA has two advantages. The first one is that it makes testing and teaching inseparable and interrelated components. As a result, the issues of mismatch between testing and teaching could be resolved to some extent, since teaching and testing are presented being threaded and interwoven in the classroom. Here, it is worth giving further explanation on what the extent of the relationship between teaching and testing should be. In different research works and literatures , it is stated that teaching and testing are very much interrelated in the sense that the contents students are tested must be what they have been taught in the class. However, in my view and according to the proponents of DA and MLE, the relationship between teaching and testing should go beyond this; it should go to the extent of presenting the two components (testing and teaching) being interwoven and threaded in the classroom. The second advantage of DA is that it can help classroom teachers measure learners' potential performance. In support of this view, Tzurriel (2000,p. 385) says the following:

*Dynamic/interactive assessment (DA) has been motivated by the inadequacy of conventional static tests to provide accurate information about an individual's learning ability, specific deficient functions, change process, and mediational strategies that are responsible for cognitive modifiability.*

However, DA receives a lot of criticisms from psycho-metricians since it is a process oriented centering on learners' learning development, rather than establishing test reliability and validity. Proponents and theorists of DA have, in fact, defended their views and put justifications. They argued that DA is neither norm-referenced nor criterion-referenced. It is rather development-oriented. That is to say, a learner's performance is compared with his or her own performance across time to see how well she/he has improved in learning the target language. Regarding this, Feuerstein, Falik, and Feuerstein (2010, p.91), the pioneers of DA and MLE, asserted that:

*...because we are comparing the student to him- or herself alone, we do not need (or desire) to make the instructions of the assessment and the interaction between the examiner and the examinee sterile and standard. On the contrary, the assessment situation is constructed and applied so that the differences observed in the performance of the examinee in the different stages of the assessment will have significance. Only if we design the structure of the assessment in this way will we understand why the examinee was unable to solve the problem at the start of the diagnosis and pinpoint the change that led to success in solving it later.*

From the above points, it could be inferred that DA focuses not on the procedures and standardization of tests in relation to test validity and reliability, but rather gives priority to learners' learning development. It seems that it is very much helpful if a classroom teacher is involved in the test or assessment activities to diagnose not only what a learner is unable to do, but also why the learner is unable to answer or solve a certain question or problem, and also to notice the status of the learner's learning development through mediation and learner's responsiveness. This, in turn, may help classroom teachers pinpoint the change that leads to success in the later learning activities. Most importantly, Feuerstein et al. (2010, p. 90) underlined that "*we are searching not for what human beings know now, but for what they are capable of reaching by means of mediation*". That is to say, unlike the static tests and continuous tests or assessments we are practicing now, DA is intended to measure learners' potential performance. That means, using static assessment, and under static conditions (i.e., *under a certain stage of life, by a certain restricted means, at a certain particular time and place, etc.*) we by no means predict in advance learners' future learning development. This is because the

human mind is modifiable and the human being is capable of modifying itself (Feuerstein, et al., 2010).

To strengthen my view, it seems logical to mention the novel ideas of the proponents of DA. Vygotsky(1978) and his advocates such as Haywood and Lidz (2007), Poehner and Lantolf (2003) , and Feuerstein, Falik and Feuerstein (2010) contend that a child's overall development should encompass his/her actual development and potential development. They explain that when a test is given to a student and if he/she can solve a problem on his/her own, that is indicative of his /her actual mental development whereas if a teacher initiates a solution and the learner completes it or solves it with the assistance of the teacher or in collaboration with other students, the assessment is not regarded as indicative of the learners' actual performance; rather it is an indicative of the learners' potential performance.

In other words, these scholars argue that classroom instruction should involve the process-oriented approach of assessment/testing. Learners' mastery of the productive and receptive language skills in general and oral proficiency skills, in particular, would be best achieved through implementing dynamic assessment, which employs mediation and prompts that could help teachers see not only learners' actual or independent performance but also the potential performance. In short, unifying assessment and instruction in a language classroom seem to help facilitate effective second language acquisition/learning.

## **1.2. Statement of the Problem**

Oral proficiency skills are the most crucial part of the English language teaching /learning curriculum and this, in turn, makes assessment of speaking a central issue in ELT classroom ( Louma, 2004). The overall objective of English language instruction is to equip learners with the important skills, thereby helping them use English effectively and efficiently with a greater level of accuracy and fluency; however, many students, even after many years of studying, cannot use the language fluently and accurately (Manurung & Izar, 2019 ; Tuan & Mai, 2015, citing Davies & Pearse, 1998).

Students usually pause now and then during L2 conversations due to a number of factors. For example, Kormos (2006) revealed that students' oral performance is considerably lower in L2

than in L1 due to lack of knowledge of L2 grammatical structures. As a teacher of the English language for more than a decade, I could also witness that students in the university I am working for prefer to be silent and mostly remain passive and speechless during the speaking session. There could be several reasons for this. The question of how to enhance learners' oral proficiency is a central issue in ELT; however, it doesn't seem well addressed in many research works.

It seems that the main cause for the poor command of learners' English language is attributed to the instruction and assessment approaches employed in the classrooms. One of the reasons for the ineffectiveness of teaching speaking skills is the complex nature of assessing oral proficiency that makes language teachers and examiners employ the traditional approach of speaking test which helps only to evaluate specific performances (Levi, 2015).

Regarding the declining status of students' command of the English language in Ethiopia, Tamene (2000), for instance, found out that students' speaking performance is by far less than the standard that their grade level requires of them. In the same way, Alemtsehay and Zeleke (2015) examined students' classroom interaction in secondary school EFL classes and revealed that oral interaction is not properly implemented in grade 10 EFL classrooms. The main impeding problems identified were the lack of students' interest and absence of teachers' commitment to oral interaction, large class size, and students' insufficient background of English at lower schooling. Another work very much related with researches on speaking assessment was conducted by Birhanu (2000). The main objective of his study was to examine the extent of differences of students' level of participation in terms of oral skills in classroom group activities, to identify the factors that brings about the differences, learners' perceptions towards high and low participators, and also to examine whether or not the different perceptions affect the extent of learners' participation. The study revealed that there were significant differences among students in terms of verbal participation in group discussion.

From some of the examples of the local researches on speaking assessment, it could be inferred that most of them investigated the extent of the practice of oral interactions and the challenges teachers and students face in the classrooms. As to my knowledge, there are no empirical research works in our country that have studied an alternative ways or supplementary techniques

of speaking assessment/ instruction to the existing trends (continuous assessment and static tests or achievement test) to enhance learners' performance of oral proficiency skills. In other words, the issues of dynamic assessment of speaking skill along with ZPD (Zone of Proximal Development) has never been tried in our country. Therefore, studying the effect of DA on speaking skills in our country seem to help teachers and other policymakers give a lens to see another way of assessing/instructing learners the various English oral skills.

However, browsing some previous local researches, the present researcher could find some robust studies on mediation and oral corrective feedbacks, which are to some extent related with the current study. For example, Abiy (2005) studied the effect of mediation on learners reading skills. He found out that teachers' mediation is very much helpful to improve learners' conception and perception of reading activity. Moreover, Nuru (2000) studied teachers' feedback practices in the foreign language classroom. His study revealed that there were great quantitative differences in the feedback received by high and low expectation students on their successful and unsuccessful performances, and many of the differences were attributed to differences in performance among students although there were other differences such as teachers' praising of students and teachers' failure to give feedback to some students. Similarly, Animaw (2011) conducted rigorous study on the issues of oral corrective feedback. Animaw(2011) found out that teachers did not base on the firm theoretical ground to give oral corrective feedbacks to students, rather they (teachers) correct learners' errors based on what they intuitively felt were right. In all the prior local studies, however, the central elements of DA, such as providing learners with contingent hints or finely tuned feedbacks which are tailored to the cognitive needs of each student, and helping learners transcend their cognitive level from their Zone of actual performance to Zone of proximal development was not addressed.

The most important reason that necessitates this study is that, in deed, these days students who have a very poor background in the English language are joining government universities. What is really shocking is that those students who are assigned in the English Language and Literature program are those who have the least performance not only in English but also in other academic subjects. It is also common to see graduates who cannot even express everyday activities in proper English. Most students of higher institutions are still found struggling to express

themselves with English. Again to add my own little experience, I usually come across students in the class who do not understand English. That means, for example, they mostly do not understand instructions. When they are asked to sit in pairs or groups for class activities, they stick to their seats and keep on reading handouts. They catch nothing from the classroom activities and lectures; rather, they make themselves busy copying exercises; when I talk to them, they get confused. Some frankly tell me that they were not taught English in their lower grade levels. Some extroverted students revealed that in their lower grade levels emphasis was given to first language education. That is to say, mother tongue education is given great emphasis at the expense of English language education (Alemayehu, 2021 ; Fekadu, 2022 ; Jha, 2013).

Therefore, with all these constraints being there, the main point should center on how to curb these serious problems. Research works conducted abroad in the area of the speaking assessment revealed that one of the parts of SCT advocated by Vygotsky (1978) and his proponents Feuerstein et al (2010) could help to minimize the problem and complement the teaching-learning of English language. This is because, as these scholars contend, firstly, DA assumes that teaching and assessment should be unified and threaded to bring about change in second language education. That means teaching and assessment or tests are not seen as two distinct parts; rather, they are practically interpreted that they are two sides of a coin. Also, implementing DA and MLE can help a classroom teacher measure learners' potential performance through mediation. Secondly, DA is originally proposed to help children who have problems of learning a second language. So, applying DA and mediation in a classroom can help 'culturally *deprived individuals*' (*meaning* those students who didn't get mediation on the target language, and so became poor in their speaking skill) to a great extent to improve oral proficiency of their second language (Vygotsky,1978). That is to say, students who are deprived of mediational strategies, and as a result, have a shortage of vocabularies, or language input, in general, can show better progress through the provision of mediation by a better person or teachers, parents, or other best performing peers.

However, English language teaching in Ethiopia, to the knowledge of the present researcher, does not involve dynamic assessment, though many scholars reveal that the approach would bring significant results in the process of second language acquisition. Studies on the effect of

DA on second language learners conducted by scholars such as Poehner (2005), Duvall and Naeini (2012), and Aimin (2013) proved that it is an invaluable way of instructing/assessing learners and can help students easily learn the target language.

So far, some researches very much related to this study have been conducted in other countries. For example, Poehner (2005) conducted a PhD research on the effect of dynamic assessment among advanced L2 learners of French. The finding shows that DA is an effective means of understanding students' actual and potential abilities and helping them to overcome challenges and problems related to linguistic features of the target language. The study also revealed that DA is more appropriate to second language learners as a method of representing formative assessment practices. Similarly, Tajuddin and Tayebipour (2012) attempted to measure the effects of dynamic assessment (DA) and non-dynamic assessment (NDA) on Iranian EFL learners' acquisition of request and apology speech acts. The findings reveal that students that received ZPD sensitive feedback of DA treatments outperformed those of the NDA groups (Non-Dynamic Assessment groups). Though these studies focused on the effects of the DA on learners speaking skills, they did not attempt to see the effect of DA and MLE procedures on learners' oral fluency. Moreover, it is indispensable to look into the effect of DA and mediations on learners' oral proficiency in the Ethiopian context to salvage the declining quality of English language education in general and speaking skill instruction in particular.

Also, recent studies conducted by scholars such as Ajideh and Nourdad (2012), Naeini and Duvall (2012), Aimin (2013), Panahi et al. (2013), Kao (2015), and Yang and Qian (2017) proved that DA is an invaluable way of instructing/assessing learners in the process of second language acquisition. Perhaps most recently, studies done by Pratolo and Zahrani (2020), Ghahderijani et al. (2021), and Alshammari (2022) underscore that applying DA of speaking activities in L2 classroom can help learners improve oral fluency.

The current study, therefore, attempted to fill important theoretical, methodological and knowledge gaps. As stated above, currently in our context, the DA approach as a method of speaking instruction/assessment is not included in the English language teaching curriculum. There are also no studies that have focused on alternative ways or supplementary techniques of speaking assessment/instruction that simultaneously integrate speaking instruction and

assessment in the classroom so as to enhance learners' oral proficiency. In other words, the theory of dynamic assessment of speaking skill along with ZPD (Zone of Proximal Development) has never been tried in Ethiopia. In addition, as regards to methodology, the present researcher could not find empirical studies that employed PRAAT software to objectively detect learners' fluency development. Previous studies used a subjective measure of oral fluency which is scored intuitively by raters or testers. Also, there haven't been similar works on speaking accuracy that used objective measure of accuracy, that is, **Weighted clause ratio (WCR)** to rate learners' level of control over grammar based on gravity of errors. Most importantly, in this study, I believe, an important foundation was laid for future researchers to employ microgenetic analysis, which helps to detect each learner's moment by moment changes in his/her progress of oral performance.

Hence, the purpose of this study was to look into effects of dynamic assessment of speaking skills on learners' English language accuracy and fluency. In doing so, this research attempted to investigate how teachers' assistance or mediation of grammatical structures affects learners' oral proficiency skills, and also to examine the type and amount of mediations learners require to solve problems. In line with this, the study examined the kind and the extent of learners' responsiveness to the teachers' mediations, which, in turn, helps to notice potential performance of learners.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The overall objective of this research was to assess and empirically analyze the effect of dynamic assessment (DA) of speaking skills on second-year English Language and Literature students' oral proficiency. The research mainly intended to look into the effects of dynamic assessment of grammatical structures during dialogues on learners' English language accuracy and fluency in their monologues. In doing so, the research attempted to unearth the hidden learning potential of students, especially those who are disadvantaged due to some socioeconomic and cultural backgrounds (for example, poor English language education background in primary school and high school levels) and also whose speaking abilities are typically underestimated by classroom traditional continuous assessments. The research also intended to investigate learners' learning potential of the oral skills by providing them with ZPD sensitive feedback or mediations and

analyzing the amount and quality of mediation they require and the types and levels of responsiveness they (learners) provide to mediators in the various dynamic assessments (DA1 and DA2). Hence, this study was meant to look for a method of better ways of assessment and instruction to salvage the gradual declining and worsening of learners' oral skills in higher institutions.

### **1.3.2. Specific Objectives**

The research looked into the effects of implementing DA carrying the following six specific objectives:

1. To examine the effect of DA of grammatical structures during dialogues on learners' oral fluency during monologues.
2. To investigate the effect of DA of grammatical structures during dialogues on learners' speaking accuracy during monologues.
3. To investigate the kinds and amounts of mediations students require from mediators to improve their accuracy and fluency.
4. To examine the differences between the kinds of mediations learners required to improve their language accuracy and fluency during the DA<sup>1</sup> and the DA<sup>2</sup>, thereby studying the implication of mediation moves on learners' oral performance.
5. To investigate the nature and frequency of learners' responsiveness (reciprocity level) to mediators' assistance on grammatical structure during DA<sup>1</sup> and DA<sup>2</sup>.
6. To examine the changes (progress), if any, learners showed in terms of the level of their responsiveness to teacher's mediations on the language structure during mediator – student interplay in DA<sup>2</sup>.

### **1.4. Research Questions**

This study attempted to answer the following six questions:

1. Is there statistically significant difference in learners' oral fluency performance between the Pre-DA and the Post DA phases?
2. Is there statistically significant difference in students' speaking accuracy between the Pre-DA and the Post DA phases?
3. What are the nature and qualities of mediations learners require on language accuracy during the DA<sup>1</sup> and DA<sup>2</sup>?

4. Are there differences between the amount of mediations learners need in the DA<sup>1</sup> and DA<sup>2</sup>? If so, what do these differences reveal about learners' development of oral proficiency?
5. What are the nature and types of learners' responsiveness to mediators' hints on language accuracy during DA<sup>1</sup> and DA<sup>2</sup>?
6. Are there any changes in learners' level and pattern of responsiveness in DA<sup>2</sup>? If so, what do these differences reveal about learners' development of oral proficiency?

## **1.5. Hypotheses of the Study**

In order to test whether DA of speaking skill has a significant effect on students' oral proficiency, the following null and alternative hypotheses were formulated.

### **1.5.1. Null Hypotheses(Ho)**

- Ho1. There is no statistically significant difference in total scores of oral fluency between students of the control group and the treatment group.
- Ho2. There is no statistically significant difference in scores of grammar accuracy between students of control group and treatment group.
- Ho3. There are no significant differences between the types and qualities of mediation each learner of the treatment group required in the DA<sup>1</sup> and DA<sup>2</sup>.
- Ho4. There are no significant differences between the amounts of mediation each learner demands in DA<sup>1</sup> and DA<sup>2</sup>.
- Ho5. There is no significant difference between the nature and types of learners' reciprocity in the DA<sup>1</sup> and DA<sup>2</sup>.
- Ho6. There is no significant change between each learner's levels and patterns of reciprocity to mediator's hints in DA<sup>1</sup> and DA<sup>2</sup>.

### **1.5.2. Alternative Hypotheses(Ha)**

- Ha1. There is a statistically significant difference in total scores of oral fluency between students of control group and treatment group.
- Ha2. There is a statistically significant difference in scores of grammar accuracy between students of control group and treatment group.
- Ha3. There are significant differences between the types and qualities of mediation each learner of the treatment group required in the DA<sup>1</sup> and DA<sup>2</sup>.

Ha4. There are significant differences between the amounts of mediation each learner demands in DA<sup>1</sup> and DA<sup>2</sup>.

Ha5. There is a significant difference between the nature and types of each learner's reciprocity in the DA<sup>1</sup> and DA<sup>2</sup>

Ha6. There is a significant change between each learner's levels and patterns of reciprocity to mediators' hints in DA<sup>1</sup> and DA<sup>2</sup>

## **1.6. Significance of the Study**

There has been great dissatisfaction among local educators on the students' language proficiency in general and oral proficiency in particular. It seems true that students' English language proficiency is getting poorer and poorer, and many scholars feel that the students' command of the English language is getting deteriorated. I feel that one of the problems, among others, attributed to the students' low performance of English language skills is the traditional practice of teachers' assessment and teaching methodology.

The very purpose of English language assessment is to improve the learning/teaching process, thereby producing graduates with good command of the English language. But in most cases, knowingly or unknowingly, teachers and policymakers use assessments for the sole purpose of judging and grading students' performance instead of facilitating the developmental learning process. This, in turn, affects the strong relationship between teaching and testing. In principle, second language teaching and testing should be interwoven, threaded, and then presented in the classroom to produce efficient and abled students. Therefore, it seems worth looking for another alternative or supplementary method of assessment that helps to employ teaching and assessment simultaneously in the classroom. As many scholars stated, DA, which is a unified form of instruction and assessment, is the most appropriate form of assessment in L2 classrooms. And in order to see how DA is practical and useful in our context, it is worth conducting research to examine the effects of DA of the speaking assessment techniques on learners' oral performance. Most importantly, the significance of this study also goes beyond addressing the six research questions. The teachers' mediation and hints as well as the students' responses to the various mediations may make the classroom more interactive, which, in turn, facilitates the target language learning. Again, through dynamic assessment procedures, some students who are shy and introverted could get the opportunity to express their ideas in English with the help of the

mediators. Moreover, students who have a poor background in the English language and impoverished vocabularies benefit a lot from teachers' mediations and dialogues (Vygotsky, 1978).

In addition, many local research works on second language testing and assessment show that there is a mismatch between the contents of textbooks and contents of achievement tests like the national language examinations or semester final examinations. That is to say, important skills are not tested on the high-stake tests or achievement tests, so teachers and students skip the relevant skills in their classroom activities. As a result, ascertaining the overall goals of English language education in our country is very unlikely. However, if DA and MLE are implemented in the ELT classrooms, I believe that the long-established dichotomous relationship between language testing and language instruction will be turned into a unified form of instruction and assessment where testing and teaching never be separate components.

In short, it seems that this study could pave ways for future researches in the area of speaking assessment /instruction which could help teachers and policymakers bring some insights and paradigm shifts in speaking skills assessment and instruction through attempting DA procedures during learners' dialogues. For example, in our current approach of language assessment/instruction, classroom instructors usually try to measure learners' actual performance or independent performance in order to make a judgment or give grades about learners' oral skills or diagnose their strengths and weakness. Obviously, in such kinds of test settings, measuring learners' potential performance is completely unthinkable. Learners' potential performance can be measured through assisted performance in which learners' responses to the teachers' assistance or hints during tests are good indicators of the students learning development, which is, in short, called DA. Most classroom teachers and even policymakers, in fact, conceive that the purposes of assessment and tests are primarily to judge learners' performance, not to facilitate the classroom teaching-learning process through measuring learners' learning potential. Above all, many studies and literatures reveal that DA plays a very important role in helping teachers evaluate certain specific cognitive abilities and learners' potential performances that other forms of tests can't. Therefore, testing the effect of DA in our ELT classroom could help us get important lessons and theoretical as well as

empirical findings which substantiate the process of English language instruction/assessment in our context.

### **1.7. Scope of the Study**

The study aimed at investigating the effect of dynamic assessment of speaking activity on learners' English language oral proficiency. This study, therefore, emphasized some features of spoken English, mainly students' language accuracy and oral fluency excluding pronunciation and vocabulary. Similarly, the participants of the pilot and main studies were only second-year English Language and Literature students who were studying at Dilla and Hawassa Universities, respectively.

### **1.8. Limitation of the Study**

The study did not involve the concept of *transcendence* which refers to an evaluation of the effect of the intervention in a different context. In other words, to get a complete and clear picture of the effect of DA, there should be transfer tasks that contain new questions that should be administered in a new context, besides the pre/posttests. According to scholars such as Feuerstein, et al (2010) and Phoner (2008), important information about the extent of learners' progress on a certain language item can be obtained not only with pretest –intervention – posttests procedure but also by involving them with a new task in a new context. In this study, however, transfer tasks were not employed as they demanded extra energy, time, and money from the researcher.

Data collection of the main study was conducted during the outbreak of Covid 19, and hence many people were not out of the hangover of the panic about the disease. As a result, it was not easy to conduct the class and run the intervention program as planned. Also, many students failed to complete all the assessment and training programs fearing the Corona Virus pandemic.

Also, some students were observed lacking motivation to attend classes and take dynamic assessments. They were reluctant to take part in the study. There could be two possible reasons for this. The first reason seems that the students lack extrinsic motivation. They knew that the only thing they gain at the end of the study was a certificate stating their completion of IELTS-based speaking skills training. In short, the course was not linked with the curriculum of 2<sup>nd</sup> year

ELT students of the university. It would have been better to link the study with one of the speaking courses, for example, the Advanced Speech course, and conduct the study on 3<sup>rd</sup> year students instead of 2<sup>nd</sup> year students. The second reason, as per the information obtained from a few participants, was that these students were afraid of making oral practices with the researcher. Some of them were observed being over-anxious during monologues and dialogues. They felt their English was bad, and lacked the confidence to practice speaking. As a result, out of 57 students, only 48 students successfully completed the study. It would have been better if the number of students for each group of the experimental and control group was above 24.

### **1.9. Organisation of the Thesis**

This thesis is organized into six chapters. The first chapter presents the introduction part of the paper which centers on the rationals of the study along with the overall and specific objectives that lay and cement the foundation of this study. The second chapter deals with the theoretical and conceptual framework of the study. The former focuses on the underpinning theory of DA and the theoretical model suggested by scholars. The latter describes the overall interaction and relationship among the components or variables of the study by using a visual display devised by the present researcher. The third Chapter contains reviews of related literature that provide an additional theoretical rationale for the study. The fourth chapter is about the methodology of this study. This chapter describes the research design, the research site and participants, instruments of data collection, procedures of data collection, and methods of analyses employed in the study. Besides, this chapter contains the pilot study that aimed at discussing major lessons learned from the study which played significant roles in shaping and improving the research tools and procedures of the main study. The fifth chapter presents data analyses, findings, and discussions of the main study. Chapter six, the last chapter of the thesis, set forth the summary and conclusions followed by recommendations and implications for further studies.

## **CHAPTER TWO: THEORETICAL AND CONCEPTUAL FRAMEWORK**

### **2.1. Introduction**

This chapter briefly states the genesis of DA and its underpinning theory by citing ideas of noble scholars in the area of DA. It also presents the model of MLE/DA/ and the interaction of its components in the process of language acquisition. Following this is the conceptual framework of the study devised by the present researcher. The conceptual framework depicts the whole process of the research from beginning to end, thereby helping readers envisage the basic framework of the study through descriptions of the interactions of the various variables in the study.

### **2.2. Theoretical Framework**

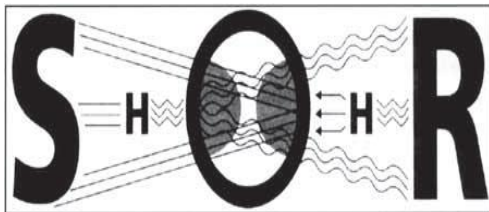
The concept of dynamic assessment (DA) emanates from Vygotsky's (1978) sociocultural theory of second language learning. The notion of DA bases on the ontological perspective of human abilities which reveals cognitive developments are not a matter of innate abilities; rather they come from an individual's engagement in activities where he/she is supported by cultural artifacts and interaction. In other words, for cognitive abilities to improve, there should be active collaboration in which a better performing individual assists the less performing one during the interaction. This theory of dynamic assessment yields a new view of second language classroom instruction /assessment which, dictates that learner's independent performance (solo performance) measures only past development; therefore, it is insufficient to understand the whole process of an individuals' learning development (Vygotsky, 1978). Hence, in an educational context, understanding learners' abilities followed by instruction, and supporting learners' development through mediation are important procedures to ensure effective cognitive development( Phoner,2008)

This study is conceptualized within the sociocultural theory (SCT) framework, which dictates that the human mind is mediated and every individual's overall development should encompass both his/her actual and potential development (Vygotsky,1978). The concept of DA was primarily reflected in the works of Vygotsky(1978) in his noble idea of the Zone of Proximal Development(ZPD). Vygotsky(1978, p.86) explained the term ZPD as "*the distance between the*

*actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.”*

Also, very recently, research works in the area of dynamic assessment have been influenced by the theory of Structural Cognitive Modifiability(SCM) theory proposed by Reuven Feuerstein. Feuerstein and his colleagues’ theory of SCM is very much in line with Vygotsky's theory of ZPD. Feuerstein and his colleagues state that all human characteristics such as behavior, cognition, and personality are modifiable using human mediation. The MLE model developed by Feuerstein, et al. (2010) states that human mediator is an essential element during interaction to transmit cultural artifacts. Contrary to the proponents of the behaviorists (such as Piaget) who contend that the S-O (stimulus –organism) and S-O-R(stimulus-organism-response) models suffice for a learner to be at a certain level of maturity or to have reached a particular stage, the Feuerstein and his colleagues’ (2010) model add the human being to the S-O-R schemata and place an “H” for the human mediator between the stimulus and the organism and between the organism and response, as seen in the following figure.( Feuerstein, et al., 2010, pp.27-28).

Figure1. Model of Mediated Learning Experience



As can be seen in the above model, the human mediator (H) is present between the stimulus and organism, and also between the organism and response in order to facilitate meaning-making. However, the mediator does not cover all the territory between the mediatee and the world but leaves the mediatee a big area of direct exposure to stimuli. However, in the area where the mediator engages, he/she (mediator) plays an active role in order to bring a significant modification of the stimulus to the examinee or learner (Feuerstein, et al., 2010).

For Vygotsky (1978) and his proponents such as Feuerstein, et al.(2010), Poehner (2005), and Poehner (2008), second language acquisition /learning/ is effective if the instruction and

assessments are unified in the classroom to meet learners ZPD. Vygotsky explained what a good learning process should look like as follows:

*...an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement (Vygotsky, 1978, p.90)*

Strengthening this view, Lantolf, Thorne and Poehner (2015) asserted that learning progress takes place when there are active interactions of peer groups, family members, in various cultural, linguistic, and historical settings such as schooling, workplaces or other organized social activities. Similarly, and even more practically, Aljaafreh and Lantolf (1994) cited in Lantolf, Thorne, and Poehner (2015) discuss the concept of ZPD in their L2 research and analyze the relationship between teachers' feedback or mediations and language learning within learner-tutor interactions in ESL courses. And following their study, they found out some illustrations on how to effectively help learners make use of the dynamic procedures or the mediations of DA as follow:

*.... mediation should be contingent on actual need, provided following a continuum that begins with implicit hints and moves toward explicit correction as necessary, and that mediation should be removed when the student demonstrates the capacity to function independently. This process requires continuous assessment of the learner's emerging abilities and subsequent tailoring of help to best facilitate progression from other-regulation to self-regulation(p.8).*

In short, the various literature and studies show that ZPD-oriented assessment provides a lens to see not only a picture of learners' potential development but also their already completed development through assistance and mediation provided by a better and abled peer or tutor. Therefore, it could be inferred that the ZPD is not only a model of the developmental process but also a conceptual tool that classroom teachers can employ to see the various features of learners' emerging capacities that are in the early stages of maturation. When educators take the initiative to use ZPD as a diagnostic tool, there could be a potential to create conditions that may give rise

to specific forms of future development (Lantolf, Thorne & Poehner, 2015) . Mediation does not simply mean giving assistance but providing appropriate and relevant assistance, which is not simply meant to help learners get the right answer, but it is rather meant to help the learner move towards a situation where he/she could do activities independently and to enable the learner to transfer his/her problem-solving abilities beyond the actual activities and tasks to different future contexts (Poehner and Lantolf, 2010).

Here, it is very sound to briefly state the closer meanings of mediation and mediated learning experience (MLE) in order not to get bewildered in their usages. Thus, Vygotsky's theory of mediation and Feuerstein's theory of Mediated Learning Experience (MLE) are understood by scholars in the same way (Kozulin ,1998 cited in Poehner, 2008). Feuerstein et al. (1988) cited in Poehner(2008,p.54), for example, illustrated mediation by contrasting it with non-mediation activities as follows:

*In direct, non-mediated learning the child interacts with his environment in a trial-and-error, experimental manner. In this type of learning, which closely resembles the stimulus-response conditioning model of the behaviorist paradigm, the child remains trapped in the here-and-now situation, unable to interpret the world or to construct meaning in a way that will allow him to see connections between events, situations, and individuals. In mediated learning, the stimulus-response model is altered so that the child is no longer interacting with his environment in a direct, haphazard fashion. Instead, an adult or more competent peer enters into a relationship with the child...*

Similarly, for Vygotskians, the mediator in a Mediated Learning Experience(MLE) assists the learners' internalization of their interaction and in such a way that the learners' social interaction with the mediator helps them imitate and transform, thereby developing their capabilities (Poehner, 2008).

The sociocultural theory considers language learning as social in its very nature, and it posits that meaning is derived through language use within the social context. Contrary to the cognitive theorists who contend that learning is a result of mediation within stimulus and response, Vygotsky's(1978) sociocultural theory investigates the context of behavior or the social situation where the action occurs. In other words, Vygotsky's theory assumes that psychological structures

never exist in the individual's mind; instead, they are formed as a result of the learner's interaction within the social context. To make it clear, Vygotsky(1978) and his proponents believe that mental functions emerge as a result of social interaction. Mitchell and Myles(2004), Guoxing(2004), and Aimin (2013) cited in Radha , Sorayya, and Zaini (2014) state that the sociocultural theory considers teachers and learners as active constructs of their teaching and learning environments respectively. That is to say, learners are responsible for their learning environment and the environment can nurture and scaffold them. Similarly, teachers are considered as active creators of their teaching environment.

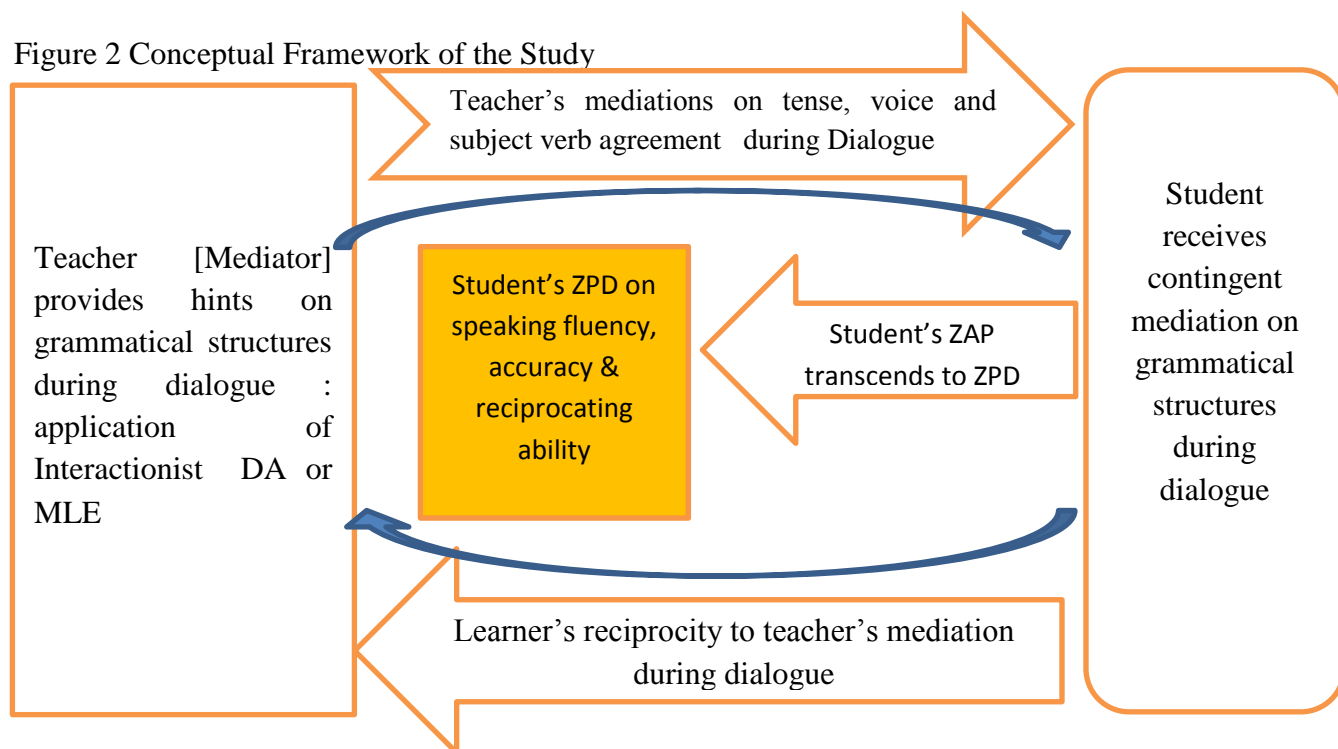
The basic framework of Dynamic assessment in the classroom assessment /instruction process is, first, pretesting learners' actual performance, followed by teaching with the principles of mediations and scaffolding, then administering posttest. During the pretest, an examiner assesses the learner's current performance, then conducts the instruction which is a unified form of teaching and assessing learners through appropriate mediations or Mediated learning experience(MLE). During this phase, the teacher helps the learner develop strategies and observe the learner's modifiability: the ability of the learner to transcend the skills he/she obtains from the ZPD sensitive feedbacks to solve problems in other contexts. Finally, the teacher/examiner conducts a posttest to compare performances with pretest results. And in order to measure ZPD, as Vygotsky (1955/78) cited in Karim (2016) proposed, it is essential to take the "difference score" which represents the difference between learner's pretest(before intervention) and posttest(after intervention) scores.

Thus, this study was built on Feuerstein's MLE model of dynamic assessment(see page 21) and employs an interactionist approach where the mediations are not predesigned, rather adjusted based on the immediate cognitive needs of each student. The dynamic assessment follows the sandwich format in which mediation is structured in between the pretest and posttest of static assessments. The following diagram shows the conceptual framework of the study showing the relationship between the various variables from the very beginning to the end of the dissertation.

### 2.3. Conceptual Framework

Figure 2 below depicts the conceptual framework of the study. It is sketched based on Feuerstein’s model of DA (Interactionist DA) where classroom teacher and students interact within the frame of the three universal mediation criteria, such as intentionality and reciprocity, meaning and transcendence. As can be seen below, the figure shows the interplay between the classroom teacher and a student in which the teacher provides a student hints on grammatical structures, and the student receiving mediation responds to the teacher. This interplay is indicated using the broad arrows above and below the boxes. The teacher’s mediation and the learner’s reciprocity continue until the student manages to correct the grammar error by making use of the mediations. This continuing process is indicated by the blue arrows that stretch from the teacher to student and vice versa. During such interplay, the student constructs his/her ZPD in his/her oral fluency as it is indicated by the broad arrow in the middle of the figure. That means while the teacher’s mediations and learner’s reciprocities are on the move, in the meantime, the learner’s Zone of Actual Performance (ZAP) on oral fluency, speaking accuracy and reciprocating ability transcends step by step to his/her Zone of Proximal Development (ZPD). In short, the conceptual framework shows how the MLE theory was employed to examine the effect of the independent variable (interactionist DA) on learners’ oral fluency, accuracy and responsiveness, which are dependent variables.

Figure 2 Conceptual Framework of the Study



## CHAPTER THREE: REVIEW OF RELATED LITERATURE

### 3.1. The Notion and Meaning of Dynamic Assessment (DA)

Dynamic assessment is a sociocultural theory developed by a Russian Psychologist, L. S. Vygotsky who lived from 1896 to 1934GC. His works revealed that the development of cognitive abilities are not a matter of innate abilities ,rather they are resulted from an individual's engagement in various activities, cultural artifacts and interaction with others; that is to say, the emergence of mental functioning is a result of social interaction( Poehner, 2008). More precisely, Lantolf and Poehner (2004,p.50) citing Lidz (1991) describe the nature of dynamic assessment in the following explanation :

*Dynamic assessment integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are sensitive to the individual's (or in some cases a group's)current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individual's (or group's) zone of proximal development (ZPD). DA focuses on modifiability and on producing suggestions for intervention that appear successful in facilitating improved learner performance.*

Therefore, it could be inferred from the above quote that dynamic assessment is a learner-friendly teaching procedure that emphasizes the unified form of second language instruction and assessment with appropriate mediation which could help students minimize some psychological problems such as anxiety, fear of making errors , and lack of motivation. It could also help a teacher to identify learners' difficulties of a certain language item and provide immediate assistance thereby helping them attune to the zone of proximal development.

### 3.2. Dynamic and Non-Dynamic Assessment

Dynamic assessment (DA) is an active teaching process that simultaneously integrates instruction and assessment in order to optimize learners' cognitive functioning through provision of contingent mediation (Lidz, 2003, 2015 & Feuerstein et al., 2019). On the other hand, non-dynamic assessment (NDA) or static assessment (SA) is an assessment strategy employed by a teacher to record learners' independent performance (Feuerstein et al., 2019).

Dynamic Assessment has unique features that distinguish it from other forms of assessments such as static assessment, formative continuous assessment, non-dynamic or traditional

assessments. The main distinction lies on, for instance, in terms of the rapport between the learner and the teacher(mediator), the kind of feedback provided, and the nature of learning(Caffrey, & Fuches,2008 cited in Tajeddin & Tayebipour,(2012). As regards to their relationship, unlike NDA, DA involves an open friendly interaction and conversation between the teacher(mediator) and the learner, where learning takes place cooperatively that could help an examinee construct a ZPD which ultimately insures his/her cognitive development. Concerning the feedback, in the case of NDA, there is usually little feedback which may not be learner-friendly and to the level of his/her cognitive development. However, in DA, feedback is given through open and friendly way from implicit to explicit scale based on the learners' level of cognitive development which eventually enhances learners' ZPD. The least but not the last distinction between DA and NDA is the fact that DA is focusing on measuring learners potential performance of the target language whereas NDA is mainly meant for measuring learners' actual performance. In other words, DA is emphasizing the process oriented approach of language learning ; however, the NDA is focusing on the product oriented approach of second language learning.

Similarly, Vygotsky(1978) asserted that NDA measures learners independent performance or actual development or what the students already know; however, DA can help to measure learners assisted performance and potential development by integrating the discrepancy between learners actual level of development and the maximum potential the learners achieve when provided with assistance or mediation during interaction with a teacher or other trainer.

In a more elaborated way ,Strenberg and Grigorenko (2002 as cited in Mehrnoosh and Rassaei , 2015, p. 126) clearly show the differences between Dynamic assessment and formative continuous assessment or static assessment from three perspectives as follows:

*Firstly, non-dynamic assessment focuses on the outcome of past development, while dynamic assessment foregrounds future development. Secondly, with regard to the examiner's orientation, in non-dynamic assessment, examiners are expected to adopt a neutral and objective viewpoint in order to minimize measurement error, while in dynamic assessment; the examiner intervenes in the assessment process. Finally, at the level of assessment administration, in non-dynamic assessment, examinees are given little or no feedback on the quality of their performance until assessment is complete, while in dynamic assessment, a specific*

*form of feedback (mediated assistance) is provided and this is the most important part of the assessment process (Stenberg & Grigorenko ,2002 cited in Mehrnoosh & Rassaei . ,2015,p.126 ).*

In addition, there are certain features that distinguish between dynamic assessment and formative assessment. Formative assessments, unlike dynamic assessment, are mainly concerned with interpretation of learners' performance and some administration of procedures for the purpose of judging learners' ability. For instance, in formative assessment, some activities of classroom teachers, such as making interactions with students during a test, adjusting test administration procedures and giving feedback while the test is being administered are regarded as crime since the learners' score will not reflect their individual performance. However, in the eyes of Vigotskians, these classroom practices which are considered unfair in formative assessments are the hallmarks of dynamic assessments. That means, providing learners with mediation and relevant forms of scaffolding are central in DA (Poehner,2008). For Vigotskians, instruction and learning are unified to bring development and hence they argued that, "instruction shouldn't wait developmental readiness but, rather, development occurs through participation in activities that are beyond learners' current level of ability" Ibid.

DA can bring about a paradigm shift leading to a new philosophy of assessment and instruction that targets learners' development through interventions (Sternberg & Grigorenko 2002 cited in Poener,.2008)

### **3.3. Assumptions and Theoretical Basis of Dynamic Assessment**

Haywood and Lidz(2007) point out the very rationales and assumptions of employing DA in the teaching of L2 as follows:

- *Some abilities that are important for learning (in particular) are not assessed by normative, standardized intelligence tests.*
- *Observing new learning is more useful than cataloguing (presumed) products of old learning. History is necessary but not sufficient.*
- *Teaching within the test provides a useful way of assessing potential as opposed to performance.*
- *All people typically function at less than their intellectual capacity.*
- *Many conditions that do not reflect intellectual potential can and do interfere with expression of one's intelligence. (Haywood & Lid,2007,p. 7)*

From the above assumptions, one could deduce that DA is a unique way of assessing learners' actual and potential performance and also can help to bridge the gap that formative assessments couldn't fill. For instance, DA can help teachers get genuine picture about students' actual performance and predict their potential level of speaking performance and their progress by utilizing mediation through friendly interactions and dialogues. Moreover, in DA, it is believed that learners' actual performance is not the end rather the means to learning; therefore, it is possible to enhance learners' actual performance into a high level of performance through mediation and prompts. In short, for effective second language oral performance, interaction and friendly dialogues are key ingredients.

### **3.4. Criticisms of Dynamic Assessment**

Irrespective of the vigorous literatures that support DA and its great advantages to the EFL classroom instruction, it still suffers from strong criticisms by some scholars. For example, Snow (1990), and Bachman (1990) never welcome DA from the perspectives of test reliability, validity and generalizability. Most of the criticisms are from scholars who are in favour of static tests/assessments/. For example Snow(1990) cited in Poehner and Lantolf (2003) rejects the very difference between dynamic assessment and static assessment in terms of predictive validity. That is to say, most DA researchers argue that static assessments like that of dynamic assessments are concerned with predictive validity. That is to mean, static assessments and tests just like that of DA are in favor of not only actual performance of students but also learners potential (future) developments. However, scholars like Poehner and Lantolf (2003) underlined that the static assessment and DA greatly differ in terms of the prediction they make. These scholars asserted that in DA prediction is about an imagined future that come out only through teachers mediation, whereas, in SA prediction is related with generalizing individuals actual performance to future successive non-test contexts.

In addition, Snow also objects considering DA instruction procedures as assessments. That means, for Snow(1990) , assessment in the absence of quantifiable measurement is meaningless. Similarly, Bachman(1990) cited in Poehner and Lantolf(2003) puts that assessment is'' the process of quantifying the characteristics(physical as well as mental) of persons according to explicit procedures and rules.''To make DA procedures quantifiable and measurable, it is

essential to standardize the interaction between mediator and the examinees (Büchel and Scharnhorst, 1993 cited in Poehner and Lantolf, 2003). In this regard, the interventionist approach of DA has a relatively standardized procedure whereas the interactionist approach doesn't. As a result, Vygotsky, Feuerstein, and other proponents of DA are criticized for the fact that some students may get more help and mediation than others during the interactionist approach. However, Vygotsky (1998) cited in Poehner and Lantolf (2003) argued that having a purely empirical measurement of the child's performance could add nothing new to what is already known by mediator who assesses learner through mediation and direct observation. Moreover, Vygotsky underlined that the main agenda of psychologists is not simply to give empirical measurement of learners performance, but to interpret the learners, and for him, this is what a real assessment is.

Another challenge DA researchers face is related with reliability. Assessment or test reliability is about whether or not what is measured is consistent. In this case, both the interventionist and interactionist researchers have similar stand: they do not consider measurements as stable. This is because the DA researchers argue that abilities are naturally unstable and inconsistent; they insist that mediations, prompts and assistances must be adapted to the needs and responsiveness of individual learner, which could be a requirement to undermine standardization. (Poehner and Lantolf, 2003). Strengthening this view, Lidz (1991) in Poehner and Lantolf, 2003:15) argues that, "the word 'dynamic' implies change and not stability. Items on traditional measures are *deliberately* selected to maximize stability, not necessarily to provide an accurate reflection of stability or change in the 'real' world." In a more precise way, Poehner (2008) puts the strong arguments of the main proponents of DA, Vygotsky and Feuerstein, against the pro-NDA researchers as follows:

*Feuerstein, like Vygotsky, is interested in understanding the processes that bring about development, and this necessarily entails learner development as part of the assessment. While reliability may be a desirable characteristic in NDA, it is a highly undesirable outcome of a DA procedure, which seeks to bring about change. A highly reliable assessment is problematic in DA because it suggests that the procedure failed to promote development. (Poehner, 2008, p. 73)*

Therefore, it seems sound to believe that DA is primarily concerned with facilitating learning through active involvement and interaction of the examiner and examinee, rather than producing reliable measurements of learners performance. And I feel that this should be a priority in the EFL classroom assessment/instruction process.

The other issue worth discussing is validity. Unlike reliability, Validity is not a serious constraint in DA. Shohamy (2001, as cited in Poehner and Lantolf ,2003, p. 16) argued that in the case of systemic validity a test is valid if it “brings about or induces, an improvement in the tested skills after a test has been in the educational system for a period of time.” However, in DA, emphasis is given to the process of learning that leads to a particular product instead of the product or absolute magnitude of a result. To briefly state, as regards to DA, validity is originated not from the specific instruments used in the assessment process, rather from the procedures followed in the administration of the assessment. In support of this , Poehner and Lantolf(2003) stated that DA could help learners develop language abilities such as grammar, lexis, pragmatics, pronunciation if, given that there are appropriate mediations(Poehner and Lantolf,2003).

### **3.5.Prevaling Models, Approaches and Formats of Dynamic Assessment**

#### **3.5.1. Models of Dynamic Assessment**

There are varied numbers of models of Dynamic assessments, which are represented based on their primary developers. However, most of them, as Lidz, (2003 ) stated, can be categorized under four major models. These include Feuerstein’s highly intuitive and clinical approach, Budoff’s standardized procedure , Campione and Brown’s graduated prompts, and Lidz’s curriculum-based dynamic assessment.

Feuerstein’s model of dynamic assessment is highly intuitive and clinical and requires in-depth familiarity with Feuerstein’s theory of cognitive modifiability and, particularly, with his concepts of mediated learning experience (MLE). This approach helps to obtain evidences of the learner’s responsiveness to interaction on a descriptive level, as well as information regarding the types of interactions and mediations that yielded positive effects and the intensity of effort involved in eliciting learner modifiability. Therefore, this model of dynamic assessment basically lends itself

to the qualitative or descriptive information of learners' performance, unless the instruments are adapted to yield quantifiable scores or outcomes (Feuerstein, et al., 2010 & Lidz, 2003).

The second model of DA is Buddoff's standardized procedure. This procedure was designed primarily for psychometric purpose, that is, to accurately label students based on their performance by implementing the pretest-intervene-posttest format (sandwich format). However, unlike the Feuerstein's approach to dynamic assessment, Buddoff's intervention was predesigned and standardized to teach the basic principles and strategies of task solution. That means all students received the same type and amount of intervention, and the students' performance was analyzed by comparing their pretest versus posttest scores (Lidz, 2003 and Poehner, 2008).

The third model of DA is Campione and Brown's model. These scholars developed their graduated prompting procedure based on Vygotsky's concept of the ZPD, and implemented it using a rubric which helped to count the number of hints the students needed to solve problems. In such procedure, the assessor provides hints or graduated prompts until the student manages to solve a task and problem. The performance of the student is described solely in terms of the quantity of help needed for problem solution. Since, such an approach is quantifiable, it is possible to generate a good deal of data to demonstrate the validity of this approach. (Lidz, 2003). This model seems similar to Feuerstein's Meditational model in that in both procedures, the assessor provides hints following learners' errors, until the learners solve the problem. However, this model doesn't lend itself to qualitative descriptions of learners performance in terms of types and qualities of mediations and their levels and patterns of reciprocity to teachers mediations.

The last DA model is Lidz's Curriculum Based Dynamic Assessment, where the assessor selects content from the student's program or curriculum to design pretest -intervention - posttests procedure. In this DA procedure, the assessor can incorporate the interactive approach within the pretest-mediation-posttest format, using Feuerstein's conceptualization of MLE to guide development of the interventions (Lidz, 2003 , 2015).

In short, the most widely used models of Dynamic assessment in the various literature are the Meditational procedure Feuerstein's MLE model, Standardized Intervention (Buddoff's

Standardized procedure), Graduated Prompting (Campione and Brown's model) and Curriculum-based Dynamic Assessment (Lidz's Model).

### **3.5. 2. Approaches of Dynamic Assessment**

The two broad schools of thought on DA (dynamic assessment) that have emerged from the works of Vygotsky are the interventionist and interactionist approaches. The interventionist DA focuses on standardization through a prefabricated and predetermined set of mediations, hints and prompts that are arranged in advance and provided to learners while they move from implicit to explicit scale. And if learners successfully manage to respond appropriately during the implicit hints, then it is assumed that the learner has already the control over the educational object. This approach has a special advantage ; for example, it could help researchers generate results from large number of subjects that can easily be compared. However, it is criticized for standardizing mediations that are offered to students; this is because it is believed that standardizing mediations and bringing predetermined hints and prompts decreases learners' chances of co-constructing a ZPD; as a result, many researchers prefer Interactionist DA approaches (Poehner & Lantolf, 2008, 2010)..

In interactionist approach the various mediations are not prefabricated and preplanned; instead, they are adjusted according to the learners' cognitive level and responsivity in the course of the interactions. This approach is more relevant to classroom context and very much in lined with Vygotsky's idea of how ZPD can be used to facilitate learners development and Feuerstein's approach of interactionist DA (Poehner & Lantolf, 2008, 2010)..Therefore, to make use of the advantages that Interactionist approach of DA renders to the teaching of speaking skills, this study employed interactionist DA in all the phases of assessment and instruction of learners oral proficiency skills.

### **3.5.3. Formats of Dynamic Assessment**

The two major structures of dynamic assessments which are used in the research and education settings are the sandwich format and the layer cake format (Sternberg & Grigorenko, 2002 , as cited in Poehner , 2008 ). The sandwich format is the most widely used structure to implement DA in a test-intervention-retest procedure where dynamic assessment and mediation occur between two static tests, that is, pretest and posttest (Grigorenko , 2002 & Lidz , 2007, as cited in

Phoner, 2008, 2011). On the other hand, the Layer cake format is a DA procedure where mediation is provided to students item by item whenever they face problems ; if students are able to answer the first item ,then the next item is given; if not students are given graded assistance (Mehrnoosh & Rassaei, 2015; Phoner, 2008 ; Vergara et al. , 2019).

### **3.6. Interactionist DA: Feuerstein’s Mediated Learning Experience**

Feuerstein’s model of Interactionist DA was developed independently from Vygotsky’s work; however, many of the research works and instructions done at Feuerstein’s International Centers for the Enrichment of Learning Potential in Israel are the extension of the works begun by Vygotsky and Luria some 70 years ago(Poehner & Lantolf,2008). .Feuerstein’s interactionist approach encompasses an integrated form of assessment and instruction so they become so interrelated that one can’t be apart from the other. As a result, it is argued that Feuerstein’s approach is the most promising to transform classroom instructions(Ibid).

#### **3.6.1. Feuerstein’s Structural Cognitive Modifiability**

The SCM(Structural Cognitive Modifiability) dictates that it is possible to intervene in the development of human cognitive development of human cognitive ability(Feuerstein et al.,1979;Feuerstein et al.,1980;Feuerstein et al,1988;Feuerstein et al.,2003 as well as Feuerstein’s followers such as Karpov and Gindis,200;Lidz,1991; Pena and Gillam,2000 cited in Poehner and Lantolf,2008:53).That is to mean, for example, learners thinking ability can be transformed to a larger extent through mediating learners with relevant and appropriate hints, prompts or strategies so as to enhance their level of understanding of a given problem. In a more precise way Poehner and Lantolf (2008,p. 53) , condensing the idea of Vygotsky and Feuerstein et al., (1988) put the following :

*According to SCM theory, human beings are “open” rather than “closed” systems, meaning that human cognitive abilities are not fixed traits resulting purely from biology in the way that one’s height and hair color are determined genetically, but rather they can be developed in a variety of ways depending on the presence – and the quality – of appropriate forms of interaction and instruction . In Vygotskian terms, this is equivalent to the claim that the uniquely human forms of consciousness emerge through participation in object-oriented social activity.*

The most important element in SCM is mediation, which is unanimously understood by Feuerstein and Vygotsky(Kozulin,1998) in Poehner and Lantolf,2008:54). To make the term

mediation clearer, Feuerstein in Poehner and Lantolf (2008,p. 54)explained it by contrasting it with non-mediated activity as follows:

*In direct, non-mediated learning the child interacts with his environment in a trial-and-error, experimental manner. In this type of learning, which closely resembles the stimulus–response conditioning model of the behaviorist paradigm, the child remains trapped in the here-and-now situation, unable to interpret the world or to construct meaning in a way that will allow him to see connections between events, situations, and individuals. In mediated learning, the stimulus–response model is altered so that the child is no longer interacting with his environment in a direct, haphazard fashion. Instead, an adult or more competent peer enters into a relationship with the child and “selects, changes, amplifies, and interprets objects and processes to the child” .... Feuerstein terms such an interaction a Mediated Learning Experience (MLE).*

### **3.6.2. Mediated Learning Experience**

According to Feuerstein et al.,(1988) a child with only direct learning experience (i.e. with out mediation) cannot acquire any culture. He further explained that though the child is born into a community and exposed to a culture, this is not suffice to grasp the world. Therefore, for Feuestein and his colleagues, a child is said to have acquired a certain culture if and only if an adult or parent or any other abled person mediate the child in a sufficient and adequate manner .The scholars also underlined that what makes human beings distinct from other animals is the fact that human beings use mediations through language, gestures, and rituals to help their offspring to decipher the environment. Also, more abled individuals let their children participate in the different cultural activities (Poehner & Lantolf, 2008). Stating the very significance of mediation, Feuerstein,et al.,1988 in Poehner and Lantolf(2008,p.55) state the following:

*The more a child is subjected to mediated learning experiences, the greater will be his capacity to benefit from direct exposure to learning. On the other hand, a lack of MLE will produce an individual who will benefit very little from direct encounters with learning tasks.*

Therefore, it seems logical to conclude that the very center of DA is MLE. In the actual classroom situation, while the instructor or assessor engages in an activity with the learner, what the assessor takes in to account is the learner’s responsiveness to mediation, and adjusting changes based on the cognitive level of the learner. In doing so, the examiner diagnose the learners potential for cognitive change through helping the learner to change while the assessment is taking place, And, the main point of these diagnosis is to let know the examiner

the extent to which the learner brings change and the amount of mediation required to bring about the change.(Poehner & Lantolf,2008)

### **3.6.3. Parameters of Mediated Learning Experience(MLE)**

In the following paragraph, the major three parameters of MLE are discussed. These three attributes of MLE are said to be universal and must be considered during DA, while the rest are used depending on the situation and nature of learners. These parameters are, in short, procedures of implementing DA in the classroom.

Feuerstein and his colleagues underscore that it is wrong to believe that any interaction between learner and mediator constitute MLE.They proved this in their studies and analysis of intensive MLE programs conducted in their approach to DA(Poehner and Lantolf,2008). As a result, these scholars outlined 11 attributes /parameters/ of proper mediations that help to distinguish MLE from any ordinary interactions. Among these the first three attributes such as *intentionality and reciprocity, transcendence, and mediations of meaning*, according to Feuerstein, are the basic ingredients that help to transform a given interaction into a mediated learning experience. While these three features are shared among all MLEs and are supposed to bring about higher level of thinking, the rest of the eight MLE attributes are mostly influenced by cultural and situational settings (Ibid).

1. *Intentionality and reciprocity*
2. *Transcendence*
3. *Mediation of meaning*
4. *Mediation of feelings of competence – offering various forms of assistance to help the learner to successfully complete a task previously perceived as too difficult and interpreting to him the meaning of his success.*
5. *Mediated regulation and control of behavior – regulation of the child’s impulsivity and attention in ways that lead to the child gradually taking on more and more responsibility for the control of his own behavior.*
6. *Mediated sharing behavior – involves the mediator communicating to the learner her own orientation to the task, her perception of its demands, reactions to problems that arise, and feelings at various stages of task completion while*

*also attempting to elicit the child's feelings and perceptions, emphasizing the joint nature of the interaction.*

*7. Mediation of individuation and psychological differentiation – emphasizes the learner as an individual with thoughts, feelings, and abilities that may be different from but can certainly complement those of others.*

*8. Mediation of goal seeking, goal setting, goal planning, and achieving behavior – proposing and perceiving goals; planning specific actions, including the achievement of sub-goals, that will lead to task completion; using representational modes of thinking; and execution of problem-solving strategies.*

*9. Mediation of challenge: The search for novelty and complexity – attempts to mediate an activity the learner has already mastered will not produce the feeling of competence described above and may lead to boredom and frustration. MLE tasks should target what the learner is not yet capable of doing independently.*

*10. Mediation of an awareness of the human being as a changing entity – the core of Feuerstein's SCM theory, the belief that all human beings are modifiable.*

*11. Mediation of an optimistic alternative – related to the above, the insistence that individuals can be more than their present abilities suggest (Feuerstein et al., cited in Poehner & Lantolf, 2008, p. 58)*

As shown above, the first feature of MLE is intentionality which refers to the teachers or mediators' purposeful effort to mediate the environment, an object in it or an activity for the learner (ibid). Lidz (1991) in Poehner and Lantolf (2008:57) on her part stated that intentionality during MLE includes behaviors of mediators such as, "*initiating, maintaining, and terminating the interaction...regulating and refocusing the child's attention and participation*". Feuerstein and his colleagues also underlined that during intentionality, the mediator tries to arise students' interest through doing every possible options such as asking questions, gesturing, making adjustments, and changes to maintain learners engagement. And reciprocity is a term which involves the active participation of the learner in the interaction. Here, in the first stage, the learner is supposed to be an active co-constructor of knowledge in the MLE, instead of being the passive recipient of knowledge.

The second feature of MLE is transcendence. This stage of MLE is aimed at helping the learner bring about cognitive development on a specific activity, thereby assisting the learner to move

beyond that specific activity through engaging him/her in a related problem solving activities. Feuerstein et al., 1979 in Poehner and Lantolf (2008,p. 59) explains that ” true development transcends any specific task and manifests itself in a variety of ways under a multitude of differing conditions.” He also argued that transcendence is not a procedure designed to train a specific content; rather it is a series of procedure devised to achieve a higher cognitive functioning. As a result, this feature of MLE is against “teaching to the test”, which is one of the main concerns of language testing, language testers and researchers.

The third and key component of MLE is mediation of meaning. Feuerstein believes that a child who has not had his culture mediated in a sufficient and adequate manner by a better person or parent is said to be culturally deprived. In the same way, Kozulin 1998 in Poehner and Lantolf(2008,p. 55) contends that culturally deprived learners face shortage of cognitive functions that are indispensable for their later schooling and other social life-such learners may lack” the ability to plan, to make comparisons of similarities and differences.to formulate and test hypotheses and to develop representations among other process”.

Therefore, it seems worth noticing that English language learners in our context mostly don't have access to the speech community; therefore, they could be regarded as culturally deprived learners, and hence, mediation of meaning seems relevant and useful procedure in such settings. Finally,Poehner and Lantolf (2008,p. 59) concludes by stating the interrelationship among these three major parameters of MLE as follows:

*while intentionality describes the approach taken by the mediator (e.g., structuring the experience, scheduling the stimulus, maintaining the child's focus, etc.) and transcendence refers to the goal of the MLE (i.e., the child's cognitive development), mediation of meaning can be understood as the glue that holds both of these together(Poehner & Lantolf,2008,p.59).*

From the above quote, therefore, it could be deduced that conveying meaning is the target of any interaction, and understanding and learning a second language could be better enhanced through these procedures. When various problems, tasks and objects are mediated to learners by an appropriate mediator, learners will be expected to bring about a higher level of cognitive thinking.

### 3.6.4 Application of MLE in the L2 Classroom

In principle, the twelve parameters of the mediated learning experience should not be pre-planned or designed in advance and implemented in the classroom. However, Lidz (2015), the main proponent of Feuerstein, et al , suggested that it is possible and ethical to plan in advance about the four universal parameters such as intent, meaning, transcendence and task regulation. The other parameters are situational and become evident in the underlying context of the interactions and dialogues between the mediator(assessor) and mediatee. Regarding the application of these four features of MLE, Lidz (2015) states the following as guidelines:

*The assessor-as-intervener needs to think about the goal of the lesson and how this will be communicated to the learner. The assessor may need to work throughout the session to elicit and maintain the child's involvement (INTENT). The assessor will need to plan what materials to use, how they will be set up and presented, and what strategies and principles to communicate (TASK REGULATION). The assessor will have to think about how to highlight the important features of the lesson, to communicate to the learner what is important to notice (MEANING). Finally, the assessor will need to think about possible bridges between the lesson and other experiences. These don't all have to be provided for the learner, as the assessor should also work to elicit this kind of thinking from the learner (but should be prepared to provide some of this as a model early in the interaction) (TRANSCENDENCE).(Lidz,2015,p.23)*

As it is stated above, all the parameters of MLE are not hard and fast scripts like that of the interventionist DA procedures which are designed ahead of classroom assessment and instruction, rather they are guidelines that manifest themselves in the course of examiner/examinee interactions. However, the first three parameters (according to Feuerstein) or the first four parameters(according to Lidz) which are regarded as the universal parameters are planned before the actual classroom activities. In order to show how MLE is practically implemented in a classroom,Lidz(2015,p.52) put the following model of mediation:

*Mediation:*

*Provide mediated intervention according to the following guidelines, but feel free to deviate to meet the needs of the learner. Inform the learner that you will now engage in the "teaching" phase of the assessment, and that the purpose will be to enhance the learner's ability to do the best possible job with this task (INTENT).*

*Ask the learner to look at the figure and to talk about what he/she sees: "Tell me about this. Describe it to me." (MEANING) Compare the learner's production with the model*

*and discuss the differences and where the learner appeared to experience difficulty. (INFORMED FEEDBACK)*

*Ask the learner what he/she does in other situations when there is a lot to remember. {TRANSCENDENCE} Building upon what the learner says, help the learner notice the salient features of the figure, specifically the larger aspects of the organization (large rectangle, vertical and horizontal lines that divide the figure...) (MEANING)*

*Say that sometimes it helps to think about what the figure or details look like or remind you of, and ask the learner to try to make associations to the details of the drawing.(TRANSC/MEANING) Review the best strategies for both copying and remembering the drawing. (TRANSCENDENCE)*

*Talk about using the largest units of organization to take care of the greatest number of lines and elements; talk about using the attributed meaning to help with memory of the details. Talk about the idea of talking to oneself to elaborate on what is perceived as another helpful strategy. (TASK REGULATION)*

*Offer some associations that the learner may not have come up with , such as dividing the rectangle into “rooms” talking through the image of what is in each room. {SHARING}*

*Ask the learner which of the strategies she/he thinks would work the best when they get a chance to draw the figure again, and ask the learner to engage in those strategies before removing the model for the posttest.(TASK REGULATION)*

The while mediation session involves all or most of the twelve features of mediations and the mediator or assessor, finally, provide the examinees a kind of profile that show change of their development as a result of the mediation and collaboration.

### **3.7. Measuring Learners Potential Development**

The central element in dynamic assessment is mediation, and the essence of DA is not merely measuring learners actual performance or independent performance, but going beyond the observable phenomena and uncover the underlying causes of poor performance so as to find solutions on how to remediate problems, thereby helping learners achieve their zone of potential performance. This is briefly to mean, DA is mainly concerned about prognosis rather than diagnosis (Vygotsky, 1978).

During DA, the mediator provides hints and prompts to examine learners development, and the main focus is not on whether or not the examinee fails or succeeds to solve a certain problem or complete a given task, instead, the main target is an analysis of the amount and kinds of assistance the examinee needs as well as the extent of the examinee's responsiveness to the mediator's interactive moves. And this process helps to simultaneously understand and promote learners development. The analysis of interactions and collaborations between the mediator and learner reveals the potential performance examinees/learners/ will achieve if they are given appropriate instruction, which in turn, enhances ZPD.(Vygotsky, 1998 cited in Poehner,2005:iii) Vygotsky(1978) explained that ZPD is the gap between what the learners actually perform and what the learner perform under the guidance and mediation of a more abled person or teacher. This is to mean, the difference between the learners actual performance and learners performance after the ZPD sensitive feedbacks and various prompts is regarded as learners potential performance. Similarly, Tzuriel (2001, cited in Farzaneh and Shahrood , 20016, p.144) stated that:

*...in determining the child's cognitive development one should regard actual developmental level and the potential one. The actual level of performance can be measured by observing the kid's independent performance like the static standardized testing approaches, whereas the potential level can be measured after the kid has been helped to perform the task, as is done in DA.*

Regarding the paramount significance of measuring potential performance of students, Budoff (1987 , cited in Poehner ,2008, p. 45) asserted that traditional intelligence assessments may help us measure abilities of many students; however, interpretations of these assessment outcomes may lead to a wrong conclusions. This is because learners poor performance on assessments could be attributed to some socioeconomic backgrounds and educational opportunities, rather than cognitive impairments.

An even earlier work that inspired Budoff(19 87) on measuring potential performance of learners was conducted by Luria(1961) ; her work revealed that poor performing learners can do better if they are familiarized with the test and taught strategies for solving the kinds of problems(Sternberg & Grigorenko, 2002 cited in Poehner,2008,p. 45). Condensing Budoff's idea, Poehner(2008,p.45) concludes that " if children improve their test scores as a result of training, this change should be taken as an indication of their learning potential."

Poehner(2008)elaborated Budoff's remarkable attempts to measure learners potential performance as follows:

*Budoff was able to group individuals according to the differences in their pretest and posttest scores, demonstrating that they benefited differently from training. In this way two learners who performed similarly on their pretests might perform differently on their posttest, or vice versa. According to Budoff, such information was crucial to understanding their potential for future learning. He proposed grouping individuals in to one of these categories: high scorers are learners whose initial pretest performance is good; gainers are individuals who show improvements after training and non-gainers are learners who perform poorly on both the pretest and posttests(Poehner,2008,p. 46).*

Though Budoff's(1987) work on DA is a pioneer of the interventionist model of DA, the concept of measuring learners potential assessment seems remain the same with Feuerstein's view of interactionist DA.However Vygotsky,Feuerstein and their supporters don't seem to totally depend on the result of pretest and posttest results to determine learners potential performance. Instead, they propose to qualitatively analyze the learners learning process within the mediation phases by profiling their progress in the while mediation phases. For example , one of the proponents of Vygotsky and Feurestein , Poehner(2008) argued that expressing learners' development or learning potential using a single score would underestimate important aspects of developments. Poehner(2008) further illustrates that if learners independent performance on pretest or posttest doesn't change, this doesn't necessarily mean that learners development has never occurred. And employing only quantitative descriptions of learners' performance in terms of the difference between learners score in the pretest and posttest may hide important and elusive changes of learners' development, but such developments could be noticeable in the examiner-examinee interactions and dialogues (Ibid).

To conclude, in order to effectively measure learners learning potential and to estimate their learning development, it is crucial to compute the difference between their performance of the pretest and posttest results. Though scoring is not advocated by Feuerstein and Vygotsky, I would prefer to compare the scores of learners performances of the pre and post test with much care on the interpretation of the results. Most importantly, learners learning development in the while mediation phase will be qualitatively analyzed through profiling their performances in each sessions of mediations. This is because, learners scores of the pretest and posttest alone may

not be enough to exactly mirror the real cognitive progress ,learning development and learning potential of learners.

### **3.8. Profiling Learners' Development**

In order to see learners' learning development and thereby interpret their potential performance, Poehner(2008) recommends to profile their development that emerges from DA interactions and employ qualitative analysis of the learners developmental progress. Any progress and change in learners performance, for example, in terms of learners control over structures such as tenses and aspects ,syntax, and other linguistic forms, the kinds of mediation they require, and their responsiveness to the mediator or examiner are generally considered as signs of learning development. Referring his own previous work on DA of L2 French Language (i.e. Poehner 2005) , Poehner(2008) mentioned that students who improved their performance of oral skills based on the prompts and mediations had relevant abilities which were maturing than those who were unable to improve .The process of such improvements ,according to Vygotsky, are understood as “abilities which were not yet fully matured but lay within their ZPD.”(Poehner, 2008, p. 95).

There are some aspects of mediational moves that are worth noticing while profiling learners' progress and interactions. In this regard, Lidz(2015) outlined five points that a dynamic assessment should appropriately address. These include issues about how well the responsiveness of the learner is, the extent of effort the examinee require from examiner during the intervention, documenting examinee's strength and weakness, profiles on the ability of the examinee to transfer his/her newly acquired skill to solve problems in a different task and situation, and also points about what the learner and assessor succeeded and failed to accomplish in facilitating learning. More specifically, in administering mediational approaches, Lidz(2015,p. 35) put forwards the following basic components in the interpretation of learners performance :

*Observations of cognitive deficiencies of the learner, the learner's responsiveness to the mediation (including ability to transfer learning across tasks), the intensity of effort required to induce change by the assessor, and the types of interventions or interactions that facilitated (or obstructed) learning. This is qualitative, descriptive information that portrays the learner in the act of learning. The cognitive deficiencies are formatted*

*according to a simple Input-Elaboration-Output “informational processing” type of model (Lidz, 2015,p. 35).*

However, since the procedures are not pre-planned, the types of mediations employed across learners by no means be identical. Therefore, the mediations typologies can be determined and drawn from the examiner/ examinee’s interactions through the thematic analysis of each mediation sessions (Poehner, 2008). Here it is also worth noticing that scoring in non-standardized DA approaches (interactionist approach) is quite different from standardized procedures (interventionist approach). For example, in non-standardized approaches, scores usually show some feature of the task that the learner is able to accomplish, so the scores depict performance, instead of capacity. On the other hand, some standardized approaches are meant to indicate capacity more accurately, so scores are interpreted in relation to accuracy for the specific circumstances of the learner being examined (Lidz,2015).

During the analysis of learners performances, therefore, the main focus of the argument is the extent to which the learners bring changes in their oral performance and whether or not the changes in learners’ performance is attributed to the mediations. Hence, an important part of the argument would be the extent of the effectiveness of the meditational moves and interactions between examiners and examinees to promote learning development.

### **3.9. Testing Oral Proficiency**

Evaluating speaking skill is an essential element in testing overall language proficiency (Luoma, 2004). Learners’ level of oral proficiency is mostly measured through interview using scoring scales; the scoring scales usually measure learners’ language use such as oral fluency, grammatical accuracy, intelligibility, and richness of vocabulary (Nation, 2011, De Jong, et al., 2012, and Hsieh and Wang 2019). Also, some English language proficiency testing organizations, for instance IELTS, evaluate speaking skill based on certain criteria such as fluency, coherence, lexical resource, grammatical range and accuracy. Park (2016) also identified important components of oral proficiency as shown in the Figure 3 below.

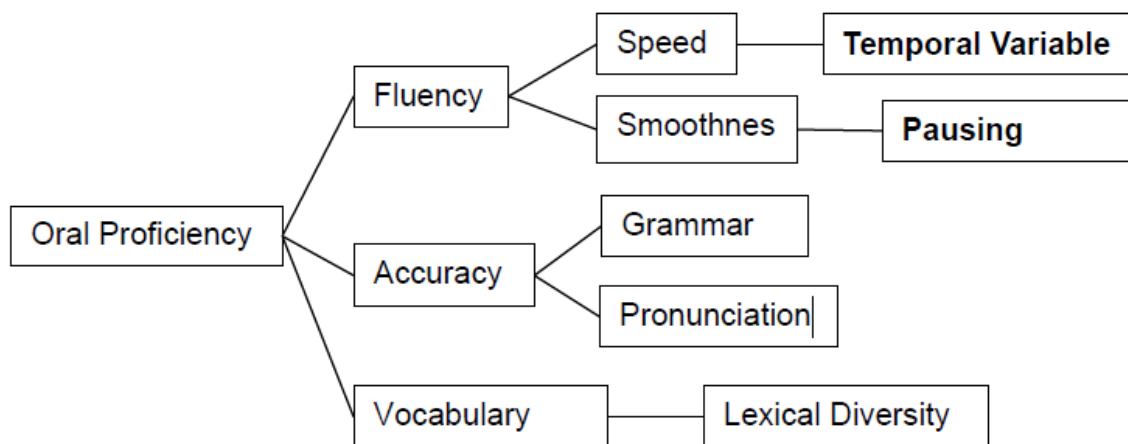


Figure 3. Components of Oral Proficiency

The figure illustrates that fluency and accuracy are the major components of oral proficiency. Moreover, it depicts temporal variables and pauses as main variables of oral fluency. This, in turn, indicates the paradigm shift of researchers' interest from subjective to objective measures of fluency. This is because temporal variables such as speech rate, articulation rate, mean length of utterance, number of pauses and pause rate can easily and accurately be measured using machines.

These days there is a great interest among researchers to use objective measures of oral fluency and grammar accuracy than subjective scoring (Park, 2016). The recent development in computer-aided measure of oral fluency seems to be replacing the traditional approach. For instance, PRAAT software can help researchers to objectively measure learners' oral fluency.

### 3.10. Defining Fluency and Accuracy

#### 3.10.1. Defining Fluency

The concept of fluency is conceived in terms of two aspects: the narrowest and the broadest meanings (Luoma, 2004 ; Kormos, 2006). In its narrowest definition fluency is associated with speech features such as pausing, repairs, hesitations and speech rate; however, in its broadest definition, fluency is to mean over all speaking proficiency (Luoma, 2004; Kormos, 2006 ; De Jong et al., 2013). This means fluency in its narrow sense is taken as one criterion to gauge the level of non-native learners' speaking proficiency (Kormos, 2006 ; De Jong et al, 2013). In this

study, therefore, oral fluency refers to the narrow notion that signals the ability of L2 learners to speak English without unnecessary pauses and hesitation markers.

### **3.10.2. Determining Factors for Learners' Oral Fluency**

Learners' speaking competence is affected by linguistic, cognitive, and affective factors. Linguistic factors include knowledge of vocabulary, accurate pronunciation, and lexical and grammar skills while cognitive factors refer to learners' ability to organize what to utter with appropriate words and grammar. Affective factors are related to emotional elements, for instance, anxiety, self-restriction, and worrying about making mistakes (Levelt, 1989 ; Arnold & Brown, 1999 & Brown , 2001, as cited in Wang , 2007 ; Leonard, 2015).

### **3.10.3. Measuring Fluency**

It sounds useful to briefly state about aspects of fluency before explaining how to measure fluency. Fluency can be seen from three perspectives. The first one is known as cognitive fluency which is the ability of a second language speaker to smoothly translate thoughts to second language speech. The second aspect of fluency is perceived fluency which is the subjective measure of what listener perceive about L2 speaker's cognitive fluency. The third type of fluency is utterance fluency; this aspect of fluency is the objective acoustic measure of an utterance measured by using machines like PRAAT software ((Tavakoli et al., 2016 ; Bosker et al., 2013) ; De Jong and Spoetle Carol, 2016 ; Witton-Davis, 2015 citing Segalowitz,2010).

In this study attempt was made to measure learners' utterance fluency using PRAAT software. It is common to measure fluency holistically using certain rating scales; however, raters can be biased since they may be influenced by an examinee's accuracy, lexical choices, or the broad sense of fluency. Utterance fluency, on the other hand, can be objectively measured using machine which helps to accurately determine the status of learners' fluency. Utterance fluency can be determined by using some temporal variables.

Learners oral fluency can be computed based on the four major temporal variables such as speaking rate, phonation/time ratio, articulation rate, and mean length of runs( Kormos,2006 as cited in Sridhar Maisa 2018). Recent research works have proved that temporal variables such as speech rate (SR) and mean length of utterance (MLR) are considered as reliable predictors of

oral fluency since they can easily be extracted from a spoken data using PRAAT software (De Jong, 2016; De Jong et al., 2013; Park, 2016; Tavakoli, 2016; Ejzenberg, 2000, as cited in Farahani & Kouhpaenejad, 2017).

Similarly, De Jong, et al, (2013) stated that speech rate is considered as a global measure of fluency since it is computed as number of syllables divided by total time, which includes silent pausing time that incorporates speed of speech and pausing in speech at the same time. In most research works of L2 fluency, therefore, speech rate and mean length of runs are found to be the most reliable predictors of learners' level of oral fluency (Farahani, & Kouhpaenejad, 2017, p.39 citing Ejzenberg, 2000; Freed, 1995, 2000; Lennon, 1990; Riggenbach, 1991, Towell et al, 1996). From the various thoughts of scholars on measuring temporal fluency, it seems logical to use the aggregate scores of speech rate, articulation rate and mean length of utterance in order to achieve a more reliable measure of learners' oral fluency.

#### **3.10.4. Defining Grammar Accuracy**

According to Skehan (1996) accuracy refers to “a learner's capacity to handle whatever level of interlanguage complexity s/he has currently attained” (p.46). In other words, grammar accuracy means the ability of students to gain control over grammatical structures during speaking. Therefore, in this study context, accuracy is related with learners' production of speech which is free from any error related to grammatical structure.

#### **3.10.5. Measuring Accuracy**

Grammar accuracy of the oral data is scored and rated according to the measure of **Weighted Clause Ratio (WCR)**. This method of accuracy score is the most reliable one since it categorizes clauses based on their gravity of errors (Foster & Wigglesworth, 2016). For the sake of effective analysis, these scholars categorized the clauses into four divisions: clauses which are entirely accurate, clauses with least serious error (Level 1 error), clauses with more serious errors (Level 2 error), and clauses with most serious errors (Level 3). Entirely accurate clauses are free from any errors; clauses under the category of level 1 have some minor errors which are related with morphosyntax which actually never compromise meaning of the whole clause; clauses under level 2 have serious errors which include verb tense, word choice, word order; however, the meanings are comprehensible; Clauses categorized under level 3 contain very

serious errors that impede understandability of the utterance(Ibid:106). The scores for each category is 1.0 , 0.80 , 0.50, and 0.10 respectively. These scholars also define the level of errors as follows:

*Clauses at Level 1 contain only minor errors (such as omission of “s” in the third-person singular in the English present tense) that do not impact on comprehensibility. Clauses at Level 3 have errors that do impact comprehensibility, rendering the intended meaning difficult to recover. Clauses at Level 2 sit between these; their meaning is impacted by error but not derailed by it (Foster & Wigglesworth , 2016,p. 107).*

In order to practically score accuracy in WCR measure, it is very important to follow the three steps: clause boundary identification, clause categorization and clause rating (Foster &Wigglesworth, 2016,p. 107).

Identifying clause boundary of a spoken data is achieved by a measure called **Analysis of Speech Unit** or AS-Unit (Foster &Wigglesworth, 2016). According to Foster, et al. (2000,p. 365) an AS-unit is “a single speaker’s utterance consists of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either”.

In order to effectively score grammar accuracy, some descriptions about error types involving morphology and lexis are mentioned below. Since syntactic and morphology errors sometimes overlap, they are both treated under grammar accuracy. The following descriptions of grammar errors are directly taken from Witton-Davis(2013 ,pp.182-184); they can help to easily figure out the nature and gravity of grammar error for scoring purpose of a spoken data.

*Morphological* errors are those that involve:

- a) Verb forms and endings, covering tenses, subject-verb agreement, and the absence or misuse of auxiliary verbs (*he go, they have ate, we are live, yesterday Istudy*).
- b) Marking of singular, plural and gender forms and agreement between these, which also covers the correct choice of pronouns (e.g. *he/she, he/they*) and of possessives (*my/your, his/her, our/their*).
- c) Choice of the wrong part of speech – e.g. a noun rather than a verb (*suitable to advertisement*).  
*Syntactic* errors involve the use of incorrect patterns at phrase or sentence level, which may involve:
  - a) incorrect word order (*always I go*) (invented example)
  - b) missing words that are grammatically necessary (*even  $\wedge$  I buy it, my first one  $\wedge$  price*)
  - c) redundant words that do not fit into the grammatical structure (*because it’s hot so I wear*)

- a T shirt*).
- d) Combinations of (a), (b) and (c).
  - e) question and negative forms (*which we don't discuss? some clothes style are not suits others*).
  - f) use of an incorrect structure with a particular word (*I suggest you to go, although being tired; they saw him is jogging*)
  - g) use of articles, which may be omitted, redundant, or mis-selected (*he is A student of the philospfy in the university in Scotland*). (invented example) Lexical errors are limited to cases where the wrong word or combination of words is chosen, affecting meaning, while grammatically there may be no problem. Cases include the use of:
    - a) an incorrect lexical word choice, because the meaning is wrong, or the word does not exist (*they wear sweaters on their hair, they climb the step-mountain, your wearing is sporty, the police look for their finger-nail*)
    - b) an incorrect collocation (*to do jogging, by their own, I have a little bit fat*)
      - a) a phrase that may be grammatical but is never used (*they had a tight sleep, so to say, they put the gun point at them*)
      - b) an incorrect preposition, which may express the wrong meaning (*over the table vs. on the table*) (invented example), or form an unusual collocation (*he was angry on them, I look strange on the clothes*).
    - c) Incorrect choice of modal verbs is included under lexis, as they affect meaning (*he was afraid it should rain*). In the above explanations, the word “incorrect” and “error” are used deliberately, rather than less categorical words such as “unsuitable” or “inappropriate”, because errors were only identified as such where there was no doubt that the usage deviated from native speaker and proficient-user norms (Witton-Davis, 2013, p.184).

### **3.11.Trends of Speaking Skills Assessment/Instruction at Hawassa University**

In the newly harmonized curriculum of English Language and Literature Program, which was implemented in the years 2013 up to 2019 GC, three speaking courses namely Spoken I (EnLa 1022), Spoken II (EnLa1033), and Advanced Speech (EnLa1024) were offered to first year English Language and Literature students. The first two spoken courses, Spoken I and II, were block courses, which were offered during first semester , whereas, Advanced Speech was a whole semester course, which was taught during the second semester program.

Regarding assessments/instructions mechanisms of these speaking courses, just like in other courses, students first discussed speaking tasks such as making introductions, greetings, pronunciations, intonations, syllables, stress and modes of speech delivery such as impromptu speech, extemporaneous speech ,speech analysis, etc. either in pair or group. Instructors let students practice the social and natural English through addressing formal and informal speeches to classmates. Then, they (teachers) provided explanations on some important speaking

items (for example on pronunciations, syllables , intonations, types of public speaking and speech analysis) followed by continuous assessments after every speaking lessons. During speaking assessment, however, teachers never mediate learners' speaking skills, for instance, learners' grammar, vocabulary, or pronunciation skills, so as to help them produce accurate and fluent English.

Throughout my career as an English language teacher, I happened to teach these three different spoken English courses several times in different academic years. I taught the courses following the mode of course delivery and assessment procedures of the harmonized curriculum. That means , I let students practice the different speaking tasks that involved oral presentation, such as public speaking activities (for instance, impromptu speech, extemporaneous speech) and other paper-pencil tests, for instance tasks involving intonation, stress, syllables and pronunciation and other related course contents.

In short, the speaking assessments/instructions approach of Hawassa University was in line with the ascribed mode of teaching /assessment of speaking of the harmonized curriculum. Said in other words, the assessment and instruction were not simultaneously practiced; rather they were implemented one after the other as if they were separate entities. Therefore, continuous assessment of the speaking skills played a role to diagnose learners' strength and weaknesses so as to give remedial measures. This signals that teaching and assessment were considered as having dichotomous relationship where teaching precedes assessment. Thus, teaching and assessment of speaking courses were not presented being interwoven in the classroom. In other words, as far as I know, the concept of dynamic assessment and the theory of the zone of proximal development (ZPD) and Structural Cognitive Modifiability (SCM) had never been tried in the instruction/assessment process of speaking skills at Hawassa University. Teachers never mediate learners' grammar, pronunciation, vocabulary, etc. during oral performances to enhance oral proficiency. Providing assistance or hints based on learners' cognitive needs on the spot of the speaking assessment has been considered as unethical. In other words, the focus of the speaking instruction/assessment activity is mainly on the product, rather than the process of learning the target language.

## CHAPTER FOUR: RESEARCH METHODOLOGY

### 4.1. Introduction

This chapter presents important issues of the research methodology mainly research design, research site, participants, instruments of data collection along with justification of their validity and reliability, procedure of the study, and methods of analysis. Also, this chapter provides brief description on the pilot study focusing on its purpose, the research site, participants and lessons gained from the pilot study which in its way shows how the pilot study significantly played a role in shaping the research instruments and procedure of the main study.

### 4.2. Research Design

This study was an experimental one that followed the principle of dynamic assessment, that is, test-teach-test, which is in line with Feuerstein's parameters of MLE within the pattern of mediation-assessment/ instruction-mediation. Said in other words, the researcher used a pretest-intervention-posttest procedure that involved both quantitative and qualitative data collection methods to examine the changes in students' oral proficiency as a result of DA. Therefore, this study employed one of the advanced mixed-method research designs called Embedded Research Design. According to Creswell (2014, pp. 227-228), this design "*nests one or more forms of data (quantitative or qualitative or both) within a larger design (e.g. a narrative study, an ethnography, or an experiment)*". For instance, in an embedded research design the researcher can collect qualitative data either before the experiment begins or during the experiment, or after the experiment ends (Creswell, 2014). Therefore, in this study, quantitative data were collected from the pretests and posttest during the pre-instruction phase and the post-instruction phase, respectively. In between these two phases, there was a while-instruction phase in which the intervention was implemented. At the very start of the intervention, DA1 (pretest of dynamic assessment) was administered which served as a baseline for learners' performance in terms of the types and amounts of grammar mediation they required from the mediator during dialogue. Then, the enrichment program or the intervention, which is speaking instruction/assessment based on MLE procedures, was conducted. This phase of the study involved various dynamic assessments and speaking instruction/assessment activities that were tailored to the cognitive needs of each student in the treatment group. After the enrichment program was over, DA2

(posttest of dynamic assessment) was administered. The data about students' performance in terms of the type, quality, and amount of mediation each student required, and the kinds, levels, and patterns of learners reciprocity to teachers' mediations were collected. Thus, in this phase of the research, that is, in the while instruction phase, qualitative data were gathered. This means, within the larger experimental design that contained pretest-posttest phases yielding quantitative data, there were DA1 and DA2 which were administered before and after MLE procedures or intervention]. These DA1 and DA2 tests yielded qualitative data. Hence, this study is a two-phase sequential mixed-method study designed to obtain statistical quantitative results from a sample and then followed up with qualitative and quantitative data collection and analysis based on thematic theory and microgenetic analysis. The research design and procedure are roughly shown using a flow chart on page 70.

### **4.3. Research Site and Participants of the Study**

#### **4.3.1. The Research Site**

The research was conducted in Hawassa University, which is found in Sidama Region that has recently become the tenth regional state as per the political decision of the federal government of Ethiopia. I preferred this site for some important reasons. Firstly, I have been working in the university for more than a decade. So, I believed my work experience there allows me to easily access some assets of the university such as staff and students' cooperation, and other logistics support like free classrooms any time I want for the research purpose. In addition, honestly speaking, I chose my home university as a research site believing that it could help me save my energy, time and money since the rigorous nature of PhD study demands all these treasures of any researcher.

#### **4.3.2. Participants of the Study**

Participants of the study were second-year students who were studying English Language and Literature as a major area at Hawassa University in the academic year of 2012E.C. Indeed, the students did not complete their 2<sup>nd</sup> year course study because of COVID 19 pandemic in the 2012 EC academic year. Therefore, data for the main study was collected when the students came back to their campus and restarted their classes in the 2013 EC academic calendar. There

were two sections of English language students enrolling in the Bachelor of Education (BED) program in the 2012 EC academic year, and the total number of students was 57.

Also, two TEFL instructors, who ran the intervention program (dynamic assessment and MLE) were selected from the Department of English Language and Literature based on voluntary sampling. During the selection process, fortunately, more than two instructors volunteered to work as mediators in the study. As a result, other criteria such as experience and evaluation profiles were considered. Similarly, two observers (the researcher along with a co-observer from TEFL professionals) conducted an observation using checklists (see appendix N & O) to crosscheck whether or not parameters of MLE (Meditational Learning Experiences) and DA during the intervention program were implemented. The observation was video recorded to repeatedly diagnose what is missing from the while instruction/assessment session in the two groups.

#### **4.4. Instruments for Data Collection**

Data for analysis were collected in the three phases of the study: pre-instruction phase, while-instruction phase, and post-instruction phase. During the pre-instruction phase, the important data about learners' oral fluency and grammar accuracy were obtained from the speaking pretests in which each learner addressed monologues on 6 speaking topics. The other important data collection instruments were DA<sup>1</sup> and DA<sup>2</sup>, which were administered at the outset and end of the while-instruction phase, respectively. In other words, DA<sup>1</sup> was administered before implementing the MLE procedures (teaching/assessment) in the classroom whereas DA<sup>2</sup> was administered after the MLE procedures. The two assessments were employed so as to get data about learners' performances in terms of the types and amount of mediation students required and the nature and levels of learners' reciprocity to teachers' mediation before and after the intervention or MLE and DA.

In the while instruction /assessment phase, two other important data collection instruments were also used. These were classroom observation and teachers' self-reflection report forms. The classroom observations were conducted by two TEFL professionals in both the treatment and control groups. The observation in the control group was conducted to crosscheck how well the

classroom teachers implemented the conventional approach of speaking instruction/assessment based on a checklist showing features of non-dynamic assessment /static assessment. Similarly, the observation in the treatment group was conducted to see whether or not the classroom instructor employed DA and MLE procedure in the instruction/assessment process. The observers used the basic features of dynamic assessment and MLE procedures to evaluate how well the classroom teacher used DA in classroom instruction. Moreover, at the end of every session of classroom instruction, the two mediators were given self-reflection report forms which contained features of MLE & DA procedures and static/formative assessments. In the forms, the instructors were asked to put a  $\checkmark$  in front of each feature of the MLE or DA procedure for the treatment group and features of static and formative assessment for the control group if they implemented the features in the classroom. Finally, in the post-instruction phase, posttests , which were the same items with pretests, were administered to examine changes in learners' oral fluency and grammar accuracy. To conclude, the data collection instruments used in this study include pretest and posttests of static assessments, the two dynamic assessments (DA<sup>1</sup> and DA<sup>2</sup>) , classroom observations and teachers self-reflection report forms.

## **4.5. Validity and Reliability of Data Collection Instruments**

### **4.5.1. Validity and Reliability of Pre/posttests(SA1 &SA2)**

All the necessary data for analysis were collected from the three phases of the experiment: pre-instruction, while-instruction, and post-instruction phases. During the pre-instruction and post-instruction phases, data about learners' scores of oral fluency and grammar accuracy were collected from pretests and posttests in which learners made monologues on six speaking questions. The pretest and posttests were the same tests.

These pre and posttests were mostly selected from online sources; some of them were taken from previously administered IELTS questions, and the rest were sample IELTS questions modified based on the Syllabus of the IELTS speaking exam. The researcher also included some questions from his own experience; the questions were in line with the syllabus of the IELTS exam. Since all the speaking questions and their testing procedures were not directly taken from the standardized IELTS questions, it was deemed necessary to check the validity and reliability of the items. The validation of the test items was done by two TEFL experts based on six

guideline questions adapted by Munoz T, Ana et al (2003) from the works of Richards (1983), and Genesses & Upsher , 2002 (see appendix R). The experts' evaluation was made in relation to the objectives of the instructional material of this research (the intervention material-see appendix V) which was designed in line with the IELTS syllabus of the speaking exam. The experts were asked to evaluate all the six speaking questions (static assessments) against the six criteria by putting a  $\surd$  mark under the 'Yes' and 'No' column of each test item. The result of their evaluation showed all the test items were appropriate for the assessment of learners' oral proficiency. That is to say, the tests were valid with respect to the difficulty and proficiency level, instructional objectives, and authenticity or appropriateness to the real situations in which the students could use the language.

Regarding the reliability of these open-ended questions( the test items), administering a test-retest of the six speaking questions to all participants was found very hard as objectively scoring grammar accuracy and oral fluency involves very tedious and time-consuming activities. Indeed, ensuring the validity of an instrument seems enough to secure its reliability. This is because Lincoln and Guba (1985,p. 316) argue "Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter." However, to have a stronger justification on the reliability of the test instrument, a test-retest of all the speaking items(six in number) were administered in a four days interval to 3 students (2<sup>nd</sup> year English Language students of the year 2011EC) who were randomly selected from Hawassa University. After scoring learners' performance of fluency and accuracy, the reliability analysis statistics of the test-retest was run, and the result of the Intraclass Correlation Coefficient (ICC) revealed a high degree of reliability. The average measure ICC was found 0.893 which was good to satisfy reliability in the instrument (see appendices S &T).

#### **4.5.2. Validity and Reliability of the Dynamic Assessments (DA<sup>1</sup> and DA<sup>2</sup>)**

The six speaking items which were prepared to implement dynamic assessment (DA<sup>1</sup> & DA<sup>2</sup>) procedures in the classroom were also designed in line with the syllabus of the IELTS speaking exam and the instructional objectives of the teaching material prepared for this research purpose; the guidelines or criteria used to check the validity of the static assessments were also used to ensure the validity of the dynamic assessments. The experts used the guidelines and evaluated

the six DA items against the instructional objectives of the teaching material. Moreover, the researcher arranged a debriefing session and three staff members commented on the DA items based on the guidelines. The result of the evaluation suggested that the tests were appropriate and relevant to the students' level and the trait to be measured. With regard to the reliability of the test scores, as it is indicated in the literature part (page 28), the underpinning theory of dynamic assessment never supports the notion of test reliability or consistency of learners' performance on a given test item across time. This is because it is believed that the human mind is modifiable, and after mediation, change is expected. Shoring up this view, (Poehner, 2008, p. 73) confirms *"A highly reliable assessment is problematic in DA because it suggests that the procedure failed to promote development."* so, the notion of reliability in the sense of test-retest doesn't work in the theory of dynamic assessment. However concerning other issues affecting test reliability such as the procedures of test administration and testing situation, one way to achieve trustworthiness and dependability of the instruments, as Heigham and Croker,(2009) asserted, is by diligently documenting the process of data collection, carefully analyzing and interpreting data. Accordingly, these procedures were carefully done during this study. Also, before the assessments were administered, to ensure dependability and trustworthiness on these open-ended items (DA1 and DA2) that yield qualitative data, a debriefing session was arranged, and two staff members from Hawassa University approved the items as appropriate and relevant to the target students and skills to be measured.

#### **4.6. Procedures of the Study**

Based on the lessons obtained from the pilot study, refining the teaching material of the speaking course for the intervention program, and revising data collection instruments such as pre/posttest questions of static assessments (SA), and pre/posttest items of dynamic assessments (DA<sup>1</sup> and DA<sup>2</sup>) were the first activities of the main study. Then the participants for this study, that is, second-year English major students of Hawassa University were oriented about the instruction/assessment program. They were given an ethical consent form; after reading the form, they agreed to attend the speaking instruction/assessment program by putting their signature in the form.(Please see appendix Q)

The next day, the pretests or static assessments were administered , and their speaking performance was scored in terms of grammar accuracy and oral fluency; the students were, then,

classified into two equivalent groups: control and treatment groups, based on their' scores of grammar accuracy and oral fluency. Then training mediators was conducted. Before the start of the actual instruction/assessment program, training was given to mediators on the what of dynamic assessment, the distinction between DA and the conventional approach of instruction and assessment, approaches of dynamic assessment, and how to implement DA and MLE by providing sample examples using **Dynamic Assessment Training manual** Developed by Lidz (2015) and procedures of MLE (Mediated Learning Experience) introduced by Feuerstein, et al. (2010). The researcher gave mediators printed materials on DA and MLE ahead of time, then conducted discussions and orientations about DA which lasted for two days. The detailed procedures of the study in the three phases such as pre-instruction, while-instruction, post-instruction are indicated below.

#### **4.6.1. Pre-instruction Phase**

After all the necessary research tools were made ready, data collection was started right away. The study was conducted in three phases: pre-instruction phase (pretest phase), while -instruction phase and post-instruction phase (posttest phase). In the pre-instruction phase, before the pretests were administered, some steps were taken so as to pave ways for the study. First, students were oriented about the purpose of the speaking tests(pretests)& the speaking course, putting great emphasis on the benefits they could get from the various speaking exercises and course work. Then, they were informed about the concepts of MLE, DA, oral fluency, and grammar accuracy. Also, the researcher and the student set ground rules to facilitate the next days' speaking activities and course work. The ground rules approved by students and the researcher were 'be punctual', 'respect each other', 'make active participation in the classes, 'speak English in the class', etc. Finally, on this first day, the researcher and the head of the department administered a letter of ethical consent or informed consent to ensure their willingness to take part in the study (see appendix Q). It was found that almost all students put their signature expressing their interest and commitment to enroll in the experiment.

The next day, administering the pretests (static assessment) was started. The pretests, which consisted of six speaking items, were administered in two phases in a one-day interval. During phase I, the first, second and third questions were administered; during phase II, the fourth, fifth,

and sixth questions were tested. The purposes of these pretest questions were, firstly, to measure each learner's Zone of Actual Performance (ZAP) which was used to compare with each learner's posttest results after the intervention. Secondly, the results of the pretests were used to create two equivalent groups by arranging scores from highest to lowest or vice-versa, on the basis of an even-odd category. Thirdly, the tests were used as important means of diagnosing students' areas of difficulty during the various speaking contexts, which in turn, helps to tailor instructions and mediations to learners' cognitive needs to improve grammar accuracy and oral fluency.

Before the actual pretest was administered, the researcher disclosed the questions to students and let them brainstorm, discuss in a group, share ideas; The researcher did this to help students get important inputs and knowledge of the topic being discussed which could enable them produce more utterances. Then the static speaking test was administered within a week, and Audacity Software was used to record monologues in a WAV format.

After the pretest data were collected, transcribing the spoken data was started right away. The Audacity software was also found helpful while transcribing the students' speeches. This Software has a noise reduction section which helped to minimize distracting sounds during transcription. Also, it helped me easily listen to the utterances again and again by manipulating the important buttons.

Having finished transcribing all the six monologues of each student, the researcher began scoring each learner's grammar accuracy and oral fluency. As it is indicated in the literature part, grammar accuracy of each learner's monologue was scored based on the measure of **Weighted Clause Ratio** (WCR) proposed by Foster & Wigglesworth (2016). Accordingly, in order to score learners' grammar accuracy of their speech, it is important to follow three steps. The first step was to identify clause boundary based on **the Analysis of Speech Unit** (please see literature part). The second step was to divide clauses into four categories based on their gravity of errors such as clauses which were entirely accurate, clauses with least serious error (Level 1 error), clauses with more serious errors (Level 2 error), and clauses with most serious errors (Level 3) in

which each clause category carries a score of 1.0,0.8,0.5 and 0.1 respectively. The last step was to rate the clauses(please see pretest transcription in appendix C).

After scoring the grammatical accuracy of learners' utterances, the researcher began scoring their oral fluency. As it is already stated in the methodology part, this study employs objective measures of temporal variables such as speech rate, articulation rate, and mean length of utterance to examine learners' performance of oral fluency. These temporal variables were analysed using PRAAT software. The PRAAT software uses the Praat Script Syllable Nuclei designed by Nivja de Jong and Ton Wempe (2008) to compute number of syllables, number of pauses, total duration of speech, speech rate, articulation rate, phonation time ratio, and average duration of syllable. Mean length of utterance which measures the number of utterances after every pause was manually calculated as  $\text{total number of syll} / \text{pause} + 1$ . As it is mentioned in the literature part, the best predictors of oral fluency such as speech rate, articulation rate and mean length of utterance were taken to score learners' fluency.

Before running the PRAAT software to compute the temporal features of learners' fluency, learners' monologues on the six speaking questions (topics) passed through two important steps. The first step was to prune the pauses of learners' speeches that were found at the very beginning of the speech and at the end of the speeches. This was because the interviewer might turn on the recorder before the start of the actual speech of the interviewee. Similarly, at the end of learners' monologues, the interviewer may not quit recording at the same time the learner stopped his/her speech. The second step was minimizing distracting noise, if any, using Audacity software so as to keep the validity and reliability of learners' fluency scores.

Having done all these necessary steps for scoring fluency, the researcher started computing each learner's speech with the PRAAT software. The software produced seven outputs such as number of syllable, total duration of speech, number of pauses, speech rate, articulation rate, phonation time, and average syllable duration. Based on scholars' suggestions, the best predictors of oral fluency such as speech rate, articulation rate and mean length of utterance were considered to determine learners' oral fluency. Mean length of utterance which is calculated as number of syllables divided by number of utterances (De Jong, 2016) was manually computed to

identify each learner's mean duration of utterance between silent pauses. Then the aggregate scores of the three variables were used to rate learners oral fluency (see appendix I )

These aggregate scores of learners grammar accuracy and oral fluency, which showed the students Zone of Actual performance (ZAP) of their oral proficiency was used to classify students into two equivalent groups, control and experimental groups, based on a systematic random sampling technique. In order to categorize subjects into control and experimental group, first, all the 48 students' scores were put from ascending to descending order (highest to lowest marks). Then, based on an even and odd category, two categories of students were formed: those students falling under odd numbers such as 1,3,5,7, etc., and those students falling under even numbers such as 2, 4, 6, 8, etc. Then, to further check the extent of equivalence of these two groups, the Leven's Test of Homogeneity of Variance was computed, and the result showed that there was no statistically significant difference between the two groups( $p=0.980$ ). Then the treatment and control groups were formed and were made ready to conduct the experiment.

#### **4.6.2. While-instruction Phase**

After the experimental and control groups were formed using systematic random sampling, the While –instruction phase was started. At the very start of this phase, the researcher conducted a dialogue with both groups of students (treatment and control) on a one-on-one basis. The speaking tests consisted of six items. These tests were termed *as pretest of dynamic assessment* ( $DA^1$ ) & *posttest of dynamic assessment* ( $DA^2$ ) in the treatment group and *pretest of static assessment*( $SA^1$ ) & *posttest of static assessment*( $SA^2$ ) in the control group. The  $DA^1$  and  $DA^2$  assessments were administered before MLE( $DA/instruction$ ) and after MLE procedures respectively. Similarly, the  $SA^1$  and  $SA^2$  were administered before and after the conventional or the existing teaching and assessment procedures respectively.

Before conducting the enrichment program or MLE, the students of the treatment group took the first dynamic assessment ( $DA^1$ ). The purpose of administering this  $DA^1$  was, firstly, to profile the various mediations learners received in the course of assessment and to understand the degree of their responsiveness and reciprocity to mediators' hints which were used for comparison purpose in the latter assessment, i.e.  $DA^2$ (the second dynamic assessment). The second reason

was to diagnose the type of mediations learners were in need so as to pave ways for the next procedure of the enrichment (instruction) program and adjust mediational tools suited to their level of cognitive abilities.

These dynamic assessments consisted of two parts. The first part was a video showing the mini-biography of Abraham Lincoln. The video lasted for six minutes. The students watched this video twice and discussed everything of Lincoln's life from birth to death. Then, the researcher asked each student to narrate the biography. When students used wrong structures during narration, the researcher provided graduated hints which ranged from implicit to explicit scales based on the cognitive needs of students (*Please see transcription in appendix D, or get an audio file from the researcher*). The second part of the speaking assessment consisted of five questions that were related to learners' personal issues, such as the time they started learning the English language as a subject, the year they joined Hawassa University, the challenges they faced at their university, their plan after graduation and their opinion about condom advertisement on television and radio.

The researcher/the teacher/ managed to administer these two parts of the first dynamic assessments (DA<sup>1</sup>) in two different days. During the interplay between the teacher and students in the treatment group (that is during DA<sup>1</sup>), the teacher(researcher) provided graduated mediation on grammatical structures to each student based on their cognitive needs. The mediations, which were given on a one-on-one basis, were not scripted; rather they were automatically arranged to suit the actual cognitive needs of each student. The dialogues of all the 24 students in the treatment group were recorded and transcribed to compare with their own performances after MLE procedures in the DA2 session. This is because, according to proponents of DA and MLE, administering the static pretest and posttest only may not exactly reflect the learning potential of each student; therefore, profiling learners learning development is essential. For instance, Poehner (2005, p. 126) states, "*learner development can manifest itself not only through improved independent performance but also through changes in the nature of the interaction (e.g., changes in the kind of mediation required and in learners' responsiveness)*". Therefore, learners' developmental progress or moment by moment changes in their control over grammatical structures during the dialogue was detected using microgenetic analysis in terms of

the amount and types of mediations they required, and the nature and levels of learners reciprocity to teachers mediation. Hence, the mediator (researcher) recorded learners' learning development in the DA<sup>1</sup> and interpreted their performances in terms of the amount and types of mediations they required and the nature and levels of reciprocity they exhibited in their dialogue to compare their developmental progress with their DA<sup>2</sup> performances after the intervention.

Similarly, the researcher administered SA<sup>1</sup> (the first static assessment) to the control group students before the start of the conventional speaking instruction. The SA<sup>1</sup> questions were referred to as DA<sup>1</sup> in the treatment group. The questions (DA<sup>1</sup> and SA<sup>1</sup>) were the same, but they were different in the way they were administered. That is to say, SA<sup>1</sup> and AS<sup>2</sup> were administered without providing students ZPD sensitive mediations on English language structures, whereas DA<sup>1</sup> and DA<sup>2</sup> were administered by mediating students' with graduated hints on structures to help them produce accurate utterances during dialogue.

The teacher first instructed students to watch a video lesson. The students, then, watched the video which narrated the mini-biography of Abraham Lincoln. The students discussed the content of the video, shared ideas about the video lesson. Then, the teacher/researcher/ conducted a one-on-one dialogue with each student. Unlike the treatment group of students, the control group students did not receive mediation on grammatical structures during dialogue. In the next session, after the first part of the SA<sup>1</sup> was over, the second part of SA<sup>1</sup> which asked about students' personal issues was administered. The dialogues conducted with the control group were not recorded since it was not important for analysis. The reason this group took these assessments was to expose the two groups of students (treatment and control) with the same exercises and language input. During SA<sup>1</sup> administration or dialogue; the teacher never provided graduated hints to students; however, he gave each learner general feedback about his/her grammar accuracy and oral fluency.

After administering the two assessments, DA<sup>1</sup> and SA<sup>1</sup>, to treatment and control groups respectively, the instruction/assessment program of the speaking material started. To do so, the two mediators, who were selected based on voluntary sampling, received a two days training on the what of DA/MLE and how to implement it in ELT classroom. The two trained mediators

,then, offered the course by sharing units of the speaking material. The instructional material consisted of 12 units. That means the two instructors handled six units each. Therefore, the same contents of tasks were presented to both groups by the same instructor. Said in other words, the first instructor taught the first six units or tasks of the contents to both the control and treatment group by employing the conventional approach (non-dynamic assessment) and the new approach-MLE/DA, respectively. In the same way, the second instructor delivered the remaining parts of the contents to the control and treatment groups employing the respective approaches of instruction/assessment (conventional and dynamic assessment) to the respective group (control or treatment). The researcher avoided teaching both groups by a single instructor and teaching both groups similar contents(items) by two different instructors in order to control extraneous variables such as differences in teachers' teaching effort, style, and oral skills that could affect learners' performance. That is to say, different teachers may have different teaching styles, efforts, and mechanisms of teaching speaking skills. As a result, differences in learners' scores may be attributed to these teachers' qualities, which could jeopardize the validity and reliability of the experiment. So to control such extraneous factors, it was reasonable to let instructors share contents to be taught from each group.

The teacher in the treatment group implemented Feuerstein's procedures of MLE to help learners did problem-solving tasks, thereby paving ways to improve their accuracy and oral fluency. Similarly, the teacher conducted a conversation with students on a one- on- one basis and mediated their grammatical structures by providing graduated hints. Unlike the students of the control group, students in the treatment group received ZPD sensitive feedbacks and appropriate mediations by the mediators through interactive dialogues on one-on-one tutor/tutee conversations. There were various speaking questions included in the instructional material. The mediators provided mediations on learners' grammatical structures during dialogues.

Similarly, the teacher in the control group presented tasks in the class and briefly explained what learners do with the various tasks. The teacher asked students to discuss the problems (tasks) in pairs or in groups. He also provided general comments about learners' grammar accuracy and oral fluency. The teachers were observed providing general feedbacks to individual students after their oral practices or at the end of every speaking class. However, the teacher never provided

students mediation of grammar on a one –on- one basis during learners’ speech or dialogue. The instructors, rather, conducted a static assessment or formative continuous assessments, for example narrating past events, describing routines, etc., to see their progress, strength, and weakness, and provided an explicit explanation on some structures for the whole class. It was checked during the random observation session that the teachers by no means gave corrective feedback in the middle of each learner’s speech during the test administration. That is to say, a random observation was conducted in the control group using checklists to check whether or not the teacher implemented features of static assessments during dialogue and instruction (please see the checklist containing features of non-dynamic assessment in appendix O).

Moreover, in the course of the intervention program, observation checklists were used to crosscheck how well the mediators implemented DA and MLE. The researcher and another TEFL professional conducted two days of random observations using checklists that show features of DA (See appendix N). Similarly, teachers also filled self-reflection reports in the form that contained procedures of MLE to check how well they implement features of MLE in the classroom. (please see appendix P). Sample video was also recorded to help the researcher evaluate the intervention procedure against the parameters of MLE designed by Feuerstein, et al. (2010).

After the enrichment program or MLE of the treatment group and the conventional teaching approach of the control group was over, DA2 and SA2 were administered to the treatment and control students, respectively. The DA2, the same questions with DA1, was administered to see if there was any change in terms of the types and frequency of mediations each learner needed, and the nature and levels of each learner’s responsiveness to teachers’ mediation. To do so, thematic analysis and microgenetic analysis were used to qualitatively analyze and compare the performances of each learner in the DA<sup>1</sup> and DA<sup>2</sup>.

On the other hand, the SA<sup>1</sup> and SA<sup>2</sup> dialogues between the teacher and students were not analyzed since learners didn’t receive mediations which could mirror learners’ potential performance. The purpose of these SA1 and SA<sup>2</sup> speaking questions, then, was just to expose

control group and treatment group students with a similar and equal amount of assessments or language inputs and tasks to ensure internal validity of the study.

The teacher in the control group followed the conventional approaches of teaching and assessing speaking. The teacher administered the six speaking questions ( SA<sup>1</sup> )which were also referred to as DA<sup>1</sup> in treatment groups.

#### **4.6.3. Post-instruction Phase**

After twelve weeks of intensive instruction, both treatment and control groups of students sat for a posttest in order to examine the effects of the teacher's mediation of grammatical structures during the dialogue on learners' oral proficiency during the monologue. The items of the post-test speaking questions were the same as the pretest items. They were also administered and scored by the same teacher. In short, the same procedures were followed to administer and score the pretest and posttest.

### **4.7. Materials and Methods for Speaking Instruction/Assessment**

#### **4.7.1. Material for Instruction/Assessment**

The same material was used to teach and assess speaking skills of both control and treatment groups. The speaking tasks involved narration, description, comparison/contrast, and other problem-solving activities. The tasks and activities were selected from Luoma (2004), Keith Folse (1996], and other online sources. This instructional material, like that of the pretests and posttests, was designed in line with the IELTS syllabus of the speaking exam (please see the syllabus in Appendix X). The instructional material consists of 12 units. The material presents different activities and language structures by integrating all language skills such as listening, reading, writing, and speaking. Since there are no minimum eligibility criteria for test-takers to sit for the IELTS tests, the issues of the test items' appropriateness or relevance were not of a big concern in the study. It is disclosed on the various online sources that anyone above the age of 16 can sit for the IELTS exam. However, to avoid doubts and to further ensure the materials' relevance and appropriateness to the intended level, that is, to second-year university students' level, the material was evaluated by two TEFL professionals. The overall evaluation revealed the material was appropriate and relevant to students of the specified level. Please see appendix U.

#### 4.7.2. Methods of Instruction/Assessment

After the administration of the pretests, DA1 and SA1, instruction/assessment process of the non-dynamic assessment group (control group), which involved static assessments or continuous assessments, and the Instruction/assessment process of the dynamic assessment group (treatment group), which involved dynamic assessment and mediated Learning Experience (DA & MLE) were conducted for 12 weeks. The course was given for 3 hours every week (i.e. the instruction/assessment process was a 5 ECTS course, where there were 3 contact hours in which mediators and students met and 2 tutorial hours that students used to do their home-take exams and group activities). The mediators were also paid fees on the basis of the contact hours and the trends in the university.

With regard to the method of instruction, the teacher in the treatment group implemented Feuerstein's procedures of MLE to help learners did problem-solving tasks, thereby paving ways to improve their accuracy and oral fluency. Similarly, the teachers conducted a conversation with students on a one-on-one basis and mediate their grammatical structures by providing graduated hints. Also, students in the treatment group received ZPD sensitive feedbacks and appropriate mediations by the mediators through interactive dialogues on a one-on-one conversation. Regarding the importance of dynamic assessments before and after the MLE procedure, Lantolf, .., and Poehner (2015) explain that learners' development could be of two types: overt and covert development. The former could be seen through learners independent performance (i.e., through the static pretest and posttest), but the latter form of learning development could be noticed with in the mediational moves based on the type and nature of mediations learners require and the degree of responsiveness and reciprocity they have to the stimulus. Strengthening this view, Lantolf and Poehner (2007) cited in Garcia (2010 ,p. 954) expressed "*a learner that is able to respond to implicit mediation is considered to be at a more advanced level of development than a learner who requires more explicit mediation*". There were various speaking questions included in the instructional material. The mediators provided mediations on learners' grammatical structures during dialogues.

Similarly, the teachers in the control group presented tasks in the class and briefly explained what learners do with the various tasks. The teachers asked students to discuss the problems

(tasks) in pairs or groups. They also provided general comments about learners' grammar accuracy and oral fluency. The teachers were observed providing general comments and feedback to individual students after certain oral practices or at the end of every speaking class. However, the teachers never provided students mediation of grammar on a one –on- one basis during learners' speech or dialogue. The instructors, rather, conducted a static assessment or formative continuous assessments, for example narrating past events, describing routines, etc. to see their progress, strength, and weakness, and provided an explicit explanation on some structures for the whole class. This is because as Sternberg and Grigorenko( 2002) in Jeness (2015, p. 26) point out :

*...in SA, feedback during assessment is viewed as a hindrance to the testing process and, therefore, is avoided. In DA, however, feedback during assessment is encouraged and is often provided in varying forms (i.e. implicit to explicit). Lastly, in SA, the examiner tries not to be involved directly during the testing process itself. In DA, however, the examiner creates a setting of teaching and mediation in order to help the examinee improve in the process of testing.*

As it is stated above, the speaking instruction and the classroom assessment/tests of the control group was not simultaneously conducted, but they were done one after the other. That means, after certain speaking tasks were covered, then an assessment or a test was administered. Therefore, assessment and instruction were seen as dualistic. In fact, the classroom teacher provided continuous assessments to diagnose learners' areas of difficulty and gave feedbacks to learners after every speech. However, the teachers, in no way, mediated students on a one-on-one tutor basis and provided them with ZPD sensitive feedback that ranged from most implicit to explicit scales based on students 'levels of cognitive needs during the test administration. With regard to the course delivery, the two instructors, who received training on dynamic assessment, handled three units each. Therefore, the same contents of tasks were presented to both groups by the same instructor. Said in other words, the first instructor taught the first three units of the contents to both the control and treatment group by employing the conventional approach and the new approach-MLE/DA respectively. In the same way, the second instructor delivered the remaining parts of the contents to the control and treatment groups employing the respective

approaches of instruction/assessment (conventional and dynamic assessment) to the respective group (control or treatment). The researcher avoided teaching both groups by a single instructor and teaching both groups similar contents(items) by two different instructors in order to control extraneous variables such as teachers' teaching effort, style, and oral skills that could affect learners' performance. In other words, different teachers may have different teaching styles, efforts, and mechanisms of teaching speaking skills. As a result, differences in learners' scores may be attributed to these teachers' qualities, which could jeopardize the validity and reliability of the experiment. So to control such extraneous factors, it was reasonable to let instructors share contents to be taught from each group.

#### **4.8. Methods of Analysis**

Since this experimental study employed mixed-method research approach that yielded both quantitative and qualitative data, the findings were analyzed and interpreted using SPSS (non-parametric and parametric t-test) and qualitative approaches such as thematic analysis and microgenetic analysis. As Braun and Clarke (2012) assert thematic analysis is employed to systematically identify, organize and get insights into patterns of meaning (themes) from a qualitative dataset. Accordingly, in this study, a line-by-line coding of teachers' mediation and learners reciprocity was made and important themes were inductively drawn from the data.

Also, in different literatures, microgenetic analysis is considered as a promising approach to examine, scrutinize and analyze an individual's cognitive or learning changes within a relatively short span of time, usually weeks or months. It is a method of analysis within socio-cultural perspective that helps to analyze the moment-to-moment changes of students observed during mediator-mediatee interaction and dynamic assessment (Calais, J.,2008; Ahmedian,2012; Lavelli, et al.,2005].

The pretest and posttest static assessments which were administered in the pre-instruction and post-instruction phases were transcribed. Then to investigate the impact of teachers' grammar mediation during a dialogue on learners' oral fluency during a monologue, comparison was made between the pretest and posttest aggregate scores of learners' oral fluency such as speech rate, articulation rate and mean length of utterance which were computed by PRAAT software.

Similarly, the grammatical accuracy of each learner's speeches of pretest and posttest monologues were scored using Weighted Clause Ratio (WCR), which could help to rate grammar accuracy based on the gravity of errors. Then, in order to identify the effects of DA of grammatical structures during dialogues on learners' control over grammatical structures during monologue, comparison was made between students' scores of grammar accuracy before and after the intervention, and SPSS was run to examine whether or not there was a statistically significant difference between pretest and posttest.

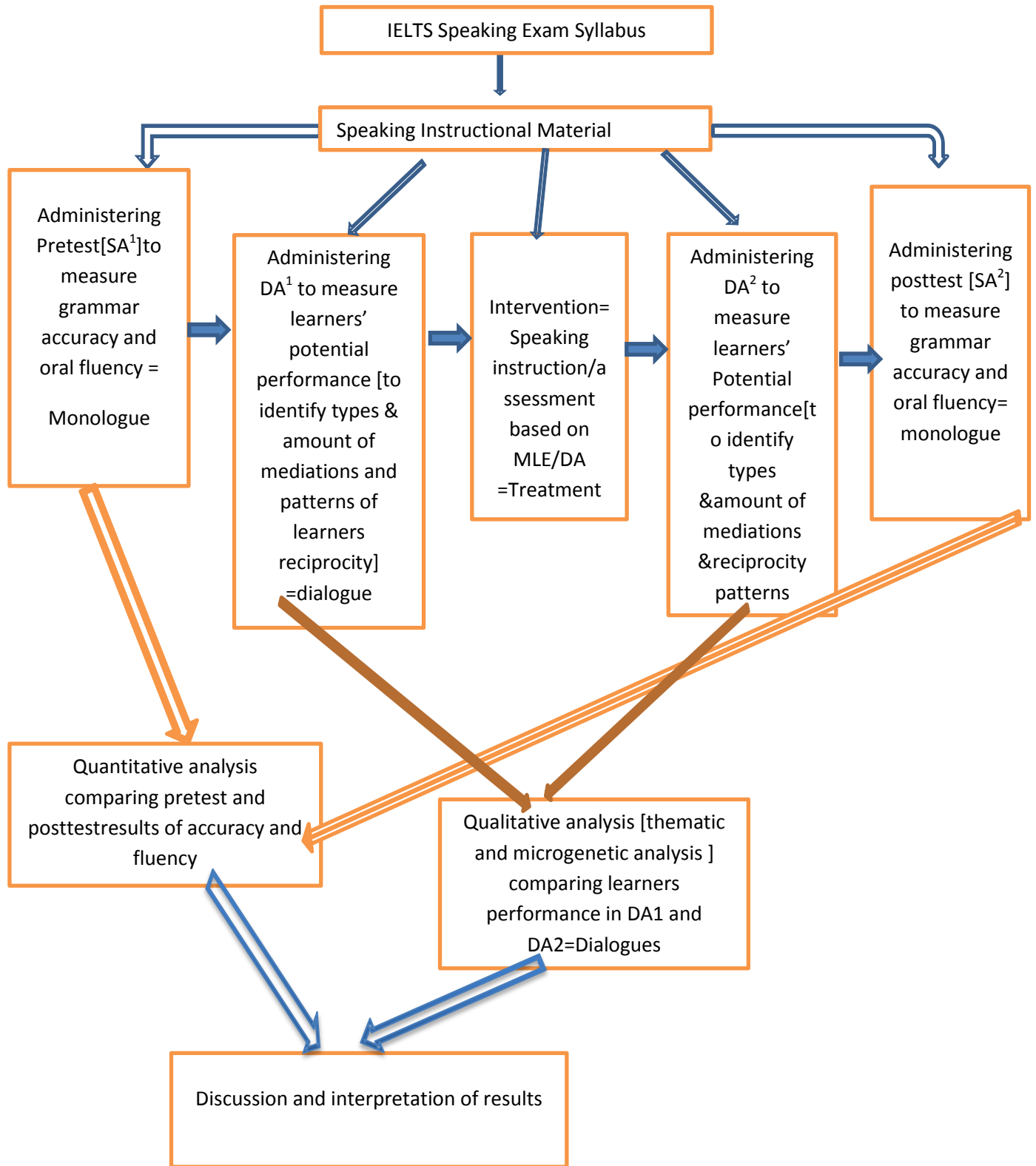
On the other hand, in order to identify the typologies of teacher's mediation and learners' reciprocity, thematic analysis was used, and the types of mediations learners required from mediators and the nature and levels of learners' reciprocity patterns were inductively generated from the transcription through open coding, axial coding, and selective coding (see appendix L and M) . Moreover, microgenetic analysis was used to trace each learner's moment-by-moment changes of developmental patterns of learners grammar control in terms of the amount and quality of mediation students required from their mediators, and the nature and level of reciprocity they showed to their teachers. Then, the quality and amount of mediation each learner needed during DA1 was compared with DA2. Besides, the frequency of the nature and level of learners' reciprocity of DA1 was compared with DA2. In order to substantiate these comparisons, there were also qualitative descriptions of sample dialogues taken from learners-teacher interplay in DA1 and DA2 that showed the changes occurring in teacher's mediation moves and learners' levels of reciprocity. To sum up, in order to examine the effect of the intervention on learners' oral proficiency, the following were done:

- a. Comparison between treatment group's pretest and posttest scores of oral fluency and grammar accuracy by running paired sample T-test and Wilcoxon Signed Ranks Test respectively .
- b. Comparisons between control group's pretest and posttest scores of oral fluency and grammar accuracy by running Paired Samples T-test (for oral fluency) and both the Wilcoxon Signed Ranks Test and Paired Samples T-test for grammar accuracy.(The reason for using both tests is mentioned on the page of the analysis)

- c. The comparisons between learners pretest and post-test scores of accuracy and oral fluency of the control group and the treatment groups by using Independent Samples T-test.
- d. Inductively generating typologies of mediation moves learners required, and the kinds of learners reciprocity to teacher's mediation using thematic analysis through open coding, axial coding, and selective coding.
- e. Applying microgenetic analysis to examine the changes in learners' developmental progress in terms of the amount and quality of mediation each learner required during the dialogue between student and teacher in DA1 and DA2.
- f. Using microgenetic analysis to investigate the nature and levels of learners' reciprocity to teachers mediation students exhibited during dialogue in the DA1 and DA2

The following flow chart also helps to summarize the mixed-method study procedures of this embedded research design. This figure also shows the overall structure and procedure of the study and the series of actions that the researcher carried out from the beginning to the end of the study. As shown below, the pretest /posttests, the DA<sup>1</sup> and DA<sup>2</sup>, and the intervention and enrichment program were designed based on the IELTS Speaking Exam Syllabus. This is because the contents of the IELTS speaking exams are assumed to be standard and representative of real-world communication. Thus, basing the pre/posttests of the static assessments, dynamic assessments, and the instructional material on the IELTS syllabus has an advantage to avoid threats of both internal and external validity of the study. The other point indicated in the diagram is the relationship between the variables. The dependent variables from the pre/posttests were scores of learners' grammar accuracy and oral fluency, which were examined from learners' monologues. These were quantitatively analyzed using a t-test to see whether or not there was a statistically significant change after intervention. In the same way, the dependent variables in DA<sup>1</sup> and DA<sup>2</sup> were types, qualities, and amounts of mediation students required, and typologies, patterns, and levels of learners reciprocity to teachers mediations which were indicators of learners' potential performance. After these variables were identified from the data using thematic analysis and microgenetic analysis, learners' performance in the DA1 and DA2 were compared to see if there were progress in each learner's performance.

Figure 4. Flowchart *showing procedure of the study*



## **4.9 The Pilot Study**

The pilot study of this research laid an important foundation in shaping the over all structure of the research work through bringing various shreds of evidences about the research tools and procedures of the study. Especially, the insights obtained from the pilot study had a significant role in improving the quality of the research project. The details about the purpose , participants, findings of the pilot study , and lessons learnt are presented below.

### **4.9.1. Purpose of the Pilot Study**

As Heigham and Croker (2009) highlight a pilot study, which is conducted prior to the main study, provides an opportunity for researchers to test and refine their methods and procedures for data collection and analysis. The main purpose of this pilot study, therefore, was to check and ensure the appropriateness and effectiveness of data collection instruments and procedure of the study before conducting the main study. Accordingly, important insights and lessons obtained from the pilot study were revised and incorporated. Moreover, some items (speaking questions of DA and SA) were left out and a few questions were revised and added based on the evidences obtained in the course of the pilot study.

### **4.9.2. Participants of the Pilot Study**

The participants for the pilot study were second-year English Language students of Dilla University in the academic year of 2012EC. I chose these students for the pilot study for different reasons. Firstly, the English language education curriculum of the two universities is the same since both of them are using the harmonized curriculum. So, the students were similar in terms of not only their grade levels but also the type of curriculum and course works they have been involved in. Secondly, I believed that conducting a pilot study in a different setting could help to minimize the threats of the validity of the instruments and data contamination for the main study. Thirdly, the number of students enrolling in the English Language and Literature program at Hawassa University was very small, so I couldn't use this small number of students for both the pilot study and the main study. Fourthly, I felt that the relative proximity that exists between Hawassa (my residence, and workplace) and Dilla University could help me save time,

energy, and money. Fifthly, I could easily get staff cooperation while conducting the experimental study since my colleagues and friends are working there.

The other participants of the study were two mediators, who specialized in TEFL, from the Department of English Language and Literature at Dilla University. These mediators were selected based on voluntary sampling. Since there was a per diem payment for the instructors handling the course, it was possible to get more than two volunteers. Then, consulting the head of the Department, the researcher selected two instructors who had experience in teaching Spoken English courses. The two mediators were oriented about the very meaning and procedures of DA and MLE by using **the Dynamic Assessment Training manual** Developed by Lidz (2015) and procedures of MLE (Mediated Learning Experience) introduced by Feuerstein, et al. (2010).

There were also two observers (the researcher and another volunteer TEFL professional) who conducted observation in the classroom. The volunteer and the researcher conducted random observation two times in both treatment and control groups and video recorded sample classroom instructions of both groups in order to crosscheck how well the intervention (MLE and DA) was implemented. Observers used checklists that helped them to crosscheck whether or not parameters of MLE (Meditational Learning Experiences) and DA were implemented in the treatment group. They also observed the control group students to check whether or not the teachers applied the conventional approaches of teaching and testing speaking.

#### **4.9.3. Findings of the Pilot Study**

The pilot data that were gathered through pre-tests and post-tests of the static assessments(monologues) were analysed using mean and inferential statistics such as **The** Mann-Whitney Test , Wilcoxon Signed Ranks Test and Paired Samples Test , whereas the data obtained from DA1 and DA2 were analysed qualitatively using thematic analysis to identify the typologies of teachers' mediations and learners' reciprocity. In addition, microgenetic analysis of learners' speech and teachers' mediation was employed to trace learners' moment -to -moment changes in their ability to control over grammatical structures during dialogues. Besides, in order to strengthen the findings of microgenetic analysis of learners' speech and teachers' mediation,

descriptive analysis was employed to examine the frequencies of teachers' mediation and learners' responsiveness in DA1 and DA2.

The preliminary finding revealed that implementing dynamic assessment of English language structures during learners' oral performance had significant effects on students' grammar accuracy in their oral delivery as the p-values were 0.034 and 0.000 for the Mann-Whitney test and Paired Samples Test, respectively. Moreover, the results of the effect sizes for the Mann-Whitney test statistics and paired sample test statistics were medium ( $r = 0.35$ ) and very large (Cohen's  $D = 1.4$ ), respectively. Similarly, the post-test mean ranks of the treatment group ( $M = 22.19$ ) and the posttest mean rank of the control group ( $M = 14.81$ ) evidenced that the treatment group outperformed the control group.

On the other hand, in order to see the changes in learners' improvement in their grammar use in their speech, comparison was made between pre-test and post- test scores of control group, who were taught and assessed in the conventional system(that is groups employing non-dynamic assessment). The result revealed there was a statistically significant difference between their pre-test and post- test scores ( $P < 0.05$ ); however, the magnitude of the change or effect size of the treatment group (1.4) was found quite stronger than the effect size of the control group (0.78). This implies that DA and MLE had significant impact in helping students improve their control over English structures in their speech than SA and continuous assessment of the conventional approach did.

However, regarding the effect of DA on learners oral fluency, the result of the Mann-Whitney Test statistics indicated that there was no statistical significance between students of the control and treatment groups( $P = 0.339$ ). Similarly, Wilcoxon Rank test of the paired sample test showed that there was no statistically significant change between pretest and posttest fluency scores of treatment group. Also, the control group students, who received instruction/continuous assessment in the conventional approach of teaching speaking, didn't show a statistically significant change in terms of their fluency scores since the result of the p- value was equals to 0.557.

The study also focused on identifying the typologies and amounts of mediations each learner required in the pre-test of dynamic assessment (DA1) and Post -test of dynamic

assessment(DA2) program, and the implications of these mediations on learners' ability to control over grammatical structures during speaking. After the rigorous qualitative analysis such as open coding, axial coding and selective coding, four levels of mediations emerged from the data. These levels of mediations were namely *most implicit mediation, more implicit mediation, less implicit mediation, and explicit mediation*. The corresponding types of mediations for each level of mediations were *asking for repetition, indicating the presence of errors, informing the types and nature of error and offering explicit answers and detailed explanations on grammar structures*. Also, the total number of implicit and explicit mediations each learner required in DA2 or post-MLE phase was by far less than the total number of mediations each student needed in DA1 phase. This implies that the number of structurally correct sentences students uttered without mediators' assistance and hints was relatively increasing in DA2 than in DA1. Similarly, the frequency of explicit mediations each learner required in DA2 was less than in DA1 phase. These means students needed more implicit mediation than explicit mediation in DA2. That is to say, students required more of implicit mediation than explicit mediation after the intervention program. This, in turn, implies students were able to correct grammatically wrong utterances with implicit mediation than explicit mediation. Hence, the microgenetic analysis on mediations proved that the amount of mediations learners required on learners' ability to control over grammatical structures in DA2 was very small as compared to the amount of mediations learners required in DA1. Similarly, there were differences in terms of quality of mediations learners required in DA1 and DA2. During DA1 most students required explicit mediations to utter accurate structures in their speech; however, during DA2, it was found that students needed mostly implicit mediation than explicit mediations to complete their speaking tasks.

Identifying the typology and nature of learners' reciprocity to teachers' mediations, and the implications of the learners' responsiveness to teachers' mediations in the process of learners control over grammatical structure were also the other objective of this study. The qualitative analysis of learners' reciprocity revealed four hierarchical moves from regressive to progressive pattern. These moves were from being silent to being responsive, from switching to L1 to using L2, from repeating errors to repeating mediator's hint and from producing wrong utterances to producing correct utterances. The results of the microgenetic analysis of learners' responses also depicted that the frequency of each learner's regressive reciprocity moves in DA2 decreased more than in DA1. This implies that the frequency of learner's regressive moves such as being

silent, using L1, and repeating errors now and then relatively decreased during DA2 than during DA1. This implies that learners' ability to make use of teachers' mediation to utter accurate structure and to respond to mediators hints or questions were better in DA2 than in DA1, and this development was attributed to the various dynamic assessments and MLE procedures on English language structures implemented in the while mediation phase or intervention program.

#### **4.10.3. Lessons Gained from the Pilot Study**

Some important insights were obtained from the pilot study. The lessons learned were related to data gathering instruments and procedures that should be revised, included, maintained, and excluded for the main study. Hence, for the main study, refined tools and procedures were employed.

The first lesson learned was regarding the speaking pretest and posttest questions. Initially, for the pretest and posttest phase, it was intended to use parallel speaking tests to completely avoid learners' memory effects of the questions which could jeopardize the validity of the study. Attempts were made to make the questions equivalent in terms of their difficulty levels, the traits they measure, and their patterns. Then, experts evaluated them. However, there were certain discrepancies between the difficulty levels of the questions, their patterns, and the traits they measure. The experts, then, recommended administering these parallel tests on a different group of students to see the reliability of the test scores. However, this was time-consuming and impractical since objectively scoring each learner's fluency and grammar accuracy consumes more than half of the research period. Therefore, it was decided to discard the parallel tests, and instead, the same questions were designed for the pretest and posttest. Since the post-test was administered after 12 weeks of the intervention program, it was possible to minimize threats of memory effect.

After fixing the problem of whether to use the same or parallel tests, data collection was started. Then, the speaking tests were administered. Students were asked some questions in the form of monologues. For example, questions like "which region of the country are you from? What do you like most about your country? Would you recommend living in this region to others?" were asked to students. However, these questions were found inappropriate since learners' speech

productions were very limited to examine oral fluency and grammar accuracy. As a result, these questions were again discarded and replaced by other interview questions that demanded students to talk more, for instance, questions that asked students about their backgrounds, advantages of cell phones , impacts of Covid 19,their hero/heroine, consequences of smoking, etc.

The other important lesson gained from the pilot study was regarding the procedure of administering the speaking tests. At the start of the speaking pretest, the interviewees were asked to deliver impromptu speeches. However, most students lacked input to make extended speeches. As a result, students got stuck after uttering one or two sentences which made measuring oral fluency ineffective. Then, to solve such problems, the interviewer let students sit in a group of four and share ideas on the speaking tasks they were going to perform. Students were also reminded about the concepts of oral fluency and grammar accuracy. Then, in the second and third phases of pretests, it was possible to obtain relatively longer speeches for measuring oral fluency.

The other lesson learned during data collection was identifying the kind of compatible sound file the PRAAT software could use to compute temporal fluency. During the first day interview, the researcher used a computer to record learners' monologues. The computer saved the sound file in the WMA format. However, the PRAAT software couldn't read WMA files. As, a result, it was impossible to measure temporal fluency. Later, it was found out from online sources that there was software known as **Boxofot WMA to WAV converter** that changes WMA files into WAV sound files. Then, it was possible to manage to convert the WMA sound files into an appropriate format, which is WAV format, to be able to compute fluency using PRAAT. Finally, however, based on the recommendations of experts, **Audacity software** was used to record and transcribe learners' monologues in the next successive data collections. This was because Audacity could be used for two purposes. First, it could be used to record learners' monologues and save the files in WAV format, and secondly, it has its own section to minimize noises that hamper transcription and fluency computation.

Another significant lesson learned from the pilot study was concerning the quality of the audio records of interviewees. The first phase of the pretest (interview) was conducted in the classroom. While students were being recorded, there was a lot of noise from both inside and outside of the classroom. As a result, the recordings were found of poor quality to measure learners' fluency which, in turn, seriously affected the validity of the oral fluency test. This was because the PRAAT software computes speech rate and articulation rate based on the ratio of the number of syllables uttered to the speaking time. Therefore, there could be a probability for any distracting sound ( be it meaningful utterances or meaningless sounds, like the noise of a car and students) to be included and counted as syllable by the software. The danger of this problem was that it could have led to wrong fluency scores. In order to avoid such threats, the recordings with much noise were discarded, but some recordings with little noises were used for the research purpose after the noises were reduced to an insignificant level by using the *Noise Reduction* part of the Audacity software. So as to ease such a problem, the Department of English Language and Literature of Dilla University arranged a free classroom where there were limited noises and passersby to disturb the activities.

Moreover, some corrections were made regarding the number of test items and phases of test administration in the static assessments. Concerning the number of questions, of the ten questions of the pilot study, only six questions were modified and refined for the main study. (see appendix A). The rest were reduced from the main study since many students did not produce more extended speeches which could be useful for fluency measure. Also, one of the ten questions on which students addressed a speech during the pilot study was about how HIV AIDS is transmitted and the way to prevent ourselves from being infected. However, later ,it was recognized that the outbreak of COVID 19 pandemic appeared to be a more serious and timely issue of the world. As a result, the topic containing the issue of HIV AIDS was replaced by a question containing COVID 19. Similarly, reducing the three phases of test administration into two phases was found reasonable since engaging students in a speaking test situation three times a week was observed as discomfort to them.

In addition, a slight revision was made on the dynamic assessments (DA1 and DA2) which were administered to the treatment group before and after the intervention (MLE). The fourth question

(see appendix B) was revised as “what challenges have you faced since you joined this university?” The reason to revise was, firstly, to include varieties of grammatical structures in the questions; secondly, the students are still in the university, so the right structure they use to state their challenges at the university should be the present perfect aspect. Moreover, it was found appropriate to include an additional question (question number 5) involving future aspect to get a complete picture about learners’ use of language structures in their speech, and to make the assessments representative of the language of real-life communication.

## **CHAPTER FIVE: DATA ANALYSIS, FINDINGS AND DISCUSSION OF THE MAIN STUDY**

### **5.1. Introduction**

Many local research findings, as it is already indicated in the statement of the problem, revealed that students' speaking skill is drastically declining from time to time due to several determining factors. One of these factors is the traditional approach of speaking assessment/instruction/ employed in the EFL classroom where immediate oral feedback during speaking test administration/instruction/ is considered as unethical. That means speaking skill assessment/instruction/ doesn't involve a teacher's mediations which are tailored to each learner's cognitive needs so as to transcend his/her(the student's) cognitive functioning from his/her zone of actual performance (ZAP) to his/her zone of potential or proximal development (ZPD). In line with this, the theory of the relationship between teaching and testing that dictates 'teaching and testing are two sides of the same coin' is not well interpreted. In other words, though teaching and testing are said to be inseparable components, both of them are treated as separate entities in the actual classroom situations. That is to say, teachers usually teach a given course, then administer assessments in a different time. Inshort, speaking instruction and assessments are not simultaneously done in the classroom. Therefore, this study was conducted on conviction that the curriculum of the speaking assessment/instruction/ of our higher institutions doesnot involve dynamic assessment(DA). Hence, this study was conducted to investigate effects of dynamic assessment of speaking skill on learners' oral performance to see whether or not there were substantial findings so as to suggest an alternative approach of speaking assessment/instruction/ which could help to salvage the declining quality of learners' English language oral proficiency.

In the preceding chapter, the design of the study, the issues of validity and reliability of the pre/posttests of speaking skills(data collection instruments), lessons gained from the pilot study, procedures of the study and methods of analysis were discussed. Based on the lessons gained from the pilot study, necessary amendments were made to the instruments. Then, data were collected for the main study.

This chapter presents the analyses and findings of both the qualitative and quantitative data collected for the main study. It also discusses the results and findings of the data that were collected through static and dynamic assessments (data collection instruments) to come up with the conclusion about the issue under investigation. The data obtained from the static speaking tests(non-dynamic speaking test) of the pre and post instruction phase were analyzed quantitatively, whereas, the data that were gathered through dynamic assessments in the while-instruction phase were examined qualitatively employing microgenetic analysis in which each learner’s moment-to- moment changes were scrutinized based on qualitative descriptions and frequencies. The interpretation of the findings is presented within the framework of the basic research questions stated in the first chapter. The analyses of quantitative data are presented first, followed by descriptions and interpretations of qualitative data; then, discussion is made at the end.

As it is already mentioned in the methodology part of this research, before conducting the actual experiment, ensuring homogeneity of the treatment and control group of students in terms of their performance on oral proficiency test(in this case the pretest) is an important step in any experimental research. Hence, in order to check the equivalence of the two groups, the Leven’s Test of Homogeneity of variance was conducted, and the result was displayed hereunder (table1).

Table 1. : Leven’s Equal Variance Test for checking the initial homogeneity of the experimental group and control group

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
scores of treatment and control groups	Based on Mean	.001	1	46	.980
	Based on Median	.000	1	46	.982
	Based on Median and with adjusted df	.000	1	45.946	.982
	Based on trimmed mean	.000	1	46	.996

As can be seen in the above table, the Leven's Test of Homogeneity of Variance was computed, and it was confirmed that there was no statistically significant difference between the control and treatment groups. This is because, as it is displayed in the above table of the Leven's statistics, the mean was 0.001 with the significance of 0.980. That means  $P=0.980$ ,  $F=0.001$ ,  $df= (1, 46)$  or  $F$  value indicates,  $F=0.001$  with 1 and 46 degrees of freedom at  $p > 0.05$  level of significance. Hence, based on this statistical figure, the experimental and the control groups were homogeneous for the p-value (probability value) is greater than 0.05, which is 0.980. Besides, to further justify the homogeneity of the two groups on their performance of the pretest, an independent sample t-test was conducted and the mean score and standard deviation of the two groups were shown in table 2.

Table 2. Oral Proficiency pre-test mean scores of the experimental and control groups

<b>Group Statistics</b>					
	students of treatment and control groups	N	Mean	Std. Deviation	Std. Error Mean
scores of treatment and control groups	treatment	24	144.6100	33.93515	6.92698
	control	24	141.2404	33.46656	6.83133

As Table 2 depicts, both the experimental and control groups obtained almost similar scores on the static speaking test or pretest. The descriptive analysis indicates that the mean score of the control group on the oral proficiency test in the pre-mediation phase is 141.2 and the standard deviation is 33.5. Similarly, the mean score of the experimental group is 144.6 and the standard deviation 33.9. Therefore, based on these mean scores and standard deviations, it could be deduced that students in the treatment and control groups were provisionally similar in their performance or level of oral proficiency.

In general, from the pre-mediation oral proficiency test score, the p-value ( $p > 0.05$ ) and mean scores revealed that the experimental and the control groups were homogeneous in the entry performance at the beginning of the study; this means, students of the treatment and control groups were equivalent in their Zone of Actual Performance(ZAP) before intervention; therefore,

the treatment(DA / MLE) was carried out to investigate the effects of the proposed intervention on the experimental groups.

## **5.2. Quantitative Data Analysis**

In this section of analysis, the study answered the first and second research questions which focused on investigating the effect of dynamic assessment of learners' grammatical structures during dialogue on their oral fluency and grammar accuracy respectively. As it is indicated in the methodology section, pretest-posttest with experiment-control groups design were used to examine the effect of dynamic assessment of learners' oral proficiency. Before carrying out a significance test on the fluency and accuracy scores or data, it was deemed very essential to check the normality of data distribution, which could help determine whether to use parametric or non-parametric tests. To do so, Shapiro-Wilk test was conducted to see normality of the data, that is, learners' scores of fluency and accuracy of the treatment and control groups in the pretest and posttest phases. The hypotheses used were:

Ho: The sample data are not approximately normally distributed.

Ha: The sample data are approximately normally distributed.

### **5.2.1. Findings Regarding Effects of DA on Learners' Oral fluency**

As it is already stated in the methodology part of this research (page58), the PRAAT software was used to compute learners' level of oral fluency. Before directly rushing to the data analysis, it seems interesting and logical to briefly state how the software computes learners' oral fluency by taking sample data from learners' pretest and posttest performances. A PRAAT is a free computer software package which is used to detect silent pauses from phonations and analyze number of syllables, number of pauses, speech durations, phonationtime, speech rate, articulation rate, and average syllable duration. In the other part of its window, the Software also generates a Text Grid of sound file containing visual display of the silences or pauses, number of sillable and total duration of speeches of each student. The following Text-Grids in figures 5, 6, 7 and 8 are sample examples of students' speech generated by the software in their pretest and posttest of the 1<sup>st</sup> monologue.

Figure 5: A PRAAT sound file with automatically-generated TextGrid of Mekdes's first monologue in her pretest phase.

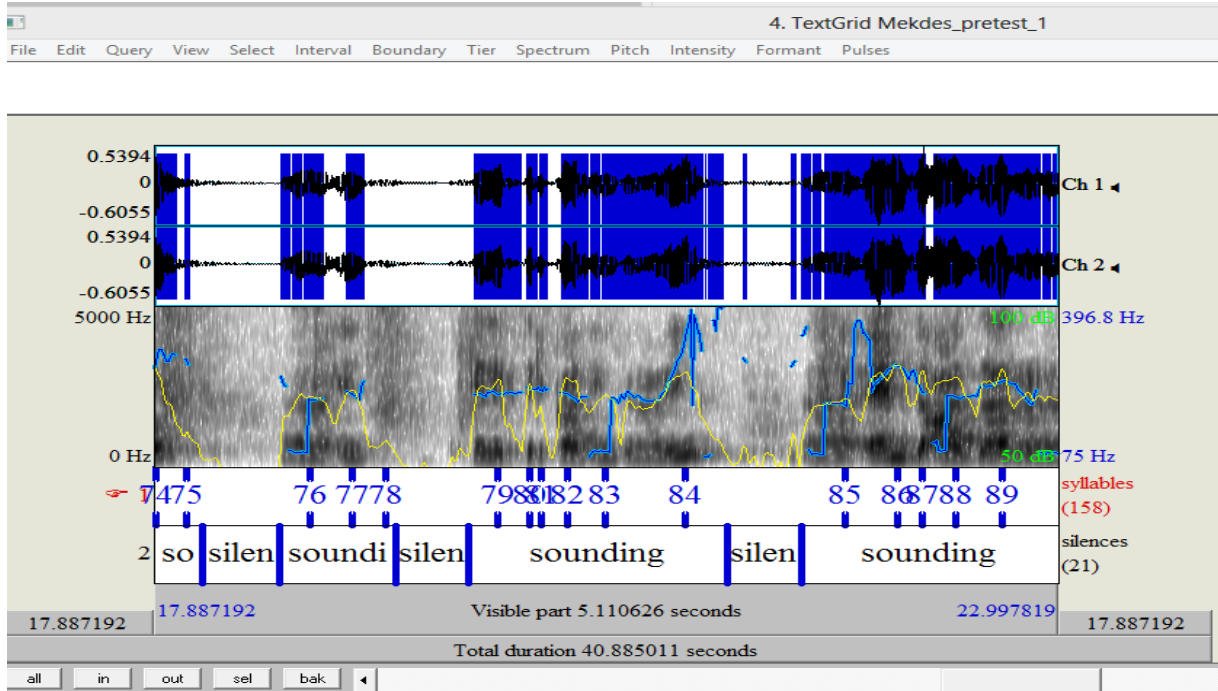


Figure 6: A PRAAT sound file with automatically-generated TextGrid of Abdulatif's first monologue in his pretest phase.

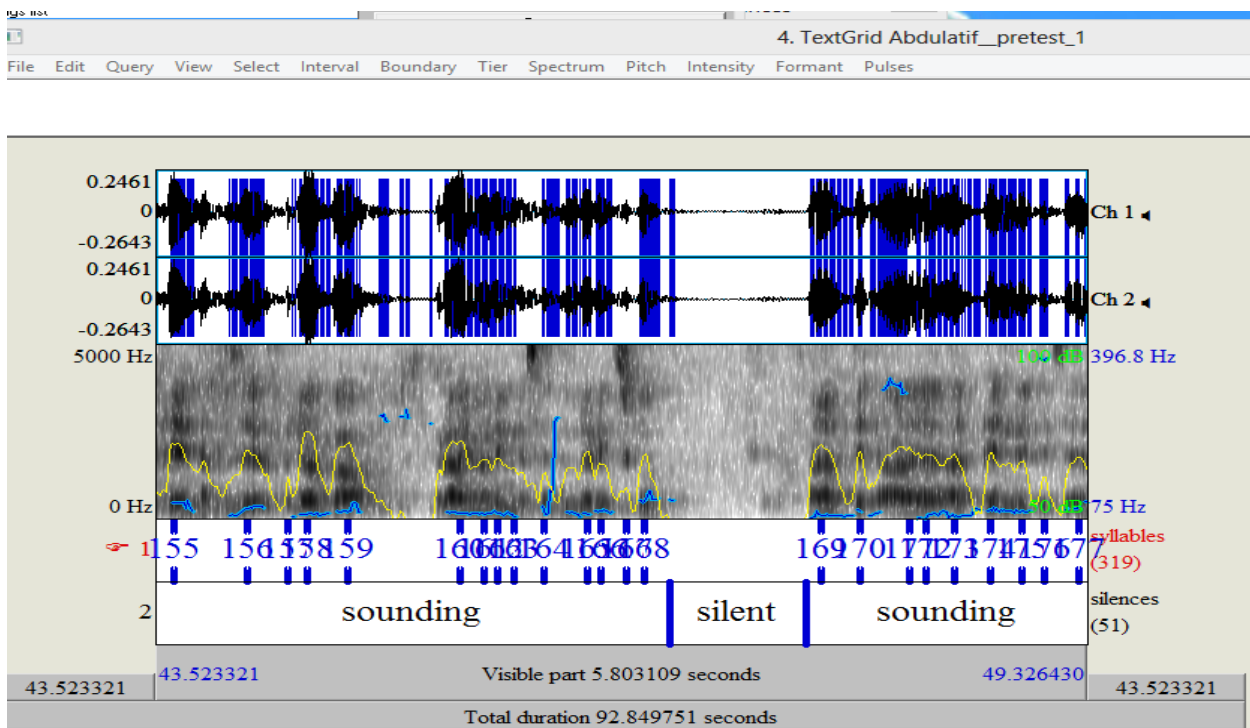


Figure 7: A PRAAT sound file with automatically-generated TextGrid of Mekdes's first monologue in her posttest phase.

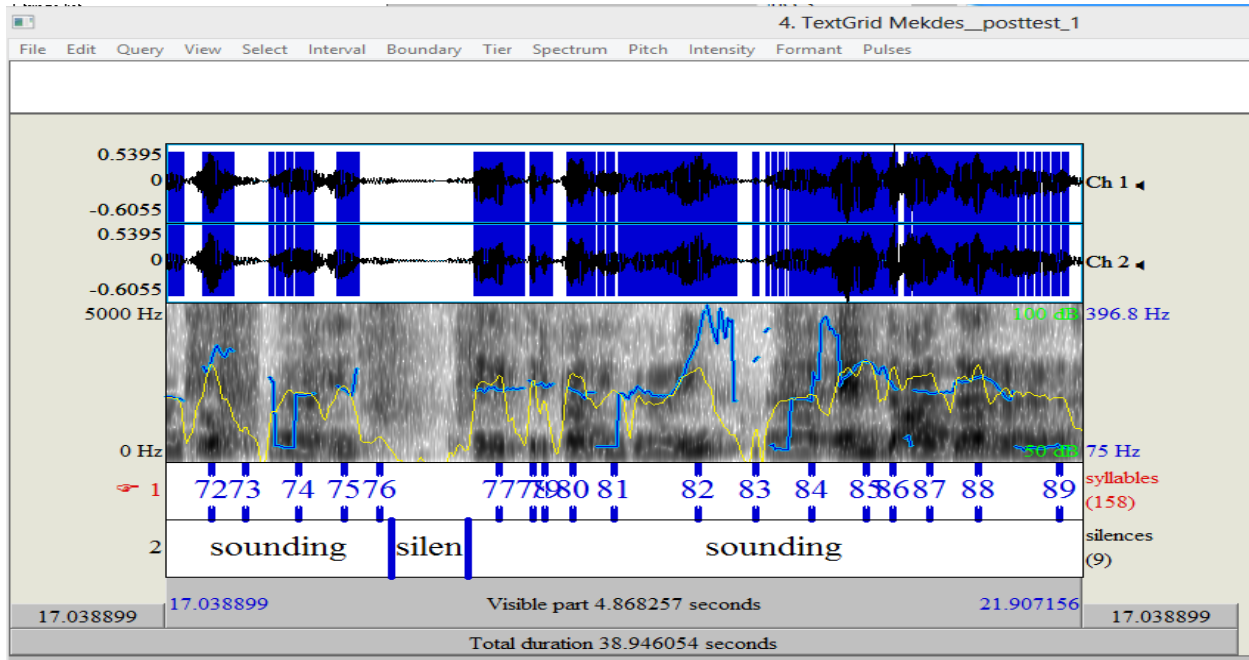
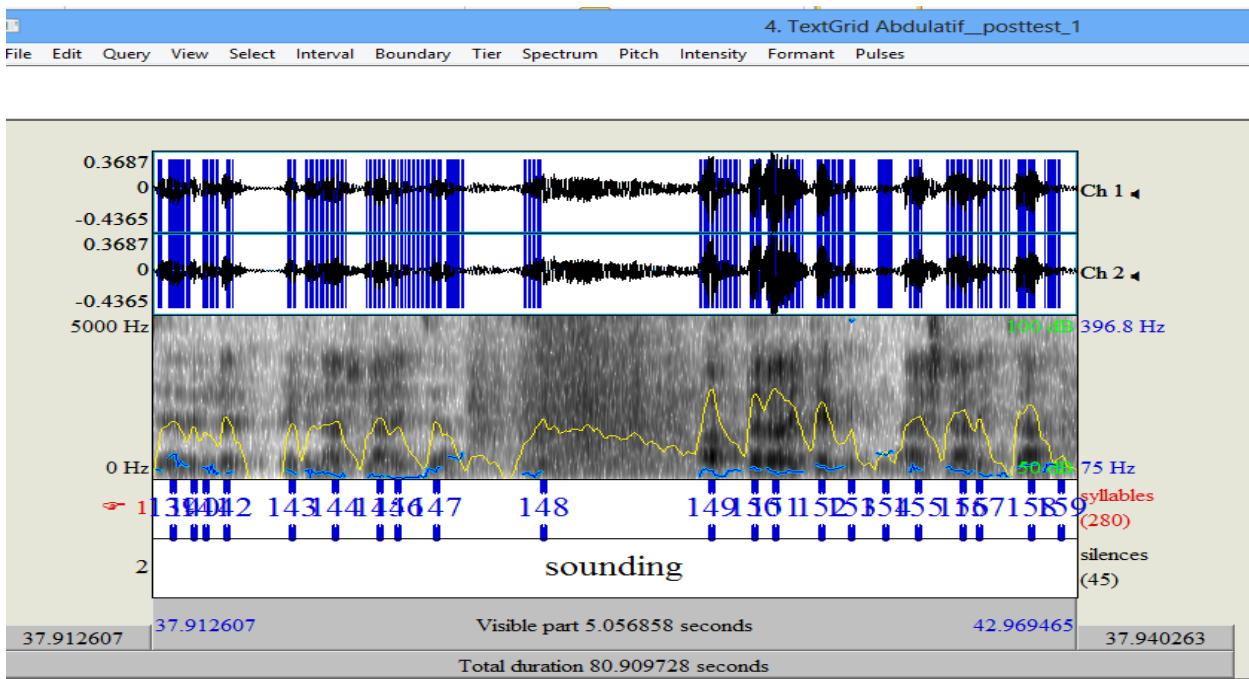


Figure 8: A PRAAT sound file with automatically-generated TextGrid of Abdulatif's first monologue in his post-test phase.



As can be noticed in the above Text-Grids of each student's sound file, it is possible to obtain important information about the learners oral fluency performance. For example, in the right side of all the pictures, the software automatically computes the total number of syllables students produced. Moreover, on the same part of these pictures, the software automatically detects any silence( below 25 second as a threshold) and counts as pause for fluency analysis. For instance, in figure 1 and 2, the number of syllables Mekdes and Abdulatif produced during their first monologue in the pretest phase was 158, 319 respectively. Similarly, the frequency of pauses(silences) of the former and the latter students were 21 and 51, respectively. The textgrid also provides visual information about the exact position of the silence and soundings by using vertical lines to separate silences from sounding or speeches. It is also possible to play the textgride by moving the cursor on the bottom part of the soundfile that shows the total duration of the speeches represented in seconds. This is all about the short description of how the PRAAT software analyzes speech sound. The most important part of this section , however, is regarding the effect of DA of grammatical structures on learners oral fluency, which is presented below.

Whether or not the effect of dynamic assessment of grammatical structures during learners' dialogue is evident in their level of oral fluency during monologues, comparison of learners' performance was made in three ways : comparison between posttest scores of treatment and control groups, comparison between pretest and posttest fluency scores of treatment groups, and finally comparison between pretest and posttest fluency scores of control group. As a first procedure of all the data analysis, normality test of data distribution was conducted so as to determine the type of statistical test , that is, parametric or non-parametric test, to be used.

The first analysis was made between posttest results of the control and treatment groups . As it is already mentioned in the introduction part of this analysis, checking the normality of the data was an important step before running significance test. Accordingly, the findings related to the normality of distribution of scores were presented followed by the results and interpretations of the significance test.

**Table 3.** Results of a Shapiro-Wilk test to check the Distribution Normality of Posttest scores of the Treatment and control Groups.

### Tests of Normality

	students of control and treatment groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
fluency scores of control and treatment groups	control	.096	24	.200*	.982	24	.933
	Treatment	.189	24	.026	.933	24	.112

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As it is observed in Table 3, the Shapiro-Wilk test has a P-values of 0.933 and 0.112 which are greater than the cut of point, that is , 0.05. This p value indicates that the data is normally distributed. Moreover, the visual inspections of the histogram and box plots of the SPSS output show that the posttest fluency scores of treatment and control group students were approximately normally distributed, with a skewness of 0.394 for treatment group and skewness of 0.084 for control group. Since these skewness values are between -1 and 1, the data are approximately normally distributed (Barret , Gloeckner., Leech. & Morgan., 2004). Hence, the null hypothesis can be rejected. That means, a parametric test, instead of non-parametric test, should be used to see the significance difference of the data. In other words, an independent samples T-test, should be used to see mean difference between the posttest scores of the two groups. Therefore, in order to examine whether or not there was a statistically significant difference between the posttest fluency scores of the experimental and control groups, which were normally distributed, an independent Sample T-test was done.

The hypotheses used were:

- HO= There is no significant difference between the mean difference of the posttest scores of the treatment and control group
- HA = There is a significant difference between the means of the posttest fluency scores of treatment and control group

As it is presented in Table 4a and 4b below, the independent Sample T-test was run to identify whether or not there was a significant difference between the means of the posttest fluency scores of treatment and control groups

Table 4a. Results of Descriptive Statistics of SPSS output

Group Statistics					
	Students of control and treatment groups	N	Mean	Std. Deviation	Std. Error Mean
Fluency scores of control and treatment groups	Control	24	141.8383	37.06079	7.56500
	Treatment	24	145.8229	38.40876	7.84016

As it is indicated in Table 3a, the mean score of the treatment group (i.e.145.8) is greater than the mean score of the control group (i.e.141.8). This shows that there was some kind of learners' progress in their level of oral fluency. However, the crucial part of the SPSS output that reveals whether or not there is a statistically significant change in the learners oral fluency is indicated in the second table (Table 4b) below.

Table 4b. Results of an Independent sample T-test to check the effect of DA on learners' oral fluency

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
fluency scores of control and treatment groups	Equal variances assumed	.185	.669	-.366	46	.716	-3.98458	10.89483	-25.91474	17.94557
	Equal variances not assumed			-.366	45.941	.716	-3.98458	10.89483	-25.91549	17.94633

As can be shown in the above table(table 4b), the independent sample t-test rendered a p value of 0.716, which is greater than the cut of point,that is 0.05. This means there is no statistically

significant mean difference between posttest fluency scores of control and treatment groups. Therefore, the null hypothesis can't be rejected. The mean differences between the scores of treatment and control groups were not statistically significant. This result, however, does not mean that the learners didn't show any improvement at all in their level of oral fluency. As the group statistics table (table 3a) depicted, the mean score of the treatment group was greater than the mean scores of the control group. This implies that the students showed some kind of improvement in their oral fluency though it was not a statistically significant difference when compared to the performance of the control group.

Similarly, comparison was made between pretest and posttest performance of treatment groups so as to examine the extent of the impact of DA of grammar during conversation on learners' level of oral fluency. To do so, as it is already mentioned in the introduction part of this analysis, checking the normality of the data was an important step before running significance test. Accordingly, the findings related to the normality of distribution of scores were presented followed by the results and interpretations of the significance test.

**Table 5.** Results of a Shapiro-Wilk test to check the Distribution Normality of Pretest-Posttest fluency scores of the Treatment Group

		Tests of Normality							
		students of treatment groups		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
				Statistic	df	Sig.	Statistic	df	Sig.
treatment group	pretest group			.124	24	.200*	.944	24	.199
pre/posttest fluency scores	posttest group			.166	24	.085	.940	24	.160

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As can be seen in Table 5 above, the Shapiro Wilk test rendered a P- value greater than 0.05 (P= 0.199 and 0.160 )for the pretest and posttest scores respectively. Moreover, the visual inspection of their histograms, and normal Q-Q plots revealed both pretest and posttest scores of the treatment group were approximately normally distributed. Therefore, the assumptions of t-test were met since the data were normally distributed. As a result, a parametric test was used to

identify the significance level. That means, a paired sample t-test, instead of a Wilcoxon Signed Rank test, was used to examine the statistical significance. The result of the test is shown in Table 6a and 6b below.

Table 6a. Mean and Standard Deviation of the Pretest and posttest scores of oral fluency.

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest fluency score of treatment group	138.9871	24	34.46114	7.03435
	posttest fluency scores of treatment group	140.7813	24	35.18571	7.18225

Table 6b. SPSS output of the Paired Samples Test for significance level

<b>Paired Samples Test</b>									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest fluency score of treatment group - posttest fluency scores of treatment group	-1.79417	8.87065	1.81071	-5.53991	1.95158	-.991	23	.332

The first table (Table 6a) shows the mean and standard deviation for pretest and posttest scores of learners (treatment groups) on oral fluency. The mean of the pretest score (i.e. 138.99) and mean of posttest score (i.e., 140.78) indicate there was a relative improvement of learners' oral fluency after the intervention. Though the mean score shows some progress in the learners' oral fluency, the statistical significance level of the improvement is determined by the p-value of the Paired Samples Test. As it is shown in the second table (table 6b), the P-value for the Paired Samples test of the students' pretest and posttest oral fluency scores is 0.332. This P-value is greater than 0.05. So, the null hypothesis can't be rejected. Based on the

result of the Paired Samples Test, i.e.  $P > 0.05$ , it can be concluded that there is no a statistically significant mean difference between pretest scores and posttest scores of the treatment group.

In addition to comparing the oral fluency levels of the two independent groups (i.e., control vs treatment groups) and the paired groups (i.e., pretest vs. posttest scores of treatment group), it seems worth examining pretest-posttest performances of learners of the control group so as to get a complete picture about the effect of dynamic assessment of English language structure versus the effect of the conventional approach of grammar instruction on learners' oral fluency. To do so, just as usual, assumptions of normality were checked, and the result of the normality test was stated in the following table (table 7).

Table 7. Results of a Shapiro-Wilk Test to Check the Distribution of Normality of the Pretest and posttest fluency scores of the control Group

Tests of Normality <sup>c</sup>							
	preest and posttest students of control group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pretest and posttest scores of students	pretest group of students	.085	23	.200*	.985	23	.974
	posttest group of students	.096	24	.200*	.982	24	.933

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. pretest and posttest scores of students is constant when pretest and posttest students of control group = 11.00. It has been omitted.

The above table (table 6) of normality test revealed a p-values of 0.974 and 0.933 for pretest and posttest fluency scores respectively. Since the p values are greater than the cut off point, that is, 0.05, it could be assumed that the data were normally distributed. Moreover, the visual inspection of the histograms and boxplots of the SPSS outputs indicated that the data were approximately normally distributed. As a result, a parametric test, instead of a non-parametric test, was run and the result is displayed in the following tables (Tables 8a and 8b)

Table 8a. Mean and Standard Deviation of the pretest and posttest scores on Oral fluency

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest scores of control group	138.5158	24	33.02127	6.74044
posttest scores of control group	141.8383	24	37.06079	7.56500

Table 8b. Paired sample t-test showing sig.value of pre/posttest Oral fluency scores of control group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest scores of control group - Posttest scores of control group	-3.32250	21.77288	4.44437	-12.51638	5.87138	-.748	23	.462

After running the parametric test, that is the paired samples test, SPSS produced two tables: the descriptive statistics(table 8a) that shows the mean and standard deviations of the scores and the paired samples test(table 8b) that contains the significance value. The first table(table 8a) shows that the mean scores of the pretest and posttest fluency scores were 138 and 141 respectively. This indicates that the mean of the posttest fluency score was larger than the mean of the pretest score. This, in turn, implies there was a kind of progress in learners' level of oral fluency. However, the significance level of the improvement could be determined by results produced in the second table, that is, the **Paired Samples Test** (i.e,Table 8b). This table revealed the p-value of 0.462, which is greater than the cut-off point, that is, 0.05. This means there is no

statistically significant difference between pretest and posttest fluency scores of control group students. This, in turn, implies that the control group students who did not receive mediation on grammar during oral practices couldn't bring a statistically significant difference in their level of oral fluency.

So far, the effect of dynamic assessment of grammatical structures of learners' speech on oral fluency has been analyzed. Both the results of the independent samples t-test(i.e, comparison between fluency scores of control and treatment groups] and the paired samples test(i.e, comparison between pretest and posttest scores of treatment group) revealed p-values of 0.716 and 0.332 respectively. This indicates that there was no statistically significant difference between the oral fluency performances of learners in the pretest and posttest phases. Similarly, on the control group, the effect of the static assessment or continuous assessment of grammar items during learners' speech was analyzed. Learners' performances of the pretest and posttest scores were compared, and the result revealed a p-value of 0.462. This implies that there was no statistically significant difference between their performance in the pretest and posttest phases. Therefore, based on these results, it can be concluded that dynamic assessment of English language structures during teacher-learner dialogue couldn't help learners bring a statistically significant improvements in their oral fluency during monologue. However, this does not mean that students did not show any progress or fluency development at all . The mean scores of each group revealed that there was some kind of improvements though the changes were not statistically significant .

### **5.2.2. Findings Regarding Effects of DA on Learners' Grammar Accuracy**

In order to examine effects of DA on learners' grammar accuracy during speaking, comparison was made, first, between posttest scores of the control and treatment groups followed by the pretest and posttest performances of the treatment group, and finally comparison of pretest and posttest scores of control groups. As a first procedure of all the data analysis, normality test of data distribution was conducted so as to determine the type of statistical test (parametric or non-parametric test) to be used.

The first analysis was made between posttest results of the control and treatment groups, and as it is already stated earlier, as a first procedure, normality test was made on the data, and the result is displayed in table 9 below.

Table 9. Normality test of control and treatment students' score on grammar accuracy

Tests of Normality							
	students of control and treatment groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Posttest Accuracy Scores of Control and Treatment Groups	Control Group	.176	24	.054	.960	24	.434
	Treatment Group	.148	24	.189	.955	24	.339

a. Lilliefors Significance Correction

In Table 9, above, the Shapiro-Wilk's test provides significance values of 0.434 and 0.339 for the posttest scores of control and treatment groups respectively, that is,  $P > 0.05$ , which shows normal distribution of the data. Moreover, the visual inspection of their histograms, and normal Q-Q plots revealed that the scores were approximately normally distributed for both control and treatment groups, with a skewness of -0.144 (SE=0.472) and kurtosis of -0.089(SE=0.918) for control group and a skewness of -0.432(SE= 0.472) and kurtosis of 0.636(SE=0.918) for treatment group (Barett, et al., 2004). Therefore, the null hypothesis is rejected. The data were appropriate to use a parametric T-test. Hence, an Independent Sample T-test was done to investigate whether or not there is significant difference between control and treatment students' performance on grammar accuracy. The result of the SPSS output of the Independent Samples T-test about the effects of dynamic assessment of speaking skill on students' grammar accuracy during monologue is presented below in Tables 10 and 11.

Tabel 10. Descriptive statistics of the SPSS output

### Group Statistics

	students of control and treatment groups	N	Mean	Std. Deviation	Std. Error Mean
posttest accuracy scores of control and treatment groups	control group	24	4.0000	.44205	.09023
	treatment group	24	4.7858	.50364	.10280

Table 11. Inferential statistics of the SPSS output

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest accuracy scores of control and treatment groups	Equal variances assumed	.089	.767	-5.745	46	.000	-.78583	.13679	-1.06117	-.51049
	Equal variances not assumed			-5.745	45.239	.000	-.78583	.13679	-1.06130	-.51037

The above analysis of the independent sample t-test was computed to examine whether or not dynamic assessment of speaking skills during dialogue, i.e. providing ZPD sensitive feedback on structures during dialogue, could help the treatment group (learners) bring about improvement in their level of production of grammatically correct utterances during monologue.

As can be seen in table 10, the group statistics revealed that there is a considerable difference between posttest grammar accuracy scores of the control group (M= 4.00, SD=0.44) and treatment group (M=4.8, SD= 0.5). Most importantly, the statistical figure in table 10 depicts that

$t(46) = -5.745$ ,  $P = 0.000$  or  $t$ -value indicates,  $t = -5.745$  with 46 degree of freedom at  $P < 0.05$  level of significance. In other words, the  $P$ -value shows 0.000, which is less than 0.05. Therefore, it can be deduced that dynamic assessment of English language structures during dialogue has a significant effect on learners' production of accurate structures during oral performances (monologues). This justifies that students receiving ZPD sensitive feedback on grammatical structures during speaking assessment/instruction/ outperformed those students in the control group in terms of production of accurate structures in their monologues.

The result clearly depicts improvement of learners' use of accurate grammar in their oral speech. In order to see the extent or magnitude of the effect of the intervention, computing the effect size is crucial. Hence, to determine the strength or the effect size, Cohen's  $D$  was calculated based on the following formula:

$$D = \frac{M_1 - M_2}{s_{pooled}}, \quad \text{where } M_1 \text{ is mean score of control group, and } M_2 \text{ is mean score of treatment group}$$

$$- s_{pooled} \text{ is } \frac{\text{Std. Deviation}_1 + \text{Std. Deviation}_2}{2}$$

$$\text{Therefore, } \frac{4.0000 - 4.7858}{0.44205 + .50364/2} = \frac{0.7858}{0.472845} = 1.7$$

Based on the Cohen's  $D$  cut-off points for effect size such as  $0-0.20 =$  weak effect,  $0.21-0.50 =$  modest effect,  $0.51-1.00 =$  moderate effect and  $>1.00 =$  strong effect (Muijs, 2004), it could be inferred that Cohen's  $D = 1.7$  is a strong effect. Thus, the null hypothesis is rejected. Therefore, it could be possible to conclude that dynamic assessment of grammar usage during conversation had strong effect on enhancing students' production of accurate English language structures during monologues.

Besides, in order to get complete information about the impact of the intervention, it is very important to examine the difference between the pretest and posttest grammar accuracy scores of the treatment group. To do so, normality of the data of the pretest and posttest were checked.

The result of the normality test is indicated below in table 12.

**Table 12.** Normality test of pretest and posttest accuracy scores of treatment groups

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Accuracy scores of Treatment group	.147	24	.195	.909	24	.033
Posttest Accuracy scores of treatment group	.223	24	.003	.913	24	.041

a. Lilliefors Significance Correction

As it is indicated in the table 12, the Shapiro-Wilk's test provides significance values of 0.033 and 0.041 for the pretest and posttest grammar accuracy scores respectively, that is, P value less than 0.05, which means that the data was not approximately normally distributed. Moreover, the visual inspection of their histograms, and normal Q-Q plots revealed that the scores were not normally distributed since the values of skeweness of both for both pretest and posttest phases (that is, -1.735 and -1.512, respectively) were not between 1 and -1. (Bareett, et al., 2004). Therefore, the null hypothesis cant be rejected. The data were not appropriate to use a parametric T-test. In stead, a non parametric test was run and the result is displayed in the following tables (Tables 13a and 13b)

Table 13 a. Wilcoxon Signed Ranks Test

		<b>Ranks</b>		
		N	Mean Rank	Sum of Ranks
Posttest Accuracy scores of treatment group - Pretest Accuracy scores of Treatment group	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	23 <sup>b</sup>	12.00	276.00
	Ties	1 <sup>c</sup>		
	Total	24		

a. Posttest Accuracy scores of treatment group < Pretest Accuracy scores of Treatment group

b. Posttest Accuracy scores of treatment group > Pretest Accuracy scores of Treatment group

c. Posttest Accuracy scores of treatment group = Pretest Accuracy scores of Treatment group

**Table 13b. Test statistics of the Wilcoxon signed rank test**

Test Statistics <sup>a</sup>	
	Posttest Accuracy scores of treatment group - Pretest Accuracy scores of Treatment group
Z	-4.197 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

After running the non-parametric Wilcoxon test, SPSS produced two tables: the rank table and the test Statistics. The rank table shows not only students' mean ranks of the pretest and posttest grammar accuracy scores, but also the number of students who gained higher marks in their posttest than in their pretest (that is 23) and the number of students who scored smaller marks in their posttest than in their pretest (that is ,0). It also displays the number of ties or number of students scoring equal marks in both the pretest and posttest phase, which is only 1. This rank table indicates that each student's posttest grammar accuracy score was larger than his/her pretest scores. This, in turn, implies there was a clear progress in learners' production of accurate grammatical structure during posttest performances. Most importantly, the significance level of the improvement could be determined by results produced in the second table, that is, the Wilcoxon Signed Ranks Test table (i.e,Tab 12b). This table revealed the p-value of 0.000, which is less than the cut-off point, that is, 0.05. This means there is a statistically significant median difference between pretest and posttest grammar accuracy scores of treatment group students.

The result in both tables clearly depict improvement of learners' use of accurate grammar in their oral speech. In order to see the extent or magnitude of the effect of the intervention, computing the effect size is crucial. Effect size=  $Z/\sqrt{N}$  (Larsen, 2010). Therefore,  $-4.197/\sqrt{48} = -4.197/6.9 = 0.61$ , which is a large effect (Barret, et al., 2004). The significance value ( $P < 0.05$ ) of the Wilcoxon Signed Ranks Test along with the effect size ( $r=0.61$ ) reveals that there was a significant progress of learners use of correct grammar in the posttest than pretest phase. Thus, the null hypothesis is rejected. Therefore, it could be deduced that the students exhibited a remarkable change in their use of grammatical structures in their posttest phase as compared to

their own performance during their pretest results, and this significant change in their posttest phase was attributed to the intervention programs, that is, Dynamic assessment/instruction/. That is to say, dynamic assessment of grammar usage during conversation had strong effect on enhancing students' production of accurate English language structures during monologues.

It also seems logical to examine the extent of structural improvement of control groups so as to justify that the change occurred in the treatment group was not due to a mere chance; rather it was due to the intervention program. To do so, normality of the data was checked so as to decide whether to use parametric or non parametric statistics, and the result is displayed below in table 14.

Table 14. Normality Test for pretest and posttest accuracy scores of control group

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
control group scores of pretest	.186	24	.031	.885	24	.011
control group scores of posttest	.086	24	.200*	.966	24	.582

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As can be displayed in the above table, the Shapiro-Wilk test produced two p values, p=0.011 and p=0.582. Of the two p values, only the posttest data assumes normal distribution of the data. Also, the visual inspection of the box plots and histograms of the SPSS output suggests that the data are not approximately normally distributed. Similarly, the skewness values are not between 1 and -1. In such situation, it is generally recommended to check the result using both parametric and non-parametric test and take the result which depicts a strong power (Larson-Hall, 2010). The results of the analysis are presented below in tables 15a and 15b.

Table 15a . Results of Non Parametric Test (Wilcoxon Signed Ranks Test)

Test Statistics <sup>a</sup>	
	control group scores of posttest - control group scores of pretest
Z	-1.872 <sup>b</sup>

Asymp. Sig. (2-tailed)	.061
------------------------	------

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Table 15b. Results of Parametric test (Paired sample test)

**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample 1 control group scores of pretest - control group scores of posttest	-.20458	.49668	.10139	-.41431	.00515	-2.018	23	.055

In time of doubt regarding normality of the data distributions, statisticians recommend to check both parametric and non parametric test, and consider the result with most power. Accordingly, Wilcoxon Signed Ranks Test and Paired sample t-test were run and the results were displayed in the above tables. As can be seen in these two tables (tables 15a and 15b), both the non-parametric and parametric test rendered p values,  $p=0.061$  and  $0.055$  respectively. In both cases, the p-values are above the cut of point, which is  $0.05$ . Therefore, it could be concluded that there is no statistically significant difference between pretest and posttest control groups performance on production of accurate structures in their monologues. However, this doesn't mean that there was no any change at all in terms of their performance. This is because the descriptive statistics in table 16 below revealed that there was a kind of improvement in learners' production of accurate utterances.

Table 16. Descriptive statistics of pretest and posttest accuracy scores of control group

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
--	------	---	----------------	-----------------

Pair 1	control group scores of pretest	4.2038	24	.42981	.08773
	control group scores of posttest	4.4083	24	.59053	.12054

As can be seen in the above table, there is a slight change of mean score between the pretest score(4.2) and posttest score(4.4) though it is not remarkable.

To sum up, from all the analysis of the SPSS output, one can underscore that implementing DA of grammatical structures during dialogue could help learners produce structurally accurate utterances during oral delivery. This is because, as the findings revealed in the above analysis, students of the treatment groups (those who received DA of grammatical structures during dialogue) outsmarted those of the control group (students who did not receive DA of structures in their dialogue) in terms of the scores in productions of accurate structures during oral monologues.

### 5.3. Qualitative Analysis

In this part of analysis, the data collected from each student of the treatment group in the DA<sup>1</sup>(pretest of Dynamic Assessment) was compared with his/her own DA<sup>2</sup>(posttest of Dynamic assessment) performances in terms of the types and frequencies of each student's mediation needs and levels of reciprocity to the mediation. In doing so, the study attempted to answer the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> research questions based on the data obtained from the two phases of dynamic assessments, DA<sup>1</sup> and DA<sup>2</sup>, which were administered before and after the actual classroom MLE program, respectively. In short, the performances of students before the implementation of MLE program (DA1) and after the enrichment program of MLE (DA2) were analyzed in terms of teacher's mediation moves and learners' reciprocity patterns.

In order to analyze mediator-learner interactions in DA, identifying typologies of teacher's mediation and learners' reciprocity is crucial (Phoner, 2008). Therefore, after a rigorous line-by-line coding of the teacher-student interactions or interviews (see Appendix L & M), and microgenetic analysis of learners moment-to-moment change, the types and frequencies of teacher's mediations and learners reciprocity patterns were identified and discussed. In the

following analysis, first, the answers for the third and fourth research question which asks about the types(nature) and amount(frequency) of teacher's mediations students required respectively, and the changes, if any, between learners' mediation needs in DA<sup>1</sup> and DA<sup>2</sup> were presented. Following this, the analysis for the fifth and sixth research questions which seek answers about the nature and frequencies of learners' reciprocity patterns to teachers' mediations respectively, and the changes, if any, in learners' level and pattern of responsiveness in DA<sup>2</sup> were presented.

### **5.3.1. Identifying and Analyzing Types of Teacher's mediation moves**

Since this research zeros in on interactionist approach of DA, the types and sequences of mediations were not scripted or prefabricated; rather they were inductively generated from the data set based on thematic analysis. According to Braun and Clarke (2012), thematic analysis is used to systematically identify and organize meaningful themes through inductive analysis from qualitative data. In this study, therefore, thematic analysis was applied to develop the typologies and sequences of teacher's mediations. The typologies of grammar mediations learners required during the teacher - student interplay was scrutinized from the transcription. The different teacher's mediations were evident in the course of line- by- line coding of the dialogues, and every mediation learners required was suited to their cognitive needs, and automatically arranged from implicit to explicit scale in a way each mediation moves signify learners' gradual development of grammar skill during oral performances. To trace and analyze such gradual development of learners' control of grammatical structures during speech, the first step, as Poehner (2008) states, is to identify typologies and sequences of teacher's mediations from the dialogues. In the following analysis, therefore, the typologies of mediations including their descriptions were presented followed by the analysis of each type of mediation in relation to the developmental progress they signify about learners' skills of control over grammatical structures during speech.

During the administration of the two DAs, the mediator attempted to provide learners ZPD sensitive prompts (prompts based on the actual cognitive needs of learners) to help them independently correct grammar errors, thereby improving their grammar accuracy and oral fluency. The following table shows the five meditational typologies that emerged out of the mediator-student interplay of DA<sup>1</sup> and DA<sup>2</sup>.

**Table 17.Types of Teachers’ mediation moves from implicit to explicit scale**

No.	Levels of mediation	Types of mediation	Description of mediation strategy
1	Zero Mediation	Praising student	Mediator confirms students’ answers and praises them for uttering accurate structures.
2	Most implicit mediation	Asking for repetition	Mediator asks learners to repeat the whole or part of the wrong sentence, or mediator himself repeats the wrong sentence questioningly; this is indirectly checking whether the error is due to just a slip of tongue or lack of grammar knowledge.
3	More implicit	Indicating the presence of errors	Mediator tells students that there is an error in the sentence
4	Less implicit	Informing the type and nature of errors	Mediator identifies the nature of errors and traces the specific type of grammar error by providing metalinguistic clues such the kind of tense, voice, prepositions, articles, etc.
5	Explicit mediation	Providing explicit answers and explanations	Mediator provides explicit answers supported by explicit explanation on the specific grammar item.

In order to analyze typology of mediation, some excerpts that involve most of the mediation moves were selected from DA1 and DA2 sessions, and based on the microgenetic analysis of the interview data, learners’ change of performance in their ZPD were scrutinized through identifying the quality, frequency and the purposes of mediations. In other words, important illustrations that depicted how the mediator helped the learners to independently solve the error were presented under each type of mediation moves.

### 5.3.1.1. Confirming answers and Praising Students

The first type of teacher's mediation move identified from the data set was *praising students*, and this level of mediation is termed as *Zero mediation*. The strategies through which the mediator praised students and confirmed their response was using words such as *very good*, *good* and other body languages (gestures) like **nodding head and related facial expressions such as smiling which could help students** get courage to do better. During the mediator-students interplay, a few students produced accurate grammatical structures without demanding any assistance from their mediator/teacher/. In such occasion, the teacher confirmed students' answer and praised them for their good performance, and he moved on to the other topic. This mediation move, that is *praising students*, was found to play important psychological roles to build learners' confidence and morale in their subsequent dialogues. The following excerpts are sample examples of Zero mediation where the students produced accurate grammatical structures without any hints from their mediator. All the students' names used in this analysis were pseudonyms.

*Excerpt 1. Geleta(DA<sup>1</sup>)*

#### 3. *When did you join Hawassa University?*

[34]S; *I joined Hawassa University [ummm] in 2011.[S-produced correct utterance without*

[35] *Mediation]*

[36]T: *very good.[T-praised S]*

*Excerpt 2. Geremew[DA1]*

#### 4. *What challenges have you faced since you joined Hawassa university.*

[182]S; *I have faced different challenges ; the first one is the weather condition; it is not*

[183] *good to me. I was sick because of the weather condition.[S-produced correct sentences]*

[184]T: *Very good.[T-praised S]*

*Excerpt 3. Abdulatif.[DA1]*

#### 6. *OK Abdulatif, the last question. What will you do after graduation?*

[609]S: *After graduation , I will do different things. One is to get married.[S- gives correct structure]*

[610]T: *Is that your first goal ? [T-probes]*

[6011]S; *Silent[S- smiles shyly]*

#### *Exerpt 4.Mekdes[DA2]*

### **2. OK . Mekdes, when did you start learning English language?**

[53] S; *I started learning English language in grade one.[S-utters correct structure]*

[54] T; *Good. You started learning English Language when you were a grade one student.*

[55] *[T-confirms answer]*

As can be seen in the above four sample dialogues , the four students namely, Geleta, Geremew, Abdulatif and Mekdes responded to their mediator with correct grammatical structures without any mediations or hints . For instance, in excerpt 1, Geleta was asked about the year he joined Hawassa university, and he said, “ I joined Hawassa University [ummm] in 2011”. Here, it is important to note that the student spontaneously responded to teacher's question, and hence the mediator didn't even get time to think of any mediation. This shows that the student's knowledge of the use of past tense is in its matured state in his ZPD (Zone of proximal development) before the administration of DA<sup>1</sup>. Similarly in Exerpt 4, Mekdes uttered structurally correct English when she was asked about the time she started learning English Language. The teacher, then, confirmed her answer by providing additional or optional answer to help her have control over the use of simple past tense in different context.

However , it seems wrong to conclude that these students mastered the use of simple past tense and can never make grammar errors in other context where past tense is an important grammar item. These students were observed making different errors of structures in the context where past tense is used ( For example, Appendix L, question number 1 and 2 of DA<sup>1</sup> transcription , Geleta was found struggling to correctly narrate the biography of Abraham Lincoln using the right structure, that is simple past tense) . From these, it could be noted that as students uttered short sentences , they could take care of their grammar and produce accurate structures. It also seems true that students mostly avoided extended dialogues fearing of making grammar errors.

For example, in excerpt 3, when Abdulatif was asked about his plan after graduation, he mentioned only one of his plans. He said, “After graduation , I will do different things. One is to get married” . The mediator probed Abdulatif to further extend the conversation, but the student looked shy and remained silent.

### **5.3.1.2. Asking for Repetition**

The second mediation type that emerged out of the data was *asking for repetition*, which was the most implicit form of teacher’s prompts. In this type of mediation the teacher used two strategies to help learners self- correct their errors: asking students to repeat their utterances (expecting they would self-correct the wrong structure) or the mediator himself repeated the wrong sentence by looking questioningly at students. During the interactions, these strategies of mediations could help mediators understand whether or not learners committed the errors due to just a slip of tongue or lack of knowledge of grammatical structures. Then, based on the response of the learner, the mediator automatically adjusted the next mediation strategies which were appropriate to the actual cognitive needs of the learner.

In the examples below, the mediator helped the following three students Urgessa, Abdulatif and , Sadik self -correct the errors by asking them to repeat their utterances . In the first excerpt, while narrating the short biography of Abraham Lincoln, Urgessa committed grammar error on line 436. Then the mediator requested him to repeat the wrong structure ‘Abrahm Lincoln born February 12,1809’ (in line 437), and the learner made use of the implicit mediation and self-corrected the error without explicit hints(line 438).

#### **Urgessa(DA<sup>1</sup>)**

Q.1. Please retell the biography of Abraham Lincoln.

[436] S: Abrahm Lincoln born February 12,1809.(S-produced wrong structure)

[437] T: Repeat please(T-asks for repetition)

[438] S: Abraham Lincoln was born on February 12, 1809.When he won the election for house of

[439] representative of America, his age was 46.He got married in November 1842 at the

[440] age of 33. He.....

Similarly, in the following excerpt, **Abdulatif** managed to correct his wrong structure with the most implicit teacher's mediation. While narrating the biography of Lincoln, he produced erroneous structure. Then, the mediator asked him to repeat the wrong structure "He elected as USA people's representative " on lines 572 and 573, and the learner automatically self-corrected the error and replied "He was elected as representative of US house of federation in 1846" (on line 575).

### **Abdulatif[DA<sup>1</sup>]**

[572] S: .....He got married in 1842 at the age of 33. He elected as

[573] USA people's representative...(S-corrects error but commits another mistake)

[574]T: Would you repeat?(T-asks for repetition)

[575]S: He was elected as representative of US house of federation in 1846. He got

[576] married and he had four children.

In the third example below, when **Sadik** was asked the second question, that is, "When did you start learning English?", he replied with incorrect grammatical structures (line 414). However, Sadik was able to self-correct the erroneous structure and produced accurate sentence (line 416) when the teacher asked him to repeat his wrong structure.

### **Sadik(DA<sup>2</sup>)**

2. When did you start learning English?

[414] S: I started learning English when I am elementary student.(S-utters wrong structure)

[415] T: repeat please.(T-asks for repetition)

[416] S:I started learning English when I was learning in elementary school(S-corrects error)

417] T: Very good.(T-praised S)

#### **5. 3.1.3. Indicating the presence of error**

The third mediation type, which is also leveled as more implicit form of teachers mediation, emerged out of the two dynamic assessment sessions was *indicating learners the presence of error in their speeches*. When students insisted on making the same mistakes, the mediator

openly told them that they made grammar errors in their utterances. For example, in the following learners-mediator interactions, the three students (Melash, Sadik and Urgessa) were not able to correct their grammar using the first level of mediation. It was only after being informed about the existence of errors in their sentences that they could automatically correct the wrong structures.

### **Melash (DA<sup>1</sup>)**

1. Thank you very much, Melash. Please retell the minibiography of Abraham Lincoln.  
[384]S: *Ok . Abraham Lincoln was born in February 12, 1809. (S-uttered wrong structure)*  
[385]T: *would you repeat please? (T-asks for repetition)*  
[386]S: *Abraham Lincoln was born February 12, 1809. (S-unable to correct wrong structure)*  
[387]T: *Something missing there. Abraham Lincoln was born (T shows presence of error)*  
[388]S: *on February 12, 1809 (S corrects wrong structure)*  
[389]T: *Very good (T-praised S)*

In the above excerpt, when the mediator asked the student (Melash) narrate the biography of Lincoln, he said “*Abraham Lincoln was born in February 12, 1809.*” Here, the mediator provided the first level of mediation by asking him to repeat the utterance. The student replied, “*Abraham Lincoln was born February 12, 1809*” In the second response, the student avoided preposition at all. The mediator, then, provided another hint, that is, directly telling him the presence and even location of error so as to help the learner self-correct the error. The student, finally, seemed to understand the nature and location of error and made use of this mediation and corrected the wrong utterance, and he said “*on February 12, 1809*”.

Similarly, in the following dialogue, Sadik made grammar error while narrating the mini biography of Abraham Lincoln. In the middle of his speech (line 394), he said, “When he won election in 1860, he become the 16<sup>th</sup> president of America”. The teacher asked him to repeat the utterance expecting that the learner would self-repair the wrong structure. However, the student insisted on making the same mistake. The mediator, then, informed him the presence of error in the sentence. The student, then, corrected the error himself, and the mediator praised him.

### **Sadik (DA<sup>2</sup>)**

- [394] S: .....When he won election in 1860, he become the 16<sup>th</sup>
- [395] president of America.(S-produce wrong sentence)
- [396] T:Repeat. He...?(T-asks for repetition)
- [397] S:He become the 16<sup>th</sup> president...(S-repeats error)
- [398] T:There is an error. He...?(T-indicates the presence of error)
- [399] S:became.(S- corrects error)
- [400] T:Yes. He became..?(T-confirms)
- [401] S:The 16<sup>th</sup> president of USA.(S-completes sentence)
- [402] T:GOOD(T=-praises S)

### **Urgessa (DA<sup>1</sup>)**

In the third sample dialogue below(line 465), Urgessa produced utterances lacking object and proper word order which makes the sentence awkward and meaningless.The mediator asked him to repeat the answer so as to give the learner a chance to include important word and reconsider word order of his speech, and thereby self-repairing the wrong utterance. However, the learner gave an answer even worse than the first one, that is, “I started 1999”. Then, the mediator, indirectly informed the learner the existence of error through posing important question in line (468),that is, “What did you start? ”. The learner,then, seemed to aware of the error and immediately reconsider his structure and replied, “I started learning English.... ” The learner corrected important structures and the teacher confirmed his answer by completing learner’s utterance in order to make the sentence convey meaningful idea.

1. When did you start learning English language?

- [465]S: I started in Mersa School in 1999.(S-gives wrong structure)
- [466]T: Would you repeat please?(T-asks for repetition)
- [467]S: I started 1999.(S-still utter incorrect sentence)
- [468]T: What did you start?(T-indirectly show the presence of error)
- [469]S: I started learning English..... .(S-uttered partially correct sentence)

[470]T: Very good. You can say :I started learning English in Grade 1.(T- confirms answer and completes the correction-)

#### **5.3.1.4. Informing the Type and Nature of Error**

Indicating learners the type and nature of errors they committed is the fourth level of teacher's mediation. In this level of mediation, the teacher informed learners about the nature of error by providing metalinguistic features, such as the type of tense, voice, word order, etc. to be used. In the following conversation, Geleta produced different erroneous structures; however, he was able to manage to correct the errors based on the mediator's contingent and graduated hints. For instance, in line 5, the student uttered wrong structure( that is, he has good qualities) ,then after teacher's metalinguistic hints on the nature of error in line 8 (that is, think of the grammar), the examinee automatically self-corrected the error in line 9 (that is , he had good qualities). Therefore, instead of using present simple tense (He has good qualities) to express possession in the past , the student used simple past (He had good qualities) through the teacher's contingent and graduated mediation moves. Another example where the student made use of this type of mediation to correct wrong structure is evident in line 11(that is, he won the election in 1861) of this dialogue. However, on the same line (line 11) , this student committed additional error( he assassinated in 1865). The mediator, as usual, provided graduated hints, and the student managed to correct his error (*that is , he was assassinated...*) right after the teacher's metalinguistic clue(*that is , make it passive form*) in line 21.

#### **Geleta(DA1)**

#### **1. Thank you very much for coming to my office for this speaking session. Please retell the biography of Abraham Lincoln.**

[1]S:Abraham Lincoln was born in America. He was born (umm he was born) on February

[2]12,1809.His mother died when he was 9 years old. And in 1842, he married.Abraham

[3] Lincoln have a good qualities.(S-produces wrong structure in the middle of his speech)

[4]T:would you repeat please?(T-asks for repetition, expecting that S would self-correct it)

[5]S: He has good qualities(S-uttered wrong structure)

[6]T: Something wrong there.(T- tells that S is wrong)

[7]S: SILENT (S- remained silent)

[8]T: Think of the grammar (T- provides metalinguistic clue)

[9]S: He had good qualities (S corrects the structure)

[10]T: yes, go ahead please.(T-praises student)

[11]S: Then he was won the election(S-produced incorrect structure)

[12]T: again; Something is wrong there (T-demanded S to repeat)

[13]S; He was won.....(S-repeats the wrong structure)

[14]T; Think of the word 'was' (T –gives metalinguistic clue)

[15]S: He won the election in 1861 and he assassinated in 1865(S-corrects the first structure, but

[16] commits another error)

[17]T: Would you repeat, please. He...?(T-asks for repetition)

[18]S: He assassinated in 1865(S-repeats error)

[19]T; There is something wrong here(T-informs the presence of error)

[20]S:ummmmm /student takes time to think of the answer/(S-no response-silent)

[21]T; make it passive form (T-gives metalinguistic clue)

[22]S; He was assassinated (S- makes use of mediation and answers correctly)

Similarly, in the following student-teacher interplay, Lelisa produced wrong structure ,that is, “ I joined Hawassa university 2011” in line 360. .Nevertheless, due to the mediator’s contingent hints, and most importantly, the mediator’s provision of metalinguistic clues such as “use preposition ‘ *in* or *an* ’ in lines 363 and 365”, Lelisa was able to correct the error in line 368.

### **Lelisa(DA1)**

1. When did you join Hawassa University?

[356]S: I join Hawassa university...(S uttered wrong structure and paused)

[357]T: I...?(T asks for repetition)

[358]S: joined (S-produced correct structure)

[359]T:good . I joined...?(T-praised S and probes S to talk more)

[360]S:I joined Hawassa university 2011.(produced wrong structure)

[361]T: There is something missing.(asking for repetition). I joined Hawassa university....?  
(T- asks for repetition)

[362]S: I joined Hawassa university 2011.(S-repeats error)

[363]T: Use preposition(T-informs the nature of error-metalinguistic clue)

[364]S: silent (S-silent)

[365]T: in or an.....(T-gives direct metalinguistic clue)

[366]S: silent(S-remained silent)

[367]T: I joined Hawassa university ...(T-probes S and put him in the right track)

[368]S: in 2011.(S-corrects error)

[369]T:GOOD.(T-praised him)

### **5.3.1.5. Providing Explicit Answers and Explanations**

The last level of mediation involves explicit form of hints and prompts. Such mediation moves were provided when learners couldn't make use of all the hints of the mediator to correct wrong grammar structures. The following excerpt depicts how the mediator helped the student solve the error.

**Mekdes(DA<sup>1</sup>)**

#### **3. When did you join Hawassa University?**

[94]S; I was join in Hawassa university....(S-gives wrong answer)

[95]T; Would you repeat please?(T-asks for repetition)

[96]S; I join in Hawassa university?(S-is still wrong)

[97]T; again please? There is wrong usage.(T-informs the presence of error)

[98]S; I joined in Hawassa university.(S-struggled to correct the error,but unable to correct it)

[99]T; I joined....?(T- shows location and presence of error)

[100]S; silent.(S-remained silent)

[101]T; I joined...? Is the preposition correct?(T provides explicit hint and

[102] metalinguistic clue)

[103]S; silent.( S not willing to respond-not willing to accept mediation)

[104]T; I joined Hawassa university... ok? No preposition is needed. So, I joined Hawassa university in...? (T provides explicit explanation)

[105]S; in 2011.(S-accepts explanation)

[106]T; very good. That is the correct English, right?(T praised S)

[107]S; Ok.

As can be seen in the above dialogue, the learner received hints which could help her solve the grammar error independently. However, she couldn't make use of all the mediation strategies such as *asking for repetition, indicating the presence and location of error, providing metalinguistic clue* which are indicated in lines 95, 97 or 99, and 101 a respectively. Therefore, the mediator gave explicit explanation which involves providing answer and detailed explanation on the use of past tense and preposition.

The next sample dialogue also explains how the examiner automatically provide graduated hints to Yobson whose knowledge or skill of past simple tense seemed in its very early maturity stage. This is because, from his responses, for example in line 486 and 488 , one could note that he lacks basic use of past simple tense. Also, every response of him reveals that his knowledge of past simple tense started from the scratch while narrating the biography.

### **Yobson (DA<sup>1</sup>)**

#### **1. Please retell the mini biography of Abraham Lincoln.**

[486]S : Abraham Lincoln is umm he has born on February 12..(S-uttered wrong structures)

[487]T:Would you repeat(T asks for repetition)

[488]S:Abraham Lincoln is born...(S-still gives incorrect structure)

[489]T:There is something wrong [T-informs the presence of errors]

[490]S:Abraham Lincon is born in ..[S-insists on making grammar error]

[491]T: is?[T-indicates the nature of error through looking at S questioningly]

[492]S: Abraham Lincoln has born in... [S-insists on making the same mistake]

[493]T: Abraham Lincoln..? use past tense, ok. [T-gives direct and explicit hint-metalinguistic clues]

[494]S: Abraham Lincoln [ S-got stuck-unable to complete sentence]

[495]T: Abraham Lincoln was born in February ,1809. [T-completes the answer-gives explicit explanation]

[496]S: Yes. Abraham Lincoln was born in February ,12, 1809. [S-accepts mediation, but makes another error]

[497]T: Use correct preposition- IN OR ON? [T-gives metalinguistic clue]

[498]S: on February 12, 1809. [S-corrects error]

[499]T: good. [T-praised S]

After the graduated hints , however, the student accepted teacher's mediation and repeated the examiner's answer (line 496) with minor error. Then , supported with the teacher's explicit metalinguistic clue in line 497, Yobson was able to correct the erroneous structure. That means the wrong structure "in February 12 1809" was corrected as "on February 12, 1809". From the teacher-student interplay in the above dialogue, it could be noted that the student's struggles accompanied by the teacher's mediation moves helped the learner move his skill of using past simple tense from the scratch to a certain level of proximal development.

To conclude, mediation strategies and moves that emerged out of the teacher-learner interaction were analyzed by taking sample dialogues from the transcription data. The mediator-student interaction showed that teacher's hints helped learners move from their Zone of Actual Performance (ZAP) to the Zone of Proximal Development (ZPD) in their control over grammatical structures during speech. Along with the description and analysis of mediation moves from most implicit to explicit scale, the study uncovered how students benefited from the graduated hints and prompts.

### **5.3.2. Analyzing Frequencies of Mediation Moves in DA<sup>1</sup> and DA<sup>2</sup>**

In order to examine the students' performance on their control of grammar during speaking, the amount and quality of mediations learners required to complete the DA<sup>1</sup> and DA<sup>2</sup> tests were

analyzed and interpreted based on microgenetic analysis. The following table depicts the amount and quality of mediations the teacher provided to students based on their cognitive needs.

Table 18. The Frequencies and qualities of Teacher's Mediations in DA1 and DA2

Students	Phases	Frequencies and qualities of Teacher's mediational moves in DA <sup>1</sup> and DA <sup>2</sup>					Total
		Zero Mediation	Asking for repetition (most implicit)	Telling the presence of error (more implicit)	Providing metalinguistic clue (least implicit)	Explicit answer and explanation	
S9	DA1	2	7	3	5	2	17
	DA2	2	8	3	3	0	14
S12	DA1	1	11	3	5	4	23
	DA2	2	5	1	2	2	10
S47	DA1	2	5	2	1	3	11
	DA2	4	4	0	0	2	6
S7	DA1	0	7	4	8	3	22
	DA2	3	3	2	2	1	8
S3	DA1	3	4	4	8	2	18
	DA2	1	1	0	1	0	2
S23	DA1	0	7	3	7	1	18
	DA2	1	3	0	1	1	5
S13	DA1	2	7	3	1	1	12
	DA2	4	3	0	1	0	4
S18	DA1	1	7	3	1	1	12
	DA2	4	1	0	0	0	1
S19	DA1	1	7	2	4	5	18
	DA2	2	2	1	0	2	5
S20	DA1	0	7	5	6	4	22
	DA2	2	2	1	1	1	5
S1	DA1	3	5	4	4	1	14
	DA2	5	1	0	0	0	1
S2	DA1	1	10	9	6	3	28
	DA2	3	6	1	1	2	10
S16	DA1	1	6	3	5	1	15
	DA2	3	5	1	3	1	10
S22	DA1	1	8	3	6	2	19
	DA2	3	3	1	0	1	5
S46	DA1	2	3	2	4	1	10

	DA2	3	4	1	0	1	6
S14	DA1	0	12	8	3	2	25
	DA2	1	7	4	0	0	11
S29	DA1	2	4	5	3	3	15
	DA2	3	3	2	2	0	7
S24	DA1	0	2	3	1	1	7
	DA2	1	2	2	2	0	6
S34	DA1	0	7	5	5	4	21
	DA2	1	6	3	5	3	17
S6	DA1	2	4	5	2	2	13
	DA2	3	4	5	2	0	11
S38	DA1	1	5	5	5	3	18
	DA2	1	6	4	3	1	14
S33	DA1	1	8	4	1	2	15
	DA2	0	3	4	2	0	9
S37	DA1	0	3	3	0	2	8
	DA2	0	2	2	1	2	7
S25	DA1	0	6	3	6	4	19
	DA2	1	6	2	2	2	12

As it was depicted in the above table, the first level of mediation, which is shaded with darker color, is the Zero mediation. As it was already explained in table 17 (page 102), zero mediation refers to students' production of accurate grammatical structures during dialogue without any examiner's assistance. As can be seen in the first column, that is Zero mediation, the frequency of learners' production of accurate structures without teacher's mediation showed a more remarkable progress in DA<sup>2</sup> than in DA<sup>1</sup>. With the exception of three students namely S9, S38, and S37, all students improved their frequency of production of correct utterances in post test of dynamic assessment (DA<sup>2</sup>) than in pretest of dynamic assessment (DA<sup>1</sup>). This implied that the rest of the four levels of mediation such as most implicit mediation, more implicit mediation, less implicit mediation and explicit mediation that students gained during the DA1 and intervention program helped them do better in their DA2 session. In other words, learners' improvement of production of accurate structures in DA2 than in DA1 was attributed to teacher's provision of contingent and graduated hints during DA1 and the intervention program. Regarding the three students, showing no change in the level of production of accurate structures doesn't mean that they exhibited no change at all in their usage of grammatical structures in their speech. For example, the total amount of mediation they demanded from the examiner was found to be lesser in DA2 than DA1. That means their dependence on their examiner to construct

correct structures decreased in DA2 than DA1. Detail description of this analysis is presented in the following paragraph .

As it was summarized in the above table, the total amount of mediation each student required during the DA2 phase was by far less than that of DA1. For example, in the DA1 phase , the frequency of mediations the first five students such as S9, S12, S47, S7 and S3 required were 17, 23, 11, 22, 18 respectively; whereas the frequency of mediations these students required in the DA2 was 14, 10, 6, 8, and 2 , respectively. The decrease in learner's need of mediations and hints in DA2 revealed that students required lesser help to overcome their problems of English language structure while speaking. This, in turn, means there was a gradual progress on learners' control over English language structures which was attributed to the dynamic assessments and MLE procedures of the enrichment sessions.

Similarly, there were also noticeable differences between the quality of mediations each learner needed in the DA1 and DA2 phase. Here, so as to ease the analysis of learners' progress on structure, the first two qualities or levels of mediations (most implicit and more implicit mediations) were included under implicit mediations since they involved students' intuition and cognition to self- repair of errors. Also, the next two levels of mediations (least implicit and explicit mediations) were counted as explicit mediations as both of them included explicit hints such as metalinguistic clues and assistances. Hence, for instance, considering the first five students in the table, the frequencies of explicit explanations they needed during DA<sup>1</sup> and DA<sup>2</sup> were 7,9,4, 11, 10 and 3,4,2,3,1 respectively. This means, students demanded lesser amount of explicit mediation in DA2 than DA1. This, in turn, implies that students in the DA2 phase managed to control linguistic problems and grammar errors mostly relying on implicit mediations or using their own independent performance. This result strengthens Poehner's (2005) arguments that states learners who need only implicit mediation to correct grammar errors are closer to manage to control forms and structures in their speech than those learners who need extensive explicit mediations.

Thus, based on the frequencies of teacher's mediation moves, it could be deduced that the progress of learners' independent performance exhibited in DA2 was due to ZPD sensitive mediations provided to learners during the mediation sessions. It goes without saying

that students' demanding of mostly implicit mediation than explicit mediation in DA2 to complete a speaking test was an indicative of learners' progress in their control over grammatical structures during dialogues.

### **5.3.3. Identifying and Analyzing Types of Learners' Reciprocity Moves**

As this study adopted the interactionist approach of dynamic assessment, the learners' reciprocity patterns, just like that of teacher's mediations, were inductively generated from the interaction between mediator and learners using a line –by –line coding. Also, to detect each learner's moment-by- moment change of control of structures in his/her dialogue, microgenetic analysis was employed. Hence, each learner's reciprocating ability of the DA1 and DA2 was examined and compared in terms of the patterns, quality and frequency of responsiveness.

From the learners' reciprocating point of view, two qualities of students' reciprocities were identified: being silent ( speechless) and being responsive. Then, the level of being responsive was again further categorized into four pairs of qualities: switching to L1 vs. using L2, uttering incomplete sentence Vs. uttering complete sentence, repeating errors vs. repeating mediator's hint, and producing correct utterances vs. producing wrong utterance. Silent or speechless students were those who never uttered even a single word at the start or in the middle of the interview. However, with mediator's encouragement and friendly approach, they tried to produce some utterances. On the other hand, responsive students were those who responded either correct or erroneous structures to mediator's hints. Then, following the idea of Vygotsky (1978) and the work of Ableeva (2010), in this study the learners' reciprocity that emerged from the transcriptions were categorized in to two parts: *regressive* and *progressive* reciprocity. Then, the reciprocity moves were analyzed and interpreted based on micro genetic analysis and descriptive

methods. The former helps to track learners L2 abilities and development over a short span of time through interactions and observations (Ahmadian,2013) whereas the latter is used to

Levels of reciprocity	Typology of reciprocity	Description of the Patterns of Reciprocity moves
-----------------------	-------------------------	--

examine the types of learners reciprocity and their frequency in the interactions.

1	Silent/speech less/VS. Responsive	Student not willing to speak, or student murmurs/talks to him/herself, remain silent, and prefer to use body language(nodding and shaking head] , but with T's prompts tries to utter some (correct or wrong) structures.
2	Switching to L1 VS. Using L2	Preferring to speak the whole idea in first language, abruptly utter L1 words instead of English words in the middle of his/her speech, but with the help of mediator, student tries to utter L2 words
3	Uttering incomplete sentence Vs. Uttering complete sentence	Unable to complete their utterances or frequently get stuck and their utterances couldn't convey complete meaning; however, after mediator's assistance, they produce complete sentence,or the mediator himself completes the idea.
4	Repeating wrong structures Vs. Repeating mediator's corrections	Not aware of the errors &T's mediation; students insist on making the same errors, not accepting mediation, but sometimes they accept and repeat T's correct structures.
5	Producing wrong structure VS producing correct structure	Uttering wrong grammatical structures or speaking with minor structural errors, but Self –correct the error while repeating the whole or part of the sentence. making use of implicit or explicit hints, or mediations and correcting errors, accepting mediation and explicit explanation and reconstruct correct sentences.

**Table 19. Learners' reciprocity moves emerged from the teacher-students interaction**

As it is shown in the above table , learners' level and patterns of reciprocity moves that emerged from the dialogues were hierarchically arranged from regressive to progressive moves. This

hierarchy is based on the learners' effort and ability to independently solve grammar errors in their speech.

Therefore, students with regressive reciprocity means those who take lesser responsibility to independently perform a certain language features than students with progressive reciprocity (Ableeva, 2010 & Phoner, 2005). However, this doesn't mean that students with regressive moves showed no change; there could be positive qualities in the process of learning a language (Ableeva 2010 and Phoner, 2005). By taking these classifications into consideration, the learners' reciprocity moves were analyzed as follows.

### **5.3.4. Analyzing Learners' Reciprocity Moves in the ZPD : Regressive vs. Progressive Moves**

#### **5.3.4.1. Silent vs. Responsive**

Lack of learners' reciprocity occurred at different places of the interactions. Instances of learners' being silent and remaining wordless were found to be the lowest level of learners' reciprocity in the two DA sessions. It was observed during the interviews (DA1 and DA2) that some students refrained from responding to mediator's implicit hints. For example, in the DA1 question No.1 Abdulatif or (S1) was asked to retell the mini biography of Abraham Lincoln. While narrating the biography, he committed grammar error (in line 564 below). Then, the mediator asked the student to repeat the wrong structure. The mediator did this expecting that the student would reconsider the sentence and correct the error. However, the student repeated the wrong structure (line 566). Then the examiner(mediator) provided him with another hint, that is , *informing the student the presence of error* in the sentence(line 567). This time the learner remained silent. After a while, the teacher gave the student a more explicit clue- *indicating the nature of error* or giving metalinguistic clue(Line 569). The student still was not responsive. As a last resort, the teacher gave him an explicit clue in the form of choice(line 571) and the student was able to make use of the explicit mediation to correct the wrong utterance. Here , it does not seem logical to argue that the student was not sure about the presence of error since the mediator openly informed the student the presence of the error. It rather sounds true that the student's knowledge on preposition was in its early stage of maturity ;as a result, when he speaks, he

couldn't have control over the structure. He could manage to correct the structure only after he was explicitly informed the nature of error in lines 569 and 571.

**Abdulatif[S1]**

1. *Please narrate the mini biography of Abraham Lincoln.*

[564]S: *Abraham Lincoln was born in February 12,1809.[S-makes error]*

[565]T: *repeat please.[T-asks for repetition]*

[566]S:*Abrahaam Lincoln was born in February 12,1809.[S-repeats error]*

[567]T:*There is something wrong.[T-indicates the presence of error]*

[568]S : *Silent[S-become speechless]*

[569]T: *Preposition [T-provides metalinguistic clue]*

[570]S:*Silent[S-stops uttering ]*

[571]T:;*in or on?[T-gives options-direct metalinguistic clue]*

[572]S: *Yes, on. On February 12, 1809 .He got married in 1842 at the age of 33.He elected*

[573] *as USA people's representative...[S-corrects error but commits another mistake]*

[574]T: *Would you repeat?[T-asks for repetition]*

[575]S:*He was elected as representative of US house of federation in 1846. He got married*

[576] *and he had four children. ....*

Though the student demanded a lot of hints ranging from implicit to explicit clues, he finally accepted mediation and automatically corrected the erroneous structure. Therefore, it could be possible to believe that learning occurred during the teacher-student interplay of DA1 since the student recognized his error and immediately corrected it.

It is also worth examining the extent of the change of the learner's reciprocating ability after the MLE (intervention) program in DA2 when the same question was presented to him. When he was asked to narrate the biography of Lincoln, he responded as follows:

[326] S: Abraham Lincoln was born [ in umm ] on February 12,1809. He was elected as  
[327] representative of US house of federation in 1846. He got married and he had four  
[328] children. He had good quality. One was reading books and learn law himself. He

[329] loves books.[S-utters wrong structure]

[330] T: He...?[T-asks for repetition]

[331] S: read books and taught himself law, and he didn't like slavery. He was strong  
[332]fighter. [S-utters correct structure]

[333] T:good.....

As can be seen in lines 326 and 327 of the above excerpt, the student independently produced grammatically correct utterance. Therefore, it could be argued that learning took place during the mediator/student interaction, and the graduated hints yielded a better result in the DA2 session. Therefore, the regressive moves of learner's reciprocity were eventually turned to be progressive moves.

Another sample dialogue that shows learners unresponsiveness in the teacher-student interplay is presented below. In the following instance, Lelisa(S23) was asked to explain the challenges he has faced since he joined Hawassa University.

Q. 4. What challenges have you faced since you joined Hawassa university

[370]S: my challenges?[S-asks for clarification and takes time to answer]

[371]T: Yes, for example you can mention personal problems , exams, weather  
condition,etc[T- explains question]

[372]S: silent –stopped-not willing to utter[S remained silent]

As can be shown in the conversation above, irrespective of the teacher's probings and hints in line 371, the student couldn't respond meaningful utterances. In line 370, the student seemed to buy time to respond on his challenges,if any. However,the student preferred to keep quite and not willing to speak about the issue. It is, infact, difficult to clearly interpret what was going on in the mind of the learner. However, it seems sound to conclude that the student wanted to

avoid extended speech as he lacked enough input such as appropriate vocabulary and grammatical structures to convey meaningful utterances.

After three months of intensive enrichment program and several DAs, however, this student produced some utterances in DA2. In lines 210 and 212, the student tried to utter some words, but the student still didn't like to extend the conversation regardless of teacher's proings. He quit the conversation as indicated in line 214. Here, it is possible to believe that learning takes place since the student's performance in DA2 was better than DA1. However, it couldn't be denied that the student fall short of words or expressions and knowledge of grammatical structures to convey his feelings since he was observed getting stuck in his speech (line 214).

Q.4. What challenges have you faced since you joined Hawassa university

[210] S: Ok . my challenges many many challenges ?[S- uttered words]

[211] T: please mention some[T-probes]

[212] S: Some challenges like [ummm..] time management problem.[S-gives short answer]

[213] T: ok. How?[T-probes]

[214] S: SILENT[S-become silent]

#### 5.3.4.2. Using L1 vs. Using L2

During the teacher /student interplay, some students abruptly changed the medium to L1 ; the reason could be either lack of appropriate vocabulary to express their exact feeling, or fear of making grammar error which could result from lack of knowledge and skill of English language structure. For example, in the following illustration, Lelisa was asked to state his opinion about condom advertisement on television and radio. During the interplay , he used short answer like 'yes' and body language like shaking head to show his support to condom advertisement. Moreover, regardless of teacher's proings, the student used local language – Amharic ( *i.e., teacher asfelagi new gin..*) in line 376 to express his opinion and avoided extended speeches in English.

Q. 5. What is your opinion about condom advertisement? Is it good?

[373]S: Yes.[S-reveals his agreement or oppinion]

[374]T: Why? Please explain why you say yes.[T-probes him]

[375]S: SILENT. Refused to speak.[S-remained silent]

[376] *Teacher asfelagi new gin...*[S-uttered in L1]

It could be noted from the conversation that Lelisa's preference to use local language in line 376 revealed the learner's lack of important words and grammatical structures to express his opinion in English.

After the three months intensive enrichment program of various dynamic assessments, however, during DA2 or post test of dynamic assessment, Lelisa avoided switching the medium into local language and uttered relatively more words than during DA1. As can be read below in line 217, though the answer didn't properly address the question, the student uttered a sentence that reflects his opinion towards condom advertisement.

5. What is your opinion about condom advertisement? Is it good?

[215] S: *Yes.*[S-responds]

[216] T: *Why?*[T-probes]

[217] S: *because my life is protected.*[S- produced meaningless utterance]

[218] T: *Would you explain it?*[T-probes]

[219] S: *SILENT.* .[S long pause-remained silent]

In DA2, therefore, the student exhibited two important changes. The first one was the absence of spontaneous use of local language during conversation, and the second change was his production of some utterances that reflected his opinion towards condom advertisement on television and radio.

A best illustrative of learners preference to use L1 in stead of the target language was observed during the pilot study which was conducted in Dilla university. In the following excerept , Sefya was asked about the challenges she has faced at Dilla university. Then, she replied (in line 527) that she had faced no challenges. She also spontaneously replied in Amharic '*challenge yelem*'. It seems that she worried about her English, so she shortened the dialogues and escaped from extended conversation.

[527]S; No challenge – ‘*challenge* yelem’ [S-switch to L1 ]

[528]T; try please..... [T; prompts]

[529] S; silent [S-rejected prompts]

Similarly, when she was asked her opinion about condom advertisement on television and radio, she preferred to use L1 and asked the teacher for permission to express her inner feeling in Amharic. The mediator then provided her hints and important expressions which could help her as inputs for speaking. Finally, relying on mediator’s hints and expressions, she used English to convey her idea.(in line 530).

[529]S: condom is important. ‘*Amarigna linager?*’ [S-insists on using L1 ]

[530]T: No, speak in English, please. You can say condom advertisement helps people to ..... about application of condom to prevent themselves from the spread of HIV AIDS.[T- discourages using L1,and probes her to use L2]

[531]S : Condom advertisement helps people to be aware about application of condom to prevent themselves from the spread of HIV AIDS[S-repeats mediator’s idea-uttered correct sentence]

However, after two months of intervention program of the pilot study, the learner’s response on the same question showed some differences. Regarding the challenges she faced at Dilla University, she replied the following:

[570]S; lack of water and hot weather condition are my challenges.

[571]T; Ok. What else[T; probes]

[572]S; silent

In DA2, the student uttered at least a single sentence in English, instead of preferring to use L1 and remaining silent.

Similarly, during DA2 administration, Sefya used L2 (in lines 573 and 575) to express her opinion about condom advertisement on radio and television. This time she did not worry about her English utterances. However, she was not willing to extend the dialogues.

[573]S; condom is important.[S; responds]

[574]T;ok,what else?[T;probes]

[575]S; Condom advertisements create awareness of people about using condom to prevent themselves from HIV AIDS[S-uttered correct sentence]

Here, it could be noted that such changes (improvement in her responsiveness) were attributed to the ZPD sensitive and graduated hints of mediator in DA1 and in the subsequent dynamic assessments with in the enrichment program. The mediators in both the DA sessions and the enrichment program helped learners' get hints which were tailored to the students ZPD, and this, in turn, helped them show some progress on their control over structure during their reciprocity to mediation.

#### **5.3.4.3. Uttering complete sentence Vs. Uttering incomplete sentence**

Learners' inability of producing complete and meaningful sentence, which was not recognised among students of the pilot study, was evident during the main study. Such typology of reciprocity was characterized by learners' responses which were incomplete and hence difficult to decipher. Moreover, learners' state of being stuck in the middle of their speech, which resulted in frequent breakdowns of communications, were typical features of this type of reciprocity level. For instance, in the following dialogue taken from DA1, Yobson couldn't utter a complete sentence when asked about his opinion regarding the advertisement of condoms on television and radio.

5. *What is your opinion about condom advertisement on television and radio? Is it good or bad? Why?*

[536]S: *It is good. Because people ....* [S- got stuck-become silent]

[538]T: *may get information to protect themselves from STDS diseases.* [T-completes S's idea]

As can be red in line 536, Yobson got stuck and his utterance remained incomplete to convey meaningful messages to the examiner. It is possible to assume that such students' reciprocity level appeared during conversation due to either lack of idea about the subject matter they are talking about or shortage of appropriate vocabularies and knowledge of language structure to

convey meaningful utterance. It is unlikely to believe that the former could be a reason since students discussed the topics in group before the actual dialogue. Therefore, the second reason, that is learners' lack of appropriate diction and skill of grammar, seems hold water to argue as the main cause for the incomplete utterance. However, after the enrichment program, Yobson produced complete utterance though it was short.

### ***Yobson[S19] DA2***

5. What is your opinion about condom advertisement on television and radio? Is it good or bad? Why?

[293] S: I think It is good. Because.. umm .. it is good .... [S- got stuck]

[294] T: it is good because people may get information on HIV and can protect themselves.[T-completes S's idea]

As can be seen in line 293, Yobson produced complete utterance , however, he was not able to reason out for his support of condom advertisement. He simply responded that he thinks it is good to advertise condom because it is good. Though he was unable to present convincing premise for his opinion, it could easily be noted that his performance of DA2 was by far better than that of DA1. Such progress was obviously attributed to the enrichment programs conducted during the intervention program.

Another instance where learners' incomplete utterance repeatedly observed is in the following sample dialogue. In this conversation, Geremew repeatedly uttered incomplete sentence . For instance in lines 172 and 174 he produced incomplete and structurally wrong utterances.

### ***Geremew[S47]***

- 2. T; When did you start learning English language?***

[168] S; *I have been started ....[S-produced wrong structure]*

[169]T; *repeat please.[T-asks for repetition]*

[170] S; *silent[S-remain speechless]*

[171] T; *use past tense.[T-gives metalinguistic clues]*

[172] S; *I had started ,I mean, I started in ...[S-uttered incomplete sentence]*

[173]T; *You started what?*[T-asks for repetition]

[174] S; *in grade one*[S-misunderstand T and ignore mediation]

[175]T; *make a complete sentence.*[T asks for repetition by providing hints]

[176]S; *I started to learn English in grade one.*[S-produced accurate structures]

[177] T; *good.*[T-praised students]

In the above dialogue, the student was observed struggling to produce structurally correct sentence. The teacher's mediation as well as the student's responses proved that the primary cause for the incomplete utterance was learner's lack of knowledge on the usage of past simple tenses. For example, in line 168, the examinee uttered wrong structure, then the examiner asked him to repeat. Then, the student suspected that something was wrong in his structure. So, he remained silent. The teacher informed him some metalinguistic clue. Next, the student uttered two structures: past perfect and simple past (line 172) which were not even complete. This shows that he was not sure which structure to use to describe a single event terminated in the past. Finally, after several attempts and teachers' hints, the student managed to produce complete and correct sentence (line 176). From all these interplays between the student and the teacher, one can underscore that the very cause for learner's utterance of incomplete sentence is lack of knowledge of grammar to express ideas completed in the past.

During post dynamic assessment (DA2), Geremew was asked the same question. This time Geremew seemed to have control over the past tense structure to express past activity. The following excerpt shows his performance after the enrichment program.

2. ***When did you start learning English language?***

[108] S; *I started in grade one.*[S gives wrong utterance]

[109] T; *you started what?*[T-asks for repetition]

[110] S; *I started to learn English in grade one.*[S-corrects error]

[111] T; *very good.*[T-praised S]

As can be seen in line 108, the student uttered complete structure though it lacked object of the sentence. After teacher's prompts and hint in line 109, Geremew managed to produce complete and meaningful sentence.

#### 5.3.4.4. Repeating Wrong Structures Vs. Repeating Mediator's Corrections

Throughout the teacher /learner interactions, students usually used wrong structures in spite of the hints which were tailored to the learners' ZPD. There could be different reasons for this. The first reason could be learners might not realize that they committed structural errors; the second could be learners knew the existence of errors, but did not know how to correct it. The third could be students became rigid to accept hints since they considered their own as correct structure, so they insisted on repeating the wrong structure. For example , during DA1 Feysa(S46) responded for the second question as follows.

1. When did you start learning English language?

[879] S: I was learned English..[S-utteres wrong structure]

[880] T: Would you repeat?[T-asks for repetition]

[881] S: I was learned English[ S-Repeats error]

[882] T: I was ....?[T-shows position of error]

[883] S:learning[S – uttered in a low voice-whispers in a soft voice]

[884] T: I was ...?[T-demands a complete sentence]

[885] S: learned English[S-insists on making the same error]

[886] T:No. correct the tense.[T-provides explicit clue]

[887] S: I was ..[S-got stuck]

[888] T:You can make it either simple past or past continuous.[T-gives metalinguistic clue-

[889] indicating the nature and type of error]

[890]S: I was started[S-unable to correct error]

[891] T: NO. You can say : I was learning English when I was a primary school student

[892] ,or I started learning English when I was a primary school student [*explicit*

[893] *explanaton .]You can repeat this.[T-provides explicit explanation and answer]*

[894] S: ok. I started learning English in grade one.[S-repeats T's utterance-accepts mediation]

[895] T: Good.[T-confirms S's acceptance]

As can be seen in the above dialogue, Feyssa insisted on saying the same answer more than two times (lines 881, 885, and 890) regardless of the graduated and contingent hints. The student's repetition of the same error now and then signaled that his knowledge of past simple tense was not developed in his ZPD. This is because in spite of the mediator's metalinguistic clue presented in line 889, the student repeated the error. In the end, however, the teacher provided explicit explanation followed by explicit answer, and the student accepted mediation and repeated the correct structure after the teacher.

A similar instances were also observed during the pilot study. For example, when Abdulwahib was asked the question "when did you join Dilla University?" he responded as follows:

[30]Abdu: I am joined in .....[S-gives wrong answer]

[31] T: I am joined?[T-asks S to repeat or to confirm the answer]

[32] Abdu: I am joined in 2011 EC.[S- insisted on the wrong answer]

[33] T: No. correct the grammar.[T-informed S. the presence of grammar error]

[34] Abdu: I am joined.....[S-repeating the same mistake twice-rejected hints]

[35] T: 'am' is present tense form, so avoid it. Try again. [T- provided Metalinguistic clues]

[36]Abdu: I joined 2011.[S-accepted hint, and tried to answer]

[37]T: I joined Dilla university....[T-demands further improvement to the answer ]..

[38]Abdu: I joined Dilla university in 2011 EC.[S-managed to answer correctly]

[39]T: Very good.[T-praised S]

As can be seen in the above dialogue, Abdulwahib repeated the wrong utterance two times (lines 32 and 34) regardless of the graduated hints. The student's repeated error indicated that his knowledge on how to express past event using correct structure was in its early maturity stage. That is why the student demanded more amount of ZPD sensitive mediations to be able to construct complete and meaningful sentence (line 38). After explicit hints, indeed, the student managed to construct partially correct structure in line 36 ('I joined 2011', instead of 'I am joined') which means the learner accepted the hint.

Also, in this conversation in line 38, it was observed that the student made use of the teacher's mediation (line 37) to repair his wrong structure. That is to say, the student repeated mediator's hint to produce correct sentence; this means the student accepted teacher's assistance to further improve his ability to control over structures during speech. It is also important to note that the student undertook slight grammatical and lexical changes (*...in 2011 EC.*) while repeating mediator's hints; this signaled that the learner's structural control improved in his ZPD.

Similarly, Amanuel constructed wrong structures now and then in spite of the mediator's assistance. Because of the very persistent nature of wrong responses, such moves are considered as regressive reciprocity. In the following conversation of the DA1 session, the student committed series of grammar errors; he was struggling to use the prompts to reconstruct error free structures.

[152].T: When did you start learning English Language?

[153]. S: I was started learning English Language education...

[154]. T: I was started? [T-requests for repetition]

[155]. S: Yes, I was started learning English language education..[S-repeats the error]

[156]. T: There is some grammar problem here. [T-tells the presence of error]

[157]. S: Ok I was started....[S-insisted on making the same error]

[158]T: make it active voice[T-tells the type of error and explicit hint]

[159]S:I am.[S-tries but wrong answer]

[160]T: No. avoid ' was'[T-rejects answer and gives explicit clue]

[161]S: I started[S-gives correct answer]

[162]T: very good. Make it complete

[163]S: I started Learning English Language in 1991.

[164]T: good.

Amanuel required a lot of mediation ranging from implicit to explicit scale in order to produce the correct sentence (line 163).The student was not able to easily make use of the graduated mediations to correct his wrong structure. As a result, this reciprocity level is regarded as

regressive move. Indeed, despite the regressive nature of the learner's reciprocity move, it is evident from the dialogue that the skill of L2 language structure showed improvement in the learners' ZPD. That is to say, some kind of development in terms of language structure occurred in the learners' mind though the student committed severe structural problems during the interaction. For instance, at first the learner said "I was started learning English when...", but after successive mediators hints, he was able to utter correct structure ,i.e. "I started learning English language in 1991"

#### **5.3.4.5. Producing Wrong Structure VS Producing Correct Structure**

During the teacher/student interplay, students were usually uttering grammatical structures with certain errors; however, while they were asked to repeat the whole or part of the erroneous sentence (i.e. by making use of implicit hints), they could self –correct the error. Also, there were times when students were unable to manage to self-correct their wrong structures regardless of the graduated hints. Students even may abruptly swich their medium into L1 , become speechless, insist on making the same mistake now and then, or lack appropriate structure and vocabulary and hence get stuck in the middle of their speech. In such course of interaction , the mediator could provide all the possible hints based on students' cognitive needs. When all ranges of implicit mediations couldn't work out, the teacher provided learners explicit answer and explanation which could help learners transcend their actual performance to their ZPD. On the other hand, there were times when some students never relied on mediator's assistance to construct error free sentences. In this sense, students who were unable to produced correct utterances with implicit or explicit hints (i.e. relying on mediator's assistance) are considered as having *regressive reciprocity* whereas students who produced correct utterances right after the mediator's questions are understood as showing *progressive moves*. The very important thing here, however, is that development of L2 learning occurred in both regressive and progressive qualities of learners' reciprocity. For example, in the following excerpt taken from DA1, Urgessa(S18) instantly responded correct structure (line 438) when the teacher asked him to repeat his wrong structure (line 437).

**Urgessa[S18]**

**1. Please retell the biography of Abraham Lincoln.**

[436]S: Abrahm Lincoln born February 12,1809.[S-produced wrong structure]

[437]T: Repeat please[T-asks for repetition]

[438]S: Abraham Lincoln was born on February 12, 1809. When he won the election

[439] for house of representative of America, his age was 46. He got married in

[440] November 1842 at the age of 33.

Similarly, during the DA1 session, when Yohannis(S20) was asked “when did you join Hawassa University?” he was able to make use of implicit mediation[line575] to self-correct the wrong structure right after the teacher’s mediations.

3. When did you join Hawassa university.

[574]S: *I joined 2011 Ethiopian calendar.*[S-produces wrong utterance]

[575]T: *Ok. I....? Would you repeat?*[T-asks for repetition]

[576]S: *I joined Hawassa university in 2011 EC.*[S-corrects error]

[577]T: *VERY GOOD.*[T-praised S]

Another student, Dosena from the pilot study, made grammar error while narrating the biography of Abraham Lincoln. In his narration, Dosena used the word 'is' instead of 'was' to describe terminated action of the past. However, when he was asked to repeat his utterance [line 199], he self-corrected the error [line 200]. That means the mediation he received from the teacher was in line with his cognitive needs to solve the problem, which in turn, signaled that the hints were sensitive to learner's ZPD.

[198]S: Abraham Lincoln was born in February 1809. He is the 16<sup>th</sup> president of America.

[199]T: Well. There is something wrong here. He..? Repeat it please. [T-asks for repetition]

[200]S: He was [S-corrects the error]

[201]T: very good.

Producing the correct structure during the interaction was the highest level of learners' reciprocity; some students used proper grammatical structure to convey their ideas. For instance, in DA1 session when Mekdes was asked, “When did you start learning English Language?”, she expressed her idea with error free structure.

**2. Mekdes, when did you start learning English language?**

[92]S; *I started learning English language in grade one.[S-answers correctly]*

[93]T; *Yes . you canalso say, I started learning English Language when I was a grade one student./T-confirmed and praised S]*

Similarly, in the following dialogue, Urgessa was asked the same question and replied in line 265 as follows:

**3. When did you join Hawassa University?**

[265] S: *I joined Hawassa University , Department of English Language and*

*[266] Literature in 2011.[S-utters correct structure]*

*[267] T; good[T-praises S]*

Another instance where a learner responded correct sentence without relying on mediator's assistance was Sadik's respons about his plan after graduation.. In line 779 below, the student stated his future plan with correct structure.

**6. What will you do after graduation?**

[779] S:*After graduation, I will search for job and help my parents.[S-gives correct structure]*

*[780]T:Very good.[T-praised S]*

In the above three dialogues Mekdes , Urgessa , and Sadik responded instantly to their mediator without relying on hints. The students' response to mediator without any hints and probing could be considered as the highest level of reciprocity. However, this doesn't mean that these students responded with correct and error free structures in all the rest of the dialogues. There were times when these students needed assistance from the mediator in the interactions.

### **5.3.5. Frequencies of Regressive and Progressive Learner's Reciprocity in DA<sup>1</sup> and DA<sup>2</sup>**

In order to track learners' change in terms of their control over grammar usage in the DA1 and DA2, analyzing frequency of their regressive and progressive reciprocity is very essential.

Besides, to illustrate the change in the learners' reciprocity moves and developmental path to control over English grammar, the qualitative analysis was employed by taking sample excerpts from DA1 and DA2.

The following table depicts the amount and level of learners' reciprocity to teacher's mediation. Here, it is worth recalling the distinction between regressive reciprocity and progressive reciprocity. Regressive reciprocity is characterized by *lack of response to mediators hints, switching L2 to L1, uttering incomplete sentence, repeating errors now and then* (regardless of graduated hints) and **insisting on producing wrong structure** (rejecting mediations or unable to make use of mediations of all levels). On the other hand, progressive learners' reciprocity refers to three qualities of a learner: *the ability of a learner to respond to mediator without relying on hints and assistance (that is with zero mediation), the ability of a learner to produce correct structure using the mediator's implicit hints and the ability of a learner to produce correct utterance with the help of mediator's explicit hints.*

Table 20. Frequency of Learner's Regressive Reciprocity Moves in DA1 and DA2

Students	Phase	Regressive moves				Total
		Silent or speechless	Using L1	Uttering incomplete sentence	Repeating errors	
S9	DA <sup>1</sup>	2	0	0	5	7
	DA <sup>2</sup>	0	0	0	4	4
S12	DA <sup>1</sup>	4	1	1	8	14
	DA <sup>2</sup>	3	0	0	2	5
S47	DA <sup>1</sup>	1	0	1	3	5
	DA <sup>2</sup>	0	0	0	2	2
S7	DA <sup>1</sup>	5	2	1	3	11
	DA <sup>2</sup>	2	0	1	2	5
S3	DA <sup>1</sup>	2	0	1	3	6
	DA <sup>2</sup>	0	0	0	0	0
S23	DA <sup>1</sup>	4	0	0	3	7
	DA <sup>2</sup>	4	0	0	0	4
S13	DA <sup>1</sup>	0	0	2	2	4
	DA <sup>2</sup>	1	0	1	1	3
S18	DA <sup>1</sup>	1	0	2	4	7
	DA <sup>2</sup>	1	0	0	1	2
S19	DA <sup>1</sup>	4	1	6	1	12
	DA <sup>2</sup>	2	0	1	0	3
S20	DA <sup>1</sup>	1	0	0	5	6
	DA <sup>2</sup>	0	0	0	0	0
S1	DA <sup>1</sup>	3	0	0	3	6
	DA <sup>2</sup>	0	0	0	0	0
S2	DA <sup>1</sup>	6	0	0	6	12
	DA <sup>2</sup>	1	0	0	2	3
S16	DA <sup>1</sup>	4	1	1	3	9
	DA <sup>2</sup>	2	0	1	1	4
S22	DA <sup>1</sup>	2	0	0	4	6
	DA <sup>2</sup>	0	0	0	1	1
S46	DA <sup>1</sup>	3	0	1	4	8
	DA <sup>2</sup>	1	0	1	1	3
S14	DA <sup>1</sup>	4	0	1	5	10
	DA <sup>2</sup>	2	0	1	4	7
S29	DA <sup>1</sup>	3	0	0	1	4
	DA <sup>2</sup>	2	0	0	0	2
S24	DA <sup>1</sup>	1	3	2	1	7
	DA <sup>2</sup>	0	0	1	0	1
S34	DA <sup>1</sup>	6	1	3	4	14
	DA <sup>2</sup>	4	0	1	3	8

S6	DA <sup>1</sup>	3	0	2	1	6
	DA <sup>2</sup>	3	0	1	2	6
S38	DA <sup>1</sup>	4	0	0	3	7
	DA <sup>2</sup>	3	1	0	2	6
S33	DA <sup>1</sup>	3	0	3	1	7
	DA <sup>2</sup>	1	0	1	1	3
S37	DA <sup>1</sup>	0	2	1	1	4
	DA <sup>2</sup>	0	1	1	1	3
S25	DA <sup>1</sup>	1	0	0	7	8
	DA <sup>2</sup>	1	0	1	4	6

The above table (Table 20) depicts the frequency of learners' responsive moves while completing the six speaking tasks of DA<sup>1</sup> and DA<sup>2</sup>. It can be observed in the table that there is a relative decline of frequency of each learner's regressive reciprocity moves in DA<sup>2</sup> than in DA<sup>1</sup>. This means that the frequency of learner's regressive moves namely being silent, using L1, uttering incomplete sentences and repeating errors now and then decreased to a great extent in the DA2 than DA1. For example, in DA1 the total number of regressive reciprocity moves of the first five students, namely S9, S12, S47, S7 and S3 is 7,14,5,11 and 6 respectively whereas the total number of regressive moves of these students in DA<sup>2</sup> is 4,5,2, 5 and 0 respectively. This implies that learners' reciprocating ability showed remarkable improvement in the DA<sup>2</sup>, and this development was attributed to the various dynamic assessments and MLE procedures implemented in the intervention program.

In order to further examine the developmental path of learners' grammar acquisition and improvement in their level of reciprocity moves, sample illustrative excerpts are presented below to compare learners' performance in DA<sup>1</sup> and DA<sup>2</sup>. For example, in the following excerpt of DA1, Mekdes (S12) repeatedly produced erroneous utterance while narrating the mini biography of Abraham Lincoln.

[59]S; His mother was died when he was 9 years ago. [S-produces wrong utterances]

[60]T; Yes? His mother....? [T-requests S to repeat the whole sentence]

[61]S; was died. [S-repeats the wrong structure]

[62]T; There is something wrong here. His mother...? [T-indicates the presence of error]]

[63]S; was died.[S-insists on making the same error]

[64]T; we shouldn't use the word 'was' here. So , his mother...?[T-provides direct  
[65]metalinguistic clues, and asks S to reconsider and correct the error ]

[66]S; silent[S-never utter a single word-remained silent]

[67]T; cancel 'was'[T-gives explicit hint]

[68]S; ok . His mother died when he was 9 years old.[S-manage to correct the error]

[69]T; very good. [T-praised S]

In the above excerpt, Mekdes made structural error in line 59. Regardless of the graduated hints (lines 60, 62 and 64), she insisted on uttering the wrong structure, that is, “He was died”. She couldn't even respond to mediator's explicit hint provided in line 64.; she rather preferred to be silent instead of immediately responding to the teacher. It was only after the explicit hints and explanations(lines 64 and 67) that the student could make use of the graduated hints and produced correct structure,that is , “ His mother died when he was 9 years old. ” It goes without saying that the mediator and student dialogical interaction rendered the student ZPD sensitive hints to respond correct structure and accomplish the grammar task.

For the sake of comparison purpose, the following DA2 performance of Mekdes , which was administered after 11 weeks of DA1 administration is presented below.

Q. 1. Please retell the biography of Abraham Lincoln.

[35] S: Ok. Thank you for giving me this chance. Abraham was born on February 12,1809 in  
[36] North America. His mother died when he was 9 years old. He regarded his father as  
[37] lazy and lacking ambition. Abraham Lincoln married in 1842.He was[umm, he had its]  
[38 ] he had several abilities, like, umm , for example , he was eloquent.....

As it is shown in the above excerpt, while narrating the biography of Abraham Lincoln, Mekdes didn't commit similar grammatical error as she did in DA1. She surprisingly avoided errors she committed during DA1. It seems true that her skills of the past tense , passive and active structures developed in her ZPD, and hence it is possible to argue that her control over grammatical structures were better in DA2 than in DA1 because of the frequent and contingent mediation she received during the enrichment program.

In addition, the following excerpt taken from the pilot study illustrates how Dosena's levels of reciprocity moved from regressive to progressive pattern .

[224]S: .....And he fought against slavery -supporting black peoples.

He assassinated in the April..ummm

[225]T: He assassinated?[T-asks for repetition]

[226]S:He assassinated...[S-insists on the wrong answer].

[227]T: is it correct? Please correct it.[T-tells explicitly that it is wrong]

[228]S:He assassinated...[S-insists on making the same mistake]

[229]T: make it passive form[T-tells the type of error-metalinguistic clues]

[230]S:Ok.He was assassinated on April 12,1865.[S-gives correct answer]

[231]T:very good.

In the above excerpt, Dosena made structural error in the middle of his speech. He couldn't make use of the graduated hints in lines 225 and 227; he rather insisted on uttering the wrong structure, that is, "He assassinated". However, right after mediator's metalinguistic clue, Dosena produced an utterance with correct structure, that is, "He was assassinated in..." It is clear that that the teacher-student interplay played a great role in helping the the student to respond correct structure and accomplish the grammar task.

The following is Dosena's DA2 performance which was administered after the intervention program. While narrating the biography of Abraham Lincoln, Dosena committed grammar error like he did in DA1. However, in DA2, Dosena never insisted on repeating the erroneous sentence. He never rejected teacher's mediation. Rather, he managed to self-correct his own error based on implicit mediation (line 294). That is, when the mediator requested him to repeat the wrong structure, the student was aware of the error, and then he automatically corrected the sentence (line 295).

*[293]S; Also, he started, emm, he opposed the slavery in 1863. He assassinated in 1865.*

*[294]T; He assassinated? Again please?[T-asks for repetition]*

*[295]S; He was assassinated in 1865[S-corrects the error]*

*[296]T; very good. Now the second question....*

Here, it could be noted that despite the learner's inability of producing correct structure without mediator's assistance, there was a clear change or progress of the learner's reciprocity moves in DA2 as compared to DA1. During DA1, Doseña insisted on saying erroneous structure regardless of the graduated hints. However, in DA2, after the intervention or MLE program, Doseña, managed to self-correct his own error with implicit mediation. This developmental change signals the achievement of learner's reciprocity moves from regressive to progressive level. According to Vygotsky(1978) and his proponents such as Phoner (2005) and Ableeva(2010), Doseña's knowledge on passive and active structures during the DA1 was in its early maturity stage, so errors were repeated; however, after mediations, the early maturity stage of the learners knowledge of structure gets ripening in the learner's ZPD. Hence, the student managed to self-correct his error. In fact, it would have been excellent if the student uttered correct structure without relying on mediator's assistance during DA2, but the learner's reciprocity level witnessed that the student was in a state of developing his grammar acquisition step by step.

Similarly, the frequency of learners' progressive moves in the DA1 and DA2 is indicated in the following table. The students reciprocating ability was analysed in terms of the number of grammatically correct utterances students produced based on amount of zero mediation, implicit mediation, and explicit mediation. As is stated in different literatures, students who managed to utter more correct structure with zero mediation are considered as having higher reciprocating ability than those who demanded more implicit or explicit hints from examiners. Also, students uttering correct structure based on implicit hints are considered as having better reciprocating ability than those who rely on explicit hint to construct correct structure. The following table, therefore, shows learners' progressive moves in terms of the three reciprocity levels: learners' correct utterance with zero mediation, learners' correct utterance with implicit mediation and learners' correct utterance with explicit mediation. Please see table 21 below.

Students	phase	Learners' Progressive Moves		
		Correct utterance without assistance	correct utterance with implicit hints	correct utterance with explicit hint
S9	DA <sup>1</sup>	1	4	5
	DA <sup>2</sup>	3	5	3

S12	DA <sup>1</sup>		1	2	13
	DA <sup>2</sup>		2	6	5
S47	DA <sup>1</sup>		2	7	5
	DA <sup>2</sup>		4	4	1
S7	DA <sup>1</sup>		0	3	9
	DA <sup>2</sup>		3	4	3
S3	DA <sup>1</sup>		1	7	7
	DA <sup>2</sup>		3	1	0
S23	DA <sup>1</sup>		0	7	8
	DA <sup>2</sup>		1	2	1
S13	DA <sup>1</sup>		2	7	1
	DA <sup>2</sup>		4	3	2
S18	DA <sup>1</sup>		1	10	2
	DA <sup>2</sup>		4	1	1
S19	DA <sup>1</sup>		1	10	7
	DA <sup>2</sup>		2	3	1
S20	DA <sup>1</sup>		0	12	7
	DA <sup>2</sup>		2	2	1
S1	DA <sup>1</sup>		3	8	5
	DA <sup>2</sup>		5	1	0
S2	DA <sup>1</sup>		1	17	11
	DA <sup>2</sup>	3		4	2
S16	DA <sup>1</sup>		1	11	7
	DA <sup>2</sup>		3	8	3
S22	DA <sup>1</sup>		1	11	9
	DA <sup>2</sup>		3	5	1
S46	DA <sup>1</sup>		2	5	4
	DA <sup>2</sup>	3		4	0
S14	DA <sup>1</sup>		0	1	3
	DA <sup>2</sup>		1	3	6
S29	DA <sup>1</sup>		2	4	2
	DA <sup>2</sup>		3	4	2
S24	DA <sup>1</sup>		0	4	3
	DA <sup>2</sup>		1	3	1
S34	DA <sup>1</sup>		0	1	4
	DA <sup>2</sup>		1	2	5
S6	DA <sup>1</sup>		2	3	5
	DA <sup>2</sup>		3	2	3
S38	DA <sup>1</sup>		1	4	6
	DA <sup>2</sup>		1	3	4
S33	DA <sup>1</sup>		1	5	3
	DA <sup>2</sup>		0	4	2
S37	DA <sup>1</sup>		0	2	3
	DA <sup>2</sup>		0	3	1
S25	DA <sup>1</sup>		0	3	5

	DA <sup>2</sup>	1	4	4
--	-----------------	---	---	---

Table 21. Frequency of Learner's Progressive Reciprocity Moves in DA1 and DA2

As the above table reveals, the number of correct utterance that each student produced during DA2 was greater than the number of correct structure each student uttered during DA1 performance. For instance, considering the first three students namely S9, S12, and S47, the number of correct sentences they produced with out mediator's hint during DA1 was 1, 1, and 2 respectively. However, during DA2 or after the three monthes of intensive enrichment program, the number of correct structures these students produced was 3,2,4 respectively. These shows that the degree of learners' reliance on mediator's hints to produce accurate structures decreased to a great extent during DA2. This implies that the teacher's contingent hints which were tailored to the cognitive needs of students played a great role to improve learners skills of English structures during oral delivery.

In addition , during DA1 each student used more of explicit hints and explanations on structures to produce correct structures. However, in DA2 , most students managed to utter grammatically correct sentences with mediator's implicit hints. Following the perspective of scholars such as Phoner(2005), Ableeva (2010) and Vygotsky(1978), learners' ability to control over grammatical structures relying on more of implicit hints than explicit hints is indicative of better reciprocity level of students. This implies that the enrichment program and the various DA tasks practiced on English language grammar in the classroom helped students improve their control over English language structure. In short, the implication of such changes in reciprocity moves is directly related to learners' improvement of control over grammar in their ZPD.

In general, the microgenetic analysis of learners' reciprocity during the mediator-students interplay revealed that dynamic assessment of grammatical structures helped students produce structurally correct utterances. The qualitative description of the learners' reciprocity pattern indicated that the regressive reciprocity moves were getting lesser and lesser in DA2 than DA1. To put it in other words, learners' progressive reciprocity moves relatively increased in DA2 than DA1. That means the ability of learners production of accurate structures with out teacher's assistance remarkably improved after the intervention program. Also, students dependence on teacher's explicit hint and explanation on structures relatively decreased during DA2 than during DA1. In other words, unlike during DA1, students could manage to control over structures with

implicit mediation than explicit mediation during DA2. This change was attributed to teachers' mediations that involved graduated hints which were tailored to the cognitive needs of students during the enrichment program(MLE program in the classroom).

#### **5.4. Discussions**

The major determining components of speaking skill include grammar accuracy, oral fluency, pronunciation and vocabulary. In order to help students improve these sub-skills, L2 researches should gear their studies towards new instructional/assessment approaches.

In the area of second language instruction/assessment, prominent scholars such as Vygotsky (1978), Lantolf and Poehner (2004), Haywood and Lidz (2006) and Poehner (2008, 2011) assert that application of DA in classrooms can speed up learners' L2 acquisition. In an attempt to unearth the extent of the impact of DA on learners language proficiency, pioneer researchers, namely, Taylor (2000), Kozulin and Garb (2004), Ableeva and Lantolf (2011), Tajeddin and Tayebipour (2012), Nazari and Mansouri (2014), Mehrnoosh and Rassaei (2015) and Azarian, et al (2016), Hooshang and Sajad (2016), Yakişik and Çakır(2017) revealed that DA has a significant effect on learners L2 overall performance. However, the issue of DA and L2 instruction in general and the impact of DA on learners' oral performance in particular has never been addressed in Ethiopian context. The purpose of this study was, therefore, to add little evidence to the realm of the research world regarding the impact of interactionist DA procedure on learners' English language speaking proficiency. The study particularly focused on the effect of dynamic assessment of English language grammatical structures during dialogue on learners' oral fluency and grammar accuracy during monologue. The study also intended to examine the type and amount of mediations learners required and the nature and patterns of reciprocity (responsiveness) they exhibited during the DA<sup>1</sup> and DA<sup>2</sup>.

The first research question of the study sought to answer whether dynamic assessment of English language structures during speaking had significant effect on students' oral fluency. As p-value of the independent samples t-test (0.716) and the paired samples test (0.332) showed mediation on learners grammatical structures during their oral delivery couldn't help them bring a statistically significant difference in their oral fluency performances. The study revealed that dynamic assessment of grammatical structures does not significantly contribute to learners'

progress in oral fluency. Therefore, the null hypothesis ( $H_0=DA$  of grammatical structures does not help students improve their oral fluency) was not rejected. The result implies that knowledge of grammar alone is not a determining factor for learners' oral fluency development. Strengthening this finding, scholars such as Arnold and Brown (1999) and Brown (2001), as cited in Wang (2007), Leonard (2015) and Levelt (1989) underscore that learners' speaking performance is greatly affected by linguistic factor (for example, knowledge of grammar, vocabulary, accurate pronunciation), cognitive factors (such as the ability of organizing ideas with proper language ) and affective factors (for example anxiety, pain, fear of making mistakes, etc.). Therefore, in spite of the advantages DA renders to students during speaking assessment/instruction (for example, contingent mediations on grammatical structures), students were unable to show significant progress in their oral fluency. The finding of the study suggests future researchers to examine the effect of DA of pronunciation and vocabulary on learners' oral performance. This study also suggests scholars to examine the relationship between oral fluency development and other variables such as age, sex and anxiety.

The finding of the current research coincides with Ebrahim's (2014) study. His finding revealed that DA was not helpful in improving learners' fluency development, while it (DA) had positive impact on their production of accurate and complex sentences. He investigated that the reason students were unable to improve their fluency was that they usually focus on their production of accurate and complex structures, instead of speed of their speech. The finding suggested that future researchers to focus on how simultaneously students improve their accuracy and fluency.

Similarly, the outcome of the current research is in line with Safdari and Fathi (2020) that confirmed application of DA on speaking skills did not help learners bring about substantial improvement in their oral fluency. However, their study showed that accuracy, which is the other important component of oral skills, was significantly improved due to DA. Their study involved only female participants within the age range of 18 to 30, so to improve the generalizability of the finding, they (the researchers) suggested scholars to conduct a similar study on different contexts involving both sex. As far as learners' fluency development is concerned, Maisa (2018) also conducted an experimental study to identify whether or not explicit teaching of idioms promotes language fluency of undergraduate learners. The study, however, did not employ DA

as intervention; it rather used explicit instruction of idioms or vocabularies. The finding revealed that explicit teaching of idioms could not help learners improve their oral fluency level.

On the other hand, Ghahderijani et al. (2021) conducted a research on the impact of group dynamic assessment (GDA) and computerized dynamic assessment (C-DA) on the speaking CAF (complexity, accuracy and fluency) of Iranian upper-intermediate EFL learners. The study did not employ PRAAT software to compute learners' fluency change. The researchers manually computed learners' fluency gains by dividing total number of syllables to total time required to produce the syllables. This study is similar with the present one in that both of them used analytical approach instead of holistic approach to assess learners' fluency development. The result indicates that students of the DA group showed significant improvement in the three major components of oral proficiency: complexity, accuracy, and fluency (CAF). Similarly, Pratolo and Zahrani (2020) conducted qualitative study to explore the impact of Dynamic Assessment on Indonesian university EFL learners who have faced difficulties, especially in performing English speaking. The result of the students' response showed that DA significantly enhances their speaking performance. Also, Ritonga et al. (2022) conducted a study to investigate the effectiveness of both the interventionist and interactionist models of DA in L2 classroom. Their finding revealed that application of the two DA models in L2 classroom can speed up learners speaking accuracy and fluency.

These controversial findings signaled that it is deemed necessary to conduct further empirical studies in the area so as to get more tangible results regarding English language speaking instruction/assessment vis-à-vis learners' oral fluency improvement. The finding suggest that future researches should focus on the effect of DA of speaking skills in relation to other variables of oral fluency ,such as vocabulary, pronunciation, anxiety, age ,sex and other paralinguistic features. This is because oral fluency is determined by all linguistic, cognitive and affective variables (Levelt, 1989).

To sum up, the current study implies DA of grammatical structures during speaking could not appear to help students to significantly improve their oral fluency. However, this does not mean that DA of grammatical structure never totally helps learners in their fluency development. Though the results were not statistically significant ( $p < 0.05$ ), the approach might contribute to

some extent to help learners improve their oral fluency. This is because, as already mentioned, students receiving DA/instruction on grammar items achieved higher mean ( $M = 145$ ) than students practicing NDA/instruction on grammar tasks ( $M = 141.8$ ).

The second research question aimed to answer whether or not dynamic assessment of grammatical structures help students improve their speaking accuracy. The experimental results of the independent sample t-test ( $p=0.000$  and effect size, Cohen's  $D = 1.7$ ) and the SPSS output of the Wilcoxon Signed Ranks Test statistics ( $p=0.000$  and effect size,  $p = 0.61$ ) revealed that the intervention, that is DA, brought about significant improvement in learners' control over grammatical structures during speaking. This result is similar with findings of the previous studies conducted by Poehner, and Lantolf (2010), Fahmy, M.(2013), Ebrahim, E. (2014), Sharafi, M & Sardareh, A. (2016), and Ebadi and Asakereh (2017) that proved teacher's mediation of L2 structures during speaking helped learners improve their control over grammar during oral performances.

The result also coincides with the findings of, Bahador, (2020), Pratolo, and Zahrani (2020), Safdari and Fathi (2020), Ghahderijani, et al (2021) and Chen, et al. (2022), which revealed DA helped learners improve their control over L2 structures, which in turn, made learners significantly progress their oral production, reciprocating ability and independent performance. The finding is also in line with the result of studies recently revealed by Abdulaal, et al. (2022), and Alshammari (2022) that confirmed DA has great impact on the development of learners' accurate speech production.

Thus, the result of this study implies that dynamic assessment (DA) played an invaluable role in helping learners bring significant change in their production of accurate speeches. It also signals that grammar accuracy is a central component of speaking skill worth teaching/assessing to boost learners' oral proficiency. This is because the hints provided to students whilst the student-teacher conversation enabled learners' knowledge and skills of structures move from Zone of actual performance (ZAP) to the Zone of Proximal Development (ZPD), which in turn, helped them have control over structures during monologues. Hence, applying DA which

simultaneously integrates assessment and instruction is an effective alternative instructional/assessment approach to enhance learners' oral proficiency.

The third and fourth research questions sought to identify the types and nature of teachers' mediations learners required to utter grammatically correct structures, and differences between the types and amount of mediations learners needed in the DA<sup>1</sup> and DA<sup>2</sup>, including the implications of the changes, if any, on learners control over English language structure vis- a- vis their level of oral proficiency.

Since the research employed interactionist approach of dynamic assessment, the various types and sequences of mediations were not scripted or prefabricated; rather they emerged out of the interplay between the mediator and student using thematic analysis. After a rigorous transcriptions and, open coding and thematic analysis, the types, amounts and frequencies of teachers' mediations to each student were identified. Then, the interpretations on learners developmental change in terms of their improvements of usages of English language structure was made based on microgenetic analysis, which could help to trace learners' moment –to-moment changes on their control over grammar during the various dynamic assessments.

Therefore, after the rigorous analysis of teachers' mediations, five levels of teacher's mediations along with their five respective typologies of mediations were identified. The five levels of mediations identified were, zero mediation, *most implicit mediation*, *more implicit mediation*, *less implicit mediation* and *explicit mediation*, and their corresponding typologies of teachers mediation include praising learners, *asking for repetition*, *informing the presence of errors*, *indicating the nature of error*, and *providing explicit hints and explanations*.

Based on the results of microgenetic analysis of mediations, the total amount of mediation students required after DA program was by far less than the amount of mediations they required before DA program. For example, the frequency of learners' production of accurate grammatical structures without mediation(zero mediation) was remarkably higher during DA2 than DA1. Similarly, the qualities of mediations each student required before the intervention and after the intervention were quite different. After the MLE and Dynamic assessments, students were able to utter grammatical structures mostly with implicit mediations than explicit mediations. In short,

the microgenetic analysis on teacher's mediations revealed that the amount of mediations learners required to utter accurate structure in DA2 was very small as compared to the amount of mediations learners required in DA1. Moreover, the quality of mediations learners required from their mediators in DA1 and DA2 showed big differences. That is to say, during DA1 students mostly required explicit mediations to utter accurate structures in their speech; however, after the intervention, students need mostly implicit mediation to complete their speaking tasks.

With respect to the findings of the type, amount and quality of mediation, the finding of this research is to some extent similar with other researches conducted abroad. The pioneer of research in DA, I suppose, is Phoner (2005). In his research, that is, the effect of DA of French Language Speaking Skill on learners oral proficiency, he revealed 16 types of mediations and 9 typologies of learners reciprocities. Though the mediation typologies were too detailed, some of them seemed overlapping and, it is difficult to put them under two continuum, that is, under implicit and explicit scale of mediation. As a result, they do not seem easy, short and precise to apply them, especially in the interventionist approach of DA, where mediators score each learner's utterance based on his/her level of mediation needs and reciprocity level. However, the present research revealed five types of mediation typologies along with their levels or hierarchies and descriptions of each mediation type. Unlike the Phoner's findings on mediation typology, the five mediation typologies of this research could be manageable to use them as a model of L2 speaking instruction/assessment in our context. The big difference between Phoner's work and this one, in fact, is in terms of the breadth of the study; that is, the former did not include the effect of DA on learner's oral fluency. The research solely focused on effect of DA of French language grammatical structures on learners oral performance. In line with this, however, Phoner's research and this research are similar in terms of the findings on the effect of DA of L2 structures on Oral performance. In both studies DA of grammatical structures during dialogue greatly helped learners improve their oral performance. After DA, almost all students demanded little explicit explanation and hint to accomplish their speaking tasks. Moreover students' dependence on mediators to utter correct structures decreased to a great extent after the intervention program.

Another study whose finding is similar with this one was conducted by Ebadi & Asakereh (2017). The finding of their research revealed that DA helped the participants to reach self-

regulation to a great extent. That means after the intervention or DA, students showed fewer grammar errors, little demand of mediation from teachers, and higher level of responsiveness to teacher's mediation. However, regarding the typology of mediation and responsiveness, these researchers came up with different findings. They identified 9 typologies of mediation and 7 typologies of learners responsiveness. The 9 teacher's mediations identified were namely asking for clarification, repeating the whole part containing the error, providing the correct part and stopping at the error waiting for the learner to correct himself, repeating only the error, asking direct questions about the erroneous part, providing clues to the learners, providing choice, providing explanations, and providing correct answers. Similarly, the 7 types of responsiveness identified include Unresponsiveness, Repeating mediator, Responding incorrectly, Incorporating feedback, Overcoming problems, Using mediator as a resource, and Rephrasing. In sum, the difference between the present research and the works of Ebadi & Asakereh (2017) lies not only on the number and typologies of teacher's mediation and learners responsiveness, but also on the hierarchy or levels of mediation and description of the corresponding level of mediation and reciprocity patterns (please see page 102).

The fifth and six research questions focused on investigating the nature of learners responsiveness to teachers' mediations, and changes, if any, in learners' level and pattern of responsiveness in DA<sup>2</sup>, including the implications of the changes in learners' control over grammatical structures vis- a vis their development of oral proficiency. The learners' reciprocity patterns of DA1 and DA2 were inductively generated from the mediator / students dialogues using a line-by- line coding of the transcriptions. Based on the coding, learners' reciprocity patterns were broadly categorized into two major forms: silent and responsive. The frequency of the state of learners' being silent (speechless) was relatively decreasing in DA2 than DA1. The reason for their unresponsiveness could be either shortage of appropriate words and lack of knowledge of grammar structure or lack of confidence to express their idea and fear of making mistakes. Indeed, teachers mainly mediated learners' grammar uses in their speech through probing, and encouraging them to speak. The teachers' mediation did not involve vocabulary use. However, mediator's encouragement and provision of graduated hints on various structures helped learners become responsive in DA2. Therefore, it could be argued that such change (from state of being silent to being responsive) was attributed to ZPD sensitive mediators' hints on grammar which sensitized learners' to use L2 during dialogue.

On the other hand, the learners' responsive patterns were further classified into five pairs of reciprocity moves. These were being silent vs. responsive, switching in to L1 vs. using L2, repeating errors vs. repeating mediator's hint, uttering complete sentence vs. uttering incomplete sentence, producing correct utterances vs. producing wrong utterance. Then, these developmental responsive patterns were, in turn, categorized and analyzed under regressive and progressive moves. The regressive moves included being silent, switching into L1, repeating errors, uttering incomplete sentence, and producing wrong structure. On the other hand, the progressive moves were using L2 instead of L1, repeating mediator's hint instead of errors, uttering complete sentence rather than the incomplete ones, and producing correct utterances instead of wrong ones. The result indicated that the frequencies of each learner's regressive reciprocity moves were relatively declining in DA2 than in DA1. Similarly, learners' progressive moves in the DA1 and DA2 indicates that most students improved their levels of reciprocity moves in DA2. That is to say, the frequency of each learner's regressive reciprocity such as using L1 instead of L2, repeating wrong utterance now and then, and degree of learners' reliance on mediators hint to produce correct utterances remarkably decreased in DA2 as compared to that of DA1. Similarly, learners progressive moves such as learners ability to utter correct structures with out mediator's assistance, learners ability to manage to correct structures with implicit mediation than explicit mediation greatly increased in DA2 than DA1. In other words, learners' demand of explicit hint and explanation decreased in DA2 than DA1.

Broadly speaking, this finding coincides with findings of Phoner(2005) which revealed that learners' reciprocity levels showed remarkable progress after DA program. However, there is a slight difference in terms of the types and numbers of reciprocity levels identified in these research. For example, as it was indicated in this discussion part of the finding of the 3<sup>rd</sup> and 4<sup>th</sup> research question, Phoner(2005) identified 9 typologies of learners reciprocity. These include unresponsive, repeats mediator, responds incorrectly, requesting additional assistance, incorporates feedback, overcomes problems, offers explanation, use mediator as resource, and rejects mediator's assistance. The current research, however, reveals five pairs of reciprocity types where each pair contains its own opposite level of reciprocity. These are Silent/speechless/Vs. Responsive, Switching to L1 VS. Using L2, Repeating wrong structures Vs. Repeating mediator's corrections, uttering complete sentence vs. uttering incomplete

sentence , and Producing wrong structure VS producing correct structure. Such analysis of typologies of the reciprocity levels seems to help teachers identify counter parts of each level of reciprocity (each pair of levels of reciprocity as indicated in the preceding sentence) thereby paving ways for mediators to successful provision of mediation type to learners during conversation.

To conclude, after the intervention program (DA and MLE) most students showed remarkable changes in terms of the type of mediation they required and their reciprocating ability. That means, after the implementation of DA, students' over dependence on teachers' assistance to express correct utterances was decreasing. Students needed mostly implicit mediation or no mediation at all to talk about a certain issues. Similarly, their level of responsiveness was enhanced after the DA and MLE program. This findings are similar with the findings of Poehner(2005) and Ebadi, S & Asakereh, A (2017) which revealed DA helped learners improve their control over L2 structures, which in turn, made learners significantly progress their reciprocating ability and independent performance simultaneously.

## **CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **6.1. Introduction**

In chapter five, analysis of the learners' speeches in terms of oral fluency, grammar accuracy and the nature and frequencies of teachers' mediations and learners reciprocity have been made. Also, discussions on the various analyses have been reviewed to come up with important scholarly findings. This chapter aims to summarize the basics of the study by highlighting the major findings, and to draw important conclusions from the findings of the main study.

### **6.2. Summary**

The focus of this study was to examine the effects of dynamic assessment of speaking skills on learners' oral proficiency. The study specifically focused on the effect of dynamic assessment of grammatical structures during dialogue on learners' level of oral fluency and grammatical accuracy during monologues. In addition, the study intended to investigate the nature and amount of teachers' mediation and the types and frequency of learners' responsiveness in the DA1 and DA2. To accomplish this objectives, the basic research questions were formulated to be answered by the inquiry as indicated in chapter one.

The participants of the study were second year English Language major students of Hawassa University. There were only two sections with a total number of 57 students. These students were first given a pre-test of static assessment (SA<sup>1</sup>). The pre-test was administered in two phases. At the end of the tests administration, it was found that only 48 students successfully completed the six monologues. The rest of the students missed at least two monologues which made the researcher discard their scores. These students' scores of accuracy and fluency of the two phases were computed. Then, based on their scores in terms of grammar accuracy and oral fluency, students were arranged from ascending to descending order. Finally, based on systematic random sampling that involved an even and odd category of the list, two groups were formed. These were students falling under every even number and students falling under every odd number. These even and odd categories were termed as control and treatment groups. Each

group had 24 students. In order to ensure homogeneity of the two groups, the Leven's Test of Homogeneity of variance was conducted, and it was proved that there was no statistically significant difference between the two groups since the  $p$  – value was equals to 0.980, which is greater than the cut of point, that is, 0.05.

To make the data gathering procedure clearer, the data collection process underwent three phases: *Pre-instruction phase, while instruction phase and Post- instruction phase*. Data gathering instruments in the Pre -instruction phase were the static pretests that contained six speaking items. The data collection instruments used in the while-instruction phase were DA1 and DA2, which were administered before and after the enrichment program respectively. Moreover, in the while- mediation phase additional data gathering instruments such as classroom observation and teachers' self-reflection report forms were used.

However, the classroom observation and self-reflection report of mediators were not meant to analyse the effects of DA on students. In stead, they were used to get first-hand information about how well the intervention (i.e. DA) was implemented during the while-mediation phase. The data of classroom observation and teachers' self-reflection report revealed that the intervention was more or less successfully implemented. However, some problems such as mixing the MLE procedure/DA and the conventional approach/SA/ by classroom teachers were seen at the very start of the intervention program. However, the mediators immediately got comments and tried to implement the procedures as per the training they got. Following these, the data that were gathered through pretests and posttests of the static assessments(monologues) were analysed using parametric statistics(independent sample T-tests and paired sample test) and non-parametric statistics (The Mann-Whitney Test and Wilcoxon Signed Ranks Test ) , whereas the data obtained from DA1 and DA2 were analysed qualitatively using thematic analysis to identify the typologies of teachers' mediations and learners' reciprocity. In addition, microgenetic analysis of learners' speech and teachers' mediation was employed to trace learners' moment -to -moment changes in their ability to control over grammatical structures during dialogues. Besides, in order to strengthen the findings of microgenetic analysis of learners' speech and teachers' mediation, descriptive analysis was employed to examine the frequencies of teachers' mediation and learners' responsiveness in DA1 and DA2.

The finding revealed that implementing dynamic assessment of the English language structures during learners' oral performance had not statistically significant effects on students' oral fluency. This is because the results of the independent samples T-test statistics indicated that there was no statistical significance between students of the control and treatment groups ( $P=0.716$ ). Similarly, the paired sample test statistics showed that there was no statistically significant change between pretest and posttest fluency scores of treatment group as SPSS revealed a p-value of 0.332. Also, the control group students, who received instruction/continuous assessment in the conventional approach of teaching speaking, didn't show a statistically significant change in terms of their fluency scores since the result of the p-value was equal to 0.462.

However, regarding effect of DA on learners' grammar accuracy, the finding revealed that implementing dynamic assessment of English language structures during dialogue had significant effects on students' grammar accuracy in their monologue as the p-values of both the independent samples Test statistics and the Wilcoxon Signed Ranks Test statistics revealed 0.000. Moreover, the results of the effect sizes for the Independent Samples Test and Wilcoxon Signed Ranks Test statistics were (Cohen's  $D = 1.7$ ) and ( $p=0.61$ ) which means a strong effect and a large effect respectively. Similarly, the post-test mean ranks of the treatment group ( $M=4.8$ ) and the posttest mean rank of the control group ( $M=4$ ) evidenced that the treatment group outperformed the control group.

On the other hand, in order to see the changes in learners' improvement of grammar use in their speech, comparison was made between pre-test and post test scores of control group, who were taught and assessed in the conventional system (that is non-dynamic assessment). Since the normality of the data was so doubtful, both parametric and non-parametric test was applied. Both the non-parametric and parametric test rendered p values,  $p=0.061$  and  $0.055$  respectively. In both cases, the p-values were above the cut of point, which was 0.05. This means there was no statistically significant difference between pretest and posttest control groups performance on production of accurate structures in their monologues. However, this doesn't mean that there was no any change at all in terms of their performance. This is because the descriptive statistics revealed that there was a slight change of mean score between the pretest score (i.e, 4.2] and posttest score [i.e, 4.4) though it is not remarkable.

The study also focused on identifying the typologies and amounts of mediations each learner required in the DA1 and DA2 program, and the implications of these mediations on learners' ability to control over grammatical structures during speaking. After the rigorous qualitative analysis such as open coding, axial coding and selective coding, five levels of mediations emerged from the data. These levels of mediations were namely *zero mediation*, *most implicit mediation*, *more implicit mediation*, *less implicit mediation*, and *explicit mediation*. The corresponding types of mediations for each level of mediations were *praising students*, *asking for repetition*, *indicating the presence of errors*, *informing the types and nature of error* and *offering explicit answers & detailed explanations on grammar structures*. Also, the frequency of each learner's production of accurate structures with out teacher's mediation showed a more remarkable progress in DA2 than in DA1. Similarly, the total number of implicit and explicit mediations each learner required in DA2 or in posttest of dynamic assessment was by far less than the total number of mediations each student needed in DA1 or in Pretest of dynamic assessment. This implies that the number of structurally correct sentences students uttered without mediator's assistance and hints was relatively increasing in DA2 than in DA1. Similarly, the frequency of explicit mediations each learner required in DA2 phase was less than in DA1 phase. These means students needed more implicit mediation than explicit mediation in DA2. That is to say, students required more of implicit mediation than explicit mediation after the intervention program. This, in turn, implies students were able to correct grammatically wrong utterances with implicit mediation than explicit mediation. Hence, the micro genetic analysis on mediations proved that the amount of mediations learners required on learners' ability to control over grammatical structures in DA2 was very small as compared to the amount of mediations learners required in DA1. Similarly, there were differences in terms of quality of mediations learners required in DA1 and DA2. During DA1 most students required explicit mediations to utter accurate structures in their speech; however, during DA2, it was found that students needed mostly implicit mediation than explicit mediations to complete their speaking tasks.

Identifying the typology and nature of learners' reciprocity to teachers' mediations, and the implications of the learners' responsiveness to teachers' mediations in the process of learners control over grammatical structure were also the other concern of this study. The result of the

qualitative analysis such as open coding, axial coding and selective coding revealed two broad categories of qualities of learners' reciprocities: **being silent** and **being responsive**. The quality of being silent /speechless/ and the other opposite level of reciprocity ,that is being responsive, (*silent vs. responsive*) was the first form of reciprocity move identified from the transcription. The quality of learners' being responsive was further divided into four pairs of reciprocity moves. These were *switching to L1 vs. using L2, repeating errors vs. repeating mediator's hint, uttering incomplete sentence vs. uttering complete sentence, and producing correct utterances vs. producing wrong utterance*. In general, these levels and patterns of reciprocity moves emerged from the learners' responses during the dialogues were hierarchically arranged from regressive to progressive moves. These moves were as follows: being silent to being responsive, using L1 to using L2, uttering incomplete sentence vs. uttering complete sentence, repeating errors to repeating mediator's hint and producing wrong utterances to producing correct utterances. The results of the microgenetic analysis of learners' responses revealed that there was a relative decline of frequency of each learner's regressive reciprocity moves in DA2 than in DA1. This means that the frequency of learner's regressive moves namely being silent, inclining to use L1, and repeating errors now and then decreased to some extent in the DA2 than DA1. This implies that learners' reciprocating ability showed some improvements in the DA2, and this development was attributed to the various dynamic assessments and MLE procedures on English language structures implemented during the intervention program.

### **6.3. Conclusion**

In this study, attempts were made to look into the effects of dynamic assessment of speaking skills on learners' oral proficiency. In the course of data collection and analysis, some important tools and methodologies such as PRAAT and Audacity software, and microgenetic analysis were employed. Such an approach could at least help our ELT research trends follow an objective approach of study which, in turn, add some value in the area of testing /teaching speaking skills.

Given all the findings of this study, it is eminently sensible to draw the following conclusions:

Implementing dynamic assessment of speaking skills in the ELT classroom could help learners improve their oral proficiency. This is because the study uncovered that dynamic assessment of learners' English Language grammatical structures during the conversation had significant

effect on learners' ability to control grammar accuracy during speaking. That is to say, the hints provided to students whilst the student-teacher conversation enabled learners' knowledge and skills of structures move from Zone of actual performance (ZAP] to the Zone of Proximal Development [ZPD), which in turn, helped each learner produce grammatically accurate speeches during monologues. However, regarding the effect of DA on learners' oral fluency, the study depicted that there was no statistically significant effect on students' level of oral fluency. There could be different reasons for this. As it is mentioned in the literature, different factors determine learners' oral fluency, besides learners' knowledge of grammatical structures. In this regard, the finding more importantly signaled that oral fluency improvement would highly depend not just only on the grammatical structures of the target language, but also on other variables such as anxiety, fear of making mistakes, lack of knowledge on the speaking topic, age, sex, etc. Therefore, this study suggests that improving L2 oral fluency demands students and educators to simultaneously focus on multifaceted issues. In other words, better oral fluency development can be achieved not only through improvement of knowledge of grammatical structures but also development of other determining factors of oral fluency.

As regards the typology of mediation, the study revealed five pairs of teacher's mediations moves along with their corresponding levels of mediations. These were *praising students, asking for repetition, indicating the presence of errors, informing the types and nature of the error, and offering explicit answers and detailed explanations* on grammar structures. Their corresponding mediation levels identified were *zero mediation, most implicit mediations, more implicit mediation, less implicit mediations, and explicit mediation*.

The result of the findings also showed students' dependence on teachers' assistance to utter correct grammatical structure in their oral performance was decreasing after the intervention program..This implies that the frequent mediations and dynamic assessments of mediators helped learners move their ability to control over grammar accuracy from their Zone of Actual Performance(ZAP) to their Zone of Proximal Development (ZPD).

Similarly, the qualitative analysis of learners' reciprocity revealed four hierarchical moves from regressive to the progressive pattern. These moves were from being silent to being responsive,

from switching to L1 to using L2, from uttering incomplete sentences to uttering a complete sentence, from repeating errors to repeating mediator's hint, and from producing wrong utterances to producing correct utterances. The results of the microgenetic analysis of learners' responses also depicted that the frequency of each learner's regressive reciprocity moves decreased after the enrichment program. This means the frequency of learner's regressive moves such as being silent, using L1, and repeating errors now and then relatively decreased during DA2 than during DA1. This implies that learners' ability to make use of teachers' mediation to utter accurate structure and to respond to mediators hints or questions were better in DA2 than in DA1, and this development was attributed to the various dynamic assessments and MLE procedures on English language structures implemented in the while mediation phase or intervention program.

Overall, taking all the findings together, it can be concluded that DA of English language structure can help learners improve their oral proficiency skills. This is because dynamic assessment can help classroom teachers detect learners' hidden potentials and problems by providing finely tuned mediations based on the cognitive needs of learners. Moreover, teachers' mediations could help learners move their actual performance of certain language skills to the level of proximal development through the provision of graduated hints, which could be arranged based on the levels of learners' reciprocity. Hence, it is very much beneficial to students to include the approaches of interactionist dynamic assessment in the speaking syllabus of English language education at a university level so as to bring the learners' level of oral proficiency to the required level.

#### **6.4. Recommendations**

Given the results and conclusions of this study, it is deemed very crucial to rethink our students' level of oral proficiency in relation to the ELT assessment/instruction designed in our curriculum. Almost all local research findings reviewed in the introduction part of this study revealed that learners' level of oral proficiency is deteriorating from time to time. So, to curb this teething problem, looking for an alternative form of assessment/instruction seems inevitable.

One important area that deserves much attention and rigorous studies in ELT is language testing, particularly the issue of classroom assessment vis a vis instruction. As it is already explained in

the section of the statement of the problem, the relationship between assessment and instruction should be well articulated and implemented in the actual teaching/testing process. That means teaching and assessment should be threaded and interwoven in the actual classroom teaching/learning practices. The tradition of conceiving teaching and assessment as separate elements should be brought to an end. The best way to do this is through applying DA in the assessment/ instruction of the target language. It would be very much invaluable to implement dynamic assessment as an alternative approach to testing speaking skills since it integrates teaching and assessment simultaneously. In doing so, classroom teachers should use the model of *teachers' mediation moves* identified in this study. That is to say, in the teaching/assessment of speaking skills in our context, it is advantageous to attempt the five important mediational moves which are hierarchically arranged from most implicit to explicit scale. These mediations are *praising students, asking for repetition, indicating the presence of errors, informing the types and nature of the error, and offering explicit answers and detailed explanations on grammar structures.*

Another important recommendation worth implementing is regarding the evaluation of learners' level of oral fluency and grammar accuracy. Since these two variables are major components of oral proficiency , using objective scoring methods such as PRAAT software and Weighted Clause Ratio for fluency and accuracy, respectively could yield reliable and valid performance measures.

In short, based on the results, the following recommendations have been made.

- A speaking assessment should mirror both actual and potential performance of learners' oral skills. The way to do this is through applying DA in the assessment procedure. Therefore, policymakers, curriculum designers, teachers, and other stakeholders should critically consider the benefits of DA and incorporate this mode of assessment/instruction in the ELT curriculum. So, all classroom assessments(except achievement tests) of speaking skills should involve dynamic assessment.
- Most of the time classroom teachers conceive continuous assessments and achievement tests in the same way. As a result, they administer classroom assessments the way they administer final semester or mid-exam. That is why they regard mediating students during assessment as unethical . To curb this misconception, awareness should be created

among classroom teachers and policymakers concerning DA, and the relationship between assessment and instruction. When this problem is solved, the issue of the theory of the relationship between teaching and testing will ultimately be solved. That is, the theory that dictates ‘ *teaching and testing are inseparable components; they are two sides of the same coin; they should be implemented simultaneously*’ will be clearly interpreted in the actual classroom.

- Concerning methods of scoring of learners' oral fluency during assessment/instruction, classroom teachers should use a combination of subjective and objective methods to avoid bias and invalid gradings. For example, oral fluency and grammar accuracy can be scored objectively using PRAAT software and Weighted Clause Ratio ,respectively.
- Finally, this study paves ways for future researchers to investigate the impact of DA procedures on not only learners’ oral proficiency ,but also on their writing, reading , and listening proficiencies. So, it is recommended that educators and researchers should conduct a range of empirical studies on the effects of mediations on learners’ command of the English language .

## Bibliography

- Abayneh Feleke(2009). Examining the Washback Effects of Grade Ten EGSEC English Language National Examination on English Language Instruction through Plasma TV. Unpublished MA Thesis. Addis Ababa University
- Abdulaal, M. A. A. D., Alenazi, M. H., Tajuddin, A. J. A., & Hamidi, B. (2022). Dynamic vs. diagnostic assessment: impacts on EFL learners' speaking fluency and accuracy, learning anxiety, and cognitive load. *Language Testing in Asia*, 12(1), 1-24. <https://doi.org/10.1186/s40468-022-00179-0>
- Abiy Yigzaw(2005).Effects of Teacher Mediation on Student Conceptions and Approaches to Reading. Unpublished PhD Thesis. Addis Ababa University.
- Ableeva, R., & Lantolf, J. (2011). Mediated dialogue and the microgenesis of second language listening comprehension. *Assessment in Education: Principles, Policy & Practice*, 18(2), 133-149. <https://doi.org/10.1080/0969594X.2011.555330>
- Ahmadian,J.M.(2013).The Use of Microgenetic Development in SLA Research.Applied Research in English.University of Isafahn,Iran.
- Ai-min, L. (2013). The study of second language acquisition under socio-cultural theory. *American Journal of Educational Research*, 1, 162-167. <https://doi.org/10.12691/EDUCATION-1-5-3>
- Ajideh, P., & Nourdad, N. (2012). The effect of dynamic assessment on EFL reading comprehension in different proficiency levels. *Language Testing in Asia*, 2(4), 1-22. <https://doi.org/10.1186/2229-0443-2-4-101>
- Al-Dawoody Abdulaal, M. A., Ramadan Khalil, N., Heji Alenazi, M., & Robso Wodajo, M. (2022). Dynamic vs Nondynamic Assessments: Impacts on Intermediate EFL Learners' Receptive Skills. *Education Research International*, 2022. <https://doi.org/10.1155/2022/5372929>
- Alemtsehay and Zeleke(2015).A study on the Implementation of Students' Classroom Oral Interaction in Sire Secondary School EFL Class:Grade 10 in Focus.Science,Technology and Arts Research Journal Sci.Technol.Arts Res.J.,April-June 2015,4(2):294-301. DOI: <http://dx.doi.org/10.4314/star.v4i2.41>

- Alemayehu, E. (2021). An Analysis of the Current Mother Tongue Instructional Language Policy in Ethiopia. *Global Scientific Journal*, 9(6), 521-548
- Alshammari, H. A. (2022). The effectiveness of dynamic assessment in improving speaking skills of undergraduate EFL students. *Journal of Positive School Psychology*, 6(2), 3936-3953. <http://journalppw.com>
- Assefa Gebre (2013) An Exploration of Teachers' Belief and Practices of Alternative Assessments to Improve Learners Speaking Skills: Public High School EFL teachers in and around Jimma Town in Focus. Unpublished MA thesis. Jimma University.
- Aytaged Sisay(2013).A comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities . Institute of Educational Research, Addis Ababa University.**AcademicJournals**.Vol.8(16),pp.1461-146 <http://www.academicjournals.org/>.
- Azarian, F., Nourdad, N., & Nouri, N. (2016). The effect of dynamic assessment on elementary EFL learners' overall language attainment. *Theory and Practice in Language Studies*, 6(1), 203. DOI: <http://dx.doi.org/10.17507/tpls.0601.27>
- Bahador, H., & Mofrad, M. H. (2020). Classroom Dynamic Assessment of EFL Learners' Oral Production: A Case of Female Intermediate Learners. *Language Teaching Research Quarterly*, 18, 83-97. <https://doi.org/10.32038/ltrq.2020.18.06>
- Birhanu Bogale(2000).Verbal Participation in Group Work:A Case Study of First Year Students at Addis Ababa University. PhD thesis
- Bosker, H. R., Pinget, A. F., Quené, H., Sanders, T., & De Jong, N. H. (2013). What makes speech sound fluent? The contributions of pauses, speed and repairs. *Language Testing*, 30(2), 159-175. <https://doi.org/10.1177/0265532212455394>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp.57–71).American Psychological Association. <https://doi.org/10.1037/13620-004>
- Chen, C. H., Koong, C. S., & Liao, C. (2022). Influences of Integrating Dynamic Assessment into a Speech Recognition Learning Design to Support Students' English Speaking Skills,

- Learning Anxiety and Cognitive Load. *Educational Technology & Society*, 25(1), 1-14.  
<https://www.jstor.org/stable/10.2307/48647026?seq=1&cid=pdf>
- Costa, L. M. O., Martins-Reis, V. D. O., & Celeste, L. C. (2016, January). Methods of analysis speech rate: a pilot study. In *CoDAS* (Vol. 28, pp. 41-45). *Sociedade Brasileira de Fonoaudiologia*. <https://doi.org/10.1590/2317-1782/20162015039>
- Creswell, J. W. (2014). *Research designs: Qualitative, quantitative, and mixed methods approaches*. 4<sup>th</sup> edition. SAGE Publications, Inc.
- Dejene Leta (1994). *Language Testing and its Practical Application*. Unpublished paper. Addis Ababa: Addis Ababa University
- De Jong, N. (2016). Fluency in second language assessment. In D. Tsagari and J. Banerjee (Eds.), *Handbook of second language assessment* (pp.203-218). Mouton de Gruyter.
- De Jong, N. H., Groenhout, R., Schoonen, R., & Hulstijn, J. H. (2015). Second language fluency: Speaking style or proficiency? Correcting measures of second language fluency for first language behavior. *Applied Psycholinguistics*, 36(2), 223-243.  
<https://doi:10.1017/S0142716413000210>
- De Jong, N. H., Steinel, M. P., Florijn, A. F., Schoonen, R., & Hulstijn, J. H. (2012). Facets of speaking proficiency. *Studies in second language acquisition*, 34(1), 5-34.  
<https://doi.org/10.1017/S0272263111000489>
- Dereje Negede (2000). *An Investigation of the Washback Effect of the Ethiopian School Leaving Certificate ESLCE English Language Examination*. Unpublished MA Thesis. Addis Ababa: Addis Ababa University
- Desalegn, M. (2020). Assessing Barriers of Real Practicing Speaking Skills in EFL Classroom: The Case of Assosa University, Ethiopia. *Open Journal of Social Sciences*, 8(3), 330-342. <https://doi.org/10.4236/jss.2020.83030>
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1), 1419796. <https://doi.org/10.1080/2331186X.2017.1419796>
- Ebrahim, E. (2014). The effect of dynamic assessment on complexity, accuracy, and fluency in EFL learners' oral production. *International Journal of Research Studies in Language Learning*. Volume 4 (3), 107-123. <https://doi.org/10.5861/ijrsl.2015.982>

- Estaji, M., & Farahanynia, M. (2019). The immediate and delayed effect of dynamic assessment approaches on EFL learners' oral narrative performance and anxiety. *Educational Assessment*, 24(2), 135-154. <https://doi.org/10.1080/10627197.2019.1578169>
- Eva Sandoval, (2019,September 4). "How Do We Measure Language Fluency?" BBC: Future. <https://www.bbc.com/future/article/20190903-linguistic-fluency-proficiency-second-language-learning>
- Fahmy, M. (2013). *The effect of dynamic assessment on adult learners of Arabic: a mixed-method study at the defense language institute foreign language. Unpublished Doctoral Dissertation*, University of San Francisco. <https://repository.usfca.edu/diss/85>
- Farahani, A. & Kouhpaenejad, M. (2017). The relationship between temporal measures of oral fluency and ratings of fluency: A case of Iranian advanced EFL learners. *International Journal of English Language Translation Studies*. 5(3). 37-47. <http://www.eltsjournal.org/>
- Fekadu, D.A. (2022). English Language Use in Ethiopia: Challenges and Directions. *Inter. J. Eng. Lit. Cult.* 10(1):8-23
- Feuerstein, R. Falik, L, & Feuerstein, R.S.(2010). *Beyond smarter: mediated learning and the brain's capacity for change*. Teachers College Press. Columbia University, [https://www.abebooks.com/products/isbn/9780807751183?cm\\_sp=bdp-\\_-ISBN13-\\_-PLP](https://www.abebooks.com/products/isbn/9780807751183?cm_sp=bdp-_-ISBN13-_-PLP)
- Feuerstein, R., Tzuriel, D., Cohen, S., Cagan, A., Yosef, L., Devisheim, H., & Goldenberg, R. (2019). Integration of Israeli students of Ethiopian origin in Israeli universities. *Journal of Cognitive Education and Psychology*, 18(1), 18-34. <https://doi.org/10.1891/19458959.18.1.18>
- Firehun G/Michael(2015). *A Comparative Study of Teaching English Speaking Skills in Private and Government Elementary Schools at Addis Ababa: The Case of Gulelle-Sub City*. Unpublished MA Thesis
- Folse, K. S. (1996). *Discussion starters: Speaking fluency activities for advanced ESL/EFL students*. University of Michigan Press.
- Foster, P and Wigglesworth, G. (2016). Capturing Accuracy in Second Language Performance: The Case for a Weighted Clause Ratio. *Annual Review of Applied Linguistics*, 36

- (2016),pp.98–116.CambridgeUniversityPress.  
<https://doi.org/10.1017/S0267190515000082>
- García, P. N. (2010, June). Dynamic assessment and the Spanish classroom: Implications for teaching. In *Proceedings from the IX Congreso Internacional de Lingüística General. Valladolid, Spain* (pp. 949-963). <https://www.researchgate.net/publication/260415736>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184.  
<https://doi.org/10.1080/2331186X.2020.1738184>
- Ghahderijani, B. H., Namaziandost, E., Tavakoli, M., Kumar, T., & Magizov, R. (2021). The Comparative Effect of Group Dynamic Assessment (GDA) and Computerized Dynamic Assessment (C-DA) on Iranian upper- intermediate EFL learners' speaking Complexity, Accuracy, and Fluency (CAF). *Language Testing in Asia*, 11(1), 1-20.  
<https://doi.org/10.1186/s40468-021-00144-3>
- Hailu Kebede(2011).An Exploration of Teaching Oral Skills in English through Communicative Activities in Raya Timuga Secondary School:Grade 11 and 12 in Focus. Unpublished MA Thesis.Addis Ababa University
- Haywood, H. C., & Lidz, C. S. (2006).*Dynamic assessment in practice: Clinical and educational applications*. Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511607516>
- Hooshang, K & Sajad, F.(2016). The Role of Different Models of Dynamic Assessment on Promoting Speaking. *International Journal of Humanities and Cultural Studies* .Volume 2(4),586-600 <http://www.ijhcs.com/index.php/ijhcs/index>
- Hsieh, C. N., & Wang, Y. (2019).Speaking proficiency of young language students: A discourse-analytic study. *Language Testing*, 36(1), 27-50.  
<https://doi.org/10.1177/0265532217734240>
- Hughes, A. (1989).*Testing for language teachers*. Cambridge University Press
- Isman, E. B., & Tzuriel, D. (2008). The mediated learning experience (MLE) in a three generational perspective. *British Journal of Developmental Psychology*, 26(4), 545-560.  
<https://doi.org/10.1348/026151007X269786>

- Jha, S. K. (2013). Multilingual Education: An Emerging Threat to Quality English Education in Eastern Ethiopia. *Theory & Practice in Language Studies*, 3(10).
- Kao, Y. T. (2015). How interactive discussions support writing development: the application of Dynamic Assessment for learning Chinese rhetoric. *Language Testing in Asia*, 5(1), 1-16. <https://doi.org/10.1186/s40468-015-0022-4>
- Kormos, J. (2006). Speech production and second language acquisition. Lawrence Erlbaum Associates, Inc.
- Kozulin, A., & Garb, E. (2004). Dynamic assessment of literacy: English as a third language. *European Journal of Psychology of Education*, 19(1), 65-77. <https://doi.org/10.1007/BF03173237>
- Lantolf, J. P., & Poehner, M. E. (2004). Dynamic assessment of L2 development: Bringing the past into the future. *Journal of Applied Linguistics*, 1(1), 497-512. <https://doi.org/10.1558/japl.1.1.49.55872>
- Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (2014). Sociocultural theory and second language development. In *Theories in second language acquisition* (pp. 221-240). Routledge. <https://www.researchgate.net/publication/313795407>
- Larsen-Hall, J. (2010). *A Guide to doing statistics in second language research using SPSS*. Routledge publisher.
- Leonard, K. R. (2015). *Speaking fluency and study abroad: what factors are related to fluency development?* The University of Iowa. <https://doi.org/10.17077/etd.5ku9rrs7>
- Levelt, W. J. (1989). *Speaking: From intention to articulation*. MIT press. <https://books.google.com.et/books?id=LbVCdCE-NQAC&lpg>
- Levi, T. (2015). Towards a framework for assessing foreign language oral proficiency in a large-scale test setting: Learning from DA mediation examinee verbalizations. *Language and Sociocultural Theory*, 1st 2.1, 2015, 1-24. Tel Aviv University, Israel. <https://doi.org/10.1558/lst.v2i1.23968>
- Lidz, C. S. (2003). *Early childhood assessment*. John Wiley & Sons
- Lidz, C.S. (2015). Dynamic assessment training manual. Training module for professionals involved in the assessment of ELL and bilingual students. <http://dx.doi.org/10.13140/RG.2.1.1425.6162>

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. sage.
- Louma, S.(2004). *Assessing speaking*. *The Cambridge language assessment series*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733017>
- Maisa, S. (2018). Evaluation of learners spoken English fluency: An experimental study. *Language in India*, 18(10). [www.languageinindia.com](http://www.languageinindia.com)
- Manurung, Y., & Izar, S. (2019, November). Challenging Factors Affecting Students' Speaking Performance. In *Proceedings of the 2nd International Conference on Language, Literature and Education, ICLLE 2019, 22-23 August, Padang, West Sumatra, Indonesia*. <http://dx.doi.org/10.4108/eai.19-7-2019.2289545>
- Mehrnoosh, L., & Rassaei, E. (2015). Dynamic assessment: From underlying constructs to implications for language teaching. *Journal of Studies in Learning and Teaching English*, 4(2),119-132.  
[https://jslte.shiraz.iau.ir/article\\_529356\\_fb7eff056616ca1bd9cddf9c0da5b1c1.pdf](https://jslte.shiraz.iau.ir/article_529356_fb7eff056616ca1bd9cddf9c0da5b1c1.pdf)
- Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2004). *SPSS for introductory statistics: Use and interpretation*. Psychology Press.  
<https://doi.org/10.4324/9781410610539>
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. Sage Publications
- Muñoz T, A., Álvarez, M., Casals, S., Gaviria, S., & Palacio, M. (2003). Validation of an oral assessment tool for classroom use. *Colombian Applied Linguistics Journal*, (5), 139-157.  
. <http://dx.doi.org/10.14483/22487085.186>
- Muñoz T, A., Álvarez, M., Casals, S., Gaviria, S., & Palacio, M. (2003). Validation of an oral assessment tool for classroom use. *Colombian Applied Linguistics Journal*, (5), 139-157.  
. <http://dx.doi.org/10.14483/22487085.186>
- Naeini, J., & Duvall, E. (2012). Dynamic assessment and the impact on English language learners' reading comprehension performance. *Language Testing in Asia*, 2(2), 1-20.  
<http://dx.doi.org/10.1186/2229-0443-2-2-22>
- Nation, I. S. P. (2011). Second language speaking. In *Handbook of research in second language teaching and learning* (pp. 444-454). Routledge. <https://www.academia.edu/27601536/>
- Nazari, B., & Mansouri, S. (2014). Dynamic assessment versus static assessment: A study of reading comprehension ability in Iranian EFL learners. *Journal of Language and Linguistic Studies*, 10(2), 134- 156.<https://dergipark.org.tr/en/pub/jlls/issue/9939/122972>

- Panahi, P., Birjandi, P., & Azabdaftari, B. (2013). Toward a sociocultural approach to feedback provision in L2 writing classrooms: the alignment of dynamic assessment and teacher error feedback. *Language Testing in Asia*, 3(1), 1-10. <https://doi.org/10.1186/2229-0443-3-13>
- Park, S. (2016). Measuring fluency: Temporal variables and pausing patterns in L2 English speech. *PhD Dissertation. Purdue University* [https://docs.lib.purdue.edu/open\\_access\\_dissertations/692](https://docs.lib.purdue.edu/open_access_dissertations/692)
- Poehner, M. E. & Lantolf, J. P. (2003). Dynamic assessment of L2 development: Bringing the past into the future. (CALPER Working Paper Series, No. 1). The Pennsylvania State University: Center for Advanced Language Proficiency, *Education and Research*. <https://doi.org/10.1558/japl.1.1.49.55872>
- Poehner, M. E. (2005). Dynamic assessment of oral proficiency among advanced L2 learners of French. A thesis in French submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy. The Pennsylvania University
- Poehner, M. E. (2008). *Dynamic assessment. A Vygotskian approach to understanding and promoting l2 development*. Springer Science + Business Media, B.V. The Pennsylvania State University University Park, PA. [https://books.google.com.et/books?hl=en&lr=&id=2\\_JzsoDY8FUC&oi=fnd&pg=PR3&dq=%](https://books.google.com.et/books?hl=en&lr=&id=2_JzsoDY8FUC&oi=fnd&pg=PR3&dq=%)
- Poehner, M.E & Lantolf, J.P (2010). Vygotsky's teaching –assessment dialectic and L2 education: The case for dynamic assessment. *Mind, Culture, and Activity*, 17: 4,312 330. <https://doi.org/10.1080/10749030903338509>
- Poehner, M.E. (2011) Dynamic assessment: Fairness through the prism of mediation, assessment in education: Principles, Policy & Practice, 18:2, 99-112.
- Pratolo, B. W., & Zahruni, N. A. (2020). Dynamic assessment effect on speaking performance of Indonesian EFL learners. *International Journal of Evaluation and Research in Education*, 9(3), 778-790. <https://doi.org/10.11591/ijere.v9i3.20466>
- Prodromou, L. (1995). The Backwash Effect: From Testing to Teaching, *ELTJournal*. 49/1:13-25 <https://doi.org/10.1093/elt/49.1.13>
- Ritonga, M., Farhangi, F., Ajani, B., & Farid Khafaga, A. (2022). Interventionist vs. interactionist models of dynamic assessment (DA) in the EFL classroom: impacts on

- speaking accuracy and fluency (SAF), foreign language classroom anxiety (FLCA), and foreign language learning motivation (FLLM). *Language Testing in Asia*, 12(1), 1-21. <https://doi.org/10.1186/s40468-022-00195-0>
- Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. *Cogent Education*, 7(1), 1818924. <https://doi.org/10.1080/2331186X.2020.1818924>
- Shabani, K. (2016). Implications of Vygotsky's sociocultural theory for second language (L2) assessment. *Cogent education*, 3(1), 1242459. <https://doi.org/10.1080/2331186X.2016.1242459>
- Sharafi, M. and Sardareh, A. (2016). The Effect of Dynamic Assessment on Elementary EFL
- Simachew Gashaye (2012). Washback of the University Entrance English Exam (UEEE) on Teachers' and Students' Practices: The Case of Preparatory Schools in Amhara National Regional State. Addis Ababa University. Unpublished PhD Thesis.
- Siwathaworn, P., & Wudthayagorn, J. (2018). The impact of dynamic assessment on tertiary EFL students' speaking skills. *The Asian Journal of Applied Linguistics*, 5(1), 142-155. <https://caes.hku.hk/ajal/index.php/ajal/article/view/514>
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62. <https://doi.org/10.1093/applin/17.1.38>
- Students' L2 Grammar Learning. *Journal of Applied Linguistics and Language Research*
- Tajeddin, Z. and Tayebipour, F. (2012). The Effect of dynamic assessment on EFL learners' acquisition of request and apology. Allameh Tabataba'i University, Tehran. *The Journal of Teaching Language Skills* / 4(2), 90 Summer 2012, Ser. 67/4. <https://www.sid.ir/paper/318049/en>
- Tamene Kitila (2000). Classroom Verbal Behavior and Learning Opportunities in Selected Secondary School EFL Classroom. Unpublished PhD thesis. Addis Ababa University
- Tavakoli, P., Campbell, C., & McCormack, J. (2016). Development of speech fluency over a short period of time: Effects of pedagogic intervention. *Tesol Quarterly*, 50(2), 447-471. <https://doi.org/10.1002/tesq.244>
- Tuan, N.H and Mai, N.T (2015). Factors affecting students' speaking performance at Lethanh hien high school. University of Thu Dau Mot University of Thu Dau Mot. *Asian Journal of Educational Research* ., 3( 2), 2015 , 2311-6080. [www.multidisciplinaryjournals.com](http://www.multidisciplinaryjournals.com)

- Vercellotti, M.L. (2012). Complexity, Accuracy, and Fluency as Properties of language Performance: The Development of the Multiple sub system over Time and in Relation to each other. Un published PhD thesis. University of Pettsburgh.
- Vergara Cabarcas, L. K., López Caraballo, J. L., Castellón Barrios, D. J., Vásquez Rossi, C. A., & Becker Arroyo, E. A. (2019). Dynamic assessment approach in language teaching: A review. *Zona Próxima*, (30), 82-99. <https://doi.org/10.14482/zp.30.371.3>  
Volume 3( 3), 102-120. [www.jallr.com](http://www.jallr.com)
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wagari Negari (1995). The Impact of the Multiple-Choices and the Short Answer Formats on Students' Performance." Un unpublished MA Thesis. Addis Ababa: Addis Ababa University.
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2), 110-118. <https://doi.org/10.5539/elt.v7n2p110>
- Witton-Davies, G. (2013) The Study of Fluency and its Development in Monologue and Dialogue. PhD thesis. Lancaster University.
- Witton-Davis (2014). Oral Fluency Development over Four Years at a Taiwanese University. Paper Presented at the Twenty-third International Symposium on English Teaching (ETA ROC), November 2014. Published in Conference Proceedings: Selected Papers from the 23<sup>rd</sup> International Symposium on English Teaching .pp. 134- 145.
- Yakışık, B. Y., & Çakır, A. (2017). Dynamic assessment of prospective English teachers' speaking skills. *European Journal of English Language Teaching*. <http://dx.doi.org/10.5281/zenodo.260205>
- Yang, Y., & Qian, D. D. (2017). Assessing English reading comprehension by Chinese EFL learners in computerized dynamic assessment. *Language Testing in Asia*, 7(1), 1-15. <https://doi.org/10.1186/s40468-017-0042-3>

## Appendices

### Appendix A. Pre/post-Instruction Phase Data collection Instruments (Pre/ posttest of Satic Assessment) =SA

No	Test Items
	<b>Part I</b>
1	Please tell me about yourself [include your place of birth, schools, parents, hobbies, etc.]
2	What do you do on weekends?
3	Please describe some of the bad effects of smoking cigarettes
	<b>Part II</b>
4	Please describe how COVID 19 virus is transmitted and the way to prevent ourselves from being infected.
5	Who is your hero or heroine? Why?
6	Would you tell me some of the advantages of cell phone / mobile phones/?

### Appendix B. While-instruction Phase Data Collection Instruments (Pre/posttest of Dynamic Assessment= DA<sup>1</sup> & DA<sup>2</sup> questions)

No.	Items
	<b>Part I</b>
1	Please watch the video about mini biography of Abraham Lincoln, and narrate the story to the teacher.
	<b>Part II</b>
2	When did you start learning English Language?
3	When did you join Hawassa University?
4	What challenges have you faced since you joined this university?
5	What will you do after graduation?
6	What is your opinion about Condom advertisement on television and radio?

## Appendix C: Pretest Transcription of Static Assessment or SA<sup>1</sup> [Monologues]

The following is sample transcriptions of learners' monologues, that is, the static pretest. The speeches are not pruned. That means the various hesitation markers, such as emmm, uhhh, false starts, repetitions, self-repairs and other fillers are not excluded from the transcription. However, they are not counted as wrong structures.

This research employs Weighted Clause Ratio (WCR) measure to analyze the level of grammar accuracy. The unit which is used to analyze grammar accuracy of the spoken data is **Analysis of Speech Unit(AS-Unit)**. The AS-Unit boundary is marked by a slash, i.e. ..../.... . Similarly, a **clause boundary** within an AS-Unit is marked by double colon( :: ). Also, false starts, repetitions, self-repair and other fillers are put inside brackets {...}. However, these self-corrections or self-repair and false starts are not counted as wrong clauses. Symbols used in the transcription such as //, ( ) and ..... represent unclear utterances, laugh and first language utterances respectively.

In order to ease counting and analyzing the level of grammar accuracy of clauses, **green, yellow** and **red colors** are used to show clauses with **less serious errors**, **more serious errors** and **most serious errors** respectively. The clauses or AS-units which are not shaded represent **entirely accurate clauses** or clauses with no grammar errors. According to the **Weighted Clause Ratio(WCR)** measure of accuracy, entirely accurate clauses, clauses with less serious errors, clauses with more serious errors, and clauses with most serious errors are given a score of 1.0, 0.80, 0.50 and 0.10 respectively(Foster. and Wigglesworth G., 2016) . The details about how to mark clause boundaries and other related issues are indicated in the procedure part of the research.

### Abdulatif[S1]

#### 1. Please tell me about yourself.

**First of all thanks** :: for giving me this chance:: to speak about the issues./ My name is Abdulatif Wari./ I came from East Arsi - Adaba worda./ **I was born in 1987{ emmm }** at Adaba worda **in 1987 from my mother Inqurasen and my father Wariya./ I attended primary school at there-Leliso Elementary school./ I took grade eight national exam at there./ And after I take them::** I

attended grade nine and ten in Adaba primary and secondary school./ I attended there:: and take there national exams./ After I take national exam, :: I passed to national exam./ I started eleven and twelve grade shashemene zone./ then after I attended there, :: I take national exam of Ethiopia./ After I score high mark at Shashemene worda:: , then I join Hawassa University 2011./ After I join Hawassa University,:: I join English Language and literature. /Now I am a student of Hawassa university./

- Entirely accurate=6x1
- Level 1 error=12x0.8
- Level 2 error=4x0.5
- Level 3 error=0x0.1

Accuracy Rating= Total score/Total No. of Clauses=17.6/22= 0.8

## 2. What do you do on the weekends?

/Ok. There are seven days in one week./ {We divide}{, emm.}. I divide the week into every activities./ Saturday , I wake up early:: and I wash my hands :: after that I go to lunch/{ emm }/after I return to my lunch:: , I going to library/, after that I go to dormitory./

- Entirely accurate=4
- Level 1 error=4
- Level 2 error=0
- Level 3 error=0

Rating= 7.2/8 = 0.9

## 3. Please tell me some of the bad consequences of smoking cigarettes.

/OK. Smoking cigarettes is one of the major effect:: that leads our young generation:: to reduce. / Those who grow:: to reduce many bad effects,:: for example, this smoking cancer is one of the disease:: that cause cancer disease./ It kills many youngs:: which grows ::to reduce this poverty :: affection kills ::those who are young generation, especially in the country./

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=0

- Level 3 error=5

Rating=5.1/10= 0.51

**4. Please describe how COVID 19 virus is transmitted and the way to prevent ourselves from being infected.**

/Corona virus is transmitted through{ emm ...}:: by using {emm..}social reduction:: emm by minimizing social contact::{ emm,}:: using different materials {emm..}:: cover your mouth ::when coughing and sneezing::, emm at that situation not transmitting./

- Entirely accurate=3
- Level 1 error=0
- Level 2 error=2
- Level 3 error=2

Rating=4.2/7=0.6

**5. Who is your hero or heroine ? Why?**

/My hero is my father. /My father is the person most I like in my life is my father. The thing I like in him is gentler/ He never been pessimist::, but he scold me:: or admire me. /He encouraged me to read a lot of movie./ I love my father:: and he love me./

- Entirely accurate=4
- Level 1 error=2
- Level 2 error=2
- Level 3 error=1

Rating=6.7/9=0.74

**6. Tell me some of the advantages of mobile phone.**

Mobile phone is used for many purpose::it uses such as uploading different application in internet::, and also it uses facilitate process of works by the user:: and saves time./

- Entirely accurate=1
- Level 1 error=1
- Level 2 error=2
- Level 3 error=0

Rating= 2.8/4=0.7

Abel.[S2]

**1. Please tell me about yourself.**

/Ok. Thank you :: for giving this chance to me./ My name is Abel Melese,/ and I come from Gamo Zone around Arbaminch./And I have two brothers and seven sisters./My father is a modern farmer in the area/ and my mother is {emm...} my mother is {emm ...} a businessman/ and I have completed my secondary school in Arbaminch /and the primary school is around Gata Guchimo/ and my hobbies is:: I want to play tennis and checker./

- Entirely accurate=7
- Level 1 error=4
- Level 2 error=0
- Level 3 error=0

Rating=10.2/11=0.93

**2. What do you do on the weekends?**

\OK. I do in the weekends many things/.{emm...} on Saturday I want to cloth..emmm I want to wash my clothes:: and take showers:: ,after that then go to cafe:: to eat the {emm} lunch at lunch time and after that {emm} I go to enter the library to study . And on Sunday I want:: to go to church on morning and after that I want:: to relax myself:: by visiting different places around the city.

- Entirely accurate=6
- Level 1 error=4
- Level 2 error=1
- Level 3 error=0

Accuracy rating= 9.7/11=0.88

**3. Please describe some of the bad consequences of smoking cigarettes.**

\In nature smoking cigarettes {is} is not good./ \These causes many causes./ From these is economical , psychological and physical./ Economically it may causes the spending of money and without money./ And physically it may causes lung cancer:: and another and another disease which relate to lung cancer./

- Entirely accurate=0
- Level 1 error=3
- Level 2 error=3
- Level 3 error=0

Rating=3.9 /6= 0.65

**4. Please describe how COVID 19 is spread [transmitted ] and the way we protect ourselves from being infected.**

Ok. COVID 19 or Corona virus is {.. emm..} transmitted through many things:: by hand shaking , and making physical contact with unwell person:: and when someone{ emm.} unwell person sneezing , coughing::, they may be transmit through that situation. {Another one is{ by .... }how to prevent Covid 19 :: or Corona Virus is by keeping physical contact or holding unwell person with physical contact :: , and washing our hands and faces with soap and water ::and this is all./

- Entirely accurate=5
- Level 1 error=0
- Level 2 error=1
- Level 3 error=2

Rating= 5.7 /8= 0.71

**5. Who is your hero or heroine? Why?**

My hero is my father :: because he is my everything. / He is kind person for me. He help me growth psychologically:: and he advise me ::that I become a good man than the other person./ And he show me direction to grow a good ethics./ And he shares idea with me./ And he motivates me to learn::, and he give me advise to lead my life./

- Entirely accurate=4
- Level 1 error=5
- Level 2 error=2
- Level 3 error=0

Rating=9/11=0.82

**6. Tell me some of the advantages of cell phone.**

Mobile phone has so many advantages/. Some of these are it provides us means to communicate friends and families. It is small and convenient./ That means it is easy to put in pocket or bag. And it help us capture video and camera./ And it helps us to do calendar and calculator. And we can be download different thing from internet by using mobile phone,:: and finally it has online finance and banking; that means we can check out our account balance , transfer money./

- Entirely accurate=3
  - Level 1 error=1
  - Level 2 error=3
  - Level 3 error=1
- Rating=  $5.4/8=0.67$

Adugna[S3]

### 1. Please tell me about yourself.

\Ok. My name is Adugna Elema./ I come from southern Oromia Region- Guji Zone. Anna sorda Woreda. Yerokule rural kebele./ That is:: {emm} where I come from. /I am the third child for my families :: and I have {five sisters... emmm } two sisters and five brothers :: totally we are seven in number. /Just after Covid 19 invasion, :: just I leave this campus:: just I merge ::and I have one daughter./

- Entirely accurate=8
  - Level 1 error=0
  - Level 2 error=2
  - Level 3 error=1
- Rating=  $9.1/11=0.83$

### 2. What do you do on the weekends?

\In the weekend, I usually wash my clothes early in the morning/, after that just after take a break, :: I will start :: to study my lesson:: to get ready for the coming , for example just to start a coming Monday to: .. just I will reread :: or I will study hard my lesson.emmm, then Sunday , I usually go church./

- Entirely accurate=2

- Level 1 error=4
- Level 2 error=3
- Level 3 error=0

Ratings =  $6.7/9=0.74$

**3. Please describe some of the bad effects of smoking cigarettes.**

\Smoking cigarettes is bad./ It usually affects our lung/.It is not advisable at all./ Just{ emm..} at all{ emm} for young or for those who are aged :: or in all life circumstances it is not advisable to smoke cigarettes:: since it affects our lung:: and just when you smoke , you {emm just . . .you.. emmm} spread smoke to atmosphere.\ that is not good../yeah it is not good./

- Entirely accurate=9
- Level 1=1
- Level 2=0
- Level 3=0

Rating=  $9.8/10=0.98$

**4. Please describe how Covid 19 virus is spread and the way we protect ourselves from being infected.**

To prevent Covid 19,:: just always we have to wash our hand:: { emm.. by using frequently ...emm.. } by using soap frequently./ And just we have to no handshake at all with those:: { who has emmm... } who are not well./ OK.{ And we have to emm } we haven't contact with our eyes, our mouth:: and just without we wash our hands:: or before we wash our hands by clean water and soap,:: {we haven't or} we shouldn't touch our eyes and our mouth :: and{ we are avoiding emm } we have to avoid contact with someone else./

- Entirely accurate=7
- Level 1 error=1
- Level 2 error=3
- Level 3 error=0

Rating =  $9.3/11=0.84$

**5. Who is your hero or heroine? Why?**

My hero is my father called , Elema Robi. / He is an effective farmer:: who is strive to harvest good crop for his garden. He is my everything, :: means my present here is the result of his work. I appreciate all Ethiopian farmers in accordance to my father:: because if there is no farmer:: ,there is no life./ My father is always strive to eradicate poverty and backwardness. That is :: why I say:: my father is my hero./

- Entirely accurate=7
- Level 1 error=1
- Level 2 error=4
- Level 3 error=0

Rating=  $9.8/12=0.82$

6. Please describe some of the advantages of cellphone.

Ok. Nowadays since our everyday activities is related with mobile phone:: , we cannot separate our daily life from mobile phone. So we do not use mobile phone for communication only./ As {teaching umm} supporting teaching-learning material,:: so mobile phone is very crucial:: , very interesting type of instrument that use to learn our education,:: and to communicate with anyone else , and so on ./

- Entirely accurate=3
- Level 1 error=1
- Level 2 error=3
- Level 3 error=0

Rating=  $5.3/7=0.76$

Atnafu[S4]

**1. Please tell me about yourself.**

\Thank you :: to give chance :: for introduce myself./ And my name is Atnafu Atirse./ I came from South Western region of Kafa Zone, Bita woreda in small village of Boditi kebele. /I was born in 1990 in Ethiopian calendar./ And {I started first.emm.. }I started elementary school in Tikdem school, and emmm./ I promoted to secondary school ::/ and start to grade 9 up to grade 12 in Bita general emm Bita General Millennium School ,/ then after that{ I enjoy emmm..} I

join university , and Hawassa university /. I am secondary year student in Hawassa university main campus department of English Language and Literature. /Thank you./

- Entirely accurate=5
- Level 1 error=7
- Level 2 error=1
- Level 3 error=0

Rating= 11.1 /13=0.85

## 2. What do you do on the weekends?

/Ok.{emm .. }when I did on Saturday {emm .. }::when I did Saturday :: {emm }different things I did./ /First of all I wake up :: after that {I wash emm...} I wash my face ::{..emmm ..and I emm }I take my breakfast :: after that I wash my clothes ::and I take a shower /and.. emmm... after the lunch , I want to go library::, and after that I return :: and I join my dormitory students, /and {at the emm } up to dinner time , {I see different emm }I saw different films, :: and I listen different musical audios./

- Entirely accurate=8
- Level 1 error=2
- Level 2 error=2
- Level 3 error=0

Rating= 10.6/12=0.88

## 3. Please describe some of the bad consequences of smoking cigarettes.

\OK. First of all smoking cigarette is one of the bad practices for any living things and others/. Smoking cigarettes it is obstacle for any development,/ and {first of all the second emm } in additionally the { emm } person smoke the cigarettes it affects his healthy:: , example {it indicates emm.. } it indicates lung cancer , it indicates the lack of financial condition/; it indicates the obstacle of the economic::/, and in generally, smoking cigarettes is the obstacle of any development.

- Entirely accurate=1
- Level 1 error=2

- Level 2 error=5
- Level 3 error=0

Rating=5.1 /8= 0.64

**4. Please describe how Covid 19 virus is spread and the way we protect ourselves from being infected.**

\Ok. COVID 19 means :: {emm ... C means emm } C indicates CORONA; :: V indicates VIRUS :: and D indicates DISEASE. :: CORONA virus disease is a dangerous disease in our world in today./ And CORONA virus is one of the dangerous disease:: and it is one of the dangerous for any economies :: and when corona{ emmm.. corona emm.. } is spread or transmitted{ to another person emm } one person in to another person :: by shaking hand , by physical contacts, and so on./ And {after that emm }after that when we avoid corona virus disease ,. we cannot do by force; :: {we can avoid ,emm } we can avoid technical methods:. from that we using mask :: using sanitizer, and {emm ..you wash , emm} you wash emm... we hands day today and time to time /. Thank you for listening./

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=6
- Level 3 error=2

Rating= 12/17=0.70

**5. Who is your hero/heroine? Why?**

My hero is my grandfathers. /I know:: he is a very kind person for me and environments./ He is good advance for environment and society./ And gave some contribution for me:: to learn and to achieve good and effective goal:: , so my grandfather is good hero for me::, as I think./

- Entirely accurate=3
- Level 1 error=3
- Level 2 error=1
- Level 3 error=1

Rating=6/8=0.75

**6. Please describe some of the advantages of mobile phone.**

Advantage of mobile phone is very essential:: for to learning and to getting some essential technologically accessible. So advantage of mobile phone is play essential role at this time. /Advantage of mobile is to calculate:: , to communication,:: to transmit information:: and to get some news from any countries or area./

- Entirely accurate=2
  - Level 1 error=0
  - Level 2 error=4
  - Level 3 error=1
- Rating=4.1/7=0.58

## Beletu.[S5]

### 1. Please tell me about yourself

OK. My name is Beletu Tesfaye./ I came from Amhara region in south wollo. /And I am twenty-two years old./ My father and my mother are a farmer. I attended primary school in Hassan Kolla and secondary school in WOGEL TENA town { , emmm... } / { I join in Hawassa emm } I joined Hawassa university . Now I am a student by the department of English Language and literature.

- Entirely accurate=5
  - Level 1 error=2
  - Level 2 error=0
  - Level 3 error=0
- Rating= 5.6/7=0.8

### 2. What do you do on the weekends?

As a student , Monday to Friday I attended class,:: and I read for test and assignments/{ , emm } Saturday and Sunday I go to church:: and washing clothes./

- Entirely accurate=2
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating= 3.6/4=0.9

**3. Please describe some of the bad effects of smoking cigarettes.**

\Smoking cigarettes is a bad habit./ For example it affects a health,:: the case of lung disease and affect socially and economically.

- Entirely accurate=1
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating=2.3/3=0.77

**4. Please explain how COVID 19 is spread [transmitted] and the way we protect ourselves from being infected.**

\{Covid ..emm ..}Corona virus is{ transmitted ...emmm ....} world disease transmitted one person to another:: by touching each other,:: and it is{ a emm... } prevent by { emm} using mask properly, .and washing hands :: and using sanitizer./

- Entirely accurate=0
- Level 1 error=0
- Level 2 error=5
- Level 3 error=0

Rating = 2.5/5=0.5

**5. Who is your hero/heroine? Why?**

My hero is my father.. His {his }occupation is merchant. He is a church man :: and he is civil servant:: and{ umm} he is a special to me:: { ummm} because of he is to use his time properly; he is honest ::and I love him./

- Accurate=5
- Level 1=1
- Level2=2
- Level 3=0

Rating= 6.8/8=0.85

## 6. Please tell me some of the advantages of cell phone or mobile phone.

The{ the ummm}.many many advantages of cell phone ummm. For example to communicate or {to communicate or}:: to greeting ummm friends:: who are far away from {umm from} my culture or from my country, :: to communicate :: or to use internet means Facebook, telegram, others {and ummm} :: and to search books ,{umm}or the person of history ummm, :: to know the person :: and to search the model of the fashion:: and what is new in the world:: and in mobile phone {umm,}for example {uhhh},to enjoy with my friend:: and unforgettably to use image:: and to save that one,:: to use calculator:: and life is simple using cellphone./

- Entirely accurate=9
- Level 1 error=3
- Level 2 error=3
- Level 3 error=1

Rating= 13/16=0.81

Bizuayehu[S6]

### 1. Please tell me about yourself.

\My name is Bizuayehu Miretu. / I come from in Amhara region. South Wollo/. My mother name is Simegn Shegaw./ My father name is Miretu Hake.{emmm,uhhh.}/ {Six brothers and ummm,} six brother and two sister {emm} three brother {emm...} is teacher:: { emm...} and two brother is student:: {emm ...elementary school attend , emmm }attend elementary school Gelebe and high school Wegidee./

- Entirely accurate=1
- Level 1 error=4
- Level 2 error=2
- Level 3 error=0

Rating= 5.2/7=0.74

### 2. What do you do on the weekend?

\In weekend, {emm clothing emm.. } washing the cloths, :: go to library:: and { reading as emm..} reading assignment ::and { reading emm ...}reading book./

- Entirely accurate=0
- Level 1 error=0
- Level 2 error=4
- Level 3 error=0

Rating=2/4=0.5

**3. Please describe some of the bad effects of smoking cigarettes.**

Bad effects of smoking cigarettes is impact economic :: and has the effect of {disease of the lung}..emm lung of the disease. heart of the disease/

- Entirely accurate=0
- Level 1 error=0
- Level 2 error=0
- Level 3 error=2

Rating=0.2/2=0.1

**4. Please explain how COVID 19 Virus is spread and the way to protect ourselves from being infected.**

\{COVID emm.. }COVID asra zetegn[Amharic word] transmitted :: {emm in person to person transmitted and mouth to mouth to nose to and ... mask and sanitizer./

- Entirely accurate =0
- Level 1 error=0
- Level 2 error=0
- Level 3 error=2

Rating=0.2/2=0.1

**5. Who is your hero or heroine? Why?**

Firstly, I like history, especially our country Ethiopia history./ I have my hero. /He was the maker of Adwa, Minilik the II./He is my hero. /He shaped our country./ He make our country independent. He believe by support of God:: and the God help him:: and he make Adwa./

- Accurate=4
- Level 1=1
- Level 2=4
- Level 3=0

Rating score=6.8 /9=0.75

6. Please describe some of the advantages of cell phone or mobile phone.

There are several uses of cellphone or mobile phone,/ The first one is the reason of we have it; ::that is to communicate with other people,;: to change informations:: , to communicate with other world like email/ .there are severals./ The other use of mobile phone is there is many applications like camera, facebook,instagram emm, google and others./

- Entirely accurate=2
- Level 1 error=3
- Level 2 error=2
- Level 3 error=0

Rating=5.4/7=0.77

### Bonsa[S7]

1. Please Bonsa, tell me about yourself.

\My name is Bonsa Diriba./ I came from EAST Wollega. / I was born in 1991 EC. /After that my father is Diriba/ and also {my mother is emm... }my mother name is Fante Merga./ I attended a school in elementary school :: when the age of me is up..emmm./ my father is attending to elementary school of ????[not clear]. {After that emm } after I graduating from elementary school:: and I passing a secondary school emm :: my secondary school is Arjo secondary schools,{ emmmm...}/After {I taking emm }after I taking national examinations:: , I promoted to grade eleventh./ After I graduating grade tenth emm..grade twelvth,emmm,):: after that I am graduating :: , I taking emmm, examination of grade twelfth, emm:: graduating grade twelvth, :: I am joining Hawassa , I joining the university:: after joining Hawassa University, :: after that I am starting from uhhh ...[student can't proceed his speech].

- Entirely accurate=6

- Level 1 error=3
- Level 2 error=7
- Level 3 error=5

Rating= 12.4/21=0.59

## 2. What do you do on the weekends?

\There are seven {weekends emm ..} days :: and from the days, the first day is Monday. /When {the day is } Monday is coming:: , starting from a learning from emm:: I learning in the classroom emm:: and also it is continuously :: for I learn in the classes. /After classes I finished,:: adjusting programs of the learning. / First of all I am using a time :: , I don't know, emm a time:: for reading a subjects. / We are a taking many subjects of a learn. There are many,:: so I am adjusting the program . After I adjusting a program,:: I using my times. \I don't waste any time. /After that emm when the Sunday is coming, :: I going to church. /After going to church , :: praying a God in the church. /After finishing at the program, :: I am coming to my dorms/. After that when the entertainment is comes:: ,I am playing football:: and I am playing my friends:: and \I am playing my friends any time./

- Entirely accurate=2
- Level 1 error=3
- Level 2 error=14
- Level 3 error=7

Rating= 12.1/26=0.46

## 3. Please describe some of the bad effects of smoking cigarettes.

\In our country, there are many reasons of in Ethiopia countries./ The first of smoking cigarettes is it is very bad from economic emm :: when we smoking of cigarettes:: , may be the economy is a damaged :: , the mouth is attacking a disease emm:: / and also, { when we, emm if you have , emm } if you are adapting for cigarettes:: , we can't learn./ Also we can't promoting:: because we can't got a success. / So demotivating for the cigarettes/. If you have the adaptation for cigarettes:: , may be the economy for one country it is a damaged. / May be it is impacting from badly/. It is impacting from family {emm }and then friends,:: it is very risky for today./

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=2
- Level e error=12

Rating= 3.2/15=0.21

4. **Please explain how COVID 19 VIRUS is spread and the way we protect ourselves from being infected.**

\First of all when it is getting into Ethiopia, :: the corona virus is starting to the lungs and all over the parts of Ethiopia:: , transmitted to all the universities of Ethiopia/, so corona virus is first of all it is a transmitted by hands :: and touching other person ::{ when we emm.. asking emm... }when we asking other person agreement :: or when we asking the other person is by handing , may be it is transmitting to other person. /So it must be keeping our distances:: , and it must be emm we don't know asking other person for a greetings by hands:: and it must be limiting by attaching other persons./

- Entirely accurate=0
- Level 1 error=1
- Level 2 error=2
- Level 3 error=8

Rating= 2.6 /11=0.24

5. Who is your hero /heroine? Why?

My hero is my mother and my father. Because my mother is a place where the life of today./ My mother is she is supporting anything:: and also she is supporting any materials. And my father is also he has a greater for my life. /So, anyway, my hero is my mother and my father.

- Entirely accurate=0
- Level 1 error=2
- Level 2 error=1
- Level 3 error=3

Rating= 2.4 /6=0.4

6. Please describe some of the advantages of mobile phone or cellphone.

Advantage of phone is it has a great role for our communication./ It is a connector a training and a teacher :: where he is teaching for community. We can using WIFI:: and we are editing pictures and others.

- Entirely accurate=0
- Level 1 error=3
- Level 2 error=2
- Level 3 error=0

Rating= 3.4 /5=0.68

Debela[S8]

### 1. Please tell me about yourself.

\My name is Debela kumera./ I came from Oromia region, East Wollega zone./ And I have mother and father and two sister and three brothers. My father is a farmer:: and my mother is a farmer. My brother is a policeman, :: and my sister is students./

- Entirely accurate=4
- Level 1 error=3
- Level 2 error=0
- Level 3 error=0

Rating=6.4 /7=0.91

### 2. What do you do on the weekends?

{Weekend emmmm.. } I read grammar :: and in the evening praying, :: do many thing football and volley ball :: and reading many material./

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=4
- Level 3 error=0

Rating=3 /5=0.6

### 3. Please describe some of the bad effects of smoking cigarettes

Smoking cigarettes is very dangerous for human being such as {emm..} .sick lung cancer and economic loss and {emmm...}[stopped uttering words]

- Entirely accurate=0
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=0.5/1=0.5

4. Please describe how COVID 19 is spread and the way we protect ourselves from being infected.

Corona virus is a disease transmitted {in the emm..} by hand and by {emmmm....}.[stopped uttering words]

- Entirely accurate=0
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=0.5/1=0.5

5. Who is your hero/heroine ? Why?

My hero is Nelson Mandela. /Why because Nelson Mandela is a very great man not only as Africa,as a world:: as we know./ South Africa, especially, he struggled with apartheid. /Why because umm for the respectation of black rights. When he was living in South Africa, :: he has a dream in his day life. What is his dream::, just respect the rights of black Africans in south Africa. After a while he arrested by the whites.—Europeans. /During that time, he arrested :: and he entered in prison/. He stayed in prison for 27 years./ This also, well,he stayed in prison for 27 years,:: he has a dream./ He did not stopped his struggle/. And he continued :: during when he was in prison./ And Finally , he released from prison after 27 years :: , and he continued his struggle for the respectations of Black Africans, especially south Africa. Then After a while he became the south African president./ So he has a great patient for his daily life/

- Entirely accurate=5

- Level 1 error=11
- Level 2 error=5
- Level 3 error=0

Rating= 16.3 /21=0.77

6. Please describe some of the advantages of cellphone.

The first advantages of cell phone is at the first time, :: as we know:: , to communicate others:: , to exchange any inforations, or in different area .As we know :: the first advantage of mobile phone is {the advantage of mobile phone is} to communicate each other in different area. And some advantages ummm the advantage of mobile phone is to exchange informations :: communicate through different ummm through facebook, through internet, through telegram and so on/.

- Entirely accurate=2
- Level 1 error=2
- Level 2 error=4
- Level 3 error=0

Rating= 5.6 /8=0.7

Geleta[S9]

**1. Please tell me about yourself.**

\My name is Geleta Abebe./ I came from Oromia region, {emmm..} Finfinee Zone {emm } around Finfinee, especial zone. / I come from near to Finfinee. /Also I am twenty –six year old. And {emm} I have five brothers and two sisters./ And also my father and my mother is a farmer. They live in farming activity./ Also my education process is starting one up to eight elementary school- Kemdisida School ... emmm/ ..After I finished that :: , I will to join Awash Melka secondary and preparatory school;:: and also four years I learn in that school, that means Awash Melkasa school. / After that I come to:: or I join Hawassa university./ Now I am a second year students in Hawassa university.

- Entirely accurate=6
- Level 1 error=5
- Level 2 error=2

- Level 3 error=1

Rating= 11.1/14=0.79

## 2. What do you do on the weekends?

Ok. On the weekends ,I am doing several activities. /As I am a student,:: I have to try a study :: and also I am to go to classroom:: and learn :: after that this{ emm.. } Monday up to Friday {emm...} during in the class, learn :: and somehow Saturday going to space :: and read:: and {emmm.. } Sunday {I will emmm} I wash my clothes:: , and I am protect my hygiene. /

- Entirely accurate=4
- Level 1 error=2
- Level 2 error=3
- Level 3 error=1

Rating= 7.2/10=0.72

## 3. Please describe some of the bad effects of smoking cigarettes.

Ok . As we know smoking is a dangerous one./ It is affected our lungs,:: and it is addiction/. It affected not only our health:: , but affected our economy the same too. And{ emm} it affected our sociable habits./

- Entirely accurate=2
- Level 1 error=2
- Level 2 error=2
- Level 3 error=0

Rating =4.6/6=0.77

## 4. Please explain how COVID 19 Virus is transmitted and the way we protect ourselves from being infected.

Ok . Covid 19 is the current time ,/ this world issue, and it is transmitted by high amount, /and it is a killer./ It have not a medicine up to now./ So Corona virus is a very dangerous:: it is transmitted to touch each other/. If one person who have that virus touch the other person :: , it is the risk of transmitted./ So, Corona virus is the current time is the world issue./

- Entirely accurate=1

- Level 1 error=2
- Level 2 error=5
- Level 3 error=1

Rating=5.2 /9=0.58

5. Who is your hero/heroine? Why?

[My heroine umm.. ] my hero is Tadassa Biru./ He was born in Sallalle province in Ethiopia ,during the Emperor Haileselassie regime. He is considered the model or institutional Oromo. He is eventually captured:: and contest the Derg regime.

- Entirely accurate=2
- Level 1 error=1
- Level 2 error=1
- Level 3 error=1

Rating= 3.4/5=0.68

6. Please describe some of the advantages of cellphone.

Cell phone is there are many advantages. / Someone cellphone is contact with another person my friends ,my families, and many advantages/. Not only for education to video, to audio any person is daily to using mobile phone. When we to create a problem. :: any person is to using mobile phone.

- Entirely accurate=0
- Level 1 error=1
- Level 2 error=2
- Level 3 error=2

Rating= 2/5=0.4

Girma[S10]

**1. Please tell me about yourself?**

\Ok. My name is Girma Mulatu./ I was born in Oroma Region around West Wellega., Wore Jiru Becho Kebele./ I am twenty-three years old./ I have two brothers ; / I have no sister. /My father is dead {in one emm} in 1991./ So I have only mother now. / I have two brother./ They are both farmer.{emmm..} I attend my elementary school at Enango Biftu Elementary school./ And I

attend my elementary school and preparatory school at Oda kara secondary school and preparatory school./ so I have {emm...} scored points in entrance:: and I come to Hawassa University./ Now I am attend English language and Literature./

- Entirely accurate=7
- Level 1 error=5
- Level 2 error=2
- Level 3 error=0

Rating= 12/14=0.86

## 2. What do you do on the weekends?

\On weekends, on Saturday I wake up early in the morning:: and I wash my face:: and I eat my breakfast:: , and then after I am going to church:: and follow my worship. / On Sunday, I read my handouts:: after time or I have {emm }study at dorm./

- Entirely accurate=5
- Level 1 error=0
- Level 2 error=1
- Level 3 error=1

Rating=5.6/7=0.80

## 3. Please state some of the bad effects of smoking cigarettes,

\Smoking cigarettes is very bad./ Because some person are smoking cigarettes/. If you see that person:: they have bad smell. {It is ver.eemmmm. } it is effect on academically, economically and personally./ It is effect our lung/. If you smoke cigarettes,: : {our lung is emm} our lung can't relax. / So it is going to be tuberculosis./ Tuberculosis is a very dangerous disease./ It kills many peoples in the world./

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=2
- Level 3 error=1

Rating= 8.7/11=0.79

4. Please describe how COVID 19 is transmitted and the way we protect ourselves from being infected.

\Corona Virus is a very dangerous disease./ It kills many peoples in the world./ For example in Brazil, many peoples are lost their life about Corona virus./ So, we should have to take care for ourself./ For example, we cover our mouth and nose ::when we are sneezing :: and coughing ::and, we wash our hands with a soap:: and we should have to keep our social distance/. So we protect ourselves by this way from Corona virus./

- Entirely accurate=3
- Level 1 error=5
- Level 2 error=1
- Level 3 error=0

Rating=  $7.5/9=0.83$

5. Who is your hero/heroine? Why?

My hero is Abebe Bikila::, because he was a Ethiopian Marathon runner first in the Ethiopian Shampion Marathone./ He was good runner./ And he is first, black Africans Olompic winner or gold medalist,:: and he win mmedal/ In 1960 in summer olompic in Rome, and the second in 1964, the Olompic on Tokiyo,he win the second gold medal, :: and he become the first athlete . / Therefore Ethiopia successful to become the Olympic Marathone in both victories:: :: and he run world record/

- Entirely accurate=1
- Level 1 error=2
- Level 2 error=4
- Level 3 error=2

Rating=  $4.8/9=0.53$

6. Please describe some of the advantages of cellphone.

Today there is.{umm today there is } many advantages of mobile phone or mobile cells./ These are first for communication,:: for using of video, photo and audio for entertainment, :: for use of crime prevention:: and gathering evidence:: , using for learning, research ,:: using for maps navigation and travel./

- Entirely accurate=2

- Level 1 error=1
- Level 2 error=4
- Level 3 error=0

Rating= 4.8 /7= 0.68

Habtewold[S11]

### 1. Please tell me about yourself.

\First of all I introduce myself./ My name is Habtewold Temesgen./ I come from South Western Region of Kaffa Zone , from Adeo Woreda. /{And from emm.. } I was born in 1990 in a small village known as Kelisha Kebele./ I learned my primary school at Kelisha Primary school:: and I finished my secondary and preparatory school from Adia Priparatry school . /And then after I finish my preparatory school:: , I join Hawassa university now at emm since 2011:: and I am a department of English Language and Literature , second year student.

- Entirely accurate=4
- Level 1 error=4
- Level 2 error=1
- Level 3 error=0

Rating= 7.7/9=0.85

### 2. What do you do on the weekends?

{I did emm ...} I did so many things at the weekend./ First of all I wake up ::and wash my face ::and I go to church./ /After that I came to my dormitory:: and I go to cafe. /Then after I wash my clothes, :: {every Saturday we ...then after washing my clothe, the time emm the time of emm... at the time of lunch}, I eaten my lunch:: and {I uhh .. }I go to library :: and read up to dinner time. / Then ,after I eat my dinner, I am going to church. /I return back to my dormitory :: and I sleep ,may be./ It may be I come :: and I was read./ Then after I do several things at the day of Sunday weekend:: , I wake up at 12 o'clock :: and I wash my face./ I go to the church. As we know Sunday is the rest time. /So I go to church./ I stayed at church at least at five o'clock. Then, I came to my dormitory:: and I eat my lunch. /And I want to enjoy every place:: that I want./

- Entirely accurate=17
- Level 1 error=2
- Level 2 error=7
- Level 3 error=2

Rating=22.3/28=0.8

### 3. Please describe some of the bad effects of smoking cigarettes

\First of all smoking cigarettes is harmful practice for any individual { emmm uhhh..} / Smoking cigarettes { comes ...umm... } affects by {economy ..emm..} economically :: and affects physically health/ Naturally smoking cigarettes affects our lung. It becomes the disorder of blood vessels . /And the other related disease comes/. Secondly, smoking cigarettes comes the economic crisis and misunderstanding for any things./ AS we know :: { . Then emmm...smoking cigarettes } when a given person addicted to smoking cigarettes, :: it smokes{ day to day emm } almost day to day.. it comes economic crisis for a given person. That is the main difficulties of smoking cigarettes.

- Entirely accurate=3
- Level 1 error=1
- Level 2 error=4
- Level 3 error=5

Rating= 6.3/13=0.48

### 4. Please tell me how COVID 19 is spread and the way we can protect ourselves from being infected.

\First of all the CORONA virus is very dangerous disease for almost one year. / Almost Corona Virus is spreaded out of the world,:: then { the pre..ummm } the corona virus is transmitted from one person to another person by shaking hands, {emm...by shaking hands} , by physical contacts, and the other/ The preventive methods of corona virus is by using Sanitizer::, {ummm by facing umm }by using face masks and the others:: { emm }washing our hands for 20 minutes:: and this is the methods or criteria to prevent Corona virus disease/.

- Entirely accurate=0
- Level 1 error=6

- Level 2 error=1
- Level 3 error=0

Rating=5.3/7=0.76

5. Who is your hero/heroine? Why?

/First of all, thank you my instructor, Mr. Abayneh Feleke./ In my hero, all Greek Philosophers, especially Socratos./The reason for all Greek philosophy, it is to looking for geographical location, :: it is difficult for farming, :: for example it is different islands, different mountains, different to surrounding water bodies most of the part Greece :: so, in this reason in Greek philosophy, to see economical , small parts of area, :: to get larger products./

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=1
- Level 3 error=4

Rating= 1.9/6=0.32

6. Please describe some of the advantages of cellphone.

OK. Some advantages of mobile phone or cell phone, different advantages or so many advantages of cell phone. /The first time, to communicate or exchange of information from one person to the other. /The second advantage is to increase the ability to communicate in or out of working place:: , and the third advantage of mobile phone is to download for any application ::and to learn from that application./

- Entirely accurate=1
- Level 1 error=2
- Level 2 error=2
- Level 3 error=0

Rating= 3.6 /5=0.72

Mekdes[S12]

1. Please tell me about yourself.

\Ok. My name is Mekdes Abebaw./ {I have a two..emmm. } I have three brothers and { emm } four sisters/. And one of our brother are graduated in his education program in this year./ He

attended in Debrebirhan University in the department of Electrical engineering /, and the other my brothers are they are students:: and one of my sister are married:: and the other or the rest one is she is a teacher ::and {emmm ..} my parents are farmer/.

- Entirely accurate=2
- Level 1 error=3
- Level 2 error=3
- Level 3 error=0

Rating=  $5.9/8=0.74$

## 2. What do you do on the weekends?

Ok. Ok the weekend, I have participated in different works, :: and for example, I wash my bad or dirty clothes and shoes at the date of Saturday:: and on the date of Sunday{ umm.. } I goes to church :: and also.. most of the time as you know:: we do the assignments and reading for test in the date of Sunday and Saturday.

- Entirely accurate=1
- Level 1 error=4
- Level 2 error=0
- Level 3 error=0

Rating= $4.2/5=0.84$

## 3. Please describe some of the bad effects of smoking cigarettes.

Ok, smoking cigarettes are /:: as we know :: it is a bad habit {umm.}/ It is disadvantage for the smokers and an economy of our country. / When we say:: it is a bad thing, it is a negative impact for the smoker./ And if someone is smoke cigarettes,:: he has not want or feels to hard work :: because always he feel to smoking cigarettes rather than hard working./{ Ummm..} in addition to this, it can reduce the economy of his life and also countries' { ... countries} development:: because without hard working, there is no development of countries ./

- Entirely accurate=3
- Level 1 error=3
- Level 2 error=3

- Level 3 error=1
- Rating=7/10=0.7

4. Please describe how COVID 19 is spread and the way we protect ourselves from being infected.

\Ok, COVID 19 are transmitted through several or different ways./ From those if someone is attacked in Covid 19 , :: when we meet with him without fearing:: we may be take the disease , and also if you are not using mask,:: we must be take the problems :: and also when we are at the time of meeting ,:: we must be far two meter{ ... ummm... }/

- Entirely accurate=1
  - Level 1 error=1
  - Level 2 error=4
  - Level 3 error=2
- Rating= 4/8=0.5

5. Who is your hero or heroine? Why?

My father is my real hero:: because he is especial to me:: he is protecte me: ; he believe me

- Accurate=2
  - Level 1=2
  - Level 2=0
  - Level 3=0
- Rating=3.6/ 4=0.9

6. Please describe some of the advantages of cell phone or mobile phone.

The advantages of cell phone is to make communication to people:: .to save photo, video games and listen music:: and even helping to access to internet

- Entirely accurate=1
  - Level 1 error=2
  - Level 2 error=1
  - Level 3 error=0
- Rating= 3.1 /4=0.77

## Melash[S13]

### 1. Please tell me about yourself.

Thank you:: for giving me this chance. / My name is Melash Nigussie. / I am from Amhara region, Semen Gondar Zone , Debark district. / I have one brother, one sister and three half-sisters, :: and I am the first child to my parents./ When I was ten years old, :: I joined Azezo Elementary school; after eight years , I joined secondary school./ In {emmm in uhhh in} 2010 in Ethiopian calendar , I took university entrance exam, :: and now I am a second year student English education at Hawassa university. My hobbies are reading fiction,:: watching movies, ::{emm..} chatting with kids :: and also, visit historical places, {emmm...}:: my ambition is to be a good English and Amharic teacher./ This is all about me./

- Entirely accurate=15
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating= 16.6/17=0.98

### 2. What do you do on the weekends?

\Oh, it is amazing question./ I have many things to do on weekends./ For example, I goes church:: , wash my clothes:: and also chatting with my friends:: and took walk with my girl-friend./ And also reading courses, :: and do assignments./ Finally ,{ for} at the weekend write my weekend's program.

- Entirely accurate=4
- Level 1 error=3
- Level 2 error=1
- Level 3 error=1

Rating=7 /9=0.78

### 3. Please tell me some of the bad effects of smoking cigarettes.

\Ok. Smoking cigarettes is one of bad habits in the world./ Many youths victim by it./ The world, especially in our country Ethiopia ,the youths {umm }taken by this:: , but it is not good

for our youths like in different condition,:: it affects economically , socially and psychologically.  
And also {it cause for cancer,} it causes for cancer and lung stroke disease and also heart disease{ umm..}/

- Entirely accurate=0
- Level 1 error=2
- Level 2 error=3
- Level 3 error=1

Rating=3.2 /6=0.53

**4. Please describe how COVID 19 virus is spread and the way we protect ourselves from being infected.**

Now days, COVID 19 was a dangerous disease in the world/. It affects {in the world.. }all the world by different condition,:: for example {Corona... emm...} COVID 19 transmits one to the other by different ways,:: for example by shaking hand {emm hands}:: and contact with unwell person:: and also by sneezing :: and coughing in case of small particle things,:: but also we can prevent it by different ways:: for example by avoiding shaking hands with anyone,::{ emmm, } and :: also keep distance from unpopulated area:: and so washing hands with soap frequently :: and use face mask {when umm...} when we are in populated area./

- Entirely accurate=5
- Level 1 error=4
- Level 2 error=3
- Level 3 error=0

Rating= 9.7/12=0.81

**5. Who is your hero or heroine?Why?**

My hero is Antonio Tomalis,:: but I call him Tony:: it is a nick name ./ He is a kind person./ He is a knowledgeable person,:: and also he encouraged me in different things,:: for example, to continue my education:: , how to control my life,:: and also he is respectful, and also reasonable person./ All of the character of Antony Tommy or Tommy like us days of good day character.

- Entirely accurate=10
- Level 1 error=0

- Level 2 error=0
- Level 3 error=1

Rating= 10.1 /11=0.92

6. Please describe some of the advantages of mobile phone.

Ok. By the way now a days, without cell phone or mobile phone , life is become difficult. To control anything or movement, :: it has many advantages or many importance to cellphone./ For example to communication, cellphone is a means of communication within family and with friends with coworkers, relatives:: and also all of the world people, it can connect or it can communicate with simply./ It is also for entertainment. If we have a cellphone:: , we can simply watch a video or movies :: listening music:: and send text message from us to the other person or other relatives or families./ And also, it is important to flash light . / If we have a cellphone or mobile phone,:: when there is a darkness place,:: we can simply use torch or light./ And also {carry umm } it is simple to carry:: because it is small size./ Most of the cellphones or mobile phones are to need or prepare very small size./ AS this result ,we can carry:: or we can take it anywhere in our pocket or bag or something. /So , it is important for listening radio./

- Entirely accurate=7
- Level 1 error=6
- Level 2 error=6
- Level 3 error=1

Rating= 14.9 /20=0.74

**Musa[S14]**

1. Please tell me about yourself.

\My name is Musa Jemal. /{I was born in umm }My father name is Jemal Fako./ My mother,s name is Misra Ahmad./ My father is a farmer./ My mother is working at home./ I have two brothers.

## **Appendix D: Sample Transcription of DA<sup>1</sup>[Preest of DA]= Dialogues**

**Instruction.** Watch a video about the mini biography of Abraham Lincoln, the 16<sup>th</sup> president of America, and retell the story to your instructor. While you are narrating the story, your mediator

intervenes when necessary and gives you hints, prompts or mediation on your language ,mainly grammar.

**Geleta[S9]**

**1. Thank you very much for coming to my office for this speaking session. Please retell the biography of Abraham Lincoln.**

[1]S: Ok. Abraham Lincoln was born in America. He was born[umm he was born] on February

[2] 12, 1809. His mother died when he was 9 years old. And in 18 42 he married. Abraham

[3] Lincoln have a good qualities.[S-produces wrong structure in the middle of his speech]

[4]T:would you repeat please? He...[T-asks for repetition, expecting that S would self-correct it ]

[5]S: He has good qualities[S-uttered wrong structure]

[6]T: Something wrong there.[T- tells that S is wrong]

[7]S: SILENT[S- remained silent]

[8]T: Think of the grammar[T- provides metalinguistic clue]

[9]S: He had good qualities[S corrects the structure]

[10]T: yes, go ahead please.[T-praises student]

[11]S: Then he was won the election[S-produced incorrect structure]

[12]T: again; Something is wrong there[ T-demanded S to repeat]

[13]S; He was won.....[S-repeats the wrong structure]

[14]T; Think of the word 'was'[T -gives metalinguistic clue]

[15]S: He won the election in 1861 and he assassinated in 1865[S-corrects the first structure, but

[16] commits another error]

[17]T: Would you repeat, please. He...?[T-asks for repetition]

[18]S: He assassinated in 1865.[S-repeats error]

[19]T; There is something wrong here[T-informs the presence of error]

[20]S:ummmmm /student takes time to think of the answer/[S-no response-silent]

[21]T; make it passive form [T-gives metalinguistic clue]

[22]S; He was assassinated[S- makes use of mediation and answers correctly]

**2. T; OK , Geleta the second question. When did you start learning English Language?**

[23]S: umm. When I am a grade one student.[S- uttered wrong structure]

[24]T; would you repeat please[T-asks for repetition]

[25]S; a grade one student[S-couldn't recognize his error- can't make use of first mediation]

[26]T; make a complete sentence[T- asks S to repeat the full sentence]

[27]S: I started English language learn when I was a grade one.[S-commits another error, but

[28] corrects his previous ones]

[29]T: repeat please.[T-asks for repetition]

[30]S: I started English language learn.[S-repeats the same error]

[31] T; pardon [T-asks for clarification or repetition]

[32] S; learned ,[umm] learning when I was a grade one student[S-self correct the error with

[33] implicit mediation]

**3. When did you join Hawassa University?**

[34]S; I joined Hawassa University [ummm] in 2011.[S-produced correct utterance without

[35] Mediation]

[36]T: very good.[T-praised S]

**4. What challenges have you faced since you joined this university?**

[37]S; Ok.When I come to Hawassa university I challenged by air condition.[S-uttered wrong structure]

[38]T: Would you repeat please?[T-asks for repetition]

[39]S; I challenged by [Repeats the error]

[40]T; I challenged by? [T repeats the wrong structure questioningly]-indirectly telling the

presence of error]

[41]S; air condition[ S- never recognize the error]

[42]T; Ok, Could you correct the grammar error?[T-provides indirect metalinguistic clues]

[43] S: I challenged by ummmm?[S-insists on making the same error]

[44] T; make it passive[T-provides explicit hints or metalinguistic clue]

[45]S; I was challenged by air condition[S- use of metalinguistic clue and produce correct answer]

[46]T; good. You can also say I have been challenged by the bad weather condition...[T-praised S]

### 5. What will you do after graduation?

[47]S; I will be a teacher.[S-produces correct answer]

[48]T; good.[T-praised S]

### 6. What is your opinion about condom advertisement on television and radio? Is it good or not? Why?

[49]S: I support the advertisement because it is important for the prevention of diseases.[S-gives correct answer]

[50]T:good. [T-praises S]

**Mekdes**[S12]

### 1. Mekdes, Thank you very much for coming. Please retell me the mini biography of Abraham Lincoln.

[51]S: Thank you for giving me this chance. I would like to try it. Abraham Lincoln was born

[52] in February 12, 1809 in North America.

[53]T; Repeat please.[T-Asks for repetition]

[54]S; silent[S-become silent]

[55]T; in ? [T-provides metalinguistic clue by asking S to repeat the wrong structure]

[56]S; February 12, 1809.[S- repeats the wrong structure-didn't accept meditation]

[57]T; if we use exact date, we say on Feb. 12, 1809 or in February 1809. Very good . go  
[58]ahead.[T-provides explicit hint and explanation]

[59]S; His mother was died when he was 9 years ago.[S-produces wrong utterances]

[60]T; Yes? His mother....?[ T-requests S to repeat the whole sentence]

[61]S; was died.[S-repeats the wrong structure]

[62]T; There is something wrong there. His mother...?[T-indicates the presence of error]]

[63]S; was died.[S-insists on making the same error]

[64]T; we shouldn't use the word 'was' here. So , his mother...?[T-provides direct  
[65]metalinguistic clues, and asks S to reconsider and correct the error ]

[66]S; silent[S-never utter a single word-remained silent]

[67]T; cancel 'was'[T-gives explicit hint]

[68]S; ok . His mother died when he was 9 years old.[S-manage to correct the error]

[69]T; very good. [T-praised S]

[70]S; He thinks his father lacks ambitions and he was lazy.[S-produces wrong structures]

[71]T; ok There is structural problem. Make it correct.[T-informs the presence of error]

[72]S; Ok. He believes or thinks[S- repeats error]

[73]T; Ok Make it past.[T-provides metalinguistic clue]

[74]S; He thinks his father..[S-insists on making the same error]

[75]T; He thought...[T-gives explicit hint]

[76]S; ok. He thought his father was lacking ambitions and he was lazy. Abraham Lincoln

[77] married in 1842. And he had its own several abilities.[S-accepts mediation ,but make  
another error]

[78]T; He had...?[T-asks for repetition]

[79]S; he had his own several abilities, for example he was eloquent or well speaker. Then he

[80] was win presidential election in 1861[S-corrects error,but produce another wrong

[81] utterance]

[82]T; He was win... or...?[T-asks for repetition]

[83]S; silent[S- remained silent]

[84]T; make it past. Avoid was.[T-provides metalinguistic clue]

[85]S; silent[S- keeps quite]

[86]T; He ....[T –demanded S to repeat the whole sentence]

[87]S; [*algebagnim*] Murmured in Amharic.[S- murmured in L1]

[88]T; the past form of win is...[T-gives metalinguistic clue]

[89]S;Ok . He won presidential election in 1861. He challenged Senator Steven Daglas. In  
[90]1863 slavery was over. He was assassinated in 1865.[S-managed to produce correct

utterance]

[91]T; very good.[T Praised S]

## 2. OK . Mekdes, when did you start learning English language?

[92]S; I started learning English language in grade one.[S-answers correctly]

[93]T; yes . you can say I started learning English Language when I was a grade one student.

T-praised S]

## 3. When did you join Hawassa University?

[94]S; I was join in Hawassa university....[S-gives wrong answer]

[95]T; Would you repeat please?[T-asks for repetition]

[96]S; I join in Hawassa university?[S-corrects half part of the sentence, still wrong]

[97]T; again please? There is wrong usage.[T-informs the presence of error]

[98]S; I joined in Hawassa university ..[S-struggled to correct the error,but not able to correct

it]

[99]T; I joined...?[T-provides explicit hint]

[100]S; silent.[S-remained silent]

[101]T; I joined...? Is the preposition correct?[ T provides additional explicit hint and

[102] metalinguistic clue]

[103]S; silent.[ S not willing to respond-not willing to accept mediation]

[104]T; I joined Hawassa university... ok? No preposition is needed. So, I joined Hawassa university in...? [T provides explicit explanation]

[105]S; in 2011.[S-accepts explanation]

[106]T; very good. That is the correct English, right?[T praised S]

[107]S; Ok.

#### 4. What challenges have you faced since you joined this university?

[108]S; Ok. In this university I see several problems.[S-produced partially correct utterance]

[109]T; You can say I have faced several problems.... Because you are still here in the [110]university.[T- informs the presence of error]

[111]S; I have faced several problems, for example , in case of subjects, in case of café [112]food[S-Produced partially correct structures]

[113]T; What do you mean that?[T-asks for explanation]

[114]S; silent.[S-become speechless]

[115]T; for example the food in the cafeteria .....?[T-provides examples ,hints ]

[116]S; I am not....ummm. I am not happy because the cafeteria food is ..[S-produced [117]partially wrong utterances]

[118]T; ok The food in the cafeteria.....?[T-gives correct but incomplete sentence to put S [119] on the right track]

[120] S; is not delicious[S-completes the T's sentence with correct utterance]

[121]T. ok . what else. Any other challenge...? Regarding the assignments, the courses...?[T [122] -probes S]

[123] S; Ok our course is not good for me. First I am not interested to learn English[ S-uttered [124] wrong structure]

[125] T; I am not interested ...?[T-asks for repetition]

[126] S; to join the department[S-repeats the error]

[127]T; You can say at first I was not interested in studying English or I was not interested in

[128] joining English department. Ok the next question...[T-gives explicit explanation]

**5. What is your opinion about condom advertisement on television and radio? Do you support it or not?, why?**

[129]S; In my opinion the advertisement of condom is good because people know about its

[130] importance. If people are not know about it...[S-uttered wrong structures]

[131]T; If people ....?[T-asks for repetition]

[132] S; If people can't know about its importance and necessity, they can hear about it from

[133] advertisement, and they can teach themselves from several diseases.[S-provides

[134] partially correct sentence]

[135]T; OK. They can prevent themselves from several diseases. Ok the last question,[T-  
[136]explicitly corrects the error]

**6. What will you do after graduation? What is your plan?**

[137]S; After graduation, I would like to gain teaching [S-uses wrong diction]

[138]T; I will like to .....?[T-asks for repetition]

[139]S; gain teacher.[S-repeats error]

[140]T; I will like to be a teacher ? you will involve in the teaching profession?[T-gives

[141] metalinguistic clue]

[142]S; yes.[S-accepts mediation]

[143]T. thank you very much.[T-praises S]

**Geremew[S47]**

**1. Thank you very much for coming to my office , Geremew. Please retell the mini biography of Abraham Lincoln.**

[144]S: Thank you my instructor, for giving me this opportunity to retell the biography of

[145] Abraham Lincoln. Abraham Lincoln was born in,umm Abraham Lincoln was born

[146] on February 12, 1809. His mother dead on when his age was 9 years old.[S-

[147] uttered wrong structure]

[148]T: His mother...?[T-asks for repetition]

[149]S; death[S-uttered another incorrect word form]

[150]T; died[T-gives explicit answer]

[151]S; ok. His mother died in the age of nine. Then he lived with his father. He had good

[152] quality when he was speaking. The people liked to listen to him. He was married in

[153] 1852.[S uttered wrong structure]

[154]T; he was married?[T-asks for repetition]

[155]S; in 1842.[S-not aware of the error-repeats error- repeats error]

[156]T; there is something wrong. He....?[T-tells the presence of error]

[157]S;get married[ S-tries partially correct structure]

[158]T; got married. Very good. Then...[T-gives explicit answer]

[159]S; ok. He struggled to abolish slavery in south America. He competed an election[S

[160] accepts mediation and continues to utter ]

[161] T; something missing. He competed?[T-Indicates the presence of error and demanded

[162] S to repeat the whole structure]

[163]S; in election[S-commits error in preposition ]

[164]T; He competed for presidential election.[T-corrects the error]

[165]S; He competed for an election in 1861 and he won the election, and lastly he was

[166] assassinated by his opponent in 1865[S-produced correct utterances]

[167] T. Very good.[T praised S.]

## 2. T; When did you start learning English language?

[168] S; I have been started ....[S-produced wrong structure]

[169]T; repeat please.[T-asks for repetition]

[170] S; silent[S-remain speechless]

[171] T; use past tense.[T-gives metalinguistic clues]

[172] S; I had started ,I mean, I started in ...[S-uttered incomplete sentence]

[173]T; You started what?[T-asks for repetition]

[174] S; in grade one[S-misunderstand T and ignore mediation]

[175]T; make a complete sentence.[T asks for repetition by providing hints]

[176]S; I started to learn English in grade one.[S-produced accurate structures]

[177] T; good.[T-praised students]

### **3. When did you join Hawassa university?**

[178]S; I joined in... I joined in Hawassa university ummm[S-uttered wrong structures]

[179]T; I joined Hawassa university..?[T-Asks for repetition]

[180]S. Yes, I joined Hawassa university in 2011.[S-produced correct structures]

[181]T; very good.[T-praised S]

### **4. What challenges have you faced since you joined Hawassa university.**

[182]S; I have faced different challenges ; the first one is the weather condition is not good

[183] to me. I was sick because of the weather condition.[S-produced correct sentences]

[184]T: Very good.[T-praised S]

### **5. What will you do after graduation?**

[185]S; After graduation, I will be a teacher.[S-uttered correct structure]

[186]T.very good.[T-praised S]

### **6. What is your opinion on condom advertisement on television and radio. Is it good or bad? Why?**

[187]S; that is good. To address information, it is important.[S-gives correct answer]

[188]T; How important is that? Do you encourage the youth to practice condom?[T-probes-

[189] or asks for detail]

[190] S; I support the advertisement to protect health of people.[S-uttered correct structure]

[191]T. very good[T-praised S]

## Bonsa[S7]

1. Ok. Bonsa , Thank you very much for coming to this interview session. Please retell the mini biography of Abraham Lincoln.

[192]S; Abraham Lincoln was born in February 1809. Abraham Lincoln is the best leader of

[193] America.[S-uttered wrong structure]

[194]T; Abraham Lincoln..? would you repeat?[T-asks for repetition]

[195] S; is the best leader of America.[S-repeats error]

[196] T; There is something wrong there.[T-indicates the presence of error]

[197]S; silent[S-remained speechless]

[198]T; the word 'is' appropriate?[T-indicate the nature of error]

[199]S; silent[S become silent again]

[200]T; the word ' is ' can be used to state present action or general facts. We use past tense to

[201] narrate Lincoln's biography.[T-provides explicit hint and metalinguistic clue]

[202]S; OK.'chigir yelem' Amharic word. Abraham Lincoln has the best ..[S uttered L1 words]

[203] and still produced wrong structure]

[204]T; use the past form of is, that is , was.[T again gives metalinguistic clue]

[205] S; Ok. Abraham Lincoln was the best leader of America. Abraham Lincoln umm he has

[206] four children.[S makes use of mediation and corrects error,but makes another error]

[207]T; there is something wrong.[T- indicates the presence of error]

[208]S; silent[S-silent]

[209]T; Possession in the past...[T indicates the nature of error]

[210]S; have four children[ S -uttered wrong structure]

[211]T; the past form of have/has is[T gives explicit hint-metalinguistic clue]

[212]S; had[ S managed to correct error]

[213]T;very good. Abraham Lincoln had four children[T praised S]

[214]S; yes. Abraham liked justice and freedom[S uttered correct sentence]

[215]T; yes you can say Abraham Lincoln struggled for justice and freedom.[T-praise S]

[216]S; He was a married man. And he died .....[S gets stuck]

[217]T; when did he die? How was he killed?[T-asks for repetition]

[218]S; silent[S become speechless]

2. When did you start learning English Language ?

[219]S;I was learning a grade one[S-uttered incorrect structure]

[220]T; would you repeat?[T asks for repetition]

[221]S; I am starting from a grade one.[S-still gives wrong answer]

[222]T; there is something wrong.[T indicates the presence of error]

[223]S;silent[S remain silent]

[224]T; grammar error.[T –indicates the nature of error]

[225]S;I am learning when I am starting grade one.[S produced wrong utterances]

[226]T; change the word ‘is’ to past form[T –gives metalinguistic clues]

[227]S; I was starting from grade one up to now.[S produced partially wrong utterances]

[228]T; You can say like this; I was learning English when I was a primary school student or I

[229] started learning English when I was a grade one student.[T-gives explicit explanation]

3. When did you join Hawassa University?

[230]S; I am joined ...[S-gives wrong structure]

[231]T; pardon?[T asks S to repeat]

[232]S; I am joined for ...[S produced wrong structures]

[233]T; please use the right tense[T indicates the presence of error]

[234]S; When I am joined for[S gives erroneous structure]

[235]T; I ....please use the appropriate tense[T requests S for repetition]

[236]S; yeah. I am joined when I am reading to....[S uttered erroneous sentence]

[237]T; I mean the time, when . I joined Hawassa university two years ago.[T-provides answer-

[ 238 ] explicit answer]

[239]S; yes. I joined hawassa university in 2011.[S-repeats T's answer-S accept mediation]

4. What challenges have you faced since you joined Hawassa university?

[240]S; There are many challenges in Hawassa university. May be ...there is not enough text

[241] books in the library. There is not enough materials in the library.[S- commits error]

[242]T; ok. You can use plural verb[T-informs error]

[243]S.Silent

[244]T; There... instead of 'is'[T-shows the nature of error]

[245]S ;There is not[S-produced wrong structure]

[246]T; make it plural[T -gives metalinguistic clue]

[247]S; There are no enough books and materials in the library[S-produced accurate structures]

[248]T; very good. What else[T probes]

[249]S; also , there is no respect from librarians.[S uttered correct sentence]

5. What is your opinion about condom advertisement? Do you support it or not ?Why?

[250]S; when we using condom....[S-uttered wrong structure]

[251]T; repeat please[T-asks for repetition]

[252]S; when we using of condom, it must be keeping you from...[S insists on using wrong structure]

[253]T; Now the first question is do you support condom advertisement or not. Do you support

[254] it?[T rephrase the question-asking for repetition]

[255] S; yes[S-express his opinion]

[256]T; why?[T probes]

[257]S; we are coming to learn ;after marriage, we can learn it.[S Produced correct sentence]

[258]T; S and T laughed . WELL...[T stopped probing]

6. What will you do after graduation?

[259]S; I want to umm "MERDAT"sheltering the generation.[S -use L1 and L2]

[260]T; you want to.....[TAsks for repetition]

[261]S; I want to be the shelter of generation[S-used wrong diction]

[262]T; the shelter?[T-asks for repetition]

[263]S; yes.[S – never aware of his error]

[264]T; you can say I want to teach the generation English. I will serve the generation with my

[265] Profession[T-provides explicit explanation]

[266] S;ok.[S accepts mediation]

### **Adugna[S3]**

1. Adugna , Thank you very much for coming to my office for this interview. Please retell the biography of Abraham Lincoln

[267]S: First of all , I would like to thank you for this golden chance you give me to narrate

[268] the biography of Abraham Lincoln. Abraham Lincoln was born in February

[269] 12,1809.[S- used wrong grammar]

[270]T: Would you repeat?[T-asks for repetition]

[271]S: Abraham Lincoln was born in February 12, 1809.[S-repeats error]

[272]T: There is something wrong there?[T-indicates the presence of error]

[273] S: Silent[S-remained silent]

[274]T: The preposition, correct it.[T-provides metalinguistic clue]

[275]S: Ok. The preposition..? [S-pauses-takes time to think]

[276]T: was born.....?[T- Indicates the type and nature of error-direct metalinguistic clue]

[277]S: at... in... 1809?[S-says wrong utterances]

[278]T: we have to use ' on' to show exact date when the action happened. You can also say :

[ 279] Abraham Lincoln was born in 1809.[T-provides explicit hint and explanation]

[280]S: yes, thank you. Abraham Lincoln was born on February 12, 1809. He was elected as US  
[281] president in 1860. He was the 16<sup>th</sup> president of United States. His primary goal was to  
[282] Reunite the nation. And he get married in November 4, 1842 and he has 4 children.[S-

makes error]

[283]T: Would you repeat? He...[T-asks for repetition]

[284]S: He get married...[S-repeated error]

[285]T: Something wrong.[T-indicates the presence of error]

[286]S: Silent[S-silent]

[287]T: There is grammar error.[T-informs the type and nature of error]

[288] S: get married[S-insists on making the same mistake]

[289] T: make it past[T-provides direct metalinguistic clue]

[290]S: I think it has '-ed' : He get married.[S- rejects mediation]

[291] T: ok. We can say : he got married in 1842, and ...[T-provides explicit answer]

[292]S: He has four children[S- continues his speech and makes another grammar error]

[293]T: He had four children[T-automatically corrects S-to smoother the conversation]

[294]S: Yes. He was a person who didn't kneel down for a challenge. Abraham Lincoln was a

[295] person who was not simply challenged by a problem. He was striving for a sustainable

[296] solution for a challenge. That was his quality. And he was assassinated in April 1865

[297] by Booth.[S-produced accurate utterances]

[298]T:Very good. Thank you very much.[T-praised S]

2. When did you start learning English Language?

[299]S: I start from grade one.[S-uttered wrong structures]

[300]T: Repeat please.[T asks for repetition]

[301]S: I start learning English from grade one.[S-repeats mistake]

[302]T:There is something wrong.[T-indicates the presence of error]

[303]S: SILENT [S-pauses]

[304]T: The word 'start'. I... [T-shows the nature and type of error]

[305]S: started learning English [S-managed to answer]

[306]: Very good. I started learning English in grade one. [T- praised S and confirms the answer]

3. When did you join Hawassa university?

[307]S: First I joined Bahir Dar University. Due to family problem , I was transferred to this

[308] university last year. [S-uttered correct sentences]

[309]T: So you joined Hawassa university last year. [T-confirms S's answer]

4. Ok, Adugna. What is your opinion about condom advertisement on television and radio?  
Do you support it or not? Why? For example , adds like sensation. .condom..like that..

[310] S: Ok. If possible, using condom is fair. If you want to enjoy with someone , you have to

[311] use condom to save your life. [S-produced correct utterances]

[312]T; good. [T-praised S]

5. What challenges have you faced since you joined this university?

[313] S: Life has been challenging in the university, especially the food quality and weather

[314] condition. [S-uttered correct structures]

[315] T: I am sure you will overcome this challenge. [T-confirms S's answer]

[316]S: Yes. [S-accepts T's confirmation]

6. What will you do after graduation?

[317]S: After my graduation , I will going to serve my society. [S-produced wrong utterance]

[318] T: Would you repeat? I... [T-asks for repetition]

[319] S: I am going to serve or help my society. I am going to share my knowledge to the

[320] people [S-corrects error]

[321]T: Very good. [T-praised S.]

**Lelisa**[S23]

## 2. Please retell me the biography of Abraham Lincoln.

[322]S: Thank you, first of all , teacher. Abraham was born in 1809, umm February, 1809. He

[323] got married in 19 [umm] in 1842. At the age of 33, he was four childrens. [S-uttered wrong sentence]]

[324]T: He...?[T-asks for repetition]

[325]S: He had four childrens. [S-partially corrects error]

[326]T: four...?[T-indicates the nature of error]

[327]S; silent [S-pauses]

[328]T: Chilrens or children?[T- gives direct metalinguistic clues]]

[329]S: Children [S-corrects the wrong structure]

[330]T: very good. [T-praised S]

[331]S:He was died his mother's. [S- uttered wrong structure]

[332]T: He was...?[T- asks for repetition]

[333]S: His mother dies... [S-makes another error]

[334]T:His mother...?-something wrong. [T-indicates the type and nature of error]

[335]S: His mother's dies.... Ok His mother died [S-self-corrected- produced correct utterance]

[336]T: Good [T-praised S.]

[337]S; on October 5, 1818. And he regarded his father as lazy. He loved books; he don't like

[338]slavery [S-commits error]

[339]T:He...?[T-asks for repetition]

[340]S:ok....silent [S-pauses]

[341]T: grammar error [T-indicates the presence of error]

[342]S: He do not like [S-repeats error]

[343]T: He .. [T-informs the position of error]

[344]S: Ok, He did not like slavery and so on. [S-managed to self -correct error]

[345]T;good.[T-praised S]

3. When did you start learning English language?

[346]S: I learned English language in grade one.[S-uttered wrong sentence]

[347]T: Would you repeat please: when did you start learning English? I ...[T-asks for repetition]

[348]S: I learned[ umm] I started learned English in grade one.[S-repeat error]

[349]T: I started ..?[T-shows the position of error]

[350]S: learned...[S-insists on making the same mistake]

[351]T:NO.[T -rejects S's answer]

[352]S: I started learn in grade one.[S-uttered another wrong structure]

[353]T: the appropriate word form of learn should be.... What? I started ....[T-shows the nature of error]

[354]S: learning[S-managed to correct it]

[355]T:GOOD. I started learning English in grade one[T-praised S and confirms answer]

4. When did you join Hawassa University?

[356]S: I join Hawassa university...[ S uttered wrong structure and paused]

[357]T: I...?[T asks for repetition]

[358]S: joined[S-produced correct structure]

[359]T:good . I joined...?[T-praised S and probes S to talk more]

[360]S: Hawassa university 2011.[produced wrong structure]

[361]T: There is something missing.[asking for repetition]. I joined Hawassa university....?[T-asks for repetition]

[362]S: I joined Hawassa university 2011.[S-repeats error]

[363]T: Use preposition[T-informs the nature of error-metalinguistic clue]

[364]S: silent[S-silent]

[365]T: in or an....[T-gives direct metalinguistic clue]

[366]S: silent[S-remained silent]

[367]T: I joined Hawassa university ...[T-probes S and put him in the right track]

[368]S: in 2011.[S-corrects error]

[369]T:GOOD.[T-praised him]

5. What challenges have you faced since you joined Hawassa university

[370]S: my challenges?[S-asks for clarification and takes time to answer]

[371]T: Yes, for example you can mention personal problems , exams, weather condition,etc[T-explains question]

[372]S: silent –stopped-not willing to utter[S remained silent]

6. What is your opinion about condom advertisement? Is it good?

[373]S: Yes.[S-reveals his agreement or oppinion]

[374]T: Why? Please explain why you say yes.[T-probes him]

[375]S: SILENT. Refused to speak.[S-remained silent]

[376] Teacher asfelagi new gin....[S-utered in L1]

7. What will you do after graduation?

[376]S: After graduation, I am teachers[S-produced wrong utterances]

[377]T:would you repeat?[T-asks for repetition]

[378]S:After graduation, I am teachers.[S-repeats error]

[379]T: use future tense[T-gives metalinguistic clue] . I..

[380]S:silent[S-pauses]

[381]T: I will ....[T-gives direct metalinguistic clue-explicit hint]

[382]S: English teaching[S-still unable to correct wrong structure]

[383]T: I will be a good teacher of English and Afan Oromo.[T provides explicit answer and explanation]

**Melash**[S13]

2. Thank you very much, Melash. Please retell the minibiography of Abraham Lincoln.

[384]S: Ok . Abraham Lincoln was born in February 12, 1809. [S-uttered wrong structure]

[385]T: would you repeat please? [T-asks for repetition]

[386]S: Abraham Lincoln was born February 12, 1809. [S-unable to correct wrong structure]

[387]T: Something missing there. Abraham Lincoln was born.... [T shows presence and location of error]

[388]S: on February 12, 1809. [S corrects wrong structure]

[389]T: Very good. [T-praised S]

390]S: Also he was the greatest and famous president of America. [S-commits error of structure]

[391] T: Repeat please [T-asks for repetition]

[392]S: He was the greatest and famous president [S-repeats error]

[393]T: He was the greatest and most famous president of America. What else? [T-corrects error]

[394]S: OK. And he had four children. He had also many challenges at that time. For example,

[395] the challenges of Steven Daglas and also the issues of slavery. At that time the western

[396] and southern states disagreed. The western states wants to stop slavery but [S-speaks wrong structure]

[397]T: would you repeat? The Western states....? [T-asks for repetition]

[398]S: The Western states wants to stop [S-repeats error]

[399]T: Something wrong there, the tense. [T-indicates the presence of error]

[400]S: I mean the Northern states wants to .... [S-insists on making the same mistake]

[401]T: Make it past form [T-gives metalinguistic clue]

[402]S: OK. The northern states wanted to stop slavery ,but the southern wanted to keep slavery.

[403] These were some challenges during the time of Abraham Lincoln. He thought himself as a

[404] lover of equality. Also he loved a books. [S-makes use of mediation and correct

it,butdoes another error]

[405]T: He loved ...?[T-asks for repetition]

[406]S: books.[S-corrects it]

[407]T:Yes,we shouldn't use article 'a' before plural nouns. So, we say, He loved reading

[408] books. [T-provides additional explanation]

3. OK,MELASH, when did you start learning English language?

[409]S: I learn umm I was learn English language..[S-uttered wrong structure]

[410]T: would you repeat?[T-asks for repetition]

[411]S: 2011 Ethiopian Calendar[S-gives incomplete answer]

[412]T: Make a complete sentence. I...[T-asks for repetition]

[413]S: I learn [umm] I learned [S-not sure of answer-mix correct and wrong structure]

[414]T: Look. The question is 'when did you start learning English?' SO,I...[T-rephrase the

[415] question and keeps on bprobing]

[416]S: I start learned...[S-produced wrong structure]

[417]T:I start ....?[T-shows loation of error and asks S for repetition]

[418]S:learned[S-uttered wrong structure]

[419]T.No.[T reject answer]

[420]S:I was started learning[S-keeps struggling]

[421]T; no.[T-rejects S's answers]

[422]S:I started learning English language in 2011.[S-corrects error]

[423]T.good. [T praised S]

4. When did you join Hawassa University?

[424]S: I joined Hawassa University in 2011 in Ethiopian calendar.[S-uttered correct sentence]

[425]T: Very good.[T-praised S]

5. What challenges have you faced since you joined this university?

[426]S: I have got many challenges until now. For example, economical problems .[S-uttered correct structure]

[427]T;verygood[T-praised S]

6. What is your opinion about condom advertisement? Do you support it or not?Why?

[428]S: I never think about it. In my opinion it is good. [S-states his opinion with correct structure]

[429]T:Why?[T -wants to probe more]

[430]S: Not willing to utter more words[S-refused to speak]

7. The last question : What will you do after graduation?

[431]S:Ok. After graduation , I will ..umm I have a good plan for ..umm If God says I will be a

[432]very good teacher[S-uttered complete sentences]

[433]T:If it is the will of God ...[T-shapes S's structure and diction]

[434]S:If it is the will of God, I will be a good English and Amharic teacher.[S, makes use of

[435] teacher's mediation and produce good structure]

T:Very good.[T-praised S.]

**Urgessa[S18]**

**1. Please retell the biography of Abraham Lincoln.**

[436]S: Abrahm Lincoln born February 12,1809.[S-produced wrong structure]

[437]T: Repeat please[T-asks for repetition]

[438]S: Abraham Lincoln was born on February 12, 1809.When he won the election for house of

[439] representative of America, his age was 46. He got married in November 1842 at the

[440] age of 33. He had four childrens.[S-corrects first error but commits another error]

[441]T: four..?[T asks for repetition by showing the location of error.]

[442]S: Childrens.[S- repeats error]

[443]T: Ok. Childrens...? Correct it.[T-questioningly requests S to confirm the wrong structure]

[444]S:Yes. Ok. // Laughter//Children.[S- understands the error and corrects it.]

[445]T: yes, four children.[T-confirms answer]

[446]S:Abraham loved books ,honesty, and justice. His mother is died..[S-makes error]

[447]T: His mother ..?[T-asks for repetition]

[448]S: died[S-corrects error]

[449]T: OK. Go ahead[T-confirms answer and probes further]

[450]S: She was died in October 5..[S-produces wrong structure]

[451]T: Would you repeat? She...?[T-asks for repetition]

[452]S: was died[S-repeats error]

[453]T: no.no. Something is wrong. She....?[T-indicates the presence of error and asks for correction]

[454]S: was died[S- insists on making similar error]

[455]T: avoid was. We can't use 'was' here. We should say: She died...[T-gives explicit

[456] explanation-metalinguistic clues]

[457] S: She died on October 5, 1818.The challenges of Abraham Lincoln was the disagreement

[458] of the northern and southern states.[S-produced correct sentences]

[459]T: Finally what happened in 1865 ?[T-continues to probe S]

[460]S: At the age of 55, he was assended...[S-unable to correctly pronounce the word

[461] 'assassinated' so, teacher helped S- to pronounce it

[462]T; he was...?[T-asks for repetition]

[463]S: At the age of 55' he was assassinated.[S-correctly utter the word]

[464]T.yes.[T-confirms answer]

2. When did you start learning English language?

[465]S: I started in Mersa School in 1999.[S-gives wrong structure]

[466]T: Would you repeat please?[T-asks for repetition]

[467]S: I started 1999.[S-still utter incorrect sentence]

[468]T: What did you start?[T-indirectly show the presence of error]

[469]S: I started learning English .[S-uttered partially correct sentence]

[470]T: Very good. You can say :I started learning English in Grade 1.[T- confirms answer and completes the correction-]

3. When did you join Hawassa University?

[471]S: on 2011.[S-gives incomplete sentence.]

[472]T: Make a complete sentence. I....[T-asks for repetition]

[473]S: I joined Hawassa University in 2011.[S-gives complete and correct utterances]

[474]T. very good.[T-praised S.]

4. What challenges have you faced since you joined Hawassa university?

[475]S: How to live with friends. All are coming from..umm with new language and culture.So,it

[476] is very challenging.[S-gives answer]

[477]T; Good[T- praised S]

5. What is your opinion about condom advertisement on Television and radio?

[478]S: silent [S- not willing to utter words]

[479]T; probes [T- probing not successful- S remained speechless]

6. What will you do after graduation?

[480]S: I do If you God say...[S-produce wrong utterance]

[481]T: Repeat please.[T-asks for repetition]

[482]S:If God say[S-got stuck-incomplete sentence]

[483]T: You can say : If it is the will of God...[T-gives hints]

[484]S: If it is the will of God, I plan to continue my MA study [S-completes his utterances]

[485]T; good[T-praised S]

**Yobson**[S19]

**2. Please retell the mini biography of Abraham Lincoln.**

[486]S : Abraham Lincoln is umm he has born on February 12..[S-uttered wrong structures]

[487]T:Would you repeat[T asks for repetition]

[488]S:Abraham Lincoln is born...[S-still gives incorrect structure]

[489]T:There is something wrong[T-informs the presence of errors]

[490]S:Abraham Lincon is born in ..[S-insists on making grammar error]

[491]T: is?[T-indicates the nature of error through looking at S questioningly]

[492]S:Abraham Lincoln has born in...[S-insists on making the same mistake]

[493]T: Abraham Lincoln..? use past tense, ok.[T-gives direct and explicit hint-metalinguistic clues]

[494]S:Abraham Lincoln[S-got stuck-unable to complete sentence]

[495]T:Abraham Lincoln was born in February ,1809.[T-completes the answer-gives explicit explanation]

[496]S:Yes. Abraham Lincoln was born in February ,12, 1809.[S-accepts mediation, but makes another error]

[497]T: Use correct preposition- IN OR ON?[T-gives metalinguistic clue]

[498]S: on February 12, 1809.[S-corrects error]

[499]T:good.[T-praised S]

[500] S:He was born in the USA. He won American election in 1846 for house representatives.

[ 501] He get married November 4,1842.[S-produces wrong structure]

[502]T: Repeat please.[T-asks for repetition]

[503]S:He got married in 1842 on November 4,1842 at the age of 33.[S-self corrected the wrong structure]

[504] T:Very good.[T-praised S]

[505]S: He have four children[S-used wrong structure]

[506]T: He..??[T-asks for repetition]

[507]S:He have four children.[S-repeats error]

[508]T:correct the grammar.[T-indicates the presence of error]

[509]S:Silent[S-got stuck]

[510]T:He had four children[T-gives explicit answer and explanation]

[511]S: Yes, he had four children. He regarded his father as umm no good relationship with his

[512] father.[ S- produce structures with minor error]

[513]T:Ok, you can say he regarded his father as lacking ambition, and lazy. Lincoln had

[514] strange relationship with his father.[T-rephrase S's sentence and corrects it]

[515]S: umm qualitative Abraham wasumm[S-produce wrong pronunciation and word]

[516]T:What do you mean by qualitative? Do you mean personal qualities of Abraham...[T asks for repetition]

[517]S: Yes .Qualities of Abraham were like honesty, and courage, justice. He assassinated[S-

[518] wrongly pronounce the word ' assassinated']

[519] T: would you repeat[T-asks for repetition]

[520]S:He was assassinated on April 15,1865 at the age of 56.[S-self-corrects wrong structure]

[521] T;Very good[T-praised S]

3. When did you start learning English language?

[522]S: I started learning English 2011[S-gives wrong answer]

T: when did you start learning A,B,C,,D... LETTERS[T-asks for repetition]

[523]S: in 1972 [S-gives wrong answer]

[524] T :laugher/ you were not born by then. Were you?[T asks for repetition]

[525]S: Student murmured in Afan Oromo.[S-used L1 instead of L2]

[526]T: You can say I started learning English when I was a grade one student.[T-gives explicit

answer]

4. When did you join Hawassa University?

[527]S: I joined Hawassa University in 2011.[S-produced correct utterances]

[528]T. Good.[T-praised S]

5. What challenges have you faced since you joined Hawassa University?

[529]S: time management skill[S-uttered incomplete answer]

[530]T: please make a complete sentence. I.....[T-asks for repetition]

[531] S: I have faced time management skills.[S-uttered correct structures]

[532]T: I have faced lack of time management skills in my studies. [T-gives further explanations]

[533]S : YES. I am facing problems of students[S-also added ideas ,but lacking clarity]

[534]T: You can say I have faced challenges from bad mannered students in my dormitory.[T-

[535] makes ideas clearer by further explaining S 's point of view]

6. What is your opinion about condom advertisement on television and radio? Is it good or bad? Why?

[536]S: It is good. Because people .... [S- got stuck-become silent]

[538]T: may get information to protect themselves from STDS diseases.[T-completes S's idea]

7. The last question Yobson, What will you do after graduation?

[539]S: After graduation, I have plan. My plan is good teacher.[S-gives answer]

[540]T: What is your plan?[T-probes]

[541]S: good teacher.[S-incomplete utterances]

[542]T: use correct and complete sentence. Your plan is....?[T-asks for repetition]

[543]S: silent[ S-stopped speaking]

[544]T: You can say :My plan is....so your plan is [T-probes]

[545]S: good teacher.[S-gives incomplete answer]

[546]T : Use important verb form[T-informs the nature and type of error]

[547]S: Silent[S-silent]

[548]T: You can say: my plan is to be a good teacher.[T-gives complete answer,& probes further]

[549]S: my plan is to be a good teacher of English and Afan oromo.[S-accepts mediation and repeats T's answer.]

[550] T: Thank you so much.[T praised]

### **Appendix E: Posttest Transcription of Static Assessment or SA<sup>2</sup> [Monologues]**

The following is sample transcriptions of the students' monologues during posttest administration. The speeches are not pruned. That means the various hesitation markers, such as emmm, uhhh, false starts, repetitions, self-repairs and other fillers are not excluded from the transcription. However, they are not counted as wrong structures.

This research employs Weighted Clause Ratio[WCR]measure to analyze the level of grammar accuracy. The unit which is used to analyze grammar accuracy of the spoken data is **Analysis of Speech Unit(AS-Unit)**.The AS-Unit boundary is marked by a slash, i.e. ..../.... . Similarly, a **clause boundary** within an AS-Unit is marked by double colon( :: ). Also, false starts, repetitions, self-repair and other fillers are put inside brackets {...}.However, these self-corrections or self-repairs and false starts are not counted as wrong clauses.

In order to ease counting and analyzing the level of grammar accuracy of clauses, **green, yellow and red colors** are used to show clauses with **less serious errors**, clauses with **more serious errors** and clauses with **most serious errors** respectively. The clauses or AS-units which are not shaded represent **entirely accurate clauses** or clauses with no grammar errors. According to the **Weighted Clause Ratio(WCR)** measure of accuracy, entirely accurate clauses, clauses with less serious errors, clauses with more serious errors, and clauses with most serious errors are given a score of 1.0, 0.80, 0.50 and 0.10 respectively(Foster,P. and Wigglesworth G.,. 2016) . The details about how to mark clause boundaries and other related issues are indicated in the procedure part of the research.

**Abdulatif[S1]**

### 1. Please tell me about yourself.

My name is Abdulatif Wari./ I came from East Arsi , specifically Adaba woreda./ I was born in 1987{ emmm }in Adaba woreda {in 1987 }from my mother Inqurasen and my father Wariya./ I attended my primary education at Leliso Elementary school./ And I took grade eight national exam at this school./ **And after I take them**:: I attended grade nine and ten classes in Adaba primary and secondary school./ I attended there: **and take the national exams./ After I take national exam**, :: I passed the national exam./ I started eleven and twelve grades in Shashemene zone./ then **after I attended there**, :: **I take national exam of Ethiopia./ After I score high mark at Shashemene woreda**:: , then **I join Hawassa University 2011./ After I join Hawassa University**:: **I join English Language and literature** ./Now I am a student of Hawassa university./

- Entirely accurate=10x1
- Level 1 error=7x0.8
- Level 2 error=2x0.5
- Level 3 error=0x0.1

Accuracy Rating= Total score/Total No. of Clauses=16.6/19= 0.87

### 2. What do you do on the weekends?

There are seven days in a week./ . I divide :: and budget the week for every activities./ On Saturday ,for example, I wake up early:: and I wash my hands :: after that I go to lunch/{ emm }/after I **returned to my lunch**:: , then I go to library/, after that I go to dormitory./

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating= 8.9/9 = 0.99

### 3. Please tell me some of the bad consequences of smoking cigarettes.

. Smoking cigarettes is one of the bad habits :: that leads our young generation:: to reduce those bad {ummm people ummm} habits::**who smoking**:: or to reduce many bad effects,:: **for example, this smoking** :: cancer is one of the disease:: **that cause cancer disease./ It kills many**

young:: which grows ::to reduce this poverty :: affection kills ::those who are young generation, especially in the country./

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=1
- Level 3 error=4

Rating=  $8.5/13=0.51$

**4. Please describe how COVID 19 virus is transmitted and the way to prevent ourselves from being infected.**

/Corona virus is transmitted through many ways/ such as by using {emm..}social relations:: It can be prevented {emm by} minimizing social contact::{ emm,}:: using different materials {emm..}:: cover your mouth :: when coughing and sneezing::, emm at that situation not transmitting./

- Entirely accurate=4
- Level 1 error=0
- Level 2 error=2
- Level 3 error=1

Rating= $5.1/7=0.73$

**5. Who is your hero / heroine ? Why?**

My hero is my father. / My father is the person:: most I like in my life is my father. The thing I like in him is gentler. He never been pessimist, but he scolded me:: or admire me:: when I was a child./ He encouraged me:: to read a lot of movies/. I love my father:: and he love me.

- Entirely accurate=7
- Level 1 error=3
- Level 2 error=2
- Level 3 error=0

Rating=  $10.4/12=0.86$

**6. Tell me some of the advantages of mobile phone.**

Mobile phone is used for many purposes::, such as down loading different application in internet, :: and facilitate process of works by the user:: and saves time.

- Entirely accurate=2
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating=  $3.3/4=0.82$

**Abel.[S2]**

### **7. Please tell me about yourself.**

/ My name is Abel Melese,/ and I am from Gamo Zone , Arbaminch. / I have two brothers and seven sisters./My father is a farmer / and my mother is a businesswoman/ and I completed my secondary education in Arbaminch /and the primary school is around Gata Guchimo/ and my hobbies are:: to play tennis and football./

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating= $8.8/9=0.98$

### **8. What do you do on the weekends?**

\In the weekends I do many things/.{emm...} For example, on Saturday I want to buy cloth./.[ emmm I want to wash my clothes:: and take showers:: ,after that I go to cafe:: to eat the {emm} lunch at lunch time and after that {emm} I go to enter the library to study . And on Sunday I go to church in the morning:: and after that I want:: to relax myself:: by visiting different places around the city.

- Entirely accurate=10
- Level 1 error=0
- Level 2 error=1

- Level 3 error=0

Accuracy rating=  $10.5/11=0.95$

**9. Please describe some of the bad consequences of smoking cigarettes.**

\ smoking cigarettes {is} is not good./ \It causes many causes./ From these economical , psychological and physical causes are examples./ Economically it may causes the spending of money and without money./ And physically it may causes lung cancer:: and another and another disease which relate to lung cancer./

- Entirely accurate=1
- Level 1 error=3
- Level 2 error=2
- Level 3 error=0

Rating= $4.4 /6= 0.73$

**10. Please describe how COVID 19 is spread [transmitted ] and the way we protect ourselves from being infected.**

COVID 19 is transmitted through many things:: by hand shaking , and making physical contact with unwell person:: and when someone{ emm.} unwell person sneezing , coughing::, it may be transmitted through these situations. {Another one is{ by .... }how to prevent Covid 19 :: or Corona Virus is by keeping distanc or physical contact:: or holding unwell person with physical contact :: , and washing our hands and faces with soap and water ::and this is all./

- Entirely accurate=7
- Level 1 error=0
- Level 2 error=1
- Level 3 error=1

Rating=  $7.6 /9= 0.84$

**11. Who is your hero or heroine? Why?**

My hero is my father because he is my everything. / He is a kind person for me. /He helps me grow psychologically:: and he advise me:: that I become a good man than the other person. /And he show me direction:: to grow a good ethics. And he shares idea with me./ And he motivates me to learn::, and he gives me advise:: to lead my life./

- Entirely accurate=8
- Level 1 error=3
- Level 2 error=0
- Level 3 error=0

Rating= 10.4 /11= 0.94

12. Tell me some of the advantages of cell phone.

Mobile phone has so many advantages./ Some of these are:: **it provide us means to communicate friends and families**./ It is small and convenient./ That means ::it is easy to put in pocket or bag./ And it helps us capture video and camera./ **And it helps us to do calendar and calculator**. And we can download different thing from internet by using mobile phone./ and finally it has online finance and banking; that means :: we can check out {our }account balance , ::transfer money/

- Entirely accurate=10
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating= 11.6 /12= 0.97

Adugna[S3]

### 7. Please tell me about yourself.

My name is Adugna Elema./ I come from Oromia Region- Guji Zone. / That is:: {emm} **where I am come from**. /I am the third child for my families :: and I have two sisters and five brothers :: Totally we are seven in number. / I have one daughter./

- Entirely accurate=6
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating= 6.8/7=0.97

### 8. What do you do on the weekends?

\On the weekend, I usually wash my clothes early in the morning/, after that I take a break :: then I will start :: to study my lesson:: and get ready for the coming classes:: , for example just to start a coming Monday to: .. just I will reread :: or I study hard my lesson:: emmm, then on Sunday , I usually go church./

- Entirely accurate=5
- Level 1 error=3
- Level 2 error=2
- Level 3 error=0

Ratings = 8.4/9=0.93

#### 9. Please describe some of the bad effects of smoking cigarettes.

\Smoking cigarettes is a bad thing./ It usually affects our lung/.It is not advisable to smoke at all./ Especially for those who are aged :: or in all their life circumstances, it is not advisable to smoke cigarettes:: since it affects our lung:: just when you smoke , you {emm just ...you.. emmm} spread smoke to atmosphere.\ that is not good../yeah it is not good./

- Entirely accurate=9
- Level 1=1
- Level 2=0
- Level 3=0

Rating= 9.8/10=0.98

#### 10. Please describe how Covid 19 virus is spread and the way we protect ourselves from being infected.

Covid 19 is spread in different ways,:: so just always we have to wash our hand:: { emm.. by using frequently ...emm.. } by using soap frequently./ And we have to make no handshake at all :: with those{ who has emmm... } who are not well./ OK.{ And we have to emm }we haven't contact with our eyes, our mouth:: and just without we wash our hands:: or before we wash our hands by clean water and soap,:: {we haven't or} we shouldn't touch our eyes and our mouth :: and{ we are avoiding emm } we have to avoid contact with someone else./

- Entirely accurate=7

- Level 1 error=1
- Level 2 error=2
- Level 3 error=0

Rating =  $8.8/10=0.88$

11. Who is your hero/heroine ?Why?

My father is my hero:: my father is Elema Robi. /He is a farmer:: who strive for an improvement of his country./ He is my everything./ I mean :: my presence here is because of his effort. /

- Entirely accurate=6
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating=  $6.8 /7= 0.97$

12. Please describe some of the advantages of mobile phone/cellphone.

Since our everyday activities is related with the mobile phone ::, we cannot separate mobile phone from our daily life/ .Just we do not use mobile phone for communication only:: , but also as a supporting teaching and learning . It might be use as a teaching and learning materials. If there is no mobile phone, :: or if there is no mobile phone today ::,we can't present in a given place in a recorded time. As example, while we are in the dormitory, :: if the teacher teaches ::and comes in the class:: , our {our} classmates calls us:: to attend on time/ . So, if there is no mobile,:: that friend cannot come to attend the class. /So mobile phone is very speed of form of communication.

- Entirely accurate=10
- Level 1 error=3
- Level 2 error=3
- Level 3 error=0

Rating=  $13.6 /16= 0.87$

Atnafu[S4]

### 7. Please tell me about yourself.

\Thank you, teacher :: My name is Atnafu Atirse./ I came from South Western region, particularly of Kafa Zone, Bita woreda , small village called Boditi kebele. /I was born in 1990 in Ethiopian calendar./ I started elementary school in Tikdem school, :: then {emmm.} I promoted to secondary school ::/ and start to grade 9 up to grade 12 in Bita general emm Bita General Millennium School ,/ then after that{ I enjoy emmm..} I join university , and Hawassa university /. Now I am a second year student in Hawassa university, main campus in the department of English Language and Literature. /Thank you./

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating= 9.3 /10=0.93

### 8. What do you do on the weekends?

/First of all I wake up :: after that I wash my face ::{..emmm ..then}I take my breakfast :: after that I wash my clothes ::and I take a shower /and.. emmm... after the lunch , I go to library::, and after that I return :: and I join my dormitory students, /and {at the emm} up to dinner time , {I see different emm }I saw different films, :: and I listen different musical audios./

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating= 9.3/10=0.93

### 9. Please describe some of the bad consequences of smoking cigarettes.

Smoking cigarette is one of the bad practices of human beings/. Smoking cigarettes is the obstacle for human development,/ In additionally the { emm } person smoke the cigarettes:: it affects his health:: , example {it indicates emm.. } it indicates lung cancer , it indicates the lack

of financial condition/; it indicates the obstacle of the economic::/, and in generally, smoking cigarettes is the obstacle of any development.

- Entirely accurate=3
- Level 1 error=1
- Level 2 error=4
- Level 3 error=0

Rating=5.8 /8= 0.72

**10. Please describe how Covid 19 virus is spread and the way we protect ourselves from being infected.**

\Ok. COVID 19 means :: {emm ... C means emm } C indicates CORONA; :: V indicates VIRUS :: and D indicates DISEASE. :: CORONA virus causes a dangerous disease in our world in today./ And CORONA virus is one of the dangerous disease:: and it is one of the dangerous for any economies :: and when corona{ emmm.. corona emm.. } is spread or transmitted{ to another person emm } one person in to another person :: by shaking hand , by physical contacts, and so on./ And {after that emm }after that when we avoid corona virus disease ,. we cannot do by force; :: {we can avoid ,emm } we can avoid technical methods:. from that we using mask :: using sanitizer, and {emm ..you wash , emm} you wash emm...: we wash our hands every time and day today or time to time /. Thank you for listening./

- Entirely accurate=10
- Level 1 error=1
- Level 2 error=6
- Level 3 error=0

Rating= 13.8/17=0.81

11. Who is your hero/heroine? Why?

My hero is my grandfather. /My grandfather is famous in my area. /His name is Boki./ And He give me some contribution for me in learning. And I like so much my grandfathers.

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=0

- Level 3 error=0

Rating= 4.6 /5= 0.92

12. Please describe some of the advantages of mobile phone.

Mobile phone is very essential for learning:: also for getting some essential technologically accessible. So mobile phone plays essential role at this time./ Some advantages of mobile is ::to calculate, to communication, to transmit information ::and to get some news from any countries or area./

- Entirely accurate=5
- Level 1 error=2
- Level 2 error=1
- Level 3 error=0

Rating= 7.1 /8= 0.89

**Beletu.[S5]**

**7. Please tell me about yourself**

My name is Beletu Tesfaye./ I came from Amhara regionin, South Wollo. /And I am twenty-two years old./ My father and my mother are farmer./ I attended primary school in Hassan Kolla and secondary school in WOGEL TENA town{ , emmm...}/ { I join in Hawassa emm} I joined Hawassa university last year . Now I am a student in the department of English Language and Literature.

- Entirely accurate=6
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating=  $6.8/7=0.97$

**8. What do you do on the weekends?**

\Monday to Friday I attend class,:: and I read for test and assignments/{ , emm }Saturday and Sunday I go to church:: and washing clothes./

- Entirely accurate=3
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating=  $3.8/4=0.95$

**9. Please describe some of the bad effects of smoking cigarettes.**

\Smoking cigarettes is a bad habit./ For example it affects health,:: It cause lung disease:: and affect socially and economically.

- Entirely accurate=3
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating= $3.5/4=0.87$

**10. Please explain how COVID 19 is spread [transmitted] and the way we protect ourselves from being infected.**

Corona virus is easily transmitted ...emmm ....} and it is world disease ::and it is transmitted one person to another:: by touching each other,:: and it is{ a emm... } prevent by { emm} using mask properly, ::and washing hands :: and using sanitizer./

- Entirely accurate=1
- Level 1 error=5
- Level 2 error=1
- Level 3 error=0

Rating =  $5.5/7=0.78$

**11. Who is your hero/heroine? Why?**

My hero is my father:: His {his }occupation is farmer. He is a church man :: and :: he protect me and{ umm} he is special to me::{ ummm} because of he is to use his time properly; he is honest ::and I love him./

- Accurate=5
- Level 1=1
- Level 2=2
- Level 3=0

Rating=6.8/8=0.85

## 12. Please tell me some of the advantages of cell phone or mobile phone.

There are many {many} advantages of cell phone {ummm}. For example to communicate or {to communicate or}:: to greeting ummm friends:: who are far away from {umm from} my culture or from my country, :: to communicate or to use internet means Facebook, telegram, others {and ummm} :: and to search books ,{umm}or the person of history ummm, :: to know the person :: and to search the model of the fashion:: and what is new in the world:: and using mobile phone {umm,}for example {uhhh}, I to enjoy with my friend:: and unforgettably to use image:: and to save that one, to use calculator:: and life is simple using cellphone.

- Accurate=11
- Level 1=0
- Level 2=3
- Level 3=0

Rating=12.5/14=0.89

Bizuayehu[S6]

## 7. Please tell me about yourself.

OK. \My name is Bizuayehu Miretu. / I come from Amhara region. South Wollo/. My mother's name is Simegn Shegaw./ My father name is Miretu Hake. {emmm,uhhh.}/ I have {Six brothers and umm,} six brother and two sister:: {emm} three brother {emm...} teacher:: { emm...} and

two brother is student:: {emm ...elementary school attend , emmm }attend elementary school Gelebe and high school Wegidee./

- Entirely accurate=4
- Level 1 error=2
- Level 2 error=2
- Level 3 error=0

Rating=  $6.6/8=0.82$

### 8. What do you do on the weekend?

\On the weekend, {emm clothing emm.. }I wash my cloths, :: and go to library:: and { reading as emm..} reading assignment ::and { reading emm ...}reading book./

- Entirely accurate=2
- Level 1 error=0
- Level 2 error=2
- Level 3 error=0

Rating=  $3/4=0.75$

### 9. Please describe some of the bad effects of smoking cigarettes.

{Bad effects of umm.}smoking cigarettes{ umm} smoking cigarettes has impact on economy :: and has the effect of {disease of the lung}..emm lung of the disease and heart of the disease/

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=  $1.5/2=0.75$

### 10. Please explain how COVID 19 Virus is spread and the way to protect ourselves from being infected.

\{COVID emm.. }COVID {asra zetegn- Amharic word} is transmitted {emm} from person to person ::{ummm... transmitted and mouth to mouth to nose to :: and protect using {umm ...}mask and sanitizer. /

- Entirely accurate =1
- Level 1 error=0
- Level 2 error=2
- Level 3 error=0
- Rating= $2/3=0.67$

11. Who is your hero or heroine? Why?

Ok. I like history, especially Ethiopian history./ I have my hero. /He was the maker of Adwa, Minilik the II./ He is my hero. /He shaped our country. / He make our country independent. He believe by support of God:: and the God help him:: and he make Adwa./

- Accurate=4
- Level 1=3
- Level 2=1
- Level 3=0

Rating score=  $6.9/8=0.86$

12. Please describe some of the advantages of cell phone or mobile phone.

There are several uses of cellphone or mobile phone,/ The first one is the reason we have it,; ::that is to communicate with other people,;: to change information:: , to communicate with other world like email/ .there are severals./ The other use of mobile phone is there is many applications like camera, facebook,instagram emm, google and others./

- Accurate=4
- Level 1=3
- Level 2=0
- Level 3=0

Rating= $6.4/7=0.91$

**Bonsa[S7]**

**7. Please Bonsa, tell me about yourself.**

\My name is Bonsa Diriba./ I came from East Wollega. / I was born in 1991 EC. / I attended my elementary school :: when the age of me is up..emmm./ my father is attending to elementary school of ????[not clear]. {After that emm } after I graduating from elementary school:: and I passed and joined a secondary school emm :: my secondary school is Arjo secondary schools,{ emmmm...}/After {I taking emm }after I taking national examinations:: , I promoted to grade eleventh./ After I graduating grade tenth emm..grade twelvth,emmm,):: after that I am graduating :: , I taking emmm, examination of grade twelfth, emm:: graduating grade twelvth :: I am joining Hawassa ,:: I joining the university:: after joining Hawassa University, :: after that I am starting from uhhh...[student can't proceed his speech].

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=10
- Level 3 error=1

Rating=  $12.7/19=0.67$

## 8. What do you do on the weekends?

\There are seven {weekends emm ..} days in a week :: and from the days, the first day is Monday. /When {the day is } Monday is coming:: , starting from a learning from emm:: I learning in the classroom emm:: and also it is continuously :: for I learn in the classes. /After classes I finished,:: adjusting programs of the learning. / First of all I am using a time :: , I don't know, emm a time:: for reading a subjects. / We are a taking many subjects of a learn. There are many tasks,:: so I am adjusting the program . After I adjusting a program,:: I using my times. \I don't waste any time. /After that emm when the Sunday is coming, :: I going to church. /After going to church , :: praying a God in the church. /After finishing at the program, :: I am coming to my dorms/. After that when the entertainment is comes:: ,I play football:: and I am playing my friends:: and \I am playing my friends any time./

- Entirely accurate=2
- Level 1 error=3
- Level 2 error=15

- Level 3 error=7

Rating= 12.6/27=0.47

**9. Please describe some of the bad effects of smoking cigarettes.**

\There are many bad effects of smoking./ The first of smoking cigarettes is it is very bad from economic emm :: when we smoke cigarettes:: , may be our economy is damaged :: , the mouth is attacking a disease emm:: / and also,{ when we, emm if you have , emm } if you are adapting for cigarettes:: , we can't learn./ Also we can't promoting:: because we can't got a success. / So demotivating for the cigarettes/. If you have the adaptation for cigarettes:: , may be the economy for one country it is a damaged. / May be it is impacting from badly/. It is impacting from family { emm } and then friends, . it is very risky to smoke cigarettes./

- Entirely accurate=4
- Level 1 error=1
- Level 2 error=1
- Level 3 error=9

Rating= 6.2/15=0.41

**10. Please explain how COVID 19 VIRUS is spread and the way we protect ourselves from being infected.**

\First of all when it is getting into Ethiopia, :: the corona virus is starting to the lungs and all over the parts of Ethiopia:: , transmitted to all the universities of Ethiopia/, so corona virus is transmitted by hands shaking :: and touching other person ::{ when we emm.. asking emm... }when we asking other person agreement :: or when we asking the other person is by handing , may be it is transmitting to other person. /So it must be keeping our distances:: , and it must be emm we don't know asking other person for a greetings by hands:: and it must be prevented by limiting body contact./

- Entirely accurate=2
- Level 1 error=2
- Level 2 error=3
- Level 3 error=4

Rating= 5.5 /11=0.5

11. Who is your hero /heroine? Why?

My hero is my mother and my father. Because my mother is my place where the life of today. My mother is supporting me in everything ,and also she is supporting any materials. And my father is also he has a greater place for my life. So, anyway, my heroes are my mother and my father.

- Entirely accurate=2
- Level 1 error=2
- Level 2 error=1
- Level 3 error=1

Rating= 4.2 /6=0.7

12. Please describe some of the advantages of cellphone/mobilephone.

Mobile phone has a great role for our communication. It is a connector:: used in a training ::and a teacher where he is teaching for community. We can use WIFI ::and we are editing pictures and others.

- Entirely accurate=5
- Level 1 error=0
- Level 2 error=0
- Level 3 error=1

Rating= 5.1 /6=0.85

Debela[S8]

**7. Please tell me about yourself.**

\My name is Debela kumera./ I came from Oromia region, East Wollega zone./ My father is a farmer:: and my mother is a housewife. My brother is a policeman, :: and my sister is students./

- Entirely accurate=5
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating=5.8 /6=0.97

**8. What do you do on the weekends?**

I read grammar :: and in the evening I pray, :: do many thing football and volley ball :: and reading many material./

- Entirely accurate=2
- Level 1 error=0
- Level 2 error=2
- Level 3 error=0

Rating=3 /6=0.5

**9. Please describe some of the bad effects of smoking cigarettes**

Smoking cigarettes is very dangerous for human beings:: such as {emm..} .sick lung cancer and economic loss and {emmm...}[stopped uttering words]

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=1.5/2=0.75

**10. Please describe how COVID 19 is spread and the way we protect ourselves from being infected.**

Corona virus is a disease:: transmitted {in the emm..} by hand and by {emmmm....}.[stopped uttering words]

- Entirely accurate=1
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=1.5/2=0.75

**11. Who is your hero/heroine ? Why?**

My hero is Nelson Mandela. /Why because Nelson Mandela is a great man not only as Africa,as a world as we know. South Africa, especially, he struggled with apartheid. Why because umm for the respectation of black rights./ When he was living in South Africa, ::he has a dream in his day life. What was his dream,? just respect the rights of black Africans in south Africa. After a while he arrested by the whites.—Europeans. During that time, he arrested :: and he entered in prison. /He stayed in prison for 27 years./ This also, well,he stayed in prison for 27 years, :: he has a dream. He did not stopped his struggle. And he continued during:: when he was in prison. And finally, he was released from prison after 27 years , and he continued his struggle for the respectations of Black Africans, especially in south Africa. Then After a while he became the South African president./ So he has a great patient for his daily life

- Entirely accurate=10
- Level 1 error=5
- Level 2 error=6
- Level 3 error=0

Rating= 17/21=0.81

12. Please describe some of the advantages of cellphone.

The first advantages of cell phone is ,:: as we know, :: to communicate others::, to exchange any informations/ in different area. /As we know:: the first advantage of mobile phone is:: { the advantage of mobile phone is} to communicate each other in different area. / And some advantages{ ummm the advantage }of mobile phone is :: to exchange informations through different ummm through facebook, through internet, through telegram and so on,

- Entirely accurate=7
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating= 8.6/9=0.95

Geleta[S9]

### 7. Please tell me about yourself.

\My name is Geleta Abebe./ I came from Oromia region, {emmm..} Finfinee Zone {emm } around Finfinee, especial zone. / /Also I am twenty –six years old. /And {emm} I have five brothers and two sisters./ my father and my mother are farmers. **They live in farming activity.** / Also my education process is starting one up to eight elementary school- Kemdisida School ... **emmm** / ..After I finished that :: , **I was join Awash Melka secondary and preparatory school,**:: and **also four years I learn in that school, that means Awash Melkasa school.** / After that I come to:: or I join Hawassa university./ Now I am a second year student in Hawassa university.

- Entirely accurate=9
- Level 1 error=1
- Level 2 error=3
- Level 3 error=0

Rating=  $11.3/13=0.87$

### 8. What do you do on the weekends?

On the weekends ,I do several activities. /As I am a student,:: I have to try my study :: and **also** I have to go to classroom:: and learn :: **after that this { emm.. } Monday up to Friday {emm...} during in the class, learn** :: **and somehow Saturday going to space** :: and read:: and {emmm.. } Sunday {I will emmm} I wash my clothes:: , **and I am protect my hygiene.** /

- Entirely accurate=7
- Level 1 error=0
- Level 2 error=2
- Level 3 error=1

Rating=  $8.1/10=0.81$

### 9. Please describe some of the bad effects of smoking cigarettes.

As we know:: smoking is a dangerous habit./ **It is affected our lungs,**:: and it is addiction/. It affects not only our health:: , but **affected our economy the same too.** And{ emm } **it affected our sociable habits.** /

- Entirely accurate=3

- Level 1 error=1
- Level 2 error=2
- Level 3 error=0

Rating =4.8/6=0.8

**10. Please explain how COVID 19 Virus is transmitted and the way we protect ourselves from being infected.**

\Covid 19 is the current time world issue, :: and it is transmitted by high speed, /and it is a killer./ It have not a medicine up to now./ So Corona virus is very dangerous:: it is transmitted to touch each other/. If one person who have that virus touch the other person :: , it is the risk of transmitted./ So, Corona virus is a serious issue of this world./

- Entirely accurate=4
- Level 1 error=2
- Level 2 error=3
- Level 3 error=0

Rating=6.6 /9=0.73

**11. Who is your hero/heroine? Why?**

My hero is Tadassa Biru. /He was born in Sallalle province in Ethiopia ,during the Emperior Hailesellasse rgime./ He is considered the model or institutional Oromo. He is eventually captured:: and contested the Derg regime./

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating= 4.6 /5=0.92

**12. Please describe some of the advantages of cellphone.**

{Cell phone is} there are many advantages of cellphone./ Someone cellphone is contact with another person my friends, my families, and many advantages. Not only for education to video, to audio any person is daily to using mobile phone. When we to create a problem. ::any person is to using mobile phone.

- Entirely accurate=1
- Level 1 error=2
- Level 2 error=3
- Level 3 error=1

Rating= 4.1 /7=0.58

Girma[S10]

### 7. Please tell me about yourself?

/ My name is Girma Mulatu./ I was born in Oroma Region , West Wellega., Wore Jiru Becho Kebele./ I am twenty-three years old./ I have two brothers ; / I have no sister. /My father died {in one emm} in 1991./ So I have only mother now. / I have two brothers./ They are both farmers.{emmm..} I attend my elementary school at Enango Biftu Elementary school./ And I attend my elementary school and preparatory school at Oda kara secondary school and preparatory school./ so I have {emm...} scored points in entrance:: and I come to Hawassa University./ Now I attend my education in English language and Literature department./

- Entirely accurate=11
- Level 1 error=3
- Level 2 error=0
- Level 3 error=0

Rating= 13.4/14=0.96

### 8. What do you do on the weekends?

\On weekends, for example, on Saturday I wake up early in the morning:: and I wash my face:: and I eat my breakfast:: , and then after I am going to church:: and follow my worship. / On Sunday, I read my handouts:: sometime I {emm }study at my dorm./

- Entirely accurate=6
- Level 1 error=0
- Level 2 error=1
- Level 3 error=0

Rating=6.5/7=0.93

**9. Please state some of the bad effects of smoking cigarettes,**

\Smoking cigarettes is very bad./ **Because some person are smoking cigarettes/**. **If you see that person,::** they have bad smell. {It is ver.eemmmm. } **it is effect on academically, economically and personally/** **It is effect our lung/**. If you smoke cigarettes,,: : {our lung is emm} our lung can't relax. / **So it is going to be tuberculosis/** Tuberculosis is a very dangerous disease./ It kills many peoples in the world./

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=2
- Level 3 error=1

Rating= 8.7/11=0.79

**10. Please describe how COVID 19 is transmitted and the way we protect ourselves from being infected.**

\Corona Virus is a very dangerous disease./ It kills many peoples in the world./ **For example in Brazil, many peoples are lost their life about Corona virus/** So, we should take care for ourselves./ For example, we should cover our mouth and nose ::when we are sneezing :: and coughing ::and, we wash our hands with soap:: and **we should have to keep our social distance/**. So we protect ourselves from Corona in this way /

- Entirely accurate=8
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating= 9.3/10=0.93

**11. Who is your hero/heroine? Why?**

MY hero is Abebe Bikila./ He was an Ethiopian Marathon runner./ **He was a back to back Olympic champion.** He was the first black African gold medalist./ Winning the first gold medal in 1960s summer Olympic rome/. **When running barefoot after 1964 Tokiyo,** he won his second gold medal. /**Entirely, he become the first athlete::** who successfully won the race.

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=1
- Level 3 error=0

Rating= 8.1 /9=0.9

**12. Please describe some of the advantages of cellphone**

The first advantage is for communication./ Someone else if he is here::, we communicate with cell phone , or some person or families far from us. The second is for video, for telegram, for downloading some application, for research.

- Entirely accurate=3
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating= 4.3 /5=0.86

Habtewold[S11]

**7. Please tell me about yourself.**

My name is Habtewold Temesgen./ I come from Kaffa Zone - Adeo Woreda. / I was born in 1990 in a small village known as Kelisha Kebele./ I learned at Kelisha Primary school:: and I finished my secondary and preparatory education at Adia Priparatpry school . /And then after I finish my preparatory school:: , I join Hawassa university now at emm since 2011:: and I am now in a department of English Language and Literature , second year student.

- Entirely accurate=5
- Level 1 error=3
- Level 2 error=0
- Level 3 error=0

Rating= 7.4/8=0.92

**8. What do you do on the weekends?**

I do many things on the weekends./ First of all I wake up ::and wash my face :: and I go to cafe. /Then, I wash clothes. / after I wash my clothes, :: I eat my lunch:: and {I uhh .. }I go to library :: and read notes up to dinner time. / Then ,after I eat my dinner, I am going to church. /I return to my dormitory :: and I sleep ,may be./ Then after I do several things at the day of Sunday weekend:: , I wake up at 12 o'clock :: and I wash my face./ I go to the church. As we know Sunday is the rest time. /So I go to church./ I stayed at church at least at five o'clock. Then, I came to my dormitory:: and I eat my lunch. /And I want to enjoy every place:: that I want./

- Entirely accurate=19
- Level 1 error=1
- Level 2 error=4
- Level 3 error=0

Rating=21.8/24=0.91

#### 9. Please describe some of the bad effects of smoking cigarettes

\First of all smoking cigarettes is harmful practice for any individual { emmm uhhh..} / Smoking cigarettes { comes ...umm... } affects economy/ ..emm..} economically :: and affects health physically ./ smoking cigarettes affects our lung. It becomes the disorder of blood vessels ./ And the other related disease comes/. Secondly, smoking cigarettes comes the economic crisis and misunderstanding for any things./ AS we know :: { . Then emmm...smoking cigarettes } when a given person addicted to smoking cigarettes, :: it smokes{ day to day emm } almost day to day.. it cause economic crisis for a given person.

- Entirely accurate=4
- Level 1 error=1
- Level 2 error=4
- Level 3 error=3

Rating= 7.1/12=0.59

#### 10. Please tell me how COVID 19 is spread and the way we can protect ourselves from being infected.

\First of all the CORONA virus is very dangerous disease. / Almost Corona Virus is spread out of the world,:: then { the pre..ummm } the Corona virus is transmitted from one person to another person by shaking hands, or {emm...by shaking hands} , by physical contacts, and the other./ The preventive methods of corona virus is by using Sanitizer::, {ummm by facing umm }by using face masks and the others:: { emm }washing our hands for 20 minutes:: and this is the methods or criteria to prevent Corona virus disease/.

- Entirely accurate=2
- Level 1 error=3
- Level 2 error=1
- Level 3 error=0

Rating=4.9/6=0.82

11. Who is your hero/heroine? Why?

First of all, thank you my instructor, Mr. Abayneh Feleke. My heroes are all Greek Philosophers, especially Socrates. The reason for all Greek philosophy, it is to looking for geographical location, :: it is difficult for farming, ::for example it is different islands ,different mountains, different to surrounding water bodies most of the part Greece so /,in this reason in Greek philosophy, to see economical , small parts of area, to get larger products.

- Entirely accurate=2
- Level 1 error=1
- Level 2 error=2
- Level 3 error=1

Rating=3.9/6=0.65

12. Please describe some of the advantages of cellphone.

{OK. There are some advantages of mobile phone or cell phone, {different advantages or so many advantages of cell phone}./ The first advantage is to communicate or exchange of information from one person to the other./ The second advantage is to increase the ability to communicate in or out of working place:: , and the third advantage of mobile phone is to download for any application:: and to learn from that application./

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating=4.6/5=0.92

**Mekdes[S12]**

### 7. Please tell me about yourself.

\My name is Mekdes Abebaw./ I have three brothers and { emm } four sisters/. My elder brother graduated from Debrebirhan University. He studied Electrical engineering /, and the other my brothers are they are students:: and one of my sister are married:: and the other or the rest one is :: she is a teacher ::and {emmm ..} :: my parents are farmers/.

- Entirely accurate=6
- Level 1 error=1
- Level 2 error=2
- Level 3 error=0

Rating= 7.8/9=0.87

### 8. What do you do on the weekends?

Ok on the weekend, I do different works, :: and for example, I wash my bad or dirty clothes :: and on the date of Sunday{ umm.. } I goes to church :: and also.. most of the time as you know:: we do the assignments and reading for test in the date of Sunday and Saturday.

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=0
- Level 3 error=0

Rating=4.6/5=0.92

### 9. Please describe some of the bad effects of smoking cigarettes.

Smoking cigarette is a bad habit {umm.}/ It is a disadvantage for the smokers and for the economy of our country. / When we say:: it is a bad thing, it is has a negative impact for the smoker./ And if someone is smoke cigarettes,:: he has not want or feels to hard work :: because always he feel to smoking cigarettes rather than hard working./{ Ummm..} in addition to this, it can reduce the economy of his life and also countries' { ... countries} development:: because without hard working, there is no development of countries ./

- Entirely accurate=5
- Level 1 error=1
- Level 2 error=2
- Level 3 error=1

Rating=6.9/9=0.77

**10. Please describe how COVID 19 is spread and the way we protect ourselves from being infected.**

COVID 19 is transmitted through different ways./ From those if someone is attacked in Covid 19 , :: when we meet with him without fearing:: we may get the disease , and also if you are not using mask,:: we must be careful :: and also when we are at the time of meeting ,:: we must keep distances:: and be far two meter{ ... ummm... }/

- Entirely accurate=5
- Level 1 error=0
- Level 2 error=4
- Level 3 error=0

Rating= 7/9=0.78

**11. Who is your hero or heroine? Why?**

My father is my real hero:: because he is especial to me;; he is protects me ; he believe me

- Accurate=3
- Level 1=1
- Level 2=0
- Level 3=0

Rating=3.8 /4=0.95

12. Please describe some of the advantages of cell phone or mobile phone.

One of the advantages of cell phone is to make communication with people:: .to save photo, video games and listen music:: and even helping to access to internet

- Entirely accurate=2
- Level 1 error=1
- Level 2 error=1
- Level 3 error=0

Rating=3.3/4=0.82

**Melash[S13]**

7. Please tell me about yourself.

I am Melash Nigussie. / I am from Amhara region, Semen Gondar Zone , Debark district. / I have one brother, one sister and three half-sisters, :: and I am the first child to my parents./ When I was ten years old, :: I joined Azezo Elementary school; after eight years , I joined secondary school./ In {emmm in uhhh in} 2010 in Ethiopian calendar ; I took university entrance exam, :: and now I am a second year English language student at Hawassa university. My hobbies are reading fiction,:: watching movies, ::{emm..} chatting with kids :: and also, visit historical places, {emmm...}:: my ambition is to be a good English and Amharic teacher

- Entirely accurate=12
- Level 1 error=1
- Level 2 error=0
- Level 3 error=0

Rating=12.8 /13=0.98

8. What do you do on the weekends?

I do many things on weekends./ For example, I go to church:: , wash my clothes:: and also chatting with my friends:: and took walk with my girl- friend./ And also reading courses, :: and do assignments./ Finally , I write list of plans or activities to do in the coming weekend.

- Entirely accurate=3
- Level 1 error=2
- Level 2 error=2
- Level 3 error=0

Rating= 5.6/7=0.80

**9. Please tell me some of the bad effects of smoking cigarettes.**

\ Smoking cigarettes is one of bad habits of human beings./ Many youths re victim by it./ The world, especially in our country Ethiopia ,the youths {umm } are taken by this: , but it is not good for our youths ,:: it affects economically , socially and psychologically. \And also {it cause for cancer,} it causes for cancer and lung stroke disease and also heart disease{ umm..}/

- Entirely accurate=2
- Level 1 error=1
- Level 2 error=3
- Level 3 error=0

Rating=4.3 /6=0.72

**10. Please describe how COVID 19 virus is spread and the way we protect ourselves from being infected.**

\ COVID 19 is a dangerous disease in the world/. It affects {in the world.. }all the world by different condition,:: for example {Corona... emm...} COVID 19 transmits one to the other by different ways,:: for example by shaking hand {emm hands}:: and contact with unwell person:: and also by sneezing :: and coughing in case of small particle things,:: but also we can prevent it by different ways:: for example by avoiding shaking hands with anyone,::{ emmm, } and :: also keep distance from unpopulated area:: and so washing hands with soap frequently :: and wearing facemask /

- Entirely accurate=6
- Level 1 error=2
- Level 2 error=3
- Level 3 error=0

Rating= 9.1/11=0.83

### 11. Who is your hero or heroine? Why?

My hero is Antonio Tomalis, :: but I call him Tony:: it is a nick name/ . He is a kind person./ He is a knowledgeable person,:: **and also he encouraged me in different things**, for example, to continue my education :: , how to control my life, :: and also he is respectful,:: and also reasonable person./ **All of the character of Antony Tommy or Tommy like us days of good day character.**

- Entirely accurate=9
- Level 1 error=1
- Level 2 error=0
- Level 3 error=1

Rating=9.9/11=0.9

### 12. Please describe some of the advantages of mobile phone.

**Ok. By the way now a days, without cell phone or mobile phone , life is become difficult. /To control anything or movement,:: it has many advantages or many importance to cellphone. / For example to communication**, :: cellphone is a means of communication within family and with friends with coworkers, relatives:: and also all of the world people it can connect:: **or it can communicate with simply/**. It is also used for entertainment./ If we have a cellphone, :: we can simply watch a video or movies:: **listening music:: and send text message from us to the other person or other relatives or families./ And also, it is important to flash light or torch.** If we have a cellphone or mobile phone:: , **when there is a darkness place,:: we can simply use touch** or light. And also {carry umm }it is simple to carry:: because it is small size./ **Most of the cellphones or mobile phones are to need or prepare very small size.** AS this result we can carry:: or we can take it anywhere in our pocket or bag or something. So it is important for listening radio/

- Entirely accurate=11
- Level 1 error=2
- Level 2 error=7

- Level 3 error=1  
Rating=16.2/21=0.77

## Appendix F: Sample Transcription of DA<sup>2</sup> (Dialogues)

### Geleta

#### 1. Please narrate the mini biography of Abraham Lincoln.

- [1] S: Abraham was born in Northern America, Washington DC. He was born on February 12,  
[2] 1809. His mother died when he was 9 years old. He married in 1842. His quality is a well  
[3] speaker. [S- uttered wrong structure]
- [4] T; His quality? [T-asks for repetition]
- [5] S; His quality is [S-repeats error]
- [6] T; the tense please [T-shows the presence of error through metalinguistic clue]
- [7] S; His quality is [S-insisted on making error]
- [8] T; you are talking about past event, so.. [T-provides direct metalinguistic clue]
- [9] S; His qualities were a good speaker [S-unable to correct error]
- [10] T; yes, you can say he had several good qualities. For example he was eloquent [T-gives  
[11] explicit answer and explanation]
- [12] S:OK. In 1858, he challenged Daglas and 1861 he won election. In 1865 he was  
[13] assassinated. [S-accepted mediation and produce other correct structures]

#### 2. T; OK .When did you start learning English Language?

- [14] S: I started English language learn when I was a grade one. [S-uttered wrong structure]
- [15] T: would you say it again? Repeat please. [T-asks for repetition]
- [16] S: I started English language learn [S-repeats error]
- [17] T; Pardon? Something wrong is there. [T-indicates the presence of error]
- [18] S; learned ,[umm] learning when I was a grade one student [S-corrects error]
- [19] T; Good. [T-praised S]

### 3. When did you join Hawassa University?

[20] S; I joined Hawassa University in 2011.[S-uttered correct structure]

[21] T: very good.[T-praised S]

### 4. What challenges have you faced since you joined this university?

[22] S; Ok. When I come to Hawassa university I challenged by air condition[S-makes error]

[23] T; Would you repeat please?[T-asks for repetition]

[24] S; air condition[S-unable to understand error]

[25] T; Ok, could you correct the grammar error?[T-shows the presence of error]

[26] S; I challenged by ummmm?[S-repeats error]

[27] T; make it passive [T-provides metalinguistic clue]

[28] S; I was challenged by air condition[S-corrects error]

[29] T; good. You can say I was challenged by the bad weather condition...[T- confirms error]

### 5. What will you do after graduation?

[30] S; I will be a teacher.[S-correctly answers]

[31] T; Good[T-praised S]

### 6. What is your opinion about condom advertisement on television and radio? Is it good or not? Why?

[32] S: In my opinion I support it because the advertisement is important for the prevention of

[33] diseases.[S-utters correct structure]

[34] T;Good[T-praised S]

Mekdes

1. Please retell me the mini biography of Abraham Lincoln.

[35] S: Ok. Thank you for giving me this chance. Abraham was born on February 12,1809 in

[36] North America. His mother died when he was 9 years old. He regarded his father as lazy

[37] and lacking ambition. Abraham Lincoln married in 1842. He was[ umm, he had its... ]

[38] he had his several abilities, like for example , he was eloquent, he was well speaker.

[39] He won presidential election in 1860. Then he was challenged senator Steven Dagleas

[40] [S- uttered wrong structure]

[41] T: He was challenged...?[ Tasks for repetition]

[42] S; He challenged senator Steven Daglas. Then in 1863,slavery was over. Then he

[43] assassinated in 1865[S-corrected the error,but makes another error]

[44] T: would you repeat please?[T-asks for repetition]

[45] S: He assassinated in 165[S-repeats error]

[46] T: He...? There is something wrong.[T-shows the presence of error]

[47] S: Silent[S-silent]

[48] T; grammar error[T-informs metalinguistic clue]

[49] S: He was assassinated[S-managed to correct error]

[50] T; very good. He was assassinated in...?[ T-Confirms answer]

[51] S: in 1865.[S-self corrects error]

[52] T; yes. good[T-praised S]

## 2. **OK . Mekdes, when did you start learning English language?**

[53] S; I started learning English language in grade one.[S-utters correct structure]

[54] T; Good. You started learning English Language when you were a grade one student.[T-

[55] confirms answer]

## 3. **When did you join Hawassa University?**

[56] S; I joined in Hawassa university.[S-produces wrong structure]

[57] T; I joined....?[T-asks for repetition]

[58] S; silent.[S-remained silent]

[59] T; I joined...? The preposition, ok Is it correct?[T-provides metalinguistic clue]

[60] S; silent.[S-again silent]

[61] T; I joined Hawassa university... No preposition is needed. Ok.So, I joined Hawassa

[62] university in...?[T-provides explicit explanation,and further probes S]

[63] S; in 2011.[S-accepts mediation]

[64] T; very good. [T-praised S]

[65] S; Ok.[S-accepts mediation]

4. **What challenges have you faced since you joined this university?**

[66] S; I have faced several problems, for example , in case of subjects, in case of café food[S-

[67] gives general answer]

[68] T; What do you mean that?[T-probes]

[69] S; silent.[S-become silent]

[70] T; for example the food in the cafeteria .....?[T-gives example and probes S]

[71] S; I am not....ummm. I am not happy because the food in the cafeteria is not delicious.[S-

[72] produces correct structure]

[73] T. ok . what else. Any other challenge...? [T-probes]

[74] S; First I was not interested to join English department[S-gives wrong structure]

[75] T; I am not interested ...?[T-asks for repetition]

[76] S; to join the department[S-repeats error]

[77] T; You can say at first I was not interested in studying English or I was not interested to join

[78] English department. Ok the next question...[T-gives explicit explanation and answer]

5. **What is your opinion about condom advertisement on television and radio? Do you support it or not?, why?**

[79] S; In my opinion the advertisement of condom is good because people know about its

[80] importance If people can't know about its importance and necessity, they can hear about

[81] it from advertisement, and they can teach themselves from several diseases.[S-utters

[82] correct structures]

[83] T; OK. They can prevent themselves from several diseases. Ok the last question,[T-

confirms]

**6. What will you do after graduation? What is your plan?**

[84] S; After graduation, I would like to gain teaching. [S-utters wrong usage]

[85] T; I will like to .....? [T-asks for repetition]

[86] S; get teaching. [S-makes similar error]

[87] T; you will like to be a teacher . [T-gives correction]

[88] S.ok [S-accepts mediation]

[89] T. thank you very much. [T-praised S]

**Geremew**

**1. Ok. Geremew, tell me about the biography of Abraham Lincoln.**

[90] S; Ok. Thank you very much for giving me this chance to tell about biography of Abraham

[91] Lincoln. Abraham Lincoln was born in [ umm ] was born on February 12 , 1809. His mother

[92] was died in... [S-utters wrong structure]

[93] T; His mother...? [T-asks for repetition]

[94] S; His mother died in the age of 9. [S-repeats error]

[95] T; You can say : His mother died when he was 9 years old. [T-corrects error]

[96] S; He had good qualities when he was speaking. The people listened to him. He was [97]

[98] married in 1842. [S- makes error]

[99] T; he was married....? [T-asks for repetition]

[100] S; He get married [S-commits another error]

[101] T; He got married in 1842. Good. [T-corrects error]

[102] S; He had struggled to abolish slave trade in America. He competed for an election and he

[103] won in 1860. Then he was assassinate by his opponents in 1865. [S-produces wrong

[104] structure]

[105] T; He was..? [T-asks for repetition]

[106] S; assassinated. [S-corrects error]

[107] T; Very good. [T-praised S]

**2. When did you start learning English language?**

[108] S; I started in grade one. [S-gives wrong utterance]

[109] T; you started what? [T-asks for repetition]

[110] S; I started to learn English in grade one. [S-corrects error]

[111] T; very good. [T-praised S]

**3. When did you join Hawassa university?**

[112] S. I joined Hawassa university in 2011. [S-gives correct structure]

[113] T; very good. [T-praised S]

**4. What challenges have you faced since you joined Hawassa university.**

[114] S; I have faced different challenges ; the first one is the weather condition is not good to

[115] me. I was sick because of the weather condition. [S-gives correct answer]

[116] T; Good [T-praised S]

**5. What will you do after graduation?**

[117] S; After graduation, I will be a teacher. [S-utters correct structure]

T; Good [T-praised S]

**6. What is your opinion on condom advertisement on television and radio. Is it good or bad? Why?**

[118] S; it is good . I support the advertisement because it helps to protect health of people. [S-

[118] gives correct answer]

[119] T; [good [T-praised S]

**Bonsa**

**1. T: Ok. Bonsa , Please retell the mini biography of Abraham Lincoln.**

[120] S; Abraham Lincoln was born in February 1809. Abraham Lincoln also the best leader

[121] of America. [S-utters wrong structure]

[122] T; Abraham Lincoln..? something missing. [T-asks for repetition]

[123] S; is the best leader of America. [S-commits error]

[124] T; There is something wrong there. [T-indicates the presence of error]

[125] S; silent[S-become silent]

[126] T; use the past form of the verb[T-provides metalinguistic clue]

[127] S; Ok. Abraham Lincoln was the best leader of America.[S-corrects error]

[128] T; very good.[T-praised S]

[129] S; Abraham Lincoln umm he has four children.[S-makes error]

[130] T; there is something wrong.[T-shows the presence of error]

[131] S; have four children[S-repeats error]

[132] T; the past form of has ....[T-provides direct metalinguistic clue]

[133] S; had[S-corrects answer]

[134] T;very good. Abraham Lincolon had four children[T-confirms answer]

[135] S; yes. Abraham liked justice and freedom[S-produced correct utterances]

[136] T; yes you can say Abraham Lincoln struggled for justice and freedom.[T-confirms

[137] answer]

[138] S; He was a married man. And he died ....[S-got stuck]

[139] T; when did he die? How was he killed?[T-probes]

[140]S; silent[S-become silent]

## 2. When did you start learning English Language ?

[141] S; I was learning a grade one[S-uttered wrong structure]

[142] T; would you repeat?[T-asks for repetition]

[143] S; I was starting from grade one up to now [S-repeats error]

[144] T; You can say like this; I was learning English when I was primary school student or I

[145] started learning English when I was a grade one student.[T-provides explicit

[146] answer and explanation]

## 3. When did you join Hawassa University?

[147] S; I am joining for...[S-produces incorrect structure]

[148] T; pardon?[T-asks for repetition]

[149] S; silent[S-become silent]

[150] T; I.....[T-probes ]

[151] S; I did join in 2001[S-uttered correct structure emphatically]

[152] S; yes. I joined hawassa university in 2011.[T-confirms answer]

4. What challenges have you faced since you joined Hawassa university?

[153] S; The challenge of Hawassa university umm... there are many challenges of [154] Hawassa university. There is no enough material in the library.[S-gives answer]

[155] T; There are no enough books and materials in the library[T -Confirms answer]

[156] T; very good. What else[T-probes]

[157] S; also , there is no respect to students from librarians.[S-adds answer]

5. What is your opinion about condom advertisement? Do you support it or not ?Why?

[158] S; I don't support because we are coming to learn, after marriage we can learn

[159] it.[S-gives his opinion]

[160] T; S and T laughed . WELL...[T-teacher confirms and stopped probing]

6. What will you do after graduation?

[161] S; I want to serve the generation[S-provides correct structure]

[162] T;Good[T-praised S]

### **Adugna.**

1. Ok, Adugna. Thank you very much for coming. Would you retell the biography of Abraham Lincoln?

[163] S: Yes, I would tell you. Abraham Lincolon was born on February 12,1809. He was

[164] elected as president in 1860, and he was the 16<sup>th</sup> president of United States of America.

[165] His primary goal was to reunite the nation. He got married on November 4, 1842. And He

[166] has four children.[S-gives wrong answer]

[167] T: Would you repeat?[T-asks for repetition]

[168] S: He has four children Ok...He had four children.[S- self-correct wrong structure]

[169] T: Very good.[T-praised S]

[170] S: When we come to his qualities, Abraham was a person who was not easily challenged

[171] by problems. He was assassinated in April 1865 by John Wilkes. [S-utters correct]

[172] structure

[173] T:Very good. [T-praised S]

2. When did you start learning English Language?

[174] S: I started learning English grade one. [S-commits minor error]

[175] T:Very good. I started learning English in grade one. [T-shapes S's answer and confirms it]

3. When did you join Hawassa university?

[176] S: First I joined Bahir Dar University. Then due to health problem , I was transferred  
[177] to this university last year. Last year I joined this university. [S-gives answer]

[178] T: So you joined Hawassa university last year? [T-probes]

[179] S: yes. [S- confirms previous answer]

[180] T: Very good [T-praised]

4. Ok, Adugna. What is your opinion about condom advertisement on television and radio? Do you support it or not? Why?

[181] S: What? [S-asks for clarification or repetition]

[182] T: Condom advertisement on television and radio [T-clarify question]

[183] S: Ok. I don't really advise anyone. To give advice on the use of condom, I have  
[184] to know the age of the person. [S-gives opinion]

[185] T: OK.

5. What challenges have you faced since you joined this university?

[186] S: challenges umm I do not like the café food. It has stomach problem. [S- gives wrong  
[187] structure]

[188] T: You mean your university life has been challenged by the poor quality of the food in  
[189] the cafeteria. [T- helps S to clearly explain his idea]

[190] S: Yes, Teacher. [S-accepts feedback]

6. What will you do after graduation?

[191] S: That is a good question. I am going to serve or help my society. I am going to share  
[192] my knowledge to the people [S-produces correct utterance]

[193] T: Very good. [T-praised S]

### Lelisa

#### 1. Please retell the mini biography of Abraham Lincoln.

[194] S: Abraham Lincoln was born on February 12,1809. And he got married on November  
[195] 4,1842. At the age of 33, he had four children. His mothers dies. [S-gives wrong structure]

[196] T: His mother..? [T-asks for repetition]

[197] S:His mother died on October 4, 1818. [S-self correct wrong structure]

[198] T: what else.? [T-Probes]

[199] S: STOPPED UTTERING WORDS. [S-become silent]

#### 2. When did you start learning English language?

[200] S: I learned [ umm] I started learned English in grade one. [S-commits grammar error]

[201] T: would you repeat. [T-asks for repetition]

[202] S: I started learning in grade one. [S-uttered correct structure]

[203] T:good. I started learning English in grade one. [T-confirms answer]

#### 3. When did you join Hawassa University?

[204] S: I joined Hawassa university 2011. [S-uted wrong structure]

[205] T: I joined Hawassa university ...? [T-asks for repetition]

[206] S: silent [S-become silent]

[207] T: Use preposition. I joined Hawassa university ... [T-gives metalinguistic clue].

[208] S: in 2011. [S-corrects error]

[209] T: good [T-praised S]

#### 4. What challenges have you faced since you joined Hawassa university

[210] S: Ok . my challenges many many challenges ? [S- uttered words]

[211] T: please mention some [T-probes]

[212] S: Some challenges like [ummm.. ] time management skill.[S-gives short answer]

[213] T: ok. How?[T-probes]

[214] S: SILENT[S-become silent]

5. What is your opinion about condom advertisement? Is it good?

[215] S: Yes.[S-responds]

[216] T: Why?[T-probes]

[217] S: because my life is protected.[S- produced meaningless utterance]

[218] T:Would you explain it?[T-probes]

[219] S: SILENT. .[S long pause-remained silent]

6. What will you do after graduation?

[220] S: After graduation, I will be teacher.[S-produces accurate structure]

[221] T;good[T-praises S]

### **Melash**

1. Please retell me the mini biography of Abraham Lincoln?

[222] S: Ok. Abraham Lincoln was born on February 12,1809.And he married in November ,

[223] 1842. And also he won elected umm election of US house of representatives in 1846

[224] and his mother died on October 5,1818, when he was 9 years old. He assassinated Apri

[225] [S-uttered wrong structure]

[226] T: Would you repeat that..? He....?[T-asks S for repetition]

[227] S: He assassinated.[S-repeats error]

[228] T: make it passive. [T-indicated the nature of error]

[229] S: silent[S-become silent]

[230] T: He assassinated or .... Use 'was'[T-shows the type and natre of error explicitly]

[231] S: He was assassinated in April 1865 by the person known as ummm John B. Booth. He

[232] was the greatest and famous politician[S-corrected error,but makes another errr]

[233] T:Repeat please.[T-asks for repetition]

[234] S: He was the greatest and most famous politician of America.[S-corrected error]

2. Ok. When did you start learning English language?

[235] S: In 2011. [S-wants to systematically escape the challenge of constructing complete  
[236] sentence ]

[237] T: Make a complete sentence?[T-asks for repetition]

[238] S: I started learning English language in 2011. [S-gives correct answer]

[239] T: Very good. [T-praised S]

3. When did you join Hawassa University?

[240] S: I joined Hawassa University in 2011 in Ethiopian calendar at the age of 25. [S-utters  
[241] correct structure]

[242] T: Very good. [T-praised S]

4. What challenges have you faced since you joined this university?

[243] S: I have got many challenges until now. For example, economical problems , peer  
[244] pressure and also time management skills [S-gives answer]

[245] T: you lack time management skills? [T-probes]

[246] S: Yes. [s-gives short answer]

5. What is your opinion about condom advertisement? Do you support it or not ?Why?

[247] S: In my opinion it is good. [S-express opinion in a correct structure]

[248] T: Why? [T-probes]

[249] S: Because now a days the youths in the world ..they miss their life by different condition  
[250] or way of life. By this cause condom advertisement is a god way to keep their life. [S-[251]  
gives answer]

6. The last question : What will you do after graduation?

[252] S: Ok. If it is the will of God, I will be a good English and Amharic teacher. [S-utters  
[253] correct English]

[254] T: Very good. [T-praise S]

**Urgessa.**

1. Please narrate the mini biography of Abraham Lincoln.

[255] S: Abraham Lincoln was born on February 12, 1809. He won the election and he was [256] elected in 1846 for the house of federation and he had four childrens[S-utters wrong

[257] structure]

[258] T:He had four...?[T-asks for repetition]

[259] S:Childrens...I mean.. children.[S- self- corrects error]

[260] T:good[T-praises S]

[261] S:His mother died in October....[S-got stuck, but used the correct structure]

[262] T: yes ,his mother died when he was 9 years old.[T-assists in completing a sentence]

2. When did you start learning English language?

[263] S: I started learning English at Mersa School in 1999 in Grade one[S-answers correctly]

[264] T;Good[T-praises S]

3. When did you join Hawassa University?

[265] S: I joined Hawassa University , Department of English Language and Literature in

[266] 2011.[S-utters correct structure]

[267] T; good[T-praises S]

4. What challenges have you faced since you joined Hawassa university?

[268] S: I usually miss the ways of my dormitory from cafeteria to library. The other I have not

[269] the skill to manage time. The other is how to live with friends. we are coming with new

[270] language and culture. So , it is very challenging.[S-gives correct structures]

[271] T;good[T-praises S]

5. What is your opinion about condom advertisement on Television and radio?

[272] S: silent.[S-silent-not willing to speak]

[273] T; .....pardon?[T's Probing not successful]

6. What will you do after graduation?

[274] S: For example I will help my father and mother. I build the mental of generation. Also I

[275] plan to continue my MA study.[S-utter correct structures]

[276] T;yes.[T-confirms answer]

## Yobson

### 1. Please retell the biography of Abraham Lincoln

[277] S : Abraham.. umm He was born February 12, 1809.[S-utters wrong structure]

[278] T: on February 12, 1809.[T-explicitly gives correction]

[279] S: yes He was born on February 12,1809. He was born in the USA. He won seat for house [280] of federation 1846. He got married in November 1842 at the age of 33.He have 4

[281] children.[S- accepts mediation and utters more sentences]

[282] T: He have?[T-asks for repetition]

[283] S: He had 4 children[S-self correct wrong tructure]

[284] T: good. It is Enough . Now the second Question: [T-confirms answer]

### 2. When did you start learning English Language?

[285] S: I started learning English in 2011..[S-gives correct answer]

[286] T;Good[T-praises S]

### 3. When did you join Hawassa University?

[287] S: I joined Hawassa University in 2011 in Ethiopian Calendar.[S-gives correct answer]

[288] T. Good.[T-praises S]

### 4. What challenges have you faced since you joined Hawassa University?

[289] S: I challenge....[S-utters wrong structure]

[290] T: YOU can say I have faced... ..[T-shows the presence of error and gives clue]

[291] S: I have faced problems of time management skills. I have faced bad behaviors in

[292] Dormitory.[S-managed to correct error]

### 5. What is your opinion about condom advertisement on television and radio? Is it good or bad? Why?

[293] S: It is good. Because it is good .... [S- got stuck]

[294] T: it is good because people may get information on HIV and can protect themselves.[T-completes S's idea]

6. What will you do after graduation?

[295] S: My plan is good teaching to students. [S-utters wrong structure]

[296] T: Your plan is....? [T-asks for repetition]

[297] S: silent [S-becomes silent]

[298] T: You can say :My plan is to be good teacher. [T-gives correct answer]

[299] S: Yes, my plan is to be good teacher of English and Afan Oromo. [S-accepts mediation

[300] and repeats T's sentences]

[301] T: good.

### Appendix G. Students' pretest scores on grammar accuracy (SA<sup>1</sup> monologues)

Students' Pretest Scores on Grammar Accuracy							
Students	1 <sup>st</sup> Monologue	2 <sup>nd</sup> Monologue	3 <sup>rd</sup> Monologue	4 <sup>th</sup> Monologue	5 <sup>th</sup> Monologue	6 <sup>th</sup> Monologue	Total Score
S1	0.8	0.9	0.51	0.6	0.74	0.7	4.25
S2	0.93	0.88	0.65	0.71	0.82	0.67	4.66
S3	0.83	0.74	0.98	0.84	0.82	0.76	4.97
S4	0.85	0.88	0.64	0.70	0.75	0.58	4.4
S5	0.8	0.9	0.77	0.5	0.85	0.81	4.63
S6	0.74	0.5	0.1	0.1	0.75	0.77	2.96
S7	0.59	0.46	0.21	0.24	0.4	0.68	2.58
S8	0.91	0.6	0.5	0.5	0.77	0.70	3.98
S9	0.79	0.72	0.77	0.58	0.68	0.40	3.94
S10	0.86	0.80	0.79	0.83	0.53	0.68	4.49
S11	0.85	0.80	0.48	0.76	0.32	0.72	3.93
S12	0.74	0.84	0.70	0.50	0.90	0.77	4.45
S13	0.98	0.78	0.53	0.81	0.92	0.74	4.76
S14	0.78	0.35	0.1	0.38	0.55	0.42	2.58
S15	0.78	0.37	0.41	0.67	0.82	0.64	3.69
S16	0.84	0.81	0.62	0.56	0.76	0.76	4.35
S17	0.88	0.83	0.50	0.76	0.86	0.50	4.33
S18	0.67	0.37	0.42	0.23	0.52	0.58	2.79
S19	0.72	0.73	0.70	0.53	0.49	0.71	3.88
S20	0.75	0.77	0.77	0.40	0.93	0.40	4.02
S21	0.79	0.87	0.75	0.70	0.67	0.68	4.46
S22	0.73	0.89	0.71	0.71	0.87	0.79	4.7
S23	0.72	0.60	0.27	0.57	0.71	0.85	3.72
S24	0.90	0.82	0.70	0.53	0.60	0.90	4.45

S25	0.74	0.87	0.65	0.71	0.62	0.76	4.35
S26	0.71	0.69	0.58	0.56	0.52	0.30	3.36
S27	0.83	0.62	0.57	0.84	0.66	0.75	4.27
S28	0.65	0.87	0.90	0.57	0.87	0.50	4.36
S29	0.86	0.90	0.40	0.50	0.87	0.54	4.07
S30	0.82	0.67	0.42	0.76	0.78	0.75	4.2
S31	0.93	0.64	0.70	0.71	0.82	0.56	4.36
S32	0.88	0.93	0.62	0.40	0.60	0.60	4.03
S33	0.78	0.81	0.78	0.53	0.54	0.34	3.78
S34	0.77	0.62	0.10	0.50	0.92	0.86	3.77
S35	0.83	0.96	0.68	0.67	0.88	0.59	4.61
S36	0.80	0.75	0.60	0.10	0.77	0.77	3.79
S37	0.71	0.62	0.60	0.50	0.92	0.86	4.21
S38	0.85	0.95	0.80	0.53	0.75	0.77	4.65
S39	0.78	0.75	0.69	0.75	0.83	0.96	4.76
S40	0.81	0.75	0.69	0.70	0.75	0.61	4.31
S41	0.93	0.88	0.65	0.71	0.53	0.63	4.33
S42	0.74	0.50	0.10	0.10	0.72	0.77	2.93
S43	0.91	0.60	0.50	0.50	0.88	0.68	4.07
S44	0.98	0.78	0.53	0.81	0.87	0.73	4.7
S45	0.86	0.80	0.79	0.83	0.54	0.64	4.46
S46	0.67	0.37	0.42	0.23	0.88	0.64	3.21
S47	0.90	0.86	0.53	0.81	0.61	0.68	4.39
S48	0.91	0.80	0.58	0.80	0.67	0.68	4.44

#### Appendix H. Students' posttest scores on grammar accuracy(SA2 monologues)

Students' Posttest Scores on Grammar Accuracy							
Students	1 <sup>st</sup> Monologue	2 <sup>nd</sup> Monologue	3 <sup>rd</sup> Monologue	4 <sup>th</sup> Monologue	5 <sup>th</sup> Monologue	6 <sup>th</sup> Monologue	Total Score
S1	0.87	0.99	0.51	0.73	0.86	0.82	4.78
S2	0.98	0.95	0.73	0.84	0.94	0.97	5.41
S3	0.97	0.93	0.98	0.88	0.97	0.87	5.6
S4	0.93	0.93	0.72	0.81	0.92	0.89	5.2
S5	0.97	0.95	0.87	0.78	0.85	0.89	5.31
S6	0.82	0.75	0.75	0.67	0.86	0.91	4.76
S7	0.67	0.47	0.41	0.50	0.70	0.85	3.6
S8	0.97	0.50	0.75	0.75	0.81	0.95	4.73
S9	0.87	0.81	0.80	0.73	0.92	0.58	4.71
S10	0.96	0.93	0.79	0.93	0.90	0.86	5.37
S11	0.92	0.91	0.59	0.82	0.65	0.92	4.81
S12	0.87	0.92	0.77	0.78	0.95	0.82	5.11
S13	0.98	0.80	0.72	0.83	0.90	0.77	5

S14	0.81	0.71	0.40	0.57	0.63	0.50	3.62
S15	0.86	0.77	0.56	0.22	0.87	0.87	4.15
S16	0.92	0.81	0.65	0.71	0.83	0.79	4.71
S17	0.97	0.88	0.80	0.86	0.96	0.50	4.97
S18	0.67	0.42	0.53	0.62	0.72	0.83	3.79
S19	0.77	0.83	0.80	0.93	0.62	0.80	4.75
S20	0.84	0.90	0.83	0.67	0.93	0.67	4.84
S21	0.87	0.97	0.81	0.86	0.75	0.82	5.08
S22	0.81	0.93	0.73	0.71	0.88	0.81	4.87
S23	0.82	0.66	0.43	0.77	0.87	0.87	4.42
S24	0.97	0.82	0.90	0.63	0.65	0.90	4.87
S25	0.74	0.87	0.65	0.71	0.71	0.96	4.64
S26	0.71	0.69	0.58	0.56	0.77	0.70	4.01
S27	0.83	0.62	0.57	0.84	0.84	0.88	4.58
S28	0.65	0.87	0.90	0.57	0.87	0.57	4.43
S29	0.87	0.90	0.40	0.50	0.87	0.54	4.08
S30	0.90	0.67	0.42	0.78	0.78	0.80	4.35
S31	0.93	0.64	0.70	0.71	0.92	0.84	4.74
S32	0.88	0.93	0.62	0.40	0.87	0.92	4.62
S33	0.86	0.93	0.93	0.77	0.85	0.45	4.79
S34	0.78	0.62	0.10	0.50	0.92	0.87	3.79
S35	0.83	0.96	0.68	0.67	0.94	0.90	4.98
S36	0.80	0.75	0.60	0.10	0.90	0.77	3.92
S37	0.82	0.62	0.60	0.50	0.92	0.87	4.33
S38	0.85	0.95	0.80	0.53	0.75	0.77	4.65
S39	0.78	0.75	0.69	0.75	0.84	0.96	4.77
S40	0.81	0.75	0.72	0.69	0.83	0.69	4.49
S41	0.95	0.98	0.65	0.71	0.66	0.61	4.56
S42	0.84	0.65	0.1	0.1	0.85	0.72	3.26
S43	0.91	0.60	0.55	0.65	0.84	0.77	4.32
S44	0.98	0.78	0.53	0.81	0.95	0.87	4.92
S45	0.86	0.80	0.89	0.83	0.79	0.68	4.85
S46	0.67	0.37	0.42	0.23	0.96	0.81	3.46
S47	0.96	0.93	0.72	0.83	0.82	0.82	5.08
S48	0.90	0.93	0.72	0.89	0.80	0.84	5.08

**Appendix I. Students' pretest scores on oral fluency**



Students	Appendix I. Students' Pretest Scores on Oral Fluency																		Total Score
	1 <sup>st</sup> monologue			2 <sup>nd</sup> monologue			3 <sup>rd</sup> monologue			4 <sup>th</sup> monologue			5 <sup>th</sup> monologue			6 <sup>th</sup> monologue			
	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	
S1	3.44	4.2	12.3	3.28	4.28	9	3.01	4.35	5.83	3.14	4.27	8.4	2.98	3.7	9.8	3.26	3.4	22.6	111.24
S2	2.59	3.9	7.17	3.38	4.46	9.8	3.59	5.12	10.3	2.83	4.13	6.9	4.2	4.91	14	4.9	5.57	18.9	116.65
S3	3.15	4.63	7.6	3.51	4.55	9	3.71	4.76	8.6	3.38	4.62	9.3	3.33	4.43	7.6	3.77	4.48	16	106.42
S4	3.38	3.95	13.7	3.3	4.46	6.7	3.72	4.72	8.4	3.54	4.61	7.8	4.69	5.06	30.6	4.38	5.31	12.2	130.52
S5	3.81	4.74	17.8	3.92	4.25	19.3	4.34	5.61	8.8	4.08	4.89	9.7	5.22	5.45	45	4.71	4.93	44	200.55
S6	4.81	5.48	19.4	4.16	4.82	15.7	3.81	4.1	21.3	3.83	4.03	18.4	4.69	5.28	25.2	4.18	4.83	20	174.02
S7	3.22	4.25	7	3.53	4.3	9.3	3.61	4.25	11	4.1	4.67	17.5	4.18	4.42	24.8	4.43	4.72	30.2	149.48
S8	3.73	4.44	13.2	5.24	5.24	17.8	4.35	4.73	14.5	4.7	5.28	15.6	4.39	4.98	19.2	4.24	4.64	25.8	162.06
S9	3.04	3.98	8.2	2.98	3.41	11.5	3.94	4.27	17	3.81	3.98	28	3.73	4.43	13.7	4.39	4.76	21.2	146.32
S10	2.41	4.56	4.5	2.29	3.75	4.3	2.79	4.43	5	2.67	4.24	5.3	2.41	4.79	49	3.1	4.9	7.2	117.64
S11	2.98	4.17	7.32	2.97	4.32	7.1	3.57	4.68	9.8	3.4	4.66	8.4	4.41	5.02	17.5	4.5	5.0	22.2	122
S12	3.86	4.25	14.3	4.41	4.57	20	4.03	4.9	10.3	3.39	3.97	12.1	3.42	5.49	8.1	4.17	4.74	18.3	134.3
S13	3.45	4.27	10.2	4	4.67	13.2	3.44	4.59	7.4	3.11	4.04	8.5	4.55	5.11	26.3	4.53	4.92	27.8	144.08
S14	3.27	3.94	11.7	3.16	3.8	9.3	3.86	4.49	9.8	3.84	4.35	14.5	3.65	4.66	13.4	3.6	4.43	14.4	120.15
S15	3.52	4.54	7.9	3.07	4.33	5.6	3.65	4.35	10.4	3.37	4.41	6.6	2.86	3.61	6.2	3.77	4.5	9.8	92.48
S16	2.8	4.8	6.4	2.75	4.69	5.5	2.84	4.86	5.9	2.94	4.67	7.6	4	4.91	8.5	3.62	4.81	8.8	90.39
S17	3.58	4.12	14	4.02	4.43	18.6	3.94	4.39	15.7	3.73	4.55	9.8	2.42	4.1	5.2	2.9	4.86	6.4	116.74
S18	3.1	3.68	9.8	3.11	3.81	9.8	3.72	4.82	8.4	3.01	3.93	7.1	3.84	4.49	13.4	3.44	4.59	7.6	101.64
S19	3.16	4.16	7.6	3.34	3.62	23.2	3.02	3.58	8.6	2.51	3.33	5.8	2.84	3.82	8.7	3.49	4.43	10.3	105.5
S20	3.82	4.63	11.1	2.75	4.52	5.7	3.41	5.01	6.2	2.7	4.32	4.6	4.32	4.9	12.4	3.14	5.06	7.4	95.98
S21	3.05	4.46	6.7	2.89	4.37	5.7	2.89	3.81	7.7	2.81	4.04	6	3.5	4.31	9.4	3.87	4.67	11.2	91.37
S22	3.49	4.22	13.1	3.23	3.99	9.7	3.81	4.42	14.7	3.54	4.41	10.4	3.94	4.43	21.5	4.17	4.63	28.4	146.08
S23	3.69	4.54	11.1	3.59	4.47	9.8	3.31	4.82	8.3	3.71	4.89	8.7	3.31	4.11	7.9	3.31	4.08	9.3	102.93
S24	4.13	4.72	19	3.9	4.31	17	3.81	5.04	7.3	3.57	3.81	23	5.8	5.8	5.6	3.96	4.07	28	152.82
S25	4.68	5.03	46.4	4.57	4.8	39.2	4.87	5.57	20.7	2.83	4.13	6.9	4.43	4.89	28.1	3.56	3.93	18.7	213.29
S26	4.42	5.09	18.7	4.05	4.55	17	2.6	3.94	6.9	2.94	4.67	7.6	4.5	5.23	28	3.73	4.86	10.2	138.98
S27	4.22	4.44	40.4	4.72	4.82	25	5.02	5.45	33	3.38	4.62	9.3	2.49	4.84	4.4	2.85	4.84	5.7	169.49
S28	4.28	5.17	19.6	3.74	4.62	11.1	3.58	4.94	8	3.71	4.89	8.7	3.3	4.97	8.2	3.68	4.82	7.9	115.2

S29	5.08	5.4	28.2	4.14	5.85	9.8	4.04	5.4	15.5	4.08	4.89	9.6	2.68	5.12	4.6	4.19	5.02	15.1	138.69
S30	4.55	5.01	25.2	4.15	4.47	12	5.47	5.64	44.3	3.4	4.66	8.3	3.72	4.6	10.3	3.87	4.69	12	166.33
S31	4.42	4.74	32.4	3.7	4.59	13.9	3.54	4.01	36	3.54	4.41	10.4	3.48	4.71	9.3	3.15	4.49	7.1	157.88
S32	3.32	3.55	27.4	3.98	5.38	11.6	4.83	5.07	48.3	2.7	4.32	4.6	4.25	4.59	26.3	4.65	4.77	14.6	184.21
S33	4.95	5.05	81.7	4.34	5.1	21.8	3.64	4.54	9.7	2.51	3.33	5.8	2.51	3.33	5.8	4.49	5.08	18.1	191.77
S34	4.1	4.42	29.5	4.45	5.77	11.8	4.48	5.24	15.8	3.39	3.97	12.2	2.55	2.92	14.8	4.92	5.34	33.5	169.15
S35	2.93	3.28	15.9	3.49	4.6	10	2.84	4.43	6.1	3.37	4.41	6.6	3.5	4.31	9.4	3.87	4.67	11.2	104.9
S36	4.46	5.34	16.7	1.86	3.46	4.8	3.4	5.12	11.2	3.83	4.03	30.6	3.42	5.49	8.1	4.17	4.74	18.3	139.02
S37	4.77	5.38	21.7	5.53	5.9	32	5.1	5.71	29.7	3.39	3.97	12.2	2.55	2.92	14.8	4.92	5.34	33.5	199.38
S38	2.94	3.69	8.8	3.64	4.12	14	4.57	4.85	33	3.57	3.81	23	4.69	5.28	25.2	4.18	4.83	20.01	174.18
S39	4.26	4.76	20.4	4.57	5.25	18.3	2.48	3.35	5.6	3.73	4.55	9.8	5.51	5.73	51.6	4.27	4.54	34.3	193
S40	4.28	4.76	19.8	3.94	4.7	13.2	3.42	4.57	8.2	3.54	4.61	7.8	4.69	5.25	19.1	5.21	5.25	20.3	142.62
S41	2.59	3.9	7.17	3.38	4.46	9.8	3.59	5.12	10.3	2.83	4.13	6.9	4.13	4.42	24.5	4.24	4.57	20.1	126.13
S42	4.81	5.48	19.4	4.16	4.82	15.7	3.81	4.1	21.3	3.83	4.03	18.4	4.69	5.28	25.2	4.18	4.83	20.1	174.12
S43	3.73	4.44	13.2	5.24	5.24	17.8	4.35	4.73	14.5	4.7	5.28	15.6	4.09	4.45	22.8	3.42	4.6	7.8	145.97
S44	3.45	4.27	10.2	4	4.67	13.2	3.44	4.59	7.4	3.11	4.04	8.5	4.55	5.11	26.3	4.53	4.92	27.8	144.08
S45	2.41	4.56	4.5	2.29	3.75	4.3	2.79	4.43	5	2.67	4.24	5.3	2.41	4.79	4.9	3.17	4.95	7.2	73.66
S46	3.1	3.68	9.8	3.11	3.81	9.8	3.72	4.82	8.4	3.01	3.93	7.1	4.41	4.62	27.8	4.47	4.7	29.8	140.08
S47	3.94	4.82	12.5	4.35	4.92	26	3.44	4.59	7.4	3.11	4.04	8.5	2.41	4.79	4.9	3.17	4.95	2.6	110.43
S48	3.94	4.82	12.5	4.35	4.92	26.1	3.44	4.59	7.4	3.11	4.04	8.5	2.41	4.79	4.9	3.17	4.95	7.2	115.13

**Appendix J. Students' Posttest Scores of Oral Fluency**

Students	Appendix J. Students' Posttest Scores on Oral Fluency																		Total Score
	1 <sup>st</sup> monologue			2 <sup>nd</sup> monologue			3 <sup>rd</sup> monologue			4 <sup>th</sup> monologue			5 <sup>th</sup> monologue			6 <sup>th</sup> monologue			
	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	SR	AR	MLU	
S1	3.5	4.1	12.2	3.7	4.3	11.8	3.1	4.37	5.9	3.5	4.24	9.3	3.1	3.64	11	3.2	3.3	6.7	100.95
S2	2.53	3.74	7.2	3.35	4.17	10.7	3.87	5.02	11.3	2.9	4.1	6.9	4.2	4.91	14	4.76	5.36	18.1	117.11
S3	3.2	4.5	7.9	3.51	4.55	9	3.85	4.78	9.1	3.38	4.62	9.3	3.33	4.48	12.4	3.98	4.66	15.7	112.24
S4	3.37	3.84	13.3	3.2	4.32	7.1	3.75	4.67	8.3	3.55	4.53	8.2	3.97	4.59	16	4.53	5.24	13	115.46
S5	4.14	4.74	17	3.92	4.25	19	4.2	5.01	11.7	4.08	4.71	9.3	5.22	5.45	9	4.84	5.13	33.5	155.19
S6	4.87	5.39	21.2	4.16	4.82	15.4	4	4	6.3	3.83	4.03	30.6	4.69	5.28	25.2	4.3	4.79	24.4	177.26
S7	3.24	4.2	7.1	3.53	4.3	9.3	3.67	4.24	11.5	4.1	4.67	17.5	4.18	4.42	24.8	4.58	4.68	12	132.01
S8	3.9	4.39	16.5	5.16	5.16	10.4	4.48	4.61	28.5	4.7	5.28	15.6	4.39	4.98	19.2	4.37	4.59	45.2	191.41
S9	3.2	4	8.1	2.98	3.41	11.5	4.04	4.22	28	3.81	3.98	28	3.73	4.43	13.7	4.51	4.76	28.1	164.47
S10	2.59	4.5	4.9	2.29	3.75	4.3	3.06	4.32	6.4	2.67	4.24	5.3	3.9	4.8	11.8	2.81	5.09	6	82.72
S11	3.09	4	7.6	3.13	4.35	7.2	3.7	4.64	10.6	3.4	4.66	8.3	4.41	5.02	17.5	4.89	5.06	44	145.55
S12	4.06	4.2	31.6	4.41	4.57	46.6	4.23	4.84	13.3	3.39	3.97	12.1	3.42	5.49	8.1	4.33	4.75	18.1	181.46
S13	3.61	4.26	12.3	4	4.67	13.2	3.7	4.57	9.1	3.11	4.04	8.5	4.55	5.11	26.3	4.63	4.94	30	150.59
S14	3.84	4.32	21.6	3.16	3.8	9.3	4.2	4.45	20	3.84	4.35	14.5	3.65	4.66	13.4	3.84	4.32	21.6	148.83
S15	3.65	4.47	8.1	3.07	4.33	5.6	3.76	4.25	14	3.37	4.41	6.6	2.86	3.61	6.2	3.98	4.5	12.8	99.56
S16	3	4.82	6.5	2.75	4.69	5.5	3.02	4.91	6.2	2.94	4.67	7.7	3.75	4.92	9.3	3.67	4.74	9.4	92.48
S17	3.71	4.12	15.3	4.02	4.43	18.6	4.52	4.6	10.7	3.73	4.55	9.8	2.42	4.1	5.25	3.21	4.48	6.7	114.24
S18	3.09	3.66	9.9	3.11	3.81	9.4	4.1	4.59	12.7	3.01	3.93	7.1	3.84	4.49	13.4	3.79	4.46	11.8	110.18
S19	3.44	4.12	8.8	3.34	3.62	23.2	3.29	3.58	13.5	2.51	3.33	5.8	2.84	3.82	8.7	3.72	4.34	12.6	114.55
S20	3.99	4.59	13.2	2.75	4.52	5.7	4.25	4.92	12.8	2.7	4.32	4.6	3.01	4.24	7	3.53	4.89	7.3	98.31
S21	3.35	4.44	7.6	2.89	4.37	5.7	3.3	3.85	10.5	2.81	4.04	6	3.5	4.31	9.5	3.91	4.5	13	97.57
S22	3.53	4.21	13.4	3.23	3.99	9.7	3.8	4.43	13.9	3.54	4.41	10.4	3.94	4.43	21.5	4.29	4.59	34.5	151.79
S23	3.79	4.44	13.3	3.59	4.47	9.8	3.48	4.69	8.3	3.71	4.89	8.7	3.21	4.39	8	3.43	4.08	10.6	106.87
S24	4.13	4.72	19	3.9	4.31	17	3.81	5.04	7.3	3.57	3.81	23	5.8	5.8	11.2	3.96	4.07	28	158.42
S25	4.76	5.01	54.7	4.57	4.8	39.2	5.11	5.64	20.92	12.83	4.13	6.9	4.24	4.86	17.7	3.78	3.93	26.6	219.66
S26	4.66	5.2	24.3	4.23	4.58	19.8	2.72	3.98	7	2.94	4.67	7.7	4.5	5.23	28	3.77	4.87	9.7	147.85
S27	4.34	4.45	71	4.72	4.82	7.6	5.14	5.32	66.3	3.38	4.62	9.3	4.72	4.82	7.6	3.12	4.82	6.2	222.27
S28	4.54	5.2	21.1	3.74	4.62	11.2	3.64	4.62	9.2	3.71	4.89	8.7	3.3	4.97	8.3	3.87	4.65	9.9	120.15

S29	5.2	5.43	33.2	4.14	5.85	9.8	4.33	5.33	15.3	4.08	4.89	9.7	2.68	5.12	4.7	4.56	5.22	17.1	146.63
S30	4.78	5.07	35.6	4.15	4.47	3.6	5.67	5.67	13.4	3.4	4.66	8.4	3.72	4.6	10.3	3.88	4.64	11.9	137.91
S31	4.54	4.75	41.4	3.7	4.59	13.9	3.63	4.01	21.2	3.54	4.41	10.4	3.48	4.71	9.4	3.63	4.5	8	153.79
S32	4.98	4.98	14.5	3.98	5.38	11.6	3.57	3.7	49.2	2.7	4.32	4.6	4.25	4.59	26.3	4.77	4.82	14.6	172.84
S33	4.98	5.08	80.5	4.48	5.05	25	3.79	4.56	9.8	2.51	3.33	5.8	3.98	4.95	11.7	4.51	5.02	17.8	202.84
S34	4.22	4.39	51.5	4.45	5.77	11.8	4.96	5.19	26.3	3.39	3.97	12.2	2.55	2.92	14.8	5.04	5.3	41.6	210.35
S35	3.14	3.32	19.5	3.49	4.6	10.1	3.04	4.67	5.6	3.37	4.41	6.6	2.83	3.91	8.2	3.71	4.59	9	104.08
S36	4.71	5.35	16.5	1.9	3.44	4.6	3.8	5.18	11.2	3.83	4.03	30.6	3.42	5.49	8.1	4.25	4.77	18.2	139.37
S37	5.01	5.43	30.7	5.53	5.9	32	5.26	5.54	11.2	3.39	3.97	12.2	2.55	2.92	14.8	5.01	5.34	32.9	189.65
S38	2.97	3.7	8.4	3.81	4.22	18	4.57	4.85	33	3.57	3.81	23	4.69	5.28	25.2	4.42	4.87	24.7	183.06
S39	4.24	4.56	24.5	4.57	5.25	18.3	2.49	3.24	5.8	3.73	4.55	9.8	5.51	5.73	51.6	4.53	4.78	26.5	189.68
S40	4.23	4.55	23.5	4.13	4.65	17	3.42	4.57	8.2	3.54	4.61	7.8	5.12	5.48	28.4	5.18	5.22	22	161.6
S41	2.72	3.85	7.4	4.37	4.74	31.5	3.9	4.88	14.4	2.83	4.13	6.9	4.13	4.42	24.5	4.37	4.74	31.5	165.28
S42	4.88	5.3	27.1	4.16	4.82	15.7	4.23	4.23	6	3.83	4.03	30.6	4.69	5.28	25.2	4.34	4.82	24.2	183.41
S43	3.82	4.31	22.1	5.24	5.24	10.7	4.52	4.65	28	4.7	5.28	15.7	4.09	4.45	22.9	3.52	4.5	8.2	161.92
S44	3.52	4.25	11.6	4	4.67	13.3	3.66	4.54	9	3.11	4.04	8.5	4.55	5.11	26.4	4.61	4.9	32.6	152.36
S45	2.57	4.49	4.9	2.29	3.75	4.3	2.67	4.24	5.3	2.67	4.24	5.3	2.41	4.79	4.9	3.47	4.88	7.2	74.37
S46	3.17	3.68	10.5	3.11	3.81	9.4	4.2	4.89	10.6	3.01	3.93	7.1	4.09	4.61	16	4.52	4.58	14.4	115.6
S47	4.04	4.48	16.2	4.18	4.8	20.2	3.7	4.57	9.2	3.11	4.04	8.5	2.41	4.79	4.9	3.17	4.95	7.2	114.44
S48	4.04	4.48	16.2	4.18	4.8	20.2	3.7	4.57	9.2	3.11	4.04	8.5	2.41	4.79	6	3.17	4.95	7.2	115.54

**Appendix K. Students' pretest aggregate scores of oral fluency and grammar accuracy**

Students	Pretest Scores on Oral Fluency	Pretest Scores on Grammar Accuracy	Pretest Aggregate Scores of Oral Proficiency [accuracy+ Fluency]
S1	111.24	4.25	115.49
S2	116.65	4.66	121.31
S3	106.42	4.97	111.39
S4	130.52	4.4	134.92
S5	200.55	4.63	205.18
S6	174.02	2.96	176.98
S7	149.48	2.58	166.04
S8	152.06	3.98	156.04
S9	146.32	3.94	150.26
S10	117.64	4.49	122.13
S11	122	3.93	125.93
S12	134.3	4.45	138.75
S13	144.08	4.76	148.48
S14	120.15	2.58	122.73
S15	92.48	3.69	99.17
S16	90.39	4.35	94.74
S17	116.74	4.33	121.07
S18	101.64	2.79	104.43
S19	105.5	3.88	109.38
S20	95.98	4.02	98
S21	91.37	4.46	95.83
S22	146.08	4.7	150.78
S23	102.93	3.72	119.55
S24	152.82	4.45	157.27
S25	213.29	4.35	217.64
S26	138.98	3.36	142.34
S27	169.49	4.27	173.76
S28	115.2	4.36	119.56
S29	138.69	4.07	142.76
S30	166.33	4.2	170.53
S31	157.88	4.36	162.24
S32	184.21	4.03	188.24
S33	191.77	3.78	195.55
S34	169.15	3.77	172.92
S35	104.9	4.61	109.51
S36	139.02	3.79	142.81
S37	199.38	4.21	203.59

S38	174.18	4.65	178.83
S39	193	4.76	197.76
S40	142.62	4.31	146.93
S41	126.13	4.33	114.82
S42	174.12	2.93	177.05
S43	145.97	4.07	150.04
S44	144.08	4.7	148.78
S45	73.66	4.46	78.12
S46	140.08	3.21	143.29
S47	130.43	4.39	130.46
S48	105.13	1.44	106.65

### **Appendix L . Open coding, axial coding and selective coding of teachers' mediations in DA<sup>1</sup> and DA<sup>2</sup>**

The following table shows a sample of line-by-line coding of the mediator-learners interactions during the pre and post mediation (DA1 and DA2) interviews. The open codes were already done on the transcriptions themselves (see appendix F). In this table the mediator's hints were interpreted and the pattern of the teacher's mediation were identified through the axial and selective coding. In order to identify the meditational moves of the examiner, the teacher's mediations were thematically coded, and the most frequent meditational moves were inductively drawn from the themes being coded.

The typology of mediations teacher employed during the administration of dynamic assessments were drawn from the dialogues and disclosed in the last column or in the selective codes column. As it was displayed in this column, the teacher's mediations were hierarchically drawn from most implicit to most explicit scale using a vertical array. However the last mediation typology, that is, *confirming S's answer and praising him/her*, is displayed using a horizontal array. This is because as it was observed in the transcription of the interplay between the students and the teacher, students were able to utter accurate structure and the teacher praised them anywhere in the conversation such as at the very beginning of the conversation, or in the middle of their speech or at the end of all the possible mediation. Therefore, there is no specific place or sequence for the teacher to put this type of mediation. As a result, a horizontal array was used to show that this mediation type was used in between either of the mediation typologies disclosed in the mediation moves of the teacher.

Students	Items	Open codes		Axial codes	Selective codes
		Teacher's Mediation Moves in DA1	Teacher's Mediation Moves in DA2	Mediation Moves in DA1 and DA2	Emerging Patterns of Mediations
Geleta [S9]	Q.1.	[T-asks for repetition, expecting that S would self-correct it ] [T- tells that S is wrong] [T- provides metalinguistic clue] .[T-praises student] T-demanded S to repeat] [T-gives EXPLICIT metalinguistic clue] T-asks for repetition] T-informs the presence of error] T-gives metalinguistic clue]	[T-asks for repetition]  [T-shows the presence of error through metalinguistic clue] T -provides direct metalinguistic clue]	1,Asking for repetition 2,Indirectly informing the presence of error 3,Informs metalinguistic clue or shows the nature of error  4, Giving explicit Hints	Asking for Repetition  ↓ Informing the presence of error  ↓ Indicating the nature of error by providing meta - linguistic clue  ↓ Giving Explicit explanation[providing and answer  → Confirming answer and praising S
	Q.2.	[T-asks for repetition]  T- asks S to repeat the full sentence] T-asks for repetition] T-asks for clarification or repetition]	.[T-asks for repetition] .[T-indicates the presence of error] .[T-praised S]	1,Asking for repetition 2,indicats the presence of error 3,Asking for clarification	
	Q.3.	.[T-praised S]	.[T-praised S]	1, accepting S's answer	
	Q.4.	T-asks for repetition] [T repeats the wrong structure questioningly]- indirectly telling the presence of error]	?[T-asks for repetition] ?[T-shows the presence of error] [T-provides metalinguistic clue] ...[T- confirms	1,asking for repetition 2,informing the presence of error 3,providing indirect metalinguistic clue	

		?[T-provides indirect metalinguistic clues] T-provides explicit hints or metalinguistic clue] [T-praised S	error]	4, confirming answer and praising S.	
	Q.5.	.[T-praised S]	[T-praised S]	1, Praising S, or accepting answer	
	Q.6.	T-praises S]	T-praised S]	1, accepting response/answer/	
Mekdes [S12]	Q.1.	.[T-Asks for repetition] [T-provides metalinguistic clue by asking S to repeat the wrong structure] .[T-provides explicit hint and explanation] T-requests S to repeat the whole sentence] [T-indicates the presence of error] [T-provides direct metalinguistic clues, and asks S to reconsider and correct the error ] [T-gives explicit hint] [T-praised S] .[T-informs the presence of error] .[T-provides metalinguistic clue] [T-gives explicit hint] [T-asks for repetition] T-asks for repetition] .[T-provides metalinguistic clue]	Tasks for repetition] T-asks for repetition] .[T-shows the presence of error] T-informs metalinguistic clue] [ T-Confirms answer] [T-praised S]	1, asking for repetition 2, shows the presence of error 3, providing clue 4, providing explicit hint 5, confirming answer 1. asking for repetition, 2, indicating the presence of error 3, providing metalinguistic clue 4, giving explicit hint 5. accepting /confirming answer and praising S. 1, informing the presence of error 2, providing clue 3, giving explicit hint 1, asking for repetition 2, informing the presence of error 3, providing clue to show the nature of error 4, providing direct	

		[T –demanded S to repeat the whole sentence] [T-gives metalinguistic clue] [T Praised S]		metalinguistic clue 5,confirming answer	
	Q.2.	.[T-praised S]	.[T-confirms answer]		
	Q.3.	T-asks for repetition] .[T-informs the presence of error] [T-provides explicit hint] T provides additional explicit hint and metalinguistic clue] [T provides explicit explanation] T praised S]	[T-asks for repetition] [T-provides metalinguistic clue] T-provides explicit explanation ,and further probes S] . [T-praised S]		
	Q.4.	.[T- informs the presence of error] T-asks for explanation] T-provides examples ,hints ] [T-gives correct but incomplete sentence to put S on the right track] [T –probes S] T-asks for repetition] [T-gives explicit explanation]	?[T-probes] T-gives example and probes S] [T-probes] T-asks for repetition] T-gives explicit explanation and answer]		
	Q.5.	T-asks for repetition] [T- explicitly corrects the error]	.[T-confirms]		
	Q.6.	[T-asks for repetition]	?[T-asks for repetition]		

		?[T-gives clue] T-praises S]	[T-gives correction] .[T-praised S]		
Geremew [S47]	Q.1.	[T-asks for repetition] [T-gives explicit answer] [T-asks for repetition] T-tells the presence of error] T-gives explicit answer]  [T-Indicates the presence of error and demanded S to repeat the whole structure] [T-corrects the error] [T praised S.]	T-asks for repetition] .[T-corrects error] [T-asks for repetition] .[T-corrects error] T-asks for repetition] T-praised S]		
	Q.2.	.[T-asks for repetition] T-gives metalinguistic clues] [T-asks for repetition] T asks for repetition by providing hints] T-praised students]	T-asks for repetition] .[T-praised S]		
	Q.3.	T-Asks for repetition] T-praised S]	.[T-praised S]		
	Q.4.	.[T-praised S]	T-praised S]		
	Q.5.	.[T-praised S]	T-praised S]		
	Q.6.	[T-probes-asks for detail] T-praised S]	T-praised S]		
Bonsa	Q.1.	[T-asks for	.[T-asks for	1,asking	for

[S7]		repetition] T-indicates the presence of error [T-indicate the nature of error] [T-provides explicit hint and metalinguistic clue] T again gives metalinguistic clue] .[T- indicates the presence of error] ...[T indicates the nature of error] T gives explicit hint-metalinguistic clue] T praised S] . <b>[T-praise S]</b> T-asks for repetition]	repetition] T-indicates the presence of error] [T-provides metalinguistic clue] .[T-praised S] .[T-shows the presence of error] .....[T-provides direct metalinguistic clue] T-confirms answer] .[T-confirms answer] ?[T-probes]	repetition 2,indicating the presence of error 3,shows the nature of error 4,providing explicit hint 5.Praising s.[accepting answer 1,indicates the presence of error, so asking S for repetition. 2,indicate the nature of error 3,giving the explicit hint 4,confirming answer	
	Q.2.	?[T asks for repetition] T indicates the presence of error]  T -indicates the nature of error] T -gives metalinguistic clues] T-gives explicit explanation]	T-asks for repetition T-provides explicit answer and explanation]		
	Q.3.	T asks S to repeat] [T indicates the presence of error] [T requests S for repetition] T-provides answer-explicit answer]	T-asks for repetition] .....[T-probes ] .[T-confirms answer]		
	Q.4.	T-informs error] T-shows the nature of error] T -gives metalinguistic clue] T probes]	T -Confirms answer] T-probes]		

	Q.5.	T-asks for repetition] [T rephrase the question-asking for repetition] T probes] T stopped probing]	T-teacher confirms and stopped probing]		
	Q.6.	T-Asks for repetition] T-asks for repetition] [T-provides explicit explanation]	T-praised S]		
Adugna [S3]	Q.1.	?[T-asks for repetition] T-indicates the presence of error] .[T-provides metalinguistic clue] .....?[T- Indicates the type and nature of error-direct metalinguistic clue] T-provides explicit hint and explanation] ...[T-asks for repetition] T-indicates the presence of error] .[T-informs the type and nature of error] T-provides direct metalinguistic clue] [T-provides explicit answer] T-automatically corrects S-to smoother the conversation] .[T-praised S]	?[T-asks for repetition] .[T-praised S] .[T-praised S]	1,asking for repetition 2indicating the presence of error 3,providing metalinguistic clue 4,showing the nature and types of error 5,providing explicit hints and explanation 1,indicating the presence of error 2,informs the nature and types of error 3,providing metalinguistic clue 4,providing explicit hint 5,providing explicit answer and explanation	
	Q.2.	T asks for repetition] T-indicates the	T-shapes S's answer and confirms it]	1,asking for repetition 2,indicating the	

		presence of error] T-shows the nature and type of error] [T- praised S and confirms the answer]		presence of error 3,showing the nature and type of error 4,praising S and confirming S's answer
	Q.3.	T-confirms S's answer]	?[T-probes] [T-praised]	
	Q.4.	.[T-praised S]	T-clarify question]	
	Q.5.	.[T-confirms S's answer]	.[T- helps S to clearly explain his idea]	
	Q.6.	....[T-asks for repetition] .[T-praised S.]	T-praised S]	
Lelisa [S23]	Q.1.	T-asks for repetition] T-indicates the nature of error] T- gives direct metalinguistic clues]] .[T-praised S] T- asks for repetition] .[T-indicates the type and nature of error] [T-praised S.] ..?[T-asks for repetition] T-indicates the presence of error] ..[T-informs the position of error] T-praised S]	..?[T-asks for repetition] ..?[T-Probes]	
	Q.2.	[T-asks for repetition] T-shows the	.[T-asks for repetition] T-confirms	

		position of error] .[T –rejects S’s answer] .[T-shows the nature of error] T-praised S and confirms answer]	answer] ...?[T-asks for repetition]	
	Q.3.	T asks for repetition] T-praised S and probes S to talk more] [T-asks for repetition] [T-informs the nature of error-metalinguistic clue] [T-gives direct metalinguistic clue] T-probes S and put him in the right track] [T-praised him]	...[T-gives metalinguistic clue]. [T-praised S]	
	Q.4.	T- explains question]	T-probes]	
	Q.5.	.[T-probes him]	?[T-probes] T-probes again]	
	Q.6.	T-asks for repetition] T-gives metalinguistic clue] T-gives direct metalinguistic clue-explicit hint] .[T provides explicit answer and explanation]	T-praises S]	
Melash [S13]	Q.1.	[T-asks for repetition] T shows presence and location of error] .[T-praised S]	T-asks S for repetition] . [T-indicated the nature of error] [T-shows the type and nature of	

		<p>[T-asks for repetition] T-corrects error] T-asks for repetition]</p> <p>. [T-indicates the presence of error] T-gives metalinguistic clue] T-asks for repetition T-provides additional explanation]</p>	<p>error explicitly] T-asks for repetition]</p>	
	Q.2.	<p>T-asks for repetition] ...[T-asks for repetition] ...[T-rephrase the question and keeps on by probing] -shows location of error and asks S for repetition] . [T reject answer] T-rejects mediation] . [T praised S]</p>	<p>T-asks for repetition T-praised S]</p>	
	Q.3.	. [T-praised S]	. [T-praised S]	
	Q.4.	T-praised S]	?[T-probes]	
	Q.5.	T -wants to probe more]	?[T-probes]	
	Q.6.	<p>[T-shapes S's structure and diction] . [T-praised S.]</p>	. [T-praise S]	
Urgessa [S18]	Q.1.	<p>[T-asks for repetition] T asks for repetition by showing the location of error.</p>	<p>[T-asks for repetition] T-praises S] T-assists in completing a</p>	

		. [T-questioningly requests S to confirm the wrong structure] T-confirms answer] [T-asks for repetition] T-confirms answer and probes further] T-asks for repetition] T-indicates the presence of error and asks for correction] ....[T-gives explicit explanation- metalinguistic clues] [T-continues to probe S] T; asks for repetition T; confirms answer	sentence]		
	Q.2.	[T-asks for repetition] T-indirectly show the presence of error] T-confirms answer and completes the correction-]	T-praises S]		
	Q.3.	[T-asks for repetition] .[T-praised S.]	T-praises S]		
	Q.4.	T- praised S]	T-praises S]		
	Q.5.	[ T- probing not successful- S remained speechless]	T's Probing not successful]		
	Q.6.	. [T-asks for repetition] ... [T-gives hints] T-praised S]	T-confirms answer]		
Yobson [S19]	Q.1.	[T asks for repetition] [T-informs the	. [T-explicitly gives correction] T-asks for		

		<p>presence of errors]  [T-indicates the nature of error through looking at S questioning]</p> <p>. [T-gives direct and explicit hint-metalinguistic clues]  T-completes the answer-gives explicit explanation  ?[T-gives metalinguistic clue]  . [T-praised S]  T-asks for repetition]  . [T-praised S]  T-asks for repetition]  T-indicates the presence of error]  T-gives explicit answer and explanation]  T-rephrase S's sentence and corrects it]  T asks for repetition]  T-asks for repetition]  [ T-praised S]</p>	<p><b>repetition]</b>  [T-confirms answer]</p>		
	Q.2.	<p>T-asks for repetition]  T asks for repetition]  T-gives explicit answer]</p>	<p>T-praises S]</p>		
	Q.3.	<p>T-praised S]</p>	<p>. [T-praises S]</p>		
	Q.4.	<p>T-asks for repetitions  T-gives further explanations]  T-makes ideas</p>	<p>..... [T-shows the presence of error and gives clue</p>		

		clearer by further explaining S 's point of view]			
	Q.5.	.[T-completes S's idea]	.[T- provides input to S to complete idea]		
	Q.6.	T-probes] T-asks for repetition] [T-probes] T-informs the nature and type of error] .[T-gives complete answer& probes further]  .[T praised]	....?[T-asks for repetition T-gives correct answer]		
Yohannis [S20]	Q.1.	T-asks for repetition] [T-shows the presence and location of error] [T-gives metalinguistic clue] T-provides explicit explanation and answer] T-asks for repetition] T-informed the presence of error through metalinguistic clue] [T-asks for repetition] .[T-praised S] T-asks for repetition] T-informs the presence of error by giving metalinguistic clue .[T-praised S]	<b>T-gives explicit answer]</b>		
	Q.2.	[T-asks for repetition]	T-asks S for repetition]		

		...[T-shows S the presence of error by giving clue] [T –provides metalinguistic clue ] T-gives explicit answer and explanation]	.[T-praises S]		
	Q.3.	[T-asks for repetition] .[T-praised S]	.[T-praises S]		
	Q.4.	T-provides short answer and explanation]	T-corrects S]		
	Q.5	[T-Probing fails]	T’s probing failed]		
	Q.6.	...?[T-asks for repetition] T-informs the presence of error] -shows location of error and gives clue] [T-gives explicit metalinguistic clue] T –praised S]	T-asks for repetition] T-shows metalinguistic clue] [T-praises S]		
Abdulatif [S1]	Q.1.	.[T-asks for repetition] .[T-indicates the presence of error] T-provides metalinguistic clue] T-gives options-direct metalinguistic clue] ?[T-asks for repetition] [T-asks for repetition] ?[T-probes] .[T-praised S]	T-asks for repetition] ?[T-probes] .[T-praises S]		
	Q.2.	.[T-asks for repetition] T-informs the	.[T-praises S]		

		presence of error] T-gives metalinguistic clue] .[T-provides explicit explanation and answer]			
	Q.3.	.[T-Praised S]	.[T-praises S]		
	Q.4.	[T asks for repetition] T-informs the presence of error] [T-shows location of error] [T-gives direct metalinguistic clues] .[T-praised S] [T-praised S]	T-praises S]		
	Q.5.	T-praised S]	.[T-praises S]		
	Q.6.	[T-probes]	,[T-praises S]		
Abel[S2]	Q.1.	[T-asks S to repeat] T-informs presence of error] T provides metalinguistic clue] T-praised S] [T-asks for repetition] [T-shows the presence of error] [T shows the location of error] [T-gives direct metalinguistic clue] .[T-praised S] .[T-asks for repetition] T-gives explicit answer and explanation T-asks for repetition] T-informs the	[T-automatically corrects S] [T- asks for repetition] [T- shows error and gives clue] ...[ T-explicitly corrects structure] ?[T- asks for repetition]		

		<p>presence of error through Metalinguistic clue] T-shows position of error and ask S to retry] .[T-praised S] T-asks for repetition]  [T-indicates the presence of error] T-gives metalinguistic clue] T again gives direct metalinguistic clue] T-provides half of the answer] [T-gives answer and explanation] [T-asks for repetition] .[T-shows the presence of errors] [T-indicates the nature and type of error] .[T-praised S] .[T-asks for repetition] T-provides metalinguistic clue] ..[T-gives explicit answer and explanation] T-praised S]</p>			
	Q.2.	<p>T-asks for repetition] .[T-indicates the presence of error] T-shows the location of error] .[T-asks for repetition by</p>	<p>.[T-asks for repetition] .[T-praises S]</p>		

		showing clues on the error] .[T-praised S]			
	Q.3.	.[T-praised S]	.[T-praises S]		
	Q.4.	?[T-probes] .[T-probes] .[T-probes	.[T-praises S]		
	Q.5.	.[T-probes] T-asks for repetition] [T-indicates the nature of error-metalinguistic clue] T –confirms answer and continues probing] .[T-praised S]	?[T-probes] T –confirms answer]		
	Q.6.	.[T-asks for repetition] T-praised S]	.[T-praises S]		
Sadik [S16]	Q.1.	[T-asks for repetition] T-informs the presence of error] .[T-gives correction] [T-asks for repetition] T-informs presence of error and clues] T-gives direct metalinguistic clue] [T-praised S] T-asks for repetition] ...?[T-shows the presence of error] .[T-gives metalinguistic clue] T-gives direct metalinguistic clue] ..?[T-confirms answer]	T-asks for repetition] T-asks for repetition] ...?[T-gives metalinguistic clue] [T-praises S] ...?[T-asks for repetition] ...?[T-indicates the presence of error] ..?[T-confirms ] T=-praises S] ...?[T-asks for repetition] .[T-confirms correction] ...?[T-asks for repetition] .[T-praises S]		

		[T-praises S] ...?[T-asks for repetition] T-gives metalinguistic clue] .[T-confirms answer] T-asks for repetition] [T-gives metalinguistic clue] T-praised S]		
	Q.2.	...?[T-asks for repetition] .[T-praised S]	. [T-praised S]	
	Q.3.	T-asking for repetition] T-praised S	...?[T-asks for repetition]	
	Q.4.	,...?[T-asking for repetition] T-informs metalinguistic clue T-gives direct metalinguistic clue] .[T-provides explicit explanation and answer. answer by mixing L1 and L2] T:very good.[T-confirm answer and gives equivalent meaning for L2 terminologies of tefahu and shufer [ I was lost and driver respectively	,...?[T-asks for repetition] T-shows the nature and type of error-metalinguistic clue] ...?[T-gives clear metalinguistic clue] . [T-gives explicit explanation and answer] T-praises S]	
	Q.5.	T's Probing not successful]	...[T-probes]	
	Q.6.	T-praised S]	. [T-praises S]	
Elias [S22]	Q.1.	?[T-asks for repetition] T-shows location of error]]	?[T-asks for repetition] ...?[T-asks for repetition]	

		<p>[T-gives metalinguistic clue T-asks for repetition] ?[T-asks for repetition] [T-informs the type of error] T-praised S.] .....?[T-asks for repetition] T-indicates the presence of error] T-gives metalinguistic clue] T-corrects and gives explicit answer] T-asks for repetition] T-shows the presence of error] T-gives metalinguistic clue] T-gives explicit answer] .[T-corrects error] T-asks for repetition] T-informs metalinguistic clue] [T-provides explicit clue] .[T-confirms answer]</p>	<p>.[T-praises S] ...?[T-asks for repetition] [T-shows the presence of grammar error] .[T corrects and - completes sentence] T-asks for repetition] .[T-confirms answer]</p>		
	Q.2.	<p>T-asks for repetition] T-gives metalinguistic clue] .[T-praised S]</p>	<p>.[T-praises S]</p>		
	Q.3.	<p>.[T-praised S]</p>	<p>.[T-praises S]</p>		
	Q.4.	<p>[T-asks for repetition] [T-provides metalinguistic clue]</p>	<p>?[T-probes] ?[T-probes] .[T-praises S]</p>		

		?[T-probes] ?[T-probes] .[T-praised S]			
	Q.5.	T-probes .[T-confirms answer]	?[T-probes] T-Praises S]		
	Q.6.	T-praises s	.[T-praises S]		
Feyissa [S46]	Q.1.	?[T-asks for repetition] [T -shows location of error] [T-gives metalinguistic clue] T-provides option- explicit metalinguistic clue] .[T-praised S] .[T-praised S] ...?[T-asks for repetition] T-confirms answer]	T-Asking for repetition] . [T-asking for repetition] T-asking for repetition] T-praises S]		
	Q.2.	?[T-asks for repetition] T-shows position of error T-demands a complete sentence] T-provides explicit clue] T-gives metalinguistic clue- indicating the nature and type of error] <i>T-provides explicit explanation and answer]</i> .[T-confirms S's acceptance]	T-asks for repetition] ...?[T-shows the presence and location of error] T-confirms error]		
	Q.3.	.[T-praised S]	T-praises S]		
	Q.4.	[T-probes]	T-completes answer and probes S]		

Q.5.	<i>T's Probing unsuccessful]</i>	T-confirms answer]		
Q.6.	.[T-praised S]	.[T-praises S]		

**Appendix M. Samples of Open Coding, Axial coding and Selective coding of learners' reciprocity**

In this table , the types of learners' reciprocity or responsiveness were extracted from the mediator-learner interplay using thematic analysis and classifications. In order to identify the types of learners reciprocity, learners responses were thematically coded, and the most frequent learners reciprocity were inductively drawn from the themes being coded. In order to identify the patterns of mediation manifested in each dialogue, relatively longer conversations were focused since all necessary mediation moves were evident in the mediator-student interplay. In this context, a short interplay between a teacher and a student on a certain question means, the student either answers the question with correct grammar with small amount of mediation, or the student refuses to answer, or rejects the question or remains silent. Therefore, the longer conversation of each student of each questions were chosen to inductively draw the sequences or patterns of teacher's mediation.

Students	Items	Open codes		Axial codes	Selective codes
		Learners' Reciprocity Moves in DA1	Learners' Reciprocity Moves in DA2	Thematic Classification of Learners' Reciprocity moves in DA1 &DA2	Emerging Patterns of Learners' Reciprocity moves from DA1 &DA2
Geleta [S9]	Q.1.	S-produces wrong structure in the middle of his speech] [S-uttered wrong structure] S- remained silent] S corrects the structure] [S-produced incorrect structure] [S-repeats the wrong structure] [S-corrects the first structure, but commits another error] .[S-repeats error] /[S-no response-silent] S- makes use of mediation and answers correctly]	.[S- uttered wrong structure S-repeats error] [S-insisted on making error] [S-unable to correct error] S; accept mediation and produce other correct structures]	<ul style="list-style-type: none"> <li>▪ Producing grammatically wrong structures=responsive</li> <li>▪ Being silent /speechless/=unresponsive</li> <li>▪ Repeating errors =responsive</li> <li>▪ Producing correct English Structures</li> <li>▪ Making use of mediation/accepting mediation/</li> <li>▪ Self-correcting errors=responsive</li> </ul>	<p>1, Silent vs. Responsive</p> <p>2,Producing correct structure Vs. Uttering wrong structure</p> <p>3, Switching to L1 Vs. Using L2</p> <p>4,Repeating errors Vs. Repeating Mediator's Hint</p> <p>5,Producing complete sentence Vs.</p>
	Q.2.	S- uttered wrong structure] S-couldn't recognize his error-can't make use of first mediation] .[S-commits another error, but corrects his previous ones] .[S-repeats the same error]	S-uttered wrong structure] S-repeats error] .[S-corrects error]	<ul style="list-style-type: none"> <li>• Unable to recognize mediation</li> <li>• Insisting on making similar error</li> <li>• Self-correct errors</li> </ul>	Producing incomplete sentence

		S-self correct the error with implicit mediation]			
	Q.3.	[S-produced correct utterance without Mediation]	[S-uttered correct structure]	Uttering correct structure	
	Q.4.	[S-uttered wrong structure] [S-Repeats the error] [ S- never recognize the error] ?[S-insists on making the same error] [S- makes use of metalinguistic clue and produce correct answer]	[S-makes error] [S-unable to understand error] S-repeats error] [S-corrects error]	<ul style="list-style-type: none"> <li>uttering wrong structure</li> <li>unable to recognize errors</li> <li>repeating errors</li> </ul>	
	Q.5.	[S-produces correct answer]	[S-correctly answers]		
	Q.6.	[S-gives correct answer]	[S-utters correct structure]		
Mekdes [ S12]	Q.1.	[S-become silent] [S- repeats the wrong structure-didn't accept meditation] .[S-produces wrong utterances] [S-repeats the wrong structure] .[S-insists on making the same error] S-never utter a single word-remained silent] .[S-manage to correct the error]	[S-uttered wrong structure] [S-corrected the error,but makes another error] S-repeats error] [S-silent] [S-managed to correct error] .[S-self-corrects error]	<ul style="list-style-type: none"> <li>Refusing mediation</li> <li>Making use of mediation</li> <li>Using L1</li> <li>Producing incomplete sentence</li> <li>Become speechless</li> <li></li> </ul>	

		<p>[S-produces wrong structures]</p> <p>[S- repeats error]</p> <p>..[S-insists on making the same error]</p> <p>[S-accepts mediation ,but make another error]</p> <p>[S-corrects error,but produce another wrong utterance]</p> <p>S- remained silent]</p> <p>[S- keeps quite]</p> <p>.[S- murmured in L1]</p> <p>[S-managed to produce correct utterance]</p>			
	Q.2.	<p>[S-answers correctly]</p>	<p>[S-utters correct structure]</p>		
	Q.3.	<p>S-gives wrong answer]</p> <p>[S-corrects half part of the sentence, still wrong]</p> <p>[S-struggled to correct the error,but not able to correct it]</p> <p>.[S-remained silent]</p> <p>[ S not willing to respond-not willing to accept mediation]</p> <p>.[S-accepts explanation]</p>	<p>..[S-produces wrong structure]</p> <p>.[S-remained silent]</p> <p>.[S-again silent]</p> <p>.[S-accepts mediation]</p> <p>S-accepts mediation]</p>	<ul style="list-style-type: none"> <li>• Not willing to accept mediation</li> </ul>	
	Q.4.	<p>[S-produced partially correct utterance]</p>	<p>[S-gives general answer]</p> <p>.[S-become</p>	<ul style="list-style-type: none"> <li>• Producing partially correct structure</li> <li>• Repeating T's</li> </ul>	

		<p>S-Produced partially correct structures]</p> <p>[S-become speechless]</p> <p>[S-produced partially wrong utterances]</p> <p>S-completes the T's sentence with correct utterance]</p> <p>S-uttered wrong structure]</p> <p>S-repeats the error]</p>	<p>silent]</p> <p>[S-produces correct structure]</p> <p>[S-gives wrong structure]</p> <p>[S-repeats error]</p>	<p>correct structure</p> <ul style="list-style-type: none"> <li>Completing the incomplete utterance</li> </ul>	
	Q.5.	<p>...[S-uttered wrong structures]</p> <p>[S-provides partially correct sentence]</p>	<p>[S-utters correct structures]</p>		
	Q.6.	<p>[S-uses wrong diction]</p> <p>[S-repeats error]</p> <p>S-accepts mediation]</p>	<p>[S-utters wrong usage]</p> <p>[ S-makes similar error]</p> <p>[S-accepts mediation]</p>	<ul style="list-style-type: none"> <li>Using wrong collocation/diction</li> </ul>	
Geremew [ S47]	Q.1.	<p>[S-uttered wrong structure]</p> <p>S-uttered another incorrect word form]</p> <p>[S-uttered wrong structure]</p> <p>S-not aware of the error-repeats error-repeats error]</p> <p>[ S-tries partially correct structure]</p> <p>[S accepts mediation and continues to utter ]</p>	<p>...[S-utters wrong structure]</p> <p>[S-repeats error]</p> <p>[S- makes error]</p> <p>[S-commits another error]</p> <p>[S-produces wrong structure]</p> <p>[S-corrects error]</p>		

		S-commits error in preposition ] [S-produced correct utterances]		
	Q.2.	...[S-produced wrong structure] [S-remain speechless] ...[S-uttered incomplete sentence] S- misunderstand T and ignore mediation] .[S-produced accurate structures]	[S gives wrong utterance] .[S-corrects error]	<ul style="list-style-type: none"> <li>Uttering incomplete sentence</li> <li>Ignoring mediation</li> </ul>
	Q.3.	S-uttered wrong structures] .[S-produced correct structures]	.[S-gives correct structure]	
	Q.4.	.[S-produced correct sentences]	.[S-gives correct answer]	
	Q.5.	S-uttered correct structure]	.[S-utters correct structure]	
	Q.6.	.[S-gives correct answer] S-uttered correct structure]	.[S-gives correct answer]	
Bonsa [S7]	Q.1.	S-uttered wrong structure] .[S-repeats error] S-remained speechless]	[S-utters wrong structure] .[S-commits error] S-become silent]	<ul style="list-style-type: none"> <li>Using L1 words</li> <li>Getting stuck in the middle of his speech</li> </ul>

		<p>[S become silent again]</p> <p>..[S uttered L1 words and still produced wrong structure]</p> <p>.[S makes use of mediation and corrects error,but makes another error]</p> <p>[S-silent]</p> <p>[ S -uttered wrong structure</p> <p>[ S managed to correct error]</p> <p>S uttered correct sentence]</p> <p>.....[S gets stuck]</p> <p>S become speechless]</p>	<p>.[S-corrects error]</p> <p>[S-makes error]</p> <p>[S-repeats error]</p> <p>[S-corrects answer]</p> <p>S-produced correct utterances]</p> <p>[S-got stuck]</p> <p>S-become silent]</p>	
	Q.2.	<p>[S-uttered incorrect structure]</p> <p>.[S-still gives wrong answer]</p> <p>S remain silent]</p> <p>S produced wrong utterances]</p> <p>S produced partially wrong utterances]</p>	<p>S-uttered wrong structure]</p> <p>.[S-repeats error]</p>	
	Q.3.	<p>[S-gives wrong structure]</p> <p>...[S produced wrong structures]</p> <p>[S gives erroneous structure]</p> <p>S uttered erroneous sentence]</p> <p>.[S-repeats T's answer-S accept mediation]</p>	<p>...[S-produces incorrect structure]</p> <p>[S-uttered correct structure]</p>	
	Q.4.	<p>S- commits error]</p> <p>Silent</p> <p>[S-produced wrong structure]</p>	<p>.[S-gives answer]</p> <p>.[S-adds answer]</p>	

		[S-produced accurate structures] .[S uttered correct sentence]			
	Q.5.	...[S-uttered wrong structure] ...[S insists on using wrong structure] S-express his opinion] S Produced correct sentence	.[S-gives his opinion]		
	Q.6.	S –use L1 and L2] S-used wrong diction] .[S – never aware of his error] S accepts mediation]	S-provides correct structure]	• Mixing L1 and L2	
Adugna [S3]	Q.1.	.[S-used wrong grammar] .[S-repeats error] [S-remained silent] S-pauses-takes time to think] ?[S-says wrong utterances] .[S-makes error] ...[S-repeated error] [S-silent] [S-insists on making the same mistake] [S- rejects mediation] [S- continues his speech and makes another grammar error] .[S-produced accurate utterances]	.[S-gives wrong answer] .[S- self-correct wrong structure] .[S-utters correct structure]		
	Q.2.	S-uttered wrong structures] [S-repeats mistake]	[S-commits minor error]		

		[S-pauses] [S-managed to answer]		
	Q.3.	[S-uttered correct sentences]	[S-gives answer] [S- confirms previous answer]	
	Q.4.	S-produced correct utterances]	[S-asks for clarification or repetition] [S-gives opinion]	
	Q.5.	[S-uttered correct structures] [S-accepts T's confirmation]	[S- gives wrong structure] [S-accepts feedback]	
	Q.6.	[S-produced wrong utterance] [S-corrects error]	[S-produces correct utterance]	
Lelisa [S23]	Q.1.	[S-uttered wrong sentence] [S-partially corrects error] [S-pauses] [S-corrects the wrong structure] [S- uttered wrong structure] S-makes another error] [S-self-corrected-produced correct utterance] S-commits error] [S-pauses] [[S-repeats error] [S-managed to self-correct error]	[S-gives wrong structure] S-self correct wrong structure] [S-become silent]	
	Q.2.	[S-uttered wrong sentence] [S-repeat error] ...[S-insists on making the same mistake] [S-uttered another	[S-commits grammar error] [S-uttered correct structure]	

		wrong structure] S-managed to correct it]			
	Q.3.	..[ S uttered wrong structure and paused] [S-produced correct structure] .[S-repeats error] [S-silent] [S-remained silent] .[S-corrects error]	.[S-uttered wrong structure] [S-become silent] .[S-corrects error]		
	Q.4.	?[S-asks for clarification and takes time to answer] [S remained silent]	?[S-asks for clarifications] .[S-gives short answer] [S-become silent]	<ul style="list-style-type: none"> <li>Asking for clarification=responsive</li> </ul>	
	Q.5.	S-reveals his agreement or opinion non verbally] S-remained silent]	.[S-responds] .[S- produced meaningless utterance] .[S long pause- remained silent]	<ul style="list-style-type: none"> <li>Expressing agreements[nodding head]</li> <li>Expressing disagreement[shaking head]</li> </ul>	
	Q.6.	S-produced wrong utterances .[S-repeats error] [S-pauses] [S-still unable to correct wrong structure]	.[S-produces accurate structure]		
Melash [S13]	Q.1.	.[S-unable to correct wrong structure] .[S corrects wrong structure] .[S-commits error of structure] [S-repeats error] [S-speaks wrong structure] S-repeats error] S-insists on making the same mistake] S-makes use of mediation and	[S-uttered wrong structure] ..[S-repeats error] [S-become silent] S-corrected error, but makes another error] .[S-corrected error]		

		correct it, but does another error] .[S-corrects it]			
	Q.2.	..[S-uttered wrong structure] [S-gives incomplete answer] [S-not sure of answer-mix correct and wrong structure] [S-produced wrong structure] [S-uttered wrong structure] [S-keeps struggling] .[S-corrects error]	S-wants to systematically escape the challenge of constructing complete sentence] .[S-gives correct answer]	<ul style="list-style-type: none"> <li>• Preferring to give short answers</li> </ul>	
	Q.3.	S-uttered correct sentence]	.[S-utters correct structure]		
	Q.4.	.[S-uttered correct structure]	[S-gives answer] .[s-gives short answer]		
	Q.5.	S-states his opinion with correct structure] [S-refused to speak]	[S-express opinion in a correct structure] S-gives answer]		
	Q.6.	S-uttered complete sentences] S, makes use of teacher's mediation and produce good structure]	.[S-utters correct English]	<ul style="list-style-type: none"> <li>• Uttering complete and meaningful sentences</li> </ul>	
Urgessa [S18]	Q.1.	S-produced wrong structure] .[S-corrects first error but commits another error] S- repeats error] S- Understands the error and corrects it.] ..[S-makes error]	[S-utters wrong structure] .[S- self-corrects error] ....[S-got stuck, but used the correct structure]	<ul style="list-style-type: none"> <li>• Wrong pronunciation</li> </ul>	

		[S-corrects error] ..[S-produces wrong structure] [S-repeats error] [S- insists on making similar error] .[S-produced correct sentences] ...[S-unable to correctly pronounce the word 'assassinated' so, teacher helped S- to pronounce it .[S-correctly utter the word]			
	Q.2.	S-gives wrong structure] S-still utter incorrect sentence] S-uttered partially correct sentence]	[S-answers correctly]		
	Q.3.	S-gives incomplete sentence.] .[S-gives complete and correct utterances]	.[S-utters correct structure]		
	Q.4.	.[S-gives answer]	.[S-gives correct structures]		
	Q.5.	[S- not willing to utter words]	.[S-silent-not willing to speak]		
	Q.6.	...[S-produce wrong utterance] S-got stuck-incomplete sentence] .[S-completes his utterances]	.[S-utter correct structures]		
Yobson [S19]	Q.1.	..[S-uttered wrong structures] [S-still gives	.[S-utters wrong structure] S- accepts		

		<p>incorrect structure]</p> <p>..[S-insists on making grammar error]</p> <p>...[S-insists on making the same mistake]</p> <p>[ S-got stuck-unable to complete sentence]</p> <p>.[S-accepts mediation, but makes another error]</p> <p>.[S-corrects error]</p> <p>2.[S-produces wrong structure]</p> <p>S-self corrected the wrong structure]</p> <p>[S-used wrong structure]</p> <p>.[S-repeats error]</p> <p>[S-got stuck]</p> <p>.[ S- produce structures with minor error]</p> <p>S-produce wrong pronunciation and word]</p> <p>[S- wrongly pronounce the word ' assassinated?']</p> <p>.[S-self-corrects wrong structure]</p>	<p>mediation and utters more sentences]</p> <p>[S-self correct wrong tructure]</p>		
	Q.2.	<p>[S-gives wrong answer]</p> <p>S-gives wrong answer]</p> <p>S-used L1 instead of L2]</p>	<p>..[S-gives correct answer]</p>		
	Q.3.	<p>.[S-produced correct utterances]</p>	<p>.[S-gives correct answer]</p>		
	Q.4.	<p>[S-uttered</p>	<p>....[S-utters</p>	<ul style="list-style-type: none"> <li>Producing</li> </ul>	

		incomplete answer] .[S-uttered correct structures] S-also added ideas ,but lacking clarity]	wrong structure] .[S-managed to correct error]	incomplete and vague sentence	
	Q.5.	.... [S- got stuck-become silent]	[S- got stuck		
	Q.6.	S-gives answer] .[S-incomplete utterances] S-stopped speaking] .[S-gives incomplete answer] [S-silent] [S-accepts mediation and repeats T's answer.	.[S-utters wrong structure] S-becomes silent] .[S-accepts mediation and repeats T's sentences]		
Yohannis [S20]	Q.1.	.[S-produces incorrect utterance] S-unable to correct error] ..[S-insists on making the same error] ...[S-can't correct it-repet error] S-accepted mediation and utter additional sentences with some errors] [S-not conscious of his error] .[S-makes use of mediation to correct error, but again utters another erroneous sentence] .[S-corrects error] ...[S-utter wrong structure]	[S-uttered wrong structure] .[S-accepts mediation and utters more correct sentences]	<ul style="list-style-type: none"> <li>Not conscious of errors</li> </ul>	
	Q.2.	[S-gives incorrect utterance] [S-repeats error]	S-gives wrong structure] .[S-corrects		

		S-insists on making the same mistake-word order] [S-stop uttering] S-repeats T's answer-accepts mediation]	error]		
	Q.3.	S-produces wrong utterance] S-corrects error]	S-utters correct structure]		
	Q.4.	S-gives wrong answer]	.[S-makes error]		
	Q.5	S-not uttering words-not willing to speak-shyness seems the case]	[S- not willing to respond]	• Becoming shy	
	Q.6.	[S-produce wrong sentence] S-repeats error] [S-still gives incorrect utterance] [S-commits another error] .[S-corrects errors]	S-produce wrong structure] .[S-produces correct structure]		
Abdulatif [S1]	Q.1.	.[S-makes error] .[S-repeats error] S-become speechless] S-stops uttering ] ...[S-corrects error but commits another mistake] S-corrects first error, but commits another error] S-corrects error] .[S-produced correct utterance]	.[S-uters wrong structure] S-utters correct structure] .[S-produce correct structure]		
	Q.2.	[S-utters incomplete sentence] [S-utters wrong	[S-produces correct sentence]		

		sentence] ...[S-repeats error] .[S-utters partially correct sentence]			
	Q.3.	[S-gives correct answer]	[S-utters correct English]		
	Q.4.	.[S-utters erroneous structure] [ S-Repeats error] [S-stops speaking] .[S-insists on making similar error] [S-corrects error] .[S-adds further sentences]	[S-produces good sentence]	<ul style="list-style-type: none"> <li>Spontaneously producing more accurate sentences</li> </ul>	
	Q.5.	.[S-produces correct utterance]	[S-gives correct structure]		
	Q.6.	S- gives correct structure] [S- becomes shy]	S-gives correct sentence]		
Abel [S2]	Q.1.	.[S-gives wrong answer] [S-not speaking] S-repeats error] S-gives correct answer] .[S-utters wrong structure] S-repeats error] [S-silent] [S-insists on making the same error] .[S-makes use of mediation to correct wrong utterance] .[S-makes error] .[S-repeats error] [S-utters wrong structure] [S not able to correct]	.,[S-makes error] S-gives wrong structure] [S-repeats error] [S-become silent] .[S-accept mediation and utters another wrong sentence] .[S-corrects error]	Wrong vocabulary usage/collocation/	

		[S-silent] [S-corrects error] .[S-makes error] [S-repeats error] [S-remains silent] S-unable to correct it] S-become speechless] [S-wrong diction] S-accepts mediation ,but commits another error] ..[S-repeats error] S-keeps quiet] [S-corrects error] .[S-commits error] ..[S-repeats error] [S-insists on making similar mistakes] .[S-accepts mediation and utter additional sentences.]			
	Q.2.	.[S-whispers] .[S-produces wrong utterance] [S-silent] [S-unable to correct error] S-uttered correct answer]	S-answers wrongly] .[S-corrects error]		
	Q.3.	.[S-produced correct utterance]	[S-utters correct structure]		
	Q.4.	.[S-utters words] S-produces correct utterances] [S-gives short answer] [S-gives short answer]	S-gives right answer]		
	Q.5.	.[S-gives answer] [S-utters wrong structure]	.[S-gives his opinion] [S-produces		

		S-gives wrong structure ..[S-corrects error] .[S-gives correct answer]	correct structure]		
	Q.6.	.[S-produces wrong utterance] S-corrects error]	.[S-utters correct sentence]		
Sadik [S16]	Q.1.	.[S-makes error] .[S-repeats error] [S-silent] .[S- commits grammar error] S- unable to correct error] [S-stops uttering] .[S-accept mediation] .[S-makes error] ...[S-repeats error] .[S-remained silent] [S-unable to correct utterance] .[S-corrects error] .[S-accepts mediation] ..[S-Commits another error] [S-silent] .[S-corrects error] .[S-uttered wrong structure] .[S-incorrect utterance] [S-gives correct utterance]	S-utters wrong structure]  .[S- corrects error, but produce another wrong structure [S-makes another error] S-corrects error] .[S-produce wrong sentence] [S-repeats error] S- corrects error] S-completes sentence] ..[S-makes another error] S-corrects error] .[S-utters wrong structure] [S-self-corrects error]	<ul style="list-style-type: none"> <li>• Uttering wrong structure</li> <li>• Become silent</li> <li>• Repeating error</li> <li>• Making use of mediation=accepting mediation</li> <li>• Getting stuck in the middle of speech=producing incomplete sentence</li> </ul>	
	Q.2.	.[S-gives wrong structure] .[S-corrects error]	.[S-utters wrong structure] .[S-corrects error]		
	Q.3.	.[S-produces wrong structure]	.[S-gives wrong answer]		

		[S-corrects error]			
	Q.4.	S-commits error] S-gives wrong answer] .[S-insists on making the same error] S-keeps quiet] [S-gives answer by mixing L1 and L2]	.[S-utters incorrect structure] S-gives wrong answer] .[S-insists on making the same error] S-silent] .[S-accepts mediation and utters more correct sentences]	<ul style="list-style-type: none"> <li>• mixing L1 and L2</li> <li>• insists of making similar error</li> <li>• accepts mediation</li> </ul>	
	Q..5.	[ S- not uttering words]	I [S-got stuck] [ S-not Willing to utter words]	Become silent	
	Q.6.	.[S-gives correct structure]	S-produce accurate structure]		
Elias [S22]	Q.1.	.[S-makes grammar error] .[S-repeats error] S-become silent] [S-corrects error and produce utterances with some errors] [S-makes minor error] [S-makes error] S-managed to correct error] .[S-makes error] [S-repeats error] [S-become silent] [S-produces partially correct utterances] S-commits error] [S-repeats error] [S-can't correct	S-makes grammar error] .[S-corrects the first error ,but makes another error] .[S-corrects error] [S-gives incorrect utterance] S-repeats error] ...[S-partially corrects error] .[S-commits another error] .[S-corrects error]		

		error] [S- unable to correct it] S-utters wrong structure] .[S-makes grammar error] .[S-commits error] [S-insists on making error] .[S-makes use of mediation and corrects error]			
	Q.2.	S-makes error] [S-repeats error] S-corrects error]	[S-gives correct structure]		
	Q.3.	.[S-gives correct answer]	.[S-utters correct structure]		
	Q.4.	.[S-used incorrect structure] [S-repeats error] ..[S-corrects error] .[S-utters correct structure] .[S-answers]	..[S-uttered correct structure] S-gives correct answer] .[S-gives short answer]		
	Q.5.	.[S-answers correctly] .[S-answers]	[S-gives opinion] .[S-produces correct structure]		
	Q.6.	.[S-gives answers]	.[S- utters accurate structures]		
Feyissa [S46]	Q.1.	.[S-commits grammar error] [S-repeats error] S-insists on making the same error] [S-become silent] [S-corrects error] .[S- got stuck] .[S-produces wrong utterances] .[S-corrects error]	[S-constructs wrong structure] [S-partially self-corrects error] S-corrects previous error but makes another error] .[S-immediately self-corrected many errors right away]		

	Q.2.	..[S-utters wrong structure] [ S-Repeats error] S – uttered in a low voice-whispers in a soft voice] [S-insists on making the same error] ..[S-got stuck] S-unable to correct error] .[S-repeats T's utterance-accepts mediation]	..[S-produce incorrect utterance] [S-repeats error] [S-corrects error]	<ul style="list-style-type: none"> <li>whispering in L1</li> <li>unable to correct error</li> </ul>	
	Q.3.	[S-gives correct answer]	.[S-correctly answers]		
	Q.4.	S-not uttering a single word] S-shaking head not willing to utter words-becomes speechless]	[S-become silent] [S- Uttered incomplete sentences and makes long pause]	<ul style="list-style-type: none"> <li>shaking head=preferring to use body language</li> <li>producing incomplete sentence</li> <li>making long pause</li> </ul>	
	Q.5.	[ S- not willing to utter words]	.[S-gives his opinion]		
	Q.6.	.[S-produces correct utterance]	.[S-produces correct structure]		

**Appendix N. Observation checklists to check the practice of DA and MLE in the treatment group**

	Features of dynamic assessment of speaking skills	Yes	No
1	Examiner/teacher/ is active participant in the speaking assessment process		
2	Examinee/student/ receives grammar mediation during dialogue		
3	Diagnosis and instruction on structures are presented simultaneously		

4	Speaking assessment focuses on both process and product-examiner focuses on why learners make mistakes ,where the problem exists and how they repair it during dialogue		
5	Assessment follows prospective approach-assessment foregrounds future development based on teachers' mediation and learners' reciprocity.		
6	Teacher recognizes the importance of non-intellective factors on a child's performance such as: frustration tolerance, a lack of interest and fear of failure and alleviate these problems by ensuring high rates of success through various therapeutic procedures.		
7	The assessor's communication style is adjusted to suit the developmental level and specific needs of the child [ e.g. the assessor's tone of voice, facial expressions and body gestures should be adjusted according to the child's psychological state.		

**Appendix O. Observation checklist to evaluate the practice of non-dynamic assessment and conventional approach of teaching speaking in the control group.**

	<b>Features of Non-dynamic Speaking Assessment</b>	Yes	No
1	Examiner/teacher/ is an observer-examiner gives little or no feedback about learners grammar use during dialogue		
2	Examinee/student/ receives no grammar mediation during dialogue		
3	Diagnosis and instruction on structures are presented separately[instruction followed by assessment]		
4	Speaking assessment focuses on product[teacher never shows students strategies of grammar acquisition through graduated hints during conversation.]		
5	Assessment follows retrospective approach,i.e. assessment focuses on outcome of past development [, i.e. assessment to measures actual development.]		
6	There is a lack of consideration of motivational, emotional and personality factors. [Static assessment procedures are not designed to take account of		

	information like shyness,lack of confidence,anxiety, etc.		
7	There is a lack of information about the learning processes of the child.		

Features of static assessment adapted from Tylor, E[2000], Nazari, B., & Mansouri, S. (2014).

### **Appendix P. Self-Reflection Report forms for mediators: Mediation checklist**

The following are the parameters of Meditational Learning Experiences designed by psychologists in order to bring better effect in the teaching of English in the classroom. Check whether or not you [the classroom teacher] employ these parameter during Speaking instruction/assessment.

<b>No.</b>	<b>MLE procedures in the classroom</b>	<b>Yes</b>	<b>No</b>
1	Do you make instructions clear when you give a task to students? Do you ask learners prior knowledge about the task? [ <b>Intentionality and reciprocity</b> ]		
2	Do you tell students why they are to do a particular speaking task? [ <b>mediation of meaning</b> ]		
3	Do you give explanation to learners on how carrying out a learning activity will help them in the future? [ <b>transcendence</b> ]		
4	Do you help learners develop a feeling of confidence in their ability to learn? [ <b>developing feeling of competence</b> ]		
5	Do you teach students the strategies they need to learn effectively?		
6	Do you teach learners how to set their own goals in learning?		
7	Do you help learners set challenges for themselves and to meet those challenges?		
8	Do you help learners to monitor changes in themselves?		
9	Do you help students keep on trying to solve a problem, and find a solution?		
10	Do you teach learners to work cooperatively?		
11	Do you help learners to develop as individuals?		
12	Do you foster a sense of belongingness to a classroom community?		

## Appendix Q. Ethical Consent form for Students [with Sample Signature]

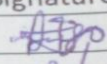
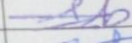


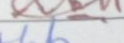


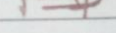
Dear Student:

I am inviting you to participate in the research study entitled “Examining the *Effect of Dynamic Assessment of Speaking Skills on Learners’ Oral Proficiency*”. The following will provide you with information about the experiment that will help you in deciding whether or not you wish to participate.

You will be asked to attend the intervention program, that is, a speaking course which takes three months. The study will be conducted beginning from January 5, 2012 EC., up to April 5, 2012 EC. The course has 4 credit hours and will be scheduled two days in a week. Your interview will be audio recorded, but the researcher will use pseudonyms, so your name will not be associated with any research findings.

The benefits of participating in this research is that, firstly, you will be acquainted with speaking tasks and exercises of IELTS type, and practicing them with mediators helps you improve your oral proficiency. Secondly, you attend the course free of charge. Moreover, when you complete the study , you will be awarded a certificate stating your active participation in the IELTS based speaking activities, which in turn, helps you compete in your future job market.

If you have any further questions concerning this study, please feel free to contact the researcher through phone no: 0911395514 or email address: [abudej18@gmail.com](mailto:abudej18@gmail.com). Please indicate with your signature on the space below that you understand your rights and agree to participate in the experiment.[The following is sample students’ signature showing their consent to take part in the study

No	Student Name	ID No.	Signature
1	ABDULATEF WAREYO HEBO	EnlaER/0002/11	
2	ABEL MELESE MENA	EnlaER/0003/11	
3	BONSA DIRIBA BULTI	EnlaER/0013/11	
4	CHAMIR GUTAMA ALLESHAN	EnlaER/0014/11	
5	CHERAKA BULTE OFGEA	EnlaER/0015/11	
6	ELIAS BODOLA BORSAMO	EnlaER/0027/11	
7	ELIYAS ASEFA SADETA	EnlaER/0028/11	
8	FIKADIE DERBEW ADDISIE	EnlaER/0029/11	

**Appendix R. Evaluation criteria to check the validity of pretest and posttests items of static and dynamic assessments.**

No.	Criteria to be fulfilled	yes	No
1.	Does the activity measure speaking, not something else?		
2	Does the activity assess memory? (retrieving from long term memory)		
3	Does the assessment activity reflect a purpose for speaking that approximates real-life? (is the activity authentic?)		
4	Is the activity appropriate for the level it is intended to? (not too easy or too difficult?)		
5	Is the activity understandable with respect to expected performance?		
6	Does the activity elicit the kinds of language skills established in the standards?		

**Appendix S. Reliability test [test-retest] scores on Static assessments of data collection instruments**

No	Test items	Student A scores on accuracy		Student B scores on accuracy		Student C scores on accuracy	
		1 <sup>st</sup> time score	2 <sup>nd</sup> time score	1 <sup>st</sup> time score	2 <sup>nd</sup> time score	1 <sup>st</sup> time score	2 <sup>nd</sup> time score
1	Please Tell me about yourself[include your place of birth, schoolings, parents, hobbies, etc]	0.85	0.86	0.85	0.87	0.72	0.74
2	What do you do on weekends?	0.68	0.68	0.62	0.66	0.71	0.71
3	Which places of our country would you like to visit? Also, please tell me some of the advantages of tourism industry for our	0.62	0.62	0.82	0.83	0.71	0.73

	country, Ethiopia.						
4	Please tell me some of the bad effects of smoking cigarettes	0.62	0.65	0.74	0.72	0.68	0.67
5	What do you think are the negative consequences of deforestation?	0.76	0.77	0.82	0.82	0.76	0.78
6	Please tell me how people can catch HIV AIDS?	0.64	0.72	0.55	0.57	0.57	0.55
7	Who is your hero or heroine? Why?	0.88	0.90	0.78	0.76	0.72	0.70
8	Would you tell me some of the advantages of cell phone or mobile phones?	0.70	0.75	0.72	0.70	0.76	0.78
9	Please tell me some of the differences between school life and university life?	0.69	0.72	0.72	0.74	0.73	0.76
10	Please describe the moment you were happy and the moment you were sad.	0.52	0.52	0.71	0.70	0.50	0.50
	<b>Average scores</b>	<b>0.696</b>	<b>0.719</b>	<b>0.733</b>	<b>0.737</b>	<b>0.686</b>	<b>0.692</b>

NB. The fluency score of each student is the aggregate result of speech rate, articulation rate and mean length of utterances

**Appendix T: The test-retest reliability of ICC Result of the pretest and posttest items [static assessments]**

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.807 <sup>a</sup>	-1.166	.995	6.940	2	2	.126
Average Measures	.893	14.015	.997	6.940	2	2	.126

Two-way random effects model where both people effects and measures effects are random.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

**Appendix U: Evaluation form for Speaking Skills Learning Resource [sample]**

Dear instructor:

I would like to ask you to evaluate this learning resource of speaking skills in terms of the criteria which are slightly adapted from online source: *“Evaluation and Selection of Learning Resources: A Guide*. Charlottetown, Prince Edward Island. 2008. <http://www.gov.pe.ca/educ>”. Some of the criteria are quite general, so for elaboration and clarification, you are very kindly requested to refer to the details of Specific Evaluation Criteria from a printed material attached with this form (pages 19-31).

Thank you in advance for your Cooperation!

Title of the material: <b>Speaking Tasks to Develop Learners’ Accuracy and Fluency</b>				
SA - Strongly Agree A - Agree D - Disagree NA - Not Applicable SA   A   D   NA	For each of the following statements, check the box which best reflects your judgment of the resource.			
<b>CONTENT</b>				
<input type="checkbox"/> SA <input checked="" type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Content is current.			
<input type="checkbox"/> SA <input checked="" type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Content is accurate.			
<input checked="" type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Content supports English Language curriculum of higher institutions in Ethiopia.			
<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Scope (range) and depth of topics are appropriate to student needs.			
<input type="checkbox"/> SA <input checked="" type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Level of difficulty is appropriate for intended audience.			
<input checked="" type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Content integrates “real-world” experiences.			
<b>INSTRUCTIONAL DESIGN</b>				
<input type="checkbox"/> SA <input checked="" type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Instructional goals and learner objectives are clearly stated.			
<input type="checkbox"/> SA <input checked="" type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Resource is suitable for a wide range of learning/teaching styles.			
<input checked="" type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Resource promotes student engagement.			
<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> NA	Methodology promotes active learning.			

<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Methodology promotes the development of communication skills.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resource encourages group interaction.
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resource encourages student creativity.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resource allows/encourages students to work independently.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resource is suitable for intended purpose.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Materials are well organized and structured.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Materials have unity/congruency.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concepts are clearly introduced.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concepts are clearly developed.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concepts are clearly summarized.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Integration across curriculum subjects is supported.
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Non-technical vocabulary is appropriate.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical terms are consistently explained/introduced.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pedagogy is innovative.
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adequate/appropriate pre-teaching and follow-up activities are provided.
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adequate/appropriate assessment/evaluation tools are provided.
	<b>TECHNICAL DESIGN</b>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Appropriate support materials are provided.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Illustrations/visuals are effective/appropriate.

<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Character size/typeface is appropriate.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Layout is logical and consistent.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Users can easily employ the resource.
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Packaging/design is suitable for the classroom/library.
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resource makes effective use of various mediums.
S - Suitable or appropriate NS - Not suitable or appropriate NA - Not applicable	Consider whether the resource addresses the following issues appropriately.
S      NS      NA	<b>SOCIAL CONSIDERATIONS</b>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gender/sexual roles
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sexual orientation
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Belief systems
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Age
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Socio-economic status
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Political bias
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Regional bias
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Multiculturalism/anti-racism
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Special needs
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ethical/legal issues
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Violence
State the major reason(s) for the recommendation/non-recommendation of this resource.	

COMMENTS

The teaching material is well organized in the way it meets the needs of university students. It is to the standard and current situations oriented. Hence, I appreciate the way it is organized to promote students accuracy and fluency in speaking.

Evaluator: Teye G/mariam (PhD)      Date: May 14, 2019

## **Appendix V:Teaching Material for the Speaking Skill [intervention material]**

### **Course Description**

This course is intended to improve university students' English language oral proficiency mainly focusing on language accuracy and fluency through implementing Mediated Learning Experiences (MLA) and Dynamic Assessment (DA) in classrooms. The tasks selected from different sources are in line with the IELTS syllabus of speaking exam, hence the exercises are relevant to practice grammar accuracy and oral fluency. During the practice of different tasks, a balance between accuracy and fluency will be achieved by using a mix of accuracy and fluency exercises which bias towards the needs of students. The various speaking lessons are integrated with other language skills and sub skills (such as reading, writing, listening, and also grammar and vocabulary exercises) to make the teaching learning more meaningful and to ensure the natural interdependence of the skills to facilitate language learning.

The course consists of twelve different topics and controversial issues which could interest students to speak about. With the exception of the contents of the four units: unit one, ten, eleven and twelve, the rest of the eight units are directly taken from **Discussion Starters: Speaking Fluency Activities for Advanced ESL/EFL students** by Keith Folse (1996).The four units are either adapted or adopted from different materials including internet sources, and the sources are mentioned below every tasks. The topics and tasks include: making self-introductions, narrating a persons' biography from a listening material, comparing school life and university life, narrating stories from pictures, sharing personal experiences, practicing decision making and problem solving activities, using and interpreting proverbs in different contexts, describing peoples and situations, making arguments and reflections on different current issues, and addressing public speech. Also, after every speaking lesson, the classroom teacher provides explicit or implicit explanations on various grammar items (such as tenses, voice, direct and indirect speech, conditional sentences, prepositions and other important language items) based on the gaps observed among students.

### **Objective of the Course**

This speaking material is prepared to implement the various tasks and activities in ELT classroom in order to examine the effects of Dynamic Assessment and static assessment in the teaching of Oral skills to university students who are studying English Language as their major area. The main objective of this course is to help students improve their oral proficiency, mainly their English language accuracy and fluency. The general objective of this course is, therefore, to help students use Standard English to express their ideas in various communicative contexts with better accuracy and fluency. Hence, specifically, upon completing this course, students will be able to:

- ✓ Talk about themselves, their families and other peoples with greater level of accuracy and fluency.
- ✓ Express their opinions, arguments, and ideas with greater level of fluency and accuracy.
- ✓ Practice problem solving activities through making decisions and reflections with better oral proficiency.
- ✓ Minimize their pause rate, speech breakdowns, and hesitation markers during their speech.
- ✓ Avoid basic grammar errors which affect communication.

### **Method of Teaching**

MLE(Mediated learning Experience) and DA( Dynamic assessment), Lecture, group and pair work or discussions, and interactive tutorial sessions .

### **Assessment**

Dynamic Assessment will be employed to assess both learners' actual and potential performance of English language accuracy and fluency. Learners will be evaluated in terms of grammar accuracy, oral fluency, the amount and type of mediations they require, and their responsiveness to teacher's mediation.

## Unit One: Making Introductions

### Brain storming

- a. Have you ever met a stranger who can speak English language only? If yes, how did you introduce yourself to him/her and greet him/her?
- b. Did you use formal expressions or informal expressions? When or under what situation shall we use formal and informal introductions and greetings?
- c. What are the expressions we use to make formal and informal introductions and greetings?

### 1.1. Talking about yourself

Introduce yourself to your classmates; while making introductions, please include the following information:

- Your full name
- Date of birth and place of birth
- Place and time you started schooling(when and where you started schooling)
- Names of your primary and secondary schools
- Family background: fathers and mothers occupation, family size, no. of siblings you have
- Your hobbies and interests
- Describe your home town(distance from Hawassa, location, size of the town, infrastructure, population size, etc.)

*Adapted from Communicative English Skills(EnLa 1011)*

### 1.2. Narrating a person's biography

Now, your teacher will let you listen to and watch a video lesson on the biography of Albert Einstein, then you will retell his life history in your own words. Focus on the following points:

- The time and place he was born
- His schooling
- What he studied
- His theories and contributions
- When he married, and his wife and number of children
- The date or year he died.

### 1.3. Talking about school life and university life

### Brain storming

1. How is your school life different from your university life?
2. Now compare your answers with the ones listed in the table, and then individually make a small talk about the distinction between the two: school life and university life .

School life	University life
• Family controls(depend on family)	• Leading independent life
• Mandatory to wear uniform	• Not mandatory to wear uniforms
• Food at home-from family	• Food at college cafeteria
• Shelter-from family	• Shelter from the college(dormitory)
• Homogeneous students – mostly similar cultures and languages	• Heterogeneous students -mostly with different cultures and languages

#### 1.4. Sharing Personal Experiences

- a. Have you ever fallen in love with someone? Or Did someone ask you for love? If yes please describe the situation (the time or year, the feeling you had at that moment, the physical appearance of the person you love, the response you gave him/her.
- b. Have you ever been punished by your teacher or family members: father, mother, elder brother ,etc? why? What was the punishment? Was it physical punishment or other kind? Did you bring any behavioral change as a result of the punishment? Please describe the situation and your feeling.
- c. Do you think corporal punishment is important in our families? For example,is it important to physically punish children when they do something wrong or when they misbehave?

#### 1.5. Assessment (DA/SA)

1. Who was your favorite teacher when you were at school? Explain why.
2. Describe your daily routine here at campus.
3. Describe the situation when you were happy or surprised.

Note: After this unit, the instructor gives lectures on the major uses of present and past simple tenses,positive, comparative and superlative degrees . The instructor also provides explicit explanation on forms, uses and meanings of the grammar items as needed based on the students' performance in the DA.

**Unit Two: Smoking or Nonsmoking?**



**No smoking anywhere???**

**2.1 Expressing opinion**

A. Read the following situation and indicate your reaction by circling 1 if you agree strongly, 2 if you agree somewhat, 3 if you are not sure, 4 if you disagree somewhat, and 5 if you disagree strongly. Then state your opinions about the statements by providing two or more reasons.

Statements	1	2	3	4	5
a. Smokers should not be allowed to smoke in public places.					
b. Smoking is one of life's pleasures.					
c. Smoking is hazardous.					
d. People have the right to smoke or not smoke. It is an individual liberty.					
e. The policy of some companies of not hiring someone if he/she is a smoker is acceptable.					
f. Smoking is hazardous.					
g. Tobacco companies should be held financially responsible for lung cancer deaths.					

**B. Group discussions.**

**Be in group of three and share ideas on the following points.**

- a. Do you smoke? If yes, why? If no, why not?
- b. Some countries do not allow smoking at all in the restaurants. Is it a good policy? Is it fair? Why? Why not?
- c. Why do people start smoking?
- d. Is there any relationship between smoking and a person's health?

- e. What do you know about second-hand smoke? What is your reaction to this?

## 2.2. Making Decisions

### A. Read this court case involving smoking.

Alfred Deskiewicz, Jr., age 51, of Kirkland, Washington, was a smoker. He decided it was time to quit smoking in 1971. He soon found out, however, that trying to quit smoking is easier said than done.

Mr. Deskiewicz did succeed in quitting smoking years later. However, he had to go to a doctor, wear nicotine patches, and join a health club. The cost of all of this totaled \$1,153.54.

In 1993, Mr. Deskiewicz sued Philip Morris, a tobacco company and the maker of Marlboro cigarettes, for this amount. Mr. Deskiewicz contended that Philip Morris had not included labels on its cigarettes which warned that smoking was addictive and could require treatment to quit.

A spokesperson for Philip Morris Company replied that "about 42 million Americans have quit smoking without treatment and 95 percent of them did so without help."

Exercise.

If you were the judge in this case, would you rule in favor of Deskiewicz or Philip Morris? State two or three reasons for your decisions.

### B. Read this court case involving smoking, two divorced parents and their child.

Susan Tanner and Steven Masone divorced seven years ago. The wife, Susan, got custody of their daughter, Elysa. Elysa suffers from asthma, a severe breathing condition. Because Steven was worried that Susan's chain smoking was aggravating Elysa's asthma five years ago, he got a court order that barred Susan from smoking in Elysa's presence. However, Susan did not stop smoking around Elysa. After Elysa had an asthma attack one month, a doctor said that Elysa would end up in the emergency room if the smoking did not stop. Steven went back to court.

Exercise

If you were the judge, what would you do in this case? Give at least two or more reasons for your answers.

---

---

2.3 Vocabulary and Grammar

Use the following vocabulary to complete the sentences. Make grammatical changes when necessary.

Potential	Appropriate	condemn	Policy	cover
Endanger	Temporary	custody	suffer from	severe
Aggravate	Bar	end up	Habitually	risk
Expose	Hazardous	addictive	Sue	patch

- Due to the----- weather around the airport, flights were delayed for 45 minutes.
- It is not good to ----- your skin to the sun every day.
- At first, he only played a few video games, but then the games became \_\_\_\_\_ and he couldn't stop playing them.
- Some people disagree with the military's - \_\_\_\_\_ of keeping the homosexuals out of military.
- In the past women almost always got \_\_\_\_\_ of children in a divorce settlement; nowadays, men often prevails.
- Jan \_\_\_\_\_ the doctor who mistakenly removed her left kidney instead of her right one.
- Do you think the teacher's action concerning the student who cheated on the test was \_\_\_\_\_?
- Our new insurance policy \_\_\_\_\_ hospital stays, but not dental work.
- Instead of making things better, I think this medicine has actually \_\_\_\_\_ my condition.
- We were supposed to go bowling, but we \_\_\_\_\_ at the movie instead.

*Adopted from Keith Folse(1996: 3-10)*

## 2.4. Assessment (DA/SA)

Address an impromptu speech on bad consequences of smoking and give your own suggestion about the way out.

Note: Instructor provides explicit explanations or lectures and exercises on conditional sentences (focusing on form, meaning and uses)

### Unit Three: Proverbs and Values

#### “Look before you leap.”

This proverb means that you should look at something or check it out carefully before you begin to deal it or work with it. For example because Victor was going to take all his money out of the bank to buy a piece of land that seemed extremely cheap to him, Maria might say **“Look before you leap! That is all of your savings!”** The value being taught is that we should be cautious with a new venture, especially if it involves great risks.

#### 3.1. Guessing Meanings of Proverbs.

a. **Read the proverbs in one of the eight groups and try to guess what the meaning of each proverb is. Then, try to decide what value is being taught emphasized)**

**Group 1.** Don't put off until tomorrow what you can do today.

Too many cooks spoil the broth.

Group 2. Where there is a will, there is a way.

The early bird gets the worm.

Group 3. A bird in the hand is worth two in the bush.

When life gives you lemons, make them lemonade.

Group 4. The grass is always greener on the other side of the fence.

Don't put all your eggs in one basket.

Group 5. When in Rome, do as the Romans do.

Don't count your chickens until they are hatched.

Group 6. Don't bite the hand that feeds you.

Don't cry over spilled milk.

Group 7. Haste makes waste.

Every cloud has a silver lining.

Group 8. Two wrongs don't make right.

An ounce of prevention is worth a pound of cure.

### 3.2. Using Proverbs in different situations

a. Write a situation that illustrates one of the above proverbs in this lesson. Then indicate the proverb on the line after the situation.

Situation: \_\_\_\_\_  
\_\_\_\_\_ proverb: \_\_\_\_\_

**b.** Work in small groups (3 students is best). Take turns to read your situation aloud or (tell your situation if you can remember all the details). After a person has told the situation, the other should try to guess what the proverb is.

*Adopted from Keith Folse (1996:30)*

### 3.3. Listening to a Story: "Honesty is still the Best Policy"

**A.** group of three and discuss the following questions.

1. 'Honesty is the best policy' mean?

2. Have you ever lied to your parents, your friends or your teacher? If yes, why? Describe the situation to your classmates.

**B. While Listening Activity**

1. When the train left what did the speaker realize?

2. What was her reaction?

3. What did her friend keep telling her?

4. What finally happened?

5. What happened when they got home?

6. Where had that person gone at the next stop?

7. What had that person done?

8. What couldn't the speaker believe?
9. What did she realize?

**C. Post Listening Activity:** Think of a story that involves one or more proverbs and narrate the whole story to your classmates

### 3.4.Assessment (DA/SA).

Now listen to the story again and orally present the whole story to your teacher.

*(Adapted from Online sources)*

**Note: Instructor provides students lecture on direct and indirect speeches.**

## Unit Four: Gender Roles in 1850? 1950? 2050?

### 4.1.Expressing Opinion

U.S. secondary schools offer a class called home economics where students learn how to become good parents, sew, cook, etc. Until recently, “home ec” (as it is usually called, much as physical education classes are usually called ‘P.E.’) classes consisted mostly of girls. For example, in 1968, the percentage of boys in home ec classes was only 4.2. In 1993, this percentage had increased to 41.5. What is your opinion of this? Have you ever taken a course like home ec?

---

---

Until the 1960s, traditional family roles were that the father go out to work to earn money for the family(“ the bread winner”) while the mother stayed home to take care of the house and children (“the homemaker” or “house wife”). Women did not hold a job outside the home and men did not cook or change diapers in the home. Of course nowadays society’s concepts of these roles have changed. Write one positive thing and one negative thing about this change.

---

---

---

**Work in group of three or four. Read only one of these questions and then write your answers on the lines that follow. Finally, make sure that each student in your group does a different question.**

1. This unit discusses the changing role of women. Now more than ever, women are working outside the home, and the traditional duties such as taking care of the children and the house have been shifted or redistributed. What has this change meant for the society in general? Write your thoughts.

---

---

---

2. This unit discusses the changing role of women. Now more than ever, women are working outside the home, and the traditional duties such as taking care of the children and the house have been shifted or redistributed. What has this change meant for children in general? Write your thoughts.

---

---

---

3. This unit discusses the changing role of women. Now more than ever, women are working outside the home, and the traditional duties such as taking care of the children and the house have been shifted or redistributed. What has this change meant for men in general? Write your thoughts.

---

---

---

4. This unit discusses the changing role of women. Now more than ever, women are working outside the home, and the traditional duties such as taking care of the children and the house have been shifted or redistributed. What has this change meant for men in general? Write your thoughts.

---

---

---

**Exercises. Work in groups. Using your thoughts from your answers in the above exercises, discuss your answers to these questions.**

A. How has the changing role of women affected our world today?

How has the changing role of

B. Do you think this change has been good or bad?

Do you think this change has

C.  
imagine by the year 2050?

What kind of changes do you

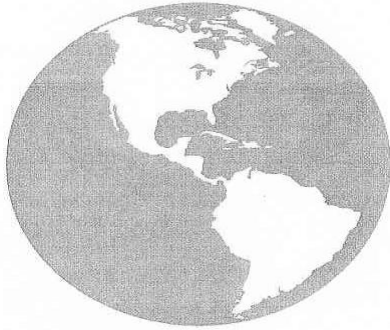
*Adopted from Keith Folse(1996: 34 )*

#### 4.2 Assessment(DA/SA).

1. Describe the roles and responsibilities of your father, mother and children in your family.
2. Who does the cooking in your culture? Males or females? Why?

**Grammar: Teacher revises the main uses of present and future tenses and aspects**

### Unit Five: .Save our Planet: Is There Hope?



If the planet is in trouble, so are we.

#### 5.1. Problem Solving Activities

Our planet Earth is in trouble. Every day we hear more and more about the destruction of the environment. Each of you make a list of the three most important problems facing the survival of our planet today. Then, compare and discuss your three important problems and reach a consensus on the top three important problems. Finally, try to think of possible solutions to the problems.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Read the following situation. What do you think of them? Are these situations problems or not? Write sentences stating your reaction and any supporting ideas**

1. The world's population was estimated to be 7.6 billion in 2018, and is expected to reach about 10 billion in 2050. About 93 % of the growth will be in developing countries.

---

---

2. The number of living species on earth is estimated at up to 80 million, but only 12.4 million have been briefly described; 25 percent of them are at risk of extinction during the next 20 to 30 years.

---

**5.2. Assessment**

**(DA/SA).**

Our planet is under attack—here are six environmental threats facing it now: climate change, deforestation, pollution, loss of biodiversity, over population, and oceanic dead zones. Address a speech on one of the problems our planet is facing.

*Adopted from Keith Folse(1996:83)*

**Unit 6. Getting Older: The “Golden Years”?**



Can you imagine your 65th birthday?

**6.1. Describing peoples and Situations**

**Do the following individually , and then work in small groups to discuss your answers. Are your answers to the third question similar?**

1. If you could have any lifestyle you would like, what kind of life would you want to have when you get old enough to retire from work?(This is usually around age 60 to 65)

---

---

---

---

---

---

---

2. Think of the oldest person you know( or knew) rather well. Describe that person’s life style. How old is the person? How is the person’s health? Who takes care of the person?

---

---

---

3. Are there anything you worry about or fear about getting older?

---

---

4. What would you do if you were a 90 years old man or woman?

### 6.2. Making Arguments

1. Have you ever thought about how old you will live to be?
2. Read the following chart and think about a person you know who has “outlived” these expectations?

**Life Expectancy Chart**

<b>Year Born</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
1940	62.9	60.8	65.2
1950	68.2	65.6	71.1
1960	69.7	66.6	73.1
1970	70.8	67.1	74.7
1980	73.7	70.0	77.5
1990	75.4	71.8	78.8

Many people lookforward to retirement.However,many other do not want to stop working just because of their chronological age.People are living longer and longer , and many people want to remain productive for many years past the “normal” retirement ageThis wish is not always possible due to mandatory retirement age rules.

**Exercise.Work in small groups. Compare your answers to the questions about mandatory retirement.**

1. Is mandatory retirement at a certain age (usually 60 to 65) a good thing?\_\_\_\_\_

(write two or three reasons to support your view)

2. Take the opposite point of view. Can you think of one or more arguments to support the opposite view in this issue?\_\_\_\_\_

3. Name three professions where it might matter that the person is over 65.

---

---

4. Name three professions where it might not matter that the person is over65.

---

Adopted from Keith Folse(1996:39)

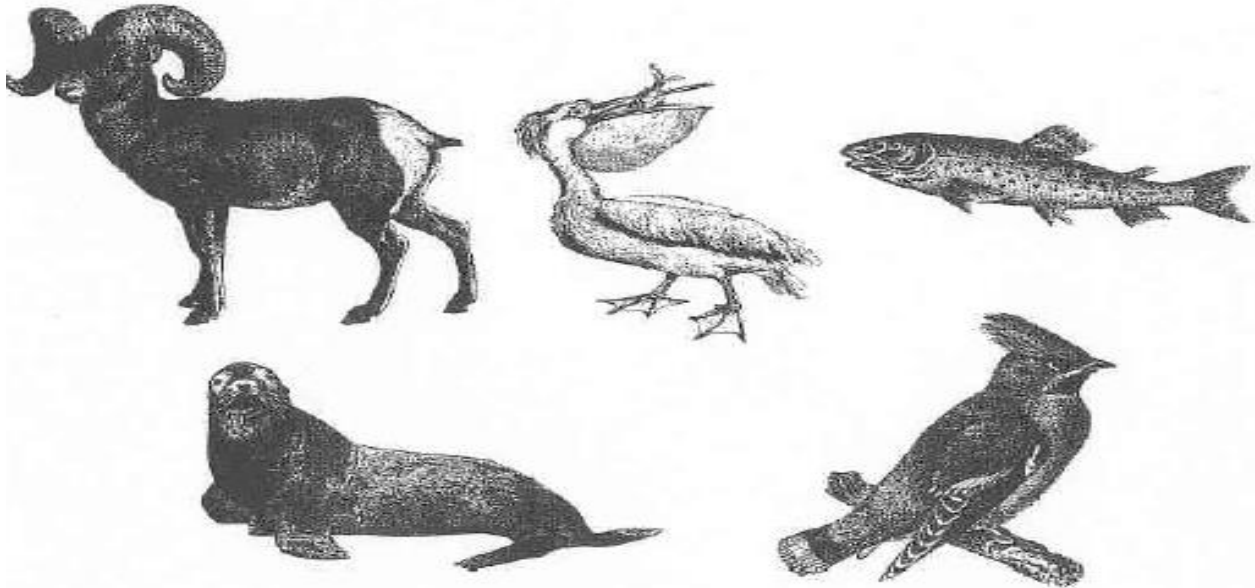
### 6.3. Assessment :Group work

Argue for or against the following ideas:

- Mandatory retirement is necessary.
- Condom advertisement should be encouraged

### Unit 7. Animals and Humans

#### 7.1. Talking about wild animals.



Which of these animals do you recognize? Which of these animals have you actually seen (in a zoo, perhaps)?

*Species*

leopard  
golden parakeet  
giant panda  
bobcat  
brown bear  
cheetah  
tiger  
American alligator  
bald eagle  
American crocodile

*Natural Habitat*

Africa, Asia  
Brazil  
China  
Central Mexico  
Continental United States  
Africa to India  
Asia  
Southeastern United States  
United States, Canada  
Florida (U.S.)

1. Do you think that animal extinction/conservation merits more attention? In other words do you think that this is a serious problem? Explain your answer.

---

2. What are the things we can do to help avoid the extinction of endangered species?

---

Read these four causes of the extinction of animal species. Each of the four is followed by actual examples of a species that became extinct due to that situation. Which one do you think is the most important cause of extinction? Place a check mark (✓) by your answer.

- a. **Overkill.** In 1850, the passenger pigeon was the most common vertebrate in North America; in fact, this species made up 40 percent of all the birds in North America. The bird was slaughtered in large numbers and was extinct by 1914.
- b. **Introduced predators.** Stephen Island wrens used to inhabit parts of the New Zealand mainland as well as nearby Stephen Island. Rats aboard boats from Polynesia entered the New Zealand mainland and killed off the Stephen Island wren there. On Stephen Island, the lighthouse keeper's cat killed off the small island population of wrens.
- . **Introduced competitors.** The introduction of competitors may tinction but most likely results in limiting the natural area whic cies may inhabit freely and safely.
- . **Habitat alteration.** The clearing of Cebu Island in the Philippines extinction of all 10 of its native bird species.

## 7.2. Debate

A. Animals are used every day to test the effects of products such as skin creams and colognes as well as various medicines which may be harmful to humans. Because some of the testing causes the animals pains and/ or death, many people are against this use of animals. How do you feel about this use of animals? Give two or three reasons to support your idea.

---

B. There is also a debate about the use of animals in biomedical research. Is it moral? Is it necessary?

**Read the following excerpt, which discusses using of animals in biomedical research.**

Nedim Buyukimihci, a veterinarian and professor of Ophthalmologist, wants to stop all use of animals in biomedical research. For him alleviating human death is not a good enough excuse to inflict death on animals. "Is it the fault of animals we humans are suffering diseases and death?" he asked. Concerning the history of medical discoveries, and cures resulting from animal research, he said it was an unproven myth. He added, "When you critically and honestly evaluate

it, we do animal experimentation not because we think it right, but because we think we will derive benefits from it and because we have the power to do so.” William Morton, a veterinarian and director of the primate center of the University of Washington in Seattle, explained how monkeys are bred in special setting on a small Island in Indonesia and brought to the United States, where they are injected with the AIDS virus. Many of the monkeys have died and death is likely to be the fate of all of them. Morton said, “The dream, of course, is that one day one will survive and make medical history. “He said that stopping animal research “would be devastating to research and to humanity. There will be no cure, no vaccine or progress in the fight against AIDS without the use of animal research. “Two-third of all Nobel prizes for medicine resulted from discoveries involving animal research. Practically, all vaccines including polio, rubella ,small pox ,measles and mumps would not be available today were it not for animal testing.

**Question:** Now write your opinion if the use of animal in biomedical research. Is it acceptable? Why or why not? Try to come up with three or more reasons to support your own view.

*Adopted from Keith Folse(1996:117)*

**Unit 8.AIDS: A Global Crisis**

**8.1. Discussions about AIDS**



Almost everyone today recognizes the red ribbon as a symbol of the fight against AIDS.

Read the following situations and indicate your reaction by circling 1 if you agree strongly,2 if you agree somewhat,3 if you are not sure,4 if you disagree somewhat, and 5 if you disagree strongly. Then write your opinion about these statements. Be sure to include one or two reasons to explain your opinion. Finally, work in small group and discuss your opinions and supporting reasons

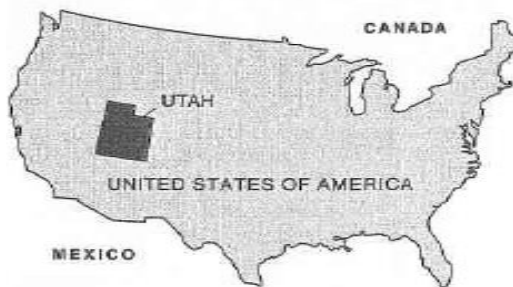
a.	Health workers such as dentists and doctors should have to be tested for	1	2	3	4	5
----	--	---	---	---	---	---

	AIDS						
b.	Schools should have sex education program that teach how AIDS is spread.						
c.	Government health programs need to promote the use of condoms through the media (TV, radio, newspapers, magazines).						
d.	Schools should have condom machines in the rest rooms.						
e.	People who contract AIDS deserve what they get.						
f.	Countries should require tourists to pass an AIDS test before they can get a visa to enter the country.						

**Questions for discusiions.**

- How is having AIDS is different for the victim than having cancer or other serious disease? What special kinds of problems do AIDS victims encounter?

**Read the following about the law of the state of Utah and reflect your opinion.**



People with AIDS cannot marry in Utah.

- Since 1987, the state of Utah has had a law that bans marriages if either person has the AIDS virus. In 1993, five people sued to overturn this state law on the ground that it violates the 1990 federal Americans with Disabilities Act. Do you think it is ok to ban marriages if one partner has the AIDS virus? Discuss your opinions with your friends.

---

**8.2. Assignment: Oral presentation(DA/SA)**

A city with a population of 400,000 has just set aside 110,000 birr of its annual budget for its AIDS prevention. The city wants to increase AIDS awareness. Work with other students to come up with ways the city can spend the money in the most effective manner.

**8.3. Language Review**

**Use the Vocabulary to Complete the Sentences. Make Grammatical Changes when Necessary**

emphasis	Spread	Contact	Come up with	Awareness
Effective	Violates	Overturn	controversial	Set up
Exchange	Deserve	Persistent	Awareness	Fluid

- The principal \_\_\_\_\_ a special schedule for the students who needed extra help with reading and writing.
- Don't give up. Be \_\_\_\_\_. One day you will achieve your goals.
- Many grammar books \_\_\_\_\_ verbs because students need a lot of practice with them.
- I \_\_\_\_\_ the medium shirt for a larger one.
- The most common body \_\_\_\_\_ is blood.
- He \_\_\_\_\_ a serious law and was deported from that country.
- The teacher wanted us to \_\_\_\_\_ two solutions to the first math problem, but we couldn't.
- The teacher gave her an 82 on her composition, but she thought she \_\_\_\_\_ a higher score.
- A cold can \_\_\_\_\_ quite easily from person to person.
- One of the most \_\_\_\_\_ way to improve your English is to watch TV

*Adopted from Keith Folse(1996:83)*

**Unit 9: Don't Forget the TIP (To Ensure Promptness)**

<i>Mario's Italian Restaurant</i>	
1 Spaghetti	\$9.50
1 Steak Dinner	14.90
2 Salads	6.00
1 Soft drink	1.50
1 tomato juice	2.20
Thanks!	34.00
	TIP \$5.44
	TOTAL \$39.44

What is a good amount for a tip?

## 9.1. Expressing Opinions

### Tipping

In many places around the globe, tipping is an accepted custom some thing that you are expected to do. In some countries, such as Japan, tipping is not done. Even in the United States, where tipping in restaurants, for example, is a norm, some people don't agree with this practice.

Tipping comes from the words "to ensure promptness," which is the supposed purpose of tipping. Write your opinion about tipping. Is tipping a good practice?

---

---

Exercise: With a partner or in small groups, discuss the answers to these questions about tipping.

1. In a restaurant, how much of a tip do you usually leave?
2. Does tipping really "ensure promptness" as it was intended to do?
3. Have you ever deliberately not left a tip? Describe the circumstances?
4. Why do we tip a waiter or waitress but not a flight attendant (both serve us food)?
5. Why do we tip the person who cuts our hair but not a doctor?
6. What kinds of professions do we usually tip?

Maurice McParland, 31, was a waiter at a restaurant in London. One evening an incident involving a customer and the tip he left for McParland cost McParland his job.

When the customer had finished dinner, McParland presented him with the bill for \$42.75. The customer gave the waiter the amount of the bill, \$42.75, plus a tip of \$2.25. When McParland saw that the tip was so little (5 percent), he handed the tip back to the customer and remarked, "I think you need this more than me." The customer complained to the management, and for this action McParland was fired.

McParland felt that he was fired unfairly. He said that the tip was "a bit of an insult." He claimed damages against the restaurant management of \$1,800. The case went to an industrial tribunal, a special panel in Great Britain that hears employment grievances.

#### Question:

If you were on the panel, would you make the restaurant pay? Write your reasons.

---

## 9.2 Language Review

Use the vocabulary to complete the exercises. Make grammatical changes when necessary.

<b>Globe</b>	<b>the norm</b>	<b>Prompt</b>	<b>deliberately</b>	<b>circumstance</b>	
<b>Remark</b>	<b>grievance</b>	<b>Dismiss</b>	<b>compensate</b>	<b>Insult</b>	

1. Today's temperature got up to 72 degrees, but that is certainly not \_\_\_\_\_ for this area for this time of the year.
2. Trains in Japan almost always arrive and depart \_\_\_\_\_.
3. It would be a huge \_\_\_\_\_ to tell the host or hostess of the party that the food was not delicious.
4. The president's \_\_\_\_\_ that we might need higher taxes next year has drawn a great deal of interest as well as anger from the general public.
5. I am sorry, but under these \_\_\_\_\_ I can't continue to work for this company
6. Does anyone know the record for the fastest time in which any kind of plane was able to go completely around the \_\_\_\_\_?
7. I don't think it was an accident. I think he \_\_\_\_\_ set the house on fire in order to collect the insurance money.
8. Before the professor \_\_\_\_\_ the class, he announced the title of the next essay that was due.
9. The workers were angry, so they made a list of all their \_\_\_\_\_ and gave this list to the boss for his consideration.
10. Because she was injured in the wreck and couldn't work for six months, she received a rather large sum of money as \_\_\_\_\_.

*Adopted from Keith Folse (1996:24)*

## Unit 10. Bribery and Corruption

### 10.1. Vocabulary: Discuss with your partner what you think the words below mean.

Corruption	Rewards	Bonuses	Tips
Bribes	Corporate hospitality	Perks	

#### Activity 2. Match the definition below to the words in Activity 1.

1. The often lavish entertainment of customers, suppliers etc. for example taking important clients to a sporting event such as football match and entertaining them generously
2. A small quantity of money given to someone after they have served you in some way: Example a taxi driver, a hairdresser, or a waiter
3. A gift you receive for having done something especially well.

4. A gift which is offered in order to secure dishonest help or favoritism; for example giving your teacher money to ensure that you will pass the next test.
5. Something your employer gives you as part of the job: for example a company car, health insurance, etc.
6. A quantity of money which is given to an employee for performing well at their job.
7. Using one's power or position dishonestly in order to benefit personally.

### **Conversation: An Impromptu speech**

**Activity 3. Read the following questions and use them to start a conversation with your partner.**

1. Which areas do you think are the most corrupt(a) in your country and ( b) in other countries? E.g. politics, education, construction, health, agriculture.
2. What are the effects of corruption on society?
3. Who is more to blame--the person who gives a bribe or the person who takes it?
4. Can corruption ever benefit a country?
5. How does corruption affect (a) people's lives in general, (b) your life in particular.
6. What can be done to reduce or stop corruption?
7. How should corrupt officials be dealt with when they are found out?
8. Why are some countries more corrupt than others?
9. Is corruption more prevalent in democracies than autocracies? Why is this so?
10. Is it ok to bribe children? Did your parents bribe you as a child? **Will you bribe your children?**
11. Can corruption ever be wiped out or is it part of human nature?

(Adopted from : [EnglishClub.com](http://EnglishClub.com)-Online source)

### **10.2. Expressing Opinions.**

“Making a stand against corruption is a waste of time- we should just learn to live with it.” What do you think?

### **Unit 11. Terrorism**

### **11.1. Making Reflections**

Activity 1. Be in group of three and make a small talk on the following points.

1. What is terrorism? How do you define it?
2. What causes terrorism? What drives some people to resort to using terrorist attack?
3. What are the aims of terrorism?
4. Why is some terrorism carried out against “soft”(i.e. civilians) targets as opposed to military or political ones?
5. Terrorism seems to be on increase. Why do you think this happens?
6. Where do terrorists get their funding?
7. Are suicide bombers cowardly or brave?

Adopted from : English club.com-online source)

### **11.2. Addressing Public Speech.**

**Address a speech to your classmate on the following topic:**

How can terrorist attacks be prevented in the future?

## **Unit 12. Describing pictures**

### **12.1. Making comparisons and Contrasts**

**Activity 1.** Be in pair and talk about the similarity and differences between picture A and B.

Describe the scenery, the town and guess the part of the world.



A

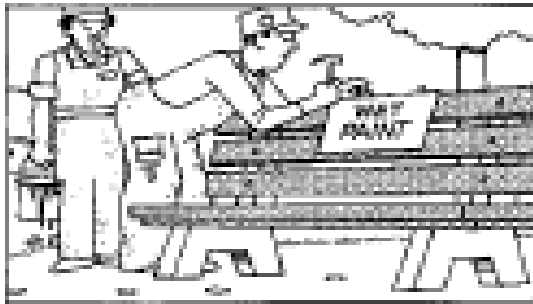


B

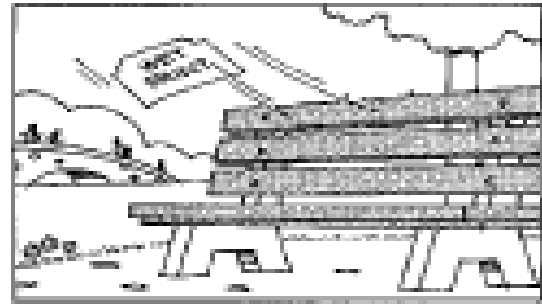
**Adopted from Sari Luma(2004:141)**

### 12.2.Narrating story from pictures

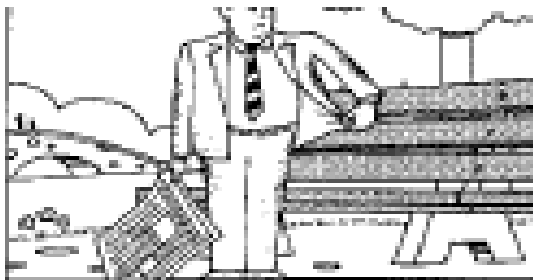
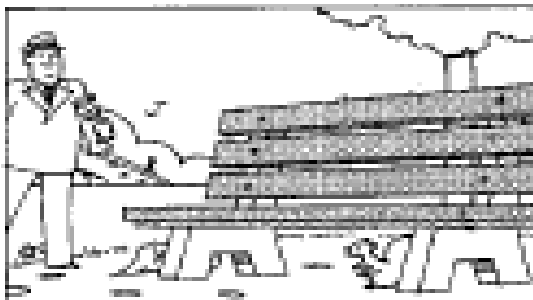
Be in pair and look at the six pictures starting from picture number 1 and going through picture number 6. Take 2 minutes to understand the story of the pictures then organize the story to tell to your friends.



1



2



5



6

Adopted from Sari Luma(2004:141)

References

Keith Folse (1996). **Discussion Starters: Speaking Fluency Activities for Advanced ESL/ EFL Students.** Michigan. The University of Michigan Press

Louma,S.(2004).**Assessing Speaking.** The Cambridge Language Assessment Series. Cambridge University Press

\_\_\_\_\_Albert Einstein - Nobel Prize Winner & Physicist | Mini Bio | Biography

<https://youtu.be/KyjQJBDD5V4>

\_\_\_\_\_Honesty is still the Best Policy."[QualityTime-ESL: The Digital Resource Book](#)".

## **Appendix W. Dynamic Assessment Training Manual for Mediators**

### **Training Manual on DA and MLE**

The primary goal of this training is to provide a framework for teachers/mediators/ to begin to engage in the practice of dynamic assessment [DA] and Mediated Learning Experience [MLE]. This training is particularly intended to aware teachers who are engaged in the teaching /assessment of speaking skills of second -year English Language and literature students .

The following two guidelines are interventions which will be applied on the treatment groups. The list of the students in the treatment and control groups will be disclosed this week. The control group will never be provided mediation. They will be taught using the current trend of teaching/assessing speaking skills (providing general feedback at the end of learners' speech).

Now, before studying the guidelines of MLE and DA, it is worth discussing and interpreting the very messages of the following quote:

a. “.... *we are searching not for what human beings know now, but for what they are capable of reaching by means of mediation.*” Feuerstein, R. et al (2010:90)

b. “...*what a child can do with assistance today she will be able to do by herself tomorrow.*” (Vygotsky,1978:87)

*Discussions: Have you ever heard or read about dynamic assessment [DA] or Mediated Learning Experience[MLE]?*

#### **Definitions:**

**Mediated Learning Experience (MLE)** is— an interaction with a unique quality— is what creates human beings' flexibility, sensitivity, readiness, and desire to understand what is going

on, and capacity to generalize it over and above the isolated phenomenon that is being experienced (Feuerstein, R. et al (2010:90).

**Mediated learning experience (MLE)** is defined as a special quality interaction between the learner and a mediator, where the mediator intervenes in the learning of the learner by placing himself or herself between the learner and the stimulus (task) and between the learner and the learner's response (Feuerstein & Falik, 2005). This special quality interaction between the learner and the mediator must satisfy three universal criteria of mediation: (1) mediation of intentionality and reciprocity; (2) mediation of meaning; and (3) mediation of transcendence.

The mediation of intentionality refers to the mediator's commitment to "guide the interaction in a chosen direction by selecting, framing and interpreting specific stimuli". The mediation of reciprocity refers to the establishment of a form of communication where the student and mediator see each other and communicate at the "same level", with the mediator as co-explorer.

The mediation of meaning requires the mediator to convey the significance of what the student is learning using both verbal and nonverbal

. And the mediation of transcendence refers to the application of cognitive functions, principles, concepts or strategies within and across contexts. It deepens the meaning of learning and broadens the students' knowledge and understanding of the world around him.

There are eight other mediated learning experience criteria that can be applied on a situational basis depending on the needs of the students (Feuerstein & Falik, 2005 cited in Chua, B. L., & Wong, Y. F. I. (Eds.). 2016 ).

**Dynamic assessment** can be defined as the creation of a zone of proximal development, within which the assessor provides mediation to promote higher mental functioning of the learner. **It** is most frequently characterized by the inclusion of interaction for the purpose of optimizing the functioning of the learner during the course of the assessment. In order to distinguish between DA and other assessment /instruction approaches, studying the following comparisons is very much helpful:

#### **Comparison of dynamic assessment and non-dynamic assessment**

Static Assessment	Dynamic Assessment
Examiner is an observer	Examiner is a participant
Examinee receives no mediation	Examinee receives mediation
Diagnosis $\neq$ Instruction	Diagnosis = Instruction
Focused on product	Focused on both process and product
Retrospective approach	Prospective approach
Decontextualized	Contextualized
Low transfer test $\neq$ Authentic task	High transfer test = Authentic task

### 1. Simple Guideline to implement Mediated Learning Experience (MLE)-for the treatment group

In the classroom, provide mediated intervention according to the following guidelines, but feel free to deviate to meet the needs of the learner. (*the class must be video recorded*)

- Inform the learner that you will now engage in the “teaching” phase of the assessment, and that the purpose will be to enhance the learner’s ability to do the best possible job with this task (INTENT).
- Ask the learner to look at the figure or the task and to talk about what he/she sees: “Tell me about this. Describe it to me.” (MEANING)
- Compare the learner’s production with the model and discuss the differences and where the learner appeared to experience difficulty. (INFORMED FEEDBACK)
- Ask the learner what he/she does in other situations when there is a lot to remember. {TRANSCENDENCE}

### 2. Simple Guideline to implement dynamic assessment

*(This is done on a one- on -one basis, and the dialogue must be audio recorded.) it is best to do it at office by interviewing the 18 students one by one. *The dialogue must be audio-recorded**

During speaking assessment, the teacher or mediator intervenes to track learners to the correct grammar usage by providing mediation from implicit to explicit scale. The scales are not scripted or prefabricated; rather the teacher [you] automatically provide/s the hints, prompts based on the immediate cognitive needs of a student. The teacher, however, never rushes to the explicit

answer and explanations. Instead, he/she uses some steps or procedures towards to help the learner independently solve the problem. Example:

**Teacher:** Tell me about yourself (date and place of birth, your interest, hobbies, schooling)

**Student:** I am born in Nazareth in 1999, and I....

**Teacher:**(here the teacher intervenes and asks the student to repeat the first sentence (if the student says the same sentence, the teacher tells the student that there is something wrong in the sentence. If the student still never understands the error, the teacher gives metalinguistic clue like: something is wrong with the grammar, think of the tense. If, for example, a student can't correct using these clues, the teacher provides another explicit hint depending on the situation, or based on the cognitive needs of the learner being interviewed. If the student is not able to make use of all the hints to correct the structure, the mediator provides the learner an answer and gives explicit explanations on the grammar immediately. Then the next conversation or the dialogue continues.

**Example:**

**Student:** I was born in Nazareth in 1999, and I attended all my primary, secondary and preparatory educations in the same school ,i.e. Saint Joseph school.....

**Sample example:** 1

**T:** please retell me the biography of Abraham Lincoln.

**Abdu:** He was the famous president in America. He was born in 1909. He was died in 1865.

**T:** yeah. He was dead in 1865?

**Abdurwahib:** yes

**T:** can you correct the grammar? He.....? (the teacher waits for the student to self-correct the grammar)

**Abdu:** He was died.

**T:** Is that correct?

**Abdurwahib:** yes

**T:** Is the word 'was' important here?

Abdurwahib: He death...

T: Death is the noun form. Change it in to verb form. He.....(the teacher waits for the student to respond). The past form of die is ...

Abdurwahib: dead.

T: no. the past form is 'died' Good. Dead is adjective and death is noun. Therefore, he....

Abdurwahib: He died 1865

T: something is missing here. He died.....preposition is missing

Abdurwahib: He died at 1865

T: he died in 1865.

**Source: Adapted from Lidz, C. (2015),** Feuerstein, R. et al (2010) and Chua, L., & Wong, Y. (Eds.) (2016)

## **Appendix X. The IELTS Syllabus of the Speaking Exam**

The purpose of International English Language Testing System (IELTS) is to assess the language ability of examinees that need to study or work where English is the medium of communication. The IELTS Syllabus is determined by its administrators namely British Council, IDP and Cambridge ESOL Examinations for both versions (IELTS Academic and IELTS General Training).

There are two versions of IELTS test: Academic and General Training. The Academic version is intended for those who want to enroll in universities and other institution of higher education and for professional such as medical doctors and engineers, who want to study or practice in an English speaking country. The General training version, on the other hand, is intended for those planning to undertake non-academic experience or for immigration purpose. **IELTS** results are graded based on the **IELTS-9** band scale.

The IELTS Syllabus contains four Components namely Speaking, Writing, Reading and Listening. In Listening and Speaking sections, there is the same IELTS syllabus for both the

academic and general training versions while the parts of reading and writing IELTS syllabus differs depending upon the General and Academic Test.

The IELTS speaking section is of a face to face interview between the test taker and the examiner. The interview lasts for 11 to 14 minutes and is recorded on an audio-cassette for the purpose of evaluation. In **IELTS Speaking**, grammar, accuracy, coherence and fluency, lexical resources, and pronunciation of each candidate are assessed.

The IELTS syllabus for speaking test comprises three segments. The first part is taken in the form of an interview throughout which applicants may be enquired about their preferences, interests, hobbies, family, clothing computers, free time, fashion, computers etc. In the second part, applicants are given a specific topic card on which they have to talk. They will just have one minute to prepare. The third part includes a conversation between the examiner and the applicant, questions are asked related to the topic which they have already spoken about in part 2.

Generally, test takers have to complete 3 tasks in the speaking test section. **In the first task**, the test-taker has to give a general introduction like education, home, family, and work, and this may last 4-5 minutes. In the second task, which lasts in 3-4 minutes including preparation time, the test-taker has to pick up a task card for choosing a topic to talk about with the examiner. **In the last section, within 4 -5 minutes, the** examiner discusses whatever said by the test taker in the second task. These tasks help to check the ability of the candidates to communicate their views on everyday topics, any given topic, and the ability to justify what they have said.

The IELTS speaking exam syllabus usually centers on the issues listed in the following tables.

work	Health and fitness	Work-life balance
art	Travel news	Sports
study	diet	Vehicles
books	society	Personal views on something

education	language	amusement
hometown	daily life	communication
Family and personality	Website/social media	preferences/fascination backed by reasons
hobby	internet	Weather
kindness	exercises	Affection
Small business	internet	Movies
Fashion	charity	Vehicles

*Adapted from online sources*