

LEARNERS' PERCEPTION OF THEIR INTERLANGUAGE OF ENGLISH AS A  
FOREIGN LANGUAGE: SECOND YEAR COLLEGE AFAAN OROMOO SPEAKERS  
IN FOCUS

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## ABSTRACT

*English teachers in most Oromia colleges often level complaints at their students for being unable to write sensible sentences in composition which they downgrade as error-filled, L1-driven, fragmentary, illegible, inexpressive, frustrating and fossilized. In order to minimize L1-FL incompatibilities or narrow down such ever-widening deviation from the intended standard, therefore, overruling causes of the learners' inexpressive ability will have to be explained from their perception and error analysis of their grammar, word power, orthography and cohesion.*

*The very objective of the study is therefore, to discover learner-perceived (1) current ability of English in written composition, (2) the overriding causes and (3) some working solutions of second year Asella Teacher Education College Oromoo students' deviant EFL expressivity from the standard English norm thence. To meet these objectives, multiple perspectives on learner, teacher, and applied-linguistics bases of error analysis model of Corder (1981).*

*Data sources were (1) students' spontaneous essays and (2) one questionnaire administered to both students and teachers who additionally took part in the third tool (3) focus group discussion for eliciting learner perception. Drawing on systematic random and purposive sampling techniques painstakingly, the data of 72 English sample learners and their 143 spontaneously written essays were processed to get base-line data to resolve the issue.*

*The broader goals of the study were largely met by basically using the memorable model involving three condensed steps: identifying errors, describing and explaining them. Indeed this has been attuned to a mild mix of quantitative descriptive statistical measures like percentages, frequencies and standard deviation and mean with perceivable simplicity. The qualitative procedures used for interlanguage error data elicitation and analysis include: codifying errors, classifying, comparing, tabulating and graphing, describing and interpreting.*

*Ultimately, three distinct findings evolved from the learners' tapped perception and analyzed errors: (1) overall inadequacy of their current learning conditions of grammar in writing context have been discovered, (2) L1 Afaan Oromoo error influence and overgeneralized English rules are the most predominant causal influences to their perception while learning-induced errors also stood out influentially in their writings, (3) top prioritized solution being the imperative call for preparing new learning materials. Hence employing multiple perspectives, and procedures, tools, piloting, impact evaluation, detailing background, and inter-rater agreement may intentionally add a degree of confidence or back reliability and validity. Conclusions and recommendations have also been drawn to redirect issues in future.*

## CHAPTER ONE: INTRODUCTION

Revealing the causes and remedy of EFL learners' own English writing deficiency is not straight forward enough to explain for investigators as well as for the learners. The learners' perceived English itself should be perceived directly by a third party possibly by teachers, researchers and readers in the learners' own eyes and words rather at a time in a particular context.

The purpose of this section is thus, to clearly lay down the subsequent organizational components of the study through which undistorted understanding of the research problem is addressed from the outset. These preliminaries include detailing the background, stating the research problem, specifying the research objectives, significance of the study, delimitation, limitations, definition of important terms, symbols, abbreviations and acronyms used in the report.

Analysis of the learner behavior in writing will be the basis for overcoming the identified deviations. Ironically speaking, "we [teachers] cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way" in the words of Corder (1981:12-13) who retrospectively reckons Humboldt's recent maxim adding that "we shall never improve our ability to create such favorable conditions until we learn more about the way a learner learns and what his [their] built-in syllabus is". It follows then that preparing textbooks (even teaching) may be mistaken or counterproductive in most instances unless the learners' interlanguage system is defined.

Vivid description and detailed explanation should be given on the state of the affairs from the start. Otherwise, "it is often difficult to determine just how the results of a particular study can be generalized if sufficient thought is not given to sample selection [and the other components] ..." according to Sharp, Peters and Howard (2002:119-120). Hence, background details will be highlighting the nature of the problem.

## 1.1 Background of the Study

Interlanguage study is no longer a new notion or practice these days. However, its role may be argued initially to be misconceived as inhibitory rather than facilitative but it has been neither banned nor lost its communicative significance to date.

As found out in the survey on overseas English learners' writing difficulties by Jordan (1997:49) the highest rated of their difficulties pertain to the areas of style, grammatical, and lexical aspects as responded by both learners and their teachers. Yet in an African college in Zimbabwe, where conditions of learning English had been more advantaged than Ethiopia, the state of college entrants' English writing was reported to have been "resulting in the deterioration of the English proficiency they had required at high school" as identified by Moyo (1993) cited in Halliwell and Bridges (1994:35) who has also disclosed that one cause for learners' underperforming was their own misconception that they were no longer being taught formal grammar in college.

In its Ethiopia's classroom context locally and currently, none or little is known in the interlanguage or learners' conception and its implementation in local schools and higher institutions. Particularly, a lot of some college EFL teacher educators have unanimously admitted their unfamiliarity with the concept of interlanguage or learner language legitimacy beyond hear-say. Thus, the subsequent gap-creating difficulty may have both global and local prevalence.

Learners' perception of their own inexpressive English and teachers' treatment of learners' academic and communicative English deficits must be specific to the learners' social and personal behaviour so that these may offer psychological explanation to their processes of learning in stead of the mere linguistic structural elements. Then the causes and consequences of their expressive capability manifest in such a way that can be adjusted to the target standard. The few local studies available in the area of learner English are MA theses which are not specific enough to the learners' cultural background.

Domestically Temesgen Mereba (1999) has made a step forward to finding out learners' perception about teachers' verbal feedback at high school level with mixed but established results. Teshome Demisse (1985) substantially compared error gravity between non-native and native EFL teachers; Yoseph Mekonnen (1990) took up the teachers' classroom English and Haileyesus Bala (1995) looked at teachers' attitude towards EFL learners' errors with joint insights that have also provoked the counterpart investigation of learner interlanguage in hand.



A fairly growing attention in learner perspectives study has been invested however some may remain short of disclosing underlying socio-cultural interpretations. Accordingly, Mammo Kefele (1981) classified grammatical errors; Guta Kedida (1989) and Yeshitla Habtemariam (1999) identified, described and implied ways of overcoming learners' spelling errors; Tesfay Solomon (1995) measured learner effectiveness of self-correction while Anteneh Tsegaye (2004) examined self-efficacy and causal attribution of learners' writing. Four of the last studies seem at least promising to go beyond error classification in their interpretative effort of the learner views in one way or the other.

Minor-looking errors in handwriting like unreadable handwriting, unpunctuated sentence fusion or fragments would by far frustrate in reading or responding to them. As in conventional paragraphs, normally a native English language reader, upon receiving formal or business letters, expects the writer to express his/her thoughts and personality by (1) introducing himself/herself, (2) stating the purpose of the letter, and (3) concluding the letter conventionally (Malkoc, 1988:5-6). This expression would be understandably accepted as intended only if the appropriate formal or informal style is used deservingly. Novelty of frustrating deviations in the written English of the *Afaan Oromoo speaking* second-year college learners must be the reflection of this deep-rooted and widespread complication. And this is linked with the learned (input) received, their mother tongue features as well as the socio-cultural patterns of thoughts, and the classroom context that includes the textbooks, their teachers and the learners' strategic experience in learning to write.

The actual problem is thus so entangled with a number of background variables that it requires scrutiny and control either one by one or bit by bit through designing appropriate research procedure or explanatory research questions in the first place.



## 1.2 Statement of the Problem

Central objectives of the investigation will be stated and clarified through the formulated research questions at this phase of the work. That is, whether the learners' current English is adequate to express intended meaning to the designed standard, what principally causes and resolution of the learners' shortcomings of communication in their current written English as perceived by them.

Based on the actual state of the empirical context, practical classroom context, contemporary (global and local) conditions of the learner language needs in writing as sketched in the background so far, the central research problem has qualified for investigating. Interlanguage concept or its hypothesis is historically rooted, research-based, and theoretically-motivated framework as discerned in (Asher, 1994:1717). Therefore its principal goal is making the learner language compatible with the foreign language (English) system (Sharwood-Smith, 1994:61). The problem in hand is also specific enough to target *Afaan Oromoo* speaking senior students of English at the college in 2006 second year second semester and its results can be generalizable to few colleges.

In other words, shortly and interrogatively, what are the main psycho-linguistic explanations for the cause and remedy of the written English communicative deficiency of second year college *Afaan Oromoo* speaking learners? The theoretical establishment is that learner language difficulty (deficiency) emerges from three principal sources, namely the mother tongue, the target language and the classroom context or setting (Corder, 1973; Brown, 1987:177-179). Selinker (1972) categorizes errors in terms of four secondary linguistic processes namely, language transfer, transfer of training, SLL strategies, SL communication strategies and overgeneralization. And others enumerate partly similar types.

Errors from these sources are analyzed and interpreted to offer ultimate explanatory answers to the interlanguage communication difficulty under investigation. Learner language goals necessarily target not only academic but also communicative goals since a relatively recent development in EFL teaching strategy is "the deliberate use of communication" (Stern, 1983:405).

To put it interrogatively, what are the major causes of the learners' lack of communicating the intended meaning in writing their composition and social letter in English as a foreign language? However, casting light on the objectives of the investigation must be the ground work here and now.

Although as Ellis (1985:70) argues, the starting point for interlanguage of any language user is the calling upon of one's communicative capacity to put simple message across, actually the investigation is devoted first to describing the students' actual inexpressive written English which shows high deficiency as dependent variable on the one hand. On the other hand, it aims to relate this to the discovered influences of their mother tongue on the target English system, the learning/teaching setting variables (including the teachers, materials, methods and strategies of learners). Its nature resembles a design of data-driven or grounded theory style in part as implied by Punch (1998).

According to Selinker (1972) linguistic errors are categorized in to four common types namely, language transfer, transfer of training, SLL strategies, SL communication strategies and overgeneralization. Corder (1973) and Brown (1987) categorize sources of error into three principal parts namely, interlingual, intralingual, and learning context errors as it will be specified in the methodology section later.

Longitudinal study is luxury of time, the current study must content with manageable scope of the cross-sectional design. Answers for the question "How do the learners mentally succeed or fail to communicate in EFL?" unfolds as soon as their learner-perceived written English is examined.

So an opportunity must be given to the learners to describe their own perceived abilities. Learner competence investigation falls into four components not one of which is adequate alone; strategic, socio-linguistic, grammatical and communicative competence. Coupling the grammatical component with the communicative counterpart sounds logically and mutually explanatory.

The three key questions pertaining to the explanation of the cause and cure of the learners' perceived interlanguage communicative gap will be:

1.2.1 Is the learners' current English grammar and writing ability adequate as perceived by themselves?

1.2.2 What are the learners' mainly identifiable causes of English descriptive writing for falling short of the standard expressivity as perceived by them and from their written error explanation?

1.2.3 What major solutions can reduce the identified deficiency in their English writing?

These key questions are further structured through subordinate questions later on at the level of the data elicitation instruments.

### 1.3 Objectives of the Study

The general objective of this investigation is to make a descriptive analysis of the types, causes, and explanatory solutions for the college second year *Afaan Oromoo speaking* pre-service EFL learners' inter-language system of written English as perceived by them.

The specific objectives of this research project are then

- 1.3.1 to describe the current status of the second year college English learners' written English adequacy to communicate well at Asella Teacher Education College,
- 1.3.2 to explain the college second year English learners' major causes of the gap between the intended meaning and the planned standard in their samples of descriptive writing and social letter as well as in their surveyed opinion about their own written English.
- 1.3.2 to formulate working solutions for reducing the second year EFL learners' communication gap between the target norm and their linguistic resource of written English descriptive composition plus social letter.

### 1.4 Significance of the Study

Target users of the results of such error-analysis-based work are practically anticipated by the investigator and theoretically recognized by Corder (1981:10) to include:

- 1.4.1 individual students and teachers of high school, college and university who express their needs for overcoming shortage of linguistic resource and underdeveloped writing skills,
- 1.4.2 researchers (practitioners) who may use the applied-linguistics-based learner language research model of Corder (1981), the data result to make further inquiry into similar EFL learners' language system,
- 1.4.3 Asella College of Teacher Education and possibly other colleges in Oromia and in other neighboring regions where language contact and the procedures appear comparably relevant in order to respond to their immediate concerns in preparing competent pre-service EFL grammar/writing teachers,
- 1.4.4 language planners and course designers who may use the insights of the profiling of the learners' writing competencies' at various levels.



Moreover, the investigator of this problem himself intends eagerly to make further pursuit for doctoral dissertation, for on-job research and for classroom teaching purposes in this direction of learner education/development in general and in learner English writing development in particular.

### **1.5 Delimitations of the Study**

Concerning the scope of the topic, this project is selectively and least ambitiously concerned only with grammatical competence in (not and) communicative context. It does not intend to investigate strategic, socio-linguistic and communicative competence in the main even though few elicited data dimensions may overlap. These grammatical constructs are specified in terms of the language system of syntactic, lexical, orthographical, style and cohesive constituents less technically and more operationally. Phonological system and morphological level of analysis will not therefore be demonstrated directly and deeply as far as learners' mental process regarding grammar in writing is focused psychologically rather than linguistically or structurally. The discourse aspect itself is confined to the cohesive and style components manageably only because these two elements are equated to the text on their own by Halliday and Hassan cited in Graddol, Cheshire and Swann (1994:226). Just creating context through the common expressive writing samples namely, process description and social letter is targeted.

Concerning the methodological delimitations, the project draws basically on the detailed model of inter-language error analysis of Corder (1981) even though some complementary terms of reference, symbols, and the like are worth subscribing to James (1998) and Brown (1987). Elementary quantitative methods of analysis like percentages, frequency and central tendencies of variation are used. In short, a one-phase cross-sectional design is employed although interlanguage study is surpassing and comprehensible if longitudinal perspective is taken in series as substantiated by many (Corder, 1981; Ellis, 1985; and Brown, 1987).

### **1.6 Limitations of the Study**

Considerable attempt has been demonstrated in framing theoretical and organizational outline of the project. The undeniable constraints that may be anticipated to pose tolerable difficulty, though unfair to call limitations, may include requiring more time-consumption, requiring high level of expertise, involving voluminous amount of data, likely overlapping of some errors in categorizing, and the inherent subtlety of grammar and writing dimensions.

Consequently, the study is deliberately designed to be a cross-sectional (panoramic view) of learner English errors and their cause rather than utterly in-depth examination of learner-perceived interlanguage while still claiming to achieve broad descriptive analysis. The resulting product is thought to guide follow-up research and planning teaching for tackling specified EFL difficulties in learner writing.

## 1.7 Definition of Technical Terminology, Abbreviations, Acronyms and Symbols Used

The following short definition of the most technically essential terminology, abbreviations, acronyms and specially symbols may help to minimize part of the limitations concerning essential concepts.

### 1.7.1 Definition of Some Technical Terminology Used

**addition** refers to inclusion of errors by doubling or adding features (James, 1998)

**deviation** means erroneous or unconventional features (Corder, 1981)

**error analysis** means systems and procedures of identifying, classifying and analyzing errors for interpretation (Corder, 1981)

**fossilizers** are students who easily fail to learn or avoid specific error once and for all

**idiosyncrasy** distinct personal behavior or characteristic features peculiar to individual's writing or speaking (Corder, 1981)

**interference** refers to features of the mother tongue, the teaching components (like the teacher, learner, textbook, methods or any other elements) incompatible with the foreign language system (Corder, 1981)

**interlanguage** is an intermediary form of a foreign/second language typically produced by learners, also sometimes interchangeably used as learner language which combines elements of the foreign or second language(s) and the mother tongue including other languages or cultural influences (Corder, 1981)

**interlingual errors** refers to deviant influential features of two or more language systems evident in the foreign/second language learner language or in the interlanguage

**omission** refers to missing of elements from a standard version (James, 1998)

**ordering** refers to errors of wrong sequence of elements in language use

**overgeneralization** refers to learners' analogical effort to apply target / foreign

language rules to the native language system in their interlanguage of the foreign language.

**profile** is to mean statistical data describing a set of the 72 learners' grammar and writing behaviour usually in a form of graph or table that indicates the extent to which something matches the norm of target features.

**reconstruction** refers to a learners' idiosyncratic sentence or language item native-like acceptable version (Corder, 1981)

**selection** refers to errors of using the wrong but related feature in stead of the appropriate one

**strategy** refers to learners' personal preference or mental mechanism to use a language in learning, receiving, communicating and producing ideas

**substance** refers to mechanical elements of written text (like spelling, capitalization, punctuation, abbreviation, lettering, and the like) (James, 1998)

**target language** refers to English or a foreign language being learned by the *Afaan Oromoo* mother tongue learners as a foreign language

**transfer** refers to facilitative learned features that have passed from the mother tongue or the classroom setting context (teacher/ learner/ textbooks / method) or from external sources onto the learner's language system or interlanguage or the other way round from the foreign language system onto the mother tongue version of learner

**word choice** refers to diction or use of appropriate word for the intended meaning

**word order** refers to the use of related word sequence in the grammatical rule (system) of their normal position or arrangement in context (James, 1998)

### 1.7.2 Abbreviations Used (*Researchers' Own Signification*)

**Ad.** Addition

**Adj.** Adjective

**Adv.** Adverb

**Am.** Ambiguous

**Ama.** *Amarigna*

**Er.** Error

**Om.** Omission

**Or.** Ordering



**Oro.** *Oromoo*

**Se.** Selection

**Sen.** Sentence

**Wr. 1** Writing 1, the coffee making process described/written spontaneously

**Wr. 2** Writing 2, the social letter written in actual context spontaneously

### 1.7.3 Acronyms Used

**CA** Contrastive analysis (Ellis, 1985)

**EA** Error Analysis (Ellis, 1985)

**EFL** English as a Foreign Language (Stern, 1983)

**FLL** Foreign Language Learning (Stern, 1983)

**IL** Interlanguage (Ellis, 1985)

**ILA** Interlanguage Analysis (Ellis, 1985)

**L1** Language one (first language or mother tongue of a person) (Stern, 1983)

**L2** Language two (second language) learned just after mother tongue (Stern, 1983)

**SLA** Second Language Acquisition (Stern, 1983)

**SLL** Second Language Learning (Stern, 1983)

**SOV** Subject Object Verb (Bender, 1976)

**SVO** Subject Verb Object (Bender, 1976)

**TEC** Teacher Education College (*the researcher's designation*)

**TL** Target Language (Stern, 1981)

**V** Verb (the researchers (*the researcher's designation*))

### 1.7.4 Symbols Used

( ) such parentheses indicate meaning units/segments separated for alternative emphasis above lexeme level (*the researcher's designation*)

/ / slashed strokes transcribe phonological/sound form of a linguistic item (Lyons, 1968 and James, 1968).

[ ] bracketed parenthesis is used to enclose graphic form of lexeme or words as distinct from grapheme and sentence levels (James, 1998).

: mark of colon or denote contrasting items (Lyons (1968).

/ single back-slashing separates alternative or similar items (*the researcher's designation*).

? interrogative mark out of its sentence final position indicates strange

nonsense or ambiguity of a language item concerning meaning or lettering (James, 1998).

\* asterisked expressions denote an erroneous/deviant language (James, 1998)

✓ ticked or checked mark denotes the correct/acceptable version (reconstructed) of a language item (James, 1998).

∅ empty set sign denotes unnecessary use or absence or necessary omission of a linguistic character/item (James, 1998).

→ arrow shows preceding item would become or assume its next form (Lyons, 1968 and James, 1998).

% percent signifies computed numbers in terms of total 100th units (*the researcher's designation*).

No. abbreviated "number" stands for number (at times symbolized by #) (*the researcher's designation*).

**bold type** emboldened style of characters/texts indicate headings, key terms or uncommon concepts (*the researcher's designation*).

*Italics* italicized style of characters/texts mark an odd or personalized connotation of the investigator as distinct from the established standard (*the researcher's designation*).

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2. Introduction

The central objective of the study relevant to the literature review again continues to be finding out what dominant causes underlie current inexpressive ability of the learners' written English along with forwarding remediable solutions. The literature surveying has realized that there is fairly rich background of theoretical, historical, and empirical accounts to back up the investigation of *Afaan Oromoo speaking* second year EFL college learners' perceived communicative needs of their interlanguage of English in composition writing. Most of the review has been paraphrased, some quoted directly, quite few of it summarized and the rest evaluated critically.

Based on this survey of literature, it will be attempted to frame the concept and the central issue of learner grammar deficiency against the context of the literature presented in this section of the thesis in terms of interlanguage concept (theoretical, historical, empirical basis), relevance of grammar and writing to interlanguage, stages of learners' interlanguage development, the relevance of error analysis to interlanguage (procedure of error elicitation and analysis, error classification, sources of errors, description and explanation, error correction and feedback) and learners' perception of their interlanguage development, implications (for teaching, learning, research and learning material development).

#### 2.1. Conceptualizing Interlanguage

One's language awareness may suffice to guess that "interlanguage" might have come from a simple combination of "inter" and "language" implying a gap or relationship of some kind between languages. According to Asher (1994), the concept of 'interlanguage' was first coined by Selinker (1972) to refer to "the linguistic system evidenced when an adult second-language learner attempts to express meanings in the language being learned" (Asher, 1994:1716). However, this definition appears slightly misleading because Ellis (1985) reports recent opposing trend of research breakthrough into investigation of child language acquisition problems as well.

As it is elaborated well in Sharwood-Smith (1994) "interlanguage" of Selinker (1972) has also been synonymously recognized as "approximative system" by Nemser (1971), and "idiosyncratic dialect or transitional competence" by Corder (1971). Time and again, it is literally labeled "learner language", "intermediate system", "transfer" and "cross-linguistic influence". More conspicuously,



interlanguage is defined in three salient adjectives namely, systematic, dynamic and permeable (Corder, 1981; Selinker, 1992; Sharwood-Smith, 1994; Ellis, 1985).

Interlanguage is also defined as “a form of language produced by learners of a second or foreign language, combining elements of two or more languages” (*Encarta Concise English Dictionary*, 2001:750). This precise definition is quite consonant with other definitions and interpretations throughout the literature reviewed.

Preconception of interlanguage is based on two schools of thought since error analysis; these are structuralists (and behaviorists) and mentalists (Hubbard, Jones, Thornton and Wheeler, 1993:142; Teshome Demisse, 1985:8; Corder, 1981:1). The former school views error generally as mother-tongue-induced deviations that result in breakdown in language learning and teaching while that of the mentalists’ progressively believe that errors are systematic learning effort which can be both unavoidable and necessary.

Furthermore, interlanguage is also conceived as a series of developmental stages of the learner language system that are observed at a point of time in spoken or written utterance (Corder, 1981; Sharwood-Smith, 1994; Selinker, 1992; Ellis, 1985; Brown, 1987).

A number of processes and principles combine to shape the autonomous system of the learner (Selinker, 1992). Rampant misconceptions of contrastive analysis prior to the legacy of interlanguage firm theory have gradually been redressed and led error analysis and interlanguage studies to date.

### **2.1.1 Theoretical Basis of Interlanguage**

Interlanguage theory is the most satisfactory one of the forty brands of the SLA theories to explain learner language development according to the counting of Long (1993) cited by Ruin (1996). Such theories like creative construction, behaviorist theory, structural linguistics, cognitive psychology, acculturation, accommodation, variability theory, discourse analysis, Krashen’s hypotheses, universal grammar theories for example, are able to inform interlanguage in one way or the other as assorted by Ellis (1985) and Stern (1983). Interlanguage is explained more by its internal or external processes apart from its product dimension.

### **2.1.1.1 Process in Interlanguage Development**

It is generally and legitimately made explicit by Corder (1981), Selinker (1992) and Sharwood-Smith (1994) that a complete study of learner language is unlikely: for one thing, the system itself is by definition incomplete or only approximative; for the other thing, it is unstably changing or varying from time to time, within individual and from individual to individual or from group to group. If the utterance is a visible system, then what Sharwood-Smith (1994:8) calls "the bees and beehives we can see, touch and hear" can be the precise metaphor for its product counterpart.

McCarthy (2001) remarks that "the more sensitive a theory of interlanguage is to the conditions in which we observe it, the more likely it is to generate a true image of the processes underlying the progress from L1 towards proficiency in L2". Selinker (1992) too refers to a number of processes and principles that combine to shape this autonomous system of the learner, the psychological processes being central.

#### **2.1.1.1.1 Psychological Process**

The futility of traditional product-focus has already given way to the more informing results of psychological process of the use of the product by learners' mental creative construction.

Whether described satisfactorily or not, a set of mental processes that are held accountable for acquiring a second/foreign language can be outlined specifically as follows: strategies of learning, production, and communication (Corder, 1981; Brown, 1987; Ellis, 1985, 1985); transfer (Ellis, 1985; Brown, 1987); fossilization and backsliding (Selinker, 1992; Corder, 1981; Sharwood-Smith, 1994; Ellis, 1985); input (Ellis, 1985); intake (Sharwood-Smith, 1994; Ellis, 1985); interaction (Ellis, 1985); noticing/recognition (Batstone, 1994); discriminating (analysis) (Batstone, 1994); imitation (Batstone, 1994), creative construction (Chomsky, 1965 in Ellis, 1985; Sharwood-Smith, 1994); memorization (Batstone, 1994); hypothesizing (Ellis, 1985; Corder, 1973) among others.

In mentalists' view, the process in the development of the interlanguage grammar takes on universal attribute of two roles, i.e., describing the stages and explaining the internal rule-adjustment (Ellis, 1985; Sharwood-Smith, 1994). Whether the mother-tongue influence is acting as interference or transfer largely depends on the resolution of these arguments. Therefore it would be shallow and premature to focus on pure linguistic analysis when investigating how certain learners are building their EFL competence or how they are captured at a level far below others.



To this end, Grebe and Kaplan (1996) have provided a comprehensive taxonomy from which insight is gained by the present study into educational writing tasks and sociolinguistic competence. Few of these inclusively overlaps of taxonomy are: letters, reports (laboratory and research), notes and memos, lecture notes, recommendation, business, journals/diaries, free writing, narratives, tests, charts/tables, newspapers, recipes, posters, interviews/questionnaires, argumentative essays, research papers, apology, denying, complaining, threatening, inviting, agreeing, congratulating, requesting, directing, complimenting (Grebe and Kaplan, 1996:217-218). It is in response to the above essence that the present study has made a balanced selection of one process description sample essay (*Please see appendix B*) and one social letter writing sample event (*Please see appendix C*) to demonstrate an integrated assessment of the language use of academic and communicative goals respectively.

On the other hand, familiar versions of grammatical categories that alternate with the psycholinguistic level have been adapted for analysis in the context of written composition as has been adopted and promoted to date (by Lyons, 1981; Crystal, 1995; O'Grady & Dobrovolsky, 1987). To a certain extent, these traditional grammatical categories facilitate data elicitation by means of what James (1998) calls "a wide trawl" along with the super-ordinate psycholinguistic levels economically and comprehensively (Corder, 1973).

The error classes at surface linguistic and deep psychological levels of error analysis in writing are: Firstly, phonological / orthographical, syntactic, morphological, lexical. These generic divisions may further unfold in terms of purely grammatical types such as vowel / consonant, stressed unstressed, homograph, comma splice, capital / small or upper / lower case, prefix / suffix, infix, transposed, pronominal position, verb / adverb, synonym / antonym, etc. to cite few (as demonstrated by Corder, 1981; James, 1998).

Secondly, at the psychological level, superficially deep categories of analysis are omission, addition; selection and ordering (Corder, 1973; 1981). Corder elaborates much deeper analytical categories to permit psychological stance in terms of: interrogation, negation, case, gender, mood, voice, concord (number), cohesion, tense and aspect, etc. for instance.

The two error classes are woven together into a psycholinguistic matrix of analysis modeled by Corder (1973; 1981) forming a transparent framework of the interlanguage algorithm to describe the students' written production system. Exploration of learners' mental mechanism of making meaning has to go deeper to account well for the cause and cure of the discovered errors.



#### **2.1.1.1.2 Linguistic Process**

The distinctive feature of interlanguage as external process, in the sense of the audio-lingual habit-formation, is closely related to the linguistic process. In the process perspective of Batstone (1994) grammar emphasizes the system's use in contexts that enable the learner to turn the structures into skillful use appropriately and correctly.

As it has been cited in Ellis (1985) although popular models of structural linguists (like Bloomfield, 1933; Fries 1952; Stockwell and Bowen, 1965) that were adopted soon by Chomsky (1965) himself were available to contrastive analysis, the problems of description and comparison between languages of high variability could not permit deeper scrutiny without the psychological process component. Even so the process dimension cannot constitute complete system without the product counterpart.

#### **2.1.1.2 Product in Interlanguage**

Audio-lingual view of language as sets of habits is reflected individually by some students and teachers. Language system is not reducible to habit or rules as such. Not only form but also function (meaning) of the target language are the essential outcome of communication.

In short, as far as Stern (1983) and Crystal (1995) are concerned, language is a system of paradigmatic and syntagmatic relationships that teachers must be interested in to view language as a coherent and well-defined system. If these relationships are ignored then interlanguage study would just be purposeless. In addition to interlanguage's theoretical accounts, its historical overview offers more conceptual insights.

#### **2.1.2 Historical Background of Interlanguage**

Different researchers and writers have tried to sketch interlanguage history clearly from conception to investigation dating it back to Contrastive Analysis (Stern, 1983; Sharwood-Smith, 1994; and Franch, 1998 retrieved May 21, 2005). Interlanguage was initiated as L1 negative transfer or interference to a second / foreign language learning in the nineteenth century "even before the field of SLA research emerged during the 1940s and 1950s," as has been stated by Franch (1998) retrieved 12 May 2006 online. Besides, Sharwood-Smith (1994) asserts that the term "interlanguage" was originated by Selinker (1969) before endorsed by consent with Corder (1971).

Sharwood-Smith (1994) classifies the history of learner language study into three periods:

- (1) the 1960s (relating behaviourist habit-formation psychology and pre-Chomskyan structural linguistics to foreign language learning),
- (2) the 1970s (marking creative constructionism and Interlanguage conception impact),
- (3) the 1980s (characterizing refinement of the SLA models and research). To this Asher (1994) adds the 1990s as the fourth era marking communicative language teaching.

Stern (1983) extrapolates historical background of learner language alike by stating that views of modern, foreign, first and second language teaching began to appear in forms of conferences, publications and concerns just in the first half of the twentieth century. The second half of the twentieth century then represents the decline of behaviourist and structural views of language, the revival of error analysis, interlanguage theory and research (Stern, 1983; Ellis, 1985). In that case, the 1990s may less conclusively be associated with the communicative language teaching paradigm, more learners empowering and more research interest in interlanguage analysis (Asher, 1994; Sharwood-Smith, 1994).

Error Analysis as method of interlanguage study had once been rather impressionistic and classified in pure linguistic terms prior to the 1970s. Neither the learners' mental process nor learner language legitimacy had been conceived well. Recent literature scanning reveals that foundation of interlanguage is well framed in current literature of academic writing process (Kroll, 1990; Jordan, 1997; Flower-dew, 1997; and Reid, 1991).

In general, Bereiter and Scardamalia (1986) note that brain research and writing process currently signal new directions for interlanguage and composing development, so there is no immediate prospect of the cognitive science synthesis with many of the current strands as identified by Grebe and Kaplan (1996). Interlanguage concept is rebuilt rather than disputed by a range of target language investigation like pragmatic transfer that had been unseen before (Asher, 1994; Franch, 1998). More must lie in empirical research store about IL system.

### **2.1.3 Empirical Research Basis of Interlanguage**

In the late 1950s and 1960s, the procedure of interlanguage (errors) study was not systematic; rather simply the noticed or remembered utterances of learners were quoted by disregarding the rest of errors as 'residue' (Asher, 1994). Errors and transfer from first language to target language used to be viewed even as problematic (James, 1998; Ellis, 1985; and Selinker, 1992). Systematic analysis



of errors has enabled many researchers and practitioners to apply insights in their work empirically since the legacy of Corder.

Comparatively, there is more empirical data emerging with error analysis and some with interlanguage mostly in European and Asian contexts much less in the African, even least in the Ethiopian context. Results of Corder's inspiration as well as intuitive experience of researching teachers are widespread to date especially online (Greenslade and Felix-Brasdefer, 2006; Myles, 2002 retrieved November 25, 25 from <http://www.tesl-ej.org/ej22/l.html>; Nada, 2003 retrieved November 12, 2005 from [http://abisamra03.tripod.com/nada/languacq-error\\_analysis.doc](http://abisamra03.tripod.com/nada/languacq-error_analysis.doc)). Ellis (1985) implies that L2 research received more attention although it began together with that of L1, particularly in the grammatical systems and subsystems like negatives, interrogatives, plural/singular morphemes and indefinite articles seemingly ignoring the other levels of grammar such as phonology and lexis until a recent step forward into pragmatic territory.

Later turnaround of the situation had resulted in less attention to morphology than syntax as noted by Stern (1983) and Ellis (1985). Similarly, lexicology received least systematic attention from English-speaking linguists and became included under morphology. Corder (1981) model stresses the need for more balanced and self-conscious model that accounts for not only linguistic competence but also for psychological (behavioral) dimension of learner grammar systems. Error analysis used to be common strategy of interlanguage studies in the 1970s as Stern (1983). Theoretical and research dimensions are thus essential to illuminate the intriguing intimacy between grammar and writing as core components of learner language system.

#### **2.1.4 Pedagogical Basis of Interlanguage**

It is self-explanatory that interlanguage study is primarily a phenomenon at the center of learner-centered EFL learning practice. As it is put plainly, "the most obvious practical use of the error analysis is to the teacher. Errors provide feed back ... about the effectiveness of his teaching materials and his teaching techniques" Corder (1973:265).

Particularly the teacher's function is "to provide data and examples, and where necessary to offer explanations and descriptions and, more importantly, verifications of the learners' hypotheses (i.e. corrections)" (Corder, 1973:337). Further, "making students aware of parallels and contrasts between English grammar and their first language often allows them to understand the grammar under study more rapidly" (Borg, 1999:158-159). It would be much more effective particularly for learners to discover these processes of transfer and interference for themselves jointly than alone.



## **2.2 Grammar and Writing in Learner Language**

Both grammar and writing are closely related conventions that describe the language system at different levels. The logical place and procedure to conceive grammar better should be in its conceptual framework of communicative competence that “could be discussed in terms of four components, namely grammatical (linguistic), sociolinguistic, discourse, and strategic competence ... [all of which] would account for a person’s linguistic skills...” (Grebe and Kaplan, 1996:221).

The nature of communicative magnitude may tend to prejudice management of its scope; however, this cannot be a binding concern since what determines manageability of the depth, thickness and breadth of the exploration is the magnitude of the relevant data generated by the sample learners.

### **2.2.1 Grammar as Component of Linguistic System**

It simply takes realizing that grammar is popularly described in its “paradigmatic and syntagmatic” dimensions which are horizontal relationship of sentence structure and vertical relationship of the structure respectively (Corder, 1973; Lyons, 1981, Crystal, 1995). In other words, this denotes the inherent interweaving of form and meaning features systematically not randomly. It is therefore what will ultimately apply to interlanguage analysis itself.

The role of grammar is said to be clear in that “meaning is semantic and semantic meaning is grammatical meaning” (Nyyssönen, 1995:163). Comprehending the salient features of grammatical system may be difficult due to unfamiliarity with concepts and systems’ perspective which is most helpful (Lyons, 1981; Sharwood-Smith, 1994; James, 1998). At any rate simplifying the learning of grammar is an age-old puzzle for every one in one way or the other.

Since time immemorial, grammar has suffered divergent definitions some of which imply classical misperception. While in actual fact grammar simply is human creation of written systematic rules of a language. Perceptive characterization of grammar that has received wide and current acceptance must lie in both descriptive structure and functional perspectives of language system as “social phenomena” as described in Lyons (1981:10) and defined as rules “systematic account of rules governing a language” (Crystal, 1995:422). EFL teachers and learners have always recognized its vitality but have always failed to perceive it duly and to achieve its mastery.

Grammar's trouble-shooting is inevitable in practical application that is evident in being "ill-defined...domain of perennial debate, and ... surrounded with many uncertainties" (Borg, 1999:157). Thus several researchers have agreed on the need for fine-tuning instruction of grammar and writing in varied realistic communicative context. For instance, it has been concluded that "teaching 'grammar' in the context of writing works better than teaching grammar as formal system if we intend for students to use grammar more effectively and conventionally in their writing" (Weaver, 1996:11 retrieved 3<sup>rd</sup> January 2006 from <http://www.ncte.org/threshold/EJ/Nov96>).

Grammar is not just an end product but a process (means) of making meaning by applying rules rightly or wrongly (Choon, 1993:1) retrieved 1<sup>st</sup> March 2006 from <http://www.melta.org.my/modules/sections/index.php?op=viewarticle&artid=11>. Thus, writing assumes the role of a communicative context rather than an end in itself. It is also suggested that the disparity between native speaker and EFL learner competence may be reduced "if more attention is paid to the communicative role of grammar and lexis as resource in the achievement of pragmatic meaning" (Nyyssönen 1995 in Cook, 1995:166). In short, grammar has function of indicating structural and semantic meaning rather by complementing the communicative context of writing. A learner language can not be a true picture without due consideration of lexical, discourse, orthographical and morpho-syntactic dimensions.

#### **2.2.1.1 Lexical System in Interlanguage**

Lexical transfer is mostly equated with the whole language, at times marginalized, and rarely confused with syntactic and morphological features. To stress the communicative vitality of lexical items in interlanguage, Wilkins (1971:111) cited in Singleton (1996) writes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

James (1998) characterizes lexical errors as "open" system in contrast with grammar as closed system of interlanguage. Even so, Sharwood-Smith (1994) notes, lexical acquisition follows its own course of development depending on factors like phonology, semantics and pragmatics. Chronologically, its research history dates only about twenty-five years back; that is, much younger than that of morphology and syntax as James (1998) estimates it.

Concerning developmental stages, Sharwood-Smith (1994) citing McCarthy, 1988; Tarone, 1988; Bialystock, 1990 identifies that much has been researched about child lexical acquisition in the communicative language learning context as far as establishing four initial stages which are: cooing



(1-4 months), babbling (4-8 months), one-word utterance stage (first year), and two-word utterance (Singleton, 1996). Admittedly, the relevance of developmental stages of child to adult language acquisition may appear a bit far-fetched but never contradictory.

When worst comes to worse, cultural variation of the languages of the learner and that of the target language intensify the difficulty of comprehension or deviant production as implied by Bolitho and Tomlinson (1995). Like grammar, lexics still have formal and functional attributes as a sub-system in relation with orthographical system which in fact is a separate mechanical system. Morphemes too are common indicators of cross-linguistic meanings and influences.

### **2.2.1.2 Morphological System in Interlanguage**

Dulay and Burt (1975) in Ellis (1985) come up with results showing that L2 learners make more developmental errors and thus propose the grouping of morphemes together in stead of listing them in their hierarchy of accuracy acquisition. In the morpheme studies reviewed, Ellis (1985) generalizes that input and strategic processes are similarly useful triggers for interlanguage development besides the universal grammatical disposition while on the other hand particularly, negation, interrogation and relative clauses are the best indicators of first language progression of development. Not only morphemes but syntax also takes central place in the entire learner system.

### **2.2.1.3 Syntax System in Interlanguage**

Syntax is concerned with beyond-the-word structure which may include phrase, clause, sentence level or inter-sentential relationships in general. From child language perspective, its developmental categorization falls into four stages like grammar involving holophrastic, two-word morpheme, telegraphic and later developmental stages (O'Grady and Dobrovolsky, 1987). Sentence errors are usually committed by process of consolidation (containing both coordination and subordination as exemplified by relative clause) as James (1998) puts it. In accordance with the principles of universality as identified by Asher (1994) *Amarigna* and *Oromoo* languages sharing the same SOV pattern are believed to benefit their SL learners with less interference and more learning transfer.

When it comes to contrasting SVO order of English on the one hand with that of the entire speakers of the Cushitic *Afaan Oromoo* and the Semitic *Amarigna* students under investigation on the other hand, SVO order of English is not the same as the SOV order of Semitic *Amarigna* and *Tigrigna* syntax including the Cushitic *Afaan Oromoo* (Bender, 1976). This implies that the interlanguage acquisition for English will therefore have facilitative role for those learners whose first languages



have SVO normal sentence structure apart from sharing similar alphabetical features. Thus *Afaan Oromoo* speaking learners may be said to benefit more from the alphabetical overlaps rather than from its contrary SOV sentence syntax. It is self-evident that aside from the syntax patterns, lexical items characterize learners' perceived English interlanguage (Singleton, 1996; James, 1998). The isolated interpretation of grammar as linguistic unit and its connection with writing may be optimized by looking at the magnitude of grammar as discourse component.

### **2.2.2 Grammar as Discourse Component**

Grebe and Kaplan (1996) confirm that grammar and writing are hardly separable impositions of writers on natural language to be learned than to be acquired (Myles, 2002 retrieved November 25, 25 from <http://www.tesl-ej.org/ej22/l.html>). Additionally, Weir (1988) in Reid (1991) finds that "subject tutors are often linguistically unaware and cannot always distinguish a poorly conceived idea from an idea that is expressed through inadequate English." Possibly so do learners in turn.

Result of a set of surveys reported by Jordan (1997) reveals that students' academic writing difficulties are ranked second most serious among the top difficulties in vocabulary, grammar, style, and spelling respectively. It is no more misleading also to argue conversely that grammar is best studied in writing as it lends itself to permanent analysis and communicative context (Grebe and Kaplan, 1996; Hughes, 2005; Corder 1981).

From curriculum perspective, conceptions and expectations about writing development are part of changing task demands and expressed views (perceptions, beliefs, and values) of the learners and teachers (Allison and Mei, 2002). The question is thus whether learners and teachers see grammar importantly in relation to writing or otherwise. But ensuing theory and research literature are offering renewed discourse perspectives for learner English better than before.

### **2.2.3 Discourse System and Interlanguage**

The components of written discourse in McCarthy (2001) include: levels of whole text, paragraphs, sentence structures, and clauses, grammatical cohesion features such as conjunction, ellipsis, substitution, and repetition. Coherence for McCarthy on the other hand, is mental feedback by the reader as a guide to cohesion or as mental unification with the reader.

Unintelligibility is an enormously limiting feature of the learner communicative competence. It is normally observable more repeatedly in the learners' letter writing tasks than in the process writing composition because of the pragmatic dimension of letters (Allen and Mascolini, 1997). Cohesion and style taken together can define a textual discourse well enough although proper discourse components of cohesion comprises of ellipsis, substitution, conjunction, repetition and reference in the main (Halliday and Hassan cited in Graddol, Cheshire and Swann, 1994:226). Writing is just permanent medium that suits learner language patterns both as text and context.

#### **2.2.4 Writing as Context**

The role of writing in an investigation in fact is providing a common reliable context of analysis of learners' grammatical errors (Corder, 1981 and McCarthy, 2001). Compared to listening and reading, paradoxically, written interlanguage analysis is a road so over-trodden in research history.

It is wise to consider a summary of Harvey (2003) retrieved April 11, 2006 from [www.nutsandboltsguide.com](http://www.nutsandboltsguide.com) recommendation that one way of categorizing writing is by distinguishing between expressive and communicative components. Harvey clarifies by contrasting further that expressive tasks are defined as personal and informal, written to encourage comprehension and reflection whereas communicative ones are analytic, formal and more or less impersonal. The same précis states that communicative writing "demands adherence to established conventions of tone, voice, diction, evidence, and citation; these conventions will vary according to discipline and type (e.g., lab report, history paper, business plan, legal brief)" (Harvey, 2003:2).

In elaboration of the contextual dimension of writing, Paltridge (2001:57) in his critical review of process writing limitations, points out that even university students are intrigued by its failure to account for a distinct genre (context), where the global community of writing teachers and learners seem to be found at currently. Paltridge further argues that significance of "socio-cultural context and expectations" of the writing process-product as well must be explained by learners as part of communication cue on its own in order to understand the intended meaning of the writer/reader. For teachers and learners alike, exploring grammar in writing is analogous to seeing the tree for the woods. Besides role of context orthography is less explained in semantic motives of writers.



#### 2.2.4.1 Orthographical System in Interlanguage

Orthographical system does not necessarily emphasize the meaning/thinking aspects of writing. Orthographical errors are also termed alternatively “substances” by James (1998) and Nada (2003) whose estimate discovery is found widespread or numerous. In this component spelling system errors are obvious center of difficulty that has been widely unrecognized and unmediated systematically as criticized by Graddol, Cheshire and Swann (1994:139). They found that phonological origin of influence is so compelling upon the more static spelling pattern for the foreign/second language learners.

Written language is said to be acquired and learned following the developmental stages of the child similar to the other linguistic systems having hierarchical levels of errors like grammar. Its ultimate components range from minor aspects of handwriting (lettering; legibility, shape, style, layout, speed, sizing, positioning) to mechanics and spelling features (Linneberg, 1975; Sassoon, 1990; James, 1998). Suggestive of its significance, Odlin (1997) pinpoints that the relative economy and familiarity of the system that may shorten the duration of acquisition thereby avoiding the associated learning deficit if the two language writing systems share writing features in common.

Sindermann and Horsella (1989:438) proved that learners apply communication strategies to overcome their linguistic difficulties. Also Harvey (2003:2) makes the point that what counts more is appearance (form) in all communicative writing outputs such as school essays, final papers, lab reports, handouts etc. (or out-of-school outputs such as plans, reports, letters of application, official documents of all sorts etc.). Harvey further notes that “a misspelling in a private journal or response paper is trivial, while a misspelling in an essay undermines trust in the author's effort and just one typographical error in a cover letter is usually enough to sink a job application”. Such mental strategic cues behind calligraphy seem least discovered.

Sindermann and Horsella (1989) have initiated a fairly elaborate inventory of strategy-markers in student transcript in which are included question marks to indicate appeal for help, unintelligible handwriting to signal uncertainty, spacing apart to indicate time-gaining, inverting commas to reveal handicap, crossing out to conceptualize, insertion to indicate syntactic conformity, use of more words for a concept to show transfer of target knowledge, etc. How learners communicate therefore is defined not just by neat work but also by how they commit errors to convey their intentions in their handwriting as exemplified above. Orthography is viewed well rather in discourse context. Thus writing is worth-perceiving as a domain of knowledge and skills not just as lettering.



#### **2.2.4.2 Writing as Skill Development**

Crystal (1995) comments that the attempt to merge linguistic and writing abilities up to appropriate maturation level takes several years of making errors. Grammatical ability in a way is subsumed under writing in which case it follows then effective grammar in communicative context leads to integral learner grammar system (Finch, 2001; Tommaso, 2005; Weaver, 1996). This is quite consistent a view with interlanguage analysis which has come to encompass discourse and pragmatic dimension that used to be ignored prior to the late 1970s and early 1980s (Franch, 1998). As theorized by Corder (1973; 1981) learners' developmental stages of grammar system can be mapped out by describing their perceived and produced patterns of the interim grammar system through procedures of error analysis including self-judgment of their errors.

#### **2.3 Stages of Learners' Interlanguage Development**

From SLA perspective, grammar development in the case of child first language acquisition is believed to begin with holophrastic sentence (as babbling at about 14 months), two-word sentence at about 18 months, and sentence structures with unclear or ungrammatical syntax and semantic deformities from 24 months up to its full fledged critical stage by 10 to 12 years (Crystal, 1995).

Corder (1981) classifies learners' grammar system in terms of pre-systematic, systematic and post-systematic stages. Alternatively, Brown (1987) classifies interlanguage development more alike than differently into four stages as random, emergent, systematic and stabilization (post-systematic of Corder, 1973). According to Corder's (1973) three-stage characterization, at pre-systematic stage or random guessing, the learners "hardly realize the rules' application, hardly spot out their own errors, hardly self-correct and explain causes of their errors; during the systematic stage still the learners hardly realize the rules, hardly self-correct but could attempt to explain its cause or course of occurrence somehow while at the post-systematic stage, they can realize the rules, self-correct, explain the cause and occurrence of these errors.

The starting point of interlanguage is described speculatively by Ellis (1985) as if open to enquiry, and by Selinker (1992) and Corder (1981) to be the universal grammar while its targeted goal is assumed to be some way below native standard. It is estimated that not more than five percent of foreign language learners succeed in attaining the native level of competence while in contrast similar number of learners are destined to fossilize (Selinker, 1992; Brown, 1987; Corder, 1981).

Not just erroneous utterance of the learners but the correct utterance is equally significant in order to define the idiosyncratic production of learners as commented by Corder (1981) and Brown (1987). At a larger scale, the relevance of error analysis becomes ever relevant to a several other variables interacting with the target proficiency of the learner system.

## **2.4 The Relevance of Error Analysis to Interlanguage**

Way back in the heyday of contrastive analysis, errors of the production as well as the learners themselves used to be viewed negatively until teachers and researchers began to recognize error as learning evidence and the learner as creative producers (O'Grady and Dobrovolsky, 1987; Ellis, 1985; Corder, 1981; Hubbard et al., 1993). In spite of the passage of time and the paradigm shift to fluency-over-accuracy, error analysis retains its legacy to date in the research and SLA tradition.

Seen in light of the theoretical and practical roles, early stage of the learner's interlanguage is assumed to be full of errors (Ellis 1999; Corder, 1981; Selinker, 1992). It follows then that the study of the speech and writing of learners is largely the study of the error of learners' (Brown, 1987). Error-free production is therefore not so informative or amenable to learner language investigation.

Depending on what Corder (1973) and Ellis (1985) term as the researchers' observational and descriptive adequacy, errors also enable to predict compatible conditions for disadvantaged bilingual and foreign language learners. Maintaining this position, Myles (2002) online and Grebe and Kaplan (1996) share the view that the very rationale of writing assessment (feedback) is to illuminate teachers' / learners' perception of the embodied norms, writing and a response to errors.

More specifically, empirical finding of Ruin (1996) reveals that advanced learners hold positive attitude towards grammar learning except that their fluency is inhibited by too much grammar. It is neither doubted nor argued that there is positive impact of affectively-conscious correction (accuracy) on success of communication; yet, this holds true if fluency-accuracy is balance is in tact within the context of communicative language learning approach (Tomiya, 1980; Finch, 2003; Stern, 1983).

### **2.4.1 Error Classification**

Corder (1981) model of error classification and analysis has served as an economical masterpiece of many researchers because it is just systematic, simple and down-to-earth in design. Less popularly



emerging alternative models like for example James's (1998) stand with that of Corder (1967) who is known by the French as "the father of error analysis" (Selinker, 1992). The framework is easily adaptable by the common classroom teacher and beginning researcher while also retaining its theoretical currency by including formerly neglected deep/psychological dimension namely semantics and discourse analysis.

James (1998) views and elaborates error classification from different perspectives: modality-wise as 'productive (expressive) versus receptive' errors; medium-wise as 'spoken versus written', and level-wise as 'substance' (orthographical: phonological, encoding: decoding) versus 'text' (composing: understanding) versus 'discourse' (as misformulation: misprocessing while cohesion relates to text, coherence to discourse organization). His may look less compact than that of Corder classification directly but superb in complementing.

Practically, mutual modification can be evident from eclectically adapted versions of many like Brown (1987) and Nada (2003) retrieved November 12, 2005 from [http://abisamra03.tripod.com/nada/languageq-error\\_analysis.doc](http://abisamra03.tripod.com/nada/languageq-error_analysis.doc). Several other researchers commonly classify errors of the above linguistic and pragmatic levels from the perspective of "what learners do" in terms of four error classes, namely as errors of omission, addition, selection and ordering (Corder, 1981). Still the wide use of Corder's time-honored version has continued consistently with that of James who offers further elaborations in some respects. Error list or count alone is both pointless and unsystematic. Identification of errors must be matched with the ultimate psychological factors (causal errors) that are assumed to explain the interlanguage system under investigation.

#### **2.4.2 Sources of Errors**

Alternatively, sources of error are also viewed as causes or factors affecting interlanguage construction (McCarthy, 2001; Ellis, 1985; Skehan, 1998). The most interesting nature of these sources of error is however the fact that they fall in the psychological domain rather than the linguistic one. Their classification is similarly distinctive.

For Corder (1973; 1981) commonly known sources of learner language errors include: interlanguage (mother-tongue or L1) errors, intralanguage (target language) errors, and induced errors (of training/learning specifiable as teacher-induced or material-induced errors). Additional sources are identified to be strategies (of learning, production, and communication) (Corder, 1973; Ellis, 1985; James, 1998) whereas age, motivation, previous experience, learner personality, and



styles are cited as variables pertaining to individual learner differences (Ellis, 1985; Stern, 1983; Brown, 1987),

Very often it is reported that the highly determinant source of error in the shaping of the learners' language turn out to be the mother tongue and the learning context (strategy uses and formal instruction) in local studies of Yeshitla Habtemariam, 1999; Yonas Adaye, 1995; Tesfay Solomon, 1995; as well as in global literature (Stern, 1983; Swan and Smith, 2001; Singleton, 1996). Dulay and Burt (1974) however report contradictory result that reverses the rate of influence to be least (4.7%) for L1 and highest (87.1%) for strategies. At the same time, it is safe to note Swan and Smith's (2001) observation that not all of a learner's problems are attributed to the mother tongue 'interference' although vocabulary syntax, discourse, handwriting and other aspects of language use are likely to reveal the mother tongue features.

At any rate, the psycholinguistic basis of interlanguage process includes such sources like language transfer, overgeneralization, transfer of training, and transfer of communication. They explain the nature and impact of these variables on particular learners' competence by eliciting and analyzing them through theory-led procedures such as Corder's (1973;1981).

#### **2.4.3 Error Elicitation and Analysis Procedures**

The foundation for a successful interlanguage analysis is principled decision at the preliminary stage where the subjects and the data sources are selected. The analysis is not a matter of end-of process necessarily but it applies to the very initial step of decision about sampling, data collection throughout description and interpretation of the results (Sharwood-Smith, 1994; Ellis, 1985). Considerations of age, (homogenous) socio-linguistic background of the cohort sample subjects, choice of adequate model and versatility in the research know-how, etc are among the basics (Corder, 1981; Ellis, 1985). Thus reliability and validity of the outcome may largely cease to bother. Ellis (1985) attributes the power of spelling out the procedure of error analysis again to Corder (1973). Three major steps of error analysis are outlined concisely by Corder (1981): these are identification of errors, description of errors, and explanation of errors. Ellis's (1985) version of Corder (1973) however increases the steps to five, namely corpus selection, identification, classification, explanation and evaluation of the errors.

On the other hand, James (1998) provides rather less impressing sketch particularly in this respect by superficially reducing his steps to detection, location, description, and classification. Even

Brown (1987) himself seems to condense them to two steps (of identification and description) if at all his should be called model in stead of adaptation.

Learner language through error analysis should lastly succeed in realizing the goal it is designed for; namely create better learning conditions or outcomes through appropriate corrective feedback that is well grounded cognitively and affectively. Description of error sources and their psycholinguistic explanation is the most compelling goal of interlanguage error analysis.

#### **2.4.4 Description and Explanation of Learner Language**

Description and explanation have ever since been familiar procedures of research. Explaining learner psycholinguistic system through error patterns is much more challenging than the preliminary description. Legitimacy of interlanguage analysis is subject to the adequacy of the researcher in accomplishing description stage satisfactorily.

##### **2.4.4.1. Description**

Right from the outset, what Corder (1981) calls “adequacy of observation” needs to be called on for vivid description to be realized. First of all, the procedure involves sorting utterances in terms of original and reconstructed versions assigning to their sources too. *(Please see appendix I for model of the learner sentence error identification).*

In his effort to caution against descriptive inadequacy, Corder (1981) argues that potential difficulties abound the description of learner grammar in correlating the elicited data of learner dialect with potential target norm of the native user. He recommends longitudinal study to improve reliability of results instead of cross-sectional description.

Sharwood-Smith (1994) refers to preconditions for explanation; evaluating the sample size and background description of the subjects, examining the tools and procedures taken, managing scope, literature backing and the like. Relevance and clarity have significance over the classified aspects of the errors for readership to validate as a typical discourse structure. Only then can interpretation be believed to have been carried out effectively.

#### **2.4.4.2. Explanation**

Error explanation is the ultimate goal by which optimum conditions for correct, appropriate and successful interlanguage communication are realized (Corder, 1981). Deeply revealing interpretation of learner language is intended to emerge from the intertwining of linguistic system (like phonological / orthographical, grammatical, lexico-semantic, and discourse features) on the one hand and the learners' psychological process (specifically omitting, adding, selecting, and ordering) on the other in accordance with Corder's model.

Corder (1981) describes error analysis as "an experimental technique for validating the theory of transfer". Eventually, the interlanguage analyst capitalizes on commonly shared knowledge of L1 and L2 culture and thought patterns.

Hubbard, Jones, Thornton and Wheeler (1993) subscribe to the chief use of error analysis; pinpointing, identifying and correcting learners' errors becomes increasingly important and even difficult as the writing learners progress towards advanced levels with unknown results of correcting unless they are motivated. In correction and feedback then lies the significance of ultimate explanation of the learners' underlying mental processes concerning perception of their systems.

#### **2.4.5 Error Correction and Feedback**

Grammatical and writing features have mostly been related to error conception, correction and feedback in the learning process. So are mental processes of the learner and the teacher. Grebe and Kaplan (1996) in their monumental work on writing theory and practice highlight that guidelines and feedback must include analytic peer group work, mechanics, grammar, word choice, as well as coherence since knowledge itself is constructed by negotiated interaction of a learning community. Another key idea in assessing and assisting learners to match EFL interlanguage with the target system is keeping the learners' drive ever uninhibited for turning error into learning on their own. Only then, as pinpointed out by Atkins, Hailom Banteyerga and Nuru Mohammed (1996), can learners take risk to build their own autonomous linguistic system being also responsible and less dependent on teacher's support and rote learning process

A close-up view of the common triangular gap in EFL teachers' knowledge, attitude, and practice is presented in the EELTNET journal article by succinctly focusing on and recommending three major strategies of discussing, conferencing and reflecting on the prevalent lack of commitment to EFL teacher preparation program in order to sensitize teachers (Hailom Banteyerga, 2000). In the same



sense, Grebe and Kaplan (1996) add brainstorming (think-aloud) inside, out of class, in pairs, in peers or in plenary to the abovementioned strategies.

Regarding reaction to feedback, it has been repeatedly confirmed that L2 writing learners generally find error feedback motivating (Reid, 1991; Miller, 2005 retrieved November 12, 2005 from <http://www.text.csusb.edu/Depts/English/grad/miller.pdf>).

Another study of impact of peer-evaluation on student attitude towards writing and fluency reports reduced fear of writing especially more with girls than with boys (Young and Green, 2001). Self-evaluation is equally a relevant issue to consider in relation to portfolio building and evaluating. Perceived teachers' implementation difficulty of student portfolio is also reported as emerging system in writing assessment strategy (Derett, Barhardt, and Kevorkian, 2001); this offers EFL learners a model for systematic instructional and research tool provided that the framework takes in to account: objectives, meaningful criteria, contents, organization, process monitoring scheme.

In summary, feedback system and knowledge of writing teachers must be tuned to motivating, timely support, commonly shared knowledge of correction codes, learner involvement in self-assessment, balance of principled and varied strategic processes, selection and grading of linguistic writing conventions in line with the learner interlanguage (Harmer, 2001; Grebe and Kaplan, 1996; Brown, 1987; Ellis, 1985). Effecting learner language all recoils back on liberal perception of learner and error. Handling learner language errors would be ineffective without having overview of the empirical trend of error analysis so far.

#### **2.4.6 Studies of Error Analysis**

Error analysis emerged as teaching and as research tool out of the structuralists' deathbeds of error prevention campaign of behaviorist schools prior to the 1950s. It regained momentum back into the cradle of cognitive psychologists after the 1960s as it is identified by Ellis (1985:51) and Choon

(1993:1). In a short-cut way, since interlanguage theory aims at explaining errors, "early interlanguage theory, then, was closely associated with Error Analysis" (Ellis, 1985:51).

Reports of several researchers' result from two directions, one on error gravity and another on learners' perceptions of the importance of grammar feedback on their writing have confirmed that "both instructors and students perceive accurate writing to be important in academic setting" (Ferris,

2001:302). The revival of error analysis is now accompanied with explaining the psychological causes of linguistic errors as well as the linguistic interpretation of the learner language both idiosyncratic and non-idiosyncratic.

Local reports of error analysis are relatively available with no much variation apart in adjacent topic areas; nearly all cluster around spelling error (Guta Kedida, 1989; Mammo Kefele, 1981; Yeshitla Habtemariam, 1999; Tesfay Solomon, 1995) with unimpressive findings to precipitate error frequency unable to trigger interlanguage study. Findings reported by Mammo Kefele (1981) are rather categorically number-driven exploratory than qualitatively explanatory; but possibly the recommendation that formal [rather remedial] teaching of spelling, dictation, tense, agreement, preposition and punctuation may be an interesting part in it. Actually at the moment, error quantity or classification in itself may receive least interest.

Other studies devoting attention to spelling have reported results showing more intra-lingual phonetic errors (74.1%), less inter-lingual (L1) error dominance (25.8%) in Yeshitla Habtemariam (1999). Findings of another spelling error analysis reported results of intra-lingual interference and mother tongue-target language reinforcement (Guta Kedida, 1989). Another interesting path is pointed differently by Teshome Demisse (1985) in error gravity in much explanatory vigor. Other error-correction and feedback studies also reported results showing learners' self-correction and peer-feedback that were found positive and effective.

Apart from the scramble for spelling error analysis and error-correction or feedback study, attitude or perception reports were also attempted (Tefsay Solomon, 1995; Haileyesus Bala, 1995; Temesgen Mereba, 1999). A satisfactory contribution towards perceptual investigation into learners' psychological process has not been found yet in the true sense of the concept. The findings of Temesgen Mereba (1999) indicated attempts to break out of spelling confines into investigation of learner psychological percepts behind errors and feedback of their teacher in their handwriting, discourse, word-choice, word-order, case, tense, and agreement. Endeavor of neither interlanguage analysis nor learner language analysis proper remain to be shown in local research literature.

Local or global error analysis is currently moving in the direction of explaining causes of errors rather than shopping-list type of error reportage as commented outright by O'Grady and Dobrovolsky (1987:332). This new direction entails probing how learners might think, feel, and build their interlanguage of EFL in the joint context of learning and communication at the stage and situation of second year writing programme in 2005-6 academic year at Asella Teacher Education

College. Still many are captives of prejudiced word of mouth that is partial misreading of the remarkable maxim that “error analysis is both an ancient activity and at the same time a comparatively new one” Corder (1981:51).

## **2.5 Learners’ Perception of Their Own Interlanguage of English**

Foreign language learning process can be seen overtly as strategies and covertly as mental operations that can be best studied by observing learners’ linguistic behavior openly and by” tapping the insights of the learners’ objectives, strategies, techniques, thoughts, feelings, about their language, learning steps and stages perceived by them as necessary to master the language, or by introspective studies of their cognitive processes and by exploring affective pattern (Stern, 1983:339).

Theoretically, towards the early phases of the foreign language learners’ exposure, The learner decides to cope up with this confusing (disorientation) impact of the foreign or second language by resorting to various mental processes creatively in forms of dependence on other, use of L1, memorization, borrowing etc. as Stern (1983) elaborates.

To cite a summary of a number of motivation investigators, many of them have found out that learned-helplessness style holds down learners’ effort since they give up because they believe failure and success is due to their lack of ability and control over tasks while on the contrary mastery-oriented style group attribute failure not to inability but to lack of effort and therefore they seek clues to rectify their mistakes for improvement; still differently, Covington (1992) in Williams and Burden (1997:130) in particular has discovered self-worth concern that revealed how learners’ self-perception of ability enhances their feelings and seek solution by avoiding the failing situations. In this regard, the more captives of the learned helplessness perception are reported to be girls who therefore should be supported to rely on mastery or successful self-worth concern in stead. Probably, in these learned helplessness-styled ones may harbour implication for resolving the mystery of fossilization.

A similar but perplexing insight has been obtained from the research report in Californian Foreign Language classroom context that Duff and Polio (1990) find that learners felt indifferent when 13% teachers never used English, or even if 200% L2 were used.



Myles (2002) also discovers that EAP writing learners of research paper, poetry and project reports hold the view that these are not motivating and are waste of time thereby resulting in more errors, psychological distancing from target language, and modeled and unmotivated target language practice. In another report findings of Malaysia's case for instance, "students' perception of their own competence were heavily influenced by their English grades" (Rajah, 1990 cited in Harrison, 1990:112). The affective backfire may not be different for their assessors either. Therefore noting the problems in their own out put is believed by Lapkin (1995) to "push" learners to modify their output by giving a mental process a new trigger.

As a more qualitative research epitome of perceived learner views on their written English grammar, it is worth presenting the research evaluative summary of Allison and Mei (2002) who investigated how junior university learners in Singapore perceive good writing, their writing development (improvement), usefulness of guidelines and feedback through questionnaire and interview. Accordingly, students' definition of their writing was self-described to be "good, simple, precise, relevant, coherent, argumentative, logical understandable, creative, informative, convincing", among other things. In addition, their good writings were full of grammatical, lexical and sentence structures and style, etc. Students' responses and staff responses overlap in that their comments highlight students' not giving much thought to certain aspects or lacking in preconceived ideas of genres/topics. And this, some students admit, is not a shortcoming but a progressive kind of excuse. Common focus of the response lies in grammar, vocabulary comprehensibility, organizational and process-orientation, lack of emphasis and practice in writing assignments as well as lack of feedback of their writing worse than college level.

Concerning usefulness of guidelines and feedback, students reported a wide range of recipe that includes magazines, newspapers, and friends while teachers' response confined itself to classroom guidelines only. Vagueness of (expectations) stands out in comments of both learner and staff open-ended responses to the questionnaire five prompts. Further, teacher feedback is considered extremely important and important by a larger majority of student respondents as well as by teachers. It is also attributed that "students seem to have a mental model of a standard academic essay for all occasions" (Allison and Mei, 2002:265 in Flowerdew, 2002).

Regarding communication between students and teachers, students call for more time-tabled consultation hours is louder and underutilized which reflect concerns of vagueness of oral feedback, greater convenience of e-mail consultation, preference for less "stiffly formal" exchanges of views. Such comments call for structured affectively salutary support (monitoring) role of commitment on

the part of the teachers. So much has been cited from the findings abroad. Then the above summed findings of Allison and Mei (2002) may be a perceptual exemplar.

Few studies of error but none of interlanguage studies in local context have been evidenced as research results reported yet. The trend taken by most of them does not seem to break away from the confines of quantitative reportage of different types and frequencies of errors in to learners' detailed perception of idiosyncrasies. In fact, learners' perception of teachers' feedback techniques have implication of their interlanguage in the study of Tesfay Solomon (1995); Temesgen Mereba (1999) and slightly differently in Anteneh Tsegaye (2004).

To wind up, awareness of expectations about academic writing between students and staff pertain to the discrepancy of perception about what simple and sophisticated writing actually is. In addition, what is explicit or implicit is similarly a problematic divergence of views held by teacher and students too. Thirdly, the teacher is another difficulty creating fluctuation in learners' perceived writing which must be made crystal clear in the guidelines.

In aggregate, these latter three areas of difficulty in learners' perception of target writing tasks imply the extent of cooperation of reader to comprehend incoherent text or discourse. Learner perceptions, whatever they may be, leave such valuable implications for teaching, learning, researching and even for materials development.

## **2.6 Implications**

In as much as "learning is error driven" in Carroll's (1997:141) discovery teachers and learners may perceive their emerging interlanguage of English, their effort and the feedback so unconstructively. Particularly Teacher Education Colleges are highly responsible to introduce interactive EFLL conditions for their teachers, learners, course writers and rural schools as presented by Longden, Parsons and Reed, in Halliwell and Bridges (1994:43). For example, Batstone (1994) is concerned that our students and teachers could not just realize and utilize the little knowledge of language in appropriate, economical, clear and purposeful context.

### **2.6.1 Implications for Teachers**

Various research reports have been limited to teachers' cognition and perception rather than the learners' grammar system. So, the crucial implication about teacher's role centers on systematically

facilitating feedback because teachers are in a better position to realize limitations in their own and their learners' knowledge, attitude, and skills in such ways: by creating realistic purpose and context, raising self-motivation, sharing learner language / knowledge, using timely feedback, encouraging various strategy use, balancing perspectives of paradigms on principled ground, and commitment to professional change (Corder, 1981; Brown, 1987; Hailom Banteyerga, 2000; Atkins et al., 1996; Grebe and Kaplan, 1996). In this connection, self-editing opportunities and learner portfolio-keeping are deemed essential strategies for enhancing reflective thinking in composition at college level as forwarded by Roebuck (2001:211). Yet more impetus comes from and is directed to the learners.

### **2.6.2 Implications for Learners**

Since incompleteness of grammar interlanguage entails opening of gaps in learning, teachers as well as students are advised to collaborate in sharing know-how, experience, and views (Stern, 1983). Learners' language is susceptible to being looked upon with prejudice by teachers due to their natural limitation of the grammar resource, novel error resonance plus discourse bloc. Another relevant cautionary observation by Choon (1993) retrieved 1<sup>st</sup> March 2006 from

<http://www.melta.org.my/modules/sections/index.php?op=viewarticle&artid=11>

for practitioners is that balanced attitude towards grammar and its errors is necessary especially in the wake of communicative language learning of the 1990s. A group of teachers has established as far as formulating literacy policy as remedy for supporting ESL learners whose interlanguages have fossilized (Wales, 1993:144). Apart from involving learners to think of their language reflectively, teachers' occasional follow up of research has an important part to play in informing both learners and teachers before paradigm shifts have caused misconstruction.

### **2.6.3 Implications for Researchers**

Perspectives of learner language analysis are naturally amenable to action research design that teachers must collaborate in interlanguage analysis because isolated effort has often proved less productive. Furthermore, areas and issues open to speculation or future investigation concerning learners' interlanguage deficiencies must always be identified; these are for instance, modeling measuring tool for the affective variables in L1 analysis, exploring the causes of fossilization and exact origin of interlanguage development, etc. are implications in anticipation of research in Ellis (1985). Moreover, principled design of textbooks is crucial for shaping EFL learners' view fairly.



#### 2.6.4 Implications for Learning Material Developers

However, “A well-qualified, energetic and inventive teacher can be ‘a living’ pedagogical grammar” according to Corder (1973:347). It goes without saying that such teachers had better write learning materials themselves in line with their actual learners’ idiosyncrasies. Linguistically bent writer’s voice should no longer override course content.

Recent course book publications have pointed out the prospective direction and their commitment to pre- and in-service learner/teacher interlanguage development on top of their time (Atkins, Hailom Banteyerga and Nuru Mohammed, 1996; Swan and Smith, 2001; Spratt, 2005; Hughes, 2005).

This corresponds with the interconnection among the components of learning/teaching context: i.e., the teacher, the learner, and the material for learning (Venkateswaren, 1996; Richards and Rodgers, 1983). In other words, the core ideas implied in literature so far are summed up among the four broad factors of classroom learning setting forwarded by Stern (1983) as learner difference and behavior, different types of learning, the processes of learning and outcome of learning. A good learning material, therefore, takes these factors into account in relation to particular learners’ shortcomings of perceived intermediate system.

In conclusion of the overall literature context, the reviewed range of literature has rendered comprehensive and insightful accounts. In a way the breadth and depth may look be limited in access and success to include everything studied across the globe. The lesson gained from reviewing the related literature is crucial in sharpening the research methodology to be specified just hereafter.

## **CHAPTER THREE: METHODS OF THE STUDY**

### **3. Introduction**

The nature of the study is both exploratory and descriptive analysis. It takes on typical learner perspective with three specified objectives which are: (1) describing the current status of college senior EFL learner writing ability, (2) identifying explainable causes of learner English's expressive capability and (3) suggesting solutions to minimize the observable deviation from the intended standard.

Thus the philosophical foundation of the research project integrates partial cause-effect analysis, more inductive than deductive progress, post-positivist and constructivist underpinnings as informed by literature survey (Trochim, 2003). By combining slightly quantitative and predominantly qualitative research design, the data obtained from the subjects was first submitted to the peculiar theoretical model of error identification designed by Corder (1981).

The approach taken up is the "data first" stance as espoused by Brown (1988:36) or Allwright and Bailey (1991:36). Drawing on the popular applied linguistics model of inter-language error analysis of Corder (1981), the relevant data were identified, collected, categorized, interpreted to describe and explain the resulting pattern in due course before determining ways of resolving the problem under investigation eventually.

It was on the ground of this data interpretation that relatively plausible and ultimate generalizations were attempted about the group of the targeted samples throughout the research attempt. One might also prefer to call the design a sketchy learner interlanguage profile that eventually profiled the learner language pattern in stead of hypothesis testing. Furthermore, detailed research methodology components will be specified in each case of the selected subjects or samples, the data collection instruments, the procedure of data elicitation and analysis henceforth.

### **3.1 Subjects**

Very detailed description of the learners' background is indispensable in such qualitative approach of examining mentally shared socio-linguistic behaviour as recommended by Allwright and Bailey (1991). The 72 targeted learners are all youngsters who directly come from high schools in Oromia



after completing grade 10 at about their early twenties (*Please see appendix E1*). They were selected by Oromia Regional Education Bureau on the basis of proportionate gender quota and zone-based quota from all over Oromia and regional entrance exam. Originally they had been screened upon regional criteria that chiefly advantaged gender proportion, high command of *Afaan Oromoo* besides the minimal ability of *Amarigna* and English through the entrance exam. The target learners are now senior (second year) batch of language stream trainees who would be teachers as they complete the third year course of the total 112 credit hours by July 2007.

Other 12 participants who involved in eliciting relevant data include four English teachers from Adama Teacher Education College and six from Asella Teacher Education College. Incidentally one teacher from the main study's focus group discussion was missing. Two external assistants were also involved to administer, collect and collate the learner data.

Eventually one MA holder native speaker of English has been made to judge whether the learner-written sentences were generally intelligible on the grounds of literature guide of Tomiyana (1980:71-72). The reason for obtaining a native judgment is to minimize non-native raters' bias or gap of knowledge in coding learners' written data and judging intelligibility. Another qualified non-native participant also took part in coding errors with the investigator being a second coder. Its process was remarked to be painstakingly interesting to the raters.

### **3.2 Sampling Technique**

Disciplined principles and techniques have been drawn together for fixing a required sample size based on SLA, applied linguistics and qualitative research literature guide. Mainly systematic random sampling and purposive sampling techniques have been employed. Yet a range of discipline-specific principles accompany the rationale for choosing to examine the seventy two subjects and their 143 sample writing texts one of which is actually a non-return paper.

It is very important to note that not just the population but possibly the data generated by particular learners that dictates examination of the unique learner language system of the individual or group of learners (Corder, 1981; Seliger and Shohamy, 1989; Sharwood-Smith, 1994; Allwright and Bailey, 1994). As long as limitations of time and resource permit, achievement of generalizability, validity and reliability were thought to be at minimum risk as a result of combining sampling principles and techniques. For example Green and Hecht in Brumfit and Mitchell (1990:114) confirm that where internal validity and external validity are achieved in sample representation, then classroom research



may help to understand how pupils learn generally and use strategies specifically. At any rate, no clear-cut restriction of sample size is specified in the literature navigated so far.

Just to take a comparative look into related local and global studies of similar qualitative design, theirs also range from 12 sample subjects to 164 while the sample size of the study at hand draws on seventy two students' and their 144 essay samples in the local MA theses (Mammo Kefele, 1981; Yoseph Mekonnen, 1989; Tesfay Solomon, 1995; Yeshitila Habtemariam, 1999; Temesgen Mereba, 1999; Anteneh Tsegaye, 2004).

Compared with the global sampling trend, the local sampling may be considered rather sufficiently higher. For instance, Greenslade and Felix-Brasdefer (2006) chose 21 Spanish-speaking subjects, Dulay and Burt (1974b) cited in Ellis (1985:57) took 60 Spaniards and many others sample in the range aforementioned.

Although detailing the teachers' background is less relevant in learner perspective, tapping teachers' view about the perception of their learners whom they know intimately is an insightful support. All the six English teachers sharing the *Oromoo* cultural background were given questionnaires to elicit data on their learners for the purpose of triangulating base-line data with that of the students. In addition, the five teachers were involved for in-depth scrutiny namely, focus group discussion being convinced by the literature from Wisker (2001), Allwright and Bailey (1994), from experienced local researchers and through personal communication online from <http://www.umu.edu/Dept/CUTS/index.html>.

### 3.3 Instruments

Nunan (1992) and a dozen of SLA research exponents have commonly used and reported viable application of survey questionnaire, interviews, observation, composition / essay texts or tests, ethnography and other instruments of eliciting relevant data for studies pertaining to learner writing error analysis. The current study also draws selectively on three appropriate tools among these establishments to elicit and collect the required data. These are:

- (a) *Survey questionnaire*: This is intended to explore and describe the current state of the art from both perspectives of target learners and teachers. Yet this is just an economical tool but not the best and not self-sufficient to elicit and describe learners' hidden idiosyncrasy well in their writing.

- (b) *Learner-written composition samples*: This aims at analyzing and synthesizing the types, causes and implications of the subjects' prevalent English grammar deficiency on the basis of these errors. Green and Hecht (1990:96-97) are inspiring classroom research exemplars who designed one letter writing and one reporting task on the basis of the criteria they set purposefully to include narrative and transactional competence, learned tasks, real-life tasks, tasks capable of being administered in a session. So a composition of about 200 words that involves describing the process of a typical coffee making (boiling) is accompanied by a similar size of a social letter writing to a predefined audience realistically (*Please see appendices B and C*). This, for example is, based on the premises of the various guiding literature such as principles of Corder (1981), composition specimens of Allen and Mascolini (1997), and writing taxonomy of Grebe and Kaplan (1996) as well as the current course materials' content.
- (c) *Focus group discussion*: This complementary instrument is devised to obtain in-depth views, beliefs, and attitudes of the students and target teachers for consolidating the qualitative analysis of the composition and questionnaire data by means of triangulation. Since entire majority of respondent students tended to remain skeptical or unresponsive to all the open-ended pilot survey questions, it was necessary to tap their teachers' explanation of their students' behavior through such a close-up conversation and probing strategy. It was sufficiently backed up by brief training of participants and guidelines apart from the video-recording of the discussion (*Please see appendices P1, P2 and P3*).

Furthermore, conscious choice of the three measurement tools is believed to satisfy one basic research principle of multiple approaches. The survey questionnaire and error count of the 143 composition samples partly permit simple qualitative description of the data in terms of numbers, frequency and percentage. In this connection, the selection of these tools alone cannot ensure success without effective procedure of their implementation in the data collection and analysis phases as has already been acknowledged by various inspiring empirical research outputs.

### 3.4 Procedure

The procedure for the investigation of the patterns of the targeted learners' perceived difficulties and remedies is basically guided by the principled legacy of Selinker (1992) and Corder (1981). These stages include: identifying the relevant data, describing (collecting the data and categorizing) the data, explaining or interpreting with adaptation and mix.



First of all, the target population and the research problem were identified by the investigator by virtue of being teacher educator of the target subjects from *emic* perspective as suggested by Seliger and Shohamy (1989), by consultation with experts and through personal reading of related literature. More significantly, the initiation was fueled by the fact that the investigator possesses adequate command of the learners' mother tongue and reasonable knowledge of the target language as an essential prerequisite of the investigation as noted by Corder (1981). Apart from keen advisory input and focused reading done, the need for trying out the methods with small number of other college learners of similar conditions was recognized based on literature survey and consultation with experts. In this accordance, prior to the main study, permission of access to data and protection for the subjects' right as well as willingness were secured at Adama Teacher Education College. and Asella Teacher Education College for the study.

### **3.4.1 The Pilot Study**

Piloting was carried out with two instruments, composition and questionnaire initially. As a result, the elicited data was anticipated to lack in deeper and broader dimension especially from teachers' point of view. for trying out was recognized Six EFL teachers of the 16 second year EFL learners from Adama T.E. College were selected randomly on the basis of convenience sampling principles in consideration of the subjects' time, research resource and literature guide in Allwright and Bailey (1991) and Bailey (1994) as long as such decision hardly reduces the reliability and validity of the data and findings significantly. The need for face-to-face administration of the questionnaire data (through clarification by the investigator) has been recognized since the pilot data elicitation phase.

The checking of the two instruments (questionnaire and composition test) has proved no significant failure to reveal the relevant information about the subjects' limitations of grammar in their writing samples. Surprisingly, the pilot teachers' questionnaire response (much less like the learners') was slightly incomplete and the return was uneasy and delayed. The insight gained from this has helped to make two additional modifications in the main study. Firstly, it was learned that a face-to-face prompting by the investigator on the incomplete-response parts of the questionnaires' (strategy categories) (*Please see appendix D1 or D2*) was to be offered while administering the actual instrument both to the participant teachers and learners. Secondly, an additional in-depth means of measurement, namely focus group discussion was required to complement the eliciting limitations of the other two tools from a rather qualitative viewpoint. Focus group discussion is specially recommended by Bailey (1994) for its capability of probing beliefs, expectations and attitudes of



about six to twelve informative subjects in a qualitative approach. Comments from colleagues and experienced experts were considered too.

When it comes to the piloting result, the inputs of the insights from the piloting limitations were incorporated in the main study and the response completion and return pace have improved significantly this time. Therefore, minor editing of the questionnaire, direct prompting of the subjects by the investigator and applying new tool of focus group discussion after the insightful piloting phase could increase the reliability of the data and the findings besides the impact-evaluation response part (*Please see appendices F1 and F2*). Feedback about the questionnaire response was entirely positive while only lengthiness was equivocally complained to be. According to their evaluative response, only lengthiness of the questionnaire hasn't improved much significantly, mainly for fear of leaving out the essence of intricate and novel features of the grammar and writing variables.

This will probably make the response complete, genuine and immediate. Questionnaire is a less direct elicitation tool of learners' language but more direct way for eliciting perceptions. Composition is rather detailed and promising tool for interpretation of learners' psycho-linguistic behaviour while the focus group discussion is popular and flexible strategy of thick description of percepts and behaviour.

Whatsoever, what is lost in the questionnaire's marginal limitations is to be recovered in the principle of the use of multiple approaches of composition analysis and the added more efficacious instrument-the focus group discussion. Here lies then the legacy and efficacy of using multiple tools after a careful piloting phase even before applying them in the main study. It is not sometimes mandatory to calculate reliability and validity in such qualitative studies unless there is quantitative data included (Punch, 1998; Wisker, 2001; Gall, Borg and Gall, 1990; Allwright and Bailey, 1991). Virtually the other procedures were described plausibly by reference to the principles and model of the pioneers particularly concerning the sampling, the instruments, the data elicitation and interpretation procedures.

### 3.4.2 The Main Study

Both the data collection and the data analysis phases are unconventionally modified here. This is so because the interlanguage study data and its procedures are unique. Procedure of the main study has been generally motivated by the piloting results and particularly modeled by Corder's (1981) lucid four-phase procedure of interlanguage error analysis.

#### 3.4.2.1 Data collection

Data elicitation or collection being used synonymously here, following the procedure of the trial study phase, first the 77 second year EFL learner subjects at the Asella T.E. College were made to write tasks of one descriptive composition and one social letter sample under the prompt of the investigator (*Please see appendices B, C, H1 and H2*). The other day, they were made to complete a survey questionnaire about their perception of their own interlanguage of English (*Please appendix D1*). Then for the simple reason of triangulating the self-reported questionnaire data, the same questionnaire was also filled by their six EFL teachers only with slight re-wording of references like "Your students' English ..." (*Please see appendix D2*). Overall collection of the data in all the instruments was carried out by direct involvement of the investigator whose role has maximized the response rate as well as the return rate.

After suspecting limitations of the instruments (hence the data) and by evaluating the need for using additional instrument, the six teachers (a six missing) were revisited and trained for focused discussion that resulted in both gain and pain in its actual administration (*Please see appendices P1, P2 and P3*). This is to be specified in due course of the analysis section. In this connection, the data analysis steps are rather thorough and subtle in their nature.

#### 3.4.2.2 Data Analysis

The data from the three instruments involved both quantitative and qualitative posture of analysis or interpretation. The collected data was collated and interpreted by using "simple statistical measures such as percentages and means...[to] reduce the volume of the data, making it easier to understand" (Kumar, 1999:223). In the first place, the composition and letter writing tasks were submitted to the psycho-linguistics orientation of error-analysis by two post-graduate EFL interpreters. The two interpreters, one of whom is the investigator, are chosen realizing their shared similar mother-tongue and academic qualification of EFL to safeguard inter-rater agreement as suggested by



Allwright and Bailey (1991). In fact, brief prior guidance was offered by the investigator to the second rater to narrow down the gap of knowledge in this uncommon technique (*Please see appendix F3*).

Fairly enduring care and long time were taken to work out systematic analysis right from the inception of the project throughout the interpretation including the consultation of some expertise in the areas of linguistics (including languages of the target learners), in the areas of psychological, research and statistical matters. Later on, the learners' errors were identified (recorded) and coded according to the matrix modeled by Corder (1981) which the investigator has adapted as tacit steps in mind to fit this study practicably (*Please see appendices I, G1 and G2*).

#### **3.4.2.2.1 Analysis of the Composition and the Letter Writing Data**

The analyses of the error sources in the context of coffee making process and the social letter writing were carried out in a similar error analysis procedure for ruling out learners' academic and communicative competence. It is not intended primarily to discover the subjects' perception of their own interlanguage of English superficially and fully although incidental clues may permit. Thus the purpose of using learners' composition samples is basically to map out what sources of their errors hamper their writing performance as could be mirrored by their classified errors of mother-tongue induced, target-language induced, classroom context induced plus few other intervening or ambiguous influences.

Corder's (1981:23) model for providing data for description of idiosyncratic dialects has been applied to analyze selected model sentences of the target learners' composition (*Please see appendix I for the model and table 7a and 7b for the explanation of the learners' model sentences*). A range of detailed classes of the entire discovered errors was analyzed and interpreted categorically for reaching plausible psychological explanation of the causes of unintelligible or deficient interlanguage while relevant implication of the remedies could be made on this basis additionally (*see appendices G1 and G2*). Writers' ambiguous or unintelligible intention (meaning) has been considered by keeping the equivalent version of translation of their two texts in *Afaan Oromoo* which is the mother tongue of the entire writing learners in this investigation. The results of such error count and interpretation of the two raters were compared for each of the individual subject writers as per the literature guide of Allwright and Bailey (1991) and Hughes (1989). Subsequently, modest correlation of the two raters was defined in terms of the disparity at the level of the individuals' composition as well as at the level of the groups to work out a kind of profile.



Resultant conclusion will also evolve from this data base. The pressure involved in the coding, counting and analysis was full of complaints and halting which was remarked “too much for study”, “hard to distinguish errors”, “unreadable manuscript”. It is exceptionally so disgraceful and inappropriate to describe the researcher’s part in this respect.

#### **3.4.2.2.2 Analysis of the Survey Questionnaire**

At this stage almost all the three independent variables (mother-tongue, target language, classroom context) and the dependent variable (the resulting form of unintelligibly error-filled learners’ interlanguage of English) are measured by the survey questionnaire. Particularly this tool is anticipated to explore the subjects’ self-reported perception of their own interlanguage of English apart from what their EFL teachers had to witness in the same mirror-version. Moreover, the tool is designed to answer all aspects of the specific research questions: “what severely causes the lack of the learners’ interlanguage of English to communicate the intended meaning?” and what possible solutions could be suggested to overcome these perceived under developing English competence?”

Although the nature of any survey questionnaire may presuppose numerical data, the analysis of the present study is intentionally limited to simple and note-guided interpretation of the results in terms of percentages, frequency count and standard deviation. Using percentages is often chosen because, “there is nothing tricky about the concept of percentages” (Brown, 1988:83).

While part of the questionnaire draws on quantitative analysis using descriptive statistical procedures, the focus group discussion and the composition errors were analyzed using the common qualitative framework throughout the data coding, memoing or noting, comparing, up to abstracting and drawing conclusions as Miles and Haberman in Punch (1998:203) made it clear. The emphasis and mixing of more qualitative approach with little quantitative analysis is aimed at keeping the data closer to its context as well as to ease understanding of a statistically handicapped reader. Thus, the same approach was employed as one of the most compatible methods for answering the basic question of causes of discovered errors in the composition and in the focus group discussion results.

#### **3.4.2.2.3 Analysis of the Focus Group Discussion**

The focus group discussion is obviously amenable to qualitative analysis to be reported by stating and rephrasing the common or uncommon response of the subjects in key terms. Its use has far-reaching impact for postgraduates especially if it “is part of an action research project, this

development of the students will be a very valuable product” (Wisker, 2001:177). Considerable limitations would undeniable be encountered as well despite the guidelines.

#### **3.4.2.2.4 Overview of the Course Modules**

Course modules are a component of classroom-learning context that may play a considerable role indirectly since the trend of dependence on them is higher than any other source for English tasks. Besides, module-induced shortcomings constitute one of the anticipated causes of the interlanguage deficiency under examination. These were ruled out and compared with those errors made by the learners in the two types of essay samples in addition to their questionnaire responses. Accordingly, there are some traceable overlaps between learners’ common errors and the modules’ errors; for example, in overuse or redundant use of indefinite articles as in [\*a fire] in module three Eng 211 (page 27). Misselected or confused informal / formal styles ([Thanks very much] in stead of [Thanks] or [Thank you very much] in module four) and upper-lower case misselection are common in both modules.

The second year course module three (Eng 211) and module four (Eng 212) were actually reviewed for detectable errors of the writers who are college EFL teachers themselves. Written almost by the same writers the superficially explored errors include: a lot of substance errors (mainly typographical, punctuation, misspelling), organizational hence discourse errors, and few lexico-grammatical errors. These cannot be part of the procedure of the error elicitation instrument and data analysis technique proper however since this is somewhat far-fetched or distracting to count as the learner production under scrutiny. But it will considerably qualify to give supplementary insight into the learners’ and teachers’ perception regarding their merit and demerit of building their interlanguage along the target demands.

On the whole, it would be attempted to triangulate the instruments and the methods of analysis of the data as much as possible. One way of doing this is by comparing the results from the questionnaire response of the learner subjects with that of the teachers’ results. The other way is by comparing the results of the learners’ perception with their essay error counts. This is aimed at enhancing validity as it is directly stated in Punch (1998). In short, these procedural specifications of the methodology will render clarity to the level of presetting results, analyzing findings and discussing result in the sections from now on.



## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4. Introduction

Building on all that has created background of the research problem so far, this section aims to present the data results, its analysis and discussion of the findings integrally. The persistent research objective still is to find out lasting answers for the college learners' written English deviations from the intended expressive capability in their academic and communication events. In other words, the key research questions just pending answer are thus (a) whether the learners' current written English ability is in its adequate conditions or not, (b) what dominant causes underlie their English expressive abilities in writing and (c) what useful solutions can be forwarded to mitigate the incapacitating influences observed.

Thus in the first section, findings are presented in two main parts in turn: the first main part presents the results of perception of the students who participated in the study; the second part presents the results of error explanation of the writing tasks as learner perception cues.

Results from the focus group discussion and the error analysis of the two writing tasks follow the second main section. In this connection, it should be notable that in case the need for further reference is felt, some tables and all graphs of complementary data are reduced to appendix on reasoned grounds and in constructive effect.

Essentially, preliminary set of findings on the first central question of the current state of their written English abilities will be recognized earlier through the results of *tables 1a, 1b, 1c, 1d* and *table 2* including the appended graph options. Besides, other results are also pooled to answer the first question pertaining to current state of the art: results from how much practice the learners still need on specific grammar points in writing (*Please see appendix table N1*) and their extent of strategy use (*Please see appendix table M1 for results but appendix D1 page 3 for number-coded categories*). Data results of teachers' questionnaire version and focused group discussion will also complement the learners' thinking and error findings.



**4.1 Learners’ Current English Expressive Ability As Perceived by the Learners**

The findings of this section are presented in tables *1a*, *1b*, *1c*, and *1d* to determine whether the students see their current state of their own learning conditions (English grammar knowledge and skill in writing) are ‘adequate’ or ‘inadequate’ or ‘not available’ as elicited through the instrument (*Please see appendix D1*).

Specifically, table *1a* presents the learners’ current grammar and writing knowledge level of adequacy, table *1b* presents teachers’ present knowledge and skill level of adequacy, table *1c* presents the learning context or setting level of adequacy and table *1d* presents level of adequacy of personal (out of class learning) opportunities of EFL writing knowledge and skill development currently.

**Table 1a. Learners' Thinking of the Current State of Their Own Written English Adequacy**

| Item No. | Prevalent Learning conditions of EFL learners English at their college | Response of the Learners Judging their Adequacy |       |            |       |               |       |              |       |
|----------|------------------------------------------------------------------------|-------------------------------------------------|-------|------------|-------|---------------|-------|--------------|-------|
|          |                                                                        | Adequate                                        |       | Inadequate |       | Not available |       | Non-response |       |
|          |                                                                        | No.                                             | %     | No.        | %     | No.           | %     | No.          | %     |
| I        | STATE OF THE EFL LEARNERS' EFL KNOWLEDGE AT THE COLLEGE                |                                                 |       |            |       |               |       |              |       |
| 1        | Learners' knowing and using grammar in writing                         | 13                                              | 18.06 | 55         | 76.39 | 4             | 5.56  | 0            | 0.00  |
| 2        | Learners' correctness in writing                                       | 22                                              | 30.56 | 46         | 63.89 | 4             | 5.56  | 0            | 0.00  |
| 3        | Learners' accuracy of translating words & structures from L1 to EFL    | 12                                              | 16.67 | 46         | 63.89 | 8             | 11.11 | 6            | 8.33  |
| 4        | Learners' accuracy of translating words & structures from EFL to L1    | 18                                              | 25.00 | 40         | 55.56 | 8             | 11.11 | 6            | 8.33  |
| 5        | Learners' understanding of cultural meaning of words and structures    | 19                                              | 26.39 | 44         | 61.11 | 8             | 11.11 | 1            | 1.39  |
| 6        | Learners' ability to understand word form or meaning from context      | 17                                              | 23.61 | 50         | 69.44 | 4             | 5.56  | 1            | 1.39  |
| 7        | Learners' ability of producing answers without copying others' work    | 30                                              | 41.67 | 34         | 47.22 | 6             | 8.33  | 2            | 2.78  |
| 8        | Other, if you want to specify here (.....)                             | 9                                               | 12.50 | 14         | 19.44 | 6             | 8.33  | 43           | 59.72 |

### **Table 1a. Presenting Learners' Thinking of Their Current English Expressive Ability**

The finding of table 1a is clear 'inadequacy' of the present knowledge and learning effort made by the vast population over 47.22% of the learners. This base-line finding marks the point of departure for answering the first research question as the very defining essence of interlanguage as a series of developmental stages which is changing unstably but constantly as conceptualized by Selinker (1992) and Corder (1981).

It is indicated by the roughly highest percentage of response scores indicating insufficiency of 76.39% students' knowledge and skill of grammar in writing accompanied secondly by insufficient ability for writing correctly and translating between English and L1 of 63.89 % students. Understanding words from context and EFL cultural implications similarly is a shared percept showing inadequate ability while copying mutually from one another is indicated to be the exceptionally least prevailing inadequacy.

A substantial majority of the learners thought they would identify their overall effort and the specified general conditions inadequately in their slowly developing English then. Only a slight minority of the 30% learners also perceive copying from each other as considerable adequacy besides 22% of them who think their grammar is adequately correct.

In other words, neither accurate production nor comprehension of the learners' potential is marked adequate by the majority of the respondent students. Undoubtedly this can be fertile breeding ground for the overwhelming mother-tongue influence while impoverishing the target English system that has already been admitted as lacking in the response of the vast majority of them in the table under analysis.

Insignificantly very few conditions are found to be 'not available' including insignificant non-response cases (in learners' accuracy of translating words and structures from L1 to EFL or EFL to L1, correctness, and understanding words of target culture and contextual meaning in writing). More conclusive and contrastive analysis of the finding that the entire majority perceive their current English ability generally as inadequate is worth discussing in relation to other research findings students' perception.



Seen in contrast with other research findings, the above reported finding of the local students' perception of their English as inadequate is contrary to the findings of Allison and Mei in Flowerdew (2002:265) in which Singapore EFL learners defined their own written EFL competence generally as adequate and particularly as "good, simple, precise, relevant, coherent, argumentative, logical, understandable, creative, informative and convincing" in addition to the overlaps between teacher and learner responses in many areas. What they might think of their teachers' ability is similarly important to understand their underlying mental process.

Table 1b. Learners’ Thinking of the Current State of Their EFL Teacher Adequacy

| Item No. | Prevalent Learning conditions of EFL learners English at their college                                   | Response of the Learners Judging their EFL Teacher |       |            |       |               |       |              |       |
|----------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------|------------|-------|---------------|-------|--------------|-------|
|          |                                                                                                          | Adequate                                           |       | Inadequate |       | Not available |       | Non-response |       |
|          |                                                                                                          | No.                                                | %     | No.        | %     | No.           | %     | No.          | %     |
|          |                                                                                                          | II STATE OF THE TEACHERS                           |       |            |       |               |       |              |       |
| 9        | Teachers' <b>adequacy of knowing and using English grammar correctly</b>                                 | 47                                                 | 65.28 | 21         | 29.17 | 4             | 5.56  | 0            | 0.00  |
| 10       | Teachers' <b>adequacy</b> of English teacher's <b>writing</b> skills                                     | 47                                                 | 65.28 | 19         | 26.39 | 5             | 6.94  | 1            | 1.39  |
| 11       | Teachers' <b>adequacy</b> of supportive feedback (by preparing new tasks, correcting & explaining, etc.) | 32                                                 | 44.44 | 31         | 43.06 | 5             | 6.94  | 4            | 5.56  |
| 12       | Other, if you want to specify here (.....)                                                               | 11                                                 | 15.28 | 4          | 5.56  | 9             | 12.50 | 48           | 66.67 |

**Table 1b. Presenting Learners’ Thinking of Current State of Their EFL Teachers’  
English Expressive Ability**

The outstanding finding presented in table 1b is noticeably the intact adequacy identified with the teachers by 65.28% large majority of the learners.

The students think of their EFL teachers as highly ‘adequate’ concerning writing skills and use of the English grammar equally (65.28% students) whereas with regard to supportive feedback, slightly below half of the respondents (44.44%) labeled the teachers as ‘adequate’ and nearly equal number of respondents (43.06%) described the teachers’ supportiveness in feedback as ‘inadequate’. In the open-ended response of this part too, a learner reported teachers’ inadequacy in ‘making them to speak’ in class.

Gaps always exist not only in implementation or in conceptual framework alone. A rift is unnoticeably widened often between student-teacher perceptions concerning the time-framework where learners (teachers themselves) are found at a time and from where to where to carry on their learning as staged series of interlanguage. Neither learner nor their interlanguage is static like the published syllabus; they may regress or progress beyond or behind the standard goals envisioned at the moment of the intervention. Yet conflicting evidence shows that FL teachers’ knowledge, attitude, and practice gap (K-A-P gap) which entail commitment are tributary to the prevalent gap of difficulties in EFL grammar development conditions in ELT teacher education institutes as spotted out by Hailom Banteyerga (2000:16-17).

In fact, there can be every intuitive explanation for students to imprecisely judge their teachers. For one thing, learners are paradoxically hard to put trust on since they are being investigated for the same inadequate comprehension and production ability in the same target language English. They are likely to mystify the concept of English competence and shy away in favour of personal regard for the teachers’ authority and personality. However, teachers’ mild inadequacy particularly in supporting students through appropriate feedback is convincingly reflected by nearly half respondents (43.06%) instead of by majority like the other half (44.44%) identify adequacy of teacher supportive feedback thereby conforming with the reality in class, the findings in theses and in few open-ended comments by teachers and students in the present study.



Additionally, teachers' perceived ability is likely to be overestimated because this is argued that "it is no longer sufficient for language teachers to be knowledgeable solely in the structure and use of the language they teach: they should also understand the process by which linguistic knowledge develops" (Bardovi-Harlig, 1997:19). Hence applying Applied Linguistics methodology and principles becomes indispensable in preparing the trainees to help young learners develop compatible English interlanguage.

As far as opinion and perception claim undeniable legitimacy, the principal finding of *table 1b* that the teachers' knowledge and skill regarding grammar and writing are perceived as adequate by the students is certainly recognizable except the compromising inadequacy on supportive feedback delivery. Whether the majority identify inadequacy next with classroom learning conditions gives similar insight into their thinking and expressive ability of English.

Table 1c. Learners’ Thinking of the Current State of Their Classroom Learning Conditions

| Item No. | Prevalent Learning conditions of EFL learners English at their college | Response of Learners Judging their Learning Setting |       |            |       |               |       |
|----------|------------------------------------------------------------------------|-----------------------------------------------------|-------|------------|-------|---------------|-------|
|          |                                                                        | Adequate                                            |       | Inadequate |       | Not available |       |
|          |                                                                        | No.                                                 | %     | No.        | %     | No.           | %     |
| III      | STATE OF THE CLASSROOM LEARNING SETTING                                |                                                     |       |            |       |               |       |
| 13       | Functional /interactive nature of grammar and vocabulary               | 20                                                  | 27.78 | 43         | 59.72 | 8             | 11.11 |
| 14       | Motivational power of the writing task types in the course books       | 25                                                  | 34.72 | 40         | 55.56 | 6             | 8.33  |
| 15       | Variety of writing tasks in situations and information in the books    | 23                                                  | 31.94 | 39         | 54.17 | 6             | 8.33  |
| 16       | Relatedness of mother tongue features with English grammar             | 18                                                  | 25.00 | 39         | 54.17 | 11            | 15.28 |
| 17       | Informative and motivating feedback opportunities provided             | 30                                                  | 41.67 | 31         | 43.06 | 7             | 9.72  |
| 18       | Satisfaction/motivation of results (participation, exams, assessment)  | 37                                                  | 51.39 | 29         | 40.28 | 6             | 8.33  |
| 19       | Contribution of portfolio-building for grammar fluency and accuracy    | 35                                                  | 48.61 | 32         | 44.44 | 4             | 5.56  |
| 20       | Contribution of composition practice to enhance grammar & word power   | 25                                                  | 34.72 | 40         | 55.56 | 5             | 6.94  |
| 21       | Adequacy of assessment strategies to develop grammar & vocabulary      | 29                                                  | 40.28 | 41         | 56.94 | 2             | 2.78  |
| 22       | Appropriateness and correctness of grammar & vocabulary tasks          | 13                                                  | 18.06 | 46         | 63.89 | 8             | 11.11 |
| 23       | Other, if you want to specify here (.....)                             | 10                                                  | 13.89 | 15         | 20.83 | 3             | 4.17  |

**Table 1c. Learners’ Thinking of the Current State of Adequacy of Their Classroom Learning Conditions**

Two major findings emerge from the results presented in *table 1c* above. The first major finding in *table 1c* data result is considerable inadequacy confirmed by fairly over half of the respondents ranging from 54.17% to 63.89%.

From *table 1c* at a glance the classroom learning setting results of over 50% respondents shows prevalence of closely distributed inadequacy among eight of the eleven categories of the conditions of learning. In other words, inadequacy of the conditions is generally confirmed by the wide majority while only about one-third students or so characterized the classroom setting status as adequate environment for developing their English in writing context.

The indication of inadequacy by highest population percentage can be a sign of great lacking of the following: functional / interactive grammar and vocabulary (59.72% respondents) , motivation in tasks (55.56%), variety in materials and L1-TL relating equally (54.17%), contribution of composition (55.56%), assessment (56.94%), appropriateness and correctness of grammar and vocabulary tasks (63.89%) may seem to conform with what Conrad (1999) concludes saying college learners place high value on both communicative and grammar instruction activities. This is also affirmed in their of their open-ended questionnaire response parts.

In contrast, the second major finding in *table 1c* again is the relatively significant ‘unavailability’ of (a) relating of the mother tongue system with the target system identified by 15.28% respondents, (b) appropriateness and correctness of the writing tasks and (c) functional (interactive) grammar and vocabulary the latter two by 11.11% respondents are three of the conditions thought by the learners “not available” in their classroom at all. Unavailability of L1- English contrast, writing task inappropriateness and inaccuracy and uncommunicative grammar/vocabulary learning altogether must necessarily signify extreme side of inadequate condition. In turn, interlanguage deficit can best be explained by this set of clues for the self-reported deficiency.

Whether ‘inadequate’ or ‘not available’, the major findings and the minor findings drawn from results of *table 1c* are tangible evidence of impoverishing context (setting) for developing the learners’



foreign language ability communicatively and compatibly. The absence of the essential contrast between L1 and EFL systems where applicable is rather a salient but missing task of the teacher or the course books.

A minor finding in *table 1c* on the other hand is, slightly below-half respondents indicated adequacy only in three of the conditions of the classroom learning setting namely, their motivation from feedback perceived by 43.06% of the respondents, satisfaction from work results by 40.28% and contribution of portfolio-building by 48.61% respondents including the only outlier score of 51.1% students who express satisfaction with assessment results (grades). Particularly this finding may be sensitizing treasure for unassisted implementation of the portfolio dilemma and grading impact on EFL learning. Both the portfolio-building efficacy and grading impact on learners have always been unspoken abuses awaiting verification which are now half resolved here. Yet there evolve implications for the need to amend their practical implementation standards.

In the open-ended part of the survey few learners specified inadequacy of the course materials saying ‘the modules do not entertain mixed ability’ and ‘do not contain necessary information’. On the whole, the learning context has not only indicated the mass’s inadequate circumstances of defectively developing EFL interlanguage but it has also yielded new astonishing findings to tip the college teachers who have always been puzzled but never committed themselves to research. Actually the classroom reveal more than half the learner language story that the personal out-of-class opportunities can also tell which teachers have hardly known.

Table 1d. Learners’ Thinking About the Current State of Their Personal Learning Opportunities out-of-class

| Item No. | Prevalent Learning conditions of EFL learners English at their college | Response of the Learners Judging Adequacy of their out-of-Class Opportunities of EFL |       |            |       |               |       |              |       |
|----------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|------------|-------|---------------|-------|--------------|-------|
|          |                                                                        | Adequate                                                                             |       | Inadequate |       | Not available |       | Non-response |       |
|          |                                                                        | No.                                                                                  | %     | No.        | %     | No.           | %     | No.          | %     |
| IV       | OUT-OF-CLASS OR PERSONAL ACCESS OPPORTUNITIES                          |                                                                                      |       |            |       |               |       |              |       |
| 24       | Previous exposure to native EFL teacher or speaker                     | 21                                                                                   | 29.17 | 36         | 50.00 | 13            | 18.06 | 2            | 2.78  |
| 25       | Personal access to English media (radio, TV, newspaper, etc.)          | 20                                                                                   | 27.78 | 35         | 48.61 | 16            | 22.22 | 1            | 1.39  |
| 26       | Basic skills of using internet & computer to enhance EFL               | 11                                                                                   | 15.28 | 30         | 41.67 | 31            | 43.06 | 0            | 0.00  |
| 27       | Awareness of the future goals or uses of learning EEL                  | 38                                                                                   | 52.78 | 31         | 43.06 | 3             | 4.17  | 0            | 0.00  |
| 28       | Willingness to expand EFL grammar and vocabulary                       | 28                                                                                   | 38.89 | 35         | 48.61 | 9             | 12.50 | 0            | 0.00  |
| 29       | If other (please specify.....)                                         | 7                                                                                    | 9.72  | 13         | 18.06 | 6             | 8.33  | 46           | 63.89 |

**Table 1d. Learners' Thinking about the Current State of Their Personal Learning Opportunities out-of-class**

The major finding shown *in table 1d* as indicated by the response of the wide majority of the learners is 'inadequate' conditions of their own out-of-class English developing. The entire response percentage ranges from 41.67% to 50.00% respondents at the time of investigation.

Exceptionally large number of students (52.78%) found their future goal-awareness of their EFL learning 'adequate' while 43.06% claim goal-awareness to be 'inadequate'. It may be speculated that the latter victim could be a majority of girls in particular who are found to be prone to what might be called 'learned-helplessness' styled according to Covington in Williams and Burden (1997:130). Otherwise those O'Grady and Dobrovolsky (1987:333) categorize as field-dependence styled and fossilizers. The good thing is that Covington has found that learned-helpless girls can and should assume self-worth if helped to develop sense of mastery by avoiding the failing situations in stead of remaining submissive to them. Learner styles and much more significantly strategy uses are noteworthy in this context because at times strategy use and interlanguage transfer are considered highly relevant parts of the EFL learning conditions with in their reach (Odlin, 1997).

However, the rest of the components of out-of-class opportunity claiming adequacy are still comparatively too small a minority to qualify for a finding. This is not substantial adequacy because only smaller population of about 29.17% students identified native model and 27.78 % media exposure as adequate conditions for them whereas 15.28 % students indicated exceptionally least adequate benefit from access to computer and on-line all of which show a total lacking.

Particularly extremely small minority case of adequacy reported as not having used electronic media like the internet and computer; this may also signal the students' being far from using the current technology-driven learning opportunities already within their reach but in rapid growth.

Its contribution is high to minimize interlanguage deviations from native norm, and its reliability great for resolving many puzzles interactively. However, it is regrettably under-used by teachers and unused by students. In this connection, thus in more cases than few the learners' perceived effort and opportunity of EFL developing may characterize the students as reluctant, uninformed, deprived, puzzled and therefore dependent on traditional classroom provision of English of the



non-native teachers and similarly produced textbooks. Such books, teachers and classroom researchers might have been the trap of searching the same thing that others had found and failed over and over again. In short, about 18.06 % learners reflect they had no exposure at all to native English speaker, media, internet or computer assistance, expansion of their own vocabulary and grammar.

In integrating the results of the four *tables 1a, 1b, 1c, 1d* pertaining to current status of the learners' English, it can be unmistakably generalized otherwise that variously about forty to sixty percent responding students have perceived their English to be under inadequate conditions in comparison of the needed norm of expressivity generally. Adequacy was found substantially with teachers while in the case of large majority of the conditions three of the four tables or more precisely 23 (about 79.31%) of the total 29 categories are thought by bigger percentage respondents inadequate learning conditions of current developing expressive ability. The concern of the current study in this case is met by another finding of Conrad (1999:494-497) who draws attention to an area of concern in FL learning that foreign language production demand of both accuracy and expressiveness was found to create early terminations or withdrawals which may signal imminent fossilization.

In addition to their response summary in the table above, it is essential to magnify the picture of learner state of current English by highlighting their other response findings from *appendices K1, M1, and N1* concerning their level of grammatical development, their need for grammar practice, and strategy use respectively as components of current state of their English.

On the basis of three-value scale to be rated among 'a lot', 'little', and 'none', it has been found that is thus substantial majority of the students think they need 'little' practice' in more than 30 of the 36 specified grammar areas with exception of three marking 'a lot' of practice need on sentence structure and word-choice each by 43.06% respondents and articles by 41.67% respondents (*Please see appendix M1*).

In support of this need for practice as perceived by learners, the findings of Jordan (1981) on overseas English learners' writing difficulties confirm that the highest rated of their difficulties that needed more practice pertain to the areas of style, grammatical and lexical aspects as responded by the learners and their teachers.

In another research finding of student view of effective practice in college EFL classroom Conrad (1999;494-497) similarly found out that learners strongly valued the dual benefits of considering formal grammar practice supported by corrective feedback and communicative practice of EFL that takes into account the legitimacy of learner-language inaccuracy as well. This has been regarded as natural by Jordan (1997) too for learners to conceive writing and grammar in their own ways while teachers do so differently; yet possibly, the same learners could hold different beliefs about their own grammar and writing.

In addition, the students' use of strategies of communication, production and learning has also been self-reportedly found to be 48.79% as communication strategies users, 55.80% production users and 59.51% students learning strategy users. Both the grammar practice need and the strategy use findings are average adequacy relative to the 100% standard of a competent native English EFL user. The smallest percentage of students (48.79%) who used the communication strategies indicates under-use which in turn shows their low responsive English resource being relied on. A number of researchers have put strategy use as one major describing source of errors (Corder, 1981, Brown, 1987, Ellis 1985; Sharwood-Smith, 1994; Nada AbiSamra, 2003).

In another portion of their response, in self-determining their present characteristics of their English in relation to the standard stages of development, a minor finding indicated that more than three fourth (62.50%) of all the subjects' thinking indicated that their written grammar development was approximately found at the medium systematic stage at the moment of the study March to June 2006 (*Please see the appendix K1 for detailed results*). Reaching systematic stage, according to Corder (1973:272) and Brown (1987: 175) would mean not yet being able to correct themselves but being able somehow to explain their intended meaning analogically. On the other hand, below a third of them, that is, 14 learners (19.44%) think of their written English to be found then at pre-systematic stage while even less number 12 learners (16.67%) well-regarded themselves highest at post-systematic stage. Stage of learners' grammatical development may only constitute weak force in characterizing the state of the art on its own.

As a conclusive summary on the findings of *tables 1a, 1b, 1c, 1d*, first of the three central questions is partly answered hereby; because the learners' expressive ability, the classroom setting conditions and the personal opportunities of developing their expressive ability correctly and



understandably is found to be substantially inadequate besides very few cases of minimum adequacy except in teachers' ability which was rated totally adequate. Now it can be carefully

generalized as a perceived interlanguage profile of a fair majority of the students who are developing their English expressive ability under most of inadequate conditions of learner effort, classroom provision and personal-access opportunities.

Especially the set of *tables 1a, 1b, 1c, 1d* show that the tendency of shaping one's compatible interlanguage as personal contribution is greatly lacking. However, it cannot be thought as exclusively adequate or inadequate. Salient minor findings have to be considered rather than one chunk of conclusion. Having found out the current state of the learners' English generally, sharpening the answer and then answering the other two proceeds with the causal one. In reply to the first basic research question, other sources of supporting findings can also be complemented from the results of the composition error analysis as well as teacher responses of survey questionnaire and focused discussion later on.

An external research finding by Appelbee (1981) cited in Astika (1993:69) refers to a finding of 80% EFL teachers' perception of mechanical errors as the most important criterion for responding to student writing. This perception, if held by other teachers as it appears to be, is likely to force students' perception to be concerned more about orthographic substances in stead of meaning based components like word-choice, style, and discourse three of which have the highest error frequencies in their analyzed writings. This finding attests to the extent to which the students' current written English is inexpressively and illegibly error-ridden. Particularly word-sense and style errors have far-reaching effect on hindrance of communication with the reader of their text whether native or non-native. Spelling has equally been proved overriding feature of EFL student writing but other associated substance (orthographic) errors have not been indicated statistically; they cannot be overlooked in their changing the reader attitude conspicuously thereby making communication difficult and inactive.

Therefore, the evidence for the most part magnified inadequacy rather than adequacy in three of the four tables' results (*table 1a, 1c, 1d*) including their practice needs, strategy use, and stage of grammar development. Other sources of data from the error analysis too confirmed wide-ranging grammatical inadequacy. Perception of a greater majority of the learners' and production therefore prove learners' current state of developing their interlanguage under generally inadequate or



incompatible ‘interlanguage environment to use expressive metaphor of Moyo (1994:35). Teachers’ questionnaire data and focus group discussion is even too far from contradicting the overall findings as far as it is devised for this only motive (*Please see the list of appendices*).

4.2 Causes of Learners’ English Inexpressive Ability As Perceived by Learners

Table 2. Learners’ Thinking about The Main Causes of their Error-filled English Writing

| Response Value<br>Ranking | Perceived Causes of Error-filled English Writing |       |                                        |       |                                |       |                                              |       |                      |       |                                             |       |              |
|---------------------------|--------------------------------------------------|-------|----------------------------------------|-------|--------------------------------|-------|----------------------------------------------|-------|----------------------|-------|---------------------------------------------|-------|--------------|
|                           | 1. Mother-tongue as source                       |       | 2. Target language (English) as source |       | 3. Other languages (non-L1/L2) |       | 4. Instructional setting (context) as source |       | 5. Use of strategies |       | 6. Any other sources (specified or assumed) |       | Non-response |
|                           | Respondents in Number and Percent                |       |                                        |       |                                |       |                                              |       |                      |       |                                             |       |              |
|                           | No.                                              | %     | No.                                    | %     | No.                            | %     | No.                                          | %     | No.                  | %     | No.                                         | %     |              |
| 1 <sup>st</sup>           | 35                                               | 48.61 | 14                                     | 19.44 | 6                              | 8.33  | 11                                           | 15.28 | 3                    | 4.17  | 3                                           | 4.17  |              |
| 2 <sup>nd</sup>           | 9                                                | 12.50 | 20                                     | 27.78 | 16                             | 22.22 | 15                                           | 20.83 | 10                   | 13.89 | 2                                           | 2.78  |              |
| 3 <sup>rd</sup>           | 7                                                | 9.72  | 17                                     | 23.61 | 21                             | 29.17 | 12                                           | 16.67 | 14                   | 19.44 | 1                                           | 1.39  |              |
| 4 <sup>th</sup>           | 6                                                | 8.33  | 14                                     | 19.44 | 12                             | 16.67 | 20                                           | 27.78 | 17                   | 23.61 | 3                                           | 4.17  |              |
| 5 <sup>th</sup>           | 8                                                | 11.11 | 2                                      | 2.78  | 12                             | 16.67 | 13                                           | 18.06 | 23                   | 31.94 | 14                                          | 19.44 |              |
| 6 <sup>th</sup>           | 7                                                | 9.72  | 5                                      | 6.94  | 5                              | 6.94  | 1                                            | 1.39  | 5                    | 6.94  | 49                                          | 68.06 |              |

Table 2 above presents the causes of the learner English inexpressive ability as ranked by the learners themselves in order of prior dominance.

Thus the distinctive finding as the outnumbering cause of the short-falling learner language as ranked by 35 respondents (48.61%) is the L1 *Afaan Oromoo* predominant cause which is the entire subjects’ mother tongue. The next highly ranked dominant causes of their errors in decreasing order are the target language influence ranked so by 20 respondents (27.78%), thirdly Amarigna as the other language by 21 respondents (29.17%), instructional setting or context by 20 respondents (27.78%), and use of strategies by 23 respondents (31.94%) and the unspecified cause ranked least by 36 respondents (58.06%) respectively.

This simply means that the mother tongue of the learners could show leading dominance on the learners' mind as well as in the written EFL interlanguage product possibly in terms of transfer and / or interference. To a considerable extent, the narrow difference among the next four cluster causes in the rank (the mean being 25 respondents or so) also confirms that these are nearly equally accountable for shaping the learners' interlanguage failure to communicate intended meaning. So unquestionably this implies further follow up investigation at this interception point.

The current finding of inadequate learner competence of written English agrees with that of Moyo (1994:35) who investigated some causes of lacking English proficiency among Shona speaking Zimbabwean teacher trainees. Moyo's finding was that learners (rather the institutes) were victims of their own misconception in thinking as if grammar were not being taught and not being tested in extended writing at the school certificate level. In the new study, the response of both teachers and learners perhaps elicited indirectly tends to go along with the former findings of Moyo.

The major finding of mother tongue dominance in table 2 of the current study above is opposed to the finding of Arabic-speaking EFL learners' cause of errors which vividly indicates that one-third of learners' errors are attributable to native (mother-tongue) cause while most of the errors are attributed to a wrong over-application of L2 [possibly English] rules (Nada AbiSamra, 2003) retrieved November 12, 2005 from [http://abisamra03.tripod.com/nada/linguacq-error analysis.doc](http://abisamra03.tripod.com/nada/linguacq-error%20analysis.doc).

Nevertheless, learners' first language (mother tongue) and other language causes appear far least influential in the current study and in findings of Nada AbiSamra (2003) just cited. This global finding is particularly envisioning L1 as exclusive interference that reflects the old cherished view of the 1940s-1960s; no longer endorsed (Bley-Veroman in Gass and Schachter (1997:55).

From the viewpoint of what the errant does against the errors, the most frequent errors are found to be 58% errors in wrong selection (such as wrong word choice) in both writings followed by 21.68% omission errors in writing 1 but 27.13% ordering errors in writing 2 instead of omission. Such classification offers an alternative profile of the writers' reaction to errors in specific contexts like process describing and communicating through social letters. Most frequent use of misselected words therefore indicates a great degree of deviation from the intended goal less understandably and less precisely expressed meaning/form in their written English.

At this stage it can be established reasonably that the current status of the college EFL students exhibits rather major inadequacy of their English expressive capability through the different sources of data. Undoubtedly, the discovery of the causes and solutions is compelling enough to keep the difficulty within bound. The second main issue of search for the predominant causes could be easily unfolding at the cost of the massive account provided on the current state.



Table 3. Learner-Ranked Solutions to Overcome the Student’s Written English Error-filled Competence.

| The Proposed Solutions for the Students’ Grammar Deficiencies |                                                          |       |                                   |       |                                    |       |                                                                  |       |                                                                              |       |                                                                            |       |                      |       |                                              |       |         |
|---------------------------------------------------------------|----------------------------------------------------------|-------|-----------------------------------|-------|------------------------------------|-------|------------------------------------------------------------------|-------|------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|-------|----------------------|-------|----------------------------------------------|-------|---------|
| Response Value<br>(Priority Rank Order)                       | Respondents’ Response in Number and Percent Respectively |       |                                   |       |                                    |       |                                                                  |       |                                                                              |       |                                                                            |       |                      |       |                                              |       | Remarks |
|                                                               | 1 Preparing new course materials (tasks)                 |       | 2 Reorienting Teachers & students |       | 3 Raising awareness and motivation |       | 4 Encouraging preferable use of a range of compatible strategies |       | 5 Incorporating an introductory modular course from applied linguistics area |       | 6 Establishing mentorship relations between learners and informed teachers |       | 7 Using English Only |       | 8 Other solutions proposed by student raters |       |         |
|                                                               | No                                                       | %     | No                                | %     | No                                 | %     | No                                                               | %     | No                                                                           | %     | No                                                                         | %     | No                   | %     | No                                           | %     |         |
| 1 <sup>st</sup>                                               | 17                                                       | 23.61 | 15                                | 20.83 | 12                                 | 16.67 | 7                                                                | 9.72  | 2                                                                            | 2.78  | 10                                                                         | 13.89 | 8                    | 11.11 | 1                                            | 1.39  |         |
| 2 <sup>nd</sup>                                               | 13                                                       | 18.06 | 6                                 | 8.33  | 12                                 | 16.67 | 19                                                               | 26.39 | 9                                                                            | 12.50 | 4                                                                          | 5.56  | 6                    | 8.33  | 3                                            | 4.17  |         |
| 3 <sup>rd</sup>                                               | 9                                                        | 12.50 | 11                                | 15.28 | 16                                 | 22.22 | 9                                                                | 12.50 | 11                                                                           | 15.28 | 11                                                                         | 15.28 | 5                    | 6.94  | 0                                            | 0.00  |         |
| 4 <sup>th</sup>                                               | 12                                                       | 16.67 | 12                                | 16.67 | 12                                 | 16.67 | 9                                                                | 12.50 | 7                                                                            | 9.72  | 11                                                                         | 15.28 | 9                    | 12.50 | 0                                            | 0.00  |         |
| 5 <sup>th</sup>                                               | 7                                                        | 9.72  | 10                                | 13.89 | 13                                 | 18.06 | 13                                                               | 18.06 | 16                                                                           | 22.22 | 9                                                                          | 12.50 | 4                    | 5.56  | 0                                            | 0.00  |         |
| 6 <sup>th</sup>                                               | 8                                                        | 11.11 | 14                                | 19.44 | 1                                  | 1.39  | 9                                                                | 12.50 | 15                                                                           | 20.8  | 11                                                                         | 15.28 | 11                   | 15.28 | 3                                            | 4.17  |         |
| 7 <sup>th</sup>                                               | 6                                                        | 8.33  | 4                                 | 5.56  | 6                                  | 8.33  | 4                                                                | 5.56  | 7                                                                            | 9.72  | 16                                                                         | 22.22 | 23                   | 31.94 | 6                                            | 8.33  |         |
| 8 <sup>th</sup>                                               | 0                                                        | 0.00  | 0                                 | 0.00  | 0                                  | 0.00  | 2                                                                | 2.78  | 1                                                                            | 1.39  | 0                                                                          | 0.00  | 4                    | 5.56  | 15                                           | 20.83 |         |
| 0 Non-response)                                               | 0                                                        | 0.00  | 0                                 | 0.00  | 0                                  | 0.00  | 0                                                                | 0.00  | 4                                                                            | 5.56  | 0                                                                          | 0.00  | 2                    | 2.78  | 48                                           | 66.67 |         |

### 4.3 Solutions of Learners' English Inexpressive Ability As Perceived by Learners

Table 3 above presents the priority-rank order of eight solutions initially prompted by the researcher: materials preparation, reorientation, raising motivation, strategy use, introducing applied linguistics, mentorship, using English only plus other (if specified).

In this case, it is noticeable that the sole finding of *table 3* is 'preparation of new course materials' ranked by the highest number 17 of the respondents (23.61%) as the first most imperative solution.

The principal finding that preparing new course materials for better interlanguage outcome is not only learners' sound observation but also it is a logical concomitance with the basic rationale for error analysis or the very "day-to-day value of errors...which provide the information for designing a remedial but [cyclical] syllabus or a programme of re-teaching" (Corder, 1973:265).

Secondly ranked important solution is 'encouraging use of more compatible strategies' indicated by 19 respondents (26.39%), thirdly important solution being 'raising motivation' ranked by 16 respondents (22.22%). A suggested remedy which has conformity with the earlier finding of *table 1c*, particularly to no. prompt 16 is that "making students aware of parallels and contrasts between English grammar and their first language often allows them to understand the grammar under study more rapidly" (Borg, 1999:158-159).

On the contrary, 'establishing mentorship' was ranked seventhly by 16 respondents (22.22%) and 'other solutions to be specified' eighthly by 15 respondents (20.83%) in the last but one place. Surprisingly enough, a vast majority of 54 respondents (75%) were found non-responding to the solutions in the open-ending options they were provided to obtain their own say. In the same way, 48 respondents (66.67%) refused to rank 'other solutions to be proposed by respondent learners themselves', four (5.56%) ignored ranking the 'incorporating applied linguistics modular course' option and one person ignored ranking 'using English only'. Alternatively, quicker and fuller understanding of the tabulated results is available more vividly in the appendix options of the bar graph *fig 3*. It is clearly noted that if the learners are devoted to making more and more use of native speaker's popular lexical sequences and syntactic variations to fit the target context of communication, then not only will the native gap be reduced but coherence and fluency will be greatly improved according to Nyssönen (1995:166).



Comments in the open-ended option also supplement four learners' commonplace propositions of solution namely 'preparing unique paragraphs and conversation', 'practicing every time', 'club involvement', 'giving students different grammar reference books'. In one way their comment is reasonable since it partly relates to the materials' preparation priority ranked by most of them. Generally, students and teachers' responses regarding solution revealed plausibly but in the open-ended part unproductively. Its implication for further research is significant enough.

In the final resort, the result of the researcher's review of the course modules also matches with the findings; that is to say, although handwriting difficulties and lexico-grammatical concern is recognized in the two modules the presentation is both inappropriate and error-filled to a little extent to contaminate the learners (Alemu Disasa et al., 2004). Evidence of this can be cited from abundance of the substance errors as James (1998) names them; so many typographical (capitalization and spelling) errors, organizational discourse errors (overuse of conjunctions and redundant constructions), and inappropriate style of formal versus informal exchanges mainly.

The questionnaire response has shed a good deal of light on learner view but direct and authentic behaviour of their language use and misuse is more deeply observed in their actual writing context of the description essay and the social letter.

#### **4.4 Learners' Error Analysis of Writing 1 and Writing 2 of the Students**

##### **4.4.1 Results of Writing 1 (the Coffee Making Process Described) and Writing 2 (the Social Letter Written)**

Presentation of the results of the two tasks will proceed alternatively because the purpose of the presentation is sensibly integrating but not discriminating the learner system as a whole body a language. It is also possible to get an overview of the results at individual learner level apart from whole sample or small group level as far as the personal error inventory sheet has already been worked out among other raw data annexed (*Please see appendices G1 and G2, appendices Fig 5a and 5b*). The procedure followed is peculiarly the one modeled by Corder (1981) following the three-step procedure namely identification, description and explanation.

##### **4.4.1.1 Identification of the Errors**

The errors elicited from writing 1 are totally 1139 and from writing 2 are 988. Errors are classified and coded to include those in *table 11a and 11b*. Other tables provide statistical account of the



textual errors for further reference (*Please see appendix tables 4.8ab, 9ab, 10ab*) since the analysis is based on below sentence, sentence and text (essay) level.

#### **4.4.1.2 Description**

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The model of Learner Error identification lucidly and tacitly guides the mental procedure of classifying, coding and analyzing the errors using other coding charts (*Please see appendices I, G1, G2*). The classification is done at three levels: (a) psychological process sources of error (L1, L2, FL, induced, other/ambiguous, (b) what learner does with errors (omission, addition, selection, ordering), (c) grammatical, orthographic and partial discourse categories (agreement, auxiliary verbs, tense, active/passive voice, article, preposition, spelling, punctuation, discourse, pronoun, word choice, word order, style) with further specification as needed.

The model has three levels: out1 where ultimate sentences are native-like and so non-idiosyncratic, out2 where sentences are idiosyncratic, and out 3 where sentences are non-analyzable because neither L1 nor TL could interpret.

Table 4a. Main Causes of Learner Language Errors in Writing 1: Describing the Process of Coffee Making.

| Psychological Layer Causes of Learners' Errors in Writing 1 |                              | Linguistic Layer Causes of Errors in the EFL Learners' Interlanguage |       |                       |       |              |       |                               |      |                |       |                    |       |                 |       |                    |       |                  |       |                |       |                    |       |                   |       |             |       |
|-------------------------------------------------------------|------------------------------|----------------------------------------------------------------------|-------|-----------------------|-------|--------------|-------|-------------------------------|------|----------------|-------|--------------------|-------|-----------------|-------|--------------------|-------|------------------|-------|----------------|-------|--------------------|-------|-------------------|-------|-------------|-------|
|                                                             |                              | Agreement Errors                                                     |       | Auxiliary Verb Errors |       | Tense Errors |       | Voice /active/ passive Errors |      | Article Errors |       | Preposition Errors |       | Spelling Errors |       | Punctuation Errors |       | Discourse Errors |       | Pronoun Errors |       | Word Choice Errors |       | Word Order Errors |       | Grand Total |       |
|                                                             |                              |                                                                      |       |                       |       |              |       |                               |      |                |       |                    |       |                 |       |                    |       |                  |       |                |       |                    |       |                   |       |             |       |
| 1.                                                          | Mother Tongue (Afaan Oromoo) | 5                                                                    | 7.58  | 3                     | 5.17  | 1            | 3.85  | 1                             | 5    | 2              | 4.08  | 6                  | 10.53 | 61              | 13.77 | 1                  | 1.92  | 7                | 12.73 | 3              | 9.68  | 14                 | 5.32  | 7                 | 36.84 | 111         | 9.75  |
| 2.                                                          | Other Language (Amarigna)    | 0                                                                    | 0.00  | 1                     | 1.72  | 0            | 0.00  | 0                             | 0    | 0              | 0.00  | 0                  | 0.00  | 11              | 2.48  | 1                  | 1.92  | 3                | 5.45  | 0              | 0.00  | 14                 | 5.32  | 0                 | 0.00  | 30          | 2.63  |
| 3.                                                          | Target Language              | 22                                                                   | 33.33 | 22                    | 37.93 | 7            | 26.92 | 6                             | 30   | 7              | 14.29 | 33                 | 57.89 | 282             | 63.66 | 19                 | 36.54 | 22               | 40.00 | 13             | 41.94 | 178                | 67.68 | 10                | 52.63 | 621         | 54.52 |
| 4.                                                          | Learning-Induced             | 38                                                                   | 57.58 | 32                    | 55.17 | 18           | 69.23 | 13                            | 65   | 40             | 81.63 | 17                 | 29.82 | 86              | 19.41 | 31                 | 59.62 | 23               | 41.82 | 15             | 48.39 | 52                 | 19.77 | 2                 | 10.53 | 367         | 32.22 |
| 5                                                           | Other/Ambiguous Errors       | 1                                                                    | 1.52  | 0                     | 0.00  | 0            | 0.00  | 0                             | 0    | 0              | 0.00  | 1                  | 1.75  | 3               | 0.68  | 0                  | 0.00  | 0                | 0.00  | 0              | 0.00  | 5                  | 1.90  | 0                 | 0.00  | 10          | 0.88  |
|                                                             | Total Errors                 | 66                                                                   | 5.79  | 58                    | 5.09  | 26           | 2.28  | 20                            | 1.76 | 49             | 4.30  | 57                 | 5.00  | 443             | 38.89 | 52                 | 4.57  | 55               | 4.83  | 31             | 2.72  | 263                | 23.09 | 19                | 1.67  | 1139        | 100   |

**Table 4a. Presenting Main Causes of Learner Language Errors in Writing 1**  
**(Describing the Process of Coffee Making)**

The main finding of *table 4a* is that the target language (English) overgeneralized rules play the leading dominance in downgrading the learners' expressive ability. This finding is inconsistent with the perception of students in questionnaire response in which case the predominant cause had been the mother tongue. It is a salient finding indeed.

It is quite plausible from the error frequency in the table to find the target system so highly ranked as the first most dominant source of learner descriptive essay errors. For one thing the topic involved such original issue of using of alien-to-target language words which are unseen stock peculiar to traditional utensils of coffee making. For the other thing, they were under conscious demand of producing an engaging familiar topic so that they could totally focus on meaning rather than on calligraphic achievement. Therefore, the writers were subconsciously forced to deploy their English system more than any other strategy. It also reflects their deep-seated inclination to use and develop their English expressively well. But teachers hardly tell how other than generalizing from earlier learnt system naturally. This should not be discouraged and undermined. It is probably comparable for letter writing task errors.

*Table 4a* above compactly maps the extent of each of the five explored causes in shaping the learners' interlanguage of written English in the descriptive task about coffee making process.

Accordingly, the main finding of the cause that outweighs in percentage of errors observed is the target (English) language system leading by 54.52% errors. Indeed this would mean overgeneralizing rules are most common of all the observations.

Regardless of subjective coding precision upon the trust of two raters, this finding is contradictory to the one reporting the L1 from questionnaire response just earlier perhaps subject to the trust of the responses of students. However the writing has superior trust if it were not for the raters. There certainly is a compromising point however when the two findings are taken simultaneously; both the mother tongue and the target language influences proved to be commonly dominant influences in the questionnaire response as well as in the essays.

Playing down the rank benchmark as a relatively insignificant measure in this case is a useful implication too. Therefore, perceptions of the same students differ mainly because of the nature of



the instruments used and the nature of the data itself. The focus group discussion also tends to prove too weak to triangulate this particular finding as only one discussant proved that mother tongue is not the most dominant cause while others showed nonverbal consensus in silence. They stressed the learning context-induced part rather. In any case, it is indicative of an interface to be found between L1 and TL but with learning-induced causes more dominance.

The target language system's most overriding influence is modestly followed by the learning-induced 32.22% errors. On the contrary, the table also discloses that the least record of error influence to cause impoverished standard in the learners' expressive written English appears Amarigna as the other tongue 2.63% errors and *Afaan Oromoo* as their mother tongue 9.75% errors of course apart from the insignificant percentage of ambiguous 0.88% errors.

From the linguistic side-view on the other hand, the outnumbering percentage of errors in the descriptive written grammar discourse is seen in the 38.89% spelling errors detected. The spelling error boom is accompanied by the next solely bigger percentage of word choice errors which are 23.09% of the total errors. Least in the error count in the same *table 4a* are errors pertaining to the use of word order 1.67% errors and active/passive voice 1.76% errors as the least percentage observed in the first writing text. The trend in the second writing event presented in *table 5b* below is assumed to be largely comparable with the aforementioned percentages.



**Table 4b. Main Causes of Learner Language Errors in Writing 2 (Social Letter Writing)**

*Table 4b* above presents the error distribution of the four of the causes found out in the second writing, social letter. According to the table, its main causal finding is shown to be the learning-induced 59.51% errors are the most dominant causes of the learners' inexpressive ability in writing.

On the contrary, the least influential amount of errors is registered in the other tongue (Amarigna) 9.31% errors accompanied by the ambiguous 0.91% errors. From the linguistic categorical angle, compared with other grammatical and writing discourse based errors, totally spelling 30.87% errors outnumber in writing 2 (of course as they do in writing 1 too) closely followed by 17.4% errors in word choice and 16.40% errors concerning inappropriate style. No influential occurrence of errors is evidenced in the use of active/passive voice category (0%) accompanied by the other smallest percentages of articles (1.42%) and tense (2.23%).

It may be more convincing to support the results of learners' opinion and textual error analysis with their teachers' view in reaction to self-perceived learner English. Hence highlights and insight from their teachers' opinion is worthwhile to over-view for all good with the hope of balancing the inconsistency found between errors and perception results.

#### **4.4.1.3 Explanation**

The most essential goal of interlanguage error analysis is this phase of retrieving the learner intended meaning that can account for the deviations from standard expressiveness. Green and Hecht in Brumfit and Mitchell (1990:109) make it plain that "of all the stages of traditional error analysis, the attempt to explain errors, to find their source or cause, is perhaps the most speculative" in underlining the significance of their being insightful to the study of learner language acquisition processes. Not just speculation but volume and hierarchy of interpretable errors and meanings make it rather tedious. Thus individual learner and individual error analysis being tacitly uneconomical, salient features common to whole sample can be fairly explainable. Consequently, specimen is taken to demonstrate the procedure (*Please see tables 7a and 7b*). It is logical to "take account, therefore, principally of those errors which are common to all, or a majority of the group, and discount, for planning purposes, those which are peculiar to an individual or a minority" in well thought-out words of Corder (1973:263).



| Table 5a. Sample Model Errors & Idiosyncratic Sentences Taken from the Learners' Sample Writing 1, <i>Coffee Making Process Description</i> . |                                                                                                                    |                                  |                                                                                                                                            |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learner / Error Maker's No. Code                                                                                                              | Error Type (Linguistically)                                                                                        | Error Sources                    | Learner Idiosyncrasies                                                                                                                     | Plausible Reconstruction                                                                                               | Psychological Explanation of Causes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2                                                                                                                                             | Tense (Misselection) and Misspelling<br><br>(line 3, 8, 9, 11, 15)<br><br>(Overt / Covert, Interpretable At Out 2) | Learning context or Teaching Gap | <i>(Then *roasted the coffee *been and put in the *mortan and *pounded by *stole.)</i>                                                     | Then roast the coffee bean and pound it in the mortar.                                                                 | 1. Grammatically, over-learning of simple past form could cause such overuse of past sentences as observed in context. Even the misspelling of the word [*been] hints this tense tension.<br>2. Lexically, misspelling by mostly misselecting homophonic forms from previously learned word stock from faint memory is common in [*been] → [√bean], [*stole] → [√pestle], [*flower] → [√floor]. Rote learning through sound-grapheme association and memory of oral repeating of vocabulary-learning of the past may be manifesting in homophones because sound teaching is relegated at the cost of fluency, too. Inattention (ignoring) may lead to fossilizing remedying to cure and caution. |
| 22                                                                                                                                            | Word choice (line 11-13)<br>(Overt / Covert, Interpretable at Out 2)                                               | Mother-tongue or L2              | <i>(Finally, when it *is stay of few *minute, the coffee is served *a kittle *while (coffee cup) and drink with *breakfast of coffee.)</i> | Few minutes later than cooling the kettle, the coffee is served with bites of food often bits of cereals, bread or so. | 1. Substituting [*coffee breakfast for "buna qurs" shows writer's direct resort to L1 or other L2 literal lexical mismatch that may impair intended communication due to interference of the L1/L2 misuse.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Learner / Error Maker's No. Code | Error Type                                                                             | Error Source                  | Learner Idiosyncrasies                                                             | Possible Reconstruction                                                | The Psychological Explanation of the Causes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|----------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 42                               | Word choice<br>(line 11)                                                               | Target Language System        | <i>(Until it boiled add the *cooked coffee bean into mortar and *mortered it.)</i> | Pound the roasted coffee beans into the mortar before boiling it.      | 1. The writer is possibly overgeneralizing the target English rule of functional shift from the noun 'mortar' to its verb form albeit unacceptably and constructively.                                                                                                                                                                                                                                                                                                                                                                      |
| 62                               | Misspelling<br>(lines 1, 6, 9, 10, 11)<br><br>(Overt / Covert, Interpretable At Out 2) | Neglected Learning Inducement | <i>[-*pistal],<br/>[*kattle], [*roesting],<br/>[*coffe], [*minetes]</i>            | <i>[^pestle],<br/>[^kettle], [roasting],<br/>[^coffee], [^minutes]</i> | 1. In the actual text and context, else where around the learner used [coffee] & [roasting] correctly but inconsistently. Her/his previous word stock (eg. pistol and cattle) might tempted to misselect nearer homophonic words' form uncertainly. Inconsistency with [*coffee] might be due to the simultaneous demand to convey meaning (ideas) and complete sentence structuring successfully evident at the cost of inattention to inconsistent spelling mistake not even error. So selective attention balances the tension in a way. |



| Table 5b. Sample Model Errors & Idiosyncratic Sentences Taken from the Learners' Sample Writing 2, <i>Social Letter</i> |                                                                                        |                                 |                                                                               |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learner / Error Maker's No. Code                                                                                        | Error Type                                                                             | Error Source                    | Learner Idiosyncrasies                                                        | Possible Reconstruction                                                                                                                       | The Psychological Explanation of the Causes                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 14                                                                                                                      | Word choice (Misselected)<br>(line 17)<br><br>(Overt / Covert, Interpretable at Out 2) | Mother tongue & Target Language | <i>(When I *compit my *borned country and Asella is *very far different.)</i> | When I compare Asella with my home place, it is by far different.                                                                             | 1. The writer is attempting to exploit sound-mnemonics (homophone) of "compare" and "overgeneralizing from tense rule of past suffix (-ed addition) to the irregular verb "born" in order to convey the intended meaning in error-filled interpretable structure smartly enough but at the expense of fluently. If unscrupulously corrected, such advantageous error feature can mar the apparent fluency a learner deploys fortunately. So erroneously fluent production can enhance their TL voice. |
| 37                                                                                                                      | Style (misselection)<br>(line 1, 2, 9)<br><br>(Overt / Covert, Interpretable at Out 2) | Learning context                | <i>(*Mr Lesley Anne * I *came *for *British *thanks!)</i>                     | Ms. Lesley-Anne, I will meet you in Britain.<br>Thank you!<br><br>Or<br><br>Miss. Lesley-Anne, I wish I would meet you in Britain. Thank you! | 1. The fact that the writer inappropriately uses informal register, rather ignorant of formal style, is clearly noticeable in the uses of [Mr] instead of [Ms. or Miss.] and [Thanks] instead of [Thank you] to address their senior female teacher educator, Ms. Lesley-Anne. Writer must be untaught and not used to letter writing register, gender markers and format so far.                                                                                                                     |



| Learner / Error Maker's No. Code | Error Type                                                                 | Error Source        | Learner Idiosyncrasies                 | Possible Reconstruction                                                       | The Psychological Causes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|----------------------------------------------------------------------------|---------------------|----------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 67                               | Article (addition)<br>(line 1)<br>(Overt / Covert, Interpretable at Out 2) | L1/Learning Context | (If *the God *say I *went to see you.) | May God help us to meet!<br>(God be with us! /May the will of God be for us!) | 1. The function of definite article may be an incomplete understanding of the use of definite article which is unnoticeably suffixed as in Afaan Oromoo ([nama] →[man]: [namicha]→ [the man]). The committed errors not only include definite article but also L1/L2 analogy literal translation of alien secular discourse “say” misused (from ‘Yoo Waaqni jedhe?’ of <i>Afaan Oromoo</i> or possibly due to ‘ሃላቅ ነው?’ of <i>Amarigna</i> as well. Besides, misselecting ‘went’ for ‘want’) and omitting final comma and exclamation marks (not punctuating) implies under-learning and its absence in L1/L2 Amarigna. In aggregate, rather these layers of errors should be considered L1/L2 background-caused in ways hard to codify and explain in real sense of the interpretation. |

## **4.5 Highlights of the Teachers' Perception of their Students' English**

### **4.5.1 Results of the Questionnaire Response of the Teachers**

Teachers' opinion about their learners' thinking of their learners' present writing ability has also been tapped using questionnaire and focused-group discussion as instrument.

Its finding has thus confirmed inadequacy of the conditions concerning the learners, the learning context or setting and the personal out-of-class opportunities subscribed to by more than three of the five respondent teachers. From the data results of the questionnaire and the focus group (*Please see appendix P1, P2, P3 for guidelines and questions of the focus group discussion*).

Besides, in judging the learners' conditions of learning in the open-ended response, fewer teachers pointed out the learners' 'fear of speaking', need for their 'working harder to improve' and 'spelling' skill inadequacy. However nearly all the teachers (83.33%) identified the majority of the targeted learners at pre-systematic stage.

Concerning the amount of practice needed for the learners in specific grammar areas, 50% to 100% of the teachers suggested that the learners require 'a lot of practice'. In the open-ended part of the survey a teacher commented "out of-class speaking opportunity is 'not available' in English", another saying, "the students have big fear of speaking", yet another respondent additionally attributing teachers' failure of assisting them to the obvious 'large class size'. In all cases, the current knowledge of their English is perceived to be inadequate in answer to the first of the research questions.

Second and main finding of the dominant causes of the inexpressivity under analysis was thought to be firstly the instructional context (setting) by three respondent teachers (50%) secondly, target language influence concurrently each by 3 respondents (50%) while use of strategies and the mother tongue are seen as least influential by 2 of the teachers (33.33%).

Open-ended comments on the cause include 'grammar and tense' errors, 'interest and personal background', 'students' not speaking', 'not giving attention', 'loss [lack] of grammar books and exercise' as the learners wrote while the teachers wrote the causes such as 'rote memorization without understanding', 'teacher quality', 'administrative issues' and 'use after learning [of English perhaps]'.



In partial contrast, the teachers' ranked response on the feasible solutions shows that the foremost solution that three teachers (50%) perceived and ranked firstly is 'preparing new course materials', secondly two teachers (33.3%) ranked 'incorporating applied linguistics introductory course'. In the open-ended comment, only one teacher circularly proposed 'creating situations for learners to use English out of class as a way out of the erroneous-and-not-fluent writing dilemma. Teachers' response conforms with what the students have said and written in general. This counts in the internal validity.

#### **4.5.2 Results of the Focus Group Discussion of Teachers**

The first basic question of ruling out the learners' current level of knowledge has reflected the difficulty showing inadequacy in the students' overall English ability wholly.

The second and principal issue being causes of the learners' error-filled grammar in writing has been attributed to different sources by the five teachers. Consensus was reached on predominance of previous learning-induced causes relegating L1 to a background pretext.

A teacher firmly asserted "we can't hide the fact! They [students] also tell you why they are weak. They said they had been taught by translation method". He went on striking the key-note causes in good time adding "...they had such shortage of qualified teachers and textbooks in the elementary levels. They have no access to using the language." This implied induced is a cause of influence is likely. Conclusively, they labeled their learners' language command tacitly as 'low' in the profile. At any rate, no divergent point of view was observed despite the anticipated but managed explanations that appeared off-the-track at some stages of the discussion despite the brief guide-line training received.

As to the solution to overcome the terrible under-communicative English of the learners, two of the discussants together suggested motivating learners and raising their awareness by informing them about the possible benefits and importance of English such as its communication value of science and technology, online and correspondence, conference, diplomacy, office work especially with NGOs, employment, library reading, purposefully inviting natives or at least foreigners to converse with learners particularly in a community context, etc. In each case, as far as the two-hour-discussion time permitted, the teachers have offered valid and supportive data besides the



questionnaire they had completed even though the discussion is not as efficacious as it had been expected from the outset.

A teacher's failure-anecdote of his encounter on its own is practically the same as proposing one doable research as to how far expectation of grading and learning outcome may cause learners to give up or keep up interlanguage expressivity. He reported a case of his once hard-working student's retreating from studying English as much as before; it appeared the learners' grade and too much devotion of time and expectation of English has been misdirected to good grade but has been instantly shattered for ever due to low grade disappointment as the boy had articulated himself in the teacher's words. In this ground of the analysis of the results, it can be hypothesized thus oversight of wash back effect of learner-expectation of grading in assessment might itself count in considerably in the learners' deviation or devotion in using the standard style.

In order to ensure validity and reliability, inter-rater agreement is calculated. Accordingly, error count of the internal rater (the researcher) was 1139 errors for writing 1 and 889 errors for writing 2 while the count of the external rater fell as short as 1103 errors (96.84) for writing 1 and 851 errors (74.71) for writing 2. Computed in to percentage, the difference (inter-rater disagreement) between the two raters is about 36 errors (3.16%) in writing 1 and 48 errors (4.21%) for writing 2. The inter-rater agreement for the composition revealed reasonable agreement between the two raters as well as the letter writing (*Please see appendix F3*).

In sum, the data from the three principal sources (the two writing tasks, the questionnaire and the focus group discussion) provided base-line information for interpretation. Particularly, the writing tasks and the triangulation with teachers' perspective data might permit genuine and deep level of discussion. This in retrospection of Selinker (1992) is congruent with the intention of Corder (1981) to integrate learner perception of structure with borrowing or transfer. in close-up relation to the focused causes and solutions of the 72 learners' shared inadequacy of the written EFL interlanguage system for expressing academic and communicative purposes.

## CHAPTER FIVE: CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

Building conclusively on what has already been accomplished through a good deal of data elicitation, collation, interpretation and discussion of its findings, this section now aims at summarizing, outlining the major conclusions arrived at and forwarding recommendations .

### 5.1 Conclusion

The main objective to which every finding of the study recoils, is finding out the most dominant influences for the error-filled written English's falling far short of meeting the intended communication standard in academic setting. To this end, the following set of conclusions is pooled together for final understanding, apart from some interpretations, generalizations and explanations made earlier inclusively:

1. The objective of the study is met now to a large extent as long as the three central research questions have been answered soundly; firstly, the learners identified their present status of their written English as inadequate, secondly, they perceived the mother tongue and their learning context-induced errors to be the most dominant cause and thirdly, they perceived preparation of new learning materials to be the most pertinently imperative solution to narrow down the acute deviation from standard expressive capability in written English.
2. Learners' interlanguage of basic sentence level writing is a greatly concerning deficiency to respond to imperatively. It is evidenced from different directions that these learners could hardly express one error-free sentence to meet intended communication goal understandably because mainly they are error-ridden, incomplete, and redundant and the like. Their texts exhibited such a variously large number of errors that understanding was practically endangered at times as a result of severe lacking in prior instructional input/modeling, inadequate/inappropriate practice, and inappropriate feedback. This as Bley-Vroman in Gass and Schachter (1997:57) puts it is "a general deficiency of input [that] may well explain many cases of adult language errors".
3. There appears a gap that seeks attention on the part of both learners and teachers concerning their understanding of a set of useful concepts like 'learner strategy', 'learner English / interlanguage' domain of their knowledge as well as its utility rate.



- 4 The so-called mother-tongue cause faithfully turns out to meet the researcher's anticipation, in the final analysis, as center of the tension in the learner language.

This is the only salient feature of the study and particularly of the finding where contradiction is encountered between results of two tools namely, the questionnaire and the composition error analysis. The gap indicates students' perception and error analysis of their essays may not tell the same story. Hence, there arises a need for a third tool to examine perceived causes of shortfall in communicating intentions.

- 5 Forwarding or endorsing proposed solutions of the discovered deficiency seemed to be responded to somewhat skeptically in that learners as well as teachers hardly articulated the solutions perhaps because they are not used to critical reflective thinking styles.

Either they are least informed or unmotivated about the very difficulty hampering their self-expression for years. However, the result from student opinion as well as teacher opinion clearly prioritized the need for preparing the learning modules newly all of which magnified the significance of induced errors including essay error analyses.

- 6 The use of mixed quantitative research procedure is likely to deemphasize (even remove) psycho-linguistic dimension of analysis from the track of contextualized data of error explanation which is more important. It then needs diminished use in proportion with specifying selective error interpretation legitimately from mental process perspective. That is why the present study is indicative (not exhaustive) in its scope of the error explanation made.
- 7 Areas calling for prior or immediate remedial intervention or research attention include specifically most error-ridden linguistic components namely word-choice, style, discourse, and spelling just to prioritize the high percentages of error spots. These must necessarily be treated in sentence and genre level context because there are inseparable features of meaning and form like punctuation, word-order, incompleteness or fragmenting, and redundancy that may risk damaging the observable elements of one element or the other.



## 5.2 Summary

In this section, the main components of the study are summed up. These include the objectives, the research methods, mainly the findings as well as the conclusions. The summary is intended to give the study a clear, coherent and comprehensive finish. The principal objective of the study from which the following research questions emanate is to find out the main causes and solutions of the current learner English error-filled inability to express intended meaning understandably.

Thus the three central research questions were answered in the course of the analysis were formulated: (1) Is the current state of the students' English adequate to express intended meaning legibly? (2) what causes underlie the learner language deficiency? (3) what solutions help to overcome the deficiency? These three objectives were thus met, first by taking applied linguistics perspective on the learner limitations of perception and linguistic errors in writing.

Capitalizing on the explanatory strategy of the error analysis model of Corder (1981) the conspicuous shortfall was investigated following three concise steps: first by identifying the errors, second by describing them, and third by explaining the meaning behind the errors. Upon systematic random sampling and purposive sampling techniques, a sample size of 72 socio-linguistically homogenous second year college EFL students were selected from 231 homogeneously describable cohorts; a descriptive essay and a social letter were administered to them in exciting results.

Data collection instruments involved using three tools namely, students' survey questionnaire with written essays and their teachers' identical questionnaire version in conjunction with focus group discussion to collect data following the popular model of Corder (1981). Analysis of the collected data was accomplished by employing a blend of modest descriptive statistical analysis and qualitative word-led instead of number-led mode of interpretation that was advanced by comparing, contrasting and generalizing from the data of questionnaires and focus group discussion in realistic context. On the other hand, the errors of the 143 sample learner-written essays were analyzed using the memorable error analysis procedures of Corder (1981) with slight adaptations by the researcher cautiously.

Resulting data findings were too many to discuss but sufficient enough to motivate the study at its best. Only three findings of salience may be handy to report; first the students' current state of EFL knowledge and learning conditions have been determined by them to be inadequate except their

teachers' EFL knowledge adequacy, which is only 10% smallest part of the specifications. Secondly the conflicting finding of cause of their interlanguage shortfall perceived by the learners was found to be the mother tongue system in questionnaire response but the target language overgeneralizing influence in the error analysis much more the learning context-induced errors.

Corrective actions to take were similarly ranked by the students identifying preparation of new learning materials as the most important solution. Material preparation was perceived convincingly to take the first priority by the learners as well as by the teachers. Data result has also indicated that more causes and solutions than a single one have necessarily characterized the learners' written English deficiency alleged initially but confirmed lastly. Even though in-depth psychological error explanation remains unexhausted, largely owing to unmanageable magnitude, voluminous nature and type of the written errors broad needs and thick description of the issue has been modeled explanatorily.

In sum, a set of evolving findings, conclusions, and recommendations were drawn out to wind up the study along with pinpointing insights of pitfalls to be noted. It is possible now to say publicly that since the three fundamental research questions have already been answered considerably. Therefore, the objectives of the study are certainly achieved. Moreover, confirmation of the research methods and the findings are shown to make the study a source of information, replication and improvement not only at college level of EFL learning but below and above college. Promising prospects are foreseen since brain research and writing process currently signal new directions for interlanguage and composing development as noted by Grebe and Kaplan (1996).

### 5.3 Recommendations

Useful interpretations have been made and conclusions drawn out to meet the central research objective. Even the overall summary has given the big picture of the problem and its findings. This part still complements the answering of the research questions with suggestible working recommendations that could otherwise remain outside the actual data proper.

Thus in line with the range of literature navigated until now and the findings obtained from analysis of the data, the following measures can be proposed as recommendation for fine-tuning learners' perceived interlanguage of their EFL with the target standard:

1. Preparation of new course materials and daily classroom learning materials had better not repeat former drawbacks but should incorporate surveyed and specified grammar/writing needs and competencies of the learners not the course material writers' voice.
  2. Familiarizing the legitimacy and strategies of learner language error analysis or interlanguage analysis in every classroom is both sensible and still timely in classroom context.
  3. Modifying the mode of instruction of writing and grammar is urgently called on to counter the potential fossilizers as the researcher strongly suspects this to hold them back imminently if not apparently in the present scope of the study.
- Covington, 1992 in Williams and Burden (1997:130) suggest that girls have to be supported to rely on mastery or successful self-worth concern in stead of battling with their low self-esteem and mysterious relative failure in using English unconfidently and unintelligibly.
4. Anticipated misreading of interlanguage (learner language) errors is so inevitable that it obviously requires planned and concerted national, regional as well as institutional orientation for teachers and learners in order to make good use of.
  5. New paradigms of practicing grammar realistically and writing in communicative context would rather be exercised among the learners in line with interlanguage contrasts to hold



down interference and to enhance transfer strategies of interlanguage development at the teacher preparation institutions early enough.

This may entail incorporating such topics in the syllabus and bits of tasks in consultation with the learners in the class. A crucial choice is sorting the right writing tasks preferred by learners and exploit them compatibly in contrast with the target system demanded. Online access opportunities should also be lead by EFL teachers on regular basis to enrich their EFL more compatibly.

6. Specified learning/teaching competencies, strategies, model examples, guidelines, and standards pertaining to learner written English had better direct the learners towards achieving them if institutions set up and sign-post them transparently.
7. The part being played by English Language Improvement Program (ELIP) nation-wide intervention is also thought to create a conducive context and opportunity in which learner language deficiencies are brought into play. It was commented in the opinion of an informant and the original participant researcher.
8. Introducing literacy skills developing opportunity is thought the key but missing ground for the prevailing writing deficiency of college learners. Particularly simultaneous bilingual FL-L1 learning opportunities from pre-school level in the vast rural community are believed to minimize high mono-lingual influence before children become biased by the essential L1.

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# Appendix A

## Cover Letter

17 March 2006

Gebi Misha  
Addis Ababa University  
Tel 0911383037  
Addis Ababa

Dear informant,

Simply this is a short writing practice for the purpose of MA research thesis. It may help you as well as the researcher to *overcome some **writing difficulties** causing your English to be error-filled and inadequate to express the wanted meaning. So you are expected to complete 3 things:*

- 1<sup>st</sup>. write one description of traditional **coffee making process**,
- 2<sup>nd</sup>. write one **social letter** according to the guidelines given in each case in the task sheets and
- 3<sup>rd</sup>. complete a questionnaire another time patiently with the investigator for necessary clarification.

You do not have to write your name; instead, use the **given number code** to protect your personal secrets.

Please try to give as truthful information as you can in each case. Thank you for your willingness and contribution!

Truly yours,

*Gebi Misha,*

# Appendix B

## DESCRIBING COFFEE MAKING PROCESS (GUIDELINES)

Writing Task Sheet 1

Starting Time: .....

Writer's No. (Code): .....

**INSTRUCTION:** Describe typical complete process of making coffee at your locality (from buying to drinking).

### **Points to consider as you write:**

- a. your *reader* is Lesley-Anne, a British, unmarried, female teacher educator at your college,
  - b. the *purpose* is to introduce the local practice of coffee-making ceremony,
  - c. the format of the description is a three-to-five paragraph essay type,
  - d. length is not below 100 words and not more than 200 words altogether,
  - e. be simple, clear, interesting, correct enough in your English in order to be understood,
  - f. the information can include the steps, materials, importance of coffee making, as well as your comments about its uses and harms,
  - g. paper, pen and 30-60 minutes will be given to complete this task
  - h. you should hand in everything you have written as soon as you finish.
- ⊙ Remember, this is not a test, but a writing practice intended for better Teaching. So enjoy it!

Finishing Time:.....

# Appendix C

## WRITING SOCIAL LETTER (GUIDELINES)

Writing Task Sheet 2

Starting Time: .....

Writer's No. (Code): ...

**INSTRUCTION:** Write a typical social letter to Lesley-Anne, the British native speaker of English who is teaching the Higher Diploma Programme in Asella T.E.Collge.

**Points to consider as you write:**

- a. your purpose can be to know more about her (country, culture, work, etc.)
- b. consider correct and appropriate language,
- c. format of social letter (100 words at average),
- d. appropriate amount and important information only,
- e. About 30 minutes will be given to complete this task

\*Remember, this is not a test, but a writing practice intended for better teaching. So enjoy it !

Finishing Time:.....



# Appendix D1

## Questionnaire Administered to Learners

### STUDENT-RATED NEEDS OF THEIR WRITTEN ENGLISH ERRORS FOR ANALYSIS

Respondent Code: S.....,

#### GENERAL DIRECTION:

1. THIS SURVEY QUESTIONNAIRE IS ABOUT "YOUR & YOUR TEACHERS' GRAMMATICAL DIFFICULTIES" HAS SIX SECTIONS; PLEASE RESPOND CAREFULLY TO EACH PART ACCORDING TO THE INDIVIDUAL INSTRUCTIONS PROVIDED.

2. PLEASE FIRST FILL IN THIS PERSONAL INFORMATION ABOUT YOURSELF (A to F),

A. Your age: ....., B. Your Sex: ( Male..... or Female.....), C. Your home zone (where you come from):....., D. Starting Year of Learning English (Eth 19...) or (19....GC.), E. Starting Class for English:....., F. Your Mother-tongue ( L1 ): ....., L2:....., L3/L4....., Other (if any):.....

**SECTION ONE: Current Condition of Grammar and Writing Instruction at the College**

**Instruction:** Please indicate the presence of particular grammar and writing conditions in your college classes by checking under the only column ( ✓ ) where that particular element is adequately or inadequately available or not available at all.)

1. How much adequate is the following condition of English grammar and writing instruction in your college at present?

|                                                             |                                                                                                           | adequate | inadequate | not available | Remarks |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------|------------|---------------|---------|
| S.No                                                        | state of the teaching /learning of grammar and writing at my college here                                 | 1        | 2          | 3             |         |
| (about Yourself)                                            |                                                                                                           |          |            |               |         |
| 1.1                                                         | adequacy of your knowing and using English grammar with teacher or friends correctly                      |          |            |               |         |
| 1.2                                                         | adequacy of your own English writing skills correctly                                                     |          |            |               |         |
| 1.3                                                         | accuracy of your translating words & structures from your L1 into English in writing                      |          |            |               |         |
| 1.4                                                         | accuracy of your translating words & structures from English back to your L1 in writing                   |          |            |               |         |
| 1.5                                                         | accuracy of your understanding of the English cultural meaning of words & structures in reading texts     |          |            |               |         |
| 1.6                                                         | ability to understand word (its form or meaning) from their context in a sentence or a paragraph          |          |            |               |         |
| 1.7                                                         | producing your own answers (words, sentences, paragraphs, etc) <u>without</u> copying from others/friends |          |            |               |         |
| 1.8                                                         | If other (please specify.....)                                                                            |          |            |               |         |
| (about Your English Teacher)                                |                                                                                                           |          |            |               |         |
| 1.9                                                         | adequacy of your own English teacher's knowing and using English grammar correctly                        |          |            |               |         |
| 1.10                                                        | adequacy of your own English teacher's writing skills                                                     |          |            |               |         |
| 1.11                                                        | adequacy of your teacher's support ve feedback (by preparing new tasks, correcting & explaining, etc.)    |          |            |               |         |
| 1.12                                                        | if other (please specify.....)                                                                            |          |            |               |         |
| (about Your Course Learning/Teaching Materials and Methods) |                                                                                                           |          |            |               |         |
| 1.13                                                        | functional (interactive) nature of the English grammar and vocabulary tasks in the course books           |          |            |               |         |
| 1.14                                                        | motivational power of the overall English writing task types in the course books                          |          |            |               |         |
| 1.15                                                        | variety of the overall English writing tasks in terms of situations and information in the books          |          |            |               |         |
| 1.16                                                        | relatedness of the mother tongue features with the English grammar in the tasks                           |          |            |               |         |
| 1.17                                                        | both informative and motivating feedback opportunities provided (individually, in pairs/peers/groups)     |          |            |               |         |
| 1.18                                                        | satisfaction or motivation from your results (class participation, exams, assessment, etc.)               |          |            |               |         |
| 1.19                                                        | The contribution of portfolio-building for increasing your grammar's fluency and accuracy                 |          |            |               |         |
| 1.20                                                        | The contribution of composition writing practice to enhance your grammar and word power                   |          |            |               |         |
| 1.21                                                        | adequacy of assessment strategies to develop the English grammar and vocabulary                           |          |            |               |         |
| 1.22                                                        | overall appropriateness and correctness of the English grammar and vocabulary tasks and texts             |          |            |               |         |
| 1.23                                                        | If other (please specify.....)                                                                            |          |            |               |         |
| (about Out-of-Class Opportunities or Your Personal Access)  |                                                                                                           |          |            |               |         |
| 1.24                                                        | previous influential experience (exposure) from your native English teacher or speaker (if any)           |          |            |               |         |
| 1.25                                                        | your personal access to native English mass media (radio, TV, newspaper, reference materials)             |          |            |               |         |
| 1.26                                                        | your basic skills of using internet & computer to enhance your own grammar development                    |          |            |               |         |
| 1.27                                                        | your awareness of the future goals or uses of learning the English language                               |          |            |               |         |
| 1.28                                                        | your ability to manage your own English grammar and vocabulary expansion willingly                        |          |            |               |         |
| 1.29                                                        | If other (please specify.....)                                                                            |          |            |               |         |



## SECTION TWO: Self-Judgment of STAGES of Students' Grammar Development.

**Instruction:** Please indicate the **exact level of your grammatical ability** by checking inside the **only one** of the boxes that describes you best (✓.)

2. How do you judge your own **level of current grammatical ability** to be found at exactly in terms of the three developmental stages described below?

- ☐ A. Mostly, I think I know particular English grammar systems (rules) by chance and guess without being able to apply them; however, I cannot correct and explain anything about their occurrence.
- ☐ B. Mostly, I think I know particular English grammar systems (rules) as well as applying them; however, I cannot correct my own errors although I can explain something about their occurrence.
- ☐ C. Mostly, I think I know particular English grammar systems (rules) as well as applying them; furthermore, I can both correct and explain some thing about their occurrence.

## SECTION THREE: CAUSES (Sources) of the Students' Grammar Errors

**Instruction:** This time, you will have to write the rank numbers from (1<sup>st</sup>) for the most influential source of errors to 6<sup>th</sup> (for the last/least influential source) on the given line below.

3. How do you **rank the degree of the influence** (cause) of the following factors on your **English grammar errors** in learning to write English at the college?

- \_\_\_\_\_ : the **Mother-tongue** (Afan Oromo / Amarigna)
- \_\_\_\_\_ : the **Target Language** (English itself as Foreign/Second Language)
- \_\_\_\_\_ : **Other languages** (if there is any other language outside the above two sets)
- \_\_\_\_\_ : **Instructional setting or context** (including former traditional Materials/Methods/Teachers/Peer)
- \_\_\_\_\_ : **Use of range of strategies** (learning, production, and communication strategies)
- \_\_\_\_\_ : If any **other** personal opportunities (please mention here briefly:.....)

## SECTION FOUR: SELF-REPORTING of the Students' Strategic Use of Grammar: on the basis of the model of Corder (1981) and Brown (1987).

**Instruction:** Please indicate the **strategies** you have **actually used** (among the sets of *learning, production and communication* strategies listed below) in the *two* writing tasks you have just written (in the *coffee making process* description and the social letter). Indicate this by checking inside the boxes (✓) where you think you have used that particular strategy. But simply cross (×) or simply ignore the ones you have not used.)

4. How many of the following sets of **strategies** below do you think you have **just used** in your two writing tasks (the process description and the social letter)?

### 4.2 Strategies of Communication of the Students' English Grammar

#### 4.2.1 Message Adjustment Strategies

- ☐ 4.2.1.1 **avoidance** strategy (e.g. avoiding the topic or refusing to write or ignoring the message because of poor English)
- ☐ 4.2.1.2 **consulting** (asking) for help (e.g. asking a teacher or someone else for English word for the needed expression)
- ☐ 4.2.1.3 using **less or precise expression** (e.g. choosing not to say more or longer)
- ☐ 4.2.1.4 If any **others** (please specify here and check it:.....)



## 4.2.2 Resource Expansion Strategies

- ☐ 4.2.2.1 **borrowing** (e.g. including features and items from the mother-tongue for the sake of communicating)
- ☐ 4.2.2.2 **paraphrasing** (e.g. saying it once again in easier or different words)
- ☐ 4.2.2.3 using **non-verbal or body language** (e.g. using gestures)
- ☐ 4.2.2.4 If any **others** (please specify here and check it:.....)

## 4.3 Production Strategies

- ☐ 4.3.1 **pre-planning** (e.g. choosing the essential components of points & sub-points)
- ☐ 4.3.2 **rehearsal** (e.g. repeating or exercising before conveying the message)
- ☐ 4.3.3 **monitoring or correction** (e.g. evaluating or correcting the accuracy and appropriateness of message)
- ☐ 4.3.4 **"revision"** (my amendment) (e.g. looking again for imperfect elements to refine or improve communication)
- ☐ 4.3.5 If **others** (please specify here and check it:.....)

## 4.4 Learning Strategies

- ☐ 4.4.1 **overgeneralization** (e.g. application of wrong English rule like [*\*comed*] to say [*✓ come*])
- ☐ 4.4.2 **memorization** (e.g. recalling by singing, by numbered sequence, by acronyms and by concept relating)
- ☐ 4.4.3 **prefabricated (formulaic)** expressions (e.g. using ready-made words or phrases like idioms)
- ☐ 4.4.4 **repetition** (e.g. imitating or reusing former usages and models)
- ☐ 4.4.5 **verbal attention getter** (e.g. using any means to attract attention like "Look!")
- ☐ 4.4.6 **answer in unison** (e.g. responding together with others confidence)
- ☐ 4.4.7 **talk to self** (e.g. trying out response by saying aloud to oneself before communicating)
- ☐ 4.4.8 **elaboration** (e.g. giving information beyond that which is enough to start interaction)
- ☐ 4.4.9 **anticipatory answer** (e.g. imitating or reusing former usages and models)
- ☐ 4.4.10 **appeal for assistance** (e.g. asking someone for the correct form or solution to a problem suddenly)
- ☐ 4.4.11 **request for clarification** (e.g. trying to expand understanding or knowledge of the topic)
- ☐ 4.4.12 **role-play** (e.g. practicing the an English expression by acting like a native or a speaker suddenly)
- ☐ 4.4.13 If **others** (please specify here and check it:.....)

## SECTION FIVE : IDENTIFICATION & CLASSIFICATION of Your Own Grammar Knowledge:

Instruction: For the items 1 to 36 below, respond truthfully by putting a tick mark (✓) under one of the 3 categories of amount of grammar practice you need under a column where 1 is "a lot", 2 is "little" and 3 is "none".

5. *How much practice do you still need to improve in each of your English grammar areas listed in the table below at the moment?*

Rate of needed  
Practice to  
Improve your  
grammar in use

| S. No. | Classes (Categories) Grammatical Systems to Improve     | 1<br>a lot | 2<br>little | 3<br>none | Comments |
|--------|---------------------------------------------------------|------------|-------------|-----------|----------|
|        | Tense System                                            |            |             |           |          |
| 5.1    | past tenses                                             |            |             |           |          |
| 5.2    | present tenses                                          |            |             |           |          |
| 5.3    | future tenses                                           |            |             |           |          |
| 5.4    | perfect tenses                                          |            |             |           |          |
| 5.5    | continuous tenses                                       |            |             |           |          |
|        | Mood System                                             |            |             |           |          |
| 5.6    | conditionals                                            |            |             |           |          |
| 5.7    | mood (indicative, substitutive, declarative, etc.)      |            |             |           |          |
|        | Voice System                                            |            |             |           |          |
| 5.8    | voice (passive and active)                              |            |             |           |          |
|        | Verb System                                             |            |             |           |          |
| 5.9    | auxiliary verbs                                         |            |             |           |          |
| 5.10   | modal verbs                                             |            |             |           |          |
| 5.11   | phrasal verbs                                           |            |             |           |          |
| 5.12   | Infinitive verbs                                        |            |             |           |          |
|        | Modifier System                                         |            |             |           |          |
| 5.13   | adjectives                                              |            |             |           |          |
| 5.14   | adverbs                                                 |            |             |           |          |
| 5.15   | participles (verbal adjectives) tem                     |            |             |           |          |
|        | Pronoun System                                          |            |             |           |          |
| 5.16   | pronouns                                                |            |             |           |          |
|        | Case System                                             |            |             |           |          |
| 5.17   | nouns (nominative, possessive, gender, etc)             |            |             |           |          |
| 5.18   | gerunds (verbal nouns)                                  |            |             |           |          |
|        | Preposition System                                      |            |             |           |          |
| 19     | prepositions                                            |            |             |           |          |
|        | Determiners (Article) System                            |            |             |           |          |
| 5.20   | articles                                                |            |             |           |          |
|        | Inflectional and Derivational System                    |            |             |           |          |
| 5.21   | affixation (prefix, infix, suffix)                      |            |             |           |          |
|        | Number System                                           |            |             |           |          |
| 5.22   | agreement                                               |            |             |           |          |
|        | Negation System                                         |            |             |           |          |
| 5.23   | negatives                                               |            |             |           |          |
|        | Interrogative System                                    |            |             |           |          |
| 5.24   | interrogatives                                          |            |             |           |          |
|        | Word Order System                                       |            |             |           |          |
| 5.25   | word order                                              |            |             |           |          |
| 5.26   | relative clauses                                        |            |             |           |          |
|        | Sentence Structure System                               |            |             |           |          |
| 5.27   | sentence structure (simple, compound, complex)          |            |             |           |          |
| 5.28   | word meaning (synonymy, hyponymy, antonymy, polysemy)   |            |             |           |          |
| 5.29   | word choice                                             |            |             |           |          |
| 5.30   | sense (connotative, denotative)                         |            |             |           |          |
|        | Graphic (Substance) System                              |            |             |           |          |
| 5.31   | Spelling                                                |            |             |           |          |
| 5.32   | lettering (handwriting proper)                          |            |             |           |          |
| 5.33   | mechanics (capitalizing, punctuating, etc.)             |            |             |           |          |
|        | Organizational System (inter-sentence discourse) system |            |             |           |          |
| 5.34   | coherence in written sentences/paragraphs               |            |             |           |          |
| 5.35   | cohesion in written sentences/ paragraphs               |            |             |           |          |
| 5.36   | Other Essential Category (Please include, if necessary) |            |             |           |          |



Rate of needed  
Practice to  
Improve your  
grammar in use

| S. No. | Classes (Categories) Grammatical Systems to Improve     | 1<br>a lot | 2<br>little | 3<br>none | Comments |
|--------|---------------------------------------------------------|------------|-------------|-----------|----------|
|        | Tense System                                            |            |             |           |          |
| 5.1    | past tenses                                             |            |             |           |          |
| 5.2    | present tenses                                          |            |             |           |          |
| 5.3    | future tenses                                           |            |             |           |          |
| 5.4    | perfect tenses                                          |            |             |           |          |
| 5.5    | continuous tenses                                       |            |             |           |          |
|        | Mood System                                             |            |             |           |          |
| 5.6    | conditionals                                            |            |             |           |          |
| 5.7    | mood (indicative, substitutive, declarative, etc.)      |            |             |           |          |
|        | Voice System                                            |            |             |           |          |
| 5.8    | voice (passive and active)                              |            |             |           |          |
|        | Verb System                                             |            |             |           |          |
| 5.9    | auxiliary verbs                                         |            |             |           |          |
| 5.10   | modal verbs                                             |            |             |           |          |
| 5.11   | phrasal verbs                                           |            |             |           |          |
| 5.12   | Infinitive verbs                                        |            |             |           |          |
|        | Modifier System                                         |            |             |           |          |
| 5.13   | adjectives                                              |            |             |           |          |
| 5.14   | adverbs                                                 |            |             |           |          |
| 5.15   | participles (verbal adjectives) tem                     |            |             |           |          |
|        | Pronoun System                                          |            |             |           |          |
| 5.16   | pronouns                                                |            |             |           |          |
|        | Case System                                             |            |             |           |          |
| 5.17   | nouns (nominative, possessive, gender, etc)             |            |             |           |          |
| 5.18   | gerunds (verbal nouns)                                  |            |             |           |          |
|        | Preposition System                                      |            |             |           |          |
| 19     | prepositions                                            |            |             |           |          |
|        | Determiners (Article) System                            |            |             |           |          |
| 5.20   | articles                                                |            |             |           |          |
|        | Inflectional and Derivational System                    |            |             |           |          |
| 5.21   | affixation (prefix, infix, suffix)                      |            |             |           |          |
|        | Number System                                           |            |             |           |          |
| 5.22   | agreement                                               |            |             |           |          |
|        | Negation System                                         |            |             |           |          |
| 5.23   | negatives                                               |            |             |           |          |
|        | Interrogative System                                    |            |             |           |          |
| 5.24   | interrogatives                                          |            |             |           |          |
|        | Word Order System                                       |            |             |           |          |
| 5.25   | word order                                              |            |             |           |          |
| 5.26   | relative clauses                                        |            |             |           |          |
|        | Sentence Structure System                               |            |             |           |          |
| 5.27   | sentence structure (simple, compound, complex)          |            |             |           |          |
| 5.28   | word meaning (synonymy, hyponymy, antonymy, polysemy)   |            |             |           |          |
| 5.29   | word choice                                             |            |             |           |          |
| 5.30   | sense (connotative, denotative)                         |            |             |           |          |
|        | Graphic (Substance) System                              |            |             |           |          |
| 5.31   | Spelling                                                |            |             |           |          |
| 5.32   | lettering (handwriting proper)                          |            |             |           |          |
| 5.33   | mechanics (capitalizing, punctuating, etc.)             |            |             |           |          |
|        | Organizational System (inter-sentence discourse) system |            |             |           |          |
| 5.34   | coherence in written sentences/paragraphs               |            |             |           |          |
| 5.35   | cohesion in written sentences/ paragraphs               |            |             |           |          |
| 5.36   | Other Essential Category (Please include, if necessary) |            |             |           |          |



**SECTION SIX: SUGGESTIBLE SOLUTIONS** to enhance students' grammar difficulty in Composition.

**Instruction:** Again, you will have to write the rank numbers from (1<sup>st</sup>) for the most influential solution of errors to 8<sup>th</sup> (for the last/least influential solution) on the given line below.

6. How do you rank the next 7 corrective measures (solutions) intended for overcoming the ever-continuing inadequacy of using grammar in college writing or its teaching?

- \_\_\_\_\_ : preparing new course materials (tasks) that are well-balanced, *selected*, organized, varied, and realistic *enough in their grammar in use* for both *communicative* and *academic* goals that are almost compatible with the particular learners' own grammar internal systems & stage.
- \_\_\_\_\_ : reorienting uninformed teachers as well as students who still helplessly advance outdated views and approaches of grammar-writing practices at the cost of balancing communication goal and learner-friendly grammar.
- \_\_\_\_\_ : raising *awareness* and *motivation* of students in learning English through grammar discovery and reflective practices (particularly by diagnosing causes of one's own errors, using codes of reconstructive feedback , realizing the relative benefits and problems involved in the learning of more languages (the mother-tongue and English being focal points)
- \_\_\_\_\_ : encouraging preferable use of a range of compatible *strategies* of communication/learning/production for successful learning of grammar and writing.
- \_\_\_\_\_ : incorporating an introductory *modular* course from *applied linguistics* area in support of enhancing the ill-informed pre-service and in-service teachers so that the neglected ever-widening gap is narrowed between effective use of grammar on the one hand and the other variables (mother-tongue influence, overgeneralizing English rules, ineffective instructional setting and strategy use) on the other.
- \_\_\_\_\_ : establishing mentorship relations between *learners in needs* and *informed grammar-writing teachers* at the levels of classroom or *cluster of* schools/colleges in order to keep up both pre- service and in-service teachers confident and competent in their continuous professional career
- \_\_\_\_\_ : using English only at college levels and little of L1 (translation) in primary classes
- \_\_\_\_\_ : Other (Please suggest some more solutions if you like:.....)

# Appendix D<sub>2</sub>

## Teachers' Questionnaire Version.

TEACHER-RATED NEEDS OF THEIR LEARNER WRITTEN ENGLISH ERRORS FOR ANALYSIS

Respondent Number Code: S.....,

### GENERAL DIRECTION:

1. This survey questionnaire is about "your students' & your own grammatical difficulties". It has six sections; please respond carefully to each part according to the individual instructions provided.

2. PLEASE FIRST FILL IN THIS PERSONAL INFORMATION ABOUT YOURSELF (A to F),

*A. Your age: ....., B. Your Sex: ( Male..... or Female.....), C. Your home zone (where you come from):....., D. Starting Year of Learning English (Eth 19...) or (19....GC.),*

*E. Starting Class for English:....., F. Your Mother-tongue ( L1 ): ....., L2:....., L3/L4....., Other (if any):.....*



## SECTION ONE: Current Condition of Grammar and Writing Instruction at the College

**Instruction:** Please indicate the presence of particular grammar and writing conditions in your college classes by checking under the only column ( ✓ ) where that particular element is adequately or inadequately available or not available at all.)

### 1. How much adequate is the following condition of English grammar and writing instruction in your college at present?

| S.No | state of the teaching /learning of grammar and writing at my college here                                               | adequate | inadequate | not available | Remarks |
|------|-------------------------------------------------------------------------------------------------------------------------|----------|------------|---------------|---------|
|      |                                                                                                                         | 1        | 2          | 3             |         |
|      | (about the students)                                                                                                    |          |            |               |         |
| 1.1  | Overall adequacy of your students' knowing and using English grammar with teacher or friends correctly                  |          |            |               |         |
| 1.2  | Overall adequacy of your students' correct English writing skills                                                       |          |            |               |         |
| 1.3  | Overall accuracy of your students' translating words & structures from L1 into English in writing                       |          |            |               |         |
| 1.4  | Overall accuracy of your students' translating words & structures from English back to L1 in writing                    |          |            |               |         |
| 1.5  | Overall accuracy of your students' understanding of the English cultural meaning of words & structures in reading texts |          |            |               |         |
| 1.6  | Overall ability to understand word (its form or meaning) from their context in a sentence or a paragraph                |          |            |               |         |
| 1.7  | Producing their own answers (words, sentences, paragraphs, etc) without copying from others/friends                     |          |            |               |         |
| 1.8  | If other (please specify your comments to the above .....)                                                              |          |            |               |         |
|      | (about yourself / their English Teacher)                                                                                |          |            |               |         |
| 1.9  | Overall adequacy of their own English knowing and using English grammar correctly                                       |          |            |               |         |
| 1.10 | Overall adequacy of your students' English writing skills                                                               |          |            |               |         |
| 1.11 | adequacy of your (teacher's) supportive feedback (by preparing new tasks, correcting & explaining, etc.)                |          |            |               |         |
| 1.12 | If other (please specify your comments to the above .....)                                                              |          |            |               |         |
|      | (about their Learning Setting: Teaching Materials and Methods)                                                          |          |            |               |         |
| 1.13 | functional (interactive) nature of the English grammar and vocabulary tasks in the course books                         |          |            |               |         |
| 1.14 | motivational power of the overall English writing task types in the course books                                        |          |            |               |         |
| 1.15 | variety of the overall English writing tasks in terms of situations and information in the books                        |          |            |               |         |
| 1.16 | relatedness of the mother tongue features with the English grammar in the tasks                                         |          |            |               |         |
| 1.17 | both informative and motivating feedback opportunities provided (individually, in pairs/peers/groups)                   |          |            |               |         |
| 1.18 | satisfaction or motivation from their results (class participation, exams, assessment, etc.)                            |          |            |               |         |
| 1.19 | the contribution of portfolio-building for increasing their grammar's fluency and accuracy                              |          |            |               |         |
| 1.20 | the contribution of composition writing practice to enhance their grammar and word power                                |          |            |               |         |
| 1.21 | adequacy of assessment strategies to develop their English grammar and vocabulary                                       |          |            |               |         |
| 1.22 | overall appropriateness and correctness of the English grammar and vocabulary tasks and texts                           |          |            |               |         |
| 1.23 | If other (please specify your comments to the above .....)                                                              |          |            |               |         |
|      | (about Out-of-Class Opportunities or their Personal Access)                                                             |          |            |               |         |
| 1.24 | previous influential experience (exposure) from native English teacher or speaker (if any)                              |          |            |               |         |
| 1.25 | their personal access to native English mass media (radio, TV, newspaper, reference materials)                          |          |            |               |         |
| 1.26 | their basic skills of using internet & computer to enhance their own grammar development                                |          |            |               |         |
| 1.27 | their awareness of the future goals or uses of learning the English language                                            |          |            |               |         |
| 1.28 | their ability to manage their own English grammar and vocabulary expansion willingly                                    |          |            |               |         |
| 1.29 | If other (please specify comments to the above .....)                                                                   |          |            |               |         |



## SECTION TWO: Your Judgment of the Students' STAGES of Grammar Development.

**Instruction:** Please indicate the exact level of your grammatical ability by checking inside the only one of the boxes that may generally describe them best (✓.)

2. How do you judge their own level of current grammatical ability to be found at exactly in terms of the three developmental stages described below?

☐ A. Mostly, these students think they know particular English grammar systems (rules) by chance and guess without being able to apply them; however, they cannot correct and explain anything about error occurrence.

☐ B. Mostly, these students think they know particular English grammar systems (rules) as well as applying them; however, they cannot correct their own errors although they can explain something about their occurrence

☐ C. Mostly, these students think they know particular English grammar systems (rules) as well as applying them; furthermore, they can both correct and explain some thing about their occurrence.

## SECTION THREE: CAUSES (Sources) of the Students' Grammar Errors

**Instruction:** This time, you will have to write the rank numbers from (1<sup>st</sup>) for the most influential source of errors to 6<sup>th</sup> (for the last/least influential source) on the given line below.

3. How do you **rank** the **degree of the influence** (cause) of the following factors on the students' English grammar errors in learning to write English at the college?

- \_\_\_\_\_ : the Mother-tongue (Afan Oromo / Amharic)
- \_\_\_\_\_ : the Target Language (English itself as Foreign/Second Language)
- \_\_\_\_\_ : Other languages (if there is any other language outside the above two sets)
- \_\_\_\_\_ : Instructional setting or context (including former traditional Materials/ Methods/Teachers/Peer)
- \_\_\_\_\_ : Use of range of strategies (learning, production, and communication strategies)
- \_\_\_\_\_ : If any other personal opportunities (please mention here briefly:.....)

## SECTION FOUR: TEACHER- JUDGMENT of the Students' Strategic Use of Grammar: on the basis of the model of Corder (1981) and Brown (1987).

**Instruction:** Please indicate the **strategies** they are often observed **using** (among the sets of strategies of *learning, production and communication* listed below) in *the two* writing tasks they have just written (in the *coffee making process* description and the social letter). Indicate this by checking inside the boxes (✓) where you think they have used that particular strategy. But cross (x) or simply ignore the ones they do not use.)

4. How many of the following sets of **strategies** below do you think these students could actually use in writing tasks like *describing local coffee making process* and a *social letter* to a native English speaking person at your college? (see writing 1& 2 of the student task sheet).

### 4.2 Strategies of Communication of the Students' English Grammar

#### 4.2.1 Message Adjustment Strategies

- ☐ 4.2.1.1 **avoidance** strategy (e.g. avoiding the topic or refusing to write or ignoring the message because of poor English)
- ☐ 4.2.1.2 **consulting** (asking) for help (e.g. asking a teacher or someone else for English word for the needed expression)
- ☐ 4.2.1.3 using **less or precise expression** (e.g. choosing not to say more or longer)
- ☐ 4.2.1.4 If any **others** (please specify here and check it:.....)

#### 4.2.2 Resource Expansion Strategies

- ☐ 4.2.2.1 **borrowing** (e.g. including features and items from the mother-tongue for the sake of communicating)
- ☐ 4.2.2.2 **paraphrasing** (e.g. saying it once again in easier or different words)
- ☐ 4.2.2.3 using **non-verbal or body language** (e.g. using gestures)
- ☐ 4.2.2.4 If any **others** (please specify here and check it:.....)

#### 4.3 Production Strategies

- ☐ 4.3.1 **pre-planning** (e.g. choosing the essential components of points & sub-points)
- ☐ 4.3.2 **rehearsal** (e.g. repeating or exercising before conveying the message)
- ☐ 4.3.3 **monitoring or correction** (e.g. evaluating or correcting the accuracy and appropriateness of message)
- ☐ 4.3.4 **"revision"** (my amendment) (e.g. looking again for imperfect elements to refine or improve communication)
- ☐ 4.3.5 If **others** (please specify here and check it:.....)

#### 4.4 Learning Strategies

- ☐ 4.4.1 **overgeneralization** (e.g. application of wrong English rule like [*\*comed*] to say [*✓came*])
- ☐ 4.4.2 **memorization** (e.g. recalling by singing, by numbered sequence, by acronyms and by concept relating)
- ☐ 4.4.3 **prefabricated (formulaic)** expressions (e.g. using ready-made words or phrases like idioms)
- ☐ 4.4.4 **repetition** (e.g. imitating or reusing former usages and models)
- ☐ 4.4.5 **verbal attention getter** (e.g. using any means to attract attention like "look!")
- ☐ 4.4.6 **answer in unison** (e.g. responding together with others confidence)
- ☐ 4.4.7 **talk to self** (e.g. trying out response by saying aloud to oneself before communicating)
- ☐ 4.4.8 **elaboration** (e.g. giving information beyond that which is enough to start interaction)
- ☐ 4.4.9 **anticipatory answer** (e.g. imitating or reusing former usages and models)
- ☐ 4.4.10 **appeal for assistance** (e.g. asking someone for the correct form or solution to a problem suddenly)
- ☐ 4.4.11 **request for clarification** (e.g. trying to expand understanding or knowledge of the topic)
- ☐ 4.4.12 **role-play** (e.g. practicing the an English expression by acting like a native or a speaker suddenly)
- ☐ 4.4.13 If **others** (please specify here and check it:.....)

#### SECTION FIVE : IDENTIFICATION & CLASSIFICATION of their Own Grammar

Knowledge:

Instruction: For the items 1 to 36 below, respond truthfully by putting a tick mark (✓) under one of the 3 categories of amount of grammar practice you need under a column where 1 is "a lot", 2 is "little" and 3 is "none".

5. *How much practice do they still need to improve in each of their English grammar areas listed in the table below at the moment?*



#### 4.2.2 Resource Expansion Strategies

- ☐ 4.2.2.1 **borrowing** (e.g. including features and items from the mother-tongue for the sake of communicating)
- ☐ 4.2.2.2 **paraphrasing** (e.g. saying it once again in easier or different words)
- ☐ 4.2.2.3 using **non-verbal or body language** (e.g. using gestures)
- ☐ 4.2.2.4 If any **others** (please specify here and check it:.....)

#### 4.3 Production Strategies

- ☐ 4.3.1 **pre-planning** (e.g. choosing the essential components of points & sub-points)
- ☐ 4.3.2 **rehearsal** (e.g. repeating or exercising before conveying the message)
- ☐ 4.3.3 **monitoring or correction** (e.g. evaluating or correcting the accuracy and appropriateness of message)
- ☐ 4.3.4 **"revision"** (my amendment) (e.g. looking again for imperfect elements to refine or improve communication)
- ☐ 4.3.5 If **others** (please specify here and check it:.....)

#### 4.4 Learning Strategies

- ☐ 4.4.1 **overgeneralization** (e.g. application of wrong English rule like [ \*comed ] to say [ ✓came ])
- ☐ 4.4.2 **memorization** (e.g. recalling by singing, by numbered sequence, by acronyms and by concept relating)
- ☐ 4.4.3 **prefabricated (formulaic)** expressions (e.g. using ready-made words or phrases like idioms)
- ☐ 4.4.4 **repetition** (e.g. imitating or reusing former usages and models)
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- ☐ 4.4.6 **answer in unison** (e.g. responding together with others confidence)
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- ☐ 4.4.9 **anticipatory answer** (e.g. imitating or reusing former usages and models)
- ☐ 4.4.10 **appeal for assistance** (e.g. asking someone for the correct form or solution to a problem suddenly)
- ☐ 4.4.11 **request for clarification** (e.g. trying to expand understanding or knowledge of the topic)
- ☐ 4.4.12 **role-play** (e.g. practicing the an English expression by acting like a native or a speaker suddenly)
- ☐ 4.4.13 If **others** (please specify here and check it:.....)

#### SECTION FIVE : IDENTIFICATION & CLASSIFICATION of their Own Grammar

Knowledge:

**Instruction:** For the items 1 to 36 below, respond truthfully by putting a tick mark (✓) under one of the 3 categories of amount of grammar practice you need under a column where 1 is "a lot", 2 is " little" and 3 is "none".

5. How much practice do they still need to improve in each of their English grammar areas listed in the table below **at the moment**?



### 4.2.2 Resource Expansion Strategies

- ☐ 4.2.2.1 **borrowing** (e.g. including features and items from the mother-tongue for the sake of communicating)
- ☐ 4.2.2.2 **paraphrasing** (e.g. saying it once again in easier or different words)
- ☐ 4.2.2.3 using **non-verbal or body language** (e.g. using gestures)
- ☐ 4.2.2.4 If any **others** (please specify here and check it:.....)

### 4.3 Production Strategies

- ☐ 4.3.1 **pre-planning** (e.g. choosing the essential components of points & sub-points)
- ☐ 4.3.2 **rehearsal** (e.g. repeating or exercising before conveying the message)
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- ☐ 4.3.4 **"revision"** (my amendment) (e.g. looking again for imperfect elements to refine or improve communication)
- ☐ 4.3.5 If **others** (please specify here and check it:.....)

### 4.4 Learning Strategies

- ☐ 4.4.1 **overgeneralization** (e.g. application of wrong English rule like [*\*comed*] to say [*✓came*])
- ☐ 4.4.2 **memorization** (e.g. recalling by singing, by numbered sequence, by acronyms and by concept relating)
- ☐ 4.4.3 **prefabricated (formulaic)** expressions (e.g. using ready-made words or phrases like idioms)
- ☐ 4.4.4 **repetition** (e.g. imitating or reusing former usages and models)
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- ☐ 4.4.11 **request for clarification** (e.g. trying to expand understanding or knowledge of the topic)
- ☐ 4.4.12 **role-play** (e.g. practicing the an English expression by acting like a native or a speaker suddenly)
- ☐ 4.4.13 If **others** (please specify here and check it:.....)

## SECTION FIVE : IDENTIFICATION & CLASSIFICATION of their Own Grammar

Knowledge:

Instruction: For the items 1 to 36 below, respond truthfully by putting a tick mark (✓) under one of the 3 categories of amount of grammar practice you need under a column where 1 is "a lot", 2 is " little" and 3 is "none".

5. *How much practice do they still need to improve in each of their English grammar areas listed in the table below at the moment?*

|        |                                                              | Rate of needed Practice to improve their grammar in use |          |        | Comment |
|--------|--------------------------------------------------------------|---------------------------------------------------------|----------|--------|---------|
| S. No. | Classes (Categories) Grammatical Systems to Improve          | 1 a lot                                                 | 2 little | 3 none |         |
|        | Tense System                                                 |                                                         |          |        |         |
| 5.1    | past tenses                                                  |                                                         |          |        |         |
| 5.2    | present tenses                                               |                                                         |          |        |         |
| 5.3    | future tenses                                                |                                                         |          |        |         |
| 5.4    | perfect tenses                                               |                                                         |          |        |         |
| 5.5    | continuous tenses                                            |                                                         |          |        |         |
|        | Mood System                                                  |                                                         |          |        |         |
| 5.6    | conditionals                                                 |                                                         |          |        |         |
| 5.7    | mood (indicative, substitutive, declarative, etc.)           |                                                         |          |        |         |
|        | Voice System                                                 |                                                         |          |        |         |
| 5.8    | voice (passive and active)                                   |                                                         |          |        |         |
|        | Verb System                                                  |                                                         |          |        |         |
| 5.9    | auxiliary verbs                                              |                                                         |          |        |         |
| 5.10   | modal verbs                                                  |                                                         |          |        |         |
| 5.11   | phrasal verbs                                                |                                                         |          |        |         |
| 5.12   | Infinitive verbs                                             |                                                         |          |        |         |
|        | Modifier System                                              |                                                         |          |        |         |
| 5.13   | adjectives                                                   |                                                         |          |        |         |
| 5.14   | adverbs                                                      |                                                         |          |        |         |
| 5.15   | participles (verbal adjectives) tem                          |                                                         |          |        |         |
|        | Pronoun System                                               |                                                         |          |        |         |
| 5.16   | pronouns                                                     |                                                         |          |        |         |
|        | Case System                                                  |                                                         |          |        |         |
| 5.17   | nouns (nominative, possessive, gender, etc)                  |                                                         |          |        |         |
| 5.18   | gerunds (verbal nouns)                                       |                                                         |          |        |         |
|        | Preposition System                                           |                                                         |          |        |         |
| 5.19   | prepositions                                                 |                                                         |          |        |         |
|        | Determiners (Article) System                                 |                                                         |          |        |         |
| 5.20   | articles                                                     |                                                         |          |        |         |
|        | Inflectional and Derivational System                         |                                                         |          |        |         |
| 5.21   | affixation (prefix, infix, suffix)                           |                                                         |          |        |         |
|        | Number System                                                |                                                         |          |        |         |
| 5.22   | agreement                                                    |                                                         |          |        |         |
|        | Negation System                                              |                                                         |          |        |         |
| 5.23   | negatives                                                    |                                                         |          |        |         |
|        | Interrogative System                                         |                                                         |          |        |         |
| 5.24   | interrogatives                                               |                                                         |          |        |         |
|        | Word Order System                                            |                                                         |          |        |         |
| 5.25   | word order                                                   |                                                         |          |        |         |
| 5.26   | relative clauses                                             |                                                         |          |        |         |
|        | Sentence Structure System                                    |                                                         |          |        |         |
| 5.27   | sentence structure (simple, compound, complex)               |                                                         |          |        |         |
| 5.28   | word meaning (synonymy, hyponymy, antonymy, polysemy)        |                                                         |          |        |         |
| 5.29   | word choice                                                  |                                                         |          |        |         |
| 5.30   | sense (connotative, denotative)                              |                                                         |          |        |         |
|        | Graphic (Substance) System                                   |                                                         |          |        |         |
| 5.31   | spelling                                                     |                                                         |          |        |         |
| 5.32   | lettering (handwriting proper)                               |                                                         |          |        |         |
| 5.33   | mechanics (capitalizing, punctuating, etc.)                  |                                                         |          |        |         |
|        | Organizational System (Inter-sentence discourse) system      |                                                         |          |        |         |
| 5.34   | coherence in written sentences/paragraphs                    |                                                         |          |        |         |
| 5.35   | cohesion in written sentences/ paragraphs                    |                                                         |          |        |         |
| 5.36   | Other Essential Category (Please include, if necessary.....) |                                                         |          |        |         |

**SECTION SIX: SUGGESTIBLE SOLUTIONS** to enhance the students' grammar difficulty in composition

**Instruction:** Again, you will have to write the rank numbers from (1<sup>st</sup>) for the most influential solution of errors to 8<sup>th</sup> (for the last/least influential solution) on the given line below.

6. How do you **rank** the next **7 corrective measures (solutions)** intended for overcoming the **ever-continuing inadequacy** of using grammar in college writing or its teaching?

\_\_\_\_\_ : **preparing new course materials (tasks)** that are well-balanced, *selected*, organized, varied, and realistic *enough in their grammar in use* for both *communicative* and *academic goals* that are almost compatible with the particular learners' own grammar internal systems & stage.

\_\_\_\_\_ : **reorienting** uninformed teachers as well as students who still helplessly advance outdated views and approaches of grammar-writing practices at the cost of balancing communication goal and learner-friendly grammar.

\_\_\_\_\_ : **raising awareness** and *motivation* of students in learning English through grammar discovery and reflective practices (particularly by diagnosing causes of one's own errors, using codes of reconstructive feedback , realizing the relative benefits and problems involved in the learning of more languages (the mother-tongue and English being focal points)

\_\_\_\_\_ : **encouraging** preferable *use of a range of compatible strategies* of communication/learning /*production* for successful learning of grammar and writing.

\_\_\_\_\_ : **incorporating** an introductory *modular* course from *applied linguistics* area in support of enhancing the ill-informed pre-service and in-service teachers so that the neglected ever-widening gap between effective use of grammar on the one hand and the other variables (mother-tongue influence, overgeneralizing English)rules, ineffective instructional setting and strategy use on the other hand.

\_\_\_\_\_ : **establishing mentorship** relations between *learners in needs* and *informed grammar-writing teachers* at the levels of classroom or *cluster of schools/colleges* in order to keep up both pre- service and in-service teachers confident and competent in their continuous professional career

\_\_\_\_\_ : **using English only** at college levels and little of L1 (translation) in primary classes

\_\_\_\_\_ : Other (Please suggest some more solutions if you like:.....).



**SECTION SIX: SUGGESTIBLE SOLUTIONS** to enhance the students' grammar difficulty in composition

**Instruction:** Again, you will have to write the rank numbers from (1<sup>st</sup>) for the most influential solution of errors to 8<sup>th</sup> (for the last/least influential solution) on the given line below.

6. How do you **rank** the next **7 corrective measures (solutions)** intended for overcoming the ever-continuing inadequacy of using grammar in college writing or its teaching?

- \_\_\_\_\_ : **preparing new course materials (tasks)** that are well-balanced, *selected*, organized, varied, and realistic *enough in their grammar in use* for both *communicative* and *academic goals* that are almost compatible with the particular learners' own grammar internal systems & stage.
- \_\_\_\_\_ : **reorienting** uninformed teachers as well as students who still helplessly advance outdated views and approaches of grammar-writing practices at the cost of balancing communication goal and learner-friendly grammar.
- \_\_\_\_\_ : **raising awareness** and *motivation* of students in learning English through grammar discovery and reflective practices (particularly by diagnosing causes of one's own errors, using codes of reconstructive feedback, realizing the relative benefits and problems involved in the learning of more languages (the mother-tongue and English being focal points))
- \_\_\_\_\_ : **encouraging** preferable *use* of a *range of compatible strategies* of communication/learning /*production* for successful learning of grammar and writing.
- \_\_\_\_\_ : **incorporating** an introductory *modular* course from *applied linguistics* area in support of enhancing the ill-informed pre-service and in-service teachers so that the neglected ever-widening gap between effective use of grammar on the one hand and the other variables (mother-tongue influence, overgeneralizing English)rules, ineffective instructional setting and strategy use on the other hand.
- \_\_\_\_\_ : **establishing mentorship** relations between *learners in needs* and *informed grammar-writing teachers* at the levels of classroom or *cluster of schools/colleges* in order to keep up both pre- service and in-service teachers confident and competent in their continuous professional career
- \_\_\_\_\_ : **using English only** at college levels and little of L1 (translation) in primary classes
- \_\_\_\_\_ : Other (Please suggest some more solutions if you like:.....).

## Appendix D3a

### Overall evaluation of the Survey Questionnaire (the 6 parts as a whole)

Please **check** (tick inside the box like ☒ ) only the one that is your true comment from the pairs of the evaluating words below.

- i). What is your general judgment of all the items concerning **familiarity of the language** to you? **familiar** ☐ or **unfamiliar** ☐?
- ii). What is your general judgment of all the items concerning the **content** to you? **interesting** ☐ or **uninteresting** ☐?
- iii). What is your general judgment of all the items concerning the **length**? **too long** to check ☐ or **not too long** to check ☐?
- iv). What is your general judgment of the items concerning the **instructions**? **clear** ☐ or **unclear** ☐?
- v). What is your general judgment of the items concerning the **organizational pattern** of parts? **good** ☐ or **bad** ☐?
- vi). (If necessary, you can briefly add any comment below or overleaf concerning other improvements needed for the questionnaire). .....

Thank you for your **collaboration** and **honesty**!

## Appendix D3b

7.3.3.3. Overall Evaluation of the Survey Questionnaire (applicable to both student and teacher informants on the 6 parts of the questionnaire as a whole).

Please **check (tick inside the box like ☒ ) only for the one** that is your true comment from the pairs of the evaluating words below. Generally,

- i). What is your judgment of all the items concerning **familiarity of the language** to you? **Familiar** ☐ or **unfamiliar** ☐
- ii). What is your judgment of all the items concerning the **content** to you? **interesting** ☐ or **uninteresting** ☐
- iii). What is your judgment of all the items concerning the **length**? **too long** ☐ or **not too long** to check ☐.
- iv). What is your judgment of the items concerning the **instructions**? **clear** ☐ or **unclear** ☐
- v). What is your judgment of the items concerning the **organizational pattern** of parts? **good** ☐ or **bad** ☐
- vi). (If necessary, you can briefly add any comment below or overleaf concerning other improvements needed for the questionnaire).  
.....
- vii). Also specify which of the six parts needs major modification because of its weakness you will mention here: section: \_\_\_\_\_ is poorly prepared because \_\_\_\_\_.

Thank you for your **collaboration** and **honesty**!



# Appendix E1

Target Learners' Relevant Socio-Cultural Background Data

| Respondent Learners in |     | Autobiographical Information of Learners |                                     |
|------------------------|-----|------------------------------------------|-------------------------------------|
| %                      | NO. |                                          |                                     |
| 97.22                  | 70  | 15-25 years                              | A. Age                              |
| 2.78                   | 2   | 25-35 years                              |                                     |
| 29.17                  | 21  | Male                                     | B. Sex                              |
| 70.83                  | 51  | Female                                   |                                     |
| 9.72                   | 7   | Hararge                                  | C. Home Zone or Surrounding         |
| 25.00                  | 18  | Arsi-Bale                                |                                     |
| 8.33                   | 6   | Borana-Guji                              |                                     |
| 27.78                  | 20  | Shawa, E/W                               |                                     |
| 16.67                  | 12  | Walaga, EW                               |                                     |
| 12.50                  | 9   | Jima-Ilubab.                             |                                     |
| 0.00                   | 0   | Kamise                                   |                                     |
| 0.00                   | 0   | Other                                    |                                     |
| 0.00                   | 0   | 1- 5 years                               | D. Years of Exposure English        |
| 0.00                   | 0   | 6-10 years                               |                                     |
| 95.83                  | 69  | 11-15 years                              |                                     |
| 4.17                   | 3   | 16-20 years                              |                                     |
| 0.00                   | 0   | Above 20 years                           |                                     |
| 59.72                  | 43  | 1 <sup>st</sup> grade                    | E. Grade English started            |
| 40.28                  | 29  | 3 <sup>rd</sup> grade                    |                                     |
| 0.00                   | 0   | Above/other                              |                                     |
| 90.28                  | 65  | Afan Oromo                               | F. Languages Spoken by the Learners |
| 9.72                   | 7   | Amarigna                                 |                                     |
| 0.00                   | 0   | Other                                    |                                     |
| 11.11                  | 8   | Afan Oromo                               | L2 (2 <sup>nd</sup> lang.)          |
| 88.89                  | 64  | Amarigna                                 |                                     |
| 0.00                   | 0   | Other                                    |                                     |
| 1.39                   | 1   | Wolaita                                  | L3 & other languages Speakers       |
| 1.39                   | 1   | Tigrigna                                 |                                     |
| 2.78                   | 2   | Ge'ez                                    |                                     |
| 1.39                   | 1   | Sirlana                                  |                                     |
| 4.17                   | 3   | Arabic                                   |                                     |
|                        |     | Remarks                                  |                                     |

### Target Teachers' Relevant Socio-Cultural Background Data

| Respondents |     | Autobiographical Background Information |                                     |                              |
|-------------|-----|-----------------------------------------|-------------------------------------|------------------------------|
| %           | No. |                                         |                                     |                              |
| 66.67       | 4   | 15-25 years                             | A. Age                              |                              |
| 33.33       | 2   | 26-35 years                             |                                     |                              |
| 83.33       | 5   | Male                                    | B. Sex                              |                              |
| 16.67       | 1   | Female                                  |                                     |                              |
| 16.67       | 1   | Hararge                                 | C. Home Zone or Surrounding         |                              |
| 33.33       | 2   | Arsi-Bale                               |                                     |                              |
| 0           | 0   | Borana-Guji                             |                                     |                              |
| 33.33       | 2   | Shawa, E/W                              |                                     |                              |
| 16.67       | 1   | Walaga, EW                              |                                     |                              |
| 0           | 0   | Jima-Ilubab.                            |                                     |                              |
| 0           | 0   | Kamise                                  |                                     |                              |
| 0           | 0   | Other                                   |                                     |                              |
| 0           | 0   | 1- 5 years                              |                                     | D. Years of Exposure English |
| 0           | 0   | 6-10 years                              |                                     |                              |
| 0           | 0   | 11-15 years                             |                                     |                              |
| 33.33       | 2   | 16-20 years                             |                                     |                              |
| 66.67       | 4   | Above 20 years                          | E. Grade English started            |                              |
| 16.67       | 1   | 1 <sup>st</sup> grade                   |                                     |                              |
| 83.33       | 5   | 3 <sup>rd</sup> grade                   |                                     |                              |
| 0           | 0   | Above/other                             |                                     |                              |
| 100         | 6   | Afan Oromo                              | F. Languages Spoken by the Learners | L1 (1 <sup>st</sup> lang.)   |
| 0           | 0   | Amarigna                                |                                     |                              |
| 0           | 0   | Other                                   |                                     | L2 (2 <sup>nd</sup> lang.)   |
| 0           | 0   | Afan Oromo                              |                                     |                              |
| 100         | 6   | Amarigna                                |                                     |                              |
| 0           | 0   | Other                                   | L3 & other languages Speakers       |                              |
| -           | -   | -                                       |                                     |                              |
|             |     | Remarks                                 |                                     |                              |

## Appendix E

### Result of the Learners' Overall Impact Evaluation of the Survey Questionnaire

| Response Value       |     | 1 Language Used |            | 2 Content/Information |               | 3 Length |              | 4 Instructions |         | 5 Organization (sequence) |      | 6 Other Comments | Remarks |
|----------------------|-----|-----------------|------------|-----------------------|---------------|----------|--------------|----------------|---------|---------------------------|------|------------------|---------|
|                      |     | familiar        | unfamiliar | Interesting           | uninteresting | too long | not too long | clear          | unclear | good                      | bad  |                  |         |
| 1 (✓ for response)   | No. | 56              | 15         | 61                    | 10            | 52       | 18           | 53             | 18      | 65                        | 6    | 20               |         |
|                      | %   | 77.8            | 20.8       | 84.7                  | 13.9          | 72.2     | 25           | 73.6           | 25      | 90.3                      | 8.33 | 27.8             |         |
| 0 (for non-response) | No. | 1               |            | 1                     |               | 2        |              | 1              |         | 1                         |      | 53               |         |
|                      | %   | 1.4             |            | 1.4                   |               | 2.8      |              | 1.4            |         | 1.4                       |      | 73.6             |         |



## Appendix F2

Result of the Teachers' Overall Impact Evaluation of the Survey Questionnaire Itself

| Response Value       | 1 Language Used |            | 2 Content/Information |               | 3 Length  |              | 4 Instructions |           | 5 Organization (sequence) |          | 6 Other Comments | Overall Remarks |
|----------------------|-----------------|------------|-----------------------|---------------|-----------|--------------|----------------|-----------|---------------------------|----------|------------------|-----------------|
|                      | familiar        | unfamiliar | Interesting           | uninteresting | too long  | not too long | clear          | unclear   | good                      | bad      |                  |                 |
|                      | No.<br>%        | No.<br>%   | No.<br>%              | No.<br>%      | No.<br>%  | No.<br>%     | No.<br>%       | No.<br>%  | No.<br>%                  | No.<br>% |                  |                 |
| 1 (✓ for response)   | 5<br>83.3       | 0          | 3<br>50               | 2<br>33.3     | 4<br>66.7 | 2<br>33.3    | 4<br>66.7      | 1<br>16.7 | 5<br>83.3                 | 0        | 3<br>50          |                 |
| 0 (for non-response) | 1<br>16.7       |            | 1<br>16.7             |               | 0         |              | 1<br>16.7      |           | 1<br>16.7                 |          | 0                |                 |

### Appendix F3

Table F3. Inter-rater Agreement

|     |                                   | Writing 1(Describing Coffee Making Process) |       | Writing 2(Social Letter) |        | Comments                                                                                        |
|-----|-----------------------------------|---------------------------------------------|-------|--------------------------|--------|-------------------------------------------------------------------------------------------------|
| No. | Raters                            | No.                                         | %     | No.                      | %      |                                                                                                 |
| 1   | Error Rater 1                     | 1103                                        | 96.84 | 931                      | 86.13  |                                                                                                 |
| 2   | Error Rater 2 (Investigator)      | 1139                                        | 100   | 988                      | 100    |                                                                                                 |
|     | Difference between Rater 1 & 2    | 36                                          | 3.16  | 47                       | 4.76*  | *probable personal gap in raters' knowledge of English and literature in topic area of research |
| 3   | Unintelligibility by Native Rater | 779                                         | 68.39 | 762                      | 77.13  |                                                                                                 |
| 4   | Non-native rater (investigator)   | 1125                                        | 98.77 | 982                      | 99.39  |                                                                                                 |
|     | Difference between Rater 3 & 4    | 346                                         | 30.40 | 220                      | 22.27* | *Cultural gap higher for coffee making process Described rather than for Social letter          |

# Appendix G1

Personal Detected Error Inventory Sheet in Psychological and Linguistic Dimensions (for the 72 EFL Learners' Writing Task 1, Descriptive Writing of Coffee Making Process)

Font Colour Code-Aided List of Causes of Specific Errors: **Afan Oromo (MT) in blue**, **Amarigna (L2) /pale blue**, **English (TL) /red**, **Learning/Teaching Induced /green** & others /grey 25%

| Subject /Writer | Number of Sentences         |                               |               | Words | Types of Errors               |                                                                  |                  |                                                                                                                               |           |                                   |                                                           |                                                                                                                                                                               |                                         |                                            |                                                                                                                                                                   | Word order                                                                                                                                                       |                                                       |
|-----------------|-----------------------------|-------------------------------|---------------|-------|-------------------------------|------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                 | correct (out <sub>1</sub> ) | Incorrect (out <sub>2</sub> ) | Total Out 1+2 |       | ambiguous (out <sub>3</sub> ) | Total                                                            | Agreement Er.    | Auxil. V. Er.                                                                                                                 | Tense Er. | Voice /Active-passive Er.         | Art. Er.                                                  | Prep. Er.                                                                                                                                                                     | Spelling Er.                            | Punctuation Er.                            | Discourse Er.                                                                                                                                                     |                                                                                                                                                                  | Pronoun Er.                                           |
| 1               | 1                           | 7                             | 8             | 1     | 113                           | <b>Oml</b> subject or [I] from Sentences Repeatedly              | <b>Ad</b> [is]→ø |                                                                                                                               |           | <b>Ad</b> [*a fire]→[&/ the fire] | <b>Ad</b> [*at the first time]→[first/in the first place] | <b>Sd</b> [*stop]→[step], <b>Oml</b> [*pond]→[pound],                                                                                                                         |                                         |                                            |                                                                                                                                                                   | <b>Sd</b> [try]→[roast], <b>Se</b> [plate]→[pan] <b>Sd</b> [take fire]→[make fire], <b>Sd</b> [*try]→[roast],                                                    | <b>Or</b> (S-V Inversion) [*the fire]→[when the fire] |
| 2               | 1                           | 7                             | 8             | -     | 140                           | <b>Oml</b> object [it]                                           |                  | <b>Sd</b> (past in stead of present) eg. <b>Sd</b> [roasted]→[roast], <b>Sd</b> [pounded]→[pound], <b>Sd</b> [boiled]→[boils] |           |                                   | <b>Ad</b> [measured of]→[measured Ø]                      | <b>Sd</b> [ingrident]→[ingredient], <b>Sd</b> [bean]→[bean], [mortar]→ <b>Sd</b> [mortar], <b>Ad</b> [plate]→[plate], <b>Oml</b> [boild]→[boiled], <b>Sd</b> [flower]→[floor] | <b>Oml</b> (no periods after sentences) | <b>Ad</b> (Overus conjunct ion 'then')     |                                                                                                                                                                   | Inverted s-v <b>Or</b> der (eg fire lit →lit fire), <b>Ad</b> [become], <b>Sd</b> [but gas]→[kerosine burner or stove], <b>Sd</b> [*stay]→[keep]                 |                                                       |
| 3               | -                           | 7                             | 7             | 1     | 114                           |                                                                  |                  | <b>Sd</b> (Uses past in stead of present verb forms) (eg. [roasted, added...])                                                |           |                                   |                                                           | <b>Oml</b> [frosted]→[froasted], <b>Oml</b> [clour]→[color], <b>Oml</b> [mint]→[minn], <b>Oml</b> [out in the fire remove from stove], <b>Sd</b> [sweep]→[swee]               | <b>Oml</b> (No periods after sentences) |                                            |                                                                                                                                                                   | <b>Sd</b> [*rakabot] [saucers]                                                                                                                                   |                                                       |
| 4               | 1                           | 7                             | 7             | 1     | 87                            | <b>Sd</b> [n3[*it]→[✓they], <b>Oml</b> [6 [*it boil] [✓it boils] |                  |                                                                                                                               |           | <b>Ad</b> [a] overused & misused  | <b>Oml</b> [*for]→[✓for some time],                       | <b>Oml</b> [*pounded]→[pound], <b>Sd</b> [*sugar]→[✓sugar],                                                                                                                   |                                         | <b>Ad</b> (Overused conjunct ions of time) | <b>Oml</b> obj if [put into]→[✓put it into], <b>Ad</b> [*drinking]→[✓coffee], <b>Sd</b> [*roster coffee]→[✓roasted coffee], <b>Oml</b> [*boil wat [✓boiled water] | <b>Oml</b> [measure coffee]→[measured coffee], <b>Sd</b> [*mortal]→[mortar], <b>Sd</b> [*roster coffee]→[✓roasted coffee], <b>Oml</b> [*boil wat [✓boiled water] |                                                       |



## Appendix G2

### Personal Detected Error Inventory Sheet in Psychological and Linguistic Dimensions (for the 72 EFL Learners' Writing Task 2, Descriptive Social Letter Writing)

Consider the Font Colour Code and See the Abbreviations Concerning the Causes of Specific Errors : Afan Oromo (AOT) in blue, Amarigna (A.2) /pale blue, English (TL) /red, Learning/teaching Induced /green & others /grey 25%

| Subject /Writer | Number of Sentences Written    |                                  |                     | Words                 | Types of Written Errors          |                                                                                                                 |                                                                                      |                                                                                                                                                                                                 |                              |             |                                                                                                                                   | Punctuatio<br>n Er.                                                                                                                                      | Discourse<br>Er.                                                                                                                                                                                                                                                                        | Pronou<br>n Er.                                                                                                          | Word choice<br>Er.                                   | Wor<br>d<br>order                                                                                                                                                                                                                                                                                                                                                        | style/<br>register               |                                      |
|-----------------|--------------------------------|----------------------------------|---------------------|-----------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------|
|                 | correct<br>(out <sub>1</sub> ) | Incorrect<br>(out <sub>2</sub> ) | Total<br>out<br>1+2 |                       | ambiguous<br>(out <sub>3</sub> ) | Agreement<br>Er.                                                                                                | Auxil. V. Er.                                                                        | Tense<br>Er.                                                                                                                                                                                    | Voice<br>(Ac:P<br>a.)<br>Er. | Art.<br>Er. | Prep.<br>Er.                                                                                                                      |                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |                                                                                                                          |                                                      |                                                                                                                                                                                                                                                                                                                                                                          |                                  | Spelling Er.                         |
| 1               | 1                              | 9                                | 10                  | 3 (Poor<br>marginng)  | 59                               |                                                                                                                 | <u>Ad</u> ["I am<br>Some problem"]→<br>[✓I have some<br>problem].                    |                                                                                                                                                                                                 |                              |             | <u>Se</u> ["college"]→<br>[✓college ],<br><u>Se</u> ["behavior"]<br>[✓behaviour].                                                 |                                                                                                                                                          | <u>Se</u> ["I am"]→<br>[✓I have],<br><u>Se</u> ["how<br>about<br>your work"]<br>→<br>[✓ I think you<br>your work],<br><u>Se</u> ["bye<br>bye"]→<br>[✓ sincerely<br>yours],<br><u>Se</u> ["good work"]<br>→[✓ Good<br>Luck!],<br><u>Ad</u> [in my<br>college high<br>diploma<br>teacher] |                                                                                                                          | <u>Se</u> ["hard<br>worker"]→<br>[✓hard<br>working]. |                                                                                                                                                                                                                                                                                                                                                                          | <u>Om</u> (without<br>signature) |                                      |
| 2               | 1                              | 16                               | 17                  | 13 (Poor<br>marginng) | 44                               | <u>Om</u> obj ["give<br>Some advice"]<br>→[✓ give me<br>some advice],<br><u>Se</u> ["tell you"]→<br>[✓tell me]. | <u>Om</u> ["I fine"]→<br>[✓I am<br>fine],<br><u>Om</u> ["I am<br>ask"]→<br>[✓I ask]. | <u>Se</u> ["i<br>followed"]<br>[✓i<br>follows],<br><u>Se</u> ["<br>[✓prepare]<br>→[✓<br>prepare],<br><u>Se</u> ["had<br>help<br>me"]→<br>[✓help me],<br><u>Se</u> ["wrote"]<br>[✓will<br>write] |                              |             | <u>Se</u> ["Dear<br>to"]→<br>[✓Dear<br>to ],<br><u>Ad</u> ["<br>[✓wrote<br>another<br>letter<br>for<br>you"]→<br>[✓write<br>you], | <u>Se</u> ["porridge"],<br><u>Om</u> ["<br>[✓appreciate]<br>[✓appreciate],<br><u>Se</u> ["another"]<br>[✓another],<br><u>Se</u> ["later"]→<br>[✓letter], | <u>Om</u> " "<br>(L1 Er.)<br>["chuko<br>chachapsa,<br>Finema, ]→<br>[✓"chuko"<br>"chachaps"<br>Finema"],                                                                                                                                                                                | <u>Ad</u> (repetition<br>[✓"by<br>following"]→<br>[✓as<br>follows]),<br>Finema, ]→<br>[✓"chuko"<br>or redundant<br>ideas |                                                      | <u>Se</u> ["my thanks"]<br>→[✓ my<br>salutation],<br><u>Se</u> ["<br>[✓chuko<br>chachapsa,<br>Finema, ],<br><u>Se</u> ["advise"]→<br>[✓advise],<br><u>Se</u> ["my area"]→<br>[✓ my village],<br><u>Se</u> ["I finished<br>by idea"]→<br>[✓ I am<br>looking<br>forward to<br>hearing from<br>you],<br><u>Se</u> ["your<br>friends"]→<br>[✓yours<br>truly /<br>sincerely], |                                  | <u>Om</u> (with<br>out<br>signature) |

# APPENDIX H1

Sample Learner's Manuscript of Writing 1.

Writer Code 2

Time started 9:10

Code 6

How to prepared coffee?

material needed for making coffee

- Ingredients material
- Coffee bean
  - Salt
  - sugar
  - honey
  - butter
  - fire wood
  - plate
  - jar / pot
  - mortar / stone
  - spoon

First of all clean the measured of coffee bean. Then wash the coffee bean and fire wood become then put on the fire and dry plate. Then roasted the coffee bean and put in the mortar and pounded by stone. After that we put the jar on the fire (but gas) when the water become boiled and the coffee powder into the jar / pot and add the sugar or salt, or honey into the jar. Then if that coffee become boiled we can put on the flower and for 3 or 5 minutes stay on the floor, the the cap become washed and put on plate / take a boat. Finally we serve to the people.

finishing time 9:30

# APPENDIX H1

Writer code 2.

Sample Learner's Manuscript of Writing 1. (Translated, L1)

Good!! & 2

Akkaataa bunni' itti dantiifame?  
deantootu bunna danti suud barbaachisan

Soog'ida

Sukara

Damma

Dhadha

Santii bunaa

muka ibidde

eelee

Jabanaa (Xuuuuuee)

mooytee fi muka

maankiraa

Dursa santii bunaa birkinne. Gulgulieessina. Itti aansuun  
santii bunaa miti cunqhaanitti ibidda Sabate ni dhyaata  
itti aansuun eeleen ibiddarra godhamor akkaarrama  
Ergasii akkaarramee santii bunaa akkaarramot fi mooytee  
Hi na samee ~~at tumama~~ mukan tumama. Achin ammoo  
Sabanaa ibiddarra (buxa gaasii) wa goona. Yerod bishaan  
dantee fi daakuu bunaa gara Jabanaa (Xuuuuuee) gookuu  
fi Sukara Yookaan Soog'ida (Damma gara Jabanaa goona  
itti aansuun too bunni sun dantee gara latala goona  
Dadiisaa 3 zkn 5 ~~ni bishaana~~ latalatti tursiisna  
Shiniin ni alhi samee <sup>(vakabootii)</sup> saariinaa irra godhama  
ohumama namootaad alhi'yaate.



## APPENDIX H2

Sample Learner's Manuscript of Writing 2.

Day 27-07-98 E.C

Writer Code 2.

Day of this letter wrote

Code & 2 (2)

Latter for Lester Anne

Dear to Teacher Lester Anne. How are you? I fine  
what about you? I am very well what about you?

After my thanks what I am ask you it followed by  
following: Lester Anne can you advise me how can I

Speak English language perfectly? Can you help me?  
English is difficult for me, for this reason I can't improve.

Can you give some advise? After this in your country  
which cultural food is? How to prepared this food?

Food is same with my country. For example in my area  
bread is prepared from wheat powder, another cultural

food is porridge, chicken, chaehapsa, jinena and so on.  
I would like this my cultural food. Can you tell your

Cultural food? I appreciate you if you can help me  
tell me. Good by Lester Anne I finished by this.

I wrote another letter for you.  
Your friends.

Jin shong time 9:00

## APPENDIX H2

Sample Learner's Manuscript of Writing 2. (Translation, L1) Writer Code 2

Xalaxaa Leesilli - Annee dhaa!  
 Jaalaxamtuu Barsiistuu Leesilli - Annee Akkam jirtaa?  
 ani nagara. Atti hoo? ani baay'ee gaayidha Atti hoo?  
 Naga koo irraan wanti ani bitti olubbaadhuu akka bti  
 aanuudha. Leesilli - Annee na gorsittaa. Akkamitti  
 Asaan engi li'itaa gu'guu'eessee olubbaadhaa?  
 Na gargaaramuu na gargaayuu dandessaa?  
 Engi li'itii anatti uutaataa Sababa kanaaf guddiif  
 achaa hin jiru. Gorsa muraasa na kennu (gorsitaa)  
 erg kanarraan birra keettiiti nyaata gosa kamitti?  
 nyaatni aadaa keen akkamitti gophaamaa?  
 kan birra keettiin tokkoo ERN naannoo kiyraatti  
 olaabbuun kan gophaamu gamaatti olaakuu gamaalirraa  
 nyaannu aadaa kan birra marja, mii'irraa, laaleessa  
 jannina ti kan kan jarkatanidha  
 nyaata aadaa kan koo nan jaaladha  
 nyaata aadaa koo hinmuu dandessaa?  
 ba'ani baay'ee si olon gistsiitadha too Atti nabi  
 himtee Nagayatti Leesilli Annee Yaada koo xumuree  
 Xalaxaa birra bti barreessa.

harrirraa bti



## APPENDIX H3

### Sample Page from EFL Course Module 3, Eng 211

them when you should. But we are only human, and sometimes you have to ease the demands on yourself;

4. It is clear that certain behavior - NEGLECTING your children, FAVOURING one or some of them is poor practice. But much of what parents consider to be miss takes are not; for examples, scolding your son for riding his tricycle through the flower bed when the neighbour's child did it. These decisions are made with a child's welfare in mind. Honest mistakes committed by loving parents may make life a little tougher for a while, but they do not damage children emotionally. Kids were built to with stand being raised by human beings, with all our SHORTCOMINES and INCONSISTENCIES.

5. Perhaps Michael Justesen, a father of five, has the most REASSURING words; "I don't think you can ever fail as a parent unless you completely give up!"

6. It is pointless to look back - or a head. Bringing up children is moment to moment affair. Each day demands ON- THE SPOT decisions and judgments without the BENEFIT of all the facts. That is why happy parents say; "Live in the present. Don't look back, except to learn. Don't look a head, except to plan."

7. Looking back in quilt over something that didn't turn out well DRAINS OUR ENERGLES from the present where they are most needed. Gloria Davis, a mother of four, has some SOOTING words for GUILT - RIDOEN parents. Whatever we went through bad times, I believed that whatever I did was for the best; she said.

8. It's hard to imagine apparent making a decision about a child's future in which she says to herself, "I know this isn't going to be good for him, but I'll do it any way"



**Excercise-** Then, paraphrase the summary of the reading text you have written using your own words.

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## Unit Three: MAY THE MIND COME FIRST

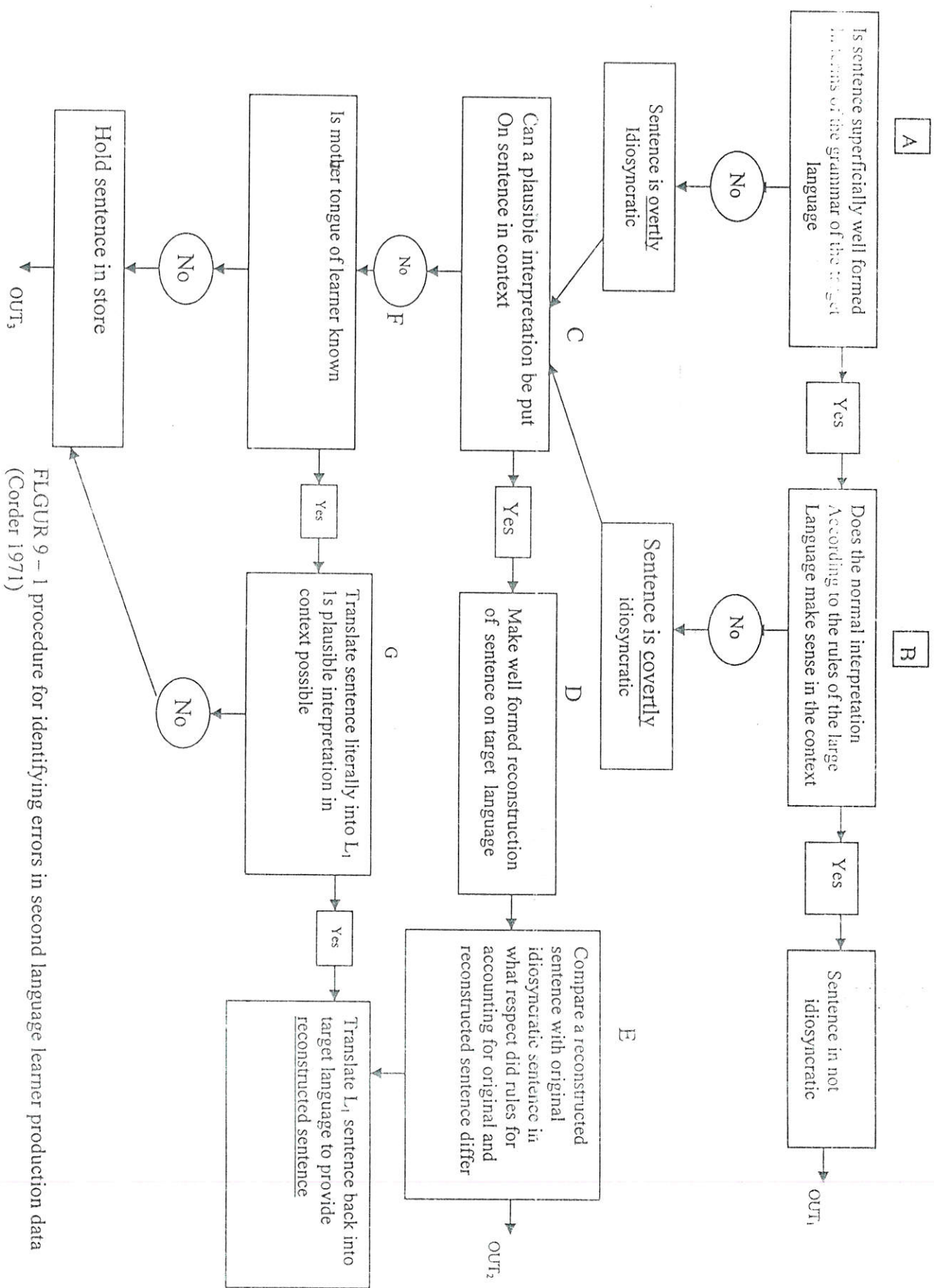
This Unit consists of five sections: *Listening and speaking, Reading, Vocabulary, Language Awareness and Writing.*

### Objectives:

At the end of this unit, you should be able to:

- listen to and tell the message of the test.
- take notes from a lecture.
- use telephone for communication purpose.
- read and identify the message of the passage.
- tell the stated and implied meaning of a text
- guess the meaning of a word from context.
- use conjunctions and joint ideas .
- use present perfect and past perfect appropriately.
- use passives to express what happens to the subject.
- write a paragraph using cohesive devices.

Fig. 9-1. Model of Identifying (Describing) Learner Language Errors



FIGUR 9 - 1 procedure for identifying errors in second language learner production data (Corder 1971)

# Appendix J1

The Target Teachers Judging Adequacy of their Learners' Knowledge of Written EFL

| Item No. | Prevalent Learning Conditions of EFL learners' English at Their College | Response of Teachers Judging their Learners' EFL Writing Adequacy |       |            |        |               |       |              |       |
|----------|-------------------------------------------------------------------------|-------------------------------------------------------------------|-------|------------|--------|---------------|-------|--------------|-------|
|          |                                                                         | Adequate                                                          |       | Inadequate |        | Not available |       | Non-response |       |
|          |                                                                         | NO.                                                               | %     | NO.        | %      | NO.           | %     | NO.          | %     |
| 1        | STATE OF THE EFL LEARNERS' EFL KNOWLEDGE AT THE COLLEGE                 |                                                                   |       |            |        |               |       |              |       |
| 1        | Learners' knowing and using grammar in writing                          | 0                                                                 | 0.00  | 6          | 100    | 0             | 0.00  | 0            | 0.00  |
| 2        | Learners' correctness in writing                                        | 0                                                                 | 0.00  | 5          | 83.33  | 1             | 16.67 | 0            | 0.00  |
| 3        | Learners' accuracy of translating words & structures from L1 to EFL     | 1                                                                 | 16.67 | 2          | 33.33  | 3             | 50.00 | 0            | 0.00  |
| 4        | Learners' accuracy of translating words & structures from EFL to L1     | 1                                                                 | 16.67 | 2          | 33.33  | 3             | 50.00 | 0            | 0.00  |
| 5        | Learners' understanding of cultural meaning of words and structures     | 0                                                                 | 0.00  | 4          | 66.67  | 2             | 33.33 | 0            | 0.00  |
| 6        | Learners' ability to understand word form or meaning from context       | 3                                                                 | 50.00 | 3          | 50.00  | 0             | 0.00  | 0            | 0.00  |
| 7        | Learners' ability to producing answers without copying others' work     | 0                                                                 | 0.00  | 6          | 100.00 | 0             | 0.00  | 0            | 0.00  |
| 8        | Other, if you want to specify here (.....)                              | 0                                                                 | 0.00  | 2          | 33.33  | 1             | 16.67 | 3            | 50.00 |



# Appendix 32

Informant EFL Teachers' Judgment of Adequacy of their Own Written English Knowledge

| Item No.                                    | Prevalent Learning conditions of EFL learners English at their college                            | Response of the Teachers Judging their own English |            |               |       |              |       |     |      |
|---------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------|------------|---------------|-------|--------------|-------|-----|------|
|                                             |                                                                                                   | Adequate                                           | Inadequate | Not available |       | Non-response |       |     |      |
|                                             |                                                                                                   | No.                                                | %          | No.           | %     | No.          | %     | No. | %    |
| II STATE OF THE TEACHERS' ENGLISH KNOWLEDGE |                                                                                                   |                                                    |            |               |       |              |       |     |      |
| 9                                           | Teachers' adequacy of knowing and using English grammar correctly                                 | 2                                                  | 33.33      | 4             | 66.67 | 0            | 0.00  | 0   | 0.00 |
| 10                                          | Teachers' adequacy of their own English writing skills                                            | 1                                                  | 16.67      | 4             | 66.67 | 1            | 16.67 | 0   | 0.00 |
| 11                                          | Teachers' adequacy of supportive feedback (by preparing new tasks, correcting & explaining, etc.) | 3                                                  | 50.00      | 3             | 50.00 | 0            | 0.00  | 0   | 0.00 |
| 12                                          | Other, if to specify here (.....)                                                                 | 0                                                  | 0.00       | 0             | 0.00  | 0            | 0.00  | 0   | 0.00 |

# Appendix J3

Informant English Teachers' Judgment of their EFL Learners' Classroom Setting Adequacy

| Item No.                                    | Prevalent Learning conditions of EFL learners' English at their college | Response of Learners Judging their Learning Setting |       |            |        |               |       |              |       |
|---------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------|-------|------------|--------|---------------|-------|--------------|-------|
|                                             |                                                                         | Adequate                                            |       | Inadequate |        | Not available |       | Non-response |       |
|                                             |                                                                         | No.                                                 | %     | No.        | %      | No.           | %     | No.          | %     |
| III STATE OF THE CLASSROOM LEARNING SETTING |                                                                         |                                                     |       |            |        |               |       |              |       |
| 13                                          | Functional /interactive nature of grammar and vocabulary                | 2                                                   | 33.33 | 4          | 66.67  | 0             | 0.00  | 0            | 0.00  |
| 14                                          | Motivational power of the writing task types in the course books        | 2                                                   | 33.33 | 4          | 66.67  | 0             | 0.00  | 0            | 0.00  |
| 15                                          | Variety of writing tasks in situations and information in the books     | 2                                                   | 33.33 | 4          | 66.67  | 0             | 0.00  | 0            | 0.00  |
| 16                                          | Relatedness of mother tongue features with English grammar              | 1                                                   | 16.67 | 2          | 33.33  | 2             | 33.33 | 0            | 0.00  |
| 17                                          | Informative and motivating feedback opportunities provided              | 3                                                   | 50.00 | 3          | 50.00  | 1             | 16.67 | 0            | 0.00  |
| 18                                          | Satisfaction/motivation of results (participation, exams, assessment)   | 2                                                   | 33.33 | 4          | 66.67  | 0             | 0.00  | 0            | 0.00  |
| 19                                          | Contribution of portfolio-building for grammar fluency and accuracy     | 5                                                   | 83.33 | 1          | 16.67  | 0             | 0.00  | 0            | 0.00  |
| 20                                          | Contribution of composition practice to enhance grammar & word power    | 2                                                   | 33.33 | 3          | 50.00  | 0             | 0.00  | 1            | 16.67 |
| 21                                          | Adequacy of assessment strategies to develop grammar & vocabulary       | 4                                                   | 66.67 | 2          | 33.33  | 0             | 0.00  | 0            | 0.00  |
| 22                                          | Appropriateness and correctness of grammar & vocabulary tasks           | 0                                                   | 0.00  | 6          | 100.00 | 0             | 0.00  | 0            | 0.00  |
| 23                                          | Other, if you want to specify here (.....)                              | 1                                                   | 16.67 | 0          | 0.00   | 0             | 0.00  | 5            | 83.33 |

## Appendix 34

Informant English Teachers' Opinion of the Learners' Personal Access Opportunities (out of class)

| Item No. | Prevalent Learning conditions of EFL learners English at their college | Response of the English Teachers Judging Adequacy of the Learners' out-of-Class Opportunities of EFL |       |            |       |               |       |              |       | Remarks |
|----------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------|------------|-------|---------------|-------|--------------|-------|---------|
|          |                                                                        | Adequate                                                                                             |       | Inadequate |       | Not available |       | Non-response |       |         |
|          |                                                                        | No.                                                                                                  | %     | No.        | %     | No.           | %     | No.          | %     |         |
| IV       | OUT-OF-CLASS OR PERSONAL ACCESS OPPORTUNITIES                          |                                                                                                      |       |            |       |               |       |              |       |         |
| 24       | Previous exposure to native EFL teacher or speaker                     | 1                                                                                                    |       | 2          |       | 3             |       | 0            |       |         |
| 25       | Personal access to English media (radio, TV, newspaper, etc.)          | 0                                                                                                    | 16.67 | 3          | 33.33 | 3             | 50.00 | 0            | 0.00  |         |
| 26       | Basic skills of using internet & computer to enhance EFL               | 0                                                                                                    | 0.00  | 1          | 50.00 | 5             | 50.00 | 0            | 0.00  |         |
| 27       | Awareness of the future goals or uses of learning EFL                  | 2                                                                                                    | 0.00  | 4          | 16.67 | 0             | 83.33 | 0            | 0.00  |         |
| 28       | Willingness to expand EFL grammar and vocabulary                       | 1                                                                                                    | 33.33 | 4          | 66.67 | 0             | 0.00  | 0            | 0.00  |         |
| 29       | If other (please specify.....)                                         | 1                                                                                                    | 16.67 | 4          | 66.67 | 1             | 16.67 | 0            | 0.00  |         |
|          |                                                                        | 0                                                                                                    | 0.00  | 1          | 16.67 | 0             | 0.00  | 5            | 83.33 |         |



APPENDIX K1

Table 2. Current **Stage** of Learners' Grammatical Development Judged by Themselves  
(As slightly condensed from elaborations of Corder,1973:1981).

| Response Value                | Response Values        |                     |                          | Remark              |
|-------------------------------|------------------------|---------------------|--------------------------|---------------------|
|                               | 1.Pre-systematic stage | 2. Systematic stage | 3. Post-systematic stage |                     |
| Number of Respondents (No.)   | 14                     | 45                  | 12                       | 1 (non-response )   |
| Percentage of Respondents (%) | 19.44                  | 62.50               | 16.67                    | 1.39 (non-response) |

## Appendix K2

3. Current Stage of Learners' Grammatical Development Judged by Their English Teachers  
(Adapted from Elaboration of Corder, 1973:1981).

|                               | 1. Pre-systematic Stage | 2. Systematic Stage | 3. Post-systematic Stage | 0 Non-response Cases |
|-------------------------------|-------------------------|---------------------|--------------------------|----------------------|
| Number of Respondents (No.)   | 5                       | 1                   | 0                        | 0                    |
| Percentage of Respondents (%) | 83.33                   | 16.67               | 0                        | 0                    |
| Remarks                       |                         |                     |                          |                      |

# Teachers' Ranking of Main Causes of Inadequate Written English of Their Learners

[illegible]



# APPENDIX XII

Table M1. Learners' Self-reported Use of Strategies in Their Interlanguage of Written English

| Specific Strategies Rated by the Learners |       |              |       |             |       |                                       |                                       |
|-------------------------------------------|-------|--------------|-------|-------------|-------|---------------------------------------|---------------------------------------|
| 1.Communication Strategies                |       |              |       |             |       |                                       | Response Value                        |
| 1a. Message Adjustment Sub-Strategies     |       |              |       |             |       | 1b. Resource Expansion Sub-Strategies |                                       |
| 2. Production Strategies                  |       |              |       |             |       |                                       |                                       |
| 3. Learning Strategies                    |       |              |       |             |       |                                       |                                       |
| 0 ( non-response))                        |       | 2 (X) Unused |       | 1 (✓) Used  |       |                                       |                                       |
| Response in                               |       | Response in  |       | Response in |       |                                       |                                       |
| No.                                       | %     | No.          | %     | No.         | %     |                                       |                                       |
| 2                                         | 2.78  | 39           | 54.17 | 31          | 43.06 | 1avoidance                            | 1a. Message Adjustment Sub-Strategies |
| 0                                         | 0     | 23           | 31.94 | 49          | 68.06 | 2consult                              |                                       |
| 0                                         | 0     | 32           | 44.44 | 40          | 55.56 | 3less precise                         |                                       |
| 23                                        | 31.94 | 31           | 43.06 | 18          | 25.00 | 4 other                               |                                       |
| 25                                        | 8.68  | 125          | 43.40 | 138         | 47.92 | Sub-total                             |                                       |
| 0                                         | 0     | 20           | 27.78 | 52          | 72.22 | 5boorrowing                           | 1b. Resource Expansion Sub-Strategies |
| 0                                         | 0     | 18           | 25.00 | 54          | 75    | 6paraphrase                           |                                       |
| 1                                         | 1.39  | 42           | 58.33 | 29          | 40.28 | 7nonverbal                            |                                       |
| 29                                        | 40.28 | 30           | 41.67 | 13          | 18.06 | 8other                                |                                       |
| 30                                        | 10.42 | 110          | 38.19 | 148         | 51.39 | Sub-total                             |                                       |
| 55                                        | 9.55  | 235          | 40.80 | 286         | 49.65 | Total                                 | 2. Production Strategies              |
| 0                                         | 0     | 30           | 41.67 | 42          | 58.33 | 9preplan                              |                                       |
| 0                                         | 0     | 32           | 44.44 | 40          | 55.56 | 10rehearsal                           |                                       |
| 0                                         | 0     | 23           | 31.94 | 49          | 68.06 | 11monitoring                          |                                       |
| 0                                         | 0     | 22           | 30.56 | 50          | 69.44 | 12revision                            |                                       |
| 30                                        | 41.67 | 22           | 30.56 | 20          | 27.78 | 13other                               |                                       |
| 30                                        | 8.33  | 129          | 35.83 | 201         | 55.80 | Total                                 |                                       |
| 0                                         | 0     | 31           | 43.96 | 41          | 56.94 | 14overgeneraliz'n                     | 3. Learning Strategies                |
| 0                                         | 0     | 30           | 41.67 | 42          | 58.33 | 15memoriz'n                           |                                       |
| 0                                         | 0     | 29           | 40.28 | 43          | 59.72 | 16formulaic                           |                                       |
| 0                                         | 0     | 29           | 40.28 | 43          | 59.72 | 17repetition                          |                                       |
| 0                                         | 0     | 21           | 29.17 | 51          | 70.83 | 18verbal attention                    |                                       |
| 0                                         | 0     | 33           | 45.83 | 39          | 54.17 | 19answer unison                       |                                       |
| 0                                         | 0     | 17           | 23.61 | 55          | 76.39 | 20self-talk                           |                                       |
| 0                                         | 0     | 34           | 47.22 | 38          | 52.78 | 21elaboration                         |                                       |
| 1                                         | 1.39  | 34           | 47.22 | 37          | 51.39 | 22anticipate answer                   |                                       |
| 0                                         | 0     | 23           | 31.94 | 49          | 68.06 | 23appeal4 assistance                  |                                       |
| 0                                         | 0     | 17           | 23.61 | 55          | 76.39 | 24 ask4 clarification                 |                                       |
| 0                                         | 0     | 25           | 34.72 | 47          | 65.28 | 25role-playing                        |                                       |
| 26                                        | 36.11 | 29           | 40.28 | 17          | 23.61 | 26other                               |                                       |
| 27                                        | 2.88  | 35           | 37.61 | 557         | 59.51 | Total                                 |                                       |
| 112                                       | 5.98  | 716          | 38.25 | 104         | 55.77 | Grand Total(all strategies)           |                                       |
|                                           |       |              |       | 4           |       | Remarks                               |                                       |

# Appendix M<sub>2</sub>

Teacher-Reported Use of Learners' Strategies in Their Interlanguage of Written English

| 0 (non-response) |        | 3 (X) Unused |       | 1 (✓) Used  |        | Response Value              |                                       |                             |
|------------------|--------|--------------|-------|-------------|--------|-----------------------------|---------------------------------------|-----------------------------|
| Response in      |        | Response in  |       | Response in |        |                             |                                       |                             |
| No.              | %      | No.          | %     | No.         | %      |                             |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 1Avoidance                  | 1a. Message Adjustment Sub-Strategies | 1. Communication Strategies |
| 0                | 0.00   | 1            | 16.67 | 5           | 83.33  | 2Consulting                 |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.70  | 3Imprecision                |                                       |                             |
| 4                | 66.67  | 0            | 0.00  | 2           | 33.333 | 4Other                      |                                       |                             |
| 4                | 16.67  | 5            | 20.83 | 15          | 62.50  | Sub-total                   |                                       |                             |
| 0                | 0.00   | 1            | 16.67 | 5           | 83.33  | 5Borrowing                  | 1b. Resource Expansion Sub-Strategies |                             |
| 0                | 0.00   | 3            | 50.00 | 3           | 50.00  | 6Paraphrasing               |                                       |                             |
| 1                | 16.67  | 1            | 16.67 | 4           | 66.67  | 7Non-verbal                 |                                       |                             |
| 6                | 100.00 | 0            | 0.00  | 0           | 0.00   | 8Others                     |                                       |                             |
| 7                | 29.2   | 5            | 20.83 | 12          | 50.00  | Sub-total                   |                                       |                             |
| 11               | 22.9   | 10           | 20.83 | 27          | 56.33  | Total                       |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 9preplanning                | 2. Production Strategies              |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 10Rehearsal                 |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 11Monitoring                |                                       |                             |
| 0                | 0.00   | 3            | 50.00 | 3           | 50.00  | 12Revision                  |                                       |                             |
| 5                | 83.3   | 1            | 16.67 | 0           | 0.00   | 13Others                    |                                       |                             |
| 5                | 16.67  | 10           | 33.33 | 15          | 50.00  | Total                       |                                       |                             |
| 1                | 16.67  | 1            | 16.67 | 4           | 66.67  | 14Overgeneralization        | 3. Learning Strategies                |                             |
| 1                | 16.67  | 2            | 33.33 | 3           | 50.00  | 15Memorization              |                                       |                             |
| 2                | 3.33   | 1            | 16.67 | 3           | 50.00  | 16Formulaic Exp             |                                       |                             |
| 1                | 16.67  | 1            | 16.67 | 4           | 66.67  | 17Repetition                |                                       |                             |
| 1                | 16.67  | 2            | 33.33 | 3           | 50.00  | 18V.attention               |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 19Unison answer             |                                       |                             |
| 1                | 16.67  | 1            | 16.67 | 4           | 66.67  | 20Self-talk                 |                                       |                             |
| 1                | 16.67  | 3            | 50.00 | 2           | 33.333 | 21Elaborate                 |                                       |                             |
| 1                | 16.67  | 3            | 50.00 | 2           | 33.333 | 22anticipatory              |                                       |                             |
| 0                | 0.00   | 2            | 33.33 | 4           | 66.67  | 23assistance                |                                       |                             |
| 0                | 0.00   | 0            | 0.00  | 6           | 100.00 | 24reqstClarificaion         |                                       |                             |
| 1                | 16.67  | 3            | 50.00 | 2           | 33.333 | 25Role-play                 |                                       |                             |
| 5                | 83.33  | 0            | 0.00  | 1           | 16.67  | 26Others                    |                                       |                             |
| 15               | 19.2   | 20           | 25.6  | 43          | 55.10  | Total                       |                                       |                             |
| 31               | 19.9   | 40           | 25.6  | 85          | 54.50  | Grand Total/all strategies) |                                       |                             |
|                  |        |              |       |             |        | Remarks                     |                                       |                             |



**APPENDIX N1**  
**Table N1. Learners' Identification of Their Need for Practice on Specific Grammar Areas in Writing**

| 0 Non-Response |     | 3 None   |     | 2 Little |     | 1 A lot  |     | Response Value                                                                                                       |                          |                                   |
|----------------|-----|----------|-----|----------|-----|----------|-----|----------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------|
| Response       |     | Response |     | Response |     | Response |     |                                                                                                                      |                          |                                   |
| %              | No. | %        | No. | %        | No. | %        | No. |                                                                                                                      |                          |                                   |
| 1.39           | 1   | 13       | 9   | 45.8     | 33  | 40.3     | 29  | Number of respondents indicating rate of practice they need on each area of grammatical system in number and percent | 1 Past tense             | Tense System                      |
| 0              | 0   | 13       | 9   | 51.4     | 37  | 36.1     | 26  |                                                                                                                      | 2 Present tense          |                                   |
| 2.38           | 2   | 11.11    | 8   | 56.9     | 41  | 29.2     | 21  |                                                                                                                      | 3 Future tense           |                                   |
| 4.2            | 3   | 8.3      | 6   | 55.6     | 40  | 31.9     | 23  |                                                                                                                      | 4 Perfect tense          |                                   |
| 5.6            | 4   | 14       | 10  | 51.4     | 37  | 29.2     | 21  |                                                                                                                      | 5 Continuous tense       |                                   |
| 1.39           | 1   | 6.9      | 5   | 56.9     | 41  | 34.7     | 25  |                                                                                                                      | 6 conditionals           |                                   |
| 4.2            | 3   | 6.9      | 5   | 52.8     | 38  | 36.1     | 26  |                                                                                                                      | 7 Mood                   |                                   |
| 1.39           | 1   | 5.6      | 4   | 65.3     | 47  | 27.8     | 20  |                                                                                                                      | 8 Voice                  |                                   |
| 0              | 0   | 8.3      | 6   | 58.3     | 42  | 33.3     | 24  |                                                                                                                      | 9 Auxiliary verbs        | Verb system                       |
| 0              | 0   | 9.7      | 7   | 56.9     | 41  | 33.3     | 24  |                                                                                                                      | 10 Modal verbs           |                                   |
| 2.38           | 2   | 6.9      | 5   | 52.8     | 38  | 37.5     | 27  |                                                                                                                      | 11 Phrasal verbs         |                                   |
| 4.3            | 3   | 4.2      | 3   | 30.6     | 22  | 22.2     | 16  |                                                                                                                      | 12 Infinitive verbs      | Modifier system                   |
| 4.2            | 3   | 1.4      | 1   | 58.3     | 42  | 36.1     | 26  |                                                                                                                      | 13 Adjectives            |                                   |
| 1.39           | 1   | 2.8      | 2   | 65.3     | 47  | 30.6     | 22  |                                                                                                                      | 14 Adverbs               |                                   |
| 2.38           | 2   | 11.11    | 8   | 54.2     | 39  | 31.9     | 23  |                                                                                                                      | 15 Participles           | Case System                       |
| 4.2            | 3   | 13       | 9   | 50       | 36  | 33.3     | 24  |                                                                                                                      | 16 Pronoun system        |                                   |
| 1.39           | 1   | 8.3      | 6   | 55.6     | 40  | 34.7     | 25  |                                                                                                                      | 17 Noun system           |                                   |
| 5.6            | 4   | 4.2      | 3   | 52.8     | 38  | 37.5     | 27  |                                                                                                                      | 18 Gerunds               | Morphological System              |
| 0              | 0   | 9.7      | 7   | 51.4     | 37  | 38.9     | 28  |                                                                                                                      | 19 Prepositions          |                                   |
| 1.39           | 1   | 11.11    | 8   | 45.8     | 33  | 41.7     | 30  |                                                                                                                      | 20 Determiners/articles  |                                   |
| 1.39           | 1   | 8.3      | 6   | 55.6     | 40  | 34.7     | 25  |                                                                                                                      | 21 Affixes               | Syntactic System                  |
| 2.38           | 2   | 13       | 9   | 65.3     | 47  | 19.4     | 14  |                                                                                                                      | 22 Number agreement      |                                   |
| 1.39           | 1   | 13       | 9   | 52.8     | 38  | 33.3     | 24  |                                                                                                                      | 23 Negatives             |                                   |
| 0              | 0   | 9.7      | 7   | 62.5     | 45  | 27.8     | 20  |                                                                                                                      | 24 interrogatives        | Lexico-semantic system            |
| 2.38           | 2   | 6.9      | 5   | 61.1     | 44  | 29.2     | 21  |                                                                                                                      | 25 Word order            |                                   |
| 4.2            | 3   | 2.8      | 2   | 58.3     | 42  | 34.7     | 25  |                                                                                                                      | 26 Relative clause       |                                   |
| 2.38           | 2   | 5.6      | 4   | 48.6     | 35  | 43.1     | 31  |                                                                                                                      | 27 Sentence structure    | Orthographic (substantive) system |
| 6.9            | 5   | 5.6      | 3   | 51.4     | 37  | 37.5     | 27  |                                                                                                                      | 28 Word meaning          |                                   |
| 4.2            | 3   | 4.2      | 3   | 48.6     | 35  | 43.1     | 31  |                                                                                                                      | 29 Word choice           |                                   |
| 9.7            | 7   | 5.6      | 4   | 51.4     | 37  | 33.3     | 24  |                                                                                                                      | 30 Sense                 | Discourse                         |
| 1.39           | 1   | 5.6      | 4   | 58.3     | 42  | 34.7     | 25  |                                                                                                                      | 31 Spelling              |                                   |
| 2.38           | 2   | 18       | 13  | 52.8     | 38  | 26.4     | 19  |                                                                                                                      | 32 Lettering/handwriting |                                   |
| 2.38           | 2   | 14       | 10  | 58.3     | 42  | 25       | 18  |                                                                                                                      | 33 Mechanics             |                                   |
| 0              | 0   | 8.3      | 6   | 61.1     | 44  | 30.6     | 22  |                                                                                                                      | 34 Coherence             |                                   |
| 0              | 0   | 6.9      | 5   | 61.1     | 44  | 31.9     | 23  |                                                                                                                      | 35 Cohesion              |                                   |
| 6.8            | 4   | 1.4      | 1   | 8.3      | 12  | 14       | 10  |                                                                                                                      | 36 Other, if any         |                                   |
| 1.39           | 1   | 13       | 9   | 45.8     | 33  | 40.3     | 29  |                                                                                                                      | Non-responses            |                                   |
|                |     |          |     |          |     |          |     | 37 Non-responses                                                                                                     |                          |                                   |
|                |     |          |     |          |     |          |     | Remarks                                                                                                              |                          |                                   |





### • Teachers' Ranking of Suggestible Solutions to Overcome the Learners' Error-filled Written English

[illegible]



## **GROUND RULES of the**

**F O C U S   G r o u p   D i s c u s s i o n**

**1. Always FOCUS on the issue ! ,**

**2. TAKE TURNS to speak or to break !**

**3. BE POLITE besides not cutting in on each other !**

**4. LET a speaker FINISH whatever on mind or mouth !**

**5. Mind the TASK-TIME went & left !**

**6. NEVER DISTRACT speakers & moderator !**

**7. Be CRITICAL, FORWARD & FREE enough !**



## APPENDIX P2

### QUESTIONS FOR THE FOCUS GROUP DISCUSSION

## FOCUS-GROUP DISCUSSION

July — , 2006 from — to — O'clock)

**PURPOSE:** To Gain In-depth Insights into the Causes, Types and Remedies for Written English Deficiencies of Second Year EFL Learners.

**PARTICIPANTS:** the Six EFL Teachers of Asella T.E.C. chaired by the Investigator

**DURATION:** 2 hours

#### **Issues for the Discussion:**

1. What are the major types of the second year EFL learners' grammatical deficiency in writing?
  - How about the level of their English (interlanguage) development?
2. What are the major types of the second year EFL learners' grammatical deficiencies?
3. What are the major causes of these second year learners' grammatical errors?
4. What major solutions should be proposed in order to overcome these assumed deficiencies?
5. What implications and recommendations arise for our future practical application to support learners in developing their English interlanguage independently?
6. Have we felt any substantial impact from this two-hour forum on our teaching in terms of newly
  - a. changed attitude
  - b. gained insight (knowledge and skill)

## APPENDIX P3

Scene of focus group discussion (the College EFL teachers)





# APPENDIX

Table 1e: (a,b,c,d) Summary through Central Tendencies of Variation of the Adequacy of the Four Components of the Learners' Current Learning Conditions (the Learners, their Teachers, the Classroom Setting, Personal Opportunities Out-of-class)

| Response Value | Conditions of Learning (Developing) Learners' English in Writing Context |                    |                     |                    |                            |                    |                                     |                    |
|----------------|--------------------------------------------------------------------------|--------------------|---------------------|--------------------|----------------------------|--------------------|-------------------------------------|--------------------|
|                | Learners' Knowledge                                                      |                    | Teachers' Knowledge |                    | Classroom Learning Setting |                    | Personal Opportunities out-of-class |                    |
|                | Mean                                                                     | Standard Deviation | Mean                | Standard Deviation | Mean                       | Standard Deviation | Mean                                | Standard Deviation |
| Adequate       | 24.31                                                                    | 20.52              | 47.57               | 3.70               | 34.72                      | 1.79               | 32.18                               | 15.92              |
| Inadequate     | 57.12                                                                    | 46.60              | 26.05               | 2.99               | 53.41                      | 1.55               | 46.99                               | 1.28               |
| Not Available  | 8.33                                                                     | 46.25              | 7.99                | 1.33               | 8.96                       | 1.02               | 19.68                               | 2.42               |
| Non-Response   | 10.24                                                                    | 7.58               | 18.41               | 4.32               | 2.91                       | 0.89               | 1.16                                | 0.78               |



## APPENDIX

**Table 2.** Current **Stage** of Learners' Grammatical Development Judged by Themselves (As slightly condensed from elaborations of Corder, 1973:1981).

| Response Value                | Response Values        |                     |                          | Remark              |
|-------------------------------|------------------------|---------------------|--------------------------|---------------------|
|                               | 1.Pre-systematic stage | 2. Systematic stage | 3. Post-systematic stage |                     |
| Number of Respondents (No.)   | 14                     | 45                  | 12                       | 1 (non-response)    |
| Percentage of Respondents (%) | 19.44                  | 62.50               | 16.67                    | 1.39 (non-response) |

# Appendix

Table 3a. Central Tendency of Variability of the Causes of Inadequate Written English of the Students among the Causal Variables' Rank Responses (Across each Row)

| Assumed Causes to Influence their English Insufficiency |                      |                    |                            |                    |                            |                    |                            |                    |              |                    |               |                    |
|---------------------------------------------------------|----------------------|--------------------|----------------------------|--------------------|----------------------------|--------------------|----------------------------|--------------------|--------------|--------------------|---------------|--------------------|
| Response Value<br>(Priority Rank)                       | L1 (MT-Afaan Oromoo) |                    | Target Language (English ) |                    | Other Languages (Amarigna) |                    | Classroom Learning Setting |                    | Strategy Use |                    | Other Sources |                    |
|                                                         | Mean                 | Standard Deviation | Mean                       | Standard Deviation | Mean                       | Standard Deviation | Mean                       | Standard Deviation | Mean         | Standard Deviation | Mean          | Standard Deviation |
|                                                         |                      |                    |                            |                    |                            |                    |                            |                    |              |                    |               |                    |
| 1st                                                     | 8.10                 | 18.12              | 3.24                       | 5.07               | 1.39                       | 0.10               | 2.55                       | 3.21               | 0.7          | 1.76               | 0.7           | 1.76               |
| 2nd                                                     | 2.08                 | 1.97               | 4.63                       | 8.80               | 3.7                        | 6.32               | 3.47                       | 5.69               | 2.32         | 2.59               | 0             | 2.38               |
| 3rd                                                     | 1.62                 | 0.73               | 3.94                       | 6.94               | 4.86                       | 9.42               | 2.78                       | 3.83               | 3.24         | 5.07               | 0.27          | 3.00               |
| 4th                                                     | 1.39                 | 0.10               | 3.24                       | 5.07               | 2.78                       | 3.83               | 4.63                       | 8.80               | 3.94         | 6.94               | 0.27          | 1.76               |
| 5th                                                     | 1.85                 | 1.35               | 0.46                       | 2.38               | 2.78                       | 3.83               | 3.01                       | 4.45               | 5.32         | 10.66              | 3.23          | 5.07               |
| 6th                                                     | 0.00                 | 3.62               | 0                          | 3.62               | 0                          | 3.62               | 0                          | 3.62               | 0.23         | 3.00               | 9.68          | 21.22              |
| Non-response                                            | 1.62                 | 3.62               | 1.16                       | 3.62               | 1.16                       | 3.62               | 0.23                       | 3.62               | 0.93         | 3.62               | 2.42          | 3.62               |
| Total                                                   | 16.67                | 0.73               | 16.67                      | 0.52               | 16.67                      | 0.52               | 16.67                      | 3.00               | 16.67        | 1.14               | 16.55         | 1.97               |
| Sample Mean                                             |                      | 14.60              |                            | 9.02               |                            | 7.74               |                            | 6.88               |              | 9.37               |               | 23.27              |

## Appendix 3b

**Table 3b. Central Tendency of Variability of the Causes of Inadequate Written English of the Students within Each Variable's Ranking Response (Down the Columns)**

[illegible]



## Table 4. Learners' Self-reported Use of Strategies in Their Interlanguage of Written English

Response Value

## Table 5. Learners' Identification of Their Need for Practice on Specific Grammar Areas in Writing

[illegible]