

**THE CLASSROOM LANGUAGE OF PRIMARY  
SCHOOL ENGLISH TEACHERS IN ETHIOPIA:  
A STUDY IN COMMUNICATION STRATEGIES**

**By  
Yoseph Makonnen Tesemma**

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# Addis Ababa University

## School of Graduate Studies

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Yoseph Makonnen Tesemma  
INSTITUTE OF LINGUISTICS STUDIES

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## **Abstract**

The purpose of this study is basically to identify the communication strategies used by Ethiopian second cycle primary school teachers of English to compensate for the linguistic deficiencies that they encounter while conducting their lessons. It aims at identifying the strategies in their immediate context of language functions. This makes the task of investigation double-pronged. Both communication strategies and language functions are the focus of the investigation. In addition, the study attempts to explore whether the use of communication strategies has any relationship with the lesson topics, and attempts to discover a pattern that shows the link among the three features of the classroom language of the teacher: lesson topic, language functions and communication strategies.

Four government second cycle primary schools were selected for the study. From the twelve teachers working in these schools eight were selected and their performance was recorded while they were teaching English in the classroom. The lessons so recorded were then transcribed and analyzed in order to identify the communication strategies in the context of language functions. While the communication strategies were identified on the basis of the model of classification developed by Faerch and Kasper (1983, 1984), language functions were analyzed on the basis of the system of analysis developed by Sinclair and Coulthard (1975, 1992). Both systems of analysis were used with slight modifications made by the researcher.

The results of the analysis indicated that the teachers employed 11 types of communication strategies classified under two broad categories: achievement strategies (99.4%) and reduction strategies (0.6%). The nine types of achievement strategies that were identified are: language switch (73.1%), repeating (10.1%), paraphrasing (8.7%), reading from textbook/blackboard (2.3%), writing on blackboard (2.0%), literal translation (1.4%), word coinage (0.9%), non-verbal (0.6%), and appeal for assistance (0.3%). In the second broad category of reduction strategies two types of strategies were identified, namely: topic avoidance and meaning abandonment, which occurred only once each. These strategies were employed by two of the teachers.

The language functions, in which the communication strategies were located, were identified in five exchange types, namely: elicit, direct, inform, boundary and check. Eliciting (asking questions) was the most commonly used language function and took 67.9% of the lesson time. The rest were much less frequently used functions. Directing (giving instructions and orders) took 8.7% of the lesson time, checking students' understanding 8.7%, framing and focusing 8.1%. The least used language function was the function of Informing. It took 6.6% of the lesson time.

The results also showed that 61.2% of the communication strategies occurred in elicits, 14.1% in directs, 14.1% in informs, 3.4% in checks and 7.2% in boundary exchanges. However, the ratio of strategies to exchanges presents a different picture. The concentration of communication strategies in informs is far greater than that in any one of the other exchanges. This condition points to one fundamental fact. The functions of putting over information and giving instructions were more difficult for the teachers to manipulate while the other functions were relatively easy to handle.

In addition, the results showed that the teachers' use of communication strategies was not directly connected with the lesson topics, but depended on the language functions involved in the activities within the topics. The activities in which language functions such as explaining or putting over information and giving instructions were used did require that the teachers should employ communication strategies. These were the functions that the teachers found difficult to manipulate. Furthermore, the results revealed that these three features of the classroom language are linked together in a chain-like pattern of relationship in which one hinges on the other. While lesson topics are the basis for the use of language functions, the latter are the immediate contexts responsible for the use of communication strategies.

Finally, after some concluding remarks on the results, an attempt was made to show the implications of the findings for ELT from various perspectives such as teacher training (for example, what to incorporate in the courses and what skills to give priority and more time to), and materials development (for example, in deciding the volume and difficulty level of materials). In addition, the implications of the findings for further research were pointed out.

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## List of Acronyms and Abbreviations

|             |   |
|-------------|---|
| 1. CS       | communication strategy                          |
| 2. LF       | language function                               |
| 3. CL       | classroom language                              |
| 4. L1       | First language                                  |
| 5. L2       | Second language                                 |
| 6. FL       | Foreign language                                |
| 7. EFL      | English as a foreign language                   |
| 8. ESL      | English as a second language                    |
| 9. SLA      | Second language acquisition                     |
| 10. FLA     | Foreign language acquisition                    |
| 11. MOE     | Ministry of Education                           |
| 12. EPRDF   | Ethiopian People Revolutionary Democratic Front |
| 13. AS      | Achievement strategy                            |
| 14. RS      | Reduction strategy                              |
| 15. Lsw     | Language switch                                 |
| 16. Ltrans  | Literal translation                             |
| 17. Wcoin   | Word coinage                                    |
| 18. Write   | Writing on blackboard                           |
| 19. Read    | Reading from textbook/blackboard                |
| 20. Repeat  | Repeating                                       |
| 21. Paraph  | Paraphrasing                                    |
| 22. NV      | Non-verbal strategy                             |
| 23. Apas    | Appeal for assistance                           |
| 24. Mab     | Meaning abandonment                             |
| 25. Tav     | Topic avoidance                                 |
| 26. el      | eliciting                                       |
| 27. d       | directing                                       |
| 28. ch      | checking  |
| 29. NR      | No response                                     |
| 30. P-reply | Pupil reply                                     |
| 31. T-reply | Teacher reply                                   |
| 32. P-elic  | Pupil eliciting                                 |

## CHAPTER ONE: INTRODUCTION

### 1.1 Introduction

The efficient use of language to achieve successful communication in situations where there is communicative deficiency highlights one of the key issues in second/foreign language acquisition research — the use of communication strategies (CSs). Speakers use CSs to fill gaps in self-expression and enhance comprehension. However, as Mali (2007) points out, having received attention only since the 1970s, CSs are a relatively new area in SLA/FLA research. What is more, nearly all studies made so far have focused entirely on strategies learners use to facilitate their learning and fulfill their communicative needs. CSs which L2 teachers use to enhance self-expression and comprehension in the classroom have not been given due consideration despite the substantial amount of research done on the teacher. Although CSs are an important feature of the foreign language input the teacher provides for learners, they have not attracted adequate attention of researchers so far. Only a few scholars have paid attention to CSs used by L2 teachers, but they have focused only on one or two aspects such as L1 use in the L2 classroom (for example, Schweers, 1999; Tang, 2002). The studies have mostly concentrated on the amount, types and functional distribution of teacher talk. Most of the studies have shown that teachers dominated classroom speech (Bellack et al. 1966; Dunkin and Biddle, 1974; Tsui, 1988). As a result, this feature of the teacher's classroom language, i.e., CSs, has remained an area of opportunity for research in SLA/FLA.

The present study attempts to bring to attention this feature of the teacher's classroom language, which constitutes one of the major components of the L2 input provided for learners. CSs are an everyday manifestation that characterize the language of a participant in a communication situation, especially that of an L2 user and they are basically employed to overcome communication difficulties in self-expression and comprehension (Poulissie et al. 1990). They are generally referred to as techniques used by speakers to compensate for their linguistic deficiencies in the language they are using in a particular communication situation or a means of making themselves understood by the other discourse participants. CSs play a significant role in influencing second/foreign language learning and acquisition of EFL learners, particularly in situations where both teachers and students are non-native

speakers (like the teachers in this study). In addition, where both have particularly no opportunity of using or even hearing the language while others use it outside the classroom, the teacher's classroom language certainly has a strong impact on the development of the learners' language (Chaudron 1988).

The aim here is to identify the CSs used by teachers, and thus provide baseline information for further investigation into the effects of the classroom language of the teacher on second/foreign language learning and acquisition. In section two, an overview of communication strategies (CSs) outlining the focal area of the study is provided. In section three, with a brief note on the importance of CSs as a major feature of the classroom language of the EFL teacher, a general picture of the immediate background is introduced. This is followed by a brief historical overview of the development of education, particularly the introduction and expansion of modern education in Ethiopia with a focus on issues related to the English language teaching. The aim is to portray the setting within which this study has been undertaken. In the sections following that, a statement of the problem with a description of the underlying causes, the purpose of the study, the research questions and the contributions it is likely to make are provided.

## **1.2 An Overview of Communication Strategies.**

The strategies people use to solve problems of self-expression or understanding are generally referred to as CSs. Faerch and Kasper (1983: 36) define CSs as 'potentially conscious plans for solving what presents itself as a problem to an individual in reaching a particular communicative goal'. Their definition highlights problem solving attempts during a conversation. In their review of CSs, Mitchell and Myles (1998) as cited by Mali (2007) describe them as strategies that learners employ to compensate for their incomplete linguistic system during communication. Based on Kasper & Kellerman's (1997: 94) model of CSs, they define CSs as 'tactics used by the non-fluent learner during L2 interaction, in order to overcome specific communicative problems'.

The occurrence of communicative problems in interaction between a teacher and learners triggers communication strategy use as an attempt made by both to solve problems of self-expression and non-comprehension. This perspective is similar to that of Corder (1977), who says that learners use CSs as a tool when they encounter problems of self-expression

which are due to their limited interlanguage. However, CSs actually address both problems of non-comprehension and gaps in self-expression. In other words, in the classroom the teacher must not only concentrate on filling gaps in his/her expression but he/she must make sure that the learners understand the message being conveyed. If the learners do not understand the message, then there is a communication breakdown that may require repairing. In fact, the basic aim of using CSs as a mechanism of dealing with the problem of deficiency in the target language is to be understood by the listener or the other discourse participant, in this case the learners.

The subject of CSs has been researched for a long time now; as a result, some agreed-upon definitions of CSs have emerged over the years. There are still some controversies, however, as to what may constitute a communication strategy in any given study (Wannaruk, 2002 as cited by Mali, 2007). For the purpose of this study, a communication strategy is any communicative device that helps speakers to express themselves effectively or that enables them to make their interlocutor realize when they do not understand what is being said. Included in this definition are written signals, whether linguistic or extra-linguistic also called paralinguistic. This stance incorporates and embraces the various characteristics that a number of researchers have identified for a communication strategy. This study focuses on the function of CSs of regulating discourse by aiding when difficulties in self-expression or comprehension arise and threaten the flow of discourse.

The study of the concept of CSs began with investigation in face-to-face interaction. Researches on CSs have been done from the 1970s – the 1990s (for example, Tarone, 1977, 1980, 1983; Corder 1978; Faerch and Kasper 1983; Poulisse 1989; Bialystock 1990; Kasper and Kellerman, 1997). In the earliest researches CSs were treated as cognitive processes involved in the use of the target language in the reception and production stages. Tarone (1977) gave an early definition of CSs as ‘a systematic attempt by the learner to express or decode meaning in the target language in situations where the appropriate or systematic target language rules have not been formed’. This definition highlights the problem-solving function of CSs, where the learner has not yet internalized the rules of the language he or she is learning. Tarone (1980) further modified this definition saying that CSs refer to ‘the mutual attempt of two interlocutors to agree on meaning structures that are not shared’. Communication strategies reflect learners’ attempts to make themselves

understood by their interlocutors, they are interactional in nature. Tarone and her co-researchers are the main exponents of this interactionist stance.

The other view is that CSs are discourse strategies and devices of conversation maintenance occurring in interactions involving learners (Ellis 1994). They function to regulate and simplify discourse and minimize communication breakdowns. Faerch and Kasper (1983) see CSs as being part of the planning phase in communication. Learners can use them to execute their plan in communication or in avoidance thereof. The CSs that are of interest to this study are those that involve both a planning stage and an execution stage where the teachers have the two options of using reduction and achievement strategies. In section 1.2 a general picture of the issues regarding communication strategies were highlighted. The intention was to provide an outline of the focal area of the study.

In the next section a brief note on the importance of communication strategies as a major feature of the classroom language of the EFL teacher will be given. The fact that communication strategies, particularly the ones used by teachers, did not receive sufficient attention as an area of research is the focus of the section.

### **1.3 CSs in the Classroom Language of the EFL Teacher**

Research on teachers' classroom language has always focused on either the amount of time of teacher talk or the functions of language they use or the methodology they follow (Bellack et al., 1966; Sinclair and Coulthard, 1975; Fanselow, 1977, 1978; Sinclair and Brazil, 1982; Hicks, 1983). The attention paid to CSs used by teachers to overcome communication difficulties has not been satisfactory. Few have made very short references to them while making major investigations into certain areas of interest related to the classroom language of the teacher. For example, Hicks (1983) refers to re-elicitation as a communication strategy used by Tanzanian primary school EFL teachers to repair communication breakdowns. However, his study mainly focuses on the language functions the teachers use and the linguistic errors they commit. As it was not his main concern, he does not provide a detailed investigation of the teachers' use of CSs.

Studies that aimed at investigating teacher speech (e.g., Downs, 1981; Long and Sato, 1983; Pica and Long, 1986) focused on the question whether or not teachers adjust their

speech to non-native speaking learners. These adjustments in teacher speech are meant to serve the purpose of maintaining communication – clarifying information and eliciting learners’ responses. These studies indicate that teachers’ effort to modify their classroom speech does contribute to comprehension and learning. The modifications considered in these studies refer to linguistic features of teachers’ speech that are classified into areas of phonology, lexis, syntax, and discourse (Chaudron, 1988).

These modifications may be, in a way, regarded as strategies employed by teachers to solve communication problems between them and their learners (Kasper and Kellerman, 1997). For example, repeating and rephrasing difficult questions are devices used basically to make questions comprehensible and answerable within the learners’ subject matter and FL/L2 competence (White and Lightbrown, 1984). It is also a common practice among teachers to provide clues for their learners so that they can focus on the domain of appropriate answers to questions (Buckhaister and Fanselow, 1984). So, studies available on the classroom language of teachers do not explicitly address the use of CSs, but deal with modifications and restructuring of interaction that occur when teachers anticipate, perceive or experience difficulties in message transmission. This may be considered as the use of CSs in so far as they are a means to solve or prevent communication breakdowns; and also because the use of these bears the element of problematicity that is characteristic of CSs (Kasper and Kellerman, 1997). All researchers, despite the terminological differences, directly or indirectly show that CSs are a major feature of the language of discourse participants in a particular communicative situation. In particular, in the non-native EFL classroom CSs are an indispensable communicative tool that fills gaps often created by the linguistic deficiencies of teachers and learners (Dornyei and Kormos, 1998). In this section the purpose was to provide a general picture of the immediate background of the study.

In the next section the research setting will be mapped out beginning with a brief picture of the conditions and contributions of traditional education in Ethiopia.

#### **1.4 The Research Setting: Overview of Education in Ethiopia**

In the following sub-section the socio-cultural setting of the study will be portrayed under three major categories: how systematic education started and expanded, i.e., early

developments including conditions during the Italian occupation of the country, post-war developments, i.e., the objectives and expansion of education during Emperor Haileselassie's rule and the subsequent dictatorial military regime, and the current situation. During the course of the discussion, focus will be on the conditions of ELT and the status of the English language across the various levels of the educational system.

#### **1.4.1 Early Developments**

Prior to the introduction of modern education, religious institutions played a significant role in the development and expansion of systematic education in Ethiopia. In this regard, the Ethiopian Orthodox Church occupied a dominant position for centuries. Church education served as the main training ground of civil servants such as governors, scribes, treasurers, general administrators and judges (Teshome, 1979: 11). However, as the church's activities were confined to the promotion of its basic principles of faith, education was made accessible only to a limited portion of the population, and flourished mostly in the north and north eastern part of Ethiopia (Ayalew, 1989: 31). Similarly, Islam made an impact on the development of education, particularly in the southern and south eastern parts of the country where it had its strongholds. However, like the church, as its main concern was to teach and expand the principles and order of the faith, it played a limited role in the development of modern education in the country (Ayalew, 1989: 31).

The beginning of modern education in Ethiopia is directly related to the advent of foreign missionaries who opened schools and instituted modern education alongside their religious institutions in all the places where they were accepted or came into agreement with the local leaders. Nevertheless, the establishment of modern schools was speeded up with the opening of Menelik II School in Addis Ababa in 1908, marking a significant step in the history of education in the country. The expansion was further strengthened with the opening of other schools in major provincial towns. In the following decades, particularly after Emperor Haileselassie I came to power, the number of schools and students started to show a promising growth.

However, the education system that had just begun to take shape was seriously disturbed by the Italian invasion in 1936. There were only 21 government schools and few mission schools with a total involvement of 4280 students when Italy invaded the country

(Teshome, 1979). The Italian invaders did all they could to disrupt the education system in various ways. They destroyed the few pre-war government schools either by closing them down or using them for military purposes. They also tactically eliminated the few educated Ethiopians (Pankhurst, 1972).

#### **1.4.2 Post-war Developments**

By 1941 when the country was liberated the educational system had to start from a scratch (Pankhurst, 1972). The post-war schools that were opened in 1942 suffered from severe shortage of teachers and textbooks. The British staff provided by the British Council did cover a few gaps but it was far from adequate. The focus then was the creation of an educational system that could produce a small corps of administrative, technical and clerical personnel to run the government machinery. After the establishment of the Ministry of Education, the number of schools and students gradually showed a marked growth, particularly beginning from 1960 (Ayalew, 1989).

Moreover, with the establishment of higher learning institutions including Haile Selassie I University (now Addis Ababa University), new ideas and practices in the teaching and training of students were introduced. The English language had already been adopted as the medium of instruction, and the importance given to ELT grew from year to year. Proficiency in English was recommended and scoring a passing grade in it in the secondary school leaving certificate examination became a pre-requisite for being eligible to join an institution of higher learning (MOE: 1980). The teacher played a central role in the classroom. But the fact that the student should be independent in order to be effective in his learning, particularly in the EFL classroom, was underscored as the ultimate goal to be attained. The efforts made to realize this objective were remarkable and unprecedented. But they did not fully address the problems of the people. The disparity between male and female, and urban and rural areas, in terms of access to education, still persisted.

#### **1.4.3 Conditions during the Dictatorial Military Regime**

In this section the issues that will be highlighted are: the educational goals intended to be achieved by the military rulers and the purpose that the English language was meant to serve and the impact of the system on ELT and the status of English.

### **1.4.3.1 Goals of Education**

The abolition of the monarchy in 1974 and the introduction of a military rule known as the “Derg” regime, which gradually declared itself to be a socialist government guided by the principles of Communism, gave rise to a new education policy which laid down three goals for education: a) education for production, b) education for scientific consciousness, and c) education for political consciousness. Radical changes in the curriculum were made to fulfill its ultimate goal of producing citizens cut and shaped according to socialist principles. These educational reforms were influenced mostly by the Soviet Union which had similar systems in their country (Britanica, 1996:71). Soviet educational advisors entered Ethiopia soon after the revolution to make more reforms. Poly-technical education which familiarized students with the important branches of production and manufacturing was given top priority. It focused on acquainting trainees with first-hand practical experience. In accordance with the terms of cooperation signed by the two countries, many Ethiopians were sent to the Soviet Union or Eastern-block countries for higher education.

The national literacy campaign which was launched in 1975 was also one of the moves made by the communist government towards enhancing education in the country. It is believed that the campaign helped in raising the awareness of the people concerning the benefits of education although its basic purpose was to use it as a means of teaching the people about communism. It also contributed to the increase in the number of children who attended primary schools (Damtew and Althach, 2003).

### **1.4.3.2 The Status of the English Language**

The language policy laid down the status of the English language in the country as the language of diplomacy and international communication and instruction in the schools starting from Grade 7. In addition, it was decided that English would be taught as a subject starting from Grade 3 through the second year university level. The specific focus was to be English for academic purposes. However, the overall aim was to use English as a means of acquiring knowledge of the principles of the socialist ideology and disseminating them. To this end, the number of schools at all levels increased greatly, and Teacher Training Institutes nearly doubled in order to meet the requirements of the primary schools for qualified teachers. The Kotebe Teachers College was opened to train teachers for junior

high schools (Teshome, 1979). Moreover, various in-service training programs were initiated to upgrade teachers at primary and secondary levels.

However, as all the efforts made to expand education were basically meant to make it instrumental in the strengthening of the power of the dictatorial regime, it never served to fulfill the needs and interests of the people. Moreover, the quality of education deteriorated greatly. The decline in quality was more pronounced in the classroom where students showed a marked failure in following lessons conducted in English. This problem of competence in English was also seen in teachers, particularly at the primary level. In the elementary schools in particular, the quality problem of Ethiopian education system was more acute than in many other countries in Africa, for example: Somalia, Kenya, Uganda and Tanzania (MacNab, 1989: 76).

#### **1.4.4 From 1991 onwards: Progress and Problems**

The downfall of the dictatorial 'Derge' regime and the emergence of the Ethiopian Peoples Democratic Revolutionary Front (EPRDF) promised a change and improvement in the system. A new Education and Training Policy that set a new direction and goal for education was introduced in 1994. (MOE, 1994: 84). Earlier the general education was divided into primary (1-6), junior secondary (7-8) and senior secondary (9-12) stages. Each stage was concluded with a national examination that marked the transition from one stage to the next. The tertiary level provided training in higher education. The present curriculum offers 10 years of general education, i.e. 8 years of primary education divided into first cycle primary (1-4) and second cycle primary (5-8); and 4 years of secondary education, that is, general secondary education (9-10), and preparatory education (11-12) where the main task is to prepare students for higher education. In addition, there is also a system of technical vocational training which is offered to successful students from each cycle of secondary education.

This period has been characterized by a dramatic growth in enrolment and by a great concern for the improvement of the quality of education offered at all levels of the system. The aggregate enrolment in Grades 1-12 rose to 9% a year from 1994 onwards. The growth in enrolment in turn increased the Gross Enrolment Ratio (GER) - a common indicator for measuring coverage at all levels in the system. The GER for primary schools in 2004 rose

to 68.4%, which is an encouraging growth, and ever since there has been consistent progress.

#### **1.4.4.1 The Quality Issue and Teachers**

The role of teachers in overhauling the educational system and improving the quality and standard of education is very crucial. Teachers, being one of the major quality inputs, the efforts so far made to increase their number and improve their professional capacity are commendable. Existing teachers of the primary levels have been re-trained using short and long-term approaches such as orientation programs, residential and distance learning programs. The proportion of teachers qualified for the first cycle primary reached 96.5% in 2004 though the proportion at the second cycle primary and secondary remained still very low (32% and 44.5% respectively). Available data suggest that large proportions of primary school teachers lack adequate academic qualifications, training and mastery of content. National standards for qualification as a primary school teacher ranged from certificate (10+1) for teachers teaching at the first cycle (1-4) and diploma (10+3) for the second cycle (5-8), and a B.A or B.Sc. degree for secondary school teachers.

However, despite the commendable efforts of the government to upgrade their educational qualification, teachers', particularly primary school teachers' incompetence in English has been one of the major problems contributing to the decline in quality of education (MOE, 2004). This is the underlying cause of the problem, namely, students' very poor English language ability and consequently their inability to follow and understand lessons conducted in English. This is a sign that there is still a lot to be done to improve primary school teachers' level of English language competence. But in order to devise a program that can successfully address the problem the situation needs to be sufficiently explored. In other words, the English language problems and needs of the teachers must be known in the context of their classroom language. This is what this study is broadly intended to do.

#### **1.4.4.2 The Role of English and its Impact**

In Ethiopia, at present, the English language plays a prominent role in the field of education. As indicated in the November 2004 Final Report of the Education Sector Development Program II (ESDP), it serves as the medium of instruction starting from

Grade 5 or 7 (depending on the decision of the regions) through graduate studies. It is also taught as a subject starting from Grade 1 through the second year university for all students (MOE 2004).

Furthermore, students taking the General Secondary Education Certificate Examination and the Higher Education Entrance Examination are required to pass in the English examination in order to be eligible to join the next higher levels of learning. In addition, in all the universities in the country, courses in ELT and English Literature are offered at the diploma or degree level and hundreds of Ethiopians graduate in these fields every year. This indicates that in order to pursue their studies and achieve their academic goals successfully, students have to learn the language adequately and acquire the skills they need.

Many educators agree that in order to promote effective teaching and learning, it is essential that teachers and students should have a good command of the language of instruction (English, in this case). In this sense, it could be argued that English is either facilitating or hindering the educational process of the country (Hailom, 1998). The objective conditions in the classrooms, particularly in primary and secondary schools have been deplorably unsatisfactory. Several researchers have indicated that teachers' and students' lack of competence in English has long been recognized as one of the major obstacles in Ethiopian educational circles (Hailom, 1998; Seime, 1999; Gessesse, 1999; Nuru, 2000). This condition has often triggered arguments for and against English as a medium of instruction among concerned Ethiopian intellectuals. However, as assessed by Ethiopian and foreign scholars (for example: Taddele, 1991; Gessesse, 1999), the attitude of the people towards the language has always been positive. Besides, the current political changes have strengthened the position of English by making it compulsory as of Grade 1 for all learners in the country. Not only this, the launching of the English Language Improvement Program (ELIP) to upgrade teachers' proficiency in the language is also evidence of the importance given to it. The corollary of this is that English will continue as a language of instruction in the country.

Unfortunately, English has always been held responsible as one of the major factors that has generated the decline in the educational output of the country. Several scholars have

been expressing their concern about the appalling state of abilities of large masses of students joining universities every year and the deterioration of the standard of English throughout. This condition is partially attributed to Ethiopian teachers who have been inadequately trained (Gessesse, 1999). As Hailom (1998) notes English language classrooms are complex and unpredictable, and require professionally committed teachers who are sensitive to classroom events and can act rationally. However, this is not always the case. English is in the forefront as one of the causes of the educational crisis that has been pronounced for a long time in this country, and this has provided a fertile ground for conducting this research. In this section an attempt was made to show the place English occupies in the education system of the country and its impact on the process and product of that system.

In the following section an elaboration of the problem will be provided with focus on teachers' classroom roles and the impact of their poor English language proficiency on learners. By bringing out the problem to view, the section will highlight the underlying rationale for conducting this study

### **1.5 Statement of the Problem**

One of the factors that contribute to the development of students' ability of English is the roles teachers play in the classroom. Many classroom interaction researchers (for example, Sinclair and Brazil 1982; Allwright and Bailey 1991) agree that one of the reasons for this is that teachers do a lot of the talking in the classroom, and talk is one of the major ways of conveying information to learners and controlling their behavior. Speaking of teachers' roles Tudor (1992) notes the following:

As a source of knowledge, in terms of both the target language and methodology, they play the role of the knower. As an activity organizer, they set up and steer learning activities in the right direction, motivate and encourage performance.

In the EFL classroom, as Sinclair and Brazil (1982) point out, the structure of the classroom discourse is largely determined by the teacher. Initiation of language interchanges by the teacher is the main instrument of education. By asking questions, giving instructions, and providing information the teacher guides and controls the class.

Harmer (2001) provides us with a long list of roles that indicate the influential position teachers occupy in the classroom.

Moreover, as Medgyes (1985) notes, with the introduction of the Communicative Approach more demanding tasks have been added to roles of teachers. This approach stresses that the foreign language can be learnt only in real communicative situations where real messages are exchanged, and teachers have to create favorable conditions for such needs to arise and to be expressed. They have to initiate and stimulate activities where learners can participate significantly. This view is also reflected in Tudor's (1992) discussion about the learner-centered classroom where a number of responsibilities not normally found in traditional approaches are added to the list of activities teachers do each day. These responsibilities relate to the development and channeling of students' human and experiential potential. Similarly, Deckert's (1989) description of the classroom as a place where the teacher uses the foreign language to bring the various elements of learning through a variety of exercises points at the amount of input the teachers can invest in the students' learning.

From the above views and what several other educators, TEFL experts and teacher trainers (for example, Berry, 1990; Cullen, 1994; Ur 1996) say, it can be said that a language teacher has to be not only methodologically well-equipped but also linguistically self-sufficient in order to be able to conduct his/her lessons effectively. Wright and Bolitho (1993) note that a linguistically aware teacher will be in a strong and secure position to accomplish his tasks, and that a lack of awareness of language often manifests itself at classroom level – for example, when a teacher is unable to identify and compensate for shortcomings in a course book, or is caught out by a learner's question on the language. In these situations, teachers need to draw upon their linguistic knowledge. These crucial roles in the classroom place teachers in a position where they cannot avoid being held responsible for students' learning of the language. The point that is of interest to this study is the fact that these roles which teachers fail to play in the classroom can give rise to students' English language incompetence, and hence constitute the basis for the current problem.

Despite the importance of their roles as mentioned above, quite many Ethiopian teachers are often held responsible for contributing to the problem of students' poor command of English. Many Ethiopian scholars generally agree on this (for example, Seime, 1999; Gessesse, 1999; Tamene, 2001). According to the Ministry of Education (MOE, 2004), this is particularly true of the second cycle primary school teachers who were primarily trained for the first level primary school but were gradually raised to their present level through courses provided by distance education programs. However, given the nature of the program and the location of their schools and residential areas, one cannot claim that they have had the opportunity to practice and use English adequately. As these problems are often linked to such training programs (Lowe 1988), it is doubtful that the teachers have made any marked change or improvement in their communicative skills. Many students and other subject teachers at that level and above are often heard complaining about the lack of competence on the part of the English teachers in conducting the language lessons successfully. Although this is hard to accept unless proven by a systematic investigation, the view can no doubt give a clue to an existing problem. Some English teachers themselves admit that they are often challenged and frustrated by their own inadequacies in English while conducting their lessons. Some years back a panel discussion on the problems of English in secondary schools was conducted in Addis Ababa. According to the report, one of the three factors identified as responsible for the decline in the standard of English was the decline in teacher quality (MOE 1986). This lack of teachers' competence in English has frequently been expressed by the Ministry of Education (MOE: 1999, 2002, 2004, 2008 and 2009).

Furthermore, the problem of students' very low English language level at the higher stages of learning is often criticized and attributed to poor and inadequate teaching at the lower stages. Studies done at various periods on secondary and college students (for example: Abdulkadir 1983; Tewelde 1988; Sieme 1998; Sisay 1999; Tamene 2001; Ayele 2008; Tiglu 2008 ) show that students' English language ability is very low and needs improving. Hailom (1998) mentions of the survey done by Hailemarkos and himself for Institute of Educational Research (1989) in some of the major institutions of higher learning concerning the English language proficiency level of students, which revealed that even the most highly selected students joining these establishments, had serious problems with

English, and that instructors and professors complained that these students could hardly communicate in the language. In addition, he points out that university graduates are criticized by employers for their inability to write simple progress reports, and further notes that the argument raised in connection with falling standards of education has always been a vicious circle in which higher institutions of learning blame schools for insufficiently preparing students while schools blame the former for insufficiently training teachers. As an English teacher in the secondary school for many years, I share the views of many fellow teachers that quite a significant number of students can hardly understand and follow lessons conducted in English. I have personally witnessed this in schools where I have taught. The Education Sector Development Program of the Ministry of Education identifies inadequate teacher training as one of the five major causes of the poor performance of students in their studies, which in turn has contributed greatly to the decline of the standard of education in the country (MOE 1999).

A few years ago, having felt the pressure of the problem and to deal with it objectively, the Ministry of Education launched an English language improvement program for all Ethiopian teachers, including English teachers, throughout the country. It has been going on since 2002 and thousands of teachers from all levels of the education system have participated so far. The objectives of the course as stated in the Instructors' Notes by Tomlinson (2003) are to increase

- a) The confidence of the teachers in using English.
- b) The ability of the teachers to use English in the classroom.
- c) The communicative competence in English of the teachers.
- d) The willingness and ability of the teachers to continue to improve their English independently.

This endeavor to upgrade teachers' English language competence is the result of a long standing dissatisfaction frequently expressed by many experts of education, teachers, students and parents regarding the decline in quality of education in Ethiopia which has often been reflected on the lack of competence and unsatisfactory performance of both students and teachers at all levels of the education system (MOE 1999). It is also a reflection of the plan laid down by the Ministry of Education to improve and upgrade the standard of education in the country (MOE 2002).

The decision to launch such a program is based on the belief that improving teachers' English can directly contribute to improving the teaching – learning process in the classroom (MOE 2004). In response to a questionnaire that was distributed by the local English Language Improvement Coordinating Committee (ELIPCC) concerning the English language improvement program that was conducted in June 2004 and February 2005 in Asella town, all the teachers, after completing the training, frankly said that they had always been discouraged by their weak English language ability, and that this program helped them to make some progress and to see the possibility for change and improvement in their teaching. They also strongly suggested that the program should be continued so that they would improve their English and teaching performance further. The Ministry of Education also confirmed that teachers had clearly stated the need for further training in English and teaching methodology (MOE 2004). This implies that these teachers are experiencing problems in communicating with their students in the classroom due to their own deficiency in English, a situation which justifies investigating into the teachers' classroom language as a useful undertaking.

Moreover, in June 2004 the Ministry of Education passed a decision to launch a continuous professional development (CPD) program for all Ethiopian teachers. The basis for this major course of action was the result of the 2002 nationwide study which indicated that one of the main causes for the continuous decline in quality of education is teachers' lack of competence (MOE 2004). As explained in the manual, launching a CPD program for teachers is believed to be an effective means of improving the quality of education throughout the country. Earlier, in the June 1999 Action Plan of the Education Sector Development Program, the Ministry of Education had clearly stated that one of the major reasons that led to the decision to introduce change in the education sector was the fact that the quality of education was low. As mentioned in the manual, among the factors responsible for this is inadequate training in the methodologies and teachers' lack of competence in English (MOE 1999, 2007, 2009).

This problem, as pointed above, exists at the various levels of the education system. But the level under consideration in this study is the second cycle primary school. This is the level where the students, having come from the first cycle level where the major focus is

acquainting the children with their immediate environment and preparing them for the next level, begin to be more aware of their learning environment and to feel responsible for their learning. Therefore, it is a stage where they should strengthen their foundation in English and get ready for high school education. This is the stage where their high school education is built upon. Soon after this stage they begin to learn every subject, except the local languages, in English. Building a sound base at this stage can guarantee successful learning at the high school level. On the other hand, in the schools where English is used as a medium of instruction at this level, the importance of this study is clearly seen. Therefore, exploring the conditions in this context can be very useful. In the next section the objectives of the study will be stated in general and specific terms.

## **1.6 The Objectives of the Study**

As indicated earlier, the area that this study aims at exploring is the classroom language of primary school teachers of English. To be more specific, the focus is the English that the teachers use in the actual classroom in order to deliver their lessons and communicate with their students. Being non-native teachers teaching non-native learners in a non-native environment where both (i.e., the teachers and the students) have practically no opportunity of using English outside the classroom, it is believed that they are likely to encounter difficulties in expressing themselves and communicating with their students. What do they do in such situations or how do they overcome such problems? A satisfactory answer to this question can come only from a thorough investigation. Hence, the present study has the following general and specific objectives.

### **1.6.1 General objective**

The general objective of the study is to explore the features that characterize the classroom language of Ethiopian primary school teachers of English, and to find out what they do whenever they encounter difficulties in communicating with their students (while delivering their lessons) as a result of their own linguistic deficiencies and their students' lack of comprehension.

### **1.6.2 Specific objectives**

- i) To identify the communication strategies that second cycle primary school teachers of English use to solve the problems of self-expression (i.e. their deficiency in English) and non-comprehension of students while conducting their lessons.
- ii) To identify the language functions in which the communication strategies that these teachers use occur.
- iii) To find out whether the number and type of CSs these teachers use differ according to type of language functions.
- iv) To find out whether the number and type of CSs differ according to the type of topic the teachers teach.

In the following section the research questions that the study aimed at addressing are stated.

### **1.7 The Research Questions**

Research findings pertaining to classroom interactions have identified a range of CSs that are used by learners in face-to-face interactions. With respect to EFL teachers' (particularly non-native) classroom language, focus has been on features other than CSs. This study attempts to bridge this research gap in the area of CSs and teachers' classroom language in foreign/second language acquisition, and seeks to contribute to better understanding of CSs in the EFL teacher's classroom language. The topic is double-pronged and addresses CSs in the context of language functions (LFs) and thus specifically focuses on and attempts to answer the following research questions (i.e., questions i, ii and iii).

- i) What sort of CSs do second cycle primary school English teachers use in the event of communication breakdowns resulting from their linguistic deficiencies and non-comprehension of students?

Here the investigation focuses on the type and number of communication strategies the teachers use. This is the basic issue that the research addresses and answering the question

is believed to help in finding out the effect of teachers' use of CSs on classroom communication and students' language learning and acquisition.

- ii) What is the distribution of CSs across the language functions that unfold in the teachers' classroom language? In other words, does the teachers' use of CSs vary across language functions?

The second basic question is intended to explore the use of CSs in terms of their specific locale of occurrence. It seeks to find out whether the type of language function determines the type and number of CSs. In addition, this provides a focused view of this feature of teachers' classroom language, and hence a better opportunity of analyzing the effect of teachers' use of CSs on students' language learning and acquisition.

- iii) Does the number and type of CSs that the teachers use differ according to the type of topic they are discussing, i.e., reading comprehension, vocabulary, grammar, writing, speaking or pronunciation?

Among the factors that may influence the type and number of CSs are the lesson topics that the teacher deals with. Lesson topics that involve language functions such as explaining, commenting, defining, exemplifying and giving elaborate instructions require a high level of proficiency. Teachers at a low level of proficiency certainly find it difficult to manipulate these functions, and therefore, use communication strategies to solve their problems. Available research highlights the predominance of L1-based CS use by speakers at a low level of proficiency, whereas advanced speakers select L2-based ones (Bialystok, 1990). Given the fact that the participants in this study were not particularly advanced, the expectation was that they would use more L1-based CSs, such as language switching (i.e., use of a word or phrase from L1), and literal translation (i.e., use of a phrase or sentence in accordance with L1 word order).

### **1.8 Assumptions about CS Use**

As indicated in the earlier parts of the chapter, there is no previous research on communication strategy use by Ethiopian second cycle primary school teachers of English. In addition, there are no studies that address the question of whether teachers' use of CSs

to solve their problems of classroom communication differs in number and type according to the interlocutor variable (teacher and student) in the non-native speakers' classroom language environment. Based on this ground, the following statements were postulated: First, owing to their own low level of proficiency in the target language, the students' problem of comprehension and the non-native environment within which they work, the teachers are expected to employ a variety of CSs more frequently than normal in order to cope with communication problems in the classroom.

Furthermore, the fact that they are dealing with discourse participants with a far lower proficiency level than their own will give them the liberty to use CSs as and when they feel the need. This statement corresponds to Gass's (1997) hypothesis that when non-native speakers are in conversation with other non-native speakers, they may feel freer to indicate non-understanding than when they are communicating with native speakers. This freedom to show one's linguistic limitations, due perhaps to a sense of solidarity with a fellow discourse participant, may result in a difference in the use of CSs based on the interlocutor variable. However, as Gass points out, status or knowledge-based differences (e.g. a student and a professor) appear to deter the use of frequent negotiation and may thus inhibit communication strategy use, especially CSs used to solve problems of self-expression. She says that the comfort level of the interlocutors may affect the quality of the discourse and the use of CSs. In this case an L2 student participating in a classroom discourse may not find it as easy to deal with his teacher as he/she may with a fellow student. On the contrary, on account of their position teachers may feel much freer to use CSs in order to fulfill their communicative needs.

The second assumption is that there will be a predominant selection of L1-based CSs when non-native discourse participants solve problems of self-expression difficulties and lack of comprehension. The expectation is that the teachers, given their low proficiency level, will prefer to use L1-based CSs based on Bialystok and Frolich's (1980) CS categorization, which makes a distinction between CSs that are based on the speaker's L1 and those based on the speaker's L2. Many researchers agree that non-advanced speakers favor L1-based CSs over L2-based. The former are an easier alternative for L2 speakers at the intermediate level. CS selection may vary, however, as a function of speaker proficiency level (Lessard Clouston, 1996). This study further suggests that although the teachers in this study are at

the same educational level, they may differ in competence and thus may select varying strategies.

In the next section the areas where the study can be useful in advancing the cause of ELT in Ethiopia will be briefly pointed out.

### **1.9 Significance of the Study**

This study can make useful contributions in various ways as mentioned below.

It can provide curriculum designers, materials producers and teachers with useful information about the classroom language of the second cycle primary school English teacher. The information can be used for planning and devising curriculum that is relevant and appropriate to the level. Similarly, before and while writing materials, it can be instrumental in producing materials that meet the needs of both teachers and students.

- a) It can help to make appropriate decisions for designing
  - i) Pre-service teacher training courses for training English teachers for the junior high school classroom.
  - ii) In-service teacher training courses which give adequate attention to the language improvement component of the training. The methodological component alone does not provide such teachers as in this study with a balanced support. Given their circumstances, the language improvement component can be more important than the other (Berry, 1990; Cullen, 1994).
- b) It can help EFL teachers to look into their own classroom English, find out their needs and work on improving it.
- c) It can help in establishing the basis for the need to promote and enhance programs such as continuous professional development program (CPD) for EFL teachers.

### **1.10 Scope of the Study**

This study concentrates on identifying basically the communication strategies (CSs) used by eight teachers of English of five second cycle primary schools of Asella administrative area, namely: Andinet, Asella, Hamle, Silingo and St. Gabriel. The study also identifies the

language functions in the context of which the communication strategies occur. In connection to this, it will also show the language functions the teachers find most difficult to handle and those they can operate with ease. In addition, it attempts to find out whether language functions or lesson topics are directly involved in influencing communication strategy use, and on the basis of this, it tries to examine the kind of relationship that exists between them.

### **1.11 Limitations of the Study**

The most challenging constraint faced by the researcher was the size of the corpus. The eight teachers' performance was recorded for an average of thirty minutes each while they were teaching English. The eight lessons so recorded were then transcribed and analyzed. This was a job that required extra time and overwork. In addition, getting the trust and willingness of the teachers was a tough task that demanded great patience and tireless and careful communication. At first, none of the teachers was willing even to talk about their classrooms, let alone involve in the project personally. Getting a cameraman who would assist the researcher on a regular basis was also a serious challenge. Furthermore, the scarcity of literature with regard to non-native EFL teachers' use of CSs was a matter of concern in terms of fulfilling the requirements of research. Consequently, to start from and rely upon investigations made on learners' use of language learning strategies/communication strategies was obligatory. In the next section the definitions of the key terms will be provided.

### **1.12 Definition of Key Terms**

This section defines some terms that the study uses extensively:

1. *Classroom Language (CL)*: It is the English language the teacher and the students use in the classroom during the lesson.

2. *Communication Strategies (CSs)*: These are strategies speakers use to solve their problems of self-expression whenever they run short of the necessary linguistic resources in the target language (in this case English) in a communication situation (in this case classroom communication).

3. *Language Functions (LFs)*: These are various functions that the teacher performs with the language while teaching in the actual classroom situation. Examples of these are: introducing the lesson, giving instructions to the students (directing), asking questions (eliciting), evaluating students' performance, checking students' understanding and explaining or informing. These are acts which are principally the result of the interaction between the teacher and the learners in the classroom discourse (Coulthard, 1996).

4. *Linguistic Deficiency (LD)*: These are self-expression instances when teachers have difficulty saying to their students what they want to say. In other words, a teacher's lack of the necessary lexico-grammatical resources of the TL which are required for transmitting messages, in this case for delivering the lesson.

5. *Target Language (TL)*: The target language is the language the learners are learning and interlanguage (IL) refers to a learner's stage of its development in the target language. It is a form of language produced by learners by combining features of two or more languages. In section 1.13 below the structure of the thesis with the central issues in each chapter will be given.

### **1.13 Organization of the Thesis**

This study focuses on communication strategies (CSs) and language functions (LFs) that are used by primary school teachers in the classroom while conducting their lesson. Chapter 1 introduces the various areas of research that this study deals with, why it is important and its contribution to the FLA/SLA research field, the research questions to be addressed, scope and limitations of the study. A glossary of key terms is also provided.

Chapter 2 consists of the literature review based on focus areas in the study – namely, discourse and classroom interaction studies and communication strategies. The chapter also discusses the two approaches to defining communication strategies, and the differences between Tarone's (1980) and Faerch and Kasper's (1983) positions. In addition, the attempts made to produce taxonomies highlighting that of Faerch and Kasper (1983) are examined. Then, studies on the use of communication strategies are reviewed. Finally, a description of the theoretical framework and the research gap that the study intends to fill are provided.

Chapter 3 outlines the research methodology that the study follows: approach to the study, mode of data collection, the management and details of how data are analyzed. The chapter also provides a description of the model of classification used for classifying CSs and the system of analysis used for identifying LFs. The reasons for adopting the two systems with slight modifications are also put forward. The chapter ends with a report on the pilot study.

Chapter 4 analyses the data of the main study and presents the results of the analysis, both qualitative and quantitative. These results are used to answer the research questions posed in Chapter 1 (see pp. 18-19).

Chapter 5 provides a summary of findings, implications of findings for teacher training, materials development, the individual teacher, and further research. This study limits its focus to the issues raised by the research questions (see pp. 18-19), that is, whether there is any communication strategy use in the data. If there is CS use, the question is what types of CSs are used, and in which language functions they occur.

Accordingly, the next chapter is devoted to the discussion of the literature available.

## CHAPTER TWO: REVIEW OF LITERATURE

### 2.1 Introduction

Research in classroom language has always looked for solutions to the pedagogical and linguistic problems of ELT in the EFL classroom. In this condition both the teacher and learners have been the focus of research and a substantial amount of investigation has been carried out into their classroom language. However, as a result of the increasing shift of focus from the teacher to the learner, research on the classroom language of the teacher has not only been minimized greatly but also become restricted to a few areas such as amount of teacher talk. While investigations into learners' language consider a variety of aspects of L2 including language learning strategies/communication strategies, those made into the teacher's language often revolve around methodological matters and do not pay attention to features such as communication strategies (CSs) teachers employ to solve their problem of lack of linguistic resources (necessary for communicating with their students) while conducting their lessons. The literature hardly discusses EFL teachers' use of CSs and consequently, there is an evident lack of information on this issue. This study attempts to address this problem and to contribute to the effort made to fill this gap in SLA/FLA research.

Research in SLA/FLA has shown that one of the factors that contribute to second/foreign language learning and acquisition is the teacher's classroom language, that is, the language he/she uses to communicate with the students and to deliver the lesson or as often referred to, 'the language of instruction'. The most well-known view concerning the impact of instruction on L2 development is that of Krashen (1982). Instruction is particularly valuable in EFL contexts where learners have no opportunity of getting naturalistic input. Although there are differences among researchers (for example, Krashen 1982 and Long 1983a) over the question of conscious versus unconscious acquisition, there is a general agreement that the L2 input provided by the teacher through formal instruction does have an effect on second/foreign learning and acquisition. However, to find out the type and amount of impact instructional language has on learners' L2 development, exploring into the classroom language of the teacher is an important task. What features of the teacher's

language affect learners' L2 development and how do they affect them? This is a question that research cannot ignore. Despite the shift of focus from the teacher to the learner, the teacher still occupies a crucial position, particularly in the EFL classroom where both the teacher and the learners are non-native speakers. In such contexts the teacher's classroom language is an important source of L2 input for the learners. This study looks at the classroom language of EFL teachers with particular reference to the strategies of communication that they use to manage communication difficulties resulting from their lack of the necessary target language input. Such a study demands the consideration of works done on classroom interaction, discourse analysis and communication strategies. Interactive discourse sets the communicative ground where communication strategies can be explored.

This chapter thus treats the major issues in the literature in the following order: 1) The input, output and interaction hypotheses as the theoretical matrix which forms the backdrop to the investigation – the formulation of these hypotheses and their effect on foreign/second language learning and acquisition in the context of classroom interaction between the teacher and the learners in the actual classroom; 2) A review of researches done on classroom interaction and discourse analysis with a focus on language functions; and 3) CSs, which are a conversational feature – this study examines teachers' use of CSs as a solution to communication problems in the classroom. The literature review places the current study in the context of research in this area and discusses its contribution to that body of research. The literature review is then followed by a description of the theoretical framework within which the study was conducted and the research gap that the study aims at addressing.

## **2.2 The Input, Output and Interaction Hypotheses**

This subsection discusses the comprehensible input hypothesis (CIH) from its formulation (Krashen, 1982, 1985) to its subsequent extension and modification, the interaction hypothesis (IH) (Long, 1983, 1996). It will explain the ways in which interaction aids in the acquisition of the target language (TL) through the reception of input that is understandable and modification of input, and increased salience of linguistic form. In addition, the issue of input in relation to output, that is, where the two diverge and

converge, will be touched upon. In addition, highlights of researches conducted within these frameworks will be provided.

As mentioned earlier, the theoretical framework within which this study is undertaken is the comprehensible input hypothesis in its extended and modified form – the interaction hypothesis. The interaction hypothesis is an extension and modification of Krashen's (1982, 1985) input hypothesis, which posits that learners must be exposed to target language that is comprehensible, but that also contains language that is just one step beyond the learners' competence. This hypothesis emphasizes the need for comprehension of input data to process information, and is most frequently cited in relation to second language acquisition. Krashen (1985) argues that second language acquisition depends on having a comprehensible input before the learner's internal processing mechanism can work. That is, learners will not be able to comprehend input that contains more linguistic features than their current knowledge. Input here refers to target language samples to which the learners are exposed. Krashen postulates that in order for language to advance from one stage to the other, it must have comprehensible input which is a little beyond the learner's current level of competence. Krashen & Torrel (1983) advocate the provision of comprehensible input in the form of the roughly tuned teacher and peer speech that arises naturally from comprehension, delivered in a positive affective classroom climate as the essential ingredient of any language teaching program.

A view that seems to contradict Krashen's idea of the comprehensible input but which can actually be considered the other side of the coin (Carlos, 2005) comes from the generally accepted notion in language learning and acquisition that the productive practice of a skill results in the acquisition of the skill. This notion is the basis for the hypothesis which states that learners acquire the target language by producing the target language more frequently and more correctly. Ellis (1980) argued in favor of this view, and later the idea was referred to as the 'comprehensible output' hypothesis (COH) explained by Swain (1985:248). According to her one function of output is that it provides the opportunity for a meaningful use of one's linguistic resources. She argues that the learner learns to speak by speaking, a notion she has contracted from [Frank] Smith who argued that a learner learns to read by reading and to write by writing. Swain also suggests that the learner's output should be 'pushed towards the delivery of a message that is not only

conveyed but that is conveyed precisely, coherently and appropriately'. As far as this study is concerned, the output hypothesis does apply directly because the focus here is on the communication strategies the teachers use during the production of the target language. The analysis of the classroom language of the teacher is therefore the analysis of the target language output of the teacher. As pointed out earlier, the target language output of the teacher is the target language input that is made available for the learner where both participate in the classroom interaction. Carlos (2005) compares output to a manufactured good made available for consumption. While in terms of the producer the item is referred to as output, in terms of the consumer the same item is referred to as input.

Long (1983) has further developed Krashen's (1982) hypothesis by emphasizing the importance of interaction in the process of language acquisition. A major strand in FLA/SLA theory sees language acquisition as both a social phenomenon, involving interaction between discourse participants, and a cognitive one, dealing with the process of conceptualization. Researchers who work in the social framework hold the view that language is best learned through interaction with others (Atkinson, 2002; Doughty & Young, 1986; Ellis, 1984; Gass, 1985; Long, 1983, 1996). This interaction or communication is facilitated by strategies that speakers use to help avoid misunderstanding or to repair problems once they occur. CSs are the techniques employed by speakers during foreign/second language interaction to overcome specific communication problems. The proponents of IH state that the cognition phenomenon counts as much as the interaction. The interactions serve to make certain aspects of the language more salient than others. They focus learners' attention and awareness on these aspects of the discourse. Attention and noticing are essential steps in cognitive processing for foreign/second language learning and acquisition (Pica, 1994; Schmidt, 1994).

### **2.2.1 Studies Based on the Comprehensible Input Hypothesis**

Research on various issues such as rate of speech, syntactic complexity and repetition, and frequency of input pertaining to comprehensible input, i.e., teacher input and learner comprehension/production has been undertaken since the pioneering work of Krashen (1976). For example, Dahl (1981) investigated the relationship between the rate of speech and comprehensibility of message. She discovered that characteristics regarding clarity of

articulation or conciseness of information are related to perceived rate of speech. Kelch's (1985) experiment also supports Dahl's view that rate of speech had a positive influence on comprehensibility. He discovered that second language university students had significantly greater success in dictation when the rate of speech of lecture listening passages was slowed down from 200 words per minute to 130 words per minute. Long (1985) carried out an experimental investigation to measure L2 learners' overall comprehension of content. He prepared two versions of an academic-style lecture – a native speaker version and a foreigner-talk version which was modified from the former by reducing the syntactic complexity and the rate of speech, and the addition of rephrasings and restatements. The result was that students who heard the foreigner-talk version were far better at answering comprehension questions about the lecture than those who heard the NS version.

Investigations into the effect of frequency of input in L2 acquisition have also been done by different researchers (e.g., Larsen-Freeman, 1976; Krashen, 1977; Long and Sato, 1983). What these and similar studies (e.g. Carlos, 2005; Raul, 2006) indicate is that the target language input provided by the teacher through classroom instruction has an important bearing upon the learning and acquisition of the target language.

### **2.2.2 Studies Based on the Interaction Hypothesis**

Similarly, studies conducted under the interaction hypothesis strongly show the importance of interaction in foreign/second language acquisition. The pioneering works on interaction hypothesis are those done by Wagner-Gough and Hatch (1975) and Long (1983, 1996). These researchers based their assumptions on the fact that the interactional structure between NNS/NNS and NNS/NS varies according to the different levels of language proficiency of the interlocutors. Wagner-Gough and Hatch (1975) pointed out that conversational interaction is more than a forum for practice – it provides learners with opportunities to hear and produce the target language that is beyond practicing. They observed children who were learning English as L2 whose background was Chinese and analyzed these children's interactions. Notes of learners' speech as well as the language addressed to these learners were recorded and analyzed. The relationship between the speech directed to the learner and his/her speech modification was identified, thus linking

interaction to their cognitive process. Long (1981) conducted his research on 48 adult NS and 16 adult NNS from a variety of L1 backgrounds, who engaged in six tasks. Some of these tasks were informal conversations and others were games. The study revealed that there were statistically significant differences between NNS/NS and NS/NS interactions. The NNS/NS interaction contained more comprehension checks, repetitions, expansions, clarification requests etc.

In later research Long (1983) observed that modifications were more common in NNS/NS interactions and were used to solve communication problems. Early interaction hypothesis exponents highlight CSs such as clarification requests, reformulations, confirmation checks and comprehension checks; later ones have added more to the list (Norman, 2002). These typologies are a product of various classifications produced by research into CSs.

Language learners increase the quantity of comprehensible input they receive through conversational interactions like that which takes place in the language classroom. Interactions characterized by modified input increase comprehensibility and thus are important for language acquisition. Van Lier (1988) shows the positive role that interaction modifications play with special emphasis on lexical items as CSs used more than sentences. Ellis (1999) notes that a modified input is beneficial in vocabulary retention and comprehension, and this happens during interactions. Classroom researchers generally agree that teachers' input to learners can influence target language acquisition by being modified in various ways. This concept of the modified input is highlighted in the early and recent versions of Long's (1983, 1996) interaction hypothesis, which states that acquisition is made possible because input and internal learner capacities (especially selective attention) and output are connected through interactional process. In classroom communication or interaction between the teacher and learners, the target language input can direct learners' attention either to some discrepancy between their interlanguage (IL) and the target language or to an area of target language about which a learner has little or no information.

As interaction takes place, learners get to see their interlanguage deficiencies. This realization of the linguistic shortcomings leads to an attempt to rectify the errors on the basis of the input provided by the teacher. This is in accordance with the proposition that

modification and restructuring of interaction is the outcome of the attempts made by the speaker to present comprehensible input. This attempt by speakers to communicate triggers adjustments to linguistic form, conversation structure and message content until comprehension is achieved (Pica, 1994; Long, 1996). Thus interaction hypothesis proponents claim that L2 learning is enhanced by increasing input and output comprehensibility through language modifications, i.e., through the deployment of CSs during communication to help solve self-expression problems and make input comprehensible. Comprehensible input plays a critical role in language learning that takes place during interaction, which is a primary device in the process (Pica et al, 1993). However, classroom-oriented research has not adequately investigated the comprehensibility of teacher talk, and thus to what extent teachers' modifications or use of CSs influence learners' target language learning and acquisition requires rigorous investigation.

In general, the key point of the Interaction Hypothesis that is of interest to the present study is that interaction through which comprehensible input is provided for the learner is crucial to language acquisition. Researches conducted under the IH framework have shown that interaction facilitates TL acquisition in several ways. Various classroom researchers (e.g., Ellis, 1994) agree that learners acquire the TL through the process of interaction that trigger modified input or the use of CSs that aid in repairing communication breakdowns and enhancing understanding. The focus of the ensuing section is interaction, particularly findings of research on classroom interaction with special attention to the teacher's classroom language.

### **2.3 Studies on Classroom Interaction**

The process of learning in the classroom comes about as a consequence of the interaction between the teacher and the learners and among the learners themselves. The sole purpose of the interaction is to provide the conditions for learning. It sets the stage for both the teacher and the learners to play their parts in the classroom discourse. The kinds of participation of the teacher and the learners in this interaction determine whether or not the exercise of individual learner can lead to effective learning. It is therefore of crucial importance that the factors, which enter into this interaction, should be subjected to careful

and critical examination and other implications for pedagogic practice explored in the context of the actual classroom.

This section explores research on classroom interaction with focus on the teacher's language. Interaction or communication in the classroom is undertaken generally for two purposes: primarily pedagogic and secondly organizational (i.e. the need to organize the classroom for learning) (Cynthia, 2007). In a classroom context like in this study the target language bears two features, namely, it is the language of instruction and it is also the content of instruction. It is a situation in which formal language instruction on specific areas of the target language is applied. In this situation the teacher provides the learners with the target language input and the learners process it through the tasks the teacher assigns to them. The tasks serve as an effective vehicle through which the learners engage in interaction with the teacher and among themselves. Researchers have attempted to analyze classroom interaction in order to produce descriptions of the classroom language of the teacher that help to find out its contribution to learning and acquisition of the target language. After a brief note on interaction and instruction, some of the major works done in this area will be highlighted.

### **2.3.1 Interaction and Teacher Talk**

Since the 1960's there has been an increasing attempt of instructional language in the classroom (teacher talk) in research on classroom interaction to relate features to learning and acquisition of the TL. Investigations have been made into the relative amounts of participation by the teacher and students, and the functions and forms of language in interaction. The basic goal of such research has been to determine the variables that best lead to TL acquisition. In the view of many researchers and practitioners (e.g. Thomas, 2005), conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills, to test out their hypotheses about the TL, and to get useful feedback. To understand the nature and usefulness of the input provided by the teacher in his/her classroom language to target language acquisition more fully, we need to examine the interaction generated by instruction (i.e., teacher talk), which is the major source of input. Long (1996) notes comprehensibility of input increases in the process of interaction He underlines the

usefulness of the comprehensible input for fulfilling the particular developmental level and acquisition needs of the individual learner. Interaction promotes the development of interlanguage and instruction provides a productive context through a variety of tasks for interaction and the CSs they generate (Pica et al, 1996; Phillip, 2004). Researchers generally agree that instruction triggers more classroom interaction and contributes to TL acquisition. Ellis (1985) emphasizes the benefits of instructional focus on the formal specific elements of the TL. However, before attempting to investigate into the degree of influence teacher talk has on TL acquisition, it sounds fitting to work towards providing an adequate description of teacher talk.

Many attempts have been made to describe teacher talk in different ways depending on the system of analysis researchers have followed. These attempts got impetus particularly beginning the 1960s until roughly the middle of the 1980s when focus greatly shifted from the teacher to the learner. These studies on classroom interaction with a focus on teacher talk can be generally classified into three broad categories: a) time-based studies with a corrective aim ( e.g. Flanders, 1970; Moskowitz, 1976); b) linguistically-based studies with a descriptive aim (e.g. Bellack et al, 1966; wragg, 1970; Fanselow, 1977, 1978; Naiman et al, 1978), Sinclair & Coulthard, 1975), and c) linguistically-based studies with both descriptive and corrective aims (e.g. Hicks, 1983).

### **2.3.1.1 Time-based Studies**

Flanders (1970) is the pioneer of this tradition. His system of interaction analysis is a time-based analysis with a corrective aim. It presents a structured system that consists of ten categories seven of which apply to the teacher while two apply to the student, and one refers to the condition of silence or confusion during the lesson. The whole lesson is broken into three-second time intervals. The observer who is using this system classifies each three seconds according to the ten categories, and analyses the lesson as it progresses. As the system is evaluative rather than descriptive, it is useful in evaluating the teaching performance in terms of the teacher's classroom behavior. As it is based on the unit of time, it is not related to linguistic structure and ignores the content of the lesson.

Moskowitz (1976) and Wragg (1970) have used Flanders' system of analysis in the second language classroom. Moskowitz compares the best teacher with other teachers and isolates

some form of process product in teaching styles. She distinguishes between first language and target language use and introduces more categories into 'teacher talk'. Wragg, with a descriptive aim, doubles up the categories except silence in order to classify whether the unit is the target language or the first language. The Flint, Moskowitz's system of interaction analysis, however, has an intrinsic weakness, in that it cannot consider units of interaction besides one behavior and its immediate predecessor or follower. What is more, the three-second unit in the scheme obviously obscures the highly different behavioral units in which the various coded events would occur. Therefore, it is not clear how the events are to be segmented.

Other classroom researchers have also followed Flanders tradition to conduct studies on various aspects of teacher and student talk (e.g. Rafael and Dominiguez, 1979; Elizabeth et al., 1984; Barbara, 1990). Nasiir (2001) is one of the few recent studies that have followed the time-based tradition of Flanders (1970). His investigation of the language of five L2 teachers focused on the amount of time they spent on asking questions, i.e., how many times a question was asked before the correct answer was given. He found that on the average one question was asked five times before the answer was given. As a result, he extended the categories of elicitation from one to five, i.e., the original elicitation followed by four re-elicitations (elicit, re-elic1, re-elic2, re-elic3, and re-elic4). Sanchez (2005) observed four Bolivian teachers of English in two provincial junior secondary schools with the aim of finding out whether the actual delivering of the lesson or the task of organizing the class dominated their classroom language. The results of the observation revealed that over 65% of teacher talk was concerned with matters other than the content of the lesson. Sanchez used Moskowitz (1976) categories with some modifications to analyze the teachers' classroom talk. However, as these studies are based on the unit of time, they are not related to the linguistic structure and they ignore the content of the lesson. If one is aiming at producing a description of the teacher's classroom language in relation to its contribution to target language learning and acquisition, one needs to go beyond the time factor and consider linguistic components such as language functions and communication strategies.

### **2.3.1.2 Linguistically-based studies**

Bellack et al. (1966) produced one of the earliest, well-known systems of analysis for classroom interaction, which derived from Wittgenstein's (1953) notion of language use as a 'game'. They analyzed classroom interaction as a sequence of moves, each with its own rules for context of use and form. It provides a hierarchical structure for lessons with four units: the game, the sub-game, the cycle and the move. They identified four types of move in their analysis: soliciting, responding, structuring and reacting each of which has a different discourse function. Though the system was originally developed for pedagogic aims, it also provides a functional and structural analysis. However, Bellack et al have left a gap in their analytical categories – they do not specify how the events are segmented. This is a problem inherent in the system.

This approach was adopted for second language classrooms by Fanselow (1977a, b) whose analytical system includes a dimension not only for pedagogical function but also for content, speaker and others. His system, which is for either live observation or analysis from a recording, is known as Focus. Focus is an acronym for 'Foci for Observing Communication Used in Settings'. It is used to describe both linguistic and non-linguistic communication that takes place in classrooms and outside classrooms. It is designed to code communications in both teaching and non-teaching settings. The system has five categories of communication. The first two, the source/target and move type describe what is being done, while the other three, the medium, the use and the content answer the question 'How is it done?' However, Fanselow's system, like that of Bellack et al. does not define any rules for segmenting the linguistic structures that form each utterance in a sequence of speech production.

Another system is that developed by Naiman et al. (1978) for real time observation. Like Fanselow's it maintains several dimensions (pedagogical discourse, activity, mode, subject matter, and clues), but it breaks down the pedagogical function of the linguistic units being analyzed in more detail (clarification, elaboration, repetition, etc.). Yet, the unit of analysis is similar to that of Fanselow, a pedagogical 'move' (elicitative, responsive, and evaluative). Naiman et al. were particularly interested in the information a teacher might provide when giving feedback following learners' errors or lack of response.

There are several points that deserve mention with regard to these systems. Fanselow's and Naiman et al.'s schemes allow analysis of the interactive structure of discourse beyond a pairwise linking. They consider pedagogical events as a sequence of moves of some sort, the most typical in the classroom being the well-known 'teaching cycle' – solicit (elicit)/respond/react (evaluate). Another point to note is that the unit of analysis by which the classroom events are segmented is not well specified in these category systems. The various teacher eliciting and evaluating, or student responding actions in Naiman et al.'s case, and the move in Fanselow's scheme, do not specify in what way the discourse is to be segmented.

Barnes (1969) and Stubbs (1976), with a corrective aim, focus on individual aspects of the teacher's classroom language. Barnes focuses on how much the questions asked by the teacher enhance participation and conceptual development of students, while Stubbs focuses on the teacher's language of control. He lists various language functions in order to show the amount of the language of control in the teacher's talk. Their studies are limited to only individual aspects of the teacher's classroom language, and hence they don't provide us with an adequate description of teacher talk.

Sinclair and Coulthard (1975) present a system for a descriptive analysis of the classroom language which involves five categories: the lesson, the transaction, the exchange, the move and the act. Though this was primarily developed for analyzing first language, with some modifications, it can be used for describing second language. It is an appropriate system for identifying language functions in L2 teachers' classroom language because it provides a mechanism for segmenting discourse into units of utterances that represent different functions.. Hicks (1983), in his study of the classroom language of Tanzanian primary school teachers, has used Sinclair and Coulthard's (1975) analytical system as a basis for his analysis. He treats the classroom language of the teacher with two aims – descriptive and corrective. To fulfill his aim he discusses, the causes and types of errors. In his discussion, he briefly treats the teacher's communicative problems and repair strategies. He mentions re-eliciting as a common strategy of repairing communication breakdowns. Van Lier (1988) considers repairing as a generic term and regards the correction of errors

as a type of repair strategy that often involves replacing an error by the correct form or drawing learners' attention to the error they have committed. Zamora (1997) also worked with both aims on the teacher's language of L2 intermediate level classrooms in Chile. He identified re-eliciting and prompting as strategies the teachers used to fill gaps in communication. These studies can help in designing a suitable system of analysis, particularly for identifying the language functions in which the teachers use communication strategies.

### **2.3.1.3 Content-based Studies**

Other classroom observation instruments developed in the 1980's consider content or topic as a major category of their description. The Mitchell and Parkinson instrument (1979) was developed for the analysis of strategies of foreign language teaching in Scottish secondary schools. Its five categories of description are topic, language activity, and T-mode, P-mode and class organization. Ullman and Geva's (1984) Target Language Observation Scheme (TALOS) has two major categories: linguistic and substantive. The linguistic categories emphasize the formal properties of the target language while the substantive categories refer to overt grammar teaching, discussion of culture of the target language group, and other subject matter integrated with the language teaching. Allen et al.'s (1984) Communicative Orientation for Target Language Teaching (COLT) was developed for a large-scale evaluation of communicative language teaching, with the intention of discriminating among language teaching programs by means of categories on the instrument which is divided into two parts – part A is designed for real-time coding, and part B, for post-lesson analysis from tape recordings. While COLT simply requires the observer to note down the activity, be it reading aloud, dictation drill, or whatever, TALOS and Mitchell and Parkinson specify the activities under categories such as drill, dialog, free communication, imitation, etc. These observation instruments can be used to build up a comprehensive profile of the sort of teaching methodology practiced in any classroom or set of classrooms. However, is such a description enough? Does it capture the essence of what is going on in the classroom? In the light of the aim of this study they do not help much to answer the research questions that this study attempts to address.

## **2.4 Discourse Studies**

Discourse analysis (Larsen-Freeman 1980b) is the outcome of the recognition of the need to examine not only the learner's performance but also the input to the learner, a point of focus in this study. It refers to a variety of procedures for examining chunks of language whether spoken or written. In the case of classroom research discourse analysis usually involves the analysis of spoken language as it is used in classrooms between teachers and students. Van Lier (1988:122) describes it as an analysis of the process of interaction by means of a close examination of audiovisual records of interaction. However, the term is very broad; it covers many analytic processes, from coding and quantification to more qualitative interpretations. The focus of oral discourse in classroom interaction is often suprasentential structures or units of analysis such as utterances, repair strategies, topic nomination and turns. These units are different from the concepts of sentence, clause and phrase – terms used in syntactic analysis.

Attempts at discourse analysis have been made since the 1930s and various procedures for analyzing discourse have been produced. However, the L1 classroom research of Bellack et al (1966) is perhaps the primary early example of this tradition in education. Yet, a major step in discourse analysis began with Sinclair and Coulthard's (1975) the research done on L1 classroom (Coulthard, 1996). In this section, the attempts made at describing human communication or analyzing discourse and the subsequent progress made in the area will be reviewed. The section also addresses the issue of language functions (LFs) which are a major component of the classroom discourse. The section concludes with a discussion of the importance of LFs as a major ground for CSs. The paucity of research on CSs used by non-native EFL teachers and the effect of these features of the teacher's classroom language on the target language was noted earlier. Thus there is a need to study these features of the teacher's language and their contribution in facilitating classroom discourse.

### **2.4.1 Developments in Discourse Analysis**

One of the linguists that were involved in the early attempts made at discourse analysis was Firth (1935, 1951) who believed that analyzing spoken discourse could help discover the 'key to a better understanding of what language is and how it works'. He said that the

process of describing language must begin with the collection of a set of contextually defined, homogeneous texts, and the aim should be to explain how the utterances are meaningful in the contexts. But as his attention was focused on phonology, he did not undertake this task himself. However, it is to be noted that Firth's view is very much in line with the purpose of the present study, which is describing language in the specific context of the classroom where a teacher and learners participate in interaction.

Another early attempt was that of Harris (1952) who worked within the tradition of Bloomfield (1933) and produced a formal method for the analysis of 'connected speech or writing which does not depend on the analyst's knowledge of the particular meaning of each morpheme'. He developed a kind of distributional analysis system by setting up word classes distributionally. He claimed this system of analysis could be applied to a whole text to discover the structure above the sentence. However, no one has adapted or developed his method for the analysis of discourse (Coulthard 1996). This may be because any purely formal analysis of structure above the sentence is impossible.

Yet another attempt was that of Mitchell (1957). It was a semantically motivated analysis of discourse. In his work 'Buying and selling in Cyrenaica' he specifies the participants and elements of the situation in detail and divides the buying-selling process into stages purely on content criteria. He isolates three major categories of transaction, market auction, other market transactions, and shop transactions. He divides each category into five stages: salutation, inquiring as to the objective of the sale, investigation of the object of the sale, bargaining and conclusion. However, as the stages are defined and recognized by the activity that occurs then rather than by characteristic linguistic features it can be argued that it is not a linguistic analysis.

However, it was not until the dawn of the 1960s that actual work in discourse analysis began. Until then the focus was on form rather than the meaning of the utterance. The man whose ideas helped to lay the theoretical foundation for discourse analysis was Austin (1962). He distinguished two types of verbs: constatives, which describe states or facts; and performatives, which perform actions (for example; I apologize; I warn you; I promise you). Later he dropped his idea of the distinction between these two classes of utterance and considered all verbs as performatives. He listed three acts a speaker can perform in

producing an utterance: a locutionary act which is the act of saying something in the full sense of 'say'; an illocutionary act, the act of doing something by uttering the word; and a perlocutionary act, the act performed by or as a result of saying. He observed that the first two acts have the same force but he was able to distinguish between an illocutionary act, which is a linguistic act performed in uttering certain words in a given context, and a perlocutionary act, which is a non-linguistic act performed as a consequence of performing the locutionary or illocutionary act. He thus distinguishes between the sentence form and the act – a distinction that is essential for analyzing classroom interaction and discourse. This enables one to consider the whole speech act rather than only the formal sentence.

Searle (1969) developed and modified Austin's ideas and applied the speech act theory as a basis for the analysis, which describes the communication process. He stresses that the speech act is the basic unit of communication and the connection between the speaker's words, his intention and what the listener understands is the basis of the speech act. So, the major difference between Austin and Searle is that for the former the illocutionary force of an utterance lies in the successful realization of the speaker's intention, while for the latter it lies in the product of the listener's interpretation. Where the connection between these and the utterance fails, breakdown in communication occurs due to linguistic inadequacies. In a situation where the participants in a communication process are non-native speakers, as the sample teachers in this study, breakdown in communication can occur due to ignorance of rules, which often results in the use of communication strategies by speakers to fulfill their communicative intentions (Hicks, 1983; Tarone, 1978; Corder, 1981; Widdowson, 1978).

Searle (1969) thus provides a fundamental way of analyzing language used by a speaker and a listener in a communication situation out of which developed most of the works in linguistic studies of interaction such as Sinclair and Coulthard (1975) whose system of analysis is used in the current study to identify the language functions that occur in the classroom language of the teachers involved in the investigation. Therefore, if one is to understand the speech act as demonstrated in the language classroom, it becomes necessary to study aspects of language such as the functions of language and strategies that are used to fulfill communication needs of both teachers and learners, and this is an area of interest to this study.

### **2.4.2 Types of Discourse Analysis**

One sub-area of discourse analysis which provides the opportunity to investigate both output and input is conversational analysis (Gaskell 1980; Schwartz 1980). It should be remembered that Firth (1935) had indicated that studying language in the context of conversation was the key to a better understanding of language. One of the earliest attempts made at analyzing conversation is that of Sacks (1967) who used the 'turn' as the unit of analysis. He identified a sequence of two turns that he called 'Adjacency pairs' that could be used to analyze conversation.

Hatch (1978) has shown the importance of examining what learners can learn when they are engaged in collaborative discourse or conversation. She argues that syntactic structures are developed out of the condition in which one learns how to participate in conversation and interact verbally. Hatch (1983:137) points out that processes which are non-linguistic may be critical to the learner's discovery of linguistic elements that make up the system. Such processes can make the formation of linguistic hypotheses possible.

Sato (1986:44) notes that the connection between conversational interaction and interlanguage development is undoubtedly a complex one. In her study of the acquisition of past time reference in English by Vietnamese speakers, she found that certain aspects of conversation appeared to facilitate the acquisition of salient linguistic structures (adverbial expressions and lexical past verb) but apparently did not work for the less salient verbal inflections.

Other applications of discourse analysis refer not only to how interlanguage forms evolve but how learners learn to use the forms appropriately for a particular discourse function (Hatch 1983: 109). This has led to the study of speech acts or functions (e.g. apologizing, inviting, complaining, etc.). As Larsen-Freeman (1980, 1981) notes, the broader scope of language and the recognition of the need to view both form and function has opened up many new SLA areas of investigation. For example, classroom discourse analysis (e.g. Fanselow 1977; Chaudron 1988; Allwright 1980, 1988; Van Lier 1988) is one such area

whose central focus is the interaction between a teacher and his/her students and among the students in an L2 classroom. This is an area which forms the domain of this study.

Communication strategies (e.g. Veradi 1973; Tarone 1977, 1980; Faerch & Kasper 1983, 1984), the central focus of this study, are also an area of concern for research in discourse analysis. The specific target of research here is the strategies non-native speakers use in order to maintain conversation when they have an incomplete knowledge of a second/foreign language. Nevertheless, as the major concern of research in this and other such areas has always been the learner, the communication strategies used by the classroom teacher, particularly the non-native EFL teacher have not received attention so far, thus leaving a gap in SLA/FLA research. Other such areas include: speech act analysis (Richards and Schmidt 1979; Rintell and Walters 1980; Kasper 1984; Blum-Kulka and Olshtein 1988); contextual analysis (Celse-Murcia 1980); coherence and cohesion analysis (Scarcella 1984; Hatch 1984); foreigner talk analysis (Henzl 1973; Long 1980a); and functional analysis (Kempf 1983; Lynch 1983; Tomlin 1984). In the following sub-section focus will be made on works done on language functions.

### **2.4.3 Language Functions**

The study of language functions has its roots in the works of both Austin (1962) and Searle (1969; 1976) who laid the theoretical foundation for the analysis of language in terms of the various acts that participants in a communication process perform through the utterances they produce. Prior to the propositions made by them, Firth (1935) had indicated that studying language in the context of conversation was the key to a better understanding of language. The current study basically attempts to describe language in terms of the various functions it is intended to perform in an interactive communicative situation in which performance-oriented utterances are produced by the discourse participants, in this case, the teacher and the learners. While the acts performed give purpose and meaning to the utterances, the utterances generate the acts. The combination of the two, the speech and the act, provides the learners with the TL input that promotes language learning and acquisition. In terms of this, the views of the early researchers (e.g., Austin, 1962; Searle, 1969) do provide the basis for the analysis of the teacher's classroom language in terms of

the language functions performed by the utterances even though the classifications they proposed could not be used in this study due to the problems mentioned below.

Austin's (1962) classification of performative verbs into four major classes (verdictives, exercitives, commissives and behabitives) with various subdivisions of verbs expressing different illocutionary acts is perhaps the first formal attempt made to describe language in terms of its functions. However, Searle (1976) points out the lack of a clear principle in Austin's taxonomy. He argues that speech acts vary in three major ways: in the way in which they fit words in the world, in terms of the psychological state they express, and in terms of the point of purpose. He then proposes five macro-classes of illocutionary act: representatives, directives, commissives, expressives, and declarations. However, to apply this classification to spoken text involves problems. Willis (1983) points out some major problems, for example, considering questions as directives instead of having a separate category which functions interactively to elicit instances of the other four major classes. As Coulthard (1996) remarks, Searle's proposal, however, is a very suggestive attempt at classification. Leech (1983) did attempt to develop Searle's proposal in which he set up a category of 'rogetive' and thus separated out questioning items from directive ones. Willis (1989) adds three more categories and suggests more detailed classification while Stiles (1989) proposes eight categories. Coulthard (1996) notes that all these proposals represent a significant step forward in the development of a more soundly based system of speech act analysis that can apply to the field of language teaching and acquisition.

Speaking of the importance of language functions, Halliday (1973) notes the following:

A functional approach to language means investigating how language is used: trying out what are the purposes that language serves for us, how we are able to achieve these purposes through speaking and listening, reading and writing. But it also means more than this: it means seeking to explain the nature of language in formal terms; seeing whether language itself has been shaped by use, and if so, in what ways – how the form of language has been determined by the functions it has evolved to serve.

This view states the functional basis of the origin and development of language. It also implies that language functions are the basic components of discourse, which are realized through linguistic units or features that are arranged in functionally meaningful patterns. In the earlier periods of the study of language, language functions did not receive much attention owing to the fact that the focus at that time was on issues and problems related to phonetics, phonology, morphology and syntax. As Bloomfield (1933) stated, with the methodological tools available at that time, a deeper study of semantics was not possible.

Hymes (1976) views the problem of language functions as a challenge and an opportunity for the advancement of linguistics itself. He believes that the progress in understanding the classroom language can enhance the linguistic theory, and argues that understanding how language is structured is not so important as understanding how it is used. He further notes that the functions of language in the classroom are a special case of the general problem of the study of language in its social context. This is well in line with the idea that a large part of the meaning of a sentence must always be determined by its content, which realizes the function of the language.

On the basis of the meanings and importance they attach to LFs researchers have produced various classification models. Halliday (1973; 1975) attaches importance to the presence and order of words in a sentence and stresses the examination of the grammar as a necessary step for the classification of language use. He argues that using external psychological and sociological generalizations about language use is not enough. His classification of LFs has seven categories five of which are concerned with informing while the other two refer to the functions of asking questions and giving commands. They are: instrumental, interactive, personal, imaginative, informative, heuristic and regulatory. His classification provides us with the idea that language can be studied in terms of the various functions it is meant to serve. Although we do not have a detailed explanation of how the discourse units are broken down into different functions, and how to solve the problem of overlapping expressions (i.e., expressions that can play two or more functional roles), it is perhaps the first systematic classification based on research directed towards investigating the developmental acquisition of the various functions in children and adults. Some of the major language functions identified in this study could be labeled under his macro-functions.

Wilkins (1976) identifies six types of functions: judgment and evaluation, suasion, argument, rational inquiry and exposition, personal emotions, and emotive relations. Each category is further classified into subtypes. For example, argument includes information asserted, information sought, information denied, agreement, disagreement and concession. His classification has of shortcomings such as overlapping of categories and absence of realization for functions like sympathy and flattery. He admits that further research can help to refine the proposition. Van Ek (1985) provides us with the following six major categories which are further classified into sixty eight subtypes: imparting and seeking factual information, expressing and finding out intellectual attitudes, expressing and finding out emotional attitude, expressing and finding out moral attitude, getting things done (suasion), and socializing. As it is difficult to draw up a complete list, this is by no means exhaustive. At higher levels more functions can be added.

The most common language functions are identified as statement, question and command, which are realized in declarative, interrogative and imperative forms. As pointed out by Sinclair and Coulthard (1975), the relationship between these functions and forms in actual language use is more flexible. For example, a declarative form can be used to make a request or to give a command. Sinclair and Brazil (1982) summarize the various language functions teachers use in the classroom into four categories: telling things to pupils, getting pupils to do things, getting pupils to say things, and evaluating the things pupils do. These correspond to the commonly known functions of informing, commanding, asking and giving feedback. While these attempts at classifying language functions provide us with a practical approach to producing a functional description of language, they are by no means adequately designed frameworks that can be employed in any language analysis work (Coulthard, 1996).

The primary purpose of this study is not to provide a detailed description and analysis of language functions used by the sample teachers. The aim of identifying language functions is to show the particular contexts within which the strategies of communication that they use occur. Identifying the strategies in relation to their context can provide a meaningful and a better view of the situation. Exploring CSs in the context of language functions is an

objective approach to the study of the impact of the use of CSs on language teaching and learning.

Thus, interactive discourse provides an environment for the sharing of messages by the discourse participants – the teacher and the learners. Striving to make the messages understood and to understand them creates the opportunity for the acquisition of the target language. Language functions are a dominant feature of the classroom language of the teacher and act as a medium for conveying the target language input. Language functions provide the discourse ground where CSs are employed by the teacher to repair a broken discourse caused by his/her deficiency in the target language or learners' inability to comprehend. The next sub-section looks into research on CSs with focus on approaches to definition and classification of CSs, and related issues.

## **2.5 Communication Strategies**

In this section the discussion focuses on research on communication strategies (CSs) in FL/SL learning and acquisition. The section opens with a brief, general review of attempts to establish theoretical foundations for strategic behavior in L1/L2 users. Then, the original attempts at defining CSs (Tarone, 1977, 1988) followed by subsequent modifications (Faerch & Kasper, 1983) will be reviewed. Various perspectives on CSs are also presented followed by a discussion of the taxonomies of CSs proposed by researchers working in various theoretical frameworks. The theoretical discussion of CSs is then followed by a review of the literature on CS use in interaction involving L2/FL speakers. The research reviewed in this section will focus on research that seeks to relate CS use to contextual factors such as the composition of partners in the interaction, which in the case of this study is NNS/NNS – a typical classroom situation in the Ethiopian context, and to internal factors such as proficiency levels of the speakers.

### **2.5.1 Review of Attempts to Define CSs**

The attempt to define CSs is often connected with the need to establish a firm theoretical basis that can explain the effect of the use of CSs on language learning and acquisition. However, we do not have as such an adequate theory developed to explain the role of strategies or all strategic behavior in L1 or L2 acquisition. However, attempts have been

made ever since researchers on L1 acquisition began to incorporate the notion of strategic behavior. For example, a strategic approach was developed in Slobin's (1973) operating principles of the language of the environment (McDonough 1999). These early attempts confused conscious and unconscious activity, and linguistic and non-linguistic categories, and failed to produce a substantial theoretical framework. Nevertheless, they inspired important works such as Selinker's (1972) theory of interlanguage. The most usual theoretical basis referred to has been the various forms of information theory approaches to cognition (Anderson, 1983; Johnson, 1986; O'Malley and Chamot, 1990). Faerch and Kasper (1983) and Bialystock (1990) expanded the cognitive theory by including the role of strategies in language learning. McDonough (1998) attempts to establish a theoretical basis for the notion of a hierarchy of strategies in terms of cognitive load, power of application and other dimensions.

The various statements and assumptions propounded by different researchers are also part of the attempt made to build the theoretical ground upon which the concept of the role of communication strategies in language learning and acquisition can be systematically and meaningfully developed. Canale and Swain (1980) state that strategic competence is a part of a bilingual's skill to be able to solve communication problems and operate language expansion mechanisms. While Wenden (1991) regards learning strategies as promoting autonomous learning, Crabbe (1993) points out that learners' using of strategies while learning a language is a natural occurrence. Bialystock (1990) refers to strategies as part of conscious voluntary behavior manifested during language learning or use. Oxford (1990) relates strategy use to issues such as motivation, language proficiency level, and age, and in doing so attempts to discover the link between strategic behavior and language learning and acquisition because these issues affect and are affected by FLA/SLA.

Investigating the relationship between CSs and LLSs is one of the major attempts made by researchers aimed at discovering a theoretical basis for formulating a clear cut definition and designing a systematic classification of strategies. Communication strategies are often treated as a subcategory or type of the broad concept of 'Language Learning Strategies (LLS)' by many researchers (for example: Rubin 1987, Oxford 1990, Stern 1992). They are mainly described in terms of learners' attempts to fulfill his learning or communicative needs. However, they are also frequently used by other speakers to cope with difficulties in

communication in a foreign language (Bialystock, 1990). The distinction between the two kinds of strategies is that between language learning and language use (Cohen, 1988). According to Tarone (1980), LLS are attempts to develop linguistic and socio-linguistic competence in the target language. However, having a close view of the category of social language learning strategies that appear in various taxonomies (for example: O'Malley, 1985; Rubin, 1987; Oxford, 1990) would show that the strategy of "asking for clarification" is bound to be present in an environment where people interact and negotiation of meaning is vital. Clarification in the language classroom may occur in the form of paraphrasing, repeating, giving examples or explaining (Oxford, 1990). This overlap could be explained by the motivation underlying the use of each strategy. For example, if the learner's aim is to extend his linguistic competence, clarification requests may be classified as a learning strategy. If the strategy is used to convey meaning, it could be considered as a communication strategy. However, research (Cohen, 1998; Kasper and Kellerman, 1997) has shown that there is a connection between communication strategies and language acquisition although definite results have not been reached yet. There is now focus on whether CS used by learners to overcome communication problems can result in or enhance language acquisition – an issue that this study intends to contribute to by examining nonnative EFL teacher's language in the actual classroom situation.

### **2.5.2 Differences over the Definition of CSs**

CSs have been a subject of interest in FLA/SLA research since the 1970s, when the focus of discourse analysis was on interlanguage and foreigner talk, both involving the interactional nature of human communication (Tarone, 1977:417). In order to show what contribution this study hopes to make, a brief outline of the highlights of research will follow. The study moves on from investigating the definitions of CSs to identifying CSs that characterize the classroom language of the nonnative EFL teacher – the focal points of this study.

CSs have been defined as the strategies learners use to solve problems in self-expression during verbal or written communication. They are discourse management tools that help to repair communication breakdowns and maintain the smooth progression of communication. SLA/FLA research on CSs addresses CSs under two major approaches:

the interactional and the cognitive approaches (Tarone, 1980; Ellis, 1994; Cohen, 1988). In SLA/FLA research, CSs have been treated as a mutual attempt by participants in a communication situation to maintain communication, and as a cognitive process of the speaker himself with a focus on comprehension and production. While the interactional framework is based on the definition given by the earlier researchers that CSs are mutual attempts of interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared (Tarone, 1980), the shift towards the cognitive approach is a more recent one ( Bialystok, 1990). Researchers who work with either framework agree on the importance of interaction for the acquisition of a FL/SL. However, they differ in how they view the role of the interaction in the process acquisition. Faerch & Kasper (1983:212) explain the cognitive approach in psycholinguistic terms, that is, CSs relate more to speakers as they are means of overcoming problems in planning and execution stages of a speech production. What this implies is that speakers can use CSs without negotiating their use with their interlocutors.

The interactional approach has been criticized because an overlap between categories is inevitable as the classification is product-oriented, and hence the validity of the taxonomy provided on the basis of this approach may be called into question. Bialystock and Kellerman (1987) suggest looking at the underlying processes rather than studying the product utterances. They define communication strategies as the manipulation of either a semantic concept or a language or both in order to express particular intentions. Thus the strategies can be categorized and described as linguistic and conceptual. These two approaches have been termed as “inter-individual” and “intra-individual” respectively. The former stresses the mutual attempt of interlocutors to achieve communication goal (Tarone, 1980). The latter sees communication strategies as processes within the individual, focusing thus on a psycholinguistic and cognitive view of their use (Bialystock and Kellerman, 1987; Kasper and Kellerman, 1997; Faerch & Kasper, 1983).

This study upholds the view that CSs are devices for resolving problems of self-expression and maintaining the communication or interactional process. While the planning and execution stages of the process of using CSs are a cognitive phenomenon, the outcome of the process may be interaction. This is a possible scenario, which cannot be ruled out as one and the same strategy type can have elements of both control and analysis (Poullisse,

1993:171 as cited by Kellerman & Bialystok, 1997). Bou-Franch (1994) talks about two strands of CSs that have been identified following Bialystok's (1990) and Poulisse's (1990) models, which are conceptual analysis control and code control. These are similar to the CSs cited earlier from Poulisse (1993). The problem of self-expression or English language deficiency of the teachers that this study investigates is emphasized in Faerch & Kasper (1983:36), who define CSs as the individual's L2 problem of expression. They see CSs as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". Their definition does not only refer to NNSs but also to NSs, although the current study is primarily concerned with CSs produced by NNSs. As pointed out earlier, it looks at solutions the NNSs employ to deal with their problems of English language deficiencies and breakdowns of communication caused by learners' lack of comprehension during classroom communication.

### **2.5.3 Linguistic and Cognitive Approaches to Defining CSs**

Researchers refer to the linguistic and cognitive frameworks as the two approaches to the definition of CSs. The linguistic approach was formulated by Tarone (1977) and further expanded by Faerch & Kasper (1983a, 1984). Limitations in the learner's interlanguage that trigger the use of CSs for communicating a desired message can provide us with 'important information about the cognitive organization of the linguistic information' (Tarone, 1977:194). According to Tarone (1977), linguistic inadequacy demands CS use by interlocutors attempting to convey a given meaning to one another. She provides us with a revised definition of CSs underlining the mutuality of the attempt interlocutors make to agree on a meaning in situations where requisite meaning structures (linguistic and sociolinguistic) do not seem to be shared (Tarone, 1980:419). This portrays the linguistic feature in the classification of CSs. She argues that viewed from this perspective, CSs constitute attempts to "bridge the gap between the linguistic knowledge of the TL learner and that of the TL interlocutor in real communication situations".

A fundamental feature that characterizes the use of CSs is problematicity. It is "the idea that strategies are used only when a speaker perceives that there is a problem which may interrupt communication" (Bialystok, 1990). Kasper & Kellerman (1997:2) propounded a similar view that CSs are mental plans devised by the L2 learner in response to an internal

signal of an imminent problem, without having to seek the interlocutor's support for resolution. Similarly, Faerch & Kasper (1983:2) note that CSs are located in the individual language user, who experiences the problem and who should decide on a strategic plan for its solution. This relates to the approach that focuses on the cognitive strategies employed by NNSs. As a final stamp to the cognitive approach to CSs, we have the following concluding statement Kellerman & Bialystok made: "While Poulisse is concerned with the model of speech production which will account for the generation of communication strategies, Bialystok is interested in showing that communication strategies are manifestations of the development of the cognitive process of analysis and control." In the foregoing discussion, a point of special interest to this study has been the different positions Tarone (1980) and Faerch & Kasper (1983) have assumed, that is, her interactional approach and their psycholinguistic stance respectively. These two approaches are functional in the identification and development of taxonomies, which have evolved alongside research in CSs. In the following subsection, before addressing the question of CS taxonomies, a brief explanation of the distinctions between these two schools of thought, and the stance of this study vis-à-vis the two approaches will be stated.

#### **2.5.4 Distinction between Tarone's and Faerch and Kasper's Positions**

Though there are common grounds where they share the same perspective, there is a basic difference between the approaches they follow to define and classify CSs. The following discussion focuses on these two approaches and the position adopted by this study. As previously pointed out, several definitions have been proposed to CSs ever since Selinker (1972) first introduced the concept. One of the earliest definitions often referred to is the one formulated by Tarone (1980) who considers CSs as an interactional phenomenon. She defines CSs as "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared". She has laid down three criteria for defining and identifying CSs: 1) A speaker wishes to communicate meaning x to a listener, 2) The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener. 3) The speaker chooses to a) avoid, that is, not attempt to communicate meaning x, or b) attempt alternative means or stop trying alternatives when it seems clear that there is shared meaning (p.419).

According to Tarone (1980), if the discourse participants do not negotiate meaning (3b), the strategy the speaker uses will be designated as a production strategy, which is an attempt to use the linguistic system efficiently and clearly with a minimum effort. While she considers ‘meaning abandonment’ (one of the subcategories under the category of her ‘avoidance strategies’) as a CS of avoidance (3a), she argues that ‘topic avoidance’ can be either a CS or a production strategy depending on the speaker’s motive. She further notes that if the speaker avoids communicating meaning because the listener does not share the structure, this becomes a CS (Tarone, 1980:68). Three distinct features stand out clearly in her definition: 1) negotiation of meaning by the speaker and listener is central to the concept of CSs. 2) the difficulty faced by the speaker must be recognized by the listener. 3) If the speaker attempts to solve his/her problem without the other being aware of it, the strategy is considered not as a CS but a production strategy. Researchers point out two basic problems connected to this definition: a) It does not account for situations where there is delayed or no feedback as in lectures. And b) Negotiation of meaning by the two interlocutors should not be a necessary criterion as the listener may not always need to be aware of the speaker’s problem (Faerch & Kasper, 1983).

Faerch and Kasper (1983) have adopted a psycholinguistic approach and recognize CSs as being part of the planning process during their development; they define CSs as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. According to this definition, a) the speaker has a communicative goal, b) the speaker selects the structure that can convey his meaning (the planning stage), c) the speaker executes his plan (in case of failure while planning or during the execution, he/she employs CSs), and d) the CS may be modifying the communicative goal and replacing or abandoning of the goal.

Criticisms have been directed at two basic features of this definition. Some researchers argue that problematicity should not be regarded as a defining criterion as CSs may be used equally well in situations where no problem has arisen, e.g. if a native speaker gives a stranger a road description using a long definition instead of the actual word (Bialystok, 1990). However, this criticism seems a bit far-fetched because the aim of employing a CS is often associated directly or indirectly with a communicative situation in which the speaker is already experiencing or expecting difficulty. If the speaker is not facing any

difficulty, then there is no point in attempting to employ a CS. But, if the speaker uses a CS in anticipation of a problem, it should be understood that there is a problem that has given rise to the use of that particular CS. However, if he/she uses a strategy knowing that the listener has no difficulty in understanding his meaning, this cannot be identified as a CS. Bialystok (1990) also questions 'consciousness' as a criterion in defining CSs. However, this criticism is also contentious because it seems to ignore the basic aim of using CSs in a given communicative situation. The aim of the speaker in using CSs is mainly to facilitate communication by overcoming difficulties (Canale, 1983; Smith, 1995; Coulthard, 1996; Stern, 1992; Oxford, 1990). Speaking of language learning strategies (LLS) as conscious or unconscious, Cohen (1996) notes that it could be stipulated that they are either within the focal or peripheral attention of learners. He further comments that if the learner is totally unconscious and cannot identify any strategies in his expressions, this should be referred to as a process, not a strategy (Ellis, 1994).

On the other hand, Smith (1995:12-13) talks about a subconscious learning strategy in which a learner, without any thinking, uses his/her mother tongue knowledge to create forms in the TL (e.g. automatically adopting mother tongue word order in L2 questions), and a conscious communication strategy which the learner employs to convey the intended meaning. These views point at the unsettled differences still brewing among researchers concerning the task of defining CSs (Poulisse et al, 1984; Bialystok, 1990; Tarone, 1988). However, given the focus of the investigation, this study recognizes CSs as potentially conscious attempts employed to solve communication problems.

It is important to conclude this discussion with a summary of the similarities and differences that these approaches have. The two features (attempts being conscious and the outcome of the presence of a problem) are what both definitions have in common. They have also two basic differences. 1) For Tarone (1980) CSs are purely an interactional phenomenon while for Faerch & Kasper (1983) they are a psycholinguistic process involving planning and execution stages. 2) According to the interactional approach, CSs are the outcome of the mutual attempts of both participants of the discourse. If the listener is unaware of the CSs that the speaker is using, then they are not identified as CSs. However, the psycholinguistic approach considers CSs as attempts made by the speaker with or without the awareness of the listener. This study has adopted Faerch & Kasper's

(1983) definition because its all-encompassing nature fully describes the conditions of the CSs it intends to investigate. However, attention needs to be drawn to the fundamental difference that distinguishes this study from other studies on CSs. The subjects of many studies including Tarone's (1980) and Faerch & Kasper's (1983) are learners, and they deal with CSs from learners' perspective, whereas those of this study are non-native EFL teachers and consequently CSs are treated in the context of their classroom language.

### **2.5.5 Taxonomies in Research**

Various researchers have produced classification systems that differ significantly in terminology and structure. Therefore, a simplified schema cannot be easily provided. The early taxonomies (Tarone, 1977, 1980; Faerch & Kasper, 1983) are based on surface structural differences and have proposed several linguistic possibilities to express thought. On the other hand, the recent taxonomies reflect the importance researchers have given to the metacognitive and cognitive processes underlying the use of strategies in the field of language learning and use (Bialystock and Kellerman, 1987). Tarone (1980), from an interactional perspective, claims that there are strategies intended to overcome the differences between the learner's and the native speaker's linguistic knowledge as well as strategies that are applied when there does not seem to be any solution to the problem. In her taxonomy, she distinguishes five main categories: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime, along with subcategories of the first three. All these CSs seem to apply to self-expression problems almost exclusively, however, this taxonomy is firmly based on the view that negotiation of meaning by the discourse participants is central to the use of CSs, a view regarded by this study as a problem inherent in the interactional approach. Faerch & Kasper (1983) do not accept this as a necessary criterion for defining and classifying CSs. In their taxonomy they distinguish two broad categories, reduction strategies and achievement strategies, each having two subcategories two of which in turn are classified into various subtypes. They describe their categories as follows:

1. **Reduction strategies:** These are attempts of the speaker to solve a communication problem by changing or reducing his communicative objectives. They are classified into two subcategories:

- a) **Formal reduction:** This refers to a condition in which the speaker communicates by means of a system that has been phonologically, morphologically, syntactically or lexically reduced.
  - b) **Functional reduction:** This involves a reduced communicative goal and is classified into three subtypes: *topic avoidance* – marked by dropping the topic of discussion partially or completely; *meaning abandonment* – withdrawing from the intended meaning partially or completely; *meaning replacement* – Changing of meaning
2. **Achievement strategies:** These refer to the situation in which the speaker faces a communicative problem and develops an alternative plan to solve it without changing or reducing the original communicative intention. It has two subcategories one of which is classified into six subtypes.
- a) **Compensatory strategies:** These are CSs used to compensate for lack of self-expression due to deficiency in the TL. The subtypes are: *paraphrasing* – the use of TL structures equivalent to the actual ones but not necessarily correct that can help to alleviate the speaker’s difficulty; *restructuring* – changing the lexical order of grammatical structure of the utterance; *code-switching* – Use of L1; *word-coinage* – the creation of new words on the basis of previously acquired knowledge; *generalizing* - (e.g. the use of the past tense regular verb inflection with any verb to refer to the past); *cooperative strategies* – This corresponds to Tarone’s (1980) strategy of ‘appeal for assistance’. The speaker asks for confirmation or the correct expression; *non-linguistic* – the use of non-verbal strategies such as clapping the hands to call attention, using pictures to elaborate or define a word or concept.
  - b) **Retrieval strategies:** These are used to get hold of a missing term.

This typology by Faerch and Kasper (1983) is a modified version of Tarone’s (1980) and developed on the basis of a psycholinguistic approach. It largely focuses on describing CSs employed by speakers in terms of two phases involved in the process of CS use – a planning phase where decision is made whether to avoid the problem or face it, and an execution phase where an attempt is made to solve the problem by employing an alternative.

In the late 1980s, a new trend in CS research emerged, spearheaded by the Nijmegen project scholars such as Kellerman, Bongaerts and Poullisse (1987) on one hand, and Bialystok (1990) on the other, and more recently Kasper and Kellerman (19997). All these studies indicated inadequacies in the pioneering works and came up with alternative taxonomies some of which will be highlighted in the following discussion. However, it is arguable whether these researchers have profound differences in the basic facts about CSs and CS use. Bialystok (1990) captures this view when she says that it is possible that the differences between CS criteria are “apparent but not real”, in other words, they are different surface structures of the same underlying structure. Kellerman (1991) also makes a similar observation.

Among the other taxonomies that have been proposed we have the classification produced by Bialystok and Frolich (1980). Bialystok and Florich (1980) investigated the CSs used by three groups of Danish learners of French and came up with a classification that identifies CSs as L1 based (such as language switch, foreignizing, and transliteration), and L2 based (such as semantic contiguity and description, which are similar to Tarone’s ‘approximation’ and ‘circumlocution’ respectively, and word coinage). There are also classifications highlighted by Nijmegen project researchers, for example, Bongaerts& Poullisse (1989) and Poullisse et al (1984) who used descriptive taxonomies. These researchers describe the nature of the production process of CSs as being conceptual/linguistic and analytical/holistic. As noted by Yule & Tarone (1997:19-20), while strategies such as selection of an item and listing its attributes are subcategorized as analytical, other strategies are classified under a) conceptual (e.g., restructuring, circumlocution, and paraphrase), and b) code switching strategies, foreignizing, word coinage and other morphological creativity. Conceptual strategies are either analytic, as in describing properties of referent; or holistic, as in using a word for related syntactic concept. This relates to what Tarone (1980) terms as ‘approximation’ (e.g., using ‘stool’ for ‘chair’). The conceptual-analytic structures enable the speaker to operate on the intended meaning, analyze it and if necessary, decompose it into its defining features. These strategies are related to ability to relate meaning to form or symbol. Code strategies refer to the manifestation of the speaker’s knowledge of word form and usage of derivational rules within the TL, and provide the learners with the opportunity of using his

knowledge of rules of the TL. While using these strategies the speaker operates on the linguistic system at the syntactic, morphological, and phonological levels of TL rules. Consequently, code strategies operate within the linguistic approach. In conclusion, most of these strategies classified under conceptual and code categories correspond, particularly to achievement production strategies in taxonomies used by Faerch & Kasper (1983), Bygate (1987: 44-46), and Johnstone (1987: 71).

### **2.5.6 Studies on the Use of CSs**

Research on the use of CSs, which began close to 30 years ago, has understandably focused on learners (e.g., Bialystock, 1990; Faerch & Kasper, 1983, 1984; Kasper & Kellerman, 1997; Smith, 2003; Tarone, 1977, 1980). Investigations directed at identifying CSs have often been associated with research done on how foreign or second language learners use CSs. The definitions outlined in the earlier sections indicate that maintaining communication breakdowns and thus solving communication problems is the sole purpose for which TL speakers use CSs. This is perhaps the reason that Liskin-Gasparro (1996) and Smith (2004) also refer to CSs as lexical repair strategies.

Many studies have concentrated on finding why and how successfully learners use CSs, and with attention accorded to choice of CSs by learners at different proficiency levels. Perhaps the earliest research on learners' use of CSs was that of Varadi (1973) whose focus was on finding out what learners did in conditions where they ran short of the TL and lacked the L1 structure that could be transferred. The subsequent studies (e.g., Tarone, 1977; Ervin, 1979; Varadi, 1983; Faerch & Kasper, 1983; Haastrup & Philipson, 1983) aimed at either the types of CSs used by learners or choice of CSs or both. For example, Bialystok (1983) has attempted to show the relationship that CS choice has with proficiency level. They have shown that while advanced learners prefer L2 based CSs, learners with lower level proficiency tend to prefer L1 based CSs. Paribakht's (1985) study on two groups of Iranian learners of English has produced a similar result. Chen (1990) also conducted a similar research on two groups of Chinese learners of English and discovered that proficiency level in TL affected strategy choice. However, the results of his study showed that neither group used L1 based strategies, a condition which he attributes to the language distance between English and Chinese. Other researchers have investigated

the volume of CSs used rather than types of CSs. The results show that the amount of CS use is related to either the task type or the increase in the proficiency level of learners. In other words, as proficiency increases the production of CSs decreases and vice-versa (Poulisse, 1989).

In the classroom, CSs engage the teacher and the learners in meaningful interaction. They play a crucial role in facilitating teacher-learner understanding. The aid they give teachers in providing them with handy solutions to their problems of deficiency in the TL contributes a lot to TL learning and acquisition. As confirmed by research TL input the teacher provides enhances opportunities for TL learning (Long, 1983, 1996; Pica et al, 1996). As much as classroom interaction can be hampered by the teacher's failure to communicate in the TL, the type and amount of communication strategy use can be influenced by the topic under discussion (Pica, 2002). However, although there has been a marked increase in classroom-based research in second/foreign language learning and acquisition, owing to the growing interest in the learner as the center of classroom research, concern about teachers' classroom language seems to have decreased greatly. Consequently, there is hardly any study that exclusively focuses on CSs used by teachers.

In Ethiopia, most of the studies made are mainly concerned with learners and a majority of these focuses on students' ability of listening and reading, speaking and writing, and aspects related to grammar and vocabulary skills. Studies on teachers are mostly concerned with questions and problems related to teacher training (for example, Hailom 1998). There are no studies on the classroom language of the teacher, particularly with reference to the use of communication strategies. The only major study exclusively on CSs is that of Fasil (1996), and even that is concerned with students, not teachers. So the gap still remains. Given the central role that EFL teachers play, particularly at the primary school level, research should not focus only on learners, and ignore teachers. This certainly makes the endeavour to find effective remedies for the problems of English language teaching and learning in the country rather futile. Many good EFL materials and textbooks can be misused, and many bright, young minds can be wasted if unintelligently handled in the classroom. The gap can be even more serious if it is not accorded due attention and

treated properly. As a pioneer in this endeavour, particularly with regard to its focal area, the present study can contribute to the effort made to bridge this gap.

On the basis of the the literature review a theoretical framework has been developed for the study. The next section provides a description of the framework.

## **2.6 The Theoretical Framework**

The theoretical framework within which this study was designed and conducted is the interaction hypothesis, which is an extension and modification of Krashen's (1982) comprehensible input hypothesis. Comprehensible input refers to new target language materials that are one step beyond the learner's competence. Krashen (1977, 1982, and 1985) argues that second language data which are understandable but with effort and are slightly more advanced than the learner's current level of understanding can promote learning. The formula that he uses to express the input hypothesis is  $i+1$  in which 'i' stands for the input that is within the learner's current stage of interlanguage development and +1, for structures one step beyond the learner's current level which are added to the input. The +1 designates that the input is challenging to the learner and comprehension is possible only with effort. According to Krashen (1982, 1985), to move from stage 'i' to stage 'i+1', the learner must understand the input that contains 'i+1'. He makes a distinction between L2 input to learners and their actual linguistic intake. He argues that L2 input must be comprehended as intake in order to assist the acquisition process. He summarizes his position as follows:

Comprehensible input is responsible for progress in language acquisition. Output is possible as a result of acquired competence. When performers speak, they encourage input (people speak to them). This is conversation. (Krashen 1982:61)

However, although Krashen's concept of the comprehensible input seems appealing, it has problems that require solutions. For example, it is not clear how more exposure to input, though comprehensible, actually promotes language development. Consequently, some researchers (for example, McLaughlin, 1987) have criticized the comprehensible input hypothesis for not being empirically verifiable, while others (for example, Mitchell and Myles, 1998 as cited in Mali, 2007) have criticized it for being vague. Many also agree that comprehension alone is not sufficient to successful language acquisition. The overall

concern among researchers is that the learner's linguistic environment is a major contributor to the acquisition process. This, however, does not mean just the physical surrounding but also the amount of exposure the learner has to the target language. What are the opportunities available for the learner to practice the target language (that is, to hear and speak, to read and write), in other words, to communicate or use it meaningfully? In the classroom environment like the one in this study the learner has a very limited chance to do so. Therefore, how to make input within the learner's environment comprehensible is a crucial question that needs to be addressed properly.

Attempts made by subsequent researches to produce an answer to this question resulted in the production of an alternative to Krashen's comprehensible input theory known as the interaction hypothesis (IH). The interaction hypothesis advances the theory that human beings acquire language by understanding messages, that is, by receiving comprehensible input through interaction. The proponent of this theory, Long (1983, 1996) states that input is made comprehensible through modification and restructuring of utterances where L2 learners are involved in interaction. During interaction teachers use the target language to perform different functions: to ask questions, to give instructions, to explain points, etc. Such are the functions that characterize the classroom language of the teacher (Hughes, 1981: 9-11; Sinclair and Brazil, 1982: 22). In order to understand the teacher's questions, instructions or explanations that they find difficult, learners seek clarification and repetition of utterances. Through these interactional modifications, linguistic adjustments such as repetitions and rephrasings are provided to aid the comprehensibility of unclear input. As shown by research (for example, Blau 1982), if such adjustments are made *a priori* to text or lecture input, they help learners to comprehend better, and this promotes L2 acquisition.

The language functions in which the teachers use the interactional modifications constitute the ground for analyzing their classroom language. In this study, Sinclair and Coulthard's (1975) system of analysis was used to break down the sample teachers' utterances into language functions (see pp. 69, 72-75) The purpose of this was to identify the interactional modifications, i.e., the CSs in their specific contexts of occurrence, which was done by using the model that Faerch and Kasper (1983; 1984) developed to identify and classify CSs (see pp. 69-70).

Long (1996) says that ‘modification and restructuring of utterances during discourse include repetitions, confirmations, reformulations, comprehension checks, recasts, confirmation checks, and clarification requests’. These features are the building blocks of the interaction hypothesis that can be seen as communication strategies (CSs) in their own right, since they facilitate self-expression and seek to prevent communication breakdowns. Pica et al (1999) see modification and restructuring of interaction as the outcome of L2 users anticipating or experiencing difficulties in self-expression and message comprehensibility. The interactional modification is thus an attempt made by interlocutors to make input comprehensible for the other participants so that they understand it and use it as intake that helps in the acquisition of a second/foreign language. This process applies to all interactions involving language learners, whether they are conversing with native speakers or non-native speakers. This is a common phenomenon that characterizes the EFL classroom where both the teacher and the learners are non-native speakers. Restructuring or modifying their utterances is a frequent practice of teachers because they must make sure that the learners understand their message and communication is maintained. Therefore, in the process of interaction with the learners in the classroom comprehensibility of the lesson should be a crucial matter for the teacher. That is what promotes language acquisition.

Long (1983b: 214) has proposed a model to account for the relationship between interaction, comprehensible input and language acquisition. According to the model, when one of the participants in a conversation encounters a difficulty in understanding what the other is saying, he/she provides feedback on his/her lack of comprehension.

On the basis of the feedback, the speaker modifies his expressions so that his/her partner understands the message. The modification is made based on the agreement of the two on the meaning to be shared, a view that is in line with that of Tarone’s (1980). This negotiation produces a comprehensible input that leads to acquisition of the target language. However, the concept of negotiation of meaning does not apply to the classroom situation under investigation in this study. This is an EFL environment where both the teacher and the learners are non-native speakers, and the teacher is the major source of the target language. In this interaction a problem in communication can result from either the teacher’s difficulty in expressing himself/herself or the students’ lack of comprehension.

The problem is solved by making certain modifications in the structure of the conversation, which may or may not be negotiated. In particular, if the problem is caused by the teacher's own lack of the linguistic resources, he/she can employ communication strategies (modifications) without having to negotiate with the students (Faerch and Kasper, 1983; 1984).

The concept of interaction, as Ellis (1999) notes, is double-pronged in that it refers to a) interpersonal activity that arises in face-to-face communication or b) intrapersonal activity involved in mental processing – such an activity of interaction parallels the problem-solving nature of CSs that this study aims to explore. These intrapersonal activities can be employed while making efforts to solve problems of self-expression. This study also investigates interpersonal interaction, looking at the strategies teachers use to solve comprehension problems which arise while they are trying to communicate with their students. In short, this points at the attempts of the teacher to solve his/her problems of self-expression where he/she tries to produce meaningful utterances that can be understood by learners during the delivery of a lesson.

The interaction hypothesis was discussed in the first part of the literature review with reference to the use of CSs as important techniques in solving problems of self-expression and achieving communication goals. CSs play a crucial role in the interaction between the teacher and the students in the classroom. Two conditions give rise to the use of CSs by the teacher: a) when he fails to express himself as a result of his linguistic deficiency and b) when the students are unable to understand what the teacher is saying resulting in communication breakdown between them. The interaction between these two non-native participants in a non-native setting does have an impact upon the process of L2 learning and acquisition (Ellis, 1999). Therefore, the postulations of the Interaction Hypothesis which emphasise the important role modifications and restructuring of utterances play in making input comprehensible during interaction are directly relevant to the purpose of this study. In an EFL setting where the teacher is the major source (perhaps the only source) of the target language, the target language input that he/she provides for the learners has the potential to enhance or retard language acquisition. From this stand point thus, it can be claimed that the Interaction Hypothesis provides a more appropriate theoretical basis for the present study. In this section a description of the theoretical framework within which

the study was conducted was provided. The next section focuses on the gap in SLA/FLA research, which the current study intends to fill.

## **2.7 The Research Gap for CSs in the CL of the EFL Teacher**

In spite of its long history research in the classroom language of the teacher has rarely, if any, paid attention to CSs employed by teachers to solve their problem of deficiency in English while communicating with their students in the classroom. The focus, as pointed out earlier, has been on other aspects considered to contribute to SLA/FLA. The main reason for this is the shift of focus of researchers from the teacher to the learner, particularly since the 1970's (e.g., Northeast Conference, 1990; Nunan, 1988, 1995; Tudor, 1996). A lot of investigation has been conducted into the language learning strategies used by learners in and outside the classroom, and various taxonomies have been proposed (William & Burden, 1997; Oxford, 1990; Rubin, 1987; O'Malley, 1985). While some researchers have concentrated on LLS with CSs as a sub-category, others have been exclusively concerned with CSs (e.g., Tarone, 1977, 1980; Faerch and Kasper, 1983, 1984), and all have targeted learners.

A few studies, however, attempted to analyze teachers' classroom language with focus on techniques used to facilitate communication. But these studies look at only single aspects such as the use of L1 in L2 classrooms (e.g., Tang, 2002) and cannot as such be claimed to be exclusively concerned with CSs used by EFL teachers. Therefore, we have far less knowledge about EFL teachers' use of CSs than that of learners, and even less about non-native EFL teachers' use of CSs in the non-native EFL context as in this study. This condition constitutes the gap in foreign/ second language acquisition research that this study seeks to address. In particular, since no research in the classroom language of Ethiopian teachers has been conducted especially in this direction, the gap is even more vivid. This makes the present study a pioneer in its focal area, and important for English language teaching in the country.

In the next section a summary of the chapter highlighting the major issues in the literature will be given.

## **2.8 Summary**

Research has shown that language is best taught and learned through interaction. For interaction to take place in the classroom learners must receive TL input from the teacher. TL input from the teacher is delivered through formal instructional language. The comprehensible input hypothesis and the interaction hypothesis serve as the fulcrum of this study and apply to self-expression when speakers engage in attempts to make meaningful communication by using CSs to solve problems. The active endeavor by the speaker (in this case the teacher) to engage in communication problem solving in a bid to express himself/herself effectively is not only an act of interaction but also a cognitive process. Self-expression and comprehension problem solving both facilitate interaction.

It has also been highlighted that if properly delivered the TL input from the teacher and the modifications applied to it play a positive role in foreign or second language learning and acquisition. CSs operationalized during delivery of the lesson can stimulate learners to modify their output. This in turn may promote TLA through the learners' attempts to alleviate comprehension problems. TL input from the teacher is instrumental in triggering TL interaction and enhancing TLA. The definitions that generally stress the problem-solving feature of CSs are central to this study and provide a way to identify and analyze CSs in the data on which it is based. In addition, based on the literature review, an attempt has been made to show the theoretical framework within which the study was conducted and the research gap intended to be filled by the study. The next chapter deals with the methods used in this research.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This is research that looks at the classroom as a setting to study how language might be learned and acquired from the input provided by the teacher's talk. It aims at finding out what is happening at the moment of teaching and learning with particular focus on the strategies the teacher uses to solve the problems of self-expression and comprehension caused by lack of the necessary target language input. It is a research intended to bring to view an aspect of the classroom language of the EFL teacher, and thus create the opportunity to see how that might affect the language learning process. Therefore, it is designed based on the assumption that understanding the teacher's classroom language can broaden knowledge of the process and problems of language teaching, but most importantly, the process and problems of language learning in the classroom, for in the final analysis, the target of teaching is the learner (Allwright, 1991; Allen, 2004).

This chapter briefly introduces the approach followed in this investigation of the classroom language of the teacher, and then provides a description of the a) data collection procedures, which involve the selection of schools and teachers, the establishment of rapport with the selected teachers, the observation and the video-recording of lessons, and b) data analysis procedures, that is, the models selected for identifying communication strategies (CSs) and language functions (LFs), the rationale underlying the selection and the method of measuring the reliability of the instruments used to collect and analyze the data. Then a report on the pilot study, its aim and the results, and the contribution it has made to the main study, is given.

### **3.2 Approach**

The aim of the research, thus, being exploring the classroom language of the teacher without intervening in the conduct of the lesson, the methodology adopted was basically a non-interventionist naturalistic enquiry approach (Allwright, 1991). The teachers were videotaped without being interfered with while conducting their lessons. Every effort was made not to influence the normally occurring patterns of instruction and interaction.

### **3.3 The Procedures of Data Collection**

This section explains how the selection of schools and the participant teachers was carried out and how rapport was established with the teachers, that is, the three-week long visit by the researcher of the teachers, which involved filming activities that were faked before the actual video recoding was made. It also provides a description of the actual or final recording of the lessons.

#### **3.3.1 Selection of Schools and Teachers**

There are 65 second cycle primary schools in Arsi zone, 52 (80%) of which are found in and around Asella town. For this study the schools in Asella area were selected by the method of purposive sampling. This was because the schools outside of Asella area were not easily accessible due to transportation difficulties, a factor that would have made regular observation by the researcher before the recording of the lessons rather difficult. In other words, since the researcher had to visit a selected school for three weeks at the rate of two periods a week to establish normal rapport with the selected teachers, it would have been very hard to do so if the schools had been in remote parts of the area. Moreover, since 80% of the schools, i.e. 52 were located in the Asella area; the exclusion of the other schools did not over-affect the objectives and results of the study. Then, 5 of the 52 schools were randomly selected for the study. These are: Asella, Asella Andinet, Hamle 19, Silingo and St. Gabriel.

In the five selected schools, there were 16 teachers who were assigned to teach English. After graduating from the various Teacher Training Institutes, these teachers were assigned to different primary schools to teach various subjects including English. Later 11 of them joined the distance education program sponsored by the Ministry of Education and run by Adama Teachers College. After three years of correspondence and intermittent tutorial instructions, they were granted a diploma in English as their major area of specialization. Their present educational level, as recorded in the Asella district education office register (ADEO, 2007), is equivalent to two years of regular college education. The other 4, though they were assigned to the second cycle primary classes (a measure taken by the school directors to cope with the problem of shortage of teachers), were still within

the Teacher Training Institute level. One of them already had a diploma that she earned through summer in-service program at Kotebe Teachers College of Addis Ababa, and was now following a correspondence degree program. So, these 5 teachers were excluded automatically as they did not fit into the more or less homogeneous educational background of the rest. What is more, the 11 teachers had studied English for eleven years including six years of English medium education. In addition, each of them had served as a teacher of English at the second cycle primary school level for ten to fifteen years. Of these, 8 were selected by the method of random sampling. The following table shows the number of teachers selected from each school.

Table-1  
Number of teachers selected for the study

| Names of the schools | The distribution of the 11 teachers across the schools | Number of teachers Selected from each school |
|----------------------|--|--|
| Andinet              | 2  | 2  |
| Asella               | 3  | 2  |
| Hamle                | 2  | 2  |
| Silingo              | 2  | 1  |
| St. Gabriel          | 2  | 1  |
| Total                | 11   | 8  |

### 3.3.2 Establishing Rapport with Teachers

The selected teachers were observed by the researcher for three weeks, that is, 2 periods a week, while they were teaching English. During each session the cameraman and the researcher went into the classrooms with the video camera to film the lessons. While the researcher sat behind the class and observed the teaching-learning activities, the cameraman took a position at one side of the classroom and followed the teacher with the eye of the camera. However, at this stage only a small part of the lesson was filmed, which was later shown to the students and teacher. The main objective of the observation prior to the recording of the actual lessons was to prepare the ground for a suitable way of gathering the required data by developing a reasonably good rapport with the teachers and their students so that normal classroom behavior might continue to prevail despite the presence of the researcher and the recording materials. As it is widely believed, individuals

do not behave naturally when they know that they are being observed. The situation may become too artificial, too unnatural to provide for a valid series of observations, and the confounding effects of the intrusion of the observer cannot be ignored. Therefore, it was necessary for the researcher to continuously visit the classrooms until his presence was taken for granted, viewed as part of the natural setting, and had minimum effect on the behavior of the observed teachers. What is more, the general aim of the recording was clearly explained to them so that they would not have any suspicions concerning the outcomes of the study. However, care was taken not to openly disclose the specific objective of the study that it was to investigate into their classroom language because that could have greatly affected their normal classroom behavior.

### **3.3.3 Recording of Lessons**

The filming of the teachers was done in two phases. During the first phase a series of filming was done as part of the plan to establish rapport with the teachers and the students. The second phase was the period when the actual videotaping of the lessons was done after making sure that the teachers' and students' uneasiness and nervousness had been minimized and good rapport established. The videotaping was made from vantage points so that the teachers were always in focus. In order to videotape the lessons, a video camera with an internal lighting system was used. The instrument was of normal size and no elaborate equipment was employed. However, as most of the classrooms were not fitted with electric light bulbs, and were rather dim, an external flashlight was necessary.

### **3.4 Data Analysis Procedures**

As previously pointed out, the primary aim of this study is to identify the CSs the teachers use to solve their problem of shortage of English and to maintain communication with their students while conducting the lessons.. This, however, is a double-pronged task. On one hand, CSs are explored using Faerch & Kasper's (1983/1984) model; on the other, LFs are identified using the system of analysis developed by Sinclair & Coulthard (1975/1992) – the aim of this is to place CSs in their actual context of occurrence in the classroom language of the teachers. In this section descriptions of these two models are given.

### **3.4.1 Model of Classification Used in this Study**

Research results show that much of the classroom language of the teacher is dominated by the functions of language such as giving instructions, asking questions, explaining and informing, introducing, and checking students' attention and understanding (e.g., Hughes, 1981; Sinclair & Brazil, 1982; Chaudron, 1988; Coulthard, 1996). Through these language functions they communicate their messages to their students. Whenever they face problems of linguistic deficiency or fail to be understood by their students, they switch to their strategic competence for solution.

Strategic competence is referred to by Canal (1983) as 'composed of verbal and non-verbal CSs which enable speakers to handle breakdowns in communication and their own lexicogrammatical inadequacies and to enhance the effectiveness of their message'. Strategic competence is one of the four areas of knowledge and skill that communicative competence is composed of. The other three are sociolinguistic, grammatical, and discourse competences (Canal, 1983). As these are closely linked, describing CSs in the context of language functions provides a more focused view of the situation. An explanation will be given below as to why the aforementioned models were selected and how they were applied to the data of this study.

### **3.4.2 Faerch & Kasper's (1983) Model of Classification**

In the previous chapter a description of Faerch & Kasper's (1983/1984) model was provided with the aim of showing its distinction from that of Tarone (1980) who follows an interactional approach to defining and classifying CSs (see pp. 55-59). In this section the model is discussed highlighting the modifications made to it. The main reason for introducing modifications was the fact that the participants in this study were teachers and the context was the actual English language classroom. A comparison of Faerch & Kasper's (1983/1984) model and the modified version intended to be used for the study is provided below for further investigation of the differences. The CSs that the teachers were expected to use and not found in Faerch & Kasper's (1983/1984) are highlighted.

Table-2

A comparison of Faerch & Kasper's model and the modified version

| <b>Faerch &amp; Kasper's (1983) model</b>  | <b>A modified Model used for the study</b>  |
|--|---|
| <p><b>1. Reduction strategies</b><br/>           A. Formal reduction<br/>           B. Functional reduction<br/>           -Topic avoidance<br/>           -Meaning abandonment<br/>           -Meaning replacement<br/> <b>2. Achievement strategies</b><br/>           - Compensatory strategies<br/>           - generalization<br/>           - paraphrasing<br/>           -word coinage<br/>           - restructuring<br/>           - cooperative strategies<br/>           - non-linguistic</p> | <p><b>1. Reduction strategies</b><br/>           - Topic avoidance<br/>           - Meaning abandonment<br/> <b>- Silence</b><br/> <b>2. Achievement strategies</b><br/>           - Paraphrasing<br/> <b>- Repeating</b><br/>           - word coinage<br/> <b>- literal translation</b><br/>           - Appeal for assistance<br/> <b>- Reading from book/blackboard</b><br/> <b>- Writing on blackboard</b><br/>           - Non-verbal<br/> <b>- Language switch</b></p> |

As already indicated, the two main categories in Faerch & Kasper's (1983) model are 'reduction strategies' and 'achievement strategies'. Both types of strategies are employed by the target language user to cope with communication difficulties while interacting with one or more discourse participants. Reduction strategies refer to the act of reducing meaning intended to be conveyed whereas achievement strategies are alternative means employed by the speaker to convey the intended meaning. These strategies and the modifications made are described below.

1. Reduction strategies are categorized into three subtypes:

- a) Topic avoidance – avoiding discussing the topic.
- b) Meaning abandonment – dropping the idea that is difficult to communicate.
- c) Silence – a condition in which the speaker neither avoids the topic nor abandons the meaning but chooses to be silent.

Note: 'Meaning replacement' has been dropped because it overlaps with both 'topic avoidance' and 'meaning abandonment'. Similarly, 'formal reduction' has also been omitted, as it is included in 'paraphrasing'.

2. Achievement strategies include the following subcategories:

- a) Paraphrasing – expressing the intended meaning in another way, that is, using other words or sentence pattern.
- b) Repeating – saying the same utterance more than once.
- c) Literal translation – using L1 sentence patterns in the target language.
- d) Word coinage – creating new words based on knowledge of, for example, converting a verb into a noun, e.g., create – creation; therefore, break – breakation
- e) Non-verbal strategy – using objects, pictures, body movement, etc.
- f) Appeal for assistance – asking students to answer other students’ questions or asking them to explain a point or define a concept or word.
- g) Reading from textbook or blackboard – explaining or answering questions by reading from textbook or blackboard.
- h) Writing on blackboard – copying from textbook onto the blackboard.
- i) Language switch – the use of L1 instead of the target language (i.e. English)

Note: ‘generalizing’ has been omitted because the main purpose of using it is to avoid the difficulty of providing details. Therefore, it is a way of avoiding or abandoning meanings and thus it is included in reduction strategies.

The following extracts from the transcriptions of the recorded lessons can provide examples of these CSs identified in the teachers’ language.

### 1. Example-1(from T1)

“Ok. Read. Read it silently. Stop mouth reading. Silently and individually *leyebicha*.yeah.”

**Explanation:** T-1 has used two strategies in this utterance – word coinage and language switch. ‘**mouth reading**’ has been used instead of ‘**loud reading**’ because the teacher did not know the latter expression. The L1 word *leyebicha* is similar in meaning to the English ‘individually’. (See Appendix III, T1, p. 231).

## 2. Example-2 (from T4)

“...so the question here the reason the reason the lack of food is or because of you can say any because of because of lack of rain. If there is lack of rain no enough food. War yes war and disease yes *beshta* disease (inaudible) such as HIV/AIDS.

**Explanation:** T4 has used different strategies: repeating, paraphrasing and language switch. He repeated the phrase ‘**because of**’ apparently for the reason that he ran short of expression. He confirmed this himself later. The same expression has also been used to **paraphrase** the preceding sentence. As he said later, trying to paraphrase was the main cause of his linguistic deficiency. He switched to L1, *beshta*, to translate the word ‘disease’. (See Appendix III, T4, p.257).

### 3.4.3 Model for Identifying Language Functions

As mentioned earlier, the model selected to be used for identifying LFs was that developed by Sinclair and Coulthard (1975). Although this was originally developed by the researchers to analyze discourse in L1, with necessary modifications it can be applied to the analysis of discourse in L2. Hicks (1983), for example, has successfully used their system to investigate the classroom language of Tanzanian primary school teachers of English. In this section a description of Sinclair & Coulthard’s (1975) system of analysis and the modifications made to suit it to the purpose of this study is given.

Sinclair and Coulthard (1975) analyzed their texts on the basis of a rank scale system consisting of five units: lesson, transaction, exchange, move, and act. These levels of discourse are realized through various functional categories. See the table below.

Table-3  
Sinclair and Coulthard’s discourse ranks (1975: 25-60)

| Units of Discourse | Functional categories   |
|--------------------|---|
| Lesson             | Lesson  |
| Transaction        | Informing, Directing, Eliciting   |
| Exchange           | <u>Free</u> : Direct, Elicit, inform, check<br><u>Bound</u> : Reinitiate, Repeat, Listing   |
| Move               | Opening, Answering, Follow-up   |
| Act                | Marker, Starter, Elicitation, Check Directive, Informative, Prompt, Clue, Cue, Bid, Nomination, Acknowledge, Reply, Comment, Accept, Evaluate, Silent stress, Meta-statement, Conclusion, Loop, Aside |

They define the ranks as follows:

- a. The lesson: It is the highest unit of classroom discourse consisting of one or more transactions (Sinclair and Coulthard 1975:13).
- b. The transaction: It is a unit of discourse above the exchange. Exchanges combine to form transactions. It is related to a change in topic by a boundary exchange (Sinclair and Coulthard 1975:22).
- c. The exchange: It is a combination of two or more utterances. An utterance is everything said by one speaker before another began to speak (Sinclair and Coulthard 1975:21).
- d. The move: It is the smallest free unit although it has a structure in terms of acts (Sinclair and Coulthard 1975:23).
- e. The act: It is the unit at the lowest rank of discourse (Sinclair and Coulthard 1975:27).

This system of analysis follows an accepted structural rank system in which the unit above is formed by one or more units of the rank below it except the last rank ‘Act’. However, not all combinations are possible. For example, in the structure of the sentence the accepted order is ‘subject- verb-object’. But the order, ‘object-subject-verb’ is not acceptable. In the same way, the accepted order in an ‘elicit exchange’ is ‘opening-answering-follow-up’. However, we cannot have ‘follow up-answering-opening’. Thus it can be seen that there is, at least, one impossible combination of units. The table below shows a comparison of Sinclair and Coulthard's system (1975) and the system intended to be used for this study.

Table-4  
A comparison of Discourse Ranks

| Sinclair & Coulthard's (1975) system  | System of Analysis in this study   |
|---|--|
| Lesson  | Lesson   |
| Transaction   | Transaction  |
| Exchange<br><u>Free</u> : Inform, Direct, Elicit, check<br><u>Bound</u> : Reinitiate, Repeat, Listing | Exchange<br><u>Free</u> : Inform, Direct, Elicit, Check<br><u>Bound</u> : Re-elicite |
| Move<br>Opening, Answering, Follow-up   | Move<br>Opening, Follow-up   |
| Act   | Act/Function   |

The researcher has made slight modifications at the level of exchange. ‘Re-elicit’ is put instead of ‘reinitiate’ and ‘repeat’ in order to simplify and avoid confusion. At the level of move, ‘answering’ is omitted, as it is part of the students' language that is not the concern of this study. Also at the level of ‘acts’, there are changes and omissions. While the ‘acts’: elicitation, directive, check, reply, conclusion, and clue and inform are retained, the rest are either omitted or included in the categories mentioned just above. Table-5 shows a comparison of the analysis at the level of ‘act’.

Table-5  
A comparison between Act and Function

| Act/Function (Sinclair and Coulthard 1975)                       | Act/Function (This study)   |
|--|---|
| Elicitation<br>Directive<br>Check<br>Reply<br>Conclusion<br>Cue  | Elicitation<br>Directive<br>Check<br><br>Conclusion<br>Cue  |
| Comment  | Included under Inform to avoid confusion between comment and inform   |
| Starter and metastatement  | Included in inform  |
| Marker, Cue, Bid,<br>Acknowledge, React, Silent<br>stress, Aside | Omitted because they do not occupy any central place in the linguistic output   |
| Loop, Nominate   | Included in elicitation and directive   |
| Prompt   | Included in elicitation and directive   |
| Inform   | Inform classified into definition, metaexplanation, exemplification, calling attention to contrast, summarization, introductory information |

As can be seen from the Table-5, some modifications are made in the last six parts. Sinclair and Coulthard (1975) discuss the structure of moves in terms of the linguistic units – ‘acts’. Coulthard (1996: 126) explains that ‘acts’ are defined principally by their interactive function, and that the definition of ‘acts’ are very general; *elicitation*, for instance, has as its function ‘to request a linguistic response’, *informative* ‘to provide information’. Therefore, the two, i.e., ‘acts’ and ‘functions’ are so closely intertwined that it is not easy to draw a clear line of difference between the them. According to their system, ‘acts’ are at the lowest rank of discourse and are realized through various functions such as elicitation (asking questions), directive (giving instructions), check (checking students’ understanding), informative (explaining, defining exemplifying, etc) and framing and focusing (see Table-3, page 72). However, the main focus here is identifying the

language functions, not entirely the linguistic structure because the aim is to know the specific contexts of occurrence of the CSs that the teachers use.

#### **3.4.4 A Description of Language Functions**

This is a rank scale system consisting of five units or levels of discourse: lesson, transaction, exchange, move and act, which are realized through various functional categories. A description of these is provided below.

The major functional categories considered are elicitation, re-elicitation, and directive, inform, check, and frame and focus. Elicitation refers to the act of asking questions. It includes the acts of nominating, prompting, looping and evaluating. Re-elicitation is the act of asking an unanswered question again. As it is a repetition of an earlier utterance, it is a bound exchange, i.e., an extended version of a free exchange. Like elicitation it includes the acts of nominating, prompting, looping and evaluating. Directive is an act of giving instructions and orders. It can include the act of nominating and evaluating. Informing refers to the acts of defining, giving examples, commenting, and explaining. Check is the act of checking understanding of a message or meaning. It includes the act of evaluating and sometimes nominating. Frame and focus are acts of a boundary exchange which make the change in transacting, i.e., the end of one transaction and the beginning of another. While framing is the act of framing the structure of the new transaction, focus is the act of specifying the content of the transaction.

The acts of prompt and loop, nominate and evaluate usually accompany the major functions or acts of elicitation, re-elicitation, direct and check to which they are bound. While all of them usually occur during the acts of elicitation, nominating and evaluating also occur in the acts of directing and checking. Nominating is the act of calling a learner to respond to an elicitation or a directive or a check. Evaluate is the act of confirming or rewarding a particular response to an act preceding the response. The grid commonly used to identify exchanges and acts/functions is the following. However, as the central objective of this study is identifying CSs in the context of LFs, a modification was made to the format.

Table-6  
A sample of classroom discourse analysis using  
Sinclair & Coulthard's (1975) system (Zamora 1997)

| Text   | Acts/Functions                                    | Exchanges |
|--|---|-----------|
| Teacher: Stand up.<br>Pupil: (stands up)   | instructing<br>(non-verbal response)              | Direct    |
| Teacher: Why are you late?<br>You, Gonzalez.<br>Pupil: I am sick.<br>Teacher: Oh, sick. I'm sorry. | eliciting<br>nominating<br>replying<br>evaluating | Elicit    |

In the above extract of the classroom language of a teacher two exchanges have been identified – 'Direct' and 'Elicit'. Within these exchanges it can be observed that the teacher has used the TL for various functions: instructing, eliciting, nominating and evaluating.

### 3.4.5 Identifying CSs in LFs

The meeting ground for CSs and LFs is the spoken text or the utterance. An utterance can stand for any one of the functions listed above. It may have the function of eliciting or re-eliciting, directing or informing, checking or evaluating. The utterance may or may not require the teacher to use CSs. However, if the teacher produces an utterance with the intention of instructing students to do an activity but fails to be understood by them, he may employ some kind of strategy to make his point clear. If he does, then the strategy he has employed has occurred within the function of directing. This situation can be summarized as under:

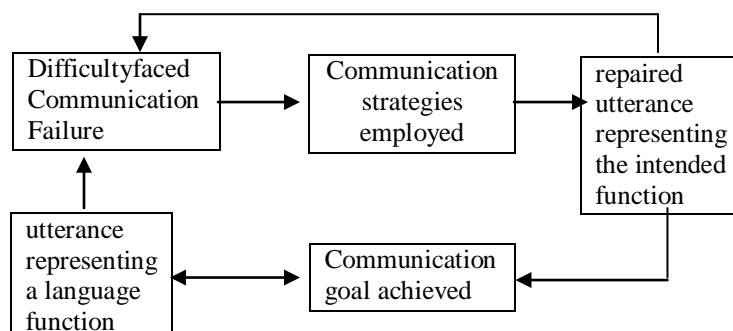


Figure I: Likely outcomes after the production of an utterance by the teacher and the pattern of communication

Figure I shows that there are two possible outcomes after the production of an utterance. Either the goal is achieved or a difficulty is faced resulting in communication failure which is likely to be followed by the production of a communication strategy that offers an alternative means (achievement strategy) and is directed at solving the communication problem. The strategy may succeed in achieving the goal or a difficulty may arise again resulting in the repetition of the cycle. However, if the teacher decides to withdraw from his communicative intentions, he can use a reduction strategy. Therefore, identifying CSs in the context of LFs is no doubt more meaningful than just producing a list of the strategies in isolation. In this analysis an attempt has been made to identify CSs in each utterance in terms of the language function or functions realized by that utterance. To be able to do this a five-column grid was used, in which the same text or utterance was investigated for both CSs and LFs. To give an idea of how an analyzed text looks like, an extract from one of the analyzed texts in the pilot study is provided following a brief description of the parts of the grid that is used to represent the categories in the two models of CSs and LFs.

1. The page is divided into five columns: column 1 – Text, column 2 – CS type (subcategory), column 3 – Major CS category, column 4 – Acts/LFs, and column 5 – Exchange type
2. Exchange boundaries are marked by single lines and transaction boundaries by double lines.
3. Absence of response to an elicitation is represented by ‘NR’.
4. If a student makes an opening move, that is, if there is a student-initiated elicitation exchange, it will be labeled as ‘p-elicit’.
5. The same text (utterance) is treated for both CSs and LFs at the same time.
6. The arrangement of the columns, that is, beginning with CS type and ending in Exchanges, depicts the specific behaviors (CSs) in their wider context of occurrence (LFs) in every segment of the text. For other abbreviations used see List of Abbreviations, page xii.

Table -7  
An extract from one of the analyzed texts in the pilot study  
The classroom language of Teacher A

| Text  | Communication strategies |                | Functional categories   |           |
|---|--------------------------|----------------|---|-----------|
|   | Sub-type                 | Major Category | acts/Functions  | Exchanges |
| (Inaudible).<br>Comparing things. Two things and<br>(inaudible).  | Lsw                      | AS             | frame<br>focus  | Boundary  |
| For example if we compare things example<br>two things eh we can compare two things.<br>Example we can compare this (inaudible).  | NV<br>Lsw                | AS<br>AS       | exemplifying  | Inform    |
| This is what? This is? (inaudible) This is?<br>Chalk.   | NV                       | AS             | el<br>p-reply   | Elicit    |
| Now when we compare two things eh how<br>we can compare? How we can compare?<br>Yes.<br>A duster is<br>Eh?<br>Lighter than<br>Eh?<br>(Inaudible)<br>Yeah. The adjective is now lighter. |                          |                | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit    |
| The adjective is eh?<br>Lighter.<br>The word is eh lighter. So the word light is<br>given. The word light is giving here and<br>the adjective here. The word light is give.             | paraph                   | AS             | el<br>p-reply<br>evaluate   | Elicit    |
| Now when we compare this now this is<br>rubber. This is duster. So the answer is eh?<br>A rubber is (inaudible).<br>Yeah.   | NV                       | AS             | el<br><br>classreply<br>evaluate  | Elicit    |
| Who can try? Who can try? Who can try?<br>(inaudible) Who can try? Who can write?<br><i>Maletе hulet negerochin yemiawedadir</i><br>(meaning: 'I mean comparing two things')            | Lsw                      | AS             | el  | Elicit    |

(For Abbreviations see List of Abbreviation, p. xii)

### **3.5 Reliability of Instruments**

To be able to attain the methodological goal of the study, maintaining the consistency of data collection and analysis procedures was an essential task. Consistency with which an instrument measures what it claims to be measuring is one of the basic attributes of a good instrument. A reliable instrument should measure time and time again (that is, consistently) that parameter of interest to its user. It is important that the observational system or the coding categories do not change from one section of a corpus to the next, in this case from one teacher to the next (Chaudron, 1988; Allwright & Bailey, 1991; Young, 1998). In this study, as previously stated, the data were gathered by videotaping the teachers' performance while they were conducting their lessons. It involved two stages: a) the establishment of rapport with the teachers which includes visiting the classrooms and performing fake videotaping activities, which was done for three consecutive weeks at the rate of 2 lessons a week, and b) the actual videotaping of the lessons at the end of the three-week getting-to-know each other period. These data gathering procedures were followed in the classrooms of all the teachers involved in the study.

The recorded lessons were then transcribed and analyzed for identifying communication strategies (CSs) in terms of language functions (LFs). The CSs were identified based on the model of classification developed by Faerch and Kasper (1983). The same categories of classification were used for the classroom language of all the teachers (see pp. 69-70). Similarly the same categories were employed to identify the language functions used by each of the eight teachers. To ascertain the reliability of these categories a method that helped to determine inter-rater reliability was employed. This is a simple approach in which several raters or coders work on a predetermined segment of classroom interaction and then calculate the ratio of items agreed upon to those in disagreement.

In this study the procedure employed is that of Mitchell et al (1981) who developed their instrument to study French as a foreign language (FSL) classes in Scotland in a basic process-product oriented correlational design. Three college teachers who volunteered to help were trained in the category definitions and were provided with copies of some

sections of the transcripts of the recorded lessons to independently code them. Then simple percentage agreement of assigned categories was determined. The correlational results showed 90% agreement among the raters, and the remaining differences were used to establish modifications and clarifications of the guidelines, and a standard set of codes for the entire set of transcripts of the recorded lessons. This was done on the basis of the lesson got from the pilot study that was conducted earlier than the collection and analysis of data of the main study.

In the following section, a report on the pilot study is presented, i.e., its purpose, the procedures employed to collect and analyze data, the results obtained and the lessons learned.

### **3.6 The Pilot Study**

That interaction in the second/foreign language classroom is fundamental to L2 learning and acquisition is the key principle which constitutes the conceptual basis of this research. (See pp.33-35). Interaction allows the teacher and the learners to communicate to each other concerning various issues related to the lesson being delivered by the teacher. The teacher uses the target language for teaching the language as designed by the course-book writer or the authority concerned and for organizing or managing the class. The learners also use the target language to answer or ask questions and to respond to certain instructions.

In the EFL classroom where both the teacher and the learners are nonnative speakers, and where there is little or no opportunity of using or even hearing the target language being used, the teacher's classroom language is one of the major sources of target language input for the learners. Since as teachers they do so much talking, it is very useful to ask what their talk is like, and what regularities can be observed, and how teacher talk relates to learners' gradual progress in the target language. Therefore, looking into the teacher's classroom language in the context of this interaction can help to see what impact it has on second/foreign language learning and acquisition. The assumption is that in so far as the teacher is a provider of target language input, identifying the features that make up his/her classroom language enhances understanding of second/foreign language learning and acquisition in terms of classroom instruction. This study focuses on a feature of the

teacher's language – communication strategies (CSs), an area hardly explored so far. However, before the main study was undertaken, a pilot study was necessary for paving the way for a larger scale operation in the area.

In the earlier parts of chapter 3 a description of the data collection and analysis procedures and related issues such as the question of reliability of the research instruments covered a significant portion of the discussion. In this section a report on the pilot study is presented. The report discusses the aim of the pilot study (i.e. why the pilot study was conducted) and provides a description of the participants involved and the methods of data collection and analysis. The results of the findings in relation to the model used and its contribution to the main study (i.e. the problems faced and the lessons learned) are also included in the report.

### **3.6.1 Aim**

The major aim of the pilot study was to try out the methods of data collection and analysis procedures intended to be used before employing them for the main study. This included the task of establishing rapport with the teachers and students before recording the lessons, a task which required visiting the teachers repeatedly while they were conducting their lessons. It aims at identifying problems, if any, and deciding on modifications or alternatives.

### **3.6.2 Participants**

The study involved two second cycle primary school teachers of English randomly selected from two schools in Asella town. Two other schools which were meant to be considered for selection were engaged in giving mid-term tests then. So, the teachers in these schools were not only busy but normal classes were stopped for that purpose. These schools, therefore, were excluded.

The number of teachers selected for the pilot study was believed to be sufficient to fulfill its purpose. Firstly, compared to the number of teachers selected for the main study, which is 8, 2 teachers for the pilot study would be enough to procure the information needed. Secondly, the task of collecting the data was not an easy matter. It demanded a lot of time (see section 3.6.3, pp.82-87). Thirdly, the volume of the data also made the task of analyzing time-taking and difficult (see Chapter 4, and Appendices I and III).

Both teachers have a diploma in English, which they earned through distance education program sponsored by the Ministry of Education (MOE, 2001). Prior to that they had undergone a one-year training program in the Teacher Training Institute and graduated as primary school teachers. Each teacher has taught English for over ten years. The students in each classroom were from the same level and the number of students in teacher - 2's classroom was 47 while in that of teacher-2 was 38.

### **3.6.3 Collection of data**

The data collection involved two basic stages: the three-week period of establishing rapport with the selected teachers and the actual recording of the lessons. A description of each stage is given below.

#### **3.6.3.1 Establishing rapport**

Prior to the recording of the lessons, the classrooms were visited repeatedly, that is, two lessons a week for a period of three weeks. The aim was to establish normal rapport with the teachers and students and thus minimize the degree of nervousness that they might experience during the actual recording. They were briefed on the general aim of the study that it was to investigate the problems of the teaching of English at that level in relation to their classroom language. During each visit I sat at the back of the room behind the students and observed while the cameraman stood at one point on one side of the classroom and pretended to videotape the lesson with focus on the teacher. In addition to this, the cameraman and I spent some time with the teachers outside the classroom sometimes before the lesson and other times after the lesson. As we drank tea we discussed matters of common interest such as the weather, price of things and family affairs. This greatly helped to build understanding and friendship and lessened the feeling of strangeness between them and us. At the end of the third week, when I felt that the degree of nervousness in the teachers and the students caused by our presence was adequately reduced, I decided to do the actual recording of the lessons. Only the cameraman and I knew this. It was not revealed to the teachers because that would have brought a change of mood in the teachers and negatively affected their classroom behavior. The manner and length of each visit is described below.

### **Week 1, day 1**

- We arrived early and entered the classroom 10 minutes before time to explore the classroom situation and get the camera ready.
- We introduced ourselves to the students and the cameraman and I took our positions.
- I sat at the far end of the classroom behind the students where hardly could any student recognize my presence once the lesson began. As much as possible I avoided eye-to-eye contact with the teacher because that could disturb the teacher.
- The cameraman was positioned at a vantage point on one side of the classroom.
- The teacher was noticeably nervous and emotional and behaved in a rather unnatural way.
- T1 cut the lesson very short (after 14 minutes) under the pretext that he had a department meeting. But the next day he said that the meeting was postponed and apologized for interrupting the last lesson.
- The students were overactive, restless and inattentive as a result of the intervention.
- Evaluation – The objective was more or less achieved. Both classrooms were relatively similar. In general, it was a very difficult moment for me, nonetheless, one that I expected.

### **Week 1, day 2**

- We followed the same steps.
- T1 showed a rather frustrating attitude. He received us with a cold face. Nevertheless, he delivered a 26-minute lesson, much longer than last period. I could clearly see that he was highly nervous and uncomfortable still. But one could sense the possibility of change gradually. T2 showed discomfort and fear too. However, he kept on being friendly to us.

- Evaluation of Week 1 – There were signs that indicated, though faintly, the beginning of improvement. The objective was more or less achieved.

### **Week 2, day 1**

- We followed the same steps we used the previous week.
- Both teachers and students were less uneasy than before.
- There were signs that they were ignoring our presence.
- Evaluation – Encouraging signs began emerging. The objective was more or less achieved.

### **Week 2, day 2**

- Same steps followed.
- Both teachers and students were now more friendly than before.
- Lesson time increased – T1 = 30 min., T2 = 35 min.
- A clear improvement in their nervousness was seen.
- Evaluation – Positive signs that the classroom situation was settling back to normal were visible. The objective was more or less achieved.

### **Week 3, day 1**

- Same steps followed.
- Degree of nervousness greatly reduced.
- It could be seen that they paid little attention to our presence. They behaved more naturally than before.
- Evaluation – Very promising development of rapport.

### **Week 3, day 2**

- Last period of the three-week visit.
- A marked change in the behavior of both teachers and students.

- They had already begun considering our presence as something normal.
- This positive development was perhaps owing to the time we spent with them outside the classroom, discussing matters of common interest and sharing views and experiences, sometimes over tea. Besides, I played back some part of the recording to the class in the presence of the teacher and that helped to get the teacher's interest and confidence.

### **3.6.3.2 Recording the lessons**

On the day of the recording the cameraman and I arrived at Silingo primary school thirty minutes earlier as we used to do. We met teacher-1, greeted him and had a little chat about some common everyday matters. Then, we went into the classroom ten minutes earlier as usual to take our places and be ready for the task. I took my seat at the back of the room behind the students on the left to the door. Hardly could the students notice my presence once the lesson had started. The cameraman was positioned on the other side of the room next to the students where there was a little space for him to turn around to follow the teacher whenever he moved. This arrangement was made to record the lesson from the beginning.

When the teacher came there was some commotion and confusion. There were some late coming students trying to enter, who distracted the teacher's attention. Also, some of the students in the classroom were a bit restless and noisy. However, they settled down as soon as the lesson began. After a few seconds of delay the cameraman started recording. Every movement of the teacher was carefully and closely followed with the eye of the camera. The cameraman was instructed not to move away from his place because that would distract the teacher's and students' attention and disturb the normal progress of the lesson. As I sat silently behind the students, I had the opportunity to observe every activity from a vantage point. I made every effort to avoid direct eye contact with the teacher, as that would certainly distract him. After 35 minutes the lesson was over and we bid the students goodbye and left. I reminded the teacher to prepare his verbal report on his use of CSs during the lesson. But before asking him for the report, I explained to him about CSs (i.e., their definition and purpose). Then I thanked him for his cooperation and departed with a goodbye. On the following day teacher-2 was recorded in a similar way. A description of the manner and length of recording is given below.

### **a. Recording equipment**

- A camera with an internal lighting system
- An external flashlight
- No elaborate equipment

### **b. First video-recording**

- This was done on day 1 of week 4.
- The same steps that were employed were followed.
- Filming began as soon as the teacher came in.
- The eye of the camera followed the teacher wherever he moved.
- Only the cameraman and I knew about the fake filming activities of the past three weeks and what was happening today. This was not revealed to the teachers. Doing that would have disturbed their manner of behaving.
- T1's lesson lasted 30 minutes and that of T2, 20 minutes (he said that he was not feeling well). This condition made it necessary to do a second recording.

### **c. Second video-recording**

- It was now day 2 of week 4.
- The same steps were repeated as any change in the way we had been behaving so far could jeopardize our mission.
- Now that both teachers and students were used to our presence it did not take them time to assume their usual manner of behaving.
- This time in both classrooms, the lesson time increased; T1 – 35 minutes, and T2 – 28 minutes. This was the recording considered for investigation.

#### **d. Verbal report**

- The teachers were later asked to give their verbal report on their use of communication strategies – when and what CSs they used whenever they ran short of English during the last lesson. This was done on the basis of our agreement earlier. The format prepared for this purpose was supplied for them.
- The aim of the verbal report was explained to them.
- To help them do this a verbal report format was prepared (see Appendix II).
- The format is completed based on the following three questions:
  - a) What CSs did you use to solve your English language problems during the last lesson?
  - b) When did you use the CSs, that is, in which LFs?
  - c) Which lesson topic required the use of CSs more?
- The teachers indicate their responses with a tick mark and list any other CSs they might have used.

#### **3.6.3.3 The lesson time**

Teacher -1 was recorded for 35 minutes while Teacher -2 was recorded for 30 minutes. The difference is because it took some time for Teacher -2 to get the students into the classroom and take their seats. On the average the lessons lasted 33 minutes with some minutes lost while getting the students ready for the lesson.

#### **3.6.4 Data Treatment**

After the recorded lessons were transcribed, the language functions were identified using a modified version of the system of analysis developed by Sinclair and Coulthard (1975). The sole purpose of identifying language functions is to make the identification of strategies of communication simple and dependable. It helps to locate the areas where the teachers were required to use strategies of communication. It is much easier to identify strategies of communication in specific contexts than in wider and more general ones. In addition, a part of the identification had to be based on the researcher's intuition since it was hard to find a reliable method for identifying strategies of communication. Sometimes a correct utterance can be a strategy making it hard to recognize.

### 3.6.4.1 Identifying CSs

To identify CSs a modified version of the classification model developed by Faerch and Kasper (1983) was used. The model has two broad categories and various types of strategies under each.

1. Reduction strategies
  - a. topic avoidance
  - b. meaning abandonment
  - c. silence
  
2. Achievement strategies
  - a. paraphrasing
  - b. repeating
  - c. literal translation
  - d. word coinage
  - e. language switch
  - f. non-verbal strategy
  - g. reading from textbook or blackboard
  - h. appeal for assistance
  - i. writing on blackboard

Reduction strategies are strategies intended to solve a communication problem by avoiding the situation that has caused the problem. This can be done in three different ways: by dropping the topic altogether, abandoning the meaning or remaining silent. Achievement strategies are verbal or non-verbal strategies used to solve the problem by employing alternative means. For the description of strategies see pp. 70-71.

### 3.6.4.2 Identifying Language Functions

The modified version of the model developed by Sinclair and Coulthard (1975) was used to identify language functions (LFs). The model consists of five major categories of exchanges (*inform*, *direct*, *elicit* (including *re-elicit*), *check* and *boundary*) with various functional realizations. For the comparison of the original model and the revised one see pp.73-74.

The major language functions considered within the aforementioned exchanges are *eliciting*, *directing*, and *checking* which often included the acts of *nominating*, *prompting*, *looping*, *clueing* and *evaluating*. *Re-eliciting* is the act of asking an unanswered question again. As it is a repetition of an earlier utterance, it is a bound exchange, that is, an extended version of a free exchange. Like *elicitation*, it includes the acts of *nominating*, *prompting*, *looping* and *evaluating*. *Informing* refers to the acts of *defining*, *giving examples*, *commenting*, *explaining* and *informing*. *Frame* and *Focus* are acts of a boundary exchange, and mark the end of one transaction and the beginning of another. While *Framing* is the act of framing the structure of the new transaction, *Focus* is the act of specifying the content of the transaction.

The acts of *prompt*, *loop*, *clue*, *nominate* and *evaluate* usually accompany the major functions or acts of *elicitation*, *re-elicitation*, *direct* and *check* to which they are bound. While all of them usually occur during the acts of *elicitation* or *re-elicitation*, *nominating* and *evaluating* also occur in the acts of *directing* and *checking*. *Nominating* is the act of calling a learner to respond to an *elicitation* or a *directive* or a *check*. *Evaluate* is the act of confirming or rewarding a particular response to an act preceding the response. These exchanges and acts/functions were identified in the classroom language of the two teachers using the grid shown earlier (see pp.77-78). Then the strategies were identified in terms of the language functions.

### **3.6.5 Inter-rater Reliability**

After transcribing the recorded lessons of the two sample teachers in the pilot study, copies of segments of the two transcripts were given to two college teachers who were willing to assist. They were provided with the necessary orientation and guidelines on the category definitions and classification of the items. When each of them had independently done the task, the ratio of agreement to disagreement was calculated. The results produced 96% agreement, showing a dependable amount of reliability of the instrument. The differences were used to make certain adjustments in the instrument which was then used to analyze the data. The results of the analysis are provided in the following section.

### **3.6.6 Results of Findings**

The results indicate that the teachers repeatedly modified their utterances in various ways to compensate for their linguistic deficiencies and to make them comprehensible to the students so that the line of communication between them and their students was maintained. In this interaction the teachers played a dominant role. Most of the conversation was done by them. The students' role was limited to answering questions whenever the teachers asked and involving in individual or pair or group activities when instructed. The instructions mostly required only action responses, not verbal. So the English that the teachers produced for various reasons constituted a major part of the classroom communication. The progress of the lesson depended largely on it. Therefore, the modifications that they employed to produce language that was comprehensible were very crucial in maintaining a successful communication in the classroom. This is the input that becomes part of the L2 intake of the learners.

The analysis of the recorded data shows that most of the CSs identified in the classroom language of the two teachers match the ones included in the classification model. However, there is a great deal of frequency variation among strategies. In addition, the distribution of the strategies across LFs is highly irregular. The concentration of CSs in some LFs is much higher than in others. The following table presents a comparison of the CSs identified in the classroom language of the two teachers and those of the model used.

Table – 8  
A comparison of CSs in the model and those identified in T-A’s & T-B’s CL

| CSs in the model            | CSs in T-A’s CL | CSs in T-B’s CL |
|-----------------------------|-----------------|-----------------|
| 1. Reduction strategies     | –               | –               |
| a. topic avoidance          | –               | –               |
| b. meaning abandonment      | x               | –               |
| c. silence                  | x               | –               |
| 2. Achievement strategies   | –               | –               |
| a. paraphrasing             | x               | x               |
| b. repeating                | x               | x               |
| c. literal translation      | x               | –               |
| d. word coinage             | x               | x               |
| e. language switch          | x               | x               |
| f. non-verbal               | x               | x               |
| g. reading from textbook/bb | x               | x               |
| h. appeal for assistance    | x               | x               |
| i. writing on blackboard    | x               | x               |

As indicated in Table - 8, while both categories of strategies occurred in T-A’s classroom language, reduction strategies did not occur in T-B’s classroom language. This may be explained in terms of individual differences prevailing between the teachers. However, the findings show that most of the strategies in the two scenarios do match – two of the three reduction strategies (66.7%) and eight of the nine achievement strategies (88.9%) occurred in the classroom language of the two teachers. The overall percentage of matching is 83.33%. The remaining 16.67% indicates the amount of option available for the teachers for using or not using CSs, which is naturally a context-dependent phenomenon. What is more, this difference or mismatch does not have a significant impact on the applicability of the taxonomy intended to be used for the main study.

Among the factors responsible for the differences in the use of CSs between the two teachers may be the difference in lesson time, the amount of teacher involvement in the classroom discourse, and the types of activities and hence language functions used. The teachers’ individual English language competence could also be a contributing factor. In the classroom language of both teachers the strategy of language switch occupied the largest portion – 80% in T-A’s and 65% in T-B’s. T-A employed 11 of the 12 strategies while T-B employed 8 of them. The difference is prominent in the use of Repeating and paraphrasing. Non-verbal strategies occupied some space, particularly in T-A’s classroom language. However, the point here is not to provide a comparative analysis of the two teachers’ use

of communication strategies. The main purpose is to explore the types of strategies teachers at that level use to solve problems of self-expression and students' lack of comprehension caused by the teacher's English.

### **3.6.7 Communication Strategies in Terms of Language Functions**

Five major functional categories (exchanges) were used to segment the classroom language of the two teachers – *elicit, direct, inform, check and boundary* (see description on pp.75-76). The segmented parts were analyzed for CSs using the aforementioned classification taxonomy (see pp. 69-71). The communication strategies T-A employed occurred in the five exchange types. The frequency of strategies used in elicits is far greater than those in any other exchange and most of the lesson time was spent on asking and answering questions. Similarly, the communication strategies employed by T-B were identified in the five exchanges. The frequency of strategies used in informs is greater than in any of the other exchanges. Most of the lesson time was spent on explaining, defining and giving examples. The most frequently used strategy in this exchange was language switch.

What the figures literally show is that the teachers employed more strategies in elicits as mentioned above, however, a closer look into the data reveals that the concentration of communication strategies is much greater in inform exchanges than in the others including elicits. While nearly two CSs occurred in every inform, only one CSs occurred in every two elicit exchange. This implied that the functions such as explaining a point or concept, giving elaborate instructions, giving longer feedback on students' answers to questions, etc were more challenging for the teachers than others.

### **3.6.8 Communication Strategies in Terms of Lesson Topic**

According to the data, both teachers dealt with one topic each – grammar. Therefore, it was not possible to investigate whether the teachers' use of communication strategies was in any way influenced by the lesson topics that they treated. In other words, to be able to explore whether lesson topics caused differences in their selection and use of strategies, it was necessary that each teacher dealt with two or more topics. Unfortunately, both teachers presented only a grammar lesson focusing on 'comparison'. However, in the verbal report the teachers submitted after their lessons, they both said that 'reading comprehension' was

the most difficult because it often demanded rich vocabulary resources and a reasonable level of fluency in the language. Both agreed that teaching ‘grammar’ was the easiest.

### **3.6.9 Contribution of the Pilot Study**

As already said, the pilot study was undertaken to facilitate the conditions under which the main study was intended to be conducted by identifying possible problems that might be encountered during the process of investigation, and devising solutions well ahead of time. In this section an outline of the problems encountered and the lessons learned during the pilot investigation is provided.

#### **3.6.9.1 Problems Encountered**

During the pilot study certain major and minor problems were encountered. They are summarized below.

1. Before the actual recording as mentioned earlier, it was necessary to establish normal rapport with the teachers and students. That required going into the classrooms repeatedly with the cameraman and the recording instrument. That was sometimes impossible because the teachers were either absent or giving tests. So, another appointment had to be made.
2. In each classroom there was no suitable place for the cameraman to shoot from without attracting the attention of the students, who, being very young, are naturally easily affected by the unusual happening in their classroom. Besides, as there was not enough light in the classroom, the cameraman had to use a special flashlight to get a relatively clear view of the teacher. That did affect both the teacher and the students for the first few seconds of the lesson despite their exposure during the three-week pre-recording time.
3. During the recording sometimes the teacher was lost from focus as he was moving from one side of the classroom to the other irregularly and fast. In addition, his voice was lost or frequently became inaudible.
4. Some of the utterances were not easy to designate or classify under the categories in the classification model.
5. The difference in the teachers’ lesson time was the other problem. While teacher-1 took 35 minutes to conduct his lesson teacher-2 took only 25 minutes. Even though this difference did not over-affect the results of the findings in terms of types of

CSs, it might have contributed to the difference in the number (frequency) of CSs used by both teachers.

6. The size of the corpus was also a difficulty that I faced. Transcribing the lesson of each teacher and classifying the utterances into LF and then identifying the CSs was a task that required more time than expected.

### **3.6.9.2 Lessons Learned**

The pilot study enabled the researcher to learn some important lessons that helped in conducting the main study more efficiently and with a reasonable degree of experience. They are briefly presented below.

1. Establishing normal rapport through repeated visits is indispensable for collecting more or less genuine data.
2. Avoiding the use of elaborate recording instruments helps to minimize the amount of distraction of the teacher's and students' attention.
3. The role of the observer is important in filling gaps left by the camera.
4. There are utterances difficult to assign to any of the categories. However, they do play the role of CSs.
5. It is more meaningful to identify CSs in terms of LFs in which they are used if one is aiming at a better understanding of the teacher's classroom language and its contribution to students' language learning and acquisition than just listing them in isolation.
6. Communication problems can occur due to two factors: a) when the teacher runs short of English and b) when the students fail to comprehend what the teacher says in spite of the teacher having no problem of shortages of English. So, if I am to produce a complete list of CSs used by the teacher, I must consider both situations equally. Whichever the cause of communication problem the aim of the teacher in using CSs is to maintain the process of communication and hence the progress of the lesson going.

### **3.7 Summary**

As pointed out earlier, this study involves the analysis of the classroom language of the teacher in terms of two important aspects, which are often closely intertwined, one providing the context for the other to occur, that is, LFs and CSs. In this chapter an attempt

has been made to map out the methods of data collection and analysis, which are intended to be employed to fulfill the objectives of the study. Being a qualitative study and given the nature of the data in particular, it is not so simple to find a solid system of measuring the reliability of the research instruments. However, following the same steps of recording the lessons and using the same categories of classification for both CSs and LFs can serve to maintain the reliability of the instruments. Moreover, the pilot study has helped a great deal in trying out the methods is identifying problems in this regard. In the next chapter the results of the findings of the main study will be provided.

## **CHAPTER FOUR: RESULTS OF THE ANALYSIS OF THE CLASSROOM LANGUAGE OF THE TEACHERS**

### **4.1 Introduction**

This chapter discusses the results of the analysis of the classroom language of the teachers with reference to their use of communication strategies. As pointed out earlier, analyzing the recorded lessons was a double-pronged task. It involved two levels of analysis. On one hand, the recorded lessons were analyzed to identify communication strategies used by the teachers during the delivery of the lessons. This was done on the basis of the model of classification developed by Faerch and Kasper (1983, 1984). On the other hand, the same lessons were analyzed in order to identify the language functions in which the communication strategies occurred. The sole purpose for doing so was to locate the specific contexts within the classroom language of the teachers, where the strategies were employed to facilitate teacher-student communication in the classroom. The results also include data on the teachers' use of communication strategies in terms of lesson topics and the relationship between communication strategies, language functions and lesson topics.

The results are presented in six sections in relation to the research questions raised in Chapter One (See pp. 18-19). Section one focuses specifically on the types and number of communication strategies used by the teachers. It begins with a brief description of how the texts were analyzed and builds a detailed picture of what actually happened in each teacher's classroom with due attention accorded to what the teachers said and did in order to maintain a successful line of communication between themselves and their students. After this the picture, the communication strategies employed by the teachers during the lessons will be described in terms of type and frequency of occurrence. Wherever necessary, samples of the classroom discourse extracted from the recorded lessons will be used to provide examples of how, when and where the strategies were used.

Section two presents a detailed view of the teachers' use of communication strategies in terms of the language functions that they used during their lessons. Language functions constitute the specific contexts in which communication strategies occur. Therefore, the strategies will be placed in the context of language functions so as to find out their immediate point of occurrence. Prior to this, however, an account of the types and number of language functions used by the teachers will be provided.

Section three deals with the teachers' use of communication strategies in terms of the topics they taught, and attempts to map out the distribution of strategies across lesson topics. Whether the distribution of the strategies was influenced by the topics is a point which will be accorded due attention here.

In section four, the use of communication strategies in terms of both language functions and lesson topics will be re-examined in order to explore the kind of the relationship that exists between them (i.e., communication strategies, language functions and lesson topics). The aim is to find out whether language functions or lesson topics were directly responsible for the use of communication strategies by the teachers.

Then, in section five, i.e., the discussion part, the teachers' use of communication strategies and the features of individual strategies in relation to their contexts of use will be examined. Finally, in section six, a summary of the chapter highlighting the major findings will be provided.

## **4.2 Communication Strategies Used by the Teachers**

This section begins with a very brief note on how the transcribed lessons were treated, and moves on to provide a detailed description of the types and number of communication strategies that the teachers used while conducting their lessons.

### **4.2.1 A Brief Note on Treatment of Transcribed Lessons**

The utterances produced by each teacher during their lesson were broken down into segments each representing a particular language function that was intended to perform a

particular action, for example, explaining a concept or defining a word, giving instructions to do an activity or asking a question, checking students' understanding or announcing the completion of one stage of the lesson and the beginning of the next. (See Appendices I and III, pp.205-221, 227-304) The basic questions raised are: What was the function intended to be performed by the utterance? Was it successfully produced? In other words, did the teacher face any difficulty in producing the utterance? If he/she did (for example, lack of words or ignorance of rules or both), what did he/she do to solve the problem? Sometimes a communication breakdown would occur due to students' failure to understand what the teacher said. What did the teacher do to resolve the situation? Answering these questions required a close examination of the utterances produced by each teacher. Therefore, each segment of the teacher's utterances was analyzed in order to identify the communication strategies that were employed by the teacher during the lesson. In addition, each teacher was asked to supply information concerning his/her use of the strategies. The results of the analysis are provided in the following sub-section.

#### **4.2.2 How the Teachers Conducted the Lessons**

The analysis of the data was done part by part, i.e., each of the lessons delivered by the eight teachers was investigated separately. The reason for doing so was to provide a more specific picture of what happened in each classroom – what the teacher said and did and how he/she handled problems of self-expression and non-comprehension during the lesson. In sections from 4.2.2.1 to 4.2.2.8 the results of the analysis will be presented in the order that the eight teachers' performances were recorded.

##### **4.2.2.1 Teacher 1**

The teacher entered class earlier than expected, so the opening part, i.e. the greeting and lesson introduction part was not recorded. She dealt with three topics: pronunciation, reading comprehension and vocabulary. All the three activities were based on the reading passage. Throughout the lesson time the teacher stayed in front of the class near her table and the blackboard. The pronunciation lesson was intended to give practice to the students in the production of the sounds/sh/ and /s/occurring one after the other in one sentence repeatedly. The teacher took two sentences from the textbook for the practice work:

Extract i) *She sells sea shells on the sea shore.  
The shells she sells in the sea shore are sea shells.*  
(See Appendix III, T1, p. 227)

First, the teacher said the sentence a couple of times while the students listened to her attentively. Then she instructed them to repeat the sentence after her. She said the first sentence ten times and the whole class followed her. She said the second sentence eight times and the students repeated it after her as many times. During the practice she kept on giving them various instructions at certain intervals on how to say the words with the sounds /sh/ and /s/ occurring repeatedly in a sequence. To facilitate students' comprehension she used different communication strategies. Amharic, one of the local languages of the area, was the most widely employed. The following extracts from her lesson are examples of how she conducted the activity (see Appendix III, T1, p. 227)

Extract ii) T: so eh before we move let us pronounce learning——giving instruction  
this shell can you pronoun this sentences?  
*indet indeminebeb limimd inarg* (meaning: 'let us practice how to pronounce') in order to just improve our pronunciation our English pronunciation let us let us let us (inaudible) let us pronounce this sentences quickly *feten feten inbel* (meaning: 'let us be quick').  
S: (students show readiness)  
(See Appendix III, T1, p. 227)

This was what she said when she started the pronunciation activity. In this utterance the teacher used the function of giving instruction in which she employed the strategy of language switch twice. In both situations L1 was used to translate the English version of the instruction. But just about the beginning of the practice she said this:

Extract iii) T: ...let us practice that before you will —— giving instruction  
say that le me once pronounce for you.  
Ok (inaudible) the girl. Look, she shell sea shells in the sea shore. *Semachihu indezih new* (meaning: 'Did you hear? It is like this.')

S: *Awo* (meaning: 'yes') ——class reply  
(See Appendix III, T1, p. 227)

This utterance was intended to instruct the students to listen to her while she said the sentence. While giving the instruction she employed the strategy of ‘language switch’ once. Since the switch to the vernacular was more or less a direct translation of the English version, the students easily understood what they were going to do. As she produced the second utterance, she wrote the sentence: ‘*She sells sea shells in the sea shore*’ on the blackboard and pointed at it with her forefinger every time she said it out loudly for the students to repeat after her. This activity took nearly one-third of the lesson time.

The reading comprehension activity began with a few pre-reading questions and took a long time. It focused on the picture of a young girl about whom the passage was written. The teacher asked the students to make guesses about the picture in the following way:

Extract iv)                    T: ... she is very attractive. Why why —— eliciting  
    why she this woman is (inaudible)?  
    Can you (inaudible) *minyimeslal*?  
    Meaning: (‘what does it look like?’)  
    S: (NR) \_\_\_\_\_(NR)  
    (See Appendix III, T1, p.229)

In the above elicit exchange the teacher used the strategy of language switch once. When the pre-reading activity was over the teacher instructed the students to read the passage silently and guess the meanings of the underlined words. This was how she gave the instruction:

Extract v)                    T: Ok. Read. Read it silently. Stop —— giving instruction  
    mouth reading. Silently individually  
    *leyebicha* (meaning: ‘individually’)  
    the meaning of the word.  
    yeah. Sh sh sh silent. Read it.  
    S: (students follow instruction)  
    (See Appendix III, T1, p.231)

In the direct exchange above the teacher employed the strategies of word coinage and language switch. She used the phrase ‘**mouth reading**’ to mean ‘loud reading’. The Amharic word ‘*leyebicha*’ was used to translate the word ‘individually’. She allowed

only five minutes for reading the passage. Before the students finished, she quickly moved to the next activity.

The vocabulary activity that followed the reading, involved a few selected words and phrases: sibling, ambassador, model, raise money, launch, goodwill. The following extract is an example of how the discourse proceeded during the activity.

Extract vi) T: What does 'sibling' means? while you ----- eliciting  
 are read you might have come across the word  
 'sibling sibling' means what 'sibling'  
*minmaletnew*? (meaning: 'what does it mean?')  
 S: (NR) -----NR)  
 (See Appendix III, T1, p. 231)

During the vocabulary activity the teacher used different communication strategies. Language switch was the most frequently employed. In this elicit exchange, '*minmaletnew*' means '**what does it mean?**' During the whole lesson the teacher used nine types of achievement strategies and one type of reduction strategy. Table – 9 shows the types of communication strategies Teacher - 1 employed during the whole lesson.

Table – 9  
 Types and number of Communication strategies T1 used

| Achievement strategies   | number of times used | Percentage |
|--------------------------|----------------------|------------|
| Language switch          | 42                   | 64.7       |
| Repeating                | 9                    | 13.9       |
| Paraphrasing             | 6                    | 9.3        |
| Word coinage             | 2                    | 3.1        |
| Non-verbal strategy      | 1                    | 1.5        |
| Literal translation      | 1                    | 1.5        |
| Reading from textbook/bb | 1                    | 1.5        |
| Writing on bb            | 1                    | 1.5        |
| Appeal for assistance    | 1                    | 1.5        |
| *Meaning abandonment     | 1                    | 1.5        |
| Total                    | 65                   | 100        |

So, in the classroom language of Teacher 1, 98.5% of the strategies that she used were achievement strategies. ‘Meaning abandonment’ was the only type of reduction strategy she employed and she used it only once.

#### 4.2.2.2 Teacher 2 (Lesson two)

Teacher 2 entered the class a couple of minutes later than expected, said, “Good morning and quickly started the lesson. During most of the time, his movement was limited to the space between the blackboard and the students sitting at the front row of the class. He walked to the middle of the class once to check on how the students were doing the activity he had given them.

His lesson had two parts: reading comprehension and grammar. The reading comprehension lesson began with a pre-reading activity in which the teacher asked the students a few questions about their knowledge of ‘Semen’ mountains’, famous mountains in northern Ethiopia. During this activity he employed L1 only once and that was while explaining about the mountains. Here is the context:

Extract i)                      T: (pause) semen fall ok (inaudible)----- explaining  
  (inaudible) different kinds of  
  *lelochin insisat* (an L1 version of the preceding phrase)  
  S: (students following)  
  (See Appendix III, T2, p. 238)

The Amharic version ‘*lelochin insisat*’ was used to define the phrase ‘**different kinds of animals**’. Then the teacher instructed the students to read the passage. He employed Amharic two times – one was to tell them to work in groups and the other was to tell them to share the text book because there were only few copies, and to read silently. This was what he said:

Extract ii)                      T: So we better to read the passage ----- giving instruction  
  ... *new yalkut iko* (meaning: ‘that  
  was what I said’)  
  S: (students don’t seem to follow because  
  only few have the book)  
  (See Appendix III, T2, p. 238)

There were only two books in the classroom. Many students did not bring the textbook. The teacher made few attempts to get the students gather around the two books but that did not work at all. So he stopped the students after a couple of minutes and started reading out loudly himself. While he was reading he switched to L1 at certain points to translate or explain certain words or phrases. Here is an extract:

Extract iii) T: ... it is the first *mejemeraw* ----- explaining  
(meaning: 'the first')  
In Ethiopia and the forth in Africa  
.... There are three of the largest  
Mount *keftegna* (meaning: 'largest')  
live in semen Mountain....  
(students following)  
(See Appendix III, T2, p. 239)

In Extract iii, the teacher used the L1 words in *bold* to translate the preceding English words while reading the passage. Having finished reading, the teacher asked some comprehension questions. During this activity he employed the strategy of language switch about five times. Here are a couple of examples:

Extract iv) T: ... who can name (inaudible) -----eliciting  
Mountain around us *izih akababi?*  
(meaning: 'around us')  
T: Yes. -----nominating  
S: (Inaudible) -----reply  
T: ... it is not far from us *kezih ruk*-----evaluating  
*aydelem.* (meaning: 'it is not far from here')  
(See Appendix III, T2, p. 240)

In the extracts provided above, the teacher used L1 to facilitate students' comprehension. He said, "Amharic clear for them. English is hard so I am used Amharic. *Inglizgna sikebdachew bamarigna itekemalehu.*" (Meaning: when they find English difficult, I use Amharic.)

The reading comprehension was followed by a grammar activity which focused on adjectives of comparison. Much of the lesson time was spent on this activity. The teacher asked the students to say the comparative and superlative forms of a few adjectives, and

to make sentences using the adjectives. The following extract is an example of how the activity was conducted:

Extract v) T: (inaudible) from the topic————eliciting  
T: Yes. —————nominating  
S: (inaudible) —————reply  
T: Yes. Adjectives are (inaudible) noun. —————evaluating  
***Yesim tebayun yemiasayu kalatoch***  
(meaning ‘words that show the  
characteristics of nouns’) that describe  
(inaudible).  
(See Appendix III, T2, p. 241)

In Extract v, the teacher employed L1 to say the idea he found a bit difficult to express in English. ‘***Yesim tebayun yemiasayu kalatoch***’ means ‘words that show the characteristics of nouns’. He openly informed the researcher that the expression was too difficult for him to say in English. “I need much time to make sentence. ***Tinish gize yiwesdibgnal,***” he said. (Meaning: ‘it will take me a little more time.’) Teacher 2 was the only teacher who employed only the strategy of language switch throughout the whole lesson time. He used this strategy 34 times (i.e., 100%): 18 during the reading comprehension activities and 16 during the grammar activity.

#### **4.2.2.3 Teacher 3 (Lesson three)**

Teacher-3 had already started teaching when the videotaping started. Therefore, the opening part of the session was not recorded. Throughout the lesson time the teacher was stationed at one spot facing the class, and walked to the blackboard whenever she had something to write. She kept the textbook in her hands until the end of the session and frequently read out sentences, words, examples, etc to the class. Her lesson had three parts: speaking, vocabulary and grammar. (See Appendix III, T3, pp. 246-254). During the speaking activity the students were made to describe people by matching sentences with pictures. This was how the discourse proceeded. See Extract i) below.

Extract i) T: ...There are four kinds of pictures ———explaining  
 (inaudible) your book. This may  
 (inaudible) this picture (pointing at  
 the picture with the forefinger) , the  
 teacher must hurry to catch the bus.  
 This picture shows this message.  
***Indezih new*** (meaning: ‘it is like this’)  
 S: (students following)  
 (See AppendixIII T3, p. 247)

When the activity started the teacher explained to the students how they were supposed to perform the task. At the end of the utterance, she switched to L1 to emphasize her point. Then the question and answer task proceeded in the following manner.

Extract ii) T: (inaudible) you need a rest (inaudible) ———eliciting  
 or you (inaudible). Which picture show  
 (inaudible)? ***yetignaw si’il new***  
***Yemiasayew?*** (meaning: ‘which picture shows?’)  
 T: (Pointing at a student) ———nominating  
 S: Number two. ———reply  
 T: Number two answer is correct ———evaluating  
 (See Appendix III, T3, pp. 248)

In Extract ii above, the teacher asked the question in Amharic (L1) once and that solved the students’ comprehension problem. The students were required to match as many as nine sentences with the different aspects of the pictures. At another point during this activity she used the strategy of repeating. See extract iii below.

Extract iii) T: Look at it. The hardworking family will have —re-eliciting  
 a long rest. No. look at it. Look at it. Look at it  
 again. The hardworking family will have a  
 long rest after the harvest.  
 T: (inaudible) ———nominate  
 S: (inaudible) ———p-reply  
 T: No. ———evaluate  
 (See Appendix III, T3, pp. 248)

In the function of re-elicitation just above, she repeatedly said the sentence: ‘Look at it,’ and when asked after the lesson was over why she did so, she replied using L1 thus:

*“Ijochu ligebachew silalchale tiyakewin almelesum. Bamarigna keminager biyenew yedegagemkut.”* Meaning: ‘The students did not answer the question because they could not understand it. I repeated so as not to use L1.’ When speaking activity was over, the vocabulary activity started. The teacher asked them to give the meanings of some of the words and phrases used in the sentences by guessing. The following extract is an example of how the activity was conducted.

Extract iv) T: The carpenter is making a beautiful stool—reading the book  
A carpenter. He is a carpenter. There is a stool. Look at it stool. There is a stool. A beautiful stool. A beautiful the beautiful stool that the carpenter made will be a gift for his mother. describing  
(See Appendix III, T3, pp. 249)

In Extract iv she read out to the class the text written in the textbook. She said, “Difficult so I read the book.” Then she switched to L1 and continued, “Lemabrarat silemikebd mesihafun manbeb yishalal biyenew.” (Meaning: ‘As it is difficult to describe, I thought reading the book was better.’) During the activity she did employ four strategies: language switch, reading, repeating and paraphrasing.

The grammar activity focused on identifying verbs and adverbs in sentences. During the lesson the teacher used five types of communication strategies. Language switch, repeating, paraphrasing, reading and writing. In the following extract she used writing the description given in the textbook on the blackboard.

Extract v) T: An adverb is word that is describe verb. ———writing  
Adverb usually end the letter ‘ly’ (writing on blackboard from text book) is what an adverb a word look at it. An adverb is a word that describe is a verb. Adverb usually end by the letter ‘ly’.  
(See Appendix III, T3, p. 252)

Concerning Extract v the teacher said that she found writing was necessary because she would not be able to explain as well as the textbook and the students understand better when they read from the blackboard. When asked whether she was sure that the students understood, she replied that they could understand gradually. Table – 10 provides the types of communication strategies T3 employed during the course of the whole lesson.

Table – 10  
Types and number of communication strategies T3 employed

| Achievement strategies   | number of times used | Percentage |
|--------------------------|----------------------|------------|
| Language switch          | 25                   | 64.1       |
| Repeating                | 7                    | 18         |
| Paraphrasing             | 2                    | 5.1        |
| Reading from textbook/bb | 3                    | 7.7        |
| Writing on bb            | 2                    | 5.1        |
| Total                    | 39                   | 100        |

The five types of communication strategies were employed 39 times in all, and they were basically served to compensate for the teacher’s linguistic deficiencies and also to solve students’ comprehension problems.

#### **4.2.2.4 Teacher 4 (Lesson four)**

Teacher 4 arrived a few minutes late. What is more, it was not possible to record the opening part of the lesson mainly because there was an unexpected change of classroom which caused a little confusion and interruption. Most of the time the teacher stood by the table in front of the class, and frequently walked to the blackboard to write the points he was saying. His lesson was a reading comprehension (see Appendix III, T4, pp. 255-266).

The teacher asked different questions on the reading passage that the students had read the previous period. He asked each question by writing it on the blackboard. He also wrote the answers. The students were able to answer only few questions. So, he took most of the time asking and answering, and writing points on the blackboard. The following extracts from the lesson show how the activity proceeded.

Extract i) T: Ok. Unit (inaudible) unit (inaudible) ————— elicit  
 divided the street children into how  
 Many types? Yes. Street children into  
 How many type? Yes?  
 T: Yes. ————— nominate  
 S: (inaudible) ————— reply  
 T: Three. Ok. According to Unicef ————— evaluate  
*indeyunisef* there are three type  
 of street children to Unicef (writing  
 on bb)to - Unicef. There – are – three  
 – type – of - street - children.  
 (See Appendix III T4, p. 255)

In this exchange the teacher employed L1 once, ‘*indeyunisef*’ and that was to provide a translation of the phrase ‘according to Unicef’. In the following elicit exchange he employed the strategy of paraphrasing once. (See underlined sentence)

Extract ii) T: The next one minister of labor ————— elicit  
 (writing on bb) minister of labor  
 labor and social affairs. Yes. What  
 does this mean this one? What do  
you know about this minister?  
 T: Yes. Filagot. ————— nominate  
 S: (NR) ————— (NR)  
 T: Yes come on ————— prompting  
 S: (inaudible) ————— reply  
 T: About business. ————— evaluate  
 (See Appendix III, T4, p. 262)

In Extract ii the underlined part of the teacher’s elicitation is a paraphrase of the preceding sentence. The teacher said that having noticed the students’ lack of comprehension, he paraphrased the question in order to simplify it. T4 is also one of the teachers who used the strategy of word coinage. The following extract provides the context where he used the strategy.

Extract iii) T: What is another? What is another? ————— eliciting  
 T: Yes. ————— nominating  
 S: (Inaudible). ————— reply  
 T: Their problem if there is (inaudible) they ————— evaluate  
 ran away and so on the street they will be. They created  
 problem. They can’t get nice clothe. They don’t  
 have their stomach empty. They suffering during  
 night time with very suffering cold. During day

time (inaudible)rain (inaudible) the hot sunny and wind.  
(See Appendix III, T4, p. 250)

In Extract iii, the coined phrase is ‘suffering cold’. What he actually wanted to say was ‘severe cold’. “*ijig betam yemiansefesif kizikaze lemalet felige kalu sitefagne yihin tetekemku*,” he said after the lesson. (Meaning: ‘I used this because I was not able to find the word’). During the lesson the teacher used five types of communication strategies. He employed language switch more than any of the other strategies. The table shows the strategies the teacher used during the whole lesson.

Table – 11

Types and number of communication strategies T4 employed

| Achievement strategies | number of times used | Percentage |
|------------------------|----------------------|------------|
| Language switch        | 28                   | 53.8       |
| Paraphrasing           | 14                   | 26.9       |
| Repeating              | 7                    | 13.5       |
| Literal translation    | 2                    | 3.9        |
| Word coinage           | 1                    | 1.9        |
| Total                  | 52                   | 100        |

As indicated in the Table – 11, the strategy of language switch (52.8%) followed by the strategy of paraphrasing (26.5%) were the most frequently employed.

#### 4.2.2.5 Teacher 5 (Lesson five)

Teacher 5 entered class a bit later than the usual time. After a short greeting, she started the lesson almost always she stood near the blackboard and wrote nearly everything she said. Once she moved around in the middle of the students checking how the students were doing the activity. The main activity during this lesson was describing people and their actions by matching sentences with pictures. The activity was intended to provide students with the opportunity to practice speaking (see Appendix III, T5, pp. 267-277). During the lesson the teacher used five types of communication strategies (see Table – 12). She employed language switch more often than the rest. The following extracts show the use of these strategies:

- Extract i) T: About *si'ilu* (meaning: 'the picture') ----- explaining something about the picture (inaudible) with your partner about the picture. What you see in on the picture.... Each picture saying something. So eh please eh look carefully and then eh you try to write a sentence for each picture.
- S: (students follow)  
(see Appendix III, T5, p. 268)

In the above direct exchange the teacher employed the strategies of language switch and paraphrasing once each. The L1 word *si'ilu* means 'the picture'. The underlined part of the utterance is the paraphrased sentence. In the following elicit exchange the strategies of language switch and literal translation were used once each. While the L1 version is a translation of the question the teacher asked in English just before it, the underlined part of the utterance is a literal translation of the Amharic (L1) word order.

- Extract (ii) T: You know gift? *Gift tawkalachihu?* -----eliciting (meaning: 'do you know what gift means?')  
Yes.
- S: (NR) \_\_\_\_\_(NR)
- T: Without payment that someone Give you eh is a present. So the The last one say (reading) when the lazy brother awake when the lazy brothers awake they will have much work to do.  
(see Appendix III, T5, p. 274)

The teacher asked the question but did not wait for the students to answer. She answered the question herself. When asked why she did like that, she said that she observed that the students did not understand and were eagerly waiting for her. That could be the case but it was not easy for the researcher to notice that. The type and number of strategies employed during the whole lesson by this teacher are given in the following table.

Table – 12  
Types and number of communication strategies T5 employed

| Achievement strategies   | number of times used | Percentage |
|--------------------------|----------------------|------------|
| Language switch          | 35                   | 87.5       |
| Literal translation      | 2                    | 5          |
| Non-verbal               | 1                    | 2.5        |
| Paraphrasing             | 1                    | 2.5        |
| Reading from textbook/bb | 1                    | 2.5        |
| Total                    | 40                   | 100        |

In the classroom language of Teacher 5 also the strategy of language switch has the highest percentage of occurrence – 87.5%.

#### 4.2.2.6 Teacher 6 (Lesson six)

Teacher 6 arrived late and consequently, did everything very fast. He was always near the blackboard. It was a reading comprehension lesson. This lesson was divided into five activities – revision questions on the last lesson, pre-reading, reading, vocabulary and writing. The teacher began the lesson with a few questions to revise the last lesson. Here is an extract from the discourse during the revision activity.

Extract i)                    T: What is ‘tourism’? —————eliciting  
                                   T: Yes. —————nominating  
                                   S: (inaudible) —————reply  
                                   T: (writing on bb) Tourism is a —————evaluating  
     business for a country.(then orally)  
     **yegebi minch** (meaning: ‘source of income’)  
     and it can eh facilitate for tourists.  
     (See Appendix III, T6. p. 278)

In the elicit exchange above, the teacher used L1 (Amharic) once to explain the purpose of tourism. He said that the students would not have understood him if he had not used L1. he added that using L1 also helped him to avoid the problem of involving in the production of longer and complicated expressions.

During the pre-reading activity the teacher asked only one question related to the topic. At this time he used the strategies of repeating and paraphrasing once each. He repeated the beginning of the question ‘**what do**’ to fill the gap that resulted from lack of expression, and paraphrased the question by changing the tense, in this case, from simple present into simple past. (See the underlined part in the text just below). What he actually did was attempt to correct his error, but did not succeed. What he wanted to say was, “**What comes to your mind ...?**” Here is the text:

Extract ii)                    T: Mount what do you know bout Mountain ——eliciting  
    nyala? What what do what What do you  
    come what did it come to you mind  
    **whenever you talk about Mountain nyala?**  
    S: (NR) ——(NR)  
    (See Appendix III, T6, p. 279)

Then he instructed the students to read the passage as follows:

Extract iii)                    T: Now read the (inaudible) the two —— giving instruction  
    (inaudible) on page fifty nine to turning  
    the more the eh I mean mountain nyala.  
    Read it for five minute silently. Ok. Read  
    it. Ok. Read for yourself *anibut* (meaning: ‘read it’)  
    ( The students responded by opening their textbook)  
    S: (students follow order)  
    (See Appendix III, T6, p. 280)

In this context the teacher used L1 once – ‘*anibut*’ means ‘read it’. After hardly two minutes he stopped them and told them to guess the meanings of some of the words. This was how the question and answer activity was carried out.

Extract iv)                    T: And to hunting means what? ——eliciting  
    Hunting *malet minmaletnew?*  
    (meaning: ‘what does it mean?’)  
    T: Yes. ——nominating  
    T: (inaudible) ——reply  
    T: Yeah. ——evaluating  
    (See Appendix III, T6, p. 282)

In this elicited exchange he employed the strategy of language switch once to translate the question he asked: ‘Hunting *malet minmaletnew*’ is the same as ‘what does hunting mean’. The teacher asked the meanings of about four words and hardly received a correct answer. So, he had to provide the answers himself.

The last activity was a writing exercise. The teacher instructed the students to complete a dialog. However, seeing that he had little time left, he instructed them to do the exercise at home. This was how the instruction was given.

Extract v)                      T: And \_\_\_\_\_framing  
    Let me give you some exercise \_\_\_\_\_focusing  
    to do what homework *wuyiyit*  
    (meaning: ‘discussion’)  
    following that you have a dialog  
    between Aida and (inaudible)  
    (See Appendix III, T6. p. 283)

In this boundary exchange in which he used the functions of framing and focusing, he employed the L1 word ‘*wuyiyit*’ which means ‘dialog’. The instruction did not stop there. He continued explaining how they should do it and throughout this time he employed the strategy of language switch five times. The following table shows the strategies he used during the whole lesson.

Table – 13  
 Types and number of communication strategies T6 employed

| Achievement strategies   | number of times used | Percentage |
|--------------------------|----------------------|------------|
| Language switch          | 16                   | 53.3       |
| Repeating                | 4                    | 13.3       |
| Paraphrasing             | 5                    | 16.7       |
| Reading from textbook/bb | 2                    | 6.7        |
| Writing on bb            | 3                    | 10         |
| Total                    | 30                   | 100        |

Teacher 6 employed the least number of strategies, 30 in all, of which the strategy of language switch accounts for 53.3%.

#### 4.2.2.7 Teacher 7 (Lesson seven)

The lesson was basically a writing lesson but it was integrated with speaking (see Appendix III, T7, pp. 284-297. Earlier, the students had been given a homework based on the passage in the textbook – they were required to write sentences about five famous Ethiopians. The teacher instructed the students to read out the paragraph they had compiled about the individuals. This was how she gave the instruction:

Extract i)                    T: Take out your exercisebook. **Take out**——— giving instruction  
   **Your exercisebook.** (pause) **Take out**  
   **Your exercisebook.** (students followed order)  
   S: (students follow instruction)  
   (see Appendix III, T7, p. 284)

In this function of giving direction the teacher said the instruction three times two of which were repetitions. The utterance that immediately followed the instruction was a question which the students answered in chorus. No strategy was employed during this time.

Extract ii)                    T: And your homework about the five —————eliciting  
   and (inaudible) and (inaudible)?  
   S: Yes. —————class reply  
   (See Appendix III, T7, p. 284)

Following the question, she gave another instruction in which she employed the strategies of repeating and language switch once each, and paraphrasing twice. Here is the text.

Extract iii)                    T: Ok. Now I want you to read your —————giving instruction  
   paragraphs. I want you to read your paragraphs.  
   **Inditanebufeligalehu.** (pause) I want you read  
   out your paragraph. Read. Read. (students show readiness)  
   S: (students follow instruction)  
   (See Appendix III, T7, p. 284)

*'Inditanebu felgalehu'* is the L1 version of the sentence 'I want you to read' which she repeated once and paraphrased two times.

This activity of reading out the paragraphs they had written to the class took nearly half of the lesson time. The teacher selected students at random to read out all the sentences they had written about the five famous Ethiopians. When that activity was over, the teacher

instructed the students to put away their exercise-books and orally say the sentences about the five individuals.

This activity took most of the lesson time. Many students were randomly selected and given the opportunity to try to give the answers. During the lesson the teacher employed four types of communication strategies: language switch, non-verbal, repeating and paraphrasing. Language switch was the most widely used strategy. The following extracts are examples of how the activity was conducted. One question was built upon another.

- Extract iv) T: (inaudible) let say something about (inaudible). How many —eliciting  
people (inaudible) ? how many people are there (inaudible)?  
S: Five. —————Class reply  
T: Five. There are *bemelmejaw wust* —————evaluating  
*amist sewoch allu*. Five people. Yes.  
(see Appendix III, T7, p. 286)

In the above elicit exchange the sentence ‘there are five people’ was translated into L1: ‘*bemelmejaw wust amidst sewoch allu*’. Then based on this question the following was asked:

- Extract v) T: Who are the five people (inaudible)? —————eliciting  
T: Abaye. —————nominating  
S: (inaudible) Baalu Girma —————reply  
T: Baalu Girma enough Baalu Girma. —————evaluating  
(See Appendix III, T7, p. 282)

No communication strategy was used in the above elicit exchange. However, in the following elicit exchange a translation of the question was provided in L1.

- Extract vi) T: How many of them how many of them male —————eliciting  
(inaudible)? *Kenezih kamistu wust*  
*sintochu wendoch nachew?* (a translation of the English)  
T: Yes. —————nominating  
S: (inaudible) —————reply  
T: Three. —————evaluating  
(See Appendix III, T7, p. 282)

The table below gives a list of the communication strategies used by teacher 7.

Table – 14  
Types and number of communication strategies T7 employed

| Achievement strategies   | number of times used | Percentage |
|--------------------------|----------------------|------------|
| Language switch          | 46                   | 94         |
| Repeating                | 1                    | 2          |
| Reading from textbook/bb | 1                    | 2          |
| *Topic avoidance         | 1                    | 2          |
| Total                    | 49                   | 100        |

From Table-14 it can be observed that she employed three achievement strategies and one reduction strategy. At one point during the lesson she avoided discussing the word ‘occupation’ because she was not sure of her definition (see Appendix III, T7, p. 297). That is where she employed the strategy of topic avoidance (see asterisked strategy in table – 14). While she employed the strategies of ‘repeating’ and ‘reading from textbook’ once each, she used language switch very frequently.

#### 4.2.2.8 Teacher 8 (Lesson eight)

Teacher 8 conducted a grammar lesson that focused on two items: countable and uncountable nouns and the possessive form with the apostrophe (...’s and ...s’). The discussion on countable and uncountable nouns was a brief revision of the last lesson. The teacher asked a few randomly selected students to give her examples of these nouns. The following texts are examples taken from the transcribed lesson.

- Extract i) T: *Isti andand yenoun misale situ.* \_\_\_\_\_eliciting  
(meaning: ‘give examples of nouns)  
Countable and uncountable.  
(Inaudible) hmm or hair hmm  
table.  
T: (Pointing at a student). \_\_\_\_\_ nominating  
S: chair. \_\_\_\_\_reply  
\* \* \* \*  
T: Eh. \_\_\_\_\_nominating  
S: Table. \_\_\_\_\_reply



|                     |    |     |
|---------------------|----|-----|
| Paraphrasing        | 1  | 2.7 |
| Literal translation | 1  | 2.7 |
| Total               | 37 | 100 |

#### 4.2.3 Summary of Types of Communication Strategies

According to the analysis of the transcribed lessons, both types of communication strategies, i.e., achievement and reduction strategies were employed by the eight teachers. Table-16 shows the distribution of these strategies in the classroom language of the teachers.

Table-16

Type and number of communication strategies used by the Teachers

| CSs         | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | Total | %    |
|-------------|----|----|----|----|----|----|----|----|-------|------|
| Achievement | 64 | 34 | 39 | 52 | 40 | 30 | 48 | 37 | 344   | 99.4 |
| Reduction   | 1  | –  | –  | –  | –  | –  | 1  | –  | 2     | 0.6  |
| Total       | 65 | 34 | 39 | 52 | 40 | 30 | 49 | 37 | 346   | 100  |

It is clear from Table-16 that achievement strategies dominated the teachers' classroom language. While they accounted for 99.4% of the two strategy types, reduction strategies accounted only for 0.6%. There are nearly a hundred times as many achievement strategies as reduction strategies. As indicated in the results (see 4.2.2, pp.98-117), nine types of achievement strategies and two types of reduction strategies were identified in the classroom language of the teachers. Table-17 shows the distribution of strategies in terms of type.

Table – 17

Types and number of Achievement and Reduction strategies Used by the Teachers

| Major Categories       | Communication Strategies  | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | Total | %    |
|------------------------|---------------------------|----|----|----|----|----|----|----|----|-------|------|
| Achievement Strategies | Language switch           | 42 | 34 | 25 | 28 | 35 | 16 | 46 | 28 | 254   | 73.3 |
|                        | Repeating                 | 9  | –  | 7  | 7  | –  | 4  | 1  | 7  | 35    | 10.1 |
|                        | Paraphrasing              | 6  | –  | 2  | 14 | 1  | 5  | –  | 1  | 30    | 8.7  |
|                        | Reading from textbook /bb | 1  | –  | 3  | –  | 1  | 2  | 1  | –  | 8     | 2.3  |
|                        | Literal translation       | 1  | –  | –  | 2  | 2  | –  | –  | 1  | 6     | 1.7  |
|                        | Writing on blackboard     | 1  | –  | 2  | –  | –  | 3  | –  | –  | 6     | 1.7  |
|                        | Word-coinage              | 2  | –  | –  | 1  | –  | –  | –  | –  | 3     | 0.8  |
|                        | Non-verbal                | 1  | –  | –  | –  | –  | 1  | –  | –  | 2     | 0.5  |

|                      |                       |    |    |    |    |    |    |    |    |     |     |
|----------------------|-----------------------|----|----|----|----|----|----|----|----|-----|-----|
|                      | Appeal for assistance | 1  | -  | -  | -  | -  | -  | -  | -  | 1   | 0.3 |
| Reduction Strategies | Meaning abandonment   | 1  | -  | -  | -  | -  | -  | -  | -  | 1   | 0.3 |
|                      | Topic avoidance       | -  | -  | -  | -  | -  | -  | 1  | -  | 1   | 0.3 |
|                      | Total                 | 65 | 34 | 39 | 52 | 40 | 30 | 49 | 37 | 346 | 100 |

As can be observed from Table-17, some of the strategies were employed more often while others were employed rarely. The table shows these strategies in the order of the frequency of their occurrence, i.e. from the most frequently used to the least used strategy. While the strategy of language switch was employed by all the teachers, repeating and paraphrasing were employed by six of the teachers each, reading by five teachers, literal translation by four teachers, word coinage by two, and non-verbal by two and appeal for assistance by one teacher. In terms of individual teachers, there are also differences in the number and type of strategies employed. While T1 employed all the nine types of strategies, T3, T4, T5 and T6 used five of them, T8 four, T7 three and T2 only one.

With regard to reduction strategies, the second broad category, two types of strategies were identified, namely, topic avoidance, and meaning abandonment. These strategies were employed only by two teachers. The other six did not use any reduction strategy at all. T1 employed the strategy of meaning abandonment only once (see Appendix III, T1, p. 234), and T7 employed topic avoidance strategy likewise (see Appendix III, T7, p. 297).

As pointed out earlier, strategies used to compensate for a deficiency with the aim of facilitating communication are part of the language functions that are employed by speakers to serve particular communicative purposes. A speaker involved in a particular conversational situation may intend either to ask a question or to provide information or to give instructions. This is the possible communicative context in which a problem can arise and the attempt to repair a breakdown is made. What this means is that one cannot think of communication strategies without language functions which render language its purpose and meaning. Therefore, analyzing communication strategies in their natural context of language functions can provide information that is meaningful to projects intended to find solutions to language learning and teaching problems. In the following section the

communication strategies identified in the classroom languages of the teachers will be located or redefined in relation to the language functions used by the teachers.

### 4.3 Communication Strategies in Terms of Language Functions

It was indicated earlier in the scope of the study and in the research questions (see pp.22, 18-19), this study aims at locating the communication strategies in relation to the language functions the teachers used during the lessons. This provides a more focused picture of where and when the teachers faced problems and what measures they took to alleviate the situation. So, the questions are: “What is the distribution of communication strategies across language functions? Does the use and frequency of communication strategies relate to the level of difficulty of language functions?” To be able to answer these basic research questions, it was necessary to identify the language functions that the teachers used during their lessons. Then the communication strategies were located in the specific contexts of their occurrence. In the following sub-section the types and frequency of language functions that the teachers used while conducting their lessons are presented.

#### 4.3.1 Language Functions Used by the Teachers

The two major levels of discourse observed in the analysis of the teacher’s classroom language are exchanges and functions. The types of exchanges identified within the stages of the lesson are: Inform, Elicit (including re-elicit), Direct, Check and Boundary. The frequency and percentage of occurrence of these exchanges in the lessons conducted by the eight teachers are provided in Table-18.

Table-18

Frequency and percentage of exchanges of Language Functions

| Teachers | Elicit | Direct | Inform | Check | Boundary | Total | %    |
|----------|--------|--------|--------|-------|----------|-------|------|
| T1       | 56     | 12     | 13     | 15    | 4        | 100   | 15.8 |
| T2       | 38     | 3      | 5      | –     | 6        | 52    | 8.2  |
| T3       | 44     | 8      | 14     | 8     | 8        | 82    | 12.9 |
| T4       | 53     | 1      | 2      | 1     | 4        | 61    | 9.6  |
| T5       | 36     | 8      | –      | 18    | 9        | 71    | 11.2 |
| T6       | 26     | 6      | 2      | –     | 7        | 42    | 6.6  |
| T7       | 103    | 13     | 1      | 1     | 10       | 128   | 20.2 |
| T8       | 71     | 5      | 5      | 13    | 4        | 98    | 15.5 |
| Total    | 427    | 56     | 42     | 56    | 52       | 633   | 100  |
| %        | 67.6   | 8.8    | 6.6    | 8.8   | 8.2      | 100   |      |

According to the data provided in Table-18, Elicit exchanges occupy the widest space in the classroom language of each teacher. They account for 67.6% of the frequency of the exchanges. The other four exchanges combined together are much fewer than Elicits and account only for 32.4%. This shows that what much of these English teachers did in the classroom was ask questions in certain ways about the points they raised during the lessons based on the topics given in the textbooks, and they used prompts, loops and the like to re- elicit unanswered questions. The teachers seldom used the function of inform before or after elicits. Most of the lesson time therefore was consumed by elicit exchanges. This finding seems to go in line with Hughes (1981:34) view that ‘question-asking’ takes a large proportion of the teacher’s time, and what Tollefson (1989:6) says about questions being one of the commonest types of utterances in ESL classes. He mentions White and Lightbrown (1984) as having discovered in a study that a single ESL teacher asked 427 questions in a 50-minute class.

Only in the lessons of T1 and T3 can one see that informs took more space than in the lessons of the other teachers. As mentioned earlier, there are student-initiated exchanges in the lessons of these teachers. However, these are very few and scarcely noticeable. The fact that the frequency of elicits is far greater than that of the rest and that much of the lesson time was devoted to this exchange shows that the method of teaching the teachers followed was primarily the one suggested in the textbooks. This dependency on the presentation of language items followed by the textbooks relieves the teachers of the trouble of having to devise more meaningful and motivating methods of presentation specific to the individual classroom contexts. In addition, it also seems to save the teachers from committing errors if they try to use the language more freely. As can be seen from the transcribed texts (see Appendix III, T1-T8, pp.227-304), the teachers’ language becomes erroneous and hence difficult to understand whenever they tried either to evaluate a student’s response or to explain a point before and after an elicitation. So, most of the time they would choose to stick to asking questions in some way and using prompts, loops, and nominates in order to avoid making errors or undergoing the unpleasant experience of falling short of expression in front of their students. The teachers have expressed this view in their discussion with the researcher after the lessons. See also verbal report ( Appendix IV, T1-T8, pp.305-320). This is a fact which was also



understanding now and then. This is where the need and opportunity for using communication strategies arises. The use and distribution of communication strategies depends on the level of difficulty the language functions pose both for the teacher and the students. Either the teacher has a difficulty in expressing himself or the students have a problem in understanding what the teacher is saying. To solve this problem a teacher may use either an achievement strategy or a reduction strategy at a particular moment in the course of the lesson. The following extract is a good example of this condition. It is an inform exchange in which the teacher employed the strategies of non-verbal and language switch. (See Appendix III, T1, p. 227).

Extract ii) T: we use it for different as neck face —————explaining  
 (showing the object) a bracelet ring as earring— (non-verbal strategy)  
 we can use it very expensive even to *wudnew* —(language switch)  
 because it is not available *aygegnim bekealu* —(language switch)  
 even eh we can't buy it cheaply if is not cheap  
 even so turist might get this just means of income.  
 S: (students follow)  
 (See Appendix III, T1, p. 227)

The following chart can give a general idea of how much space each of the language functions covered in all the lessons.

Figure 2: Pie chart showing the area occupied by each exchange in the classroom language of the eight teachers

In conclusion, it is clear from the data (see Table – 18) that most of the lesson time was spent on asking questions rather than for example, giving instructions and explaining or putting over information. This makes it important to look into the types of elicits that were involved in the lessons because it can help to get a more specific view of the contexts in which the teachers had to use communication strategies. In other words, it can

help to identify the types of questions they found difficult to produce, and therefore required the use of communication strategies. In the following subsection the types of elicits the teachers used will be provided.

#### 4.3.1.1 Types of Elicits

Six types of elicits were observed in the analysis of the classroom language of the teachers five of which are commonly known questions. These are: wh-questions, yes/no questions, questions with rising intonation, matching questions, fill in the blanks questions. But there is also a sixth group of elicits that is rather difficult to identify with the others. However, since the utterances in this group have the purpose of eliciting responses from students, they are classified under a category designated as ‘Miscellaneous’. ‘Miscellaneous’ includes nominates, prompts and clues, loops, and statements and directs serving the function of eliciting. Table 19 shows the types and frequency of elicits identified in the classroom language of the teachers.

Table – 19  
Types and Frequency of Elicits in the Teachers’ Classroom Language

|       | Wh-questions | Yes/No questions | Questions of raising intonation | Match question | Fill in the blanks | Miscellaneous. | Total |
|-------|--------------|------------------|---------------------------------|----------------|--------------------|----------------|-------|
| T1    | 41           | 3                | 7                               | –              | –                  | 5              | 56    |
| T2    | 10           | 1                | 6                               | –              | –                  | 21             | 38    |
| T3    | 14           | 3                | 3                               | 9              | –                  | 15             | 44    |
| T4    | 23           | –                | 9                               | –              | 1                  | 20             | 53    |
| T5    | 6            | 6                | 3                               | 13             | –                  | 8              | 36    |
| T6    | 16           | 1                | –                               | –              | –                  | 9              | 26    |
| T7    | 29           | 3                | 16                              | –              | –                  | 55             | 103   |
| T8    | 9            | 3                | 13                              | –              | –                  | 46             | 71    |
| Total | 148          | 20               | 57                              | 22             | 1                  | 179            | 427   |
| %     | 34.7         | 4.7              | 13.3                            | 5.2            | 0.2                | 41.9           | 100   |

It can be seen from Table – 19 that the highest number of elicits are those that come under the category designated as ‘Miscellaneous’. They covered 41.9% of elicits. The

teachers found these easier to manipulate than the other types of elicits because these did not require so much knowledge of the grammatical rules or a rich vocabulary repertoire. They involved the use of only single items such as yes, another, again, eh/hmm uttered with a falling intonation, very short utterances which served in prompting students to respond, for example, say it or say it again, repetition of a word or part of a student's response with a falling intonation, nominations and non-verbal initiations. From the observation made by the researcher and from the investigation of the recorded lessons it was evident that this way of asking questions, i.e. nominating or prompting, looping or non-verbal initiations, etc was the easiest. The teachers frequently used them as they did not demand the construction of long or full sentences which would otherwise have called for the use of correct tense, word order, etc. In addition, the teachers seemed to be more used to initiating or continuing the classroom discourse through this type of elicitation rather than others.

The second highest number of elicits are wh-questions. They covered 34.7% of elicits. These include those taken from the textbooks and those produced by the teachers. Wh-questions require the use of correct tense, subject-verb agreement, word order, etc. It was observed that whenever the teachers produced such questions they committed errors of various types or fell short of expression that threatened the smooth progress of the lesson – a condition which called for the use of communication strategies. The following texts are taken from the recorded lessons and can provide a good example of the situation.

Extract iii) **From the plants what kind of plants there are?** (See Appendix III, T2, 241 )

**What does it mean street children?** (See Appendix III, T4, p.255)

**What she is famous please?** (See Appendix III, T1, p.230)

**What model is you know?** (See Appendix III, T1, p.230)

**What do you come what did it come**

**to you mind when you talk about...?** (See Appendix III, T6, p.279)

A very common feature of the Wh-questions produced by almost all the teachers is that the wh-word frequently occurs at the end of the question. This is the case with over two thirds of the 148 such questions the teachers used. Even though this situation may not as such have a significant impact on the students' comprehension, it can be the cause of

misunderstanding and confusion as it violates the normal acceptable wh-question pattern. This situation was observed by the researcher quite often when students failed to respond to such an elicit and the teachers had to use communication strategies to alleviate the problem.

The third highest number of elicits is that of questions asked with a rising intonation. These questions cover 13.3% of the total frequency. Similar to questions under 'Miscellaneous', these did not require of the teachers the knowledge of grammar rules either. From the table above it can be observed that five of the teachers found them as easier to manipulate as those under 'Miscellaneous'. These questions demanded only the repetition of a word or phrase of the students' responses or a statement with a rising intonation.

'Match' questions come next to questions with a rising intonation. They cover 5.2% of elicits and all of them directly come from the textbooks. These occurred only in the lessons of two of the teachers (T3 and T5). During the matching activity, the teachers simply produced the question numbers one after the other or sometimes read out the questions to the students. They did not have to worry about producing their own sentences. Whenever the students failed to understand the questions they would use communication strategies such as repeating, language switch more frequently and a limited amount of paraphrasing.

The fifth highest number of questions is Yes/No questions and they cover 4.7% of the total number of elicits. While one of the teachers did not use them at all during his lesson, the rest altogether employed 23 such questions. These questions are mostly restricted to questions beginning with the auxiliaries 'can, do, are, have/has', etc. For example, questions like 'Do you agree?' 'Is it adjective?' 'Can you mention?' 'Have you get it?', and questions that provide two alternative answers to choose from such as 'Is this live or lived?' are very common. The use of yes/no questions was minimal, it could be that they required of the teachers knowledge of rules of grammar such as subject-verb agreement, word order, tense – a condition which the teachers perhaps were not sure of.

'Fill in the dash' questions come last in terms of frequency of occurrence. They cover only 0.2% of the total frequency of elicits. While they are completely absent in the classroom language of seven of the teachers, they occurred only once in T4's classroom language. This was perhaps because either the textbooks did not include them or the teachers did not find them necessary then.

With regard to grouping types of questions, there are different categories suggested by researchers based on the aims of their investigations. Hughes (1981:34-5) roughly divides types of questions that L2 teachers ask into two broad categories: 1) questions to which a teacher can provide the answer although the students are initially expected to supply it; 2) questions for which the students alone can provide the answer. In the first type he has what he calls 'Language questions and Comprehension questions'. In the second type he has 'Lesson progress questions and Opinion and Reference questions'. Of these, in general, 'Language questions' are the most frequent and major questions that are found in the classroom language of the eight teachers, although there are differences among them owing to variations in topics of the lessons. The example Hughes provides shows that almost all the questions asked by these teachers are nearly like that. Here is the example:

What is the past tense of 'to sing'?

Is this right?

What is the answer to number six?

#### **4.3.1.1.1 Elicits and Re-elicits**

Because of the high frequency of occurrence of elicits (67.6%) in the classroom language of the teachers in general, and the high frequency of occurrence of CSs in elicits, it has been found appropriate to classify them into 'Initial elicits' and 'Re-elicits' in order to see how many of them were fresh questions and how many were repetitions, and whether these influenced the use of CSs. Hicks (1983) reported that Tanzanian Primary school teachers of English used re-eliciting as a strategy to repair communication breakdowns. A similar condition seems to prevail in the case of Ethiopian second cycle primary school teachers of English. However, Hicks does not provide the specific types of strategies those teachers employed as the focus of his study was the language functions the teachers

used and the linguistic errors they committed. His conclusion was made in relation to the errors the teachers committed. But as the focus of the present study is the identification of communication strategies in the context of language functions, re-elicits are not as such taken as communication strategies in their own right but as a context in which communication strategies occur. This is owing to the fact that re-elicits do not always result from either the teacher's lack of expression or students' failure to understand. If either of these conditions prevails, re-elicits provide the context for the occurrence of any one or more of the communication strategies described earlier (See Appendix III, T1-T8, p.227-304).

Table – 20

Frequency and percentage of Initial elicits and Re-elicits

|                | T1 | T2 | T3 | T4 | T5 | T6 | T7  | T8 | Total | %    |
|----------------|----|----|----|----|----|----|-----|----|-------|------|
| Initial elicit | 33 | 35 | 40 | 42 | 35 | 16 | 98  | 52 | 351   | 87.4 |
| Re-elicite     | 23 | 3  | 4  | 11 | 1  | 10 | 5   | 19 | 76    | 12.6 |
| Total          | 56 | 38 | 44 | 53 | 36 | 26 | 103 | 71 | 427   | 100  |

From Table – 20 it can be observed that the teachers used a total of 427 elicits of which 351 were initial elicits and 76 were re-elicits. All the teachers used more initial elicits than re-elicits. T1, T4, T6 and T8 used more re-elicits when compared to that of the other teachers. While T5 used only one re-elicite, T2, T3 and T7 used few re-elicits. To provide a more focused view of the situation these elicits are treated separately below.

#### **4.3.1.1.2 Initial Elicits (Fresh Questions)**

From the analysis of the classroom language of the teachers two major sources of initial elicits were identified – the teachers and the textbooks. While some of the initial elicits were taken directly from the textbooks, a large number of them were produced by the teachers based on the textbook questions and the topics under discussion. Teacher questions account for 93.8% of the initial elicits while textbook questions account only for 6.2%. Most of the teacher-questions are questions which have been categorized under

one group as ‘Miscellaneous’. These are nominates prompts and clues, and statements and directs serving the purpose of the function of eliciting. Here are some examples of such elicits.

Extract iv) T: Walia Ibex and eh? ----- eliciting  
 T: Yes. ----- nominating  
 S: (Inaudible) Semien fall----- reply  
 T: Semien fall Semien fall----- evaluating  
 (See Appendix III, T2, p.238)

Extract v) T: Yes ----- nominating  
 S: (inaudible) ----- reply  
 T: Eh? Ah ah? Mindinew yalkew ----- looping  
 (Amharic meaning ‘what did you say’)  
 S: (Inaudible) ----- reply  
 (See Appendix III, T2, p. 242)

Extract vi) T: Other lelas? (Amharic meaning ‘other’) ----- eliciting  
 S: (Inaudible) ----- reply  
 T: Eh? ----- looping  
 S: A metal ----- reply  
 T: Mostly abzagnawngize -----evaluating  
 (Amharic meaning ‘mostly’) stools is made  
 of wood.(See Appendix III, T3, p. 249)

Extract vii) T: Another. Another. Good. ----- eliciting  
 T: Yes. ----- nominating  
 S: (Inaudible) ----- reply  
 T: Very good ----- evaluating  
 (See Appendix III, T4, p. 263)

Extract viii) T: Ok (and non-verbal initiation) ----- eliciting  
 S: (Inaudible) ----- reply  
 T: Ok. Hmm he doesn’t reads or writes his lesson ----- evaluating  
 (See Appendix III, T5, p. 268)

The second highest number of fresh questions asked by the teachers is that of wh-questions followed by questions marked with a rising intonation. Yes/No questions are much fewer. As mentioned earlier, the fresh questions taken directly from the textbooks are wh-questions, match, fill in the dashes, and Yes/No questions. Table – 21 shows the type and distribution of initial elicits.

Table –21

Frequency and percentages of the two types of initial elicits

| Types of questions | Wh-Qs. | Yes/No Qs. | Rising intonation | Match | Fill in the blank | Miscellaneous | Total |      |
|--------------------|--------|------------|-------------------|-------|-------------------|---------------|-------|------|
|                    | F      | F          | F                 | F     | F                 | F             | F     | %    |
| Teacher            | 110    | 18         | 43                | -     | -                 | 157           | 328   | 93.5 |
| Textbook           | 3      | -          | -                 | 19    | 1                 | -             | 23    | 6.5  |
| Total              | 113    | 18         | 43                | 19    | 1                 | 157           | 351   | 100  |

#### 4.3.1.1.3 Re-elicits (Repeated questions)

Yes/No questions, wh-questions, questions with a rising intonation and matching questions are the major sources of the re-elicits that resulted from students' failure to respond correctly to initial elicits, and teacher repair strategies. The types and frequency of re-elicits that the eight teachers used are provided in Table – 22.

Table – 22

Type and frequency of Re-elicits

|       | Wh-Q. | Yes/No | Q-rise into. | Matching | Miscellaneous. | Total |
|-------|-------|--------|--------------|----------|----------------|-------|
| T1    | 13    | 1      | 5            | –        | 4              | 23    |
| T2    | 1     | –      | 1            | –        | 1              | 3     |
| T3    | 2     | –      | –            | 2        | –              | 4     |
| T4    | 6     | –      | 1            | –        | 4              | 11    |
| T5    | 1     | –      | –            | –        | –              | 1     |
| T6    | 5     | –      | –            | –        | 5              | 10    |
| T7    | 3     | –      | 1            | –        | 1              | 5     |
| T8    | 2     | 1      | 9            | –        | 7              | 19    |
| Total | 33    | 2      | 17           | 2        | 22             | 76    |
| %     | 43.4  | 2.6    | 22.5         | 2.6      | 28.9           | 100   |

Unlike the initial elicits all re-elicits come from only one source, i.e. the teachers. From the observation made by the researcher and according to the findings, it can be confirmed that any failure on the part of the students to respond to an initial elicit would surely bring about one or more re-elicits intended to prompt students to arrive at the desired response. As can be seen in Table – 22, all in all 76 re-elicits were identified in the classroom language of the teachers. This is equal to 18% of the total frequency of all elicits.

#### 4.3.1.1.4 Initial elicits and Re-elicits Summarized

As can be observed from Tables 19-22, 41.9% of all elicits (i.e. both initial elicits and re-elicits) accounts for the class of questions referred to as ‘Miscellaneous’. This is no wonder because nominating or prompting, looping or giving short clues provided the teachers with an easy way of handling the classroom discourse. These expressions saved them from the trouble of having to produce long and complete sentences that would require sound lexicogrammatical resources in the target language.

In addition, reading questions from the textbook or copying them on to the blackboard was found to be the other best alternative the teachers had in beginning a new question. As long as there was the chance all the teachers preferred to read the questions direct from the textbooks. Doing so would free them from the trouble of constructing sentences of their own which could result in various errors and hence the interruption of the classroom communication.

#### 4.3.1.2 Breakdowns into Functions within Inform Exchanges

In the lessons of the eight teachers informs covered the smallest percentage of the frequency of exchanges, 6.8%. As mentioned in chapter three (see Table-5, p. 74), the functions identified within inform exchanges are of six types. They are: calling attention to contrast, definition, exemplification, introductory information, meta-explanation, and summarization. See Table – 23 below.

Table –23

Types and Frequency of language functions within inform exchanges

|       | Calling attention | Definition | Exemplification | Introducing | Meta-explanation | Summri-zation | Total |
|-------|-------------------|------------|-----------------|-------------|------------------|---------------|-------|
|       | F                 | F          | F               | F           | F                | F             | F     |
| T1    | –                 | 5          | 2               | 2           | 3                | –             | 12    |
| T2    | 1                 | –          | 1               | –           | 2                | 1             | 5     |
| T3    | –                 | 7          | 2               | –           | 3                | 2             | 14    |
| T4    | –                 | –          | –               | –           | 2                | –             | 2     |
| T5    | –                 | –          | –               | –           | –                | –             | –     |
| T6    | 1                 | 1          | –               | –           | 1                | –             | 3     |
| T7    | 1                 | –          | –               | –           | –                | –             | 1     |
| T8    | –                 | –          | 1               | –           | 4                | –             | 5     |
| Total | 3                 | 13         | 6               | 2           | 15               | 3             | 42    |
| %     | 7.1               | 31         | 14.3            | 4.8         | 35.7             | 7.1           | 100   |

The nature of the information the teachers taught their students is often reflected in these functions. This is where non-native English teachers often experience problems of linguistic deficiency that demand the use of communication strategies. These functions require sound knowledge of the linguistic structures and sufficient practice in the target language.

As can be observed from Table –23, the functions of explaining, defining and exemplifying cover a wider area in the inform exchanges that occurred in the eight lessons. They occupy 81% of the frequency of these exchanges while the rest of the functions, i.e. calling attention, introducing and summarizing occupy only 19%. A closer observation of the table shows that while T5 completely avoided these exchanges T7 employed it only once and T2 only twice. In fact, from the transcribed lessons of these teachers it can be seen that they made attempts to simplify or rephrase the questions in very few occasions. What they did most of the time was use linguistic fragments such as eh, hmm, ok, you, two-word phrases, etc and non-verbal initiations repeatedly to prompt students to respond to a series of elicits and re-elicits, and to evaluate the responses. Despite students' showing that they didn't know the answers to the questions and needed to be provided with further explaining or exemplifying etc, as much as possible, the teachers avoided involving such functions.

On the other hand, T3 and T1 used more informs than any teacher in the corpus. However, still the number of elicit exchanges they employed was far greater. In the lesson of T4 informs occurred only twice, but he spent more time than any teacher here. Although his language was, generally speaking, better than that of the rest, he provided few chances for the students to participate in pair or group activities. As Barnes (1969) says, students' participation was not only hampered but the lesson was also made dull.

As mentioned earlier, as much as possible, the teachers avoided involving in free language use even if it was necessary to give further information about the topics they were discussing. This was probably because of their poor English language command and the fear of making errors.

#### **4.3.1.3 Directs, Checks and Boundary Exchanges**

In the corpus, directs cover 8.8% of the total frequency of exchanges (see Table-18, p. 120). The directives given to students were not so varied. For example, 'look at it'; 'Read it', 'Please try to do this' are some of the most frequent ones. They are often short and in some cases long and involved a variety of errors. Directing or giving instructions is a very important function that guides and keeps students on the right track during the various activities that are carried out in the classroom. Effective instructions are instrumental in making the teaching-learning successful (Chaudron 1988). Therefore, the teachers often naturally employed communication strategies to provide their students with clear and understandable instructions.

With the exception of T1's lesson the beginning and end of each lesson of the rest of the teachers was marked by more than two boundary exchanges characterized by the functions of framing and focusing. These exchanges occupy 8.2% of all exchanges (see Table-18, p. 120). Except in few instances these are usually short but they did require the use of a certain number of communication strategies.

Like directs, checks cover 8.8% all the exchanges (see Table-18, p. 120). While T4 and T7 used the function of checking only once each, T2 did not use it at all. Checks were often used to make sure if the students understood an explanation or a question or an instruction. These were always short and did not require the use of communication strategies. Some of the commonly used expressions are: 'Is it clear? Have you understood? Yes? Ok? Right?' On the other hand, using checks often, as in the case of T5, T1 and T8, may not necessarily justify the teachers' concern about students' comprehension because it was observed that these teachers sometimes used checks simply out of sheer habit, as a transition from one point to the next. They also confirmed this. Having identified the language functions thus, the next task in the course of the analysis was to locate the communication strategies in these functions. In sub-section 4.3.2 the results of the analysis with reference to the distribution of the strategies are provided.

### 4.3.2 Distribution of Communication Strategies across Language Functions

In the classroom, as Willis (1981) notes and as discovered by this study, the teacher uses the language mostly to ask questions (eliciting), to give instructions (directing), to revise the last lesson, introduce a new topic, explain or define or comment on a point (informing), checking students' comprehension, and indicating the end of one stage of the lesson and the beginning of another. These are the contexts in which the communication strategies naturally occur. What is their distribution across the language functions? In Table-24, the distribution of communication strategies in terms of the two major categories is provided.

Table -24

The distribution of CSs across LFs in terms of the two major Categories

| CSs         | Elicit | Direct | Inform | Check | Boundary | Total | %    |
|-------------|--------|--------|--------|-------|----------|-------|------|
| Achievement | 210    | 49     | 49     | 12    | 24       | 344   | 99.6 |
| Reduction   | 2      | –      | –      | –     | –        | 2     | 0.4  |
| Total       | 212    | 49     | 49     | 12    | 24       | 346   | 100  |
| %           | 61.3   | 14.2   | 14.2   | 3.4   | 6.9      | 100   |      |

As can be observed from Table-24, there are variations in the distribution of communication strategies. Most of the strategies occurred within elicit exchanges, i.e., while the teachers were asking questions. This is because most of the lesson time was devoted to the activity of asking and answering questions, a condition common to all the eight classrooms. As indicated earlier, different types of questions were used during the lessons of the eight teachers (see Table-19, p. 124). Some required only short answers, for example, 'yes' or 'no'. Others put the demand on the students to produce one or more sentences. Whatever the type of question they asked, whenever they ran short of expression or when the students did not understand them, the teachers employed both or either of the aforementioned strategies.

In contrast to this, much fewer communication strategies were employed by the teachers within the other language functions. However, given the relatively small number of the

exchanges of direct and inform, the number of communication strategies that occurred within these exchanges cannot be considered far too small. When compared to that of elicits, the concentration of communication strategies in these functions is far greater than might be expected. The ratio of occurrence of communication strategies to the exchanges is provided in Table-25 below.

Table – 25

Ratio of communication strategies to exchanges  
(exchange frequency and communication strategy distribution)

|                           | Elicit | Direct | Inform | Check  | Boundary | Total |
|---------------------------|--------|--------|--------|--------|----------|-------|
| CSs                       | 212    | 49     | 49     | 12     | 24       | 347   |
| Exchanges                 | 427    | 56     | 42     | 57     | 52       | 633   |
| Ratio of CSs to Exchanges | 0.5: 1 | 0.9: 1 | 1.2: 1 | 0.2: 1 | 0.5: 1   | 0.6:1 |

Note: Ratio is represented as one exchange to the number of CSs. For example, 0.5:1 means an average of one CS is found in two exchanges.

CSs to Elicits – 0.5: 1

CSs to Checks – 0.2: 1

CSs to Directs – 0.9: 1

CSs to Boundary– 0.5: 1

CSs to Informs –1.2: 1

This simply means that while there is one CS in every two elicit exchange and every two boundary exchange respectively, there is nearly one CS in every direct and more than one CSs in every inform exchange respectively. With regard to checks the picture is different. There is one CS in every five check exchange. This condition points at something important, i.e. which language functions the teachers found more challenging and which they were able to manipulate with ease. In this case, while the functions of informing, directing and eliciting were rather challenging and demanded the use of more communication strategies, the functions of checking and framing and focusing were fairly easy to handle. In order to get a more specific view of the situation, looking at the distribution of each type of strategy under the two major categories is important. Table-26 provides this information.

Table – 26  
Distribution of CSs across LFs in terms of individual strategies

| Exchange | Achievement |     |       |        |        |      |       |       |      | Reduction |     | Total | %    |
|----------|-------------|-----|-------|--------|--------|------|-------|-------|------|-----------|-----|-------|------|
|          | Lsw         | NV  | Ltran | Repeat | Paraph | Read | Write | Wcoin | Apas | Tav       | Mab |       |      |
| Elicit   | 154         | 1   | 3     | 25     | 19     | 3    | 3     | 1     | 1    | 1         | 1   | 212   | 61.2 |
| Direct   | 39          | –   | –     | 2      | 3      | 2    | 2     | 1     | –    | –         | –   | 49    | 14.1 |
| Inform   | 30          | 1   | 2     | 4      | 7      | 3    | 1     | 1     | –    | –         | –   | 49    | 14.1 |
| Check    | 8           | –   | –     | 4      | –      | –    | –     | –     | –    | –         | –   | 12    | 3.4  |
| Boundary | 23          | –   | 1     | –      | –      | –    | –     | –     | –    | –         | –   | 24    | 7.2  |
| Total    | 254         | 2   | 6     | 35     | 29     | 8    | 6     | 3     | 1    | 1         | 1   | 346   | 100  |
| %        | 73.1        | 0.6 | 1.4   | 10.1   | 8.7    | 2.3  | 2.0   | 0.9   | 0.3  | 0.3       | 0.3 | 100   |      |

In all the language functions the concentration of the strategy of language switch is far greater than any one of the other strategies. As indicated earlier, the main reason for this is the fact the teachers always found L1 the best and easiest means of handling communication problems in the classroom. As can be seen from Table-26, both types of strategies occurred in the function of eliciting. However, well over 90% of these are achievement strategies. Though negligible, the two reduction strategies that were employed by T1 and T5 once each also occurred within this function. This language function has the highest frequency of occurrence, and most of the communication strategies are found here. This is perhaps because of the fact that the teachers often repeated or paraphrased the questions so that the students could understand and answer them. Elicits are of various type (see Table-19, p. 124). Some require only short answers, for example, ‘yes’ or ‘no’. Others might require the students producing one or more sentences. Whatever the type of question they asked, whenever they ran short of expression or the students failed to understand them, they employed strategies that they deemed appropriate.

In the exchanges of direct and inform the teachers used the same number of achievement strategies. But in each case it is over four times less than that of strategies in elicit exchanges. Although the teachers spent most of the lesson time asking questions, giving instructions, i.e. telling students what to do and how to do the activities they were required to do was also an indispensable language function without which they could hardly conduct the lessons. Therefore, either before an activity began or in the middle of

the activity the teachers always had to give instructions to facilitate the students' performance. Similarly, though much less frequently, the teachers used the function of informing to revise or introduce a lesson, define a word or explain a point. These functions (i.e. directing and informing) usually demand a good command of the target language. However, findings in this study show that most of the teachers had difficulty in producing language comprehensible to their students. Therefore, to solve their problem they employed communication strategies. The concentration of communication strategies in these language functions is much higher than in elicits.

The function of 'Check' often occurs particularly after an evaluation following an elicitation, an instruction or an explanation about a particular point in the course of the lesson. Its main aim is to find out whether the students have understood a point or the topic under discussions. Therefore, its occurrence is not as frequent as the functions mentioned above, i.e., the functions of elicit, inform, and direct. In addition, the number of communication strategies that occurred within the function of checking was the smallest, only 3.4% (see Table-24, pp. 134).

The Functions of framing and focusing usually occur when the teacher finishes dealing with one topic and begins the next one. It creates the boundary between one transaction and the next. Transaction refers to a unit of discourse above the exchange. It is formed by a combination of exchanges, and is often marked by a change in topic. These functions are therefore much less frequent than any of the other functions. While framing is represented by words and expressions such as 'now', 'ok', 'alright', used to show change of gear in the discussion, focusing is used to direct the attention of the students towards the new discussion point or topic. Commonly used expressions of focusing are: 'the next point is', 'coming to the second point', 'the following topic is', and etc. (see Appendix III, T1-T8, p.227-304). Depending on the number of sections or sub-topics in the lesson, there may be two or more boundary exchanges where the teacher uses these functions. 7.2% of the strategies (all achievement) occurred in this function.

### **4.3.3 Summary of Communication Strategies in Language Functions**

Five major categories of language functions were identified in the classroom language of the teachers, namely: elicit, direct, inform and boundary. The distribution of communication strategies across these functions is very uneven. While 61.2% of them occurred in elicits 37.8% occurred in the other functions. However, when looking closely into the situation, it can be discovered that the concentration of strategies in the function of informing is much higher than that in any one of the other functions. Whereas more than one communication strategies occurred in every inform exchange, only one strategy occurred in every two elicit exchange and nearly one in every single direct, one in every two boundary exchanges. What can be deduced from this objective condition is that it is not the frequency of the exchanges that determines the occurrence and number of the strategies, but the type of language function used by the teachers.

In addition, the concentration of strategies provides a clue concerning the difficulty level of the language functions. As can be observed in the corpus of this study, the number of informs and directs used by the teachers were far smaller than that of elicits. All in all 42 informs and 56 directs were used. Various reasons could be drawn to explain the situation. As pointed out earlier, it might be the result of the organization of the materials in the textbooks. There is now more attention being paid to creating an environment in which students can explore, discover and learn by themselves. In such a situation the teachers' main role is facilitating students' participation in the activities provided in the textbooks. Given this shift of focus from teacher to student as the center of the teaching-learning process (Northeast conference 1990), it is not unusual to find that the number of elicits is greater than any one of the other exchange types. However, in the few informs the teachers used the concentration of communication strategies is nearly three times higher than those in elicits. In 42 informs 49 communication strategies were identified while in 424 elicits 212 communication strategies were identified. On the basis of this fact it can be deduced that the teachers find language that involves explaining, describing, commenting, in general, putting over information more difficult than asking questions by just saying the number of the question or calling a student's name or using words and expressions like 'next', 'then', 'eh' and 'hmm'. Even in the aforementioned elicit

exchanges, most of the communication strategies the teachers employed occurred in the parts where the teachers had to explain the questions or comment on the responses given by students. Therefore, the functions of putting over information and giving instructions are the contexts where the teachers often faced the problem of linguistic deficiencies that demanded the use of communication strategies.

In conclusion, according to the data, the use of communication strategies was largely influenced by the type of language functions the teachers used in order to deliver their lessons. This view triggers a question that needs answering, and that helps in broadening the knowledge of teachers' use of communication strategies. The question is: 'Do classroom lesson topics (topics to be taught) influence the teachers' use of communication strategies? In the following section the results of the analysis concerning the relationship of communication strategy use and lesson topics will be discussed.

#### **4.4 Communication Strategies in Terms of Lesson Topics**

One of the research questions that this study attempts to address is related to whether the teachers' use of communication strategies differs according to the type of topic they discussed during the lessons (see 1.8, p. 19). While the use of communication strategies by the teachers may be generally taken as a commonplace occurrence, whether this was influenced by the type of topic under discussion during the lesson is a question that is worth considering. In the corpus of this study, six major categories (broader topics) were identified: pronunciation, speaking – describing people by matching pictures with sentences, reading comprehension, vocabulary – guessing meaning from context, grammar – adjectives of comparison, verbs/adverbs and nouns, and writing – students writing sentences about famous people. However, given the variations in lesson topics, classroom contexts, L2 competence of individual teachers and other factors, it is not possible to make a comparative analysis of the teachers' use of communication strategies. Neither is this the aim of the study. Therefore, in this section, this question is treated in terms of individual teacher's use of the strategies. Table-27 shows the topics that each of the teachers dealt with during the delivery of the lessons.

Table – 27

Topics discussed and activities conducted by the teachers during the lessons

|           | Lesson Topics   | Activity  |
|-----------|---|---|
| Teacher 1 | 1. Pronunciation<br>2. Reading comprehension<br>3. Vocabulary | Students repeating after the teacher<br>Pre-reading and reading<br>Guessing meaning from context      |
| Teacher 2 | 1. Reading comprehension<br>2. Adjectives of comparison       | Answering questions on passage<br>Identifying and making sentences                                    |
| Teacher 3 | 1. Describing people<br>2. Vocabulary<br>3. Verb and adverb   | Matching pictures with sentences<br>Defining words based on sentence<br>Identifying verbs and adverbs |
| Teacher 4 | 1. Reading comprehension                                      | Answering questions on passage  |
| Teacher 5 | 1. Describing people  | Matching pictures with sentences  |
| Teacher 6 | 1. Reading comprehension<br>2. vocabulary                     | Pre-reading and reading<br>Guessing meaning from context  |
| Teacher 7 | 1. Writing about people                                       | Write about people and read out to class  |
| Teacher 8 | 1. Count & uncountable noun<br>Possessive form of nouns       | Producing nouns/making sentences<br>Producing possessive forms of nouns                               |

As the data in table – 27 reads, there are clear differences in the specific topics dealt with by the teachers. Therefore, it would be incorrect to arrive at conclusions by comparing the teachers' use of communication strategies. What can be done is make an investigation into the recorded lesson of each teacher and see whether the topics they taught have made any difference in their use of communication strategies. In other words, did the topics that these teachers discussed influence their choice and number of strategies? To be able to get an answer to this question, the transcribed lessons of the teachers who dealt with more than one topic were separately treated. In addition, these teachers were asked whether the topics they taught had any impact on their use of strategies. Furthermore, to secure more information on the situation, the same question was also given to the teachers who dealt with only one topic during the whole lesson time. All of them generally agreed that the kind of topic that demanded the production of longer and more complex sentences in order to explain or describe, define or comment, and instruct or advice, etc was the most common cause of their linguistic deficiency problem. In this regard, they always found reading comprehension a challenging topic. They added that teaching grammar was relatively easier. See Appendix IV, T1 - T8, pp. 305-320, for their responses. While this

could be the case generally, to be able to get a better view, an investigation into the situation was necessary. The teachers selected for this investigation are T1, T2, T3, and T6. These are the ones who dealt with more than one topic during their lessons. Let us examine each teacher's use of strategies in relation to the topics of discussion. In sub-sections 4.4.1– 4.4.4, the results of the analysis of the teachers' (T1, T2, T3 and T6) use of communication strategies in terms of lesson topics are provided.

#### 4.4.1 Teacher 1

Teacher 1 dealt with three major topics: pronunciation, reading comprehension and vocabulary. Table-28 shows her use of strategies in relation to the topics she taught.

Table – 28

The distribution of CSs across lesson topics

| lesson topics | communication strategies |     |        |        |        |       |       |       |      |     | Total | %    |
|---------------|--------------------------|-----|--------|--------|--------|-------|-------|-------|------|-----|-------|------|
|               | Lsw                      | Nv  | Ltrans | Repeat | Paraph | Rea d | Write | Wcoin | Apas | Mab |       |      |
| Pronunciation | 13                       | 1   | 1      | -      | 1      | -     | 1     | -     | -    | -   | 17    | 20.1 |
| Reading comp. | 8                        | -   | -      | 1      | 4      | -     | -     | -     | -    | -   | 13    | 25.2 |
| Vocabulary    | 21                       | -   | -      | 8      | 1      | 1     | 1     | 2     | 1    | 1   | 35    | 54.7 |
| Total         | 42                       | 1   | 1      | 9      | 6      | 1     | 1     | 2     | 1    | 1   | 65    | 100  |
| %             | 64.7                     | 1.5 | 1.5    | 13.8   | 9.3    | 1.5   | 1.5   | 3.2   | 1.5  | 1.5 | 100   |      |

According to the data in Table – 28, the teacher used 54.7% of the strategies during the vocabulary activity, 25.2% during the reading comprehension activity, and 20.1% during the pronunciation activity. Moreover, during every type of activity she employed the strategy of language switch far more frequently than any other strategy. Nevertheless, this does not justify that the distribution of the communication strategies relates directly to the lesson topics taught by the teacher. This is because there are differences in the time that each activity took and the language functions the teacher used to conduct it.

#### 4.4.2 Teacher 2

Teacher 2 dealt with two major topics: reading comprehension and grammar. He employed only the strategy of language switch during the whole lesson. Table-29 shows his use of strategies in relation to the topics he taught.

Table – 29

The distribution of CSs across lesson topics

| Lesson topics         | Communication strategy |      |
|-----------------------|------------------------|------|
|                       | Lsw                    | %    |
| Reading comprehension | 18                     | 52.9 |
| Grammar               | 16                     | 47.1 |
| Total                 | 34                     | 100  |
| %                     | 100                    |      |

Teacher 2 employed 52.9 % of the strategy during the reading comprehension part of the lesson, and 47.1% during grammar. Unlike Teacher 1, he used only one type of communication strategy – language switch.

#### 4.4.3 Teacher 3

Teacher 3 dealt with three major topics: speaking – describing people and their actions by matching pictures with sentences, vocabulary and grammar. Table-30 shows her use of strategies in relation to these topics.

Table – 30

The distribution of CSs across lesson topics

| Lesson topic | Communication Strategies |     |        |      |       |     | Total | % |
|--------------|--------------------------|-----|--------|------|-------|-----|-------|---|
|              | Lsw                      | Rep | Paraph | Read | Write |     |       |   |
| Speaking     | 15                       | 2   | -      | 2    | 1     | 20  | 59.3  |   |
| Vocabulary   | 3                        | 2   | 1      | -    | -     | 6   | 12.0  |   |
| Grammar      | 7                        | 3   | 1      | 1    | 1     | 13  | 28.7  |   |
| Total        | 25                       | 7   | 2      | 3    | 2     | 39  | 100   |   |
| %            | 64.1                     | 18  | 5.1    | 7.7  | 5.1   | 100 |       |   |

Teacher 3 employed 59.3% of the communication strategies during the speaking activity, 28.7% during grammar and 12% during vocabulary. Like the other teachers she used the strategy of language switch much more than the other strategies, i.e. 46.3%.

#### 4.4.4 Teacher 6

Teacher 6 dealt with two major topics: reading comprehension and vocabulary. Table-31 shows his use of strategies in relation to the topics he taught.

Table – 31  
The distribution of CSs across lesson topics

| Lesson topic          | Communication Strategies |        |        |      |       | Total | %   |
|-----------------------|--------------------------|--------|--------|------|-------|-------|-----|
|                       | Lsw                      | Repeat | Paraph | Read | Write |       |     |
| Reading comprehension | 7                        | 3      | 2      | -    | -     | 12    | 40  |
| Vocabulary            | 9                        | 1      | 3      | 2    | 3     | 18    | 60  |
| Total                 | 16                       | 4      | 5      | 2    | 3     | 30    | 100 |
| %                     | 53.3                     | 13.4   | 16.6   | 6.7  | 10    | 100   |     |

Similar to that of Teacher 2, Teacher 6 employed 54.7% of the strategies during the vocabulary lesson, and 32.3% during the reading comprehension activities.

#### 4.4.5 Summary of communication strategies in lesson topics

Table - 20 summarizes the distribution of communication strategies across the six general topics identified in the lessons of the teachers.

Table – 32  
Distribution of Communication Strategies across Topics

| Lesson topic  | Lsw  | Repeat | Paraph | Read | Write | Ltrans | Wcoin | NV  | Apas | Mab | Total | %    |
|---------------|------|--------|--------|------|-------|--------|-------|-----|------|-----|-------|------|
| Pronunciation | 13   | –      | 1      | –    | 1     | 1      | –     | 1   | –    | –   | 17    | 10.3 |
| Speaking      | 15   | 2      | –      | 2    | 1     | –      | –     | –   | –    | –   | 20    | 11.9 |
| Reading       | 33   | 4      | 6      | –    | –     | –      | –     | –   | –    | –   | 43    | 23.9 |
| Vocabulary    | 33   | 11     | 5      | 3    | 3     | –      | 2     | –   | 1    | 1   | 59    | 35.3 |
| Grammar       | 23   | 3      | 1      | 1    | 1     | –      | –     | –   | –    | –   | 29    | 18.6 |
| Total         | 117  | 20     | 13     | 6    | 6     | 1      | 2     | 1   | 1    | 1   | 168   | 100  |
| %             | 68.9 | 11.9   | 7.8    | 3.6  | 4.2   | 0.6    | 1.2   | 0.6 | 0.6  | 0.6 | 100   |      |

According to Table – 20, most of the communication strategies were used during vocabulary and reading comprehension activities – 59.2% in both. However, as mentioned earlier, these figures represent the use of communication strategies by the

teachers only on an individual basis and hence are not intended to provide a comparative picture of the situation. In the next section, the results of the analysis with reference to the relationship between communication strategies, language functions and lesson topics are provided.

#### **4.5 Relationship among CSs, LFs and Lesson Topics**

As part of the investigation into the use of communication strategies in terms of language functions and lesson topics, an attempt was also made to analyze the relationship between communication strategies, language functions and lesson topics. The aim was to find out whether there was any particular pattern in the relationship that emerged as a result of communication strategy use. In addition, it was to observe whether lesson topics directly influenced the teachers' use of communication strategies while they were presenting their lessons. It can provide a general picture of what role the lesson topics and the language functions played in triggering the use of communication strategies. For this purpose the transcribed lessons of the four teachers (T1, T2, T3 and T6) were re-examined. These are the teachers who dealt with more than one topic each during their lessons (see Table-27, p.140). The results of the analysis are treated in the following sub-sections.

##### **4.5.1 Language Functions in Lesson Topics**

While lesson topics generate or constitute the contents of the classroom language of the teacher, language functions, as mentioned earlier, convey the messages contained in the contents in functionally meaningful forms, and thus trigger interactive discourse between the teacher and the students. In other words, the lesson topic forms the ground that calls for the use of language functions. They are interwoven. Their relationship can be expressed in the following diagram:

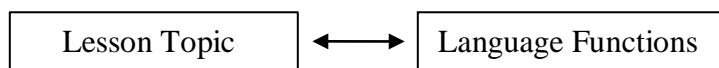


Figure iii: relationship between lesson topic and language functions

There is a two-way relationship between the two. The lesson topic brings forth language functions, and language functions communicate the contents of the lesson topic.

The language functions used by the four teachers mentioned above differ from topic to topic depending on the activities involved to teach the topics. As there are differences in the type of topics and the time used by the teachers to conduct the activities, the situation will be considered in terms of each individual teacher. For the details regarding ‘Communication strategies in Lesson topics’ see section 4.4, pp. 139-143.

#### 4.5.1.1 Teacher 1

Table-33 shows the distribution of the language functions and the communication strategies used by T1 within each of the three topics while delivering the lesson.

Table – 33  
The Distribution of Language Functions and  
Communication strategies across Lesson Topics

|                       | Elicit |      | Direct |     | Inform |     | Check |   | Boundary |     |     |     |    |     |
|-----------------------|--------|------|--------|-----|--------|-----|-------|---|----------|-----|-----|-----|----|-----|
|                       | LF     | CS   | LF     | CS  | LF     | CS  | LF    | C | LF       | CS  | LF  | %   | CS | %   |
| Pronunciation         | 1      | 1    | 8      | 11  | 3      | 4   | 3     | – | 1        | 1   | 16  | 16  | 17 |     |
| Reading comprehension | 12     | 7    | 4      | 7   | 1      | –   | 1     | 1 | 2        | –   | 20  | 21  | 43 |     |
| Vocabulary            | 42     | 27   | –      | –   | 9      | 6   | 11    | – | 1        | –   | 63  | 63  | 35 |     |
| Total                 | 55     | 35   | 12     | 18  | 13     | 10  | 15    | 1 | 4        | 1   | 99  | 100 | 65 | 100 |
| %                     | 55.6   | 53.8 | 12.1   | 27. | 13.1   | 15. | 15.   | 1 | 4        | 1.5 | 100 |     | 10 |     |

As pointed out earlier (se p. 98), T1 dealt with three major lesson topics: pronunciation, reading comprehension and vocabulary. The whole lesson lasted 38 minutes, i.e. the teacher spent 8 minutes on pronunciation, 10 minutes on reading comprehension and 20 minutes on vocabulary activities. During the pronunciation activity the major language function that she used was the function of giving instructions (direct). Most of the communication strategies (64.7%) that she employed occurred during this time.

Similarly, during the reading comprehension activity, while the percentage of occurrence of the function of eliciting is the highest, the degree of concentration of communication strategies in direct exchanges is much greater than in any of the other exchanges. During the vocabulary activity also, eliciting (asking questions) was the dominant language function that was used by the teacher. The percentage of communication strategies employed in this function was much higher than that in any one of the other language functions. No function of direct was used at this time.

In terms of lesson topic, although the number of communication strategies employed during vocabulary activities appears to be very high, a closer investigation reveals that the concentration of communication strategies during the pronunciation activity is higher than during either of the other lesson topics.

#### 4.5.1.2 Teacher 2

A similar situation prevails in T2's classroom language. Table-34 shows the language functions and the communication strategies he used in the two lesson topics he treated.

Table – 34  
The Distribution of Language Functions and  
Communication strategies across Lesson Topics

| Lesson Topics | Elicit |      | Direct |     | Inform |      | Check |    | Boundary |      | Total |    |     |    |
|---------------|--------|------|--------|-----|--------|------|-------|----|----------|------|-------|----|-----|----|
|               | LF     | CS   | LF     | CS  | LF     | CS   | LF    | CS | LF       | CS   | LF    | CS | CS  |    |
| Reading Comp. | 10     | 6    | 1      | 2   | 4      | 7    | –     | –  | 4        | 3    | 19    | 37 | 18  | 53 |
| Grammar       | 28     | 12   | 2      | 1   | 1      | 2    | –     | –  | 2        | 1    | 33    | 63 | 16  | 47 |
| Total         | 38     | 18   | 3      | 3   | 5      | 9    | –     | –  | 6        | 4    | 52    | 10 | 34  | 10 |
| %             | 73.1   | 52.9 | 5.8    | 8.8 | 9.6    | 26.5 | –     | –  | 11.5     | 11.8 | 10    |    | 100 |    |

T2's lesson took 30 minutes. The teacher devoted 10 minutes to reading comprehension activity, which was mainly a revision of the last lesson. He spent the remaining 20 minutes on a grammar activity. The major language function he used was eliciting in

which he employed nearly 53% of the communication strategy he used. Throughout the lesson, T2 employed only the strategy of language switch (see pp. 102-104). In terms of lesson topic, the number and concentration of communication strategies during the reading comprehension activity is much higher than that during the grammar activity. In addition, there is a very high concentration of communication strategies in informs (see Appendix III, T2, pp. 238-245).

#### 4.5.1.3 Teacher 3

T3's lesson presents a picture very similar to that of T2 except the differences in two of the topics and the lesson time. The data is provided in the following table.

Table – 35  
The Distribution of Language Functions and  
Communication strategies across Lesson Topics

| Lesson Topics | Elicit |    | Direct |    | Inform |    | Check |    | Boundary |    | Total |     |    |     |
|---------------|--------|----|--------|----|--------|----|-------|----|----------|----|-------|-----|----|-----|
|               | LF     | CS | LF     | CS | LF     | CS | LF    | CS | LF       | CS | LF    | %   | CS | %   |
| Speaking      | 24     | 11 | 3      | 2  | 4      | 4  | 2     | –  | 3        | 2  | 36    | 44  | 20 | 49  |
| Vocabulary    | 5      | 3  | –      | –  | 3      | 3  | 4     | –  | 1        | –  | 13    | 16  | 6  | 15  |
| Grammar       | 15     | 7  | 5      | –  | 7      | 5  | 2     | –  | 4        | 2  | 33    | 40  | 13 | 36  |
| Total         | 44     | 21 | 8      | 2  | 14     | 12 | 8     | –  | 8        | 4  | 82    | 100 | 39 | 100 |
| %             | 53     | 54 | 10     | 5  | 17     | 31 | 10    | –  | 10       | 10 | 100   |     |    |     |

T3's lesson lasted 36 minutes. The speaking activity took 16 minutes, the vocabulary 6 and the grammar 14. During all the lesson topics the function of eliciting was the most frequently used language function. In addition, most of the communication strategies (53%) occurred in this function. However, the concentration of strategies in forms is higher than in the other functions. In terms of lesson topic, there is a high congestion of communication strategies during the speaking activity during which 52.4% of the communication strategies in elicit exchanges occurred.

#### 4.5.1.4 Teacher 6

The situation during T6's lesson in terms of the use of both language functions and communication strategies is very different from that of T3. The data is provided in Table-36.

Table –36  
The Distribution of Language Functions and communication strategies across Lesson Topics

| Lesson Topics | Elicit |      | Direct |    | Inform |      | Check |    | Boundary |      | Total |     |     |     |
|---------------|--------|------|--------|----|--------|------|-------|----|----------|------|-------|-----|-----|-----|
|               | LF     | CS   | LF     | CS | LF     | CS   | LF    | CS | LF       | CS   | LF    | %   | CS  | %   |
| Reading Comp. | 15     | 9    | 1      | 1  | –      | –    | –     | –  | 3        | 2    | 19    | 49  | 12  | 40  |
| Vocabulary    | 8      | 7    | 5      | 2  | 2      | 4    | 1     | –  | 4        | 5    | 20    | 51  | 18  | 60  |
| Total         | 23     | 16   | 6      | 3  | 2      | 4    | 1     | –  | 7        | 7    | 39    | 100 | 30  | 100 |
| %             | 59     | 53.3 | 15     | 10 | 5      | 13.3 | 3     | –  | 18       | 23.3 | 100   |     | 100 |     |

T6's lesson lasted 28 minutes. While the reading comprehension activity took 10 minutes, the vocabulary activity consumed 18 minutes. Here also eliciting was the main language function that was used by the teacher, and most of the communication strategies occurred in this function. However, still, the concentration of strategies is very high in informs.

In terms of lesson topic, 60% of the strategies occurred during the vocabulary activity and the rest during the reading comprehension. In this section the results of the analysis of the classroom language of the teachers were provided in four sections: section 1 revealed the types of communication strategies used by the teachers; section 2 presented the communication strategies in terms of language functions; section 3 mapped out the communication strategies in terms of lesson topics; section 4 drew the pattern of relationship that existed between communication strategies, language functions and lesson topics. In the next section the findings are discussed in more detail.

## 4.6 Discussion

As pointed out in chapters 1 and 2, the teachers' classroom language, i.e. the English that they use during the lessons constitutes a major part of the input that goes into the learners' language system to be processed for acquisition. However, unless input is comprehensible, it cannot be fed into learners' interlanguage (Krashen 1982; Long 1996). The comprehensibility of input can be hampered by various obstacles. In the case of the eight teachers, the mechanism they employed to make their language understandable to the students was using communication strategies that they deemed would facilitate the classroom communication. Therefore, CSs played a central role in making the target language input from the teachers comprehensible, and this was how they found their way into the learners' interlanguage system.

As observed by the researcher and as confirmed from the recorded lessons, all the teachers played the role of the transmitter of knowledge and skills. Although the textbooks provided the contents, it was the teachers who conveyed the messages to the learners whose major roles were listening to them and doing whatever they were told to do, and in this way learned the lessons. This was the kind of interaction that prevailed between the teachers and the learners. This is in accord with Long's (1983) view of interaction in which modification of conversation by the discourse participants is considered an important feature of the communication process. The results of the analysis confirm this condition.

Except for one difference, the nature of the classroom language of the eight teachers matches Long's (1983) description of the relationship that exists between interaction, comprehensible input and language acquisition. In his description negotiation of modification of conversation is a central element in the relationship. However, given the focus of this study, the results of the analysis depict a slightly different picture. The teachers attempt to say something but face communication problems resulting from either their linguistic deficiencies or students' failure to understand them. To solve the problems

they employ communication strategies, in other words, modify their speeches or utterances. The use of the communication strategies serves two purposes. It solves their deficiency problem and at the same time promotes comprehensibility of the target language input. In such a situation, the teachers do not negotiate their use of the strategies.

According to the results of the analysis, the teachers employed two major types of strategies: achievement and reduction. However, the number of achievement strategies was far greater than that of reduction strategies. Whenever they faced problems, the teachers nearly always employed alternative means (i.e., achievement strategies) to maintain the flow of communication between them and their students. On the contrary, they rarely used reduction strategies. This, however, does not necessarily imply that the teachers did not face linguistic problems that might have required the use of these strategies. This situation seems to be the result of two conditions: the teachers' adherence to the content and methodology provided by the textbooks and the habit of shifting immediately to the L1 every time they faced a difficulty. Some of the teachers admitted that they would have liked to skip certain parts of the lesson, particularly the reading comprehension. However, since they would be held responsible by the curriculum committees of their schools, they had to deal with all items in the textbooks. The main reason for wanting to skip certain portions is the fact that they believe that these parts demand a rich vocabulary and a good command of English, which they think they do not have.

Also, there are variations in the number and type of communication strategies the individual teachers used. Nevertheless, these differences among the teachers may be attributed to the differences in lesson topics, duration of lesson, the English language proficiency level of the individual teachers and similar factors. For example, six different topics were identified in the lessons (see table-27, p. 140), and as can be confirmed from the data, these topics were presented through various activities. In addition, the lesson time differed from teacher to teacher ranging from 25 minutes (the shortest duration) to 38 minutes (the longest duration).

The data also show that a teacher did not use all of these strategies at one time, but chose, if he/she had to, from them according to the situation he/she was in, the meaning he/she wanted to convey and the impression he/she wanted to give. It should be noted that it was not always the lack of the language that led to the use of communication strategies, but also the students' failure to comprehend the teacher's message. In other words, it was not only in production that strategies were used but also in comprehension. This fits in well with the view that communication strategies serve to facilitate understanding between the discourse participants (Tarone 1980; Faerch and Kasper 1983; Poulisse 1990).

Further, as observed in the lessons, the context determines which strategy type the teacher has to opt for at a given time. In this case, the context is an actual foreign language classroom where a teacher is delivering a lesson on a particular topic or topics following a particular lesson plan format the contents of which are determined by the textbook. The teacher has the responsibility to transfer the information and knowledge in the textbook to the students in a way that the students can understand and learn. However, various factors hinder students' comprehension of the lesson. One of these factors is the teacher's failure to express himself/herself due to linguistic deficiency. The other factor affecting the communication between the two is students' failure to understand despite the teacher having no problem of expressing what he wants to say. These conditions demand that the teacher must use strategies that help to keep the process of communication going. In section 4.5.1, the discussion delves more into the teachers' use of communication strategies with focus on achievement strategies.

#### **4.6.1 Achievement strategies**

As Cohen (1998) notes, there are no 'inherently good or bad' strategies but rather they have the potential to be used effectively. The total number or variety of strategies employed and the frequency with which any given strategy is used are not necessarily indicators of how successful they will be on a language task. There are factors that influence the use of strategies. There could be language proficiency context and task demands. One can assume that a teacher using achievement strategies would, at least, be

more successful in an interaction situation because these strategies provide an alternative whenever problems arise during the course of the discourse.

Achievement strategies are named so because the speaker uses all his language resources to convey meaning, whether his utterances are grammatical or socially acceptable or not. Improvisation, looking for a substitute to compensate for a gap in the language is the primary element in this category. The teachers employing such strategies could be risk takers, confident in experimenting with the target language, and perhaps not very concerned with facing, or losing it, in an interaction. Once again, the strategies in comprehension are important too, considering the fact that they would be employed to promote understanding between discourse participants.

Because they provide alternative means for speakers, in order for spontaneous communication in 'real time' to take place effectively, achievement strategies are vital. As can be seen from Table-17, p.118, nine types of achievement strategies were identified in the classroom language of the teachers. Some of these were employed more often while others were employed rarely. The data shows that language switch (Lsw) was used by all the teachers while the rest of the strategies were employed by some and not used by others. In the following sections of the discussion, each strategy will be treated independently with extracts from the transcribed lessons of the teachers to provide examples of their use.

#### **4.6.1.1 Language switch**

The results of the present study with regard to the the underlying cause for the use of L1 bears certain similarities to Schweers' (1999) and Tang's (2002) studies both of which focus on the attitude of teachers and students towards the use of L1 in L2 classrooms. The results of their investigations show that both teachers and students have a positive attitude. In addition to this, they also indicate that the use of L1 by the teachers and students is the result of linguistic deficiencies in the target language. Although the aim of the current study is basically different from that of the aforementioned studies, the use of L1 by the teachers to compensate for their linguistic deficiencies has been found to be a very frequent practice. Therefore, in the corpus language switch is the most commonly

employed strategy. A switch to L1 can come at the beginning or end or in the middle of an utterance, that is, wherever a difficulty is faced.

From Table-17 we can observe that the teachers heavily depended on this strategy far more than any one of the other strategies. In fact, the frequency of the other strategies together added up to only 39.2% of the total. Almost in every utterance they produced all the teachers used Amharic (L1) words, phrases and sentences. Whenever the other strategies failed to produce the desired outcome, language switch was the ultimate solution. The following extracts are examples of contexts in which the teachers used Amharic (L1) to compensate for their lexico-grammatical deficiencies in English.

Extract i)            T: ... *indet indeminaneb limimid inarg*.——giving instruction  
                              (meaning: let's practice pronouncing).  
                              S: (students show readiness)  
                              (See Appendix III, T1, P. 227)

T1 used L1 to instruct the students to practice the production of words with the sounds, /sh/ and /s/ occurring one after the other in a sentence. The exchange type is 'Direct' and the language function or act is directing or instructing.

Extract ii)            T: OK. Adjective *simgelach* noun.... —————explaining  
                              (meaning: describes a noun)  
                              S: (students follow)  
                              (See Appendix III, T2, p.241)

T2 used L1 to represent the idea '**that which describes a noun**'. This was used in the context of the function of asking that occurred in an elicit exchange.

Extract iii)            T: *Yezare timihirt inketlalen*.... —————focusing  
                              (Meaning: we shall continue today's lesson)  
                              S: (students follow)  
                              (See Appendix III, T3, p. 246)

T3 switched to L1 at the end of one transaction and the beginning of another, i.e. during a boundary exchange where she used the language to focus students' attention on the new activity. As can be observed in the above texts, Amharic (L1) was used to fill gaps left by

lack of a single word or a phrase or a full sentence – a problem common to all the teachers. In addition, the teachers used Amharic to alleviate students' problem of comprehension. Here are some examples:

Extract iv)        T: ...the high estimation of? *Tiliku* \_\_\_\_\_eliciting  
                          *gimit*? (Meaning: high estimation)  
                          S: Six hundred thousand. \_\_\_\_\_reply  
                          T: High estimation yes six hundred thousand. \_\_\_\_\_evaluating  
                          (See Appendix III, T4, p. 256)

T4 used L1 in the function of elicitation.

Extract v)         T: ...try to discuss *teweyayu* about this ----- giving instruction  
                          Picture. (Meaning: discuss)  
                          S: (students follow)  
                          (See Appendix III, T5, p. 268)

T5 employed L1 while giving a direction.

Extract vi)        T: I want you to read out your paragraph ----- giving instruction  
                          *Inditanebu felgalehu*. (Meaning: I want  
                          You to read)  
                          S: (students follow)  
                          (See Appendix III, T7, p. 284)

T7 employed L1 while instructing students to read the paragraph they had written.

From the extracts above it can be observed that the teachers provided the students with the Amharic (L1) version of what they said to help them understand the messages. This rather heavy dependence on the vernacular is a pointer that can lead to the root cause of the English language problems of students at the various levels of the educational system. It also provides a clue concerning the background and experience of the English teachers themselves. It is understood that the use of L1 in L2 classrooms, particularly at lower levels (Nunan, 1996) is not an uncommon phenomenon, and a judicious use of the vernacular might be considered helpful in various situations in teaching English (Auerbuch, 1993; Tang, 2002). However, its frequent use can certainly prove counterproductive. It might relieve the teacher of his temporary problem, but it might leave

a lasting negative impact on students' competence in the target language. This is so because every time the students face difficulties in expressing themselves, they quickly succumb to this strategy (Dornyei and Kormos, 1998). Such a frequent use of L1 can certainly hamper the target language learning and acquisition process. The students can gradually develop a habit that inhibits the development of their English language competence and even affect their attitude towards the language.

The interference of L1 in L2 situations had been the focus of research in second language learning and acquisition for a long time and has provided the basis for later developments in the area, i.e. the emergence of 'Error Analysis' and the subsequent focus on communication strategies. The frequency of the other strategies is not as exaggerated as the strategy of 'language switch'. However, they are also indicative of the English language problems of teachers at that level.

#### **4.6.1.2 Repeating**

'Repeating' i.e., saying the same word/phrase/sentence was one of the strategies commonly employed by the teachers. While T2 and T5 did not use this strategy, T7 employed it only once. Identifying repeated words, phrases or sentences as a communication strategy was rather a difficult task because an expression could be repeated for different reasons, for example, to call attention, to emphasize, to provide a clue, to prompt responses and to fill gaps in communication created by the teacher's linguistic deficiency. It was often confusing whether a teacher repeated an utterance with the aim of compensating for his/her deficiency in English or not. So some kind of mechanism that would help in isolating repeated utterances that were used as communication strategies had to be devised. A simple practical approach to the problem was getting a verbal report from each teacher about his/her use of the various communication strategies. The following extracts from the transcribed lessons show that the teachers repeated utterances for two main reasons – as a communication strategy and to focus students' attention.

a) Repeating used as a communication strategy

1. Taken from T1's lesson

- Extract i) T: Who can mention some ambassador of in \_\_\_\_\_ eliciting  
some countries? What does ambassador?
- S: (NR) \_\_\_\_\_ (NR)
- T: For example for a female *lemisale woizero* \_\_\_\_\_ re-eliciting  
Genet Woizero Genet Zewdie. Ok. She an  
Ambassador of Ethiopia.  
Where?
- S: (NR) \_\_\_\_\_ (NR)
- T: In India. \_\_\_\_\_ evaluating
- T: Is it clear? \_\_\_\_\_ checking
- S: Yes. \_\_\_\_\_ Class reply
- T: What is a ambassador? \_\_\_\_\_ re-eliciting
- S: (NR) \_\_\_\_\_ (NR)
- T: What does she doing there in India? ? \_\_\_\_\_ re-eliciting
- S: (NR) ? \_\_\_\_\_ (NR)
- T: She is ambassador of Ethiopia. She? \_\_\_\_\_ evaluating  
female. She is lady.
- T: What does ambassador means, class? Ok? \_\_\_\_\_ re-eliciting
- S: (NR)? \_\_\_\_\_ (NR)
- T: What does ambassador means? \_\_\_\_\_ re-eliciting
- S: (NR)? \_\_\_\_\_ (NR)
- (See Appendix III, T1, pp. 233-234)

The question 'what does ambassador mean' has been asked four times with three of them repetitions. The repeated questions are underlined. The teacher asked the same question four times and made a continuous effort to prompt the students to respond but she did not succeed. Her attempt to provide a definition at last produced a result that was not good enough. As observed by the researcher and later confirmed by the teacher herself, the repetition was meant to keep the flow of communication going until an answer was found. Therefore, the repetitions were used as a communication strategy. Similar scenarios characterize the classroom language of the other teachers except T2 and T5, who did not use any repeating at all. In the following context extracted from the transcribed lesson T6 repeating was used as a communication strategy.

2. Text taken from T6 lesson

- Extract ii) T: ...yes? Breathing is what? -----eliciting  
S: (NR) -----(NR)  
T: Yes? Breathtaking? The meaning?-----re-eliciting  
The meaning?  
S: (Inaudible) -----reply  
T: Yes? Is she right? Breathtaking? -----re-eliciting  
S: (NR)----- (NR)  
T: Ok. Let me help you. Breathtaking-----re-eliciting  
is what?  
T: Yes. Ok. -----nominating  
T: (Inaudible) very interesting or -----re-eliciting  
T: What? Yes? (Inaudible)?  
S: (Inaudible) -----reply  
T: Yes, what? -----re-eliciting  
S: (Inaudible) -----reply  
(See Appendix III, T6, pp. 278-279)

As can be observed from the extracted text above, T6 offered to help after repeating the question two times, but changed his mind and repeated the question a third time. The clue he provided was rather incorrect, and in spite of students' being unable to answer, he continued asking the question. From the observation it was clear that he was trying to get time to think of the answer.

Repeating was also used to focus students' attention on the discussion points. Here is an example from T1's lesson.

b) Repeating with the purpose of focusing students' attention

- Extract iii) T: (Inaudible). There is a lovely lady. -----calling students' attention  
There is a lovely lady. Ok. The  
instruction says: "Look at the  
picture of Liya Kebede."  
(See Appendix III, T1, P. 229)

The underlined part is the repeated sentence. It was meant to focus students' attention on the activity at hand. So, it is not counted as a communication strategy.

### 4.6.1.3 Paraphrasing

Expressing the intended meaning using different words/phrases was a strategy used by all the teachers except T2 and T7. Here is an example from the transcribed lessons. The underlined parts are the paraphrased expressions. This strategy accounts for 4% of the achievement strategies used. The strategy of paraphrasing was used by six of the teachers, i.e. T1, T3, T4, T5, T6 and T8. It occurred much more frequently in T4's classroom language than in any one of the other teachers'. In the classroom language of T5 and T8 it occurred only once each. The teachers employed this strategy whenever students failed to comprehend a question or an instruction or an explanation. This strategy is characterized by change in the position of the subject and verb or certain other words, dropping or adding words or phrases. The following extracts from the teachers' classroom language provide examples of the situation. The underlined parts are the paraphrased utterances.

Extract i) T: Would you pronounce? Can you pronounce? -----eliciting  
S: (NR)----- (NR)  
(See Appendix III, T1, p. 227)

Extract ii) T: What is the cause of this? What is the cause of street children? What is the reason? Why this children become street living children? What is the reason?  
S: (NR)----- (NR)  
(See Appendix III, T4, p. 257)

Extract iii) T: Mount what do you know about-----eliciting  
mountain nyala? What what do what  
what do you come what did it come to you mind whenever you talk about mountain nyala or nvala?  
S: (NR)----- (NR)  
(See Appendix III, T6, p. 279)

#### 4.6.1.4 Literal translation

This refers to the use of L1 word order in the target language. It can involve a phrase or a whole sentence. The strategy of literal translation was employed by only four of the teachers, i.e. T1, T4, T5 and T8. Such a strategy is used when the speaker does not know or is not sure of the sentence patterns of the target language. In this case some of the teachers applied the Amharic language (L1) sentence patterns or word order in situations where they were ignorant of the sentence patterns or word order of the English language. The common patterns taken from Amharic are: prepositional phrase + subject + verb, subject + verb + what (in question), demonstrative adjective + adjective of quality, adverb + verb, no + adjective, and object + subject + verb. Here are extracts that show the different contexts in which this strategy was used.

Extract i) T: **To new topic let us come.** ----- focusing  
S: (students follow)  
(See Appendix III, T1, p. 229)

Extract ii) T: ... You try **the two only pictures.** Hmm? -----defining  
**Without payment that someone give you** eh as a present.  
S: (students follow)  
(See Appendix III, T5, p. 274 )

The underlined part of the above utterance follows the word order used in Amharic (L1). The English order should have been: “You try only the two pictures.” The teacher said that whenever she has a problem producing the correct English word order she uses the order that she thinks is acceptable. The teachers who used this strategy have expressed a similar view. This strategy accounts for 3% of the achievement strategies employed by the teachers.

#### 4.6.1.5 Reading from the textbook

Reading out words, phrases or sentences from the textbook or the blackboard was the next most commonly employed communication strategy that helped to cover gaps in the communication process. As implied earlier, the activity of providing explanations or

definitions or examples by referring to the textbook or texts written on the blackboard was a handy mechanism that the teachers could employ to fill a gap or avoid a possible interruption in the communication process. However, more than 70% of this strategy concentrated in the classroom language of only two of the teachers, i.e. T3 and T5. While T2, T4 and T8 did not use the strategy at all, the other teachers seldom employed it. As with repetition, reading from textbook/blackboard can also be used to focus students' attention or emphasizing a point besides serving as a communication strategy. Therefore, the task of identifying reading as a communication strategy also required careful observation by the researcher and the teachers' confirmation through their verbal report. The following extracts provide examples:

T3 asked what the word 'creative' meant but neither the students nor she was able to produce a good definition. So, as she herself confirmed, she chose to read out the meaning provided in the textbook.

a) Reading used as a communication strategy

Extract i) T: ...**Having a power to create something or do something. Creative person (pause) is a person who make different things (pause) using his skill....** ————— evaluating  
(See Appendix III, T3, p. 251)

Extract ii) T: You know 'gift'? 'gift' *tawkalachu*? ————— eliciting  
S: Yes. ? ————— class reply  
T: Without payment that someone give ————— evaluating  
you as a present. So, eh eh eh the last  
we say eh eh (Reading) **when the lazy brother work when the lazy brother make they will have much work to do.**  
(See Appendix III, T5, p. 274)

As observed by the researcher, in the discourse above, T5 turned to reading when she ran short of expression. She confirmed this later in her verbal report.

b) Reading to confirm student's reply

- Extract iii) T: The next one. \_\_\_\_\_ eliciting  
T: (pointing at a student) \_\_\_\_\_ nominating  
S: (inaudible) ? \_\_\_\_\_ reply  
T: Picture ? ? \_\_\_\_\_ prompting  
S: (inaudible) ? \_\_\_\_\_ reply  
T: Hmm it is picture three. Yes. \_\_\_\_\_ evaluating  
(Reading) The hard working  
family will have a long rest.  
(inaudible).  
(See Appendix III, T3, pp. 246-247)

In the above text the act of reading was meant to confirm the student's reply. It was not used as a communication strategy.

#### 4.6.1.6 Writing on the blackboard

Instances where writing on blackboard served as a communication strategy are not many. This strategy came from two major sources: the textbook and the teachers. Similar to that of reading from textbook/blackboard, this strategy relieves the teacher of the frustrating condition of running short of expression in front of the students and the burden of oral production. The teachers who used writing as a strategy have frankly said in their verbal report that this strategy provided them with a breathing space in which to think and organize the utterances they desired to produce. Moreover, some of the teachers (for example, T6) claimed that they expressed their ideas more fluently and accurately in writing than in speaking. Here are two extracts from the transcribed lessons. The underlined parts show the points written on the blackboard.

This strategy was used by three of the teachers T1, T3, and T6. This was done in two ways: the teachers sometimes copied words/phrases/sentences from the textbook. Other times they wrote their own utterances. Here are some examples of the situation.

Extract i) T: **Hunting is** hmm you can say **to** ----- writing on blackboard  
**chese or to follow animals wild**  
**animals and try to kill them or chese**  
**the animals chese.** Chas or chese the  
animals.  
S: (students watching)  
(See Appendix III, T6, pp. 282)

T6 asked a question that the students were rather unable to answer. Nor was he himself fully sure of the definition. So, he chose to take his time by writing his definition on the blackboard by occasionally referring to the textbook. See the underlined part of the text just above. A similar situation was detected in the lesson of T8. The underlined part of the following text is what she wrote on the blackboard in order to explain her point.

Extract ii) T: **Yes we add apostrophe s the** ----- explaining  
**Mecheresha** (meaning: 'at the end) **the end of the noun.**  
S: (students follow)  
(See Appendix III, T8, p. 302)

T8 copied the above text from the textbook. Notice the use of L1 to translate the phrase 'the end'. T1 also used this strategy while teaching pronunciation. She wrote this text on the blackboard in order to carry out the activity properly as she later on said. Writing helped to remember the words and focus both her and the students' attention.

Extract iii) T: **She sells sea shells in the sea shore....** ----- writing on blackboard  
**The shells she sells are sea shells....**  
S: (students watching)  
(See Appendix III, T1, p. 227)

#### 4.6.1.7 Word coinage

The strategy referred to as 'word coinage' was employed by two of the teachers (T1 and T4), and the number of words coined was only three. While ignorance of the actual expression was the main cause of the act of coining, the production of the new words/phrases was either the outcome of a direct translation of the L1 expression or the use of their previous knowledge of word formation. The three words/phrases created by the teachers while communicating with their students are listed below.

| <b>The expression intended to be used</b> | <b>The word coined by the teacher</b> |
|---|---------------------------------------|
| i) Loud reading                           | Mouth reading (See T1, p. 231)        |
| ii) A model                               | Fashioner (See T1, p. 233)            |
| iii) Severe cold                          | suffering cold (See T4, p. 258)       |

The word ‘fashioner’ might exist in English. However, T1 produced the word based on her previous knowledge that adding the suffix ‘er’ to a verb or a noun can produce another noun. The teacher frankly said that she did not know the word before. Therefore, in that sense it can be considered as a newly coined word, not as a wrongly used word. here are a couple of the contexts in which the teachers employed this strategy:

Extract i) T: Ok. Read. Read it silently. Stop **mouth**----- giving instruction **reading**. Silently and individually *leyebicha* the meaning of the word. yeah. Sh-sh-sh silent. Read it *bezimtanew*.  
S: (students follow)  
(See Appendix III, T1, p. 231)

In the above exchange of direct in which the teacher instructed the students to read the passage silently, she employed the strategies of word coinage and language switch. The L1 words were used to translate the English terms ‘individually’ and ‘silently’ respectively. The word that the teacher coined is ‘**mouth reading**’ which was used instead of ‘**loud reading**’, the phrase that she was not familiar with. A similar situation was detected in T4’s classroom language. See the extract below.

Extract ii) T: .... They suffering during night time ----- explaining  
With very **suffering cold**. During day  
Time (inaudible) rain (inaudible) the  
Hot sunny and wind.  
S: (students follow)  
(See Appendix III, T4, p. 258)

In this language function of evaluating a student’s response to an elicitation, the teacher coined the phrase ‘**suffering cold**’ to stand for ‘**severe cold**’. The teacher was asked whether that was a slip of tongue or an intentionally produced expression meant to compensate for a linguistic deficiency. His response was that he usually does so following his own judgment.

#### 4.6.1.8 Non-Verbal Strategy

One of the least commonly used communication strategies was non-verbal language. Although it is not so applicable and effective as L1 in many situations, non-verbal can sometimes be a better strategy in promoting comprehension and hence maintaining the progress of the communication process in the classroom, particularly at the lower levels. Using a real object or a picture or showing a particular gesture can easily break a deadlock in communication between the teacher and the students. Nevertheless, the types of non-verbal language that the teachers used were not so varied. Three types of non-verbal were used throughout the lessons of the eight teachers: pointing at a student with the forefinger or a raised chin in order to nominate (this covered 99.6% of all non-verbals), using a real object, and using pictures.

However, as pointed out earlier, except in two situations they did not employ non-verbal language that was specifically aimed at compensating for their linguistic deficiencies or solving students' comprehension problem. The most commonly used non-verbal language, i.e. 'pointing the forefinger or raising the chin' was mainly used in order to nominate a student to answer a question or fulfill a certain task. In many situations it occurred spontaneously and they hardly noticed it themselves. As this non-verbal did not serve any specific purpose of filling a gap created by a teacher's linguistic deficiency or students' lack of comprehension, it was not considered as strategy in the sense of the definition of the term adopted in the present study. Of course, it served to fill the gaps that were created by the teachers' ignorance of students' names. (See example from Appendix T2 below).

Extract i)      T: ... example of Adjective. *Lelamisale*.  
                    Comparative form of cold is?—————eliciting  
T: (**Pointing at a student with his forefinger**) ———nominating  
S: Colder.—————reply  
T: Colder.—————evaluating  
                    (See Appendix III, T2, p. 242)

Although they might be negligible in terms of quantity, two types of non-verbal were employed by two of the teachers (T1 and T5) once in each case. Here are the contexts in which they occurred.

### A. Using a real object

This non-verbal occurred only once and that was in the classroom language of T1. The following was the context in which she used the strategy.

- Extract ii) T: We use it in the different as neck face a bracelet — explaining  
**(teacher holding up and showing a necklace made from sea shells)** ring as earring we can use  
 it very expensive even to *wudnew* because it is  
 not available *aygegnim bekelalu* even eh we  
 can't buy it cheaply if is not cheap even so  
 tourist might get this just means of income.  
 S: (students follow)  
 (See Appendix III, T1, P. 227)

The non-verbal **strategy** here is that T1 used samples of sea shells to explain the term. Seeing the object the students were able to understand what the teacher was talking about. In addition, the teacher did not have to produce sentences to describe it. The teacher confirmed that it was always easy to define or describe something by using the object.

### B. Using pictures

In one instance T5 employed this strategy, which was while she was describing 'stool'. She **drew a rough picture of a stool** on the blackboard to describe the term. The following was the context in which the strategy was employed:

- Extract iii) T: Stool? What is stool? *Mindnew* stool? ————— eliciting  
 (NR) ————— (NR)  
 T: Eh? ————— re-eliciting  
 S: (inaudible) ————— class reply  
 T: Eh? It kind of seat that have thee leg. ————— giving clue  
*Balesost igir* yes? (**Drawing a rough picture of a stool on the bb**)  
 T: (inaudible) yes. ————— nominating  
 S: (inaudible)... ————— reply  
 T: (inaudible) three leg ok. ————— evaluating  
 (See Appendix III, T5, p. 273)

In this context the teacher not only employed L1 to describe stool but also drew the picture of the object. That helped the students to understand what a stool meant. The teacher said that describing an object takes time and requires a better command of English, but drawing a rough picture does not require much language skill.

#### **4.6.1.9 Appeal for assistance**

The communication strategy designated as ‘appeal for assistance’ was the other least used strategy. It was employed by only one of the teachers, T1, who used it only once. Student initiations or the questions asked by the students are the main source of this communication strategy. This strategy actually served two purposes: it gave the teacher a breathing space to think of a response; it also helped to keep the students engaged. Whenever the teacher finds a question asked by a student rather difficult or confusing, he/she relays it to the rest of the class in search of an answer. Whether asking back students’ questions played the role of a communication strategy or served as a motivation technique depends on the particular question asked.

Earlier, following the teacher’s invitation a student asked a question on the meaning of the phrase ‘to raise money’. The teacher was not ready for that question as observed by the researcher. So, she relayed the question to the rest of the class. See pages 234-235 for context in which T1 employed this strategy. The underlined questions were relayed to the students. That is where the strategy of appeal for assistance was employed. The teacher continued the discourse like this and after a lengthy waiting, i.e. when she had thought long enough, she provided an answer. Here is the context in which this strategy was employed by the teacher. To provide a fairly clear view of the situation, the whole text of the elicit exchange (i.e., with all the utterances produced by T1 and the students involved in that particular discourse) has been taken.

- Extract i) T: Ok. What else? What else? You might have \_\_\_\_\_ eliciting  
 come across new few word. *adis kal*
- T: Ok (pointing at a student with a raised chin) \_\_\_\_\_ nominating
- S: (Inaudible) \_\_\_\_\_ reply
- T: Yes? \_\_\_\_\_ looping
- S: (Inaudible) \_\_\_\_\_ reply
- T: To raise money. Ok. \_\_\_\_\_ confirming
- T: Would you read that phrase and \_\_\_\_\_ asking back  
 guess your word. Your all question  
 your all eh answer?
- S: *ineja algebagnim* (meaning: 'I don't know' ) \_\_\_\_\_ reply
- T: *gilsnew* (meaning: 'It is clear') to raise money. \_\_\_\_\_ prompting  
 Not only that to raise money for the class to raise money  
 for the class. What does raise raise mean? Raise  
 money? To raise money?
- S: (Inaudible) \_\_\_\_\_ reply
- T: Hmm? \_\_\_\_\_ looping
- S: (Inaudible) \_\_\_\_\_ reply
- T: (Inaudible) \_\_\_\_\_ looping
- S: (Inaudible) \_\_\_\_\_ reply
- T: To raise money mean *gilsnewko*. (meaning: 'It is clear') \_\_\_\_\_ looping
- S: To *ineja* (meaning: 'I don't know' ) \_\_\_\_\_ reply
- T: (Inaudible) to raise money. To raise \_\_\_\_\_ evaluating  
 money. (Inaudible) money. (Inaudible) to (inaudible)  
 the students (writing on bb) in this (inaudible) in this (inaudible).  
 (See Appendix III, T1, pp. 234-235)

As observed by the researcher and also confirmed by the teacher, in the above rather long chain of discourse between the teacher and the students, the teacher was trying to get time by continuously pressing on the students to answer the question even though they openly showed their ignorance. She could have avoided it somehow, however, she did not want to because for one thing, she initiated that discourse herself, and for another, the phrase under question directly came from the reading passage, and therefore had to be made clear for the students to understand the passage. Eventually, however, she provided them with an answer. Her answer was: **Raise money mean to collect money or to increase money....** In section 4.5.2, the discussion focuses on reduction strategies.

#### 4.6.2 Reduction strategies

A broad description of reduction strategies would be the attempts of L2 users to solve a communication problem by changing, as indeed reducing their communication objective.

Depending on the particular communicative context, they either totally avoid taking risks when using the language or abandon a certain part.

However, according to the data, only two of the teachers used reduction strategies only in a single situation each. As the teachers were expected to follow the recommendations made in the textbooks, they mainly communicated with their students through reading the questions, instructions, and explanations provided in the textbooks, and repeating or paraphrasing or using L1 whenever they ran short of expression or the students failed to comprehend. As a result, there were only very few situations that required the use of such strategies. Nearly all of them did not use language outside of what is written in the textbooks. The main reason for this was, as they openly said later, that they had to follow the methodology suggested by the textbook, and that their lexico-grammatical resources would not allow them to use the language freely even if they wanted to. However, sometimes while they could just safely avoid the situation they chose to involve in lengthy and complicated discourse that often ended up in the production of wrong answers and expressions. A typical example of this is what T5 said in response to a question asked by a student. The following text is an extract from T5's classroom language.

- Extract i) T: Ok. Have a *malet tivake alachu*? ————— checking  
(I mean do you have questions?)  
S: What is creative mean? ————— eliciting  
T: Creative? Yes? ————— looping  
S: What is crazy mean? ————— re-licit  
T: Creative? ————— looping  
S: (inaudible) ————— confirming  
T: Creative mean hmm doing by himself. Yes? ————— replying  
By himself. Yes?  
T: For example, what is your name? ————— exemplifying  
S: (inaudible) ————— replying  
T: Yes? ————— looping  
S: (inaudible) ————— replying  
T: (inaudible) is creative. When we say ————— explaining  
creative yes? He can work. Yes? Simply  
by himself. Eh? No need of other help. Eh?  
T: *Gilsnew*? (meaning: 'it is clear') ————— checking  
(See Appendix III, T5, p. 276)

As can be observed in the extracted text above, the teacher attempted to answer the question but provided a rather confusing answer. In such situations reduction strategies can provide temporary solutions. The question could have been given as homework. It was what the teacher said later on. That would give the teacher time to make further reading on the definition of the word.

As mentioned earlier, T1 used a reduction strategy only once. The following extract is the context in which she employed the strategy of meaning abandonment.

Extract i) T: What does goodwill ambassador————— re-eliciting  
goodwill meaning?  
S: (Inaudible)————— reply  
T: ***Ketita tirgum titen*** the world. *Lemisale* for the for those — evaluating  
who suffer of malnutrition concerning child care....  
(See Appendix III, T1, pp. 233-234)

The L1 expression, ***Ketita tirgum titen*** which means ‘**let us leave the direct meaning**’ was intended to limit the discussion to the general sense of the term. The Amharic phrase, therefore, served both as a language switch strategy and a meaning abandonment strategy. Likewise, T7 used a reduction strategy only once. Here is the context in which she employed the strategy of topic avoidance.

Extract i) T: Occupation (inaudible)? Eh?—————eliciting  
S: (NR)————— (NR)  
T: ***Behuala inayewalen isun.*** —————evaluating  
(See Appendix III, T7, p. 293)

The L1 expression, ***Behuala inayewalen isun*** which means ‘**we shall see it later**’ was aimed at avoiding the discussion of the word temporarily. The teacher said that giving the definition was not so easy. So, she chose to talk about different types of occupations first and on the basis of that arrive at some kind of definition later. In the following sub-section the discussion focuses on communication strategy use in relation to language functions and lesson topics.

#### 4.6.3 CS Use in Relation to LFs and Lesson Topics

When we see the difference in the distribution of communication strategies, we might get the impression that the lesson topic does have an impact on the teachers' use of strategies.

However, we can only take this as one of the possible factors that might influence the use of communication strategies. There are certain reasons that prevent us from making such a conclusion. One reason is that there is a difference in time among the activities. Secondly, there is also a difference in the type and number of language functions they used during the activities. Furthermore, there are variations in the volume of teacher involvement in communication during each activity.

As pointed out earlier, the teachers in general agree that teaching reading comprehension and speaking is more challenging for them than any one of the other categories mentioned above. Conversely, they find it much less difficult to teach grammar. However, all accept that this is only a very general conclusion. They say that the individual items under each broad category do influence their use of strategies. For example, dealing with an exercise that involves multiple choice questions or matching questions within the category of reading comprehension is fairly manageable. On the contrary, items that require explaining or elaborating during grammar activities pose problems.

Further, the reports provided by the teachers at the end of their lessons indicate that generally speaking that part of each activity which required more discussion and elaboration often called for the use of communication strategies. Such language functions could cause the problem of linguistic deficiency on the part of the teachers, and hence the use of communication strategies. Moreover, whenever the students failed to comprehend a question or an instruction or an explanation, whatever the topic of discussion at hand, the use of strategies became inevitable. Therefore, it is not merely the topic that influenced the use of strategies but more so the nature of the activities that were carried out and in particular the language functions used by the teachers to conduct the activities. This is what the results of the analysis of the lessons of T1, T2, T3 and T6 have shown (see 4.4 and 4.5, pp.139-144). A similar situation prevailed during the lessons of the four teachers in terms of the use of language functions and communication strategies. In each case the

most frequently used language function is eliciting in which occurred most of the communication strategies employed by the teachers. In addition, although the number of

strategies is very high in elicit exchanges, the concentration of the strategies is very high in informs in the lessons of all the four teachers.

In general, according to the data, while the use of communication strategies directly relies on language functions, the use of the language functions, in turn, relies on the types of activities through which the knowledge and skills contained in the contents of the lesson topics are intended to be transmitted to the students. Therefore, the relationship that exists between communication strategies and lesson topics is not direct. They are linked through the language functions that determine the use of the strategies. Language functions play a sort of an intermediary role connecting communication strategies to lesson topics. The relationship among these three components that characterize the classroom language of the teachers can be represented in the following diagram:

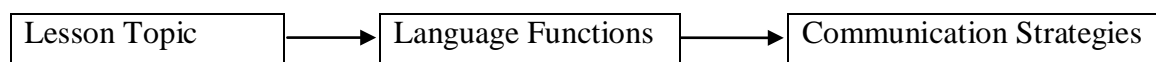


Figure iv: The link between communication strategies, language functions and lesson topics

The lesson topic causes the production of the language functions, and the language functions cause the use of communication strategies. In the next chapter, a summary of the findings and their implications, conclusions and recommendations will be in focus.

#### **4.7 Summary of Chapter Four**

The chapter presented the results of the analysis of the classroom language of the eight teachers in four sections – the type and number of CSs the teachers used, the LFs they employed, the distribution of CSs across LFs, CSs in terms of lesson topics and the relationship between CSs, LFs and lesson topics. According to the results, all in all eleven types of CSs were identified; nine achievement strategies and two reduction strategies. These strategies were scattered across five major language functions: asking questions,

giving instructions, informing, checking and framing and focusing. In addition, it was indicated that the use of CSs was not directly influenced by lesson topics. But the language functions involved in each lesson topic caused the need for the use of the strategies. Finally, in the discussion section the findings were subjected to a closer examination by the researcher with reference to previous research wherever necessary.

In the next chapter, a summary of the findings, the implications, conclusions and recommendations will be presented.

## **CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents, first, a summary of the findings. This focuses on the types of CSs employed by the teachers while they were involved in classroom interaction with their students, the distribution of CSs across LFs, CS use in terms of lesson topics and the relationship between CSs, LFs and lesson topics. After the summary, the implications of the findings for ELT in Ethiopia will be briefly discussed from different perspectives. The discussion will particularly consider the implications for teacher training, materials development, primary school EFL teachers and further research. In the section following that, based on the findings some conclusions will be drawn. Finally the chapter closes with some general and specific recommendations that are believed to contribute to the effort made to improve conditions in the EFL classroom, particularly at the primary school level.

### **5.2 Summary of Findings**

This classroom research targeted the classroom language of a selected sample of English teachers as a basis for the investigations made, and revolved around three basic research questions that it aimed at addressing (see pp. 18-19). The questions relate to three major focal points: the types of communication strategies used by the teachers to fill gaps resulting from their lack of expression (linguistic deficiency) and students' failure to comprehend the teachers' classroom English, the distribution of communication strategies across language functions and the use of communication strategies in terms of lesson topics. The source of the data, being the actual classroom language that the teachers used during the actual delivery of the lessons, provided an objective basis for the findings of the study. As a result, the findings emerging from the data presented a fairly genuine picture of the situation.

### **5.2.1 CSs Used by the Teachers**

The results of the study show that these teachers use communication strategies classified under the two commonly known major categories referred to as achievement strategies and reduction strategies (Faerch & Kasper, 1983; Johnston, 1989). Achievement strategies offer the teachers alternatives that help to fill gaps created by their linguistic deficiencies and to repair communication breakdowns resulting from students' failure to understand them. In this category there are nine types of communication strategies that the teachers employ depending on the problem they encounter while communicating with their students. These are: language switch, the most frequently employed strategy by all the teachers, repeating, paraphrasing, reading from textbook/blackboard, writing on blackboard, literal translation, word coinage, non-verbal strategy and appeal for assistance.

The teachers usually found language switch the easiest to manipulate and the most successful strategy that helped in solving communication problems resulting from either their linguistic deficiencies or students' failure to understand them. As a result, they employed it far more frequently than any one of the other strategies. All in all it covered 73.2% of all the strategies used. The rest added up to only 27.1%. In the classroom language of some of the teachers L1 words or phrases are found nearly in every utterance, either at the beginning or in the middle or at the end.

The second most commonly employed achievement strategy, although far less frequently than language switch, was the strategy of repeating. Almost always, the teachers repeated either whole sentences or phrases or just single words. They employed this strategy whenever the students failed to respond to an elicitation or a directive, and when they were not able to paraphrase or simplify an utterance. Identifying repeating as a communication strategy was not as easy as that of language switch. The main reason for this was that the teachers sometimes repeated utterances to emphasize a point or focus students' attention. Nearly 75% of the 'repeating' used as a

strategy occurred within elicit exchanges. The teachers repeated the utterances as many times as they deemed necessary. A repeating often became lengthy if it took the teachers a long time to produce an answer to a question or to simplify a point by paraphrasing.

Although less frequently than repeating, the teachers also used the strategy of paraphrasing mainly with the aim of simplifying an utterance that the students found difficult to comprehend. However, as the function of simplifying or expressing an utterance in other words without losing the original meaning or message requires a stronger vocabulary and grammar resource, every time they attempted to paraphrase an utterance they encountered the problem of shortage of expression. Sometimes they ended up in making the original utterance even more difficult to understand. Nevertheless, this strategy is also a common feature of the classroom language of these teachers, but far less so than the strategy of language switch.

The acts of reading from the textbook and writing on blackboard used as strategies usually occurred in the exchanges of elicits and directs and less often in informs. The teachers employed these strategies in order to avoid involving in oral communication that often required fluency and accuracy in the language, skills which the teachers have not properly developed. Five of the teachers used reading from the textbook as a strategy whenever they found it difficult to paraphrase a question or an instruction or an explanation. Similarly, three of the teachers used writing on the blackboard as a strategy. Whenever they needed more thinking time and wanted to avoid the problem of oral production, these teachers would walk to the blackboard and start writing, and as they wrote, they uttered the words they were writing. What is more, the teachers seemed to be more at ease while writing on the blackboard than being confronted by their students in an oral communication situation.

The strategies referred to as literal translation, word coinage, non-verbal strategy and appeal for assistance were far less frequently employed by the teachers. In situations

where they were ignorant or not sure of the sentence patterns of English they used the strategy of literal translation, a condition in which they applied the mother tongue pattern to the target language. The strategy of word coinage or the coining of new words was employed by a couple of the teachers in situations where they lacked or were not sure of a particular word or expression they wanted to use. Coining a new word or expression was based on the teachers' previous knowledge of how a verb becomes a noun or an adjective by adding the suffix/-er/ or /-ing/.

Non-verbal strategy was employed by two of the teachers only once each. One of the teachers used a real object to explain the term that she was discussing, and the other one drew a rough picture of the object that she was trying to describe. As it is generally believed, non-verbal language sometimes provides a better and a more successful means of conveying a message. Besides, it relieves teachers of the trouble of producing complex expressions that demand good vocabulary and grammar resource. In the classroom language of the aforementioned teachers two non-verbal strategies occurred in the functions of asking questions. The least employed achievement strategy is 'appeal for assistance'. It was employed by one of the teachers only once.

Unlike achievement strategies, reduction strategies were very rarely employed by the teachers. Two types of reduction strategies, 'meaning abandonment' and 'topic avoidance' were employed by two teachers only once each. Both strategies occurred in the function of eliciting while the teachers were trying to define words. Though few, the use of these strategies shows that whenever these teachers come across difficult topics or points that require a good oral skill and knowledge of the subject, they can just skip them. In situations where the teachers are ignorant or doubtful of certain aspects of a topic, they use the strategy of 'meaning abandonment'. This is a condition in which they omit or reduce the parts that they are not sure of and restrict themselves to those areas that they know well.

In comparison to achievement strategies, it could hardly be claimed that reduction strategies were employed by the teachers. However, the two instances mentioned just above can provide a clue that these strategies also characterize the classroom language of the teachers although much less strongly than achievement strategies. In this section an attempt was made to highlight on the major findings, i.e., the types of communication strategies used by the teachers.

In the following section the review highlights the the findings concerning the teachers' use of communication strategies in terms of language functions.

### **5.2.2 CSs in Language Functions**

With regard to the distribution of communication strategies across language functions there are variations among the strategies (see pages 134-137). According to the findings, the language functions most commonly used by the teachers are asking questions, giving instructions, giving information, introducing new activities and checking students' understanding. Having identified these functional categories, the distribution of communication strategies was examined. While achievement strategies occurred in all language functions, reduction strategies occurred only in one of them i.e. elicits. The variation in the distribution is not only between the two major categories, but there is also a visible difference in the percentage of occurrence among the nine types of achievement strategies.

It was found out that both in terms of type and frequency the highest percentage of strategies occurred in the function of asking questions – 61.2%. The distribution across all the other four exchanges accounts for only 38.8%. However, this is only as a result of the huge number of elicits that occurred in the lessons of the teachers who devoted most of the lesson time to asking questions (see Table-26, p.136). The difference among the individual strategies in distribution across the language functions is even more conspicuous. The strategy of language switch occurred in all exchange types. The strategy of repeating occurred in four of them, and paraphrasing, reading from textbook,

writing on blackboard and word coinage in three of them each, non-verbal strategy in two and the strategy of appeal for assistance occurred in only one of them.

However, the picture changes when we look into the ratio of strategies to exchanges. In terms of concentration of strategies, the functions of informing and directing are far ahead of the function of eliciting. While more than two communication strategies occurred in every inform, only one strategy occurred in every two elicits. This implies, as pointed out earlier, that functions of explaining (informing) and giving instructions (directing) were the ones that the teachers found more difficult than the rest (see Table-25, p.135).

As far as reduction strategies are concerned, the number is very negligible when compared to that of achievement strategies. The two reduction strategies employed by two of the teachers occurred in elicit exchanges and none occurred in any one of the other exchanges. However, this does not justify that there were no situations in the lessons where the teachers would have wanted to use either one or more of the reduction strategies. A possible reason for the teachers not resorting to these strategies might be the fact that they are expected to cover all portions of the textbooks in the given time and follow the recommended methodology.

As noted earlier, the sole purpose of classifying the classroom language of the teachers in terms of language functions is to identify the specific contexts where the communication strategies occurred. This can help not only in getting a better picture of the situation but can also serve as a signpost that points at the language functions that the teachers find difficult, and those they can manipulate with ease. This in turn can help in suggesting practical solutions to the problem. Moreover, the impact of communication strategies on the classroom communication can be easily observed. That is to say, whether or not communication strategies enhance target language learning and acquisition can also be assessed. In this section the focus was on communication strategies in their immediate contexts of occurrence (i.e., in language functions)

The next section summarizes the findings with regard to communication strategies in terms of lesson topics.

### **5.2.3 CSs and Lesson topics**

Six major topics were identified in the lessons conducted by the teachers: reading comprehension, vocabulary, grammar, speaking (describing people by matching picture with sentences), pronunciation, and writing (see Table-27, p.140). To find out whether lesson topics had any influence on the teachers' use of communication strategies, an investigation into the recorded lessons of four of the teachers (see pp.140-143), who dealt with two or more topics were selected. Each of the lessons of these teachers was analysed separately.

The results of the analysis showed that the lesson topics as such did not have a direct influence on the teachers' selection and use of communication strategies. But the types of language functions that the teachers used in order to conduct the various activities within each topic did play a major role in determining the type and frequency of the strategies. However, the findings indicate that reading comprehension and speaking activities required the use of communication strategies more frequently than the other topics. In this section, highlights of the findings concerning communication strategy use in terms of lesson topics were provided.

In the next section focus will be made on the pattern of relationship that exists among communication strategies, language functions and lesson topics.

### **5.2.4 Relationship between CSs, LFs and Lesson Topics**

Whether the teachers' use of communication strategies depended on the language functions they used or the lesson topics they taught has been one of the issues that this study focused on. The relationship between lesson topics and language functions is very close. While lesson topics are the source of the contents, language functions are the means through which the contents are conveyed. As implied above, lesson topics

determine the type of activities that are conducted in order to teach the topics. The activities, in turn, dictate the type of language functions that are used to deliver the lesson. As a result, breakdowns in communication caused by the teacher's linguistic deficiencies or students' lack of comprehension directly affect the language functions. What the results have shown is that lesson topics that mostly involve the functions of explaining, describing, commenting, instructing and elaborating are often crowded with communication strategies.

So, what can be said on the basis of the two scenarios is that communication strategies are the outcome of both language functions and lesson topics. However, the immediate cause that triggers the use of communication strategies are language functions. Thus they form a kind of cause and effect relationship.

In this section a summary of the findings was presented. In the next section the implications of the findings will be discussed.

### **5.3 Implications of Findings**

As the actual classroom was the source of data and the focus of the investigation, the findings are believed to have far-reaching implications on various aspects of English language teaching at the level targeted by this research. The results can contribute to the improvement of the practice of ELT ranging from the training of teachers and the preparation of textbooks to the practice and evaluation of classroom activities. In the following sections some of the possible implications that the findings can have are briefly discussed. First the implications on teacher training are presented.

#### **5.3.1 Implications for Teacher Training**

Success in teaching is partly the outcome of good teacher training that takes into account the needs of the teacher and learners. Despite the huge amount of emphasis on learner autonomy, the teacher still occupies a central place in the classroom, particularly in the Ethiopian primary and secondary school EFL classrooms. Many teacher trainers

(for example, Bolitho 1988) agree that 'teachers whose first language is not English often feel insecure about many aspects of the language they teach and use in the classroom'. The main cause of this feeling of insecurity is the gap in their knowledge of the language and their lack of communicative competence.

This gap can be filled only by a well-planned training program that incorporates both the language improvement and the methodology components (Cullen 1994; Berry 1990). In particular, as Berry (1990) notes, the language improvement component should not be taken for granted because it can serve dual purposes: 'firstly, it raises teachers' proficiency level; and secondly, it provides models of teaching behavior and thereby effects a change in teaching practices'.

Therefore, the training courses should not only focus on providing the teachers with a menu of techniques of teaching, but they should equally focus on upgrading and improving the teachers' communicative competence in English. However, organizing such a program requires identifying the needs of the concerned trainees. One of the most reliable means of discovering the pitfalls in the teachers' English language competence is conducting a study such as the current one which focuses on the actual classroom.

According to the findings, communication strategies are an important feature of the classroom language of the teachers. Different types of strategies with varied contexts and frequencies of occurrence were identified. These strategies provide clues as to the types and magnitude of the linguistic problems these teachers face whenever they are on the line of duty. These require the attention of the teacher trainer. For example, it is clear that an overuse of the vernacular can negatively affect the learning and acquisition process of the target language. In addition, it has been discovered that language functions constitute a major part of the teachers' language, and those they find rather challenging have been identified. Such problems need to be isolated and dealt with while training teachers.

In this section the main issue has been the contribution that this study can make to teacher training with focus on the language improvement component. In the next section the implications for materials development will be discussed.

### **5.3.2 Implications for Materials Development**

Given the fact that the teacher is one of the major beneficiaries of the textbook, the findings can also provide information that may be of great help in the development of materials both for the training of teachers and the teaching of students. The success of the materials in promoting learning and acquisition of the target language partly depends on how well the teacher conveys the contents of the textbook to the learners.

However, for various reasons the materials might be challenging for the teacher and this can negatively affect the smooth progress of the classroom work. Therefore, considering the teacher, his/her needs and experiences should be a matter of priority for the materials developer. He/she cannot just be ignored on the ground that the learner is the focus of the the teaching-leraning process.

In the list of criteria Tomlinson (2003) has laid down as a means of evaluating learning materials, he has accorded due attention to the teacher. One of the items in the list states that the material should provide assistance to the teacher in terms of preparation, delivery and assessment. However, prior to developing the materials, assessing the needs of both learners and the teachers is an essential task. This is where the current study comes in handy in providing the means for obtaining the data required for this particular purpose. The contents of the textbooks, that is, the topics, the various expressions used to make the instructions and the vocabulary, and the practical activities can be challenging for the non-native EFL teachers. The findings provide useful information that can help in deciding what improvements need to be made in the textbooks already in use, and what to include and exclude while writing new ones in terms of the teachers' classroom language needs (Jolly and Bolitho 1998).

As the results of the study show, the teachers use communication strategies mainly for two reasons: to compensate for their lack of expression and to alleviate students' comprehension problem. While the latter may be taken for granted and even recommended as a helpful remedy, the former poses a worrying challenge and requires a serious thinking and practical solution because it can negatively affect ELT at that level (see pp. 16, 22). Therefore, either the textbooks should provide the necessary expressions that the teachers can use while transmitting information to their students or special training should be organized to equip them with such language that enables them to move the lesson forward without unwanted interruptions.

### **5.3.3 Implications for the Teachers**

The findings bring to view the picture of the actual classroom, that is, what happens there – how the teacher and students interact. This provides teachers with the opportunity of getting information that encourages them to evaluate their roles and communicative skills, strengths and weaknesses in teaching the language. Therefore, the findings help the teachers to explore and examine their own classroom English in relation to their communicative ability and interaction with their students, and make decisions and plans to make improvements whenever necessary so as to achieve their lesson objectives.

It can thus provide the teachers with a useful means of developing their 'personal theories of action' (Ur 1992) that can help them in advancing their teaching performance. Ramani (1990) stresses the views of Widdowson (1984) that teachers need to understand the relationship between theoretical principle and practical technique and test one out against the other in a continual process of experimentation. Allwright (1983), too, emphasizes that teachers need to adopt 'more of a research attitude to their ordinary lives as teachers'. Kontra (1997) also stresses 'being reflective' to be one of the targets of teacher training. She expressed this in an article in which she examined the purpose of the methodology course for in-service training.

Therefore, the current study has a great advantage in making information about the actual EFL classroom teachers available for the teachers themselves, and by so doing encourage them to reflect back on their own strengths and weaknesses in the language. ‘This could be the starting point for several activities, all of which could enhance their theoretical understanding’ (Ramani 1997) and gradually their personal involvement in working towards their professional development. In this section we have seen how the results of the study can be instrumental in helping the teachers to reflect and theorize concerning their own personal performance in the actual classroom. In the next section the implications of the findings for research will be briefly stated.

### **5.3.4 Implications for Further Research**

The findings indicate that the EFL classroom has not yet been fully explored and that it provides various research opportunities that can help in unveiling the factors and problems that impact L2 learning and acquisition. Thus, they can help in triggering further research in the area.

While similar investigations can be made into communication strategies used by EFL and other teachers at the same level as well as higher levels, research on other features that characterize the classroom language of the teacher can also be done. CSs, as the findings have shown, are intended to repair gaps created by the teachers’ linguistic deficiencies or errors. This provides an opportunity for making further investigations into types of errors – errors that cause communication breakdowns and hence require the use of CSs.

Another possible area of investigation could be language functions. For example, ‘Is the difficulty level of language functions determined by lesson topics?’ is a question that is worth investigating. The findings can also trigger investigations into the classroom English of other subject teachers and its impact on students’ English language learning and acquisition. In the next section a brief conclusion is provided.

## **5.4 Conclusion**

The results of the current study have shown that communication strategies occupy a major place in the classroom language of primary school English teachers, and therefore, they should not be considered as having little or no impact on the teaching and learning of English. In so far as they are the direct outcomes of classroom communication problems, CSs are indicators of the pitfalls in the teachers' linguistic repertoire. As a result, they require attention and serious handling by research.

Researchers generally agree that there are basically two closely connected purposes that communication strategies are intended to serve – to fill gaps in a communication process created by lack of expression on the part of the discourse participants, and to facilitate comprehension (Tarone 1980; Faerch and Kasper 1983; Bialystok 1990; Poullisse 1990). The study has confirmed that this is very true of classroom communication. In the EFL classroom (such as the ones in this study) where the teachers and the students are both non-native speakers, both problems, that is, linguistic deficiency and non-comprehension, are common. Hence communication strategies are inevitable features of their classroom English. They are a signpost pointing at the English language problems and needs of these teachers.

In addition, the results have proved that language functions such as explaining, commenting, exemplifying and giving instructions (functions that require a relatively sufficient lexico-grammatical resource) are rather difficult for the teachers to manipulate. In fact, they are one of the major causes of communication breakdowns in the classrooms. (See Appendices I and III, pp. 205-221, 227-304). These give rise to very serious linguistic hurdles that the teachers at the primary school level find insurmountable. In their attempt to overcome this challenging situation, they must

employ one or more of the aforementioned strategies. The strategies certainly aid in easing their immediate difficulties temporarily. However, it should be noted that CSs do not always guarantee success in interaction. Sometimes a strategy can make the situation even worse. The outcome of this is that L1 becomes the most preferred remedy for the problem in the L2/FL classroom. The tendency, as witnessed by the researcher in the primary school classrooms and as confirmed by the findings, seems to be teaching L2 through L1. Though natural it may be for the teachers to turn to L1 when they encounter linguistic deficiency problems, this cannot just be taken for granted.

Another interesting experience that the study seems to offer is the attempt made to identify the strategies in their specific contexts of occurrence. This serves some basic purposes. Firstly, it makes the task of identifying the strategies less cumbersome. Secondly, it helps to get a firm grasp of the situation that gives rise to the use of the strategies, which in turn facilitates the task of devising a solution to the problem. Thirdly, placing CSs in relation to LFs can help to see their impact on L2 learning and acquisition more objectively and thus broadens our understanding of the factors that contribute to language learning and teaching in the classroom. In the following section recommendations are made based on the findings.

## **5.5 Recommendations**

On the basis of the findings the following recommendations are made regarding the classroom language of primary school English teachers in Ethiopia.

From the observation made by the researcher, communication strategies are an inseparable component of the classroom language of non-native EFL teachers at the level indicated above (See pp. 16 and 22). These teachers cannot avoid using one strategy or another under the pressure of either their own linguistic deficiencies or students' failure to comprehend what they are telling them. These are inevitable scenarios that characterize such classrooms. Therefore, some kind of training in the

types and use of communication strategies for the teachers can certainly help to improve the situation.

CS training may be integrated into the courses provided for training teachers in a way similar to that suggested by Lessard-Clouston (2007) concerning LLS. He recommends that L2 courses such as Rubin and Thompson's (1994) 'How to Be a More Successful Language Learner' might be used in order to help trainees understand the language learning process, the nature of language communication, what language learning resources are available to them, and what specific strategies they might use to improve their own vocabulary use, grammar knowledge, and L2/FL skills in reading, writing, listening and speaking. Faerch and Kasper (1983: 55) also note that although language learners have implicit knowledge about CSs, they should be taught how they use them most appropriately.

In addition, it has been discovered that language functions constitute a major part of the teachers' language, and those they find rather challenging have been isolated. A remedial training program designed to help the teachers to properly manipulate the use of these language functions with priority accorded to the ones they find most difficult is essential. In particular, due consideration should be given to the functions concerned with the explanation of meaning, giving comments and more information, paraphrasing and simplifying difficult questions and giving directions. These should be accorded special attention in the courses provided for both new trainees and in-service trainees.

The teachers are required to provide a correct model of the target language to their students. This is an important part of their responsibility (Harmer 2001:65). To this end they should improve their English to the appropriate standard. The findings can provide these teachers with tangible information that they can use to tackle problems successfully.

Based on the language skills students are expected to develop at this stage, the materials in the textbooks should be presented in a way that allows more student participation in a meaningful way, and help the teachers avoid relying too much on the language written in the textbooks. The methodology followed by the textbooks should make demands on the teachers to improve their English through various ways.

Finally, further research into the classroom language of the teacher with focus on the teaching of English and the impact teachers' classroom English has on students' learning of the language needs to be conducted on a wider scale to provide a better picture of the situation so that appropriate corrective measures could be taken.

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Appendix – I  
Teacher A  
Transcription and Analysis of the recorded lesson (Pilot study)

| Text  | Sub-type                           | Major Categories                 | Acts/ Functions   | Exchanges |
|---|------------------------------------|----------------------------------|---|-----------|
| (Inaudible).<br>( <i>yezarew timihirt hulet negerochin mawedader new</i> ). Comparing things. Two things and (inaudible). (Reading from the textbook).  | Lsw                                | AS                               | frame focus   | Boundary  |
| For example if we compare things example two things eh (inaudible) we can compare two things. Example we can compare this (inaudible).  |                                    |                                  | exemplify   | Inform    |
| This is what? This is? <i>yihe mindinnew</i> (meaning: what is this?) (He is showing it to the students.) This is?<br>Chalk.  | Lsw<br>NV                          | AS<br>AS                         | el<br><br>p-reply   | Elicit    |
| Now when we compare two thing eh how we can compare? How we can compare? <i>hulet negerochin indet new yeminawedadirew?</i> (Meaning: how do we compare two things?)<br>Yes.<br>A duster is<br>Eh?<br>Lighter than<br>Eh?<br>(Inaudible)<br>Yeah. The adjective is now lighter. Lighter means lighter means hmm <i>yaw tawkutalachihu</i> (meaning: you know it.) | Lsw<br><br><br><br><br><br><br>Lsw | AS<br><br><br><br><br><br><br>AS | el<br><br><br><br><br><br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit    |
| The adjective is eh?<br>Lighter.<br>The word is eh lighter. So the word light is given. The word light is giving here and the adjective here. The word light is give.   |                                    |                                  | el<br>p-reply<br>evaluate   | Elicit    |
| Now when we compare this now this is rubber. This is duster. So the answer is eh?<br>A rubber is (inaudible).   | NV                                 | AS                               | el<br><br>Classreply  | Elicit    |

|  |        |    |  |           |
|--|--------|----|--|-----------|
| Yeah.  |        |    | evaluate   |           |
| Who can try? Who can try? Who can try?<br>(Inaudible) who can try? Who can write?<br><i>maletei hulet negerochin yemiawedadir</i><br>(meaning: I mean comparing two things.)<br>Who can try? Ok who can try? (inaudible).<br>Ok come on try. Yes. Yeah. Come and repeat<br>it. Say this rubber is eh?<br>A rubber is better than a duster.<br>Rubber is better than a duster. Very good. | Lsw    | AS | el<br><br>nominate<br><br>p-reply<br>evaluate  | Elicit    |
| Now<br>We can (inaudible) also real now. For<br>example let us three students use now.   | Ltrans | AS | frame<br>focus   | Boundary  |
| One student one two three (pointing at each<br>to come).   | NV     | AS | d  | Direct    |
| Let us see now eh comparing now comparing<br>more than what? Eh? More than eh?<br>(NR)<br>Two. <i>kehulet belay maletim sost mallet new</i><br>(meaning: more than two, that is, three).   | Lsw    | AS | el<br><br>evaluate   | Elicit    |
| So look at now eh what is your name?<br>Endale.  |        |    | el<br>p-reply  | Elicit    |
| Ok his name is?<br>Endale.<br>Endale.  |        |    | re-el<br>class-reply<br>evaluate   | Re-elicit |
| What is your name?<br>(inaudible) Behailu.<br>Yes his name is Bhailu.  |        |    | el<br>p-reply<br>evaluate  | Elicit    |
| Now there are three students. Now I give the<br>word is eh the word is eh tall. For this I will<br>use the word tall. <i>ababale gebachihu? Sostun<br/>lijoch bekumet inawedadir</i> , meaning, haven't<br>you understood what I am saying? Let us<br>compare the three students in height).   | Lsw    | AS | explaining   | Inform    |
| So who can compare them now? Who can<br>compare them now? (inaudible)<br>Ok yes.<br>Endale is<br>Eh?<br>Taller. Endale is tall.<br>Endale is taller. Yeah.<br>Endale is tall.<br>Yeah.<br>Behailu is taller. Bekele is tallest.<br>Tallest yes.  |        |    | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit    |

|  |                               |                    |  |          |
|--|-------------------------------|--------------------|--|----------|
| Now you can make (inaudible) for example eh? Endale is taller than eh? Who can make now?<br>Yes Hanna Hanna.<br>Behailu is taller than Endale.<br>Endale. Very good.<br>Bekele is tallest. Bekle is the tallest.<br>The tallest. Excellent. <i>betam tiru.</i>   | Lsw                           | AS                 | el<br><br>nominate<br>p-reply<br>evaluate<br>p-reply<br>evaluate                       | Elicit   |
| This is clear. Yes?<br>Yes. ( <i>awo</i> ).<br>Very good.  |                               |                    | ch<br>class reply<br>evaluate  | Check    |
| Ok.  |                               |                    | frame  | Boundary |
| Who can tell us in your now? leave it.<br>(NR)   | Tavoid                        | RS                 | el   | Elicit   |
| Sit down .(to the three students)<br>Very good. <i>betam tiru ahun wede mekemechachihu temelesu.</i>   | Lsw                           | AS                 | d<br>evaluate  | Direct   |
| Who can use the word eh comparative in your life real real life for example in your real life as I told you? I showed you this. So who can tell us now? Who can bring example? Who can bring another example in your real real life? real life (inaudible) (writing on bb).<br>Ok Hana.<br>come here or come here and say something about <i>ney wedezih.</i><br>(Inaudible response)<br>Aha I mean Mekedes. Mekedes now create many things from your real life real life what is your real life? Using what? Comparative and superlative comparative and superlative.<br>When we say comparative we mean two things. Eh? Superlative is eh? More than what? Eh?<br>One<br>More than two. Yeah. <i>algebachihum?</i><br><i>Beyeletu silemitayut negeroch mallet new.</i> | Lsw                           | AS                 | el<br><br>nominate<br>d<br><br>class reply<br>re-nom<br><br>Class<br>reply<br>evaluate | Elicit   |
| Teacher teacher. What is 'real'?<br>(Teacher was silent for some seconds. Ignored the question. But the student repeated the question).<br>Teacher what is real?<br>Real real real. What is rea.? Anyone? Ok, I tell after class. Ok? Ok? Now you bring example.<br>Ok.  | Silence<br><br>Apas<br>Tavoid | RS<br><br>AS<br>RS | p-elicit<br>(NR)<br><br>p-re-elicit<br>t-reply   | P-Elicit |
| Example now. Real life use. Change your face to their and say something yes to students.<br><i>algebahim inde? Wedetemariwochu fithin azur.</i>  | Lsw                           | AS                 | d  | Direct   |



|  |     |    |   |          |
|--|-----|----|---|----------|
| <p>More than three you can use. Now two things you compare. More than three example. Another example. More than three. Very good.</p> <p>A frog<br/>A frog?<br/>Plate and an axe<br/>Ok? (inaudible).<br/>The the plate is the adjective is use useful.<br/>Useful. Yeah.<br/>Useful. hmm the answer is the plate is most the most useful.<br/>Ok. Very good.</p>  |     |    | <p>el</p> <p>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply</p> <p>evaluate</p> | Elicit   |
| <p>Sit down.<br/>(Student goes back to her seat)</p>   |     |    | d   | Direct   |
| <p>Now.<br/>(Inaudible). By group you are do it now .</p>  |     |    | <p>frame<br/>focus</p>  | Boundary |
| <p>For example question number eh? One up to eh? One up to three eh? (inaudible)<br/>Ten<br/>Four five six seven up to ten.</p>  |     |    | <p>el</p> <p>class reply<br/>evaluate</p>   |          |
| <p>You can in group discuss now. You can do discuss in group now. This question now. This question now. Discuss. Yeah. In group discuss now. Eh (Inaudible) you two. You two. Discuss now. In group now. The question is here. Eh (Inaudible) you can do. As the example is done you can do. From one up to eh? Ten. Three. In your group you can discuss. Ok. Start. Start please. Discuss.<br/>(Inaudible in L1).<br/>(He went around telling them to be in groups).<br/><i>Algebachihum inde? Bebudin honachihu siru.</i></p> | Lsw | AS | d   | Direct   |
| <p>Ok.<br/>I will give the chance group the group is finish. The finished group chance I give.</p>   |     |    | <p>frame<br/>focus</p>  | Boundary |
| <p>Ok. (Inaudible) ok. Only number what? Number one and two. Only number one two you do. <i>andina huletin bicha sru.</i><br/>(Inaudible) spoon and fork useful. (Inaudible) the spoon is the spoon is more more usefuler than fork.<br/>Very good. This group is nice. Very good.</p>   | Lsw | AS | <p>nominate<br/>el</p> <p>p-reply</p> <p>evaluate</p>   | Elicit   |
| <p>Ok. The next. This question number what? Three and four. Three and four. Three and four. I will give you chance. I will give you chance.</p>  |     |    | el  | Elicit   |
| <p>And come come here. Come here and eh do it now. Be here. Be here. Here. Come here.</p>  |     |    | d   | Direct   |

|  |                   |              |  |            |
|--|-------------------|--------------|--|------------|
| Come here.<br>(NVR).   |                   |              | p-reply  |            |
| Blood blood and axe. Axe is sharp sharper than sharper than the sharper than blood.<br>Blood yeah. Very good. (using <u>blood</u> for <u>blade</u> )   |                   |              | p-reply<br>evaluate  | Elicit     |
| Watch watch and watch and radio and television. Television television is the most heaviest.<br>Heaviest.   |                   |              | p-reply<br>evaluate  | Elicit     |
| Now.<br>We can (inaudible) also real now. For example let us three students use now.   |                   |              | Frame<br>focus   | Boundary   |
| One student one two three (pointing at each to come). <i>izihga nuna kumu.</i>   | NV<br>Lsw         | AS<br>AS     | d  | Direct     |
| Let us see now eh comparing now comparing more than what? Eh? More than eh?<br>(NR)<br>Two. <i>kehulet belay maletim sost malet new</i> , meanin, more than two, that is, three).  | Repeat<br><br>Lsw | AS<br><br>AS | el<br><br>(NR)<br>evaluate   | Elicit     |
| So look at now eh what is your name?<br>Endale.  |                   |              | el<br>p-reply  | Elicit     |
| Ok his name is?<br>Endale.<br>Endale.  |                   |              | re-el<br>class-reply<br>evaluate   | Re-elicite |
| What is your name?<br>(inaudible) Behailu.<br>Yes his name is Bhailu.  |                   |              | el<br>p-reply<br>evaluate  | Elicit     |
| Now there are three students. Now I give the word is eh the word is eh tall. For this I will use the word tall. <i>ababale gebachihu? Sostun lijoch bekumet inawedadir</i> , meaning, haven't you understood what I am saying? Let us compare the three students in height). | Paraph<br>Lsw     | AS<br>AS     | explaining   | Inform     |
| So who can compare them now? Who can compare them now?<br>Ok yes.<br>Endale is<br>Eh?<br>Taller. Endale is tall.<br>Endale is taller. Yeah.<br>Endale is tall.<br>Yeah.<br>Behailu is taller. Bekele is tallest.<br>Tallest yes.   |                   |              | el<br><br>Nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit     |
| Now you can make <i>manew isu? arefte neger</i> for example eh? Endale is taller than eh? Who can make now?<br>Yes Hanna Hanna.<br>Behailu is taller than Endale.<br>Endale. Very good.<br>Bekele is tallest. Bekle is the tallest.  | Lsw               | AS           | el<br><br>Nominate<br>p-reply<br>evaluate<br>p-reply   | Elicit     |

|  |                             |                        |  |                      |
|--|-----------------------------|------------------------|--|----------------------|
| The tallest. Excellent.  |                             |                        | evaluate   |                      |
| This is clear. Yes? <i>gils new?</i><br>Yes. ( <i>awo</i> ).<br>Very good.   | Langsw                      | AS                     | ch<br>class reply<br>evaluate  | Check                |
| Ok .   |                             |                        | Frame  | Boundary             |
| Who can tell us in your now?<br>(NR)   |                             |                        | El<br>(NR)   | Elicit               |
| If you have question now? question for here?<br>For this (Inaudible) question eh? Yeah?<br>Question? Do you have question? Yeah what<br>is the question? You can ask this question.<br><i>yalkuachihu tiyake kalachihu meteyek<br/>tichilalachihu new.</i><br>(NVR )– Raising of hands).<br>Yes.<br>Number four <u>lai</u> watch <u>yemilew</u> words<br>meaning ‘... that which says ...’)<br>watch (Inaudible) watch wa watch watch.<br>You dono watch watch? watch is this this<br>thing this you see? This (raising his arm and<br>rolling down his sleeve and pointing at it).  | Paraph<br><br>Lsw<br><br>NV | AS<br><br>AS<br><br>AS | el<br><br><br><br>nominate<br>p-elicit<br><br>t-reply  | Elicit               |
| Ok. Another question. Eh?<br>The the earth three things why we why we we<br>why we ( <i>lemindinew mostin<br/>yeminitekemew?</i> meaning, why do we use<br>most?)<br>Yeah. <i>awo lemindinew yeminitekemew?</i><br>Why? That is the question (Inaudible). There<br>are three things. Look the question. Eh?<br>(Inaudible response).<br>Use English. Yes? We use eh?<br>(Inaudible response)<br>Yeah. Because eh? Why? Because eh?<br>Three things .the reason is there are three<br>things. Three things is usually used used eh<br>most.<br>More and most. More and most. Yeah. Very<br>good. In other way most and more used for<br>long word.( inaudible). | Lsw<br><br>Paraph           | AS<br><br>AS           | el<br>p-elicit<br><br>ask back<br><br>p-reply<br>d<br>p-reply<br><br>p-reply<br><br>evaluate | Elicit<br><br>Direct |
| Another. Another group. Another group. Ok.<br>Ok another group.<br>Ok Hanna. That group<br>Question number what? Question number five<br>and six. Five and six. Five and six.<br>The the the pencil s expensive.<br>(Inaudible) now two things now. What are<br>they? Pen?   |                             |                        | nominate<br><br>el<br><br>p-reply<br>prompt  | Elicit               |

|   |           |          |   |          |
|---|-----------|----------|---|----------|
| Pen pencil exercisebook.  |           |          | p-reply   |          |
| You can show the real now. For example. Collect and show show show them. Pen. Bring the pen. Show. <i>skriptowun asayachew irsasunim asayachw</i> . And the next is what? Pencil (inaudible). Where is pencil? Give pencil for her. Pencil now. Pencil. Ok. (inaudible This is the pencil. Another? Eh? Exercisebook. Now compare this now. Show them. This says. This is.  | Lsw       | AS       | d   | Direct   |
| The pencil is expensive expensive. The pencil is more expensive ah more expensive. The exercisebook is more most expensive. Most? Expensive. The most expensive. The most expensive.  |           |          | p-reply<br>loop<br>p-reply<br>evaluate                          |          |
| Very good. If you have question you ask she. You ask she.   |           |          | Frame<br>focus  | Boundary |
| Finished or another question (inaudible) number six. T-shirt (inaudible) and (inaudible). (Inaudible). Yeah. Yeah. T-shirt. You know T-shirt? Show. Where is T-shirt? Is there T-shirt? T-shirt? Yeah. <i>awo yihewlachihu yihe new T-shrit yemibalew</i> . He went to a boy wering a T-shirt and showed them). And eh? (Inaudible) coat yeah coat. Who has a (inaudible)? (he poited at a boy's T-shirt). Ok. Ok. The T-shirt the T-shirt is thicker than thicker than the coat. The coat. Yeah. Good. | Lsw<br>NV | AS<br>AS | el<br>p-elicit<br>prompt<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| Who can (inaudible)? You can ask her now if you have (inaudible) now. You can ask. If you have question you can ask. Who has a question? Who has a question now? Who has a question? That means if you are not understand you can ask question (NR).  | Paraph    | AS       | el<br><br>(NR).   | Elicit   |
| It is clear? No problem? No problem.  |           |          | ch<br>class reply   | Check    |
| No problem? In other way understand? Yeah. (Inaudible).   |           |          | ch<br>class reply   | Check    |
| Everything is clear? Yes.   |           |          | ch<br>class reply   | Check    |

|  |                   |              |   |                      |
|--|-------------------|--------------|---|----------------------|
| <p>Question?<br/> (A student raises a hand).<br/> Ok, Firehiwot. What is your question?<br/> Why you hmm<br/> Listen! (Order to the class)<br/> Why you (inaudible)?<br/> Why your?<br/> (Inaudible).<br/> Again. Again. Your question. (Inaudible) your question again. <i>indegena indegena</i>.<br/> Why you use cheaper?<br/> (Aw, meaning “yes” in English) Why? We use cheaper for this? Because there are eh you can answer now. Yes from your now answer yeah.<br/> The the words or the things are two.<br/> Yeah when we are compare two things eh?<br/> We use<br/> We use eh? In other way why we use?<br/> Cheaper.<br/> Eh?<br/> Cheaper.<br/> Cheaper or we use cheaper. Yeah. We change the eh we add er on the adjective.</p> | Lsw               | AS           | <p>prompt<br/> p-reply<br/> nominate<br/> p-elicited<br/> p-elicited<br/> prompt<br/> p-elicited<br/> loop<br/> <br/> p-elicited<br/> ask back<br/> <br/> p-reply<br/> prompt<br/> p-rely<br/> prompt<br/> p-reply<br/> loop<br/> p-reply<br/> evaluate</p> | Elicit<br><br>Direct |
| <p>Another question? Ok. (inaudible)<br/> NR</p>   |                   |              | <p>el<br/> NR</p>   | Elicit               |
| <p>Why use this eh more? Why use this more and most? Why? (Inaudible) eh? Why use? (Inaudible).<br/> Eh?<br/> (Inaudible).<br/> We use<br/> We use<br/> Eh?<br/> For three things we use most and more. Yea.<br/> That is (inaudible) very good.</p>   |                   |              | <p>el<br/> <br/> p-reply<br/> loop<br/> p-reply<br/> prompt<br/> p-reply<br/> loop<br/> evaluate</p>  | Elicit               |
| <p>Question? Ok.<br/> What is different more and cheap cheaper?<br/> Again your question again.<br/> What is different more cheap more cheap and and cheap?<br/> For for two things for cheap no. we can no say more we use cheaper cheaper cheaper. (inaudible) yeah very good. nice ok next is now) (then teacher remained silent for a while trying to figure out what to say next).<br/> Another (inaudible) yeah.<br/> ( teacher claps hands vigorously).</p>   | Silence<br><br>NV | RS<br><br>AS | <p>nominate<br/> p-elicited<br/> loop<br/> p-re-elicited<br/> <br/> p-reply<br/> <br/> evaluate<br/> <br/> class<br/> evaluate</p>  | Elicit               |
| <p>OK. OK. OK. OK.<br/> <i>ahun lela arefte neger tiseralachihu.</i></p>   | Lsw               | AS           | <p>Frame<br/> Focus</p>   | Boundary             |
| <p>I give another chance.<br/> There are a number (inaudible) questions (inaudible) spoon fork axe.</p>  |                   |              | <p>prompt<br/> <br/> p-reply</p>  | Elicit               |

|  |        |    |  |          |
|--|--------|----|--|----------|
| How many?<br>Three things. Dangerous the axe is the most dangerous. Car (inaudible). A car car is more (inaudible).<br>Yeah. In other way the car is less danger.  |        |    | prompt<br>p-reply<br><br>evaluate  |          |
| Another question question please(inaudible).<br>The eh the the the (inaudible) the spoon fork and axe dangerous. Eh fork the axe is dangerous eh fork why why eh why fork dangerous?<br>Fork is more dangerous. Axe is the most dangerous.<br>Ok. It's good very good                      |        |    | prompt<br>p-elicit<br><br>p-reply<br><br>evaluate                              | Elicit   |
| Another (inaudible)? Another?<br>Ok... ah.....<br>A car is more eh more eh more comfortable eh eh than (inaudible)<br>(inaudible) yeah (inaudible)<br>Again again again (inaudible).<br>A car is the most comfortable than(inaudible)<br>Ok very good .                                    |        |    | el<br>nominate<br>p-reply<br><br>evaluate<br>loop<br>p-reply<br>evaluate       | Elicit   |
| Ok question? Eh? Question ? no question ? (inaudible)<br>Ok. Very good. (inaudible) another number nine. Another students. (inaudible) nine<br>Teacher teacher teacher<br>Ok<br>Question number what? Question number what?<br>Nine<br>Yes   |        |    | prompt<br>Class reply<br><br><br>nominate<br>el<br><br>Class reply<br>Evaluate | Elicit   |
| (Inaudible). The glass is more more useful.<br>Listen listen.<br>Yeah?<br>The glass is most useful. The cup is most useful. (inaudible) and (inaudible) dangerous.<br>The the the the forks the forks the forks not dangerous. The light is...<br>Ok. In other way fork is less dangerous. |        |    | p-reply<br>d<br>prompt<br>p-reply<br><br><br>evaluate                          |          |
| Finished ?<br>(NR)   |        |    | ch<br>(NR)   | Check    |
| Ok<br>(inaudible)  |        |    | Frame<br>focus   | Boundary |
| What is comparative? What is comparative?<br>What is superlative? Who can tell superlative? What is comparative mean?<br>What is comparative? this is the question.<br>What is comparative? Comparative? What is comparative?<br>Teacher teacher teacher<br>Ok. Yes? Mekdes. Eh?           | Repeat | AS | el<br><br><br><br>class nom<br>nominate  | Elicit   |

|  |                   |              |   |          |
|--|-------------------|--------------|---|----------|
| Comparative mean<br>Eh? In other way comparative mean what?<br>Eh two things<br>Eh?<br>Eh two things 'mawedader' meaning 'comparing'.  | Paraph<br><br>Lsw | AS<br><br>AS | p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply   |          |
| Another student I will ask now. who can tell ?<br>Who can tell ? What is comparative?<br>(inaudible) what is it mean?<br>Comparative mean<br>Eh?<br>Two things or three things three things<br>Two things. Yeah comparative two things.<br>Eh?<br>Comparative comparative<br>Comparative. Comparing ok<br>Examples<br>Examples? (inaudible)<br>Knives knives and blade sharp knives blade shaper.<br>Very good.                    |                   |              | el<br><br>p-reply<br>prompt<br>p-reply<br>prompt<br><br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br><br>evaluate | Elicit   |
| Comparing two things. Comparing two things comparison comparison.<br>Example (inaudible) comparative? Ok?<br>Example<br>Example<br>Example (inaudible) and<br>Eh?<br>Pen. The word is the word is(inaudible)<br>Yeah.<br>The the exercise book heavier heavier than heavier than the eh pen.<br>Very good. Very good.  |                   |              | el<br><br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br><br>evaluate                          | Elicit   |
| Another student I will ask now.who can tell us? Who can tell us? What is comparative?<br>(inaudible) what does it mean?<br>Comparative mean?<br>Eh?<br>Two things or three things three things<br>Two things. Yeah comparative two things.<br>Eh?<br>Comparative comparative<br>Comparative. Comparing ok<br>Examples<br>Examples?<br>Knives knives and blade sharp knives blade shaper.<br>Very good. In other way knife sharper. | Paraph            | AS           | re-el<br><br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br><br>evaluate  | Elicit   |
| Ok.  |                   |              | Frame   | Boundary |

|  |        |    |   |        |
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| <p>How about superlative? Who can tell us superlative? Superlative? Superlative? Superlative? Eh?<br/>(inaudible)<br/>When you compare three things<br/>Three things eh examples<br/>Eh .... Eh... (inaudible) more than three<br/>Examples radio.<br/>Radio.<br/>Television.<br/>Television. <i>tiru. ketl isti ajektivun sit.</i><br/>Heavy .<br/>Heavy. The adjective given is heavy. So eh?<br/>(inaudible)<br/>Expensive. Yeah.<br/>(inaudible) television<br/>Yeah<br/>Television is (inaudible) most<br/>Television eh? The most expensive.<br/>Television is the most expensive. Very good.</p>  | Lsw    | AS | <p>el</p> <p>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>evaluate</p> | Elicit |
| <p>Who can are not from (inaudible). Supply from your real or from your real life. Who can make many things? Concerning? Today learning? Today lesson? Concerning today lesson? Ok today lesson? Come hear and. Today many things (inaudible) what are learn today and something new from the book. From you from you mind the lesson we learn comparative.<br/>Ok<br/>We we book and exercise book<br/>Example? Book and eh?<br/>Exercise book<br/>Ok<br/>Exercise book is heavier than book is heavier than exercise book.<br/>Very good. you try very good. <i>tiru mukera new neger gin indh bihon tinish yishalal.</i><br/>Book is heavier than exercisebook.</p> | Paraph | AS | <p>el</p> <p>nominate<br/>p-reply<br/>loop<br/>p-reply<br/>prompt<br/>p-reply</p> <p>Evaluate</p>   | Elicit |
| <p>Another<br/>Television<br/>Television and<br/>Television camera and T-shirt<br/>T-shirt ok (inaudible)<br/>T-shirt<br/>Eh?<br/>The television is the most expensive<br/>The most expensive. Very good. Television is most expensive of T-shirt and camera.</p>  |        |    | <p>el</p> <p>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>evaluate</p>  | Elicit |

|   |   |                                   |   |   |
|---|---|-----------------------------------|---|---|
| <p>Ok now<br/> To revise this lesson to summarize to summarize this lesson I ask question. In another way I have question you give answer. <i>yemikelut areftenegeroch liknachew woy?</i><br/> Lion bigger than cat.<br/> You.<br/> Yes.<br/> Very good.<br/> The sentence comperlative or superlative?<br/> You.<br/> Comperlative<br/> Excellent.<br/> Elephant is the largest of all animal.<br/> You<br/> No.<br/> You are no right. Sentence is right.</p> | <p>Paraph<br/><br/>Lsw<br/><br/>Wcoin</p> | <p>AS<br/><br/>AS<br/><br/>AS</p> | <p>Frame Focus<br/><br/>el<br/><br/>nominate<br/>p-reply<br/>evaluate<br/>el<br/>nominate<br/>p-reply<br/>evaluate<br/>el<br/>nominate<br/>p-reply<br/>evaluate</p> | <p>Boundary<br/><br/>Elicit<br/><br/>Elicit<br/><br/>Elicit</p> |
| <p>Ok<br/> Today lesson is finish now. This is the finishing. Goodbye. <i>yezarewn lesson izih lay inabekalen</i>).<br/> END OF LESSON</p>  | <p>Lsw</p>                                | <p>AS</p>                         | <p>Frame Focus</p>  | <p>Boundary</p>   |

Appendix I  
Teacher B  
Transcription and Analysis of the Recorded Lesson (Pilot Study)

| Text   | Communication Strategies      |                    | Language Functions  |           |
|--|-------------------------------|--------------------|---|-----------|
|  | Sub-type                      | Major categories   | Acts/Functions  | Exchanges |
| <p>Hmm (inaudible)<br/><i>balefew gize yetemarnewn tastawusalachihu?</i><br/>Meaning, Do you remember what we learned last time?) About adjective. We learn yeah. An adjective is noun modifiers or adjective can modify nouns. Modify means hmm <i>tebayun mekeyer new beka</i>. But today we are learn about comparison. Ok? We try to see about comparison.</p>   | Lsw<br><br>Lsw                | AS<br><br>AS       | frame focus   | Boundary  |
| <p>We have three comparison. The first positive. Positive degree. The second comparative degree degree and the third kinds of comparison superlative. The meaning of positive comparative superlative hmm hmm (he is silent for some seconds. It is clear he has run short of expression). we use this comparative different things to compare, person, there degree or there quality or there quantity. Different people to compare or different things there quality, there quantity or their degree, we use we use we use we use hmm hmm three comparison three comparison.</p> <p>Let us see this one by one .the first one is positive degree . in positive degree, the same quality or the same quantity or they they the two things have the same degree.<br/>For example, 'the girl is fat' look at this adjective. The first sentence says 'the boys is fat;' and the second sentences says, 'the girl is fat.' when we write this sentence in positive degree, the girl full stop.<br/>This means, (inaudible) 'as plus adjective plus as' and here comparation only two things the same quality or the same quantity or the same degree.<br/>Good</p> | Ltrans<br>Repeat<br><br>Wcoin | AS<br>AS<br><br>AS | explaining<br><br><br>exemplify<br><br>explaining<br>evaluate | Inform    |
| Let us see the second kind of comparation, that is, comparative degree.  |                               |                    | focus   | Boundary  |
| When we are talking comparative degree we do comparation two different quality quantity and degree things.   |                               |                    | explaining  | Inform    |
| For example, 'south Africa, south Africa is  |                               |                    | exemplify   |           |

|   |                                      |                               |                                   |                 |
|---|--------------------------------------|-------------------------------|-----------------------------------|-----------------|
| <p>industrialized. 'south Africa is industrialized.' This is the first sentence. German yeah. 'German is more...industria...industrialized.'</p> <p>Look at this two sentence.</p> <p>'South Africa is industrialized ,and 'germen is more industrialized,' when we write this sentence in comparative degree, 'south Africa is less industrialized than Germany Germany.' Or, we can say the reverse 'Germany is more industrialized than south Africa south Africa. We can say.</p> <p>And in comparative we add 'er' for mono syllable sound or one syllable sound we add to the adjective er 'er' and for long kind of word or for more than two syllable sound we add 'more'. To add this suffixes and prefixes, we use some rules. The first rule says, 'if the word ends with if the word ends with 'e' like this 'white' ends with 'e' we add 'r' whiter. The second rule says if the word has has no ;e' or if the word does ends with 'e' like this for example this word (inaudible)'e' so ,yeah. We reply add, 'er' longer like this. The third rule is if the word is consonant vowel consonant from the right to left like this , big, consonant vowel consonant we double the final consonant and then we add 'er' 'er' we must change this big bigger bigger (inaudible) consonant vowel consonant. We double the final consonant like this and we add simply 'er' like this. (inaudible).</p> <p>For example 'good - better'. <i>yihe irregular adjective yibalal.</i></p> | <p>Paraph</p> <p>Read</p> <p>Lsw</p> | <p>AS</p> <p>AS</p> <p>AS</p> | <p>explainig</p> <p>exemplify</p> |                 |
| <p>Hmm if this is clear, let us see superlative degree. (inaudible).</p>  |                                      |                               | <p>Focus</p>                      | <p>Boundary</p> |
| <p>In superlative, we (inaudible) hmm hmm more than two thing (inawedadiralen) their quality, their quantity or their degrees. In compa, I mean, in superlative degree, <u>this all rules we use</u> like this. If the word ends with 'e', we add only 'r'. if the word ends with, have no 'e', we add 'er'. If the word is consonant vowel consonant, we double the final consonant and we add 'er' er. The same to superlative in superlative degree we add 'est' and this is for mono syllable sounds or for one syllable sounds. 'mono' means one and this when we get long kind of word or for more than one syllable sounds in superlative degree, we use... 'most', and this all rules is applied here in superlative degree. For example, 'white', (inaudible) 'whiter', In superlative (inaudible). 'long', positive. 'longer',</p>  | <p>Ltrans</p> <p>Read</p>            | <p>AS</p> <p>AS</p>           | <p>exemplify</p>                  | <p>Inform</p>   |

|  |        |    |   |          |
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| superlative, 'longest'. If it is consonant vowel consonant, 'big' 'bigger' 'biggest' (inaudible) if it is irregular 'good' , 'better' comparative degree, superlative 'best'.  |        |    |   |          |
| Superlative (inaudible)?<br>(NR)<br>Hmm superlative hmm (inaudible).   |        |    | el<br>(NR)<br>evaluate                    | Elicit   |
| (inaudible) more in comparativ most in superlative, for example, expensive expensive expensive comparative degree 'more expensive', superlative degree... 'most most expensive'.   | Repeat | AS | explaining<br>exemplify                   | Inform   |
| Good.<br>Let me ask you question about comparison.   |        |    | Frame<br>Focus                            | Boundary |
| There are how many degree of comparison? Yes?<br>(inaudible)<br>Three degree of comparison are there.<br>Good  |        |    | el<br>p-reply<br>evaluate                 | Elicit   |
| Who can tell the three degree of comparison?<br>Motuma<br>Positive Comparative Superlative degree.<br>Very good.   |        |    | el<br>nominate<br>p-reply<br>evaluate     | Elicit   |
| In comparative degree how many things we compare?<br><i>ante huala wonber kemeskotu ategeb yalehew.</i><br>They two things.<br>Good. two different things. Excellent   | Lsw    | AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| We compare how many things in superlative?<br>Three things<br>Not only three things. <i>sost negeroch bicha aydelem.</i>   | Lsw    | AS | el<br>p-reply<br>evaluate                 | Elicit   |
| Ok yes? Zinash.<br>Two things<br>Not only two things.<br><i>aydelem.</i>   |        |    | re-el<br>p-reply<br>evaluate              | Elicit   |
| yes?<br>Three or more than three<br>Yeah. Three or more than three.<br>Three things in superlative degree we add mono syllable sound or for one syllable sounds we add 'er' and for long kind of word or more than two syllable sound we use more comparative degree. In superlative degree for one syllable sound we add 'es' and for long kind of word or form eh two syllable or more than two syllable sound we (inaudible) we add 'most'. |        |    | re-el<br>p-reply<br>evaluate              | Elicit   |
| <i>Gils new? Gebtuachuhual?</i> (meaning: is it clear?)<br>(awo).  | Lsw    | AS | ch<br>class reply                         | Check    |

|   |     |    |  |                  |
|---|-----|----|--|------------------|
| Good  |     |    | evaluate                                   |                  |
| Now   |     |    | Frame                                      | Boundary         |
| Take out your English exercise book and then eh copy this from our text book and then try to do it, Yes.<br>Write this in your exercise book<br>Please don't disturb.(he put his for finger on his mouth and frowned his face)<br>(the students responded by being silent).                             |     |    | d<br>class reply<br>d<br>NV reply          | Direct<br>Direct |
| inaudible) the first<br>Asheber (he made a running sign to hurry the boy).<br>Come to the blackboard and then ( pause).<br>This is positive degree this is comparative degree and this is superlative degree<br>Yeah.<br>This one( inaudible) comparative degree<br>Is he right? (inaudible) yes right. |     |    | el<br>nominate<br>d<br>p-reply<br>evaluate | Elicit           |
| Is she right?<br>Ok you.<br>Yes she is right.<br>Yes she is right.  |     |    | ch<br>nominate<br>p-reply<br>evaluate      | Check            |
| Ok <i>yemiketilewn iziaga yaleshiw lij neyina sri.</i><br>Noisiest<br>Noisy, noisier, noisiest  | Lsw | AS | el<br>p-reply<br>evaluate                  | Elicit           |
| Is she right?<br>Hermela<br>She is not right<br>(the student tries again)   |     |    | ch<br>nominate<br>p-reply<br>re-el         | Check<br>Elicit  |
| Is she right now?<br>Yes she is right   |     |    | ch<br>p-reply                              | Check            |
| Is she right?<br>Not right?   |     |    | ch<br>p-reply                              | Check            |
| Ok can you correct?<br>(answer not clear).<br>Good thank you.   |     |    | re-el<br>p-reply<br>evaluate               | Elicit           |
| Ok student<br>today we complete our today discussion. <i>yezarewn timirt izih lay chersenal beges hayaand lay yalewn melmeja lemikyilew pered sertachihu nu.</i><br>Thank you for your listening. (END OF LESSON)   | Lsw | AS | Frame<br>Focus                             | Boundary         |

Appendix III  
Teacher - 1  
Transcription and Analysis of the Recorded Lesson (Main Study)

| Text  | Communication Strategies |                | Language Functions                        |           |
|---|--------------------------|----------------|---|-----------|
|   | Sub-type                 | Major category | Acts/functions                            | Exchanges |
| (Inaudible) from the sea shore from the beach of the red sea and (inaudible) make it in different (pause) in different decoration. It serve as a jewelry as a jewelry <i>getaget</i> so it have different shape and color and size.   | Lsw                      | AS             | explain                                   | Inform    |
| That is clear?<br>(inaudible response)  |                          |                | ch<br>class reply                         | Check     |
| all this is (inaudible) as a shelter for wood creature ,like (inaudible) or different creature which live in the sea eh in the sea or eh  |                          |                | explain                                   | Inform    |
| Is that clear?<br>(inaudible response)  |                          |                | ch<br>class reply                         | Check     |
| so<br>To the next lesson we pass before let as revise by pronouncing about this shell about this shell.<br>(chorus)   | Ltrans                   | AS             | frame<br>focus<br><br>(chorus)            | Boundary  |
| we use it for different as neck face (showing a necklace), a bracelet ring as earring we can use it very expensive even to <i>wudnew</i> because it is not available <i>aygegnim bekelalu</i> even eh we can't buy it cheaply if is not cheap even so tourist might get this just means of income.          | NV<br>Lsw<br>Lsw         | AS<br>AS<br>AS | explain                                   | Inform    |
| so eh before we move let as pronounce learing this shell can you pronoun this sentences <i>indet indeminebeb limimd inarg</i> in order to just improve our pronunciation our English pronunciation let as let as let as just (inaudible) let as pronounce this sentences quickly <i>feten feten inbel</i> . | Lsw<br><br>Lsw           | AS<br><br>AS   | d   | Direct    |
| Who can pronoun it? Before I say that, who can pronoun it? <i>Ine kemalete befit</i> who can pronounce it?<br>Ok (inaudible) musa<br>the shell (inaudible)<br>Ok you tried. Good ok.  | Lsw                      | AS             | el<br><br>nominate<br>p-reply<br>evaluate | Elicit    |
| Let us practice before you will say that let me once pronounce for you. Ok. She (inaudible) the girl look. She shell sea shells in the sea shore. She shells sea shells in the sea shore.<br><i>Semachihu indezih new</i> .   | Write<br>Lsw             | AS<br>AS       | demonstrating                             | Direct    |
| Ok let as say it and gradually we will improve  |                          |                | d   | Direct    |

|  |                                   |                             |  |        |
|--|-----------------------------------|-----------------------------|--|--------|
| <p>our speed of pronunciation. Ok. Eh say it. (inaudible).<br/> (inaudible chorus)<br/> she shells sea shells. (reading from bb)<br/> She shells sea shells(chorus)<br/> she shells sea shells. Hmm?<br/> She shells sea shells(chorus)<br/> in the sea shore. <i>Ine indemilew belu.</i><br/> In the sea shore (chorus)<br/> she shells sea shells in the sea shore.<br/> She sells sea shells in the sea shore.<br/> she shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch)<br/> Ok. Ok. (inaudible).</p>  | Lsw                               | AS                          | <p>class reply<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> evaluate</p>       |        |
| <p>Would you pronounce? can you pronounce more quickly please? <i>Isti feten belu ahun.</i><br/> She shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch)<br/> She shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch) she shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch) she shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore. (Ch) <i>ineindemilew</i> ok.good. ok she shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch)<br/> Ok</p>  | <p>paraph<br/> Lsw</p> <p>Lsw</p> | <p>AS<br/> AS</p> <p>AS</p> | <p>d<br/> <br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> evaluate<br/> <br/> class repeat<br/> evaluate</p> | Direct |
| <p>The shells she shells are sea shells. <i>Feten.</i><br/> The shells she shells are sea shells.(ch)<br/> The shells she shells are sea shells.<br/> The shells she shells are sea shells.(ch)<br/> The shells she shells are sea shells.<br/> The shells she shells are sea shells.(ch)<br/> Ok.</p>   | Lsw                               | AS                          | <p>demo<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> evaluate</p>  | Direct |
| <p>You can pronounce more quickly and correctly if you practice. Ok? <i>Hulgize mokr</i><br/> Ok.</p>  | Lsw                               | AS                          | <p>d<br/> <br/> class reply</p>  | Direct |
| <p>Ok. You can pro pro pronounce it more quickly and correctly without any<br/> <i>awo hule kemoerachu betikil tilalachu.</i><br/> Ok. Would you revise once again and come to the new topics please once. (Inaudible).<br/> She shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch)<br/> She shells sea shells in the sea shore.<br/> She shells sea shells in the sea shore.(ch)<br/> Once again. (inaudible).<br/> She shells sea shells in the sea shore. .(ch)<br/> She shells sea shells in the sea shore.<br/> The shells she shells are sea shells.(ch)<br/> The shells she shells are sea shells.<br/> The shells she shells are sea shells.(ch)</p> | Lsw                               | AS                          | <p>d<br/> <br/> demo<br/> class repeat<br/> demo<br/> class repeat<br/> loop<br/> class repeat<br/> demo<br/> class repeat<br/> demo<br/> class repeat</p>   | Direct |

|  |                              |                        |   |          |
|--|------------------------------|------------------------|---|----------|
| The shells she shells are sea shells.<br>The shells she shells are sea shells.(ch)<br>(inaudible) very good. Ok gradually improve pronunciation.   |                              |                        | demo<br>class repeat<br>evaluate                          |          |
| practice after the class. Ok?<br>Ok.(ch)<br>Ok. This one is our morning lesson or<br>(inaudible)   |                              |                        | d<br>class reply<br>evaluate                              | Direct   |
| It is very interesting class?<br>Yes (chorus)<br>Good.   |                              |                        | ch<br>class reply<br>evaluate                             | Check    |
| Now.<br>Let us come to new topic.  |                              |                        | frame<br>focus  | Boundary |
| (Inaudible). There is a lovely lady. There is a lovely lady. Ok. The instruction says: "Look at the picture of Liya Kebede."   |                              |                        | introduce   | Inform   |
| So the name of the lady is Liya?<br>Kebede. (chorus)<br>Good.  |                              |                        | el<br>class reply<br>evaluate                             | Elicit   |
| <i>alebabesuan iyu</i> why she is (inaudible)?<br>(inaudible) why she is (inaudible)? Ok. (writing on bb) (inaudible) Liya Liya Kebede. Ok. Ok. Look at the picture and read the picture and guess about (inaudible)<br>Ok. Who can guess about it? Look at the picture and guess. She is lovely and smiling girl. Look. Yes. She has confidence. She is very attractive. Why why why she this woman is (inaudible)? Can you <i>isti gemitu minyimeslachihual?</i><br>(NR) | Lsw<br><br>Paraph<br><br>Lsw | AS<br><br>AS<br><br>AS | el<br><br><br><br><br><br><br>(NR)                        | Elicit   |
| Ok. This (inaudible) I didn't allow you to read please. I didn't allow you to read. Just guess why this lady <i>setyewa manat</i> . Look at the picture. You can simply read the picture and forward your opinion please.<br>(students looking at the picture)<br>Ok. Thank you.   | Repeat<br>Lsw<br>Paraph      | AS<br>AS<br>AS         | d<br><br><br><br><br><br><br>evaluate                     | Direct   |
| What she is (inaudible)?<br>(Inaudible).<br>(Inaudible) she is famous. Ok. (inaudible)<br>Ethiopian.(inaudible).   |                              |                        | re-el<br>p-reply<br>evaluate                              | Elicit   |
| Ok. What else? Who else? who else is a famous runner? Who can mention their name?<br>One is Haile Gebreselasie and the other one?<br><i>Lelaw manew? Manew?</i><br>Yes (inaudible).<br>Kenenisa Bekele.<br>Yes, Kenenisa Bekele, the youngest runner from men from men Kenenisa Bekele.  | Paraph<br><br>Lsw            | AS<br><br>AS           | el<br><br><br><br><br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| What else? (inaudible) what about female?<br>Ok. (pointing at a student)<br>(Inaudible).   |                              |                        | el<br>nominate<br>p-reply                                 | Elicit   |

|   |        |    |   |          |
|---|--------|----|---|----------|
| Derartu Tulu. Yes.  |        |    | evaluate  |          |
| Ok. What else?<br>(Points at a student). Ante.<br>(Inaudible).<br>(Inaudible) Liya Liya Kebede.   |        |    | el<br>nominate<br>p-reply<br>evaluate   | Elicit   |
| What she is famous please? By looking her picture why she is famous? Ok. Who can try?<br>Ok. Mmm please try it. Over there. Can you guess? Yes, specially girls you should more you have more ideas about the girls because since you can give more that answers about this Lidiya. Eh? Jemila Jemila can you (inaudible)?<br>(Inaudible).<br>Ok. Before that before that about herself. Look about health care she is telling about (inaudible). But beside that before that she became famous for (inaudible) modeling. She is a model lady. (reading). | paraph | AS | el<br><br>nominate<br>p-reply<br>evaluate   | Elicit   |
| What model is You know? Model?<br>Yes.<br>(Inaudible).<br>Excellent. Yes.   |        |    | el<br>nominate<br>p-reply<br>evaluate   | Elicit   |
| You know. Would you repeat (inaudible) please repeat to the class. Eh she is?<br>(Inaudible).<br>Yes. She is a (inaudible). Very good.  |        |    | re-el<br><br>class reply<br>evaluate  | Elicit   |
| What is your name please? (inaudible)?<br>Yeshi.  |        |    | el<br>p-reply   | Elicit   |
| Yeshi. (inaudible) she (inaudible) what? Mm?<br>(Inaudible) (chorus)  |        |    | el<br>class reply   | Elicit   |
| She is (inaudible ) fashion of what?<br>(Inaudible)<br>Fashion of? (inaudible)?<br>(Inaudible) (chorus)<br>Fashion of what? <i>Yemin fashion iko new?</i><br>(Inaudible) (chorus)<br>Yes?<br>(Inaudible) (chorus)<br>Clothes. Fashion of?<br>Clothes.<br>Clothes.   | Lsw    | AS | el<br>class reply<br>prompt<br>class reply<br>loop<br>class reply<br>loop<br>class reply<br>loop<br>class reply<br>evaluate | Elicit   |
| She is a modelist and showing what?<br>(NR)<br>Fashion. New style of clothing.  |        |    | el<br>(NR)<br>evaluate  | Elicit   |
| Is that clear?<br>Yes.<br>Good. Ok. So she is a modelist lady. Now she show fashion. <i>Yalebabes aynet.</i>  | Lsw    | AS | ch<br>class reply<br>evaluate   | Check    |
| Now   |        |    | frame   | Boundary |
| Would you read this <i>bezimta</i> silently and guess the meaning of (inaudible) please. Read it silently and (inaudible) and guess the meaning of the word please. Read it. Hurry up. Read it.   | Lsw    | AS | d   | Direct   |

|  |              |          |   |          |
|--|--------------|----------|---|----------|
| Read the passage (inaudible) before (inaudible). Read the passage and guess the meaning of underlined word. They are key words. Silent reading. Stop mouth reading. Silent. Silent.<br>Ok. (To a group of students without the book) You can borrow from them. Only borrow. Borrow. <i>tewsachu anibu</i> .  | Lsw          | AS       | d   | Direct   |
| Ok. Read. Read it silently. Stop mouth reading. Silently and individually <i>leyebicha</i> the meaning of the word. Yeah. Sh-sh-sh silent. Read it (inaudible).  | wcoin<br>Lsw | AS<br>AS | d   | Direct   |
| Ok. Ok.<br>(inaudible) (writing on bb). I think you might have come across this word.  |              |          | frame<br>focus  | Boundary |
| What does 'sibling' means? While you are read you might have come across this word sibling sibling. 'sibling' is means what? Sibling?<br>Yes. Can you (inaudible) what 'sibling' mean? (Inaudible) mother.   |              |          | el<br><br>nominate<br>p-reply                               | Elicit   |
| Yes according to the passage what does 'sibling' means <i>beminbabu meseret?</i> (Inaudible).<br>Yes.  | Lsw          | AS       | re-el<br><br>p-reply<br>evaluate                            | Elicit   |
| family members (inaudible) family members meaning hmm look the (inaudible). Liya Kebede was born in Addis Ababa, Ethiopia. She is the youngest and the only girl of five sibling. sibling mean brother or sister. <i>yihenyeminayew</i> we have to take brother or sister meaning is what for example, there is (inaudible) between siblings (inaudible) (writing on bb). (inaudible). | Lsw          | AS       | explain   | Inform   |
| (speaking to a student)<br>How many brother do you have? (inaudible)<br>I have three brother and three sister.<br>Excellent.   |              |          | nominate<br>el<br>p-reply<br>evaluate                       | Elicit   |
| She has three bother and three?<br>Sister.<br>In addition to (inaudible) three brother and three? <i>Mallet betechemari</i> .<br>Sister.<br>Ok.  | Lsw          | AS       | re-el<br>class reply<br>loop<br><br>class reply<br>evaluate | Elicit   |
| Is that clear?<br>(NR)   |              |          | ch<br>(NR)  | Check    |
| You can (inaudible) if you are (inaudible). What about your brother and sister? They might say no. How do you (inaudible) with each other?<br>All my brother (inaudible).<br>Hmm clever student. But all the time you can argue or challenging her. <i>Alemekebel</i> .<br>Yes.  | Lsw          | AS       | el<br><br>p-reply<br>prompt<br><br>p-reply                  | Elicit   |

|   |               |          |   |        |
|---|---------------|----------|---|--------|
| <p>What is (inaudible) since clever student she is what you say about her? About yourself? Eh? (Inaudible)<br/>Eh?<br/>(Inaudible)<br/>If she say I am clever student in the class what would you say? <i>Mintilaleh min?</i><br/>(Inaudible)<br/>You help her?<br/>Hmm.<br/>Therefore you are more cleverer. You are more cleverer than your sister.</p> | Lsw           | AS       | <p>el</p> <p>p-reply<br/>loop<br/>p-reply<br/>prompt</p> <p>p-reply<br/>prompt<br/>p-reply<br/>evaluate</p> | Elicit |
| <p>Is that clear?<br/>Yes.<br/>All the time you are making (inaudible) look competition among yourself.</p>   |               |          | <p>ch<br/>class reply<br/>evaluate</p>  | Check  |
| <p>Is that clear?<br/>(Inaudible)<br/>You might challenge yourself. You might agree with your brother and sister.</p>   |               |          | <p>ch<br/>class reply<br/>evaluate</p>  | Check  |
| <p>You know what sibling means?<br/>(NR)<br/>Brothers or sisters in one family. Brothers or sisters. All the time you are just arguing. I am clever than you or they might say hmm your brother might say no you are not clever, I am clever than you. All the time you are jest hmm are hmm competition among yourself. <i>Irsbers wudidr.</i></p>       | Lsw           | AS       | <p>el<br/>(NR)<br/>evaluate</p>   | Elicit |
| <p>Is that clear?<br/>Yes.</p>  |               |          | <p>ch<br/>class reply</p>   | Check  |
| <p>So sibling mean eh? Brother or?<br/>Sister.<br/>Good.</p>  |               |          | <p>re-el<br/>class reply<br/>evaluate</p>   | Elicit |
| <p>Ok. The next hmm guess word or key word or <i>wanaka</i> as we said Liya Kebede is what? She is?<br/>(NR)<br/>Modeling lady. She is modeling lady. She is a model.</p>   | Paraph<br>Lsw | AS<br>AS | <p>re-el</p> <p>(NR)<br/>evaluate</p>   | Elicit |
| <p>Therefore you might ca have come across this word. What does model means? Mode?<br/>(Inaudible) (chorus)<br/>Ok. Raise your hand. (Inaudible).<br/>Ok. Musa.<br/>(Inaudible)<br/>To become famous <i>tawaki</i> or concerning Liya Kebede eh? She is the?<br/>(Inaudible)<br/>(Inaudible) she become famous. Yes.</p>                                  | Lsw           | AS       | <p>re-el</p> <p>class reply<br/>d<br/>nominate<br/>p-reply<br/>loop</p> <p>p-reply<br/>evaluate</p>         | Elicit |
| <p>In what way? In what way? According to the (pause) <i>malet beminibabu meseret?</i><br/>According to</p>   | Lsw           | AS       | <p>el</p> <p>p-reply</p>  | Elicit |

|  |                   |              |   |        |
|--|-------------------|--------------|---|--------|
| According to the passage?<br>Passage (inaudible)<br>(Inaudible) very good.   |                   |              | prompt<br>p-reply<br>evaluate   |        |
| Ok. Model (inaudible). Model (writing on bb)<br>model means eh?<br>(NR)<br>Fashion fashion (inaudible) fashion ok fashion.<br>Yeah fashion.  |                   |              | re-el<br><br>(NR)   | Elicit |
| Ok here fashion mean a person whose job look<br>a person whose job is concerning new style of<br>clothing new style of clothing. Ok a person<br>whose job is to wear a person eh? Whose job<br>look (inaudible) fashioner whose job is (writing<br>on bb) to wear to wear what? A new to wear<br>and show new style new style of eh? Clothe. A<br>fashion model a fashion model. | Wcoin             | AS           | defining  | Inform |
| Ok. So the next key word is what?<br>Ambassador. She (inaudible) ambassador.<br>(Inaudible) she is (inaudible) ambassador.<br>What does ambassador means? What does<br>ambassador? (inaudible). Who can mention<br>ambassadors of Ethiopia? From female or from<br>male?<br>(NR)   |                   |              | el<br><br><br>(NR)  | Elicit |
| Who can mention some ambassador of in some<br>countries? What does ambassador?<br>(NR)<br>For example from a female (inaudible) woizero<br>Genet woizero Genet Zewdie.   |                   |              | re-el<br><br>(NR)<br>evaluate   | Elicit |
| Ok. She is an ambassador of Ethiopia. Where?<br>(NR)<br>In India.  |                   |              | re-el<br>(NR)<br>evaluate   | Elicit |
| Is that clear?<br>Yes.   |                   |              | ch<br>class reply   | Check  |
| Ok. What is a (inaudible)?<br>(NR)   |                   |              | re-el<br>(NR)   | Elicit |
| What does she doing there in India?<br>(NR)<br>She is ambassador of Ethiopia. She is female.<br>She is lady.   |                   |              | re-el<br>(NR)<br>evaluate   | Elicit |
| What does ambassador mean, class? Ok. What<br>does ambassador mean?<br>(NR)  | Repeat            | AS           | el<br><br>(NR)  | Elicit |
| Ok. Share your idea please. (inaudible).<br>Yes. Yes, please. (pointing at a student).<br>(Inaudible)<br>(inaudible) for his or for her country. <i>halafi</i> an<br>ambassador Ethiopia in India. She is<br>responsible concerning her country. She<br>responsible of her country.<br>Good. Good. Try Musa. Good Ambassador.<br>(Inaudible).<br>Ok.                             | Repeat<br><br>Lsw | AS<br><br>AS | re-el<br>nominate<br>p-reply<br>prompt<br><br><br>p-reply<br>evaluate | Elicit |

|   |                                      |                        |   |        |
|---|--------------------------------------|------------------------|---|--------|
| (writing on bb) Ambassador is a person a person hmm who has Who has responsible responsible about his or her hmm country. Ambassador. She is a good will of ambassador. Liya or <i>malet yichi lij</i> good will ambassador for the world health organization. That is it. Ok she is also a goodwill ambassador ambassador for the world health organization.               | Lsw                                  | AS                     | defining<br>exemplifying  | Inform |
| What is goodwill meaning? Goodwill?<br>(NR)   |                                      |                        | el<br>(NR)  | Elicit |
| Goodwill?<br>(NR)   |                                      |                        | re-el<br>(NR)   | Elicit |
| Good. From this adjective you can get some idea. What does goodwill ambassador?<br>Goodwill meaning?<br>(Inaudible)<br><i>ketita tirgum titen</i> the world. (inaudible) for the for those who suffer of malnutrition concerning childcare. She consult them she (inaudible) friendly. Ok. So (writing on bb) friendly. Ok.<br>(reading while writing on bb)<br>(Inaudible) | Lsw/Mab<br><br>Lsw                   | AS/RS<br><br>AS        | re-el<br><br>p-reply<br>evaluate  | Elicit |
| Ok. What else? What else? You might have come across new few word. <i>adis kal</i><br>Ok.<br>(Inaudible)<br>Yes?<br>(Inaudible)<br>To raise money. Ok.  | Lsw                                  | AS                     | el<br><br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate                              | Elicit |
| Would you read that phrase and guess your word. Your all question your all eh answer?<br><i>inja algebagnim</i><br><i>gilsnew</i> to raise money.<br>Not only that to raise money for the class to raise money for the class.   | Lsw                                  | AS                     | re-el<br><br>p-reply<br>evaluate  | Elicit |
| What does raise raise mean? raise money? To raise money?<br>(Inaudible)<br>Hmm?<br>(Inaudible)<br>(Inaudible)<br>(Inaudible)<br>To raise money mean <i>gilsnewko</i> .<br>To <i>inenja</i> .<br>(Inaudible) to raise money. To raise money.<br>(Inaudible) money. (Inaudible) to (inaudible) the students (writing on bb) in this (inaudible)                               | Repeat<br><br><br>Apas<br><br>Repeat | AS<br><br>AS<br><br>AS | re-el<br><br>p-reply<br>loop<br>p-reply<br>loop<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit |
| in this (inaudible).<br>Is that clear?<br>Yes.  |                                      |                        | ch<br>class reply   | Check  |
| The first message (pause) the first her opinion was that she wanted to raise money for her classmate. She started <i>jemerech</i> from her  | Lsw                                  | AS                     | explain   | Inform |

|   |        |    |   |        |
|---|--------|----|---|--------|
| school she was attending her lesson in Britain Gebremariam says.  |        |    |   |        |
| Is that clear?<br>(NR)  |        |    | ch<br>(NR)  | Check  |
| Raise money means to collect money or to increase money. Good. Very good. Raise meaning to collect money collect money or to increase money to increase (inaudible). Good.  |        |    | defining  | Inform |
| Ok. What else? What (inaudible) key words? Did you came across please?<br>(Inaudible)<br>Hmm?<br>(Inaudible)<br>Career. Career.   |        |    | el<br><br>p-reply<br>loop<br>p-reply<br>evaluate              | Elicit |
| Ok. Read that sentence. Guess the meaning of career. What does career meaning? Mean? Career? (inaudible)?<br>(NR)<br>(reading from the textbook) Liya started her modeling career (inaudible).<br>(NR)<br>Yes. Yes (inaudible). What does career meaning?<br>(Inaudible)              | Repeat | AS | el<br><br>(NR)<br>prompt<br><br>(NR)<br>prompt<br><br>p-reply | Elicit |
| Yes. Career meaning eh if?<br>(NR)  | Repeat | AS | re-el<br>(NR)   | Elicit |
| Career?<br>(NR)<br>Ok.  | Repeat | AS | re-el<br>(NR)<br>evaluate                                     | Elicit |
| Let me write career. Look. Let me read it. (reading from the textbook) Liya started her modeling career (inaudible) in Ethiopia. She never continued her career (inaudible) become a famous model.  | Read   | AS | explaining  | Inform |
| What is her aim? To become a model. What is her aim?<br>(NR)<br>(Inaudible)   |        |    | el<br><br>(NR)<br>evaluate                                    | Elicit |
| She just carried this (inaudible) to get what?<br>(NR)<br>Money. It is a job. It is she acts as a job. She get what? A means of eh? <i>genzeb</i> to get what a means of what? Getting income. It's a job. Ok. Career meaning a (inaudible) what? Fashion (inaudible) wearing clothe. | Lsw    | AS | el<br>(NR)<br>evaluate  | Elicit |
| Is that clear?<br>Yes.  |        |    | ch<br>class repl  | Check  |
| So (inaudible) a person has in a particular area of ?<br>(NR)   |        |    | el<br><br>(NR)  | Elicit |
| What is my (inaudible) class? What is my pocket? What is my (inaudible)?<br>Ok. Hmm.  |        |    | el<br><br>nominate  | Elicit |

|   |        |    |  |        |
|---|--------|----|--|--------|
| (Inaudible)<br>Teaching. Yes.   |        |    | p-reply<br>evaluate                                      |        |
| My career is?<br>(Inaudible)<br>Teaching.   |        |    | re-el<br>class reply<br>evaluate                         | Elicit |
| My job is?<br>Teaching.   |        |    | re-el<br>class reply                                     | Elicit |
| Have you any job (inaudible)?<br>No. (chorus)<br>No. I am earning money. I am earning money.<br>(Inaudible)   |        |    | el<br>class reply<br>evaluate                            | Elicit |
| Is that clear?<br>Yes.  |        |    | ch<br>class reply  | Check  |
| So my career is my job is teaching. The same is true for Liya Kebede. Her career is what? Sharing fashion for model of new clothe style of wearing new (inaudible) clothe. So it is a style. It is a job. She (inaudible) money.  |        |    | explaining   | Inform |
| Is that clear?<br>(Inaudible)<br>Ok.  |        |    | ch<br>class reply<br>evaluate                            | Check  |
| What else? Hurry up. Hurry up.<br><i>fetenbelu</i> ok. (reading textbook) She is a good will ambassador. She said that she said that (inaudible) the third sentence of the third paragraph. The third sentence of the third paragraph. (inaudible). What did she say there? Mm? she said that when her mother died her childhood suffered from malnutrition and lack of schooling. We have (inaudible) in Ethiopia. | Lsw    | AS | explaining   | Inform |
| Is that clear?<br>(NR)  |        |    | ch<br>(NR)   | Check  |
| When our parents died we have what? Shortage of what? Food. There is not what? Balanced diet <i>yetemuala</i> ? Not balanced. Is the food what we eat is balanced of we are orphan? It is balanced or not balanced?<br>(Inaudible). (chorus)<br>Eh?<br>(Inaudible). (chorus)<br>Not balanced.   | Lsw    | AS | el<br><br>class reply<br>loop<br>class reply<br>evaluate | Elicit |
| Therefore that is the result of the result is what?<br><i>Yihe yemin wutet new?</i><br>(NR)<br>Malnutrition. Yes. Individually. Ok.   | Lsw    | AS | el<br><br>(NR)<br>evaluate                               | Elicit |
| (writing on bb)<br>Malnutrition is eh? A food condition food condition hmm? for what? (Inaudible)<br>(Inaudible)  | Repeat | AS | el<br><br>p-reply  | Elicit |
| To launch a new hospital. What does here launch means? To launch a new hospital for poor children orphan children.<br>You know what orphan meaning?   |        |    | el   | Elicit |

|  |        |    |  |        |
|--|--------|----|--|--------|
| (NR)   |        |    | (NR)                                     |        |
| Ok. What does orphan meaning?(inaudible)<br>Yes.<br>(Inaudible)<br>Children without parents. Children without parents poor parents died are called orphan. They are motherless. They are fatherless.   | Repeat | AS | re-el<br>nominate<br>p-reply<br>evaluate | Elicit |
| Therefore we call them what?<br>(NR)<br>Orphans.   |        |    | re-el<br>(NR)<br>evaluate                | Elicit |
| Therefore she want to launch hospital for children for orphan children. So what does launch means? Launch? Hmm?<br>(Inaudible)<br>Yes.   |        |    | re-el<br><br>p-reply<br>evaluate         | Elicit |
| (writing on bb and reading from book) to do it to do what to launch meaning to start an activity to start mm? an activity to start an activity specially what an organization an mm orga-ni-zation. Like what? Hospital. Even schools even schools even boarding boarding schools. So <i>yih malet</i> | Lsw    | AS | defining<br><br>example                  | Inform |
| (Lesson interrupted by knock from outside. Teacher is out of time).<br>END OF LESSON   |        |    |  |        |
|  |        |    |  |        |
|  |        |    |  |        |
|  |        |    |  |        |
|  |        |    |  |        |

Appendix III  
Teacher – 2  
Transcription and Analysis of the Recorded Lesson (Main Study)

| Text  | Communication Strategies |                | Language Functions                                 |           |
|---|--------------------------|----------------|--|-----------|
|   | Sub-type                 | Major category | Acts/functions                                     | Exchanges |
| Good morning (inaudible).<br>Good morning teacher.<br>Thank you. Sit down please.<br>Thank you, teacher.  |                          |                | greeting<br>calss reply<br>evaluate<br>class reply |           |
| Ok.<br>Last time we have discussed about the semen eh mountain the semen mountain what it feels (inaudible) eh a passage eh we are going to read about the passage. <i>Balefew silesemen new.</i>   | Lsw                      | AS             | frame<br>focus                                     | Boundary  |
| Before that what do you know about the semen mountain? Do you know the semen mountain? Where is the semen mountains? Who knows?<br>Yes?<br>Yes, Samuel.<br>Chilada baboon (inaudible)<br>Walia ibex walia ibex walia ibex   |                          |                | el<br><br>nominate<br>p-reply<br>evaluate          | Elicit    |
| walia ibex and eh?<br>Yes.<br>Jackal.<br>Jackal jackal ok   |                          |                | el<br>nominate<br>p-reply<br>evaluate              | Elicit    |
| eh?<br>Yes.<br>(inaudible) semen fall<br>Semen fall semen fall  |                          |                | el<br>nominate<br>p-reply<br>evaluate              | Elicit    |
| (pause) semen fall ok (inaudible)<br>different kinds of <i>lelochim insisat.</i>  | Lsw                      | AS             | explaining   | Inform    |
| So<br>we better to read the passage.  |                          |                | frame<br>focus                                     | Boundary  |
| First of all you read it silently. Silent reading without moving your lips. Simply moving your eyes.<br>(inaudible). Everybody be in group and try to read it. <i>Belu bebudin hununa siru. Belu.</i><br>(students are reading and teacher is moving around checking)<br>Even there is a shortage of books.<br><i>Yetsihaf chigir ale abrachihu siru. Metshaf yalachihu tebareru. Bezimta anibu new yalkut iko.</i> | Lsw<br><br>Lsw           | AS<br><br>AS   | d  | Direct    |



|  |     |    |   |          |
|--|-----|----|---|----------|
| (inaudible) (pause) the chilada mountain the chilada baboon baboon the most common and about twenty thousand live there they are a lot of that means chilada mountains eh chilada eh baboons are animals that are specially eh monkey they are there they are <i>gemere</i> in that place Ethiopia there are about 20 million (eh) thousand (eh) baboon chilada baboon (eh) the walia ibex are only found in this mountains and jackals also live there. There are different kinds of animals <i>liyuliyu</i> walia, baboon walia ibex and jackal are these is these (coughing) only a few and very few birds live in the semen mountains red fox <i>keykebero</i> red fox (inaudible) you can get them in the bale mountains so there is also in the semen mountains this kinds of animals. | Lsw | AS |   |          |
| so (eh) like this now we are going to(eh)ask about the mountains around us. <i>Ishi ahun sileterarawoch tiyake.</i>  | Lsw | AS | frame focus                               | Boundary |
| Do you know any mountain around us? Who knows any mountain? Who can name (inaudible) mountain around us? <i>igna akababi</i><br>Yes.<br>(inaudible) chilalo mountain is one here around us.  | Lsw | AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| What do you know about them? What do you know about chilalo mountains? Do you know any any (inaudible) chilalo mountains? It is not far from <i>kezih ruk aydelem.</i><br>Yes<br>(inaudible)hyena.<br>Yes. They (arawit) in chilalo mountain. (Inaudible) different mount eh animals eh in the   | Lsw | AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| (inaudible).<br>(inaudible) <i>izia akababi min</i><br>(inaudible) <i>yitayal</i> (inaudible) <i>min min negereroch allu?</i><br>(inaudible)<br>(inaudible) different kinds of animals. Right.   | Lsw | AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| Ok. Another (inaudible)?   |     |    | el  | Elicit   |

|   |                |              |   |          |
|---|----------------|--------------|---|----------|
| (inaudible)<br>There are different kind of <i>yeteleyayu</i> plants, animals. There are different (inaudible) and animals.  | Lsw            | AS           | p-reply<br>evaluate                       |          |
| From the plants what do you know about the plants there are? What kind of plants there are? What kind of plants are there? (inaudible)<br>(inaudible)<br>(inaudible)<br>There are different trees. (inaudible) trees are there.           |                |              | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| Trees group of trees we call them what? There are parks parks. In the park there are eh? What? What eh? What are (inaudible) in the parks? What is you find? (inaudible)<br>(NR)  |                |              | el<br><br>(NR)                            | Elicit   |
| There are different kinds of animals. That is <i>awrena lemada</i> wild or tame animals?(Inaudible) wild animals. They are wild animals. They are. The semen mountains the chilalo mountains they are <i>lemadana yedur insisat alu</i> . | Lsw<br><br>Lsw | AS<br><br>AS | explaining                                | Inform   |
| And from this we can eh we know that eh (pause) regular adjectives (pause) and eh irregular adjectives.   |                |              | focus                                     | Boundary |
| (inaudible) from this topic<br>(inaudible)<br>Yes.<br>(Inaudible)<br>Yes. Adjectives are (inaudible) noun. <i>yesimtebayn yemiasayu</i> words that describe (inaudible) (writing on bb) nouns.  | Lsw            | AS           | el<br>nominate<br>p-reply<br>evaluate     | Elicit   |
| Ok. Adjectives <i>simgelach</i> nouns. Ok. Who can (inaudible) give me an example of an adjective? One adjectives?<br>Yes.<br>(inaudible)<br>(inaudible)  | Lsw            | AS           | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| (inaudible) the adjective. <i>sintaynetale</i> adjectives. And it have two comparative and?<br>(inaudible)<br>Comparative (inaudible).<br>Comparative (inaudible) (writing on bb) comparative adjective.                                  | Lsw            | AS           | el<br><br>p-reply<br>evaluate             | Elicit   |
| <i>komparativina?</i><br>(inaudible)<br>(writing on bb) comparative   | Lsw            | AS           | el<br>p-reply<br>evaluate                 | Elicit   |

|   |     |    |  |        |
|---|-----|----|--|--------|
| adjective and superlative adjective.<br>Ok. Let say is hot. Hot is (inaudible)<br>hot. Hot is positive adjective. What<br>what is eh the comparative form of<br>hot?<br>Yes. N<br>(inaudible)<br>Hotter. Ok. Hot hotter. We add er. |     |    | el<br><br>nominate<br>p-reply<br>evaluate                | Elicit |
| (inaudible)the superlative form of<br>hot?<br>Yes. N<br>Hottest.<br>Hottest. Hottest. (writing on bb) hot<br>hottest hotter. Hotter hot. Very good.   |     |    | el<br>nominate<br>p-reply<br>evaluate                    | Elicit |
| Ok. Another another example of<br>adjective. (inaudible) Comparative<br>form of cold is?<br>(pointing at a student to nominate)<br>Colder.<br>Colder colder.  |     |    | el<br><br>nominate<br>p-reply<br>evaluate                | Elicit |
| And superlative form of?<br><i>Superlatus</i> ?<br>Yes. N<br>(inaudible)<br>Coldest.  | Lsw | AS | el<br>nominate<br>p-reply<br>evaluate                    | Elicit |
| <i>lela kisi!</i><br>(pointing at a student to nominate)<br>(inaudible)<br>Yes.<br>Bad.<br>Ok. Li-leave it. Ok. It is not<br>regular. It is irregular.  | Lsw | AS | el<br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit |
| Yes.<br>(inaudible)<br>Eh <i>mindnew yalkew ah ah?</i><br>(inaudible)   | Lsw | AS | nominate<br>p-reply<br>loop<br>p-reply                   | Elicit |
| (Ah.) Ok. Is it adjective?<br>No.<br>It is (inaudible) form of adjective,<br>yes. (inaudible)   |     |    | re-el<br>class reply<br>evaluate                         | Elicit |
| (points at a student to nominate)<br>(Inaudible)<br><i>wedazih</i> (writing on bb) the most<br>high (inaudible) h e i g h very high.  | Lsw | AS | nominate<br>p-reply<br>evaluate                          | Elicit |
| Do you read this one?<br>(Inaudible)<br>High. How do you read this one?<br>(inaudible)<br>It is not. It is high high.<br><i>indeziaaydelem</i>  | Lsw | AS | el<br>nominate<br>re-el<br>p-reply<br>evaluate           | Elicit |
| The comparative form of high is?<br>Yes, Abel. Abel the smallest.<br>(inaudible)  |     |    | el<br>nominate<br>p-reply                                | Elicit |



|   |     |    |  |                              |
|---|-----|----|--|------------------------------|
| (Inaudible) more more more.   |     |    | evaluate   |                              |
| And the superlative form of is?<br>Yes.(N)<br>(Inaudible)<br>Yes. Most most most. (writing on   |     |    | el<br>nominate<br>p-reply<br>evaluate                          | Elicit                       |
| bb)<br>Another. (inaudible)<br>(N)<br>(Inaudible)<br>Good. Good.  |     |    | el<br>nominate<br>p-reply<br>evaluate<br>el                    | Elicit<br><br><br><br>Elicit |
| Ok. Comparative form of good is?<br>(N)<br>(Inaudible)<br>Better. (writing on bb)Better.  |     |    | nominate<br>p-reply<br>evaluate<br>el                          | <br><br><br>Elicit           |
| And the superlative (inaudible)?<br>(N)<br>(Inaudible)<br>Eh?<br>Best.<br>Best. (Inaudible)   |     |    | nominate<br>p-reply<br>loop<br>p-reply<br>evaluate<br>el       | <br><br><br><br><br>Elicit   |
| (Inaudible)?<br>(N)<br>Abel is better than (inaudible).<br>Thank you. Abel is better than<br>(inaudible). Abel is better than Abel<br>is (writing on bb) ok.  |     |    | nominate<br>p-reply<br>evaluate<br><br>nominate                | <br><br><br><br>Elicit       |
| (N)<br>(Inaudible) is a good student.<br>(Inaudible) is a good student.<br>Samuel is a good student. (writing<br>on bb)<br>Ok. Samuel is a good student.  |     |    | p-reply<br>evaluate  |                              |
| With whom did you did you<br>compare Samuel? With whom? Is<br>there any compar comparison?<br>(N)<br>(Inaudible)<br>With himself?<br>Yes.<br>No. No. No compare comparison or<br>eh no other eh people here. So<br>Samuel is by himself. He is good.<br>He is good. (Inaudible) <i>bichawu new<br/>yawedaderkut kelela gar<br/>alanetsatserkum malet new.</i> | Lsw | AS | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit                       |
| Ok. Another?<br>(N)<br>Abel is the eh the best student.<br>Abel is the best (writing on bb)<br><i>kehulachihu yeteshale new malet<br/>new.</i> It is he is the best student.  | Lsw | AS | el<br>nominate<br>p-reply<br>evaluate                          | Elicit                       |
| (inaudible) ok.<br>(Inaudible) <i>hulunim enezihin</i>  | Lsw | AS | frame<br>focus   | Boundary                     |

|   |     |    |   |        |
|---|-----|----|---|--------|
| <p><i>kalatochyetetekemnibachewun</i><br/> <i>(inaudible) bemulu lebet sira</i><br/> <i>yihonal. (Inaudible) sertachihu nege</i><br/> <i>tametulignalachihu. Ayewalehu. I</i><br/> <i>will correct it and I will (inaudible)</i><br/> <i>it (inaudible).</i><br/> <b>END OF LESSON.</b></p> | Lsw | AS | d | Direct |
|---|-----|----|---|--------|

Appendix III  
Teacher – 3  
Transcription and Analysis of the Recorded Lesson (Main Study)

| Text   | Communication Strategies |                | Functional Categories   |           |
|--|--------------------------|----------------|---|-----------|
|  | Sub- category            | Major category | Acts/ functions   | Exchanges |
| <i>yezare timirtbefit inketlalen</i> today(inaudible).<br>(inaudible)  | Lsw                      | AS             | focus<br>class reply  | Boundary  |
| Eh ? <i>tastawusalachihu?</i><br>(inaudible)   | Lsw                      | AS             | el<br>class reply   | Elicit    |
| <i>Mineber?</i><br>(NR)  | Lsw                      | AS             | re-el<br>(NR)   | Elicit    |
| about hardworking eh?<br>(inaudible)<br>(inaudible) brother new come ok  |                          |                | el<br>class reply<br>evaluate   | Elicit    |
| (inaudible) another is?<br>(inaudible) lazy brother<br>(Inaudible).  |                          |                | el<br>class reply<br>evaluate   | Elicit    |
| First discuss about or talk about the hard<br>working brother. Ok? <i>Mejemeria</i> hardwork.<br>Ok. (Pointing at a student)<br>Hard working brother<br>Eh? ?<br>(inaudible) in class<br>(inaudible) the class<br>He focus what the teacher (inaudible)<br>Eh?<br>He study by plan<br>Eh?<br>He arrives on time at the school<br>Eh?<br>He ready before the examination<br>Yes?<br>(Inaudible) homework as well as classwork.<br>Ok Lazy brother hardworking (inaudible) . | Lsw                      | AS             | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit    |
| Eh? Ok. Hmm another student. Another student<br><i>lela temari lela temari?</i><br>(pointing at a student)<br>Hardwork.<br>About lazy brother. (inaudible).<br>(inaudible) are difficult.<br>Eh?<br>Their different is for example if we take<br>(inaudible) hardworking brother.<br>Eh?<br>Example he (inaudible) the school regulation.<br>Eh?<br>He (inaudible) material or school materials  | Lsw                      | AS             | el<br><br>nominate<br>p-reply<br>clue<br>p-reply<br>prompt<br>p-reply<br><br>prompt<br>p-reply<br>prompt<br>p-reply   | Elicit    |

|   |                  |              |  |          |
|---|------------------|--------------|--|----------|
| Eh?<br>He do his homework<br>Eh?<br>(inaudible) study hard.<br>(inaudible).   |                  |              | prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate   |          |
| (inaudible)hardworking brother brother?<br>(inaudible) hardworking brother<br>Ok. <i>Ishi tirunew.</i><br>(inaudible)<br>Eh?<br>Get on time in the school.<br>Ok.<br>Agree with teacher (pause) teacher and students.Study hard for a long (inaudible) a good result (inaudible).<br>Ok.  | Lsw              | AS           | el<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br><br>evaluate   | Elicit   |
| Ok.<br><i>Ahundemo</i> About lazy brother.(inaudible).  | Lsw              | AS           | frame<br>focus   | Boundary |
| Sit down. Sit down.   |                  |              | d  | Direct   |
| Ok. About lazy brother. Lazy brother.<br>Yes. Yes.(pointing at a student)<br>Eh? Lazy brother.<br>He he do he do (inaudible) how he didn no do his home.<br>Yes?<br>He didn't (inaudible) the test.<br>Eh?<br>He didn't hmm he didn't do study.<br>Eh?<br>He didn't (inaudible).<br>Eh?<br>Copy to another (inaudible).<br>Ok. He copy from <i>kelela temari yigelebital</i> from other (inaudible). Ok.  | Lsw              | AS           | re-el<br>nominate<br>prompt<br>p-reply<br><br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit   |
| Now.<br>Today continue about this lesson of <i>yezarew</i><br>This lesson is about (inaudible) picture.   | Lsw              | AS           | frame<br>focus   | Boundary |
| Tell your partner what you see. <i>yemitayew</i> the sentence out aloud (reading from the textbook).<br>Look at the picture carefully on page hmm thirteen. On page thirteen there are different picture. There are four kind of pictures. Look at this picture carefully. Then what is the message of this picture? What is the message of this picture? First look at it. Then we will discuss after. Look at it. Look at the picture in pair. In your groups look at the picture. (pause) (students looking at the pictures). Look at the picture. (pause) (inaudible) lesson four. Look at the picture. (students looking at the picture) (Teacher writing on bb and reading from bb) the teacher must hurry to catch the bus. The teacher must (inaudible). There are four kind of | Lsw<br><br>Write | AS<br><br>AS | d<br><br>describing  | Direct   |

|  |             |          |   |        |
|--|-------------|----------|---|--------|
| <p>pictures (inaudible) your book. This may (inaudible) this picture. (Pointing at the picture with the forefinger) the teacher must hurry to catch the bus. This picture shows this message. <i>Indezih new.</i></p>  | Lsw         | AS       |   |        |
| <p>Yes. (pointing at a student)<br/>Number one<br/>Number one. Number one.<br/>the teacher must hurry to catch the bus.</p>  |             |          | nominate<br>p-reply<br>evaluate   | Elicit |
| <p>Eh? (<i>ketlos</i>) yes?<br/>(inaudible)<br/>Yes he is running he is running.<br/>Yes.<br/>The teacher is running to catch the bus.<br/>Yes.<br/>The teacher must hurry to catch the bus.<br/>Yes.</p>  | Lsw         | AS       | el<br>p-reply<br>evaluate<br>class eva.<br>evaluate<br>class eva.<br>evaluate<br>class eva. | Elicit |
| <p>Ok. Number two. (reading) the hardworking family will have a (inaudible) after harvest. The hardworking family the hardworking family will have a long rest after harvest. What about ths?<br/>Meseret.<br/>Picture two.<br/>No teacher.</p>  |             |          | el<br><br>nominate<br>p-reply<br>class eva.   | Elicit |
| <p>Look at it. The hardworking family will have a long rest. No. look at it. Look at it. Look at it again. The hardworking family will have a long rest after the harvest.<br/>(inaudible)<br/>(inaudible)<br/>No.</p>   | Repeat      | AS       | re-el<br><br>nominate<br>p-reply<br>evaluate  | Elicit |
| <p>(inaudible)<br/>(inaudible)</p>   |             |          | nominate<br>p-reply   |        |
| <p>Do you know rest? You work after a lot of works you need a rest. (inaudible) Isn't it?<br/>Yes.</p>   |             |          | el<br><br>class reply   | Elicit |
| <p>(inaudible) you need a rest (inaudible) or you (inaudible). Which picture show (inaudible)?<br/><i>Yetgnaw si'il new yemiasayew?</i><br/>Number two.<br/>Number two answer is correct.</p>  | Lsw         | AS       | re-el<br><br>nominate<br>p-reply<br>evaluate  | Elicit |
| <p>Look at it. Most of the money has (inaudible). (<i>yihe malet</i>) that means they are on the rest. On the rest. Therefore the hardworking family will have a long rest after the harvest. After they harvest there crop or their crop they (inaudible) harvesting time (inaudible) they need rest. (Inaudible) this shows number picture number two.</p> | Lsw<br>Read | AS<br>AS | explaining  | Inform |
| <p>Number three. The beautiful stool (reading) the beautiful stool that the carpenter made will be a gift for his mother. A beautiful stool that a</p>   |             |          | el  | Elicit |

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| carpenter made will be a gift for his mother.<br>What about this?<br>(pointing at a student)<br>(inaudible)<br>No.   |        |    | nominate<br>p-reply<br>evaluate   |        |
| Look at the picture again.<br>(pointing at a student)<br>Number two. Number four.<br>Picture number?<br>Four.<br>Four.   |        |    | re-el<br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate                   | Elicit |
| Look at it. What is stool? What is stool?<br>(pointing at a student) yes.<br>(inaudible) it is a material.<br>For what purpose?<br>For sitting.<br>For?<br>Sitting.<br>For sitting. Yeah.  |        |    | el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit |
| Therefore look at it. Picture number four. Look at it picture number four.   |        |    | d   | Direct |
| The carpenter is making a beautiful stool. A carpenter. He is a carpenter. There is a stool. Look at it stool. There is a stool. A beautiful stool. A beautiful the beautiful stool that the carpenter made will be a gift for his mother. | Read   | AS | describing  | Inform |
| This picture shows number?<br>Four.<br>Four.<br>Picture number<br>Four.<br>Four.   |        |    | re-el<br>class reply<br>evaluate<br>loop<br>class reply<br>evaluate           | Elicit |
| (inaudible) material?<br>(inaudible)   |        |    | el<br>p-reply   | Elicit |
| To make the stool what kind of material he need? Eh? To make the stool?<br>(inaudible)<br>(inaudible)<br>Eh?<br>(inaudible)<br>Wood. Yes.  |        |    | el<br><br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate                  | Elicit |
| Other ?<br>(inaudible)<br>Eh?<br>A metal<br>Mostly <i>abzanawngize</i> stools is made of wood.   | Lsw    | AS | el<br>p-reply<br>loop<br>p-reply<br>evaluate                                  | Elicit |
| Therefore he use wood and saw. You know saw? Saw? Saw? Saw?<br>(inaudible)   | Repeat | AS | el<br><br>class reply   | Elicit |
| Saw is a material to cut wood. A material he use to cut wood and he also use a plane. Plane is material plane. Look at it (writing on bb)<br>plane has two meaning but in this meaning he  |        |    | defining  | Inform |

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| use to make the wood soft. This (pointing at the picture) he is using plane (inaudible)  |        |    |   |          |
| Ok. Eh number four (reading) when the lazy brother awake when the lazy brother awake they will have work much work to do. Which picture show this? Which picture show this? Eh Worknesh.<br>Number three.<br>Picture number what?<br>Three.<br>Picture number?<br>Three. Three.<br>(inaudible)but the hardworking family they finish their work and they are on the rest.<br>This picture show this. |        |    | el<br><br>nominate<br>p-reply<br>loop<br>class reply<br>loop<br>class reply<br>evaluate | Elicit   |
| Is it clear?<br>Yes.<br>Ok.  |        |    | ch<br>class reply<br>evaluate   | Check    |
| Then look at it <i>Temelketu si'ilun</i> .With the look at the picture again with partner (inaudible) at them at first. I think we discuss it. (inaudible).  | Lsw    | AS | concluding  | Inform   |
| it is clear. Isn't it?<br>Yes.   |        |    | ch<br>class reply   | Check    |
| Ok. Ok.<br>The next thing eh few word few word.  |        |    | frame<br>focus  | Boundary |
| Creative mean what? Creative and craftsman? Creative? (writing on bb) what is creative? Creative? What is creative? Yes according to this? Yes creative? There are few word. What is creative? What is creative?<br>(NR)   | Repeat | AS | el<br><br>(NR)  | Elicit   |
| (writing on bb) having power to create something. For example this a carpenter this carpenter when you see in the picture to make this ( <i>lemisale si'ilun iyut isti</i> ).  | Lsw    | AS | defining<br>exemplify   | Inform   |
| Isn't it?<br>Yes.  |        |    | ch<br>class reply   | Check    |
| He make a stool eh what kind of material a carpenter make? What kind of material? A carpenter is a person who make eh different material from wood. Yes. What kind of material can be made?<br>Yes.<br>Window.<br>Eh?<br>Window.<br>Window. Ok.  | Paraph | AS | el<br><br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate                            | Elicit   |
| Other?<br>(Pointing at a student)<br>Door.<br>Door (inaudible)   |        |    | el<br>nominate<br>p-reply<br>evaluate   | Elicit   |
| Yes.<br>(inaudible)  |        |    | nominate<br>p-reply   | Elicit   |

|   |        |    |   |          |
|---|--------|----|---|----------|
| Eh?<br>Chair.<br>Chair.   |        |    | loop<br>p-reply<br>evaluate               |          |
| Desk.<br>Desk.  |        |    | p-reply<br>evaluate                       | Elicit   |
| Therefore having a power to create something.<br>Having a power or a (inaudible). Having a<br>power or a (inaudible) to create something or to<br>do something. Creative person (pause) is a<br>person who make different things (pause) using<br>his skill. (Reading) or a person who has power<br>to make things who has power to create<br>something.  | Repeat | AS | defining                                  | Inform   |
| Is it clear?<br>Yes.  |        |    | ch<br>class reply                         | Check    |
| You have a question about this? <i>Tiyake?</i><br>Yes. Eh?<br>(NR)  | Lsw    | AS | ch<br><br>(NR)                            | Check    |
| Is it clear?<br>Yes.<br>Ok.   |        |    | ch<br>class reply<br>evaluate             | Check    |
| Handcraft craftsman craftsman yeah.<br>(Inaudible) it is also the same but craftsman is a<br>person who make things using his hand<br>(reading) a person who make different things<br>using his hand. Craftsman. A person who<br>makes things or objects using his hand is a<br>craftsman.<br>Ok. If this one is clear for you we discuss a lot<br>about hardworking person and a lazy man. This<br>is also about a lazy man and hardworking<br>person. <i>Yihe izih lai yibekal.</i> | Lsw    | AS | defining<br><br>Concluding                | Inform   |
| Ok.<br>The next is lesson five. <i>Yemiketlew amistnew.</i>   | Lsw    | AS | frame<br>Focus                            | Boundary |
| Look at lesson five.<br>Is about a verb and an adverb. Look at<br>(inaudible) page fourteen. Page fourteen.<br>Lesson five is about a verb and an adverb.   |        |    | d<br>Introducing                          | Direct   |
| What is a verb? What is a verb? Verb?<br>Yes. Diriba.<br>Verb is a word that modify a noun or pronoun.<br>No.   | Repeat | AS | El<br>Nominate<br>p-reply<br>evaluate     | Elicit   |
| Yes. Ok.<br>A verb is a word that show action.<br>Yes.  |        |    | nominate<br>p-reply<br>evaluate           | Elicit   |
| A verb is look at it. A verb is a word that show<br>action. For example look (reading) the boy runs<br>to the car. The boy runs to the car.   |        |    | defining<br>exemplify                     | Inform   |
| Which one is the verb from this ? which one is<br>the verb? <i>Kezih wust verbu yetu new?</i><br>Yes. Eh?<br>Runs.<br>Ran. The boy ran to the car.  | Lsw    | AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |

|   |        |    |   |          |
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| Ran is what?<br>Verb.<br>Ran is?<br>Verb.<br>That show the boy is ran .The ran to the car.<br>(Pause) it describes the boy the boy action.  |        |    | el<br>class reply<br>loop<br>class reply<br>evaluate    | Elicit   |
| The girl walks (reading) the girl walks with her<br>(inaudible). The girl walks with her (inaudible).<br>Which one is the verb?<br>You.<br>Walk.<br>Walk is the verb. It show the girl action the girl<br>action. The girl walks with her sister(reading).<br>Walk is the verb and it show the girl action. |        |    | el<br><br>nominate<br>p-reply<br>evaluate               | Elicit   |
| The next example. (reading) Tsehay sits in the<br>library. Tsehay sits in the library.<br>(inaudible)<br>Tsehay sits in the library. This sits show about<br>what? Tsehay action Tsehay action. She is<br>what? She is siting. She is siting in the library.  |        |    | el<br><br>p-reply<br>evaluate                           | Elicit   |
| Then an adverb.   |        |    | focus   | Boundary |
| Look at it an adverb.   |        |    | d   | Direct   |
| An adverb is word that is describe verb.<br>Adverb usually end the letter 'ly' (writing on<br>bb from text book) is what an adverb a word<br>look at it. An adverb is a word that describe is a<br>verb. Adverb usually end by the letter 'ly'.   | Write  | AS | defining  | Inform   |
| Look at it the example.   |        |    | d   | Direct   |
| The boy ran quickly to the car. The boy ran<br>quickly to the car. Which one is an adverb<br>(pause) from this sentence? Which one is an<br>adverb from this sentence? (pause) which one<br>is adverb? <i>Yetunew?</i><br>(inaudible)<br>No.<br>(inaudible).<br>No.   | Lsw    | AS | el<br><br>nominate<br>evaluate<br>p-reply<br>class eva. | Elicit   |
| Look at it an adverb is a word that is describe<br>verb (reading from bb) (pause) the adverb is<br>usually end in the letter 'ly'.  | Read   | AS | explaining  | Inform   |
| Yes.<br>(inaudible).<br>Eh?<br>Quickly.<br>Quickly an adverb look at it. Quickly an<br>adverb.  |        |    | nominate<br>p-reply<br>loop<br>p-reply<br>evaluate      | Elicit   |
| Ad adverb (inaudible) of the word that describe<br>the verb. The adverb is often answer question<br>now. Adverb answer question now.<br>If you have question about for example the boy<br>ran quickly to the car. How does the boy ran?<br>(reading). Quickly.<br>Quickly.                                  | paraph | AS | explaining<br><br><br>Class repea                       | Inform   |

|  |        |    |  |          |
|--|--------|----|--|----------|
| How does the boy ran? <i>Indet yemilewn.</i><br>Quickly.<br>Quickly.   | Lsw    | AS | el<br>class reply<br>evaluate                            | Elicit   |
| Another example. ( <i>lelamisale</i> ) the girl walk slowly (pause) with her sister (inaudible) is the verb? The verb is?<br>(NR)  | Lsw    | AS | el<br><br>(NR)   | Elicit   |
| What is the verb?<br>Walk.<br>The verb is?<br>Walk.  |        |    | re-el<br>Class reply<br>Loop<br>Class reply              | Elicit   |
| Which one is adverb? Which one is adverb?<br>Yes.<br>Slowly.<br>Slowly.  |        |    | el<br>nominate<br>p-reply<br>evaluate                    | Elicit   |
| Look at it. (inaudible).   |        |    | d  | Direct   |
| The verb adverb usually answer how question.<br>Adverb usually answer how question.  | Repeat | AS | explaining   | Inform   |
| (Writing on bb) check it if you ask question about this sentence. The girl walk slowly with her sister. The girl walk slowly with her sister. Eh? how does the girl walks? How does the girl walks?<br>Slowly.<br>The answer is?<br>Slowly.<br>Slowly. | Repeat | AS | el<br><br>class reply<br>loop<br>class reply<br>evaluate | Elicit   |
| For example if somebody walk here if you ask how does the boy how does the boy walks? Our answer is quickly or slowly according to his action. Therefore adverb usually answer the question how. <i>Indet ymilewn.</i>                                 | Lsw    | AS | exemplify  | Inform   |
| Ok.<br>Our period is the eh over. (inaudible).   |        |    | frame<br>focus   | Boundary |
| To revise this eh about the lazy brother and hardworking brother we compare and contrast it. The other is about a verb and adverb.   |        |    | summarize  | Inform   |
| A verb show an action and adverb show describe about? (inaudible)?<br>The verb.  |        |    | el<br><br>class reply                                    | Elicit   |
| The verb and mostly adverb answer eh? How?<br>(NR)<br>How question how question. <i>Indetyemilewn.</i>   | Lsw    | AS | el<br>(NR)<br>evaluate                                   | Elicit   |
| Is it clear?<br>Yes.   |        |    | ch<br>class reply  | Check    |
| Do you have any question? (inaudible)?<br>No.<br>No?<br>No.  |        |    | ch<br>class reply<br>loop<br>class reply                 | Check    |
| Ok.<br>That enough for today and continue tomorrow.<br><i>Lezarew yibekal.</i>   | Lsw    | AS | frame<br>focus   | Boundary |
| For tomorrow eh there is about eh my neighbor  |        |    | d  | Direct   |

|   |  |  |  |  |
|---|--|--|--|--|
| from this passage (pause) eh find the adverb<br>from this passage. For tomorrow find. |  |  |  |  |
| END OF LESSON.  |  |  |  |  |

Appendix  
Teacher – 4  
Transcription and Analysis of the Recorded Lesson (Main study)

| Text   | Communication strategies |                | Language Functions  |           |
|--|--------------------------|----------------|---|-----------|
|  | Sub-category             | Major category | Acts/Functions  | Exchanges |
| Ok.<br>So we are going to write and to discuss this point.   |                          |                | frame<br>focus  | Boundary  |
| What does it mean 'street children'? (Writing on bb) what does it mean? Ok <i>minmalet new</i> what does it mean? Street children? Street children?<br>Yes.<br>(Inaudible) on the (inaudible) on the (Inaudible).<br>Yes. The children (writing on bb) the children there live on the (inaudible)  | Lsw<br><br>Repeat        | AS<br><br>AS   | el<br><br><br>nominate<br>p-reply<br><br>evaluate                                       | Elicit    |
| Ok. Unit (inaudible) unit (inaudible) divided the street children into how many types?<br>Yes. Street children into how many types? Yes?<br>Yes.<br>(inaudible)<br>Three ok. According to Unicef <i>indeyunisef</i> three are three type of street children to Unicef (writing on bb) to Unicef. There are there are thee type-of-street children. | Lsw                      | AS             | el<br><br><br>nominate<br>p-rely<br>evaluate  | Elicit    |
| Ok they are? They are? They are?<br>Yes. Yes.<br>(inaudible)<br>Street living children.Ok. Street.<br>(inaudible)<br>Yes. Late late.<br>(inaudible)<br>Street working (writing on bb) street children.   |                          |                | el<br><br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit    |
| (inaudible)<br>(inaudible)<br>(Inaudible) they can stay up to midnight so what they <i>ibetachew</i> their home their home.  | Lsw                      | AS             | nominate<br>p-reply<br>evaluate   | Elicit    |

|  |                   |              |   |        |
|--|-------------------|--------------|---|--------|
| Ok. Third one? Third one?<br>Third one?<br>Ok. Eyuel.<br>Children from street family.<br>Children from street family.<br>(Writing on bb) children from street family.  |                   |              | el<br>nominate<br>p-reply<br>evaluate                           | Elicit |
| Ok. According to (inaudible) agency that the app appropriate <i>tikikil</i> estimation (inaudible) it means of street children in Ethiopia. <i>gimit</i> the high estimation according to the aid agency?<br>Children (inaudible family)<br>No. No.  | Lsw<br><br>Lsw    | AS<br><br>AS | el<br><br><br>p-reply<br>evaluate                               | Elicit |
| The high estimation? The high estimation of? <i>Tilku gimit</i><br>Yes.<br>Six hundred thousand yes?<br>Six hundred thousand.<br>High estimation yes six hundred thousand. Six hundred thousand children live in Ethiopia.<br>(Writing on bb) children-live-live-in Ethiopia.  | Lsw               | AS           | re-el<br><br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit |
| Out of this how many of them are living in the capital city of Ethiopia? How many of them?<br>Yes.<br>(Inaudible).<br>One hundred thousand. So out of this one hundred thousand children live in Addis in Addis (writing on bb).   |                   |              | el<br><br>nominate<br>p-reply<br>evaluate                       | Elicit |
| Ok. So another ai aid agency said that (inaudible) this number is exaggerated <i>maletyeganene</i> . it is not this much high and so it (inaudible) another low estimation. How many numbers how many numbers is(inaudible)? How many?<br>Yes. (pointing at a student)<br>One hundred.<br>One hundred (inaudible). This one is low estimation. Low estimation. One hundred thousand hundred thousand children yes live in ad in Ethiopian Ethiopia. (Writing on bb). | Lsw<br><br>Repeat | AS<br><br>AS | el<br><br><br>nominate<br>p-reply<br>evaluate                   | Elicit |



|   |                     |              |  |        |
|---|---------------------|--------------|--|--------|
| Ok. Good.   |                     |              | evaluate   |        |
| Yes, (inaudible).<br>(inaudible)<br>Their problem?<br>Their problem is (inaudible).<br><i>welajalba</i> they have lost their family by HIV/AIDS. Very good.   | Lsw                 | AS           | nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate               | Elicit |
| (Inaudible) others so because there they became on the street.<br>This is only the reason?<br>Yes. (pointing at a student)<br>(Inaudible).<br>Very good. Because of <i>bebeteseb</i> of their family. If their family they don't have enough income monthly they can feed them they can dress and also they can chance for school. Yes. (Inaudible).  | Lsw                 | AS           | el<br><br>nominate<br>p-reply<br>evaluate                          | Elicit |
| What is another? What is another?<br>Yes.<br>(Inaudible).<br>Their problem if there is (inaudible) they ran away and so <u>on the street they will be</u> .<br>They created problem. They can't get nice clothe. They don't have their stomach empty.<br>They suffering during night time with very <u>suffering cold</u> .<br>During day time (inaudible) rain (inaudible) the hot sunny and wind. | Ltrans<br><br>Wcoin | AS<br><br>AS | el<br><br>nominate<br>p-reply<br>evaluate                          | Elicit |
| Yes. (pointing at a student)<br>(inaudible),<br>What?<br>(Inaudible).<br>One main point is inaudible one main the main point?<br>No   |                     |              | nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br><br>evaluate | Elicit |
| Yes, salam. The main point?<br>(NR)   |                     |              | nominate<br>(NR)   | Elicit |
| Yes, Meklit. (pointing at a student)<br>(Inaudible).<br>Accident. <i>Badega miknyat</i> .   | Lsw                 | AS           | nominate<br><br>p-reply<br>evaluate                                | Elicit |
| Ok. Another again. Another.<br>Another we have the key point.<br>The key <i>wana</i> point? Their problem?<br>(NR)  | Lsw                 | AS           | el<br><br><br>(NR)   | Elicit |

|   |                                  |                            |  |               |
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| <p>yes.<br/>(inaudible).<br/>Yes. The HIV virus (writing on bb) they will be affect most of them. It is the problem. They will be affect. Yes. So this are some problem. Some problem of them.</p>  |                                  |                            | <p>nominate<br/>p-reply<br/>evaluate</p>           |               |
| <p>Ok. What is the solution of this? What is the solution? What is the solution? (Inaudible) there are different ministries such as minister of health health. what is its purpose? (writing on bb) minister of health what is the purpose of this minister? what is the activity? the duty? the care that this minister going to do or street children or the key point what this minister is activity duty of this minister?<br/>Yes.<br/>(Inaudible).<br/>About health. Ok. Health health (writing on bb).</p> | <p>Repeat</p> <p>Paraph</p>      | <p>AS</p> <p>AS</p>        | <p>el</p> <p>nominate<br/>p-reply<br/>evaluate</p> | <p>Elicit</p> |
| <p>Yes. (pointing at a student) (Inaudible).<br/>Orphan children. Ok. (writing on bb) about health so to get how they can get eh treatment injection <i>hakim</i> (inaudible) again the controlling of eh different venereal disease care of children care of mothers (inaudible) childrens health center and different countries <i>beteleyaye bota</i>.this is the way or arranging sanitation the arrangement of sanitation for all (inaudible) this is the activity of this minister.</p>                     | <p>Lsw</p> <p>Lsw<br/>Paraph</p> | <p>AS</p> <p>AS<br/>AS</p> | <p>nominate<br/>p-reply<br/>evaluate</p>           | <p>Elicit</p> |
| <p>What about minister of education? and also (inaudible) this this minister this people or those children they can't get money (pause) to be treat to see doctor <i>diha</i> from different children (inaudible) themselves again so (inaudible) free treatment. taking care those HIV virus carriers so the getting aids and also their health (inaudible) or when they can get</p>   | <p>Lsw</p>                       | <p>AS</p>                  | <p>el</p>  | <p>Elicit</p> |

|  |        |    |  |        |
|--|--------|----|--|--------|
| the aid from this one. What about minister of education? (NR)<br>Ministry of education?<br>NR  | Repeat | AS | (NR)<br>re-el<br>NR                          | Elicit |
| What is ministry of education? (NR)  | Repeat | AS | re-el<br>(NR)                                | Elicit |
| What (inaudible)? do you know about this minister?<br>Yes, Melaku.<br>(inaudible)<br>About education. Very good.   |        |    | re-el<br><br>nominate<br>p-reply<br>evaluate | Elicit |
| Ok. Yes.<br>(inaudible)<br>Very good.  |        |    | nominate<br>p-reply<br>evaluate              | Elicit |
| First of all planning educational program curriculum syllabus (inaudible) and so on. Controlling or evaluating educational policy and assigning different teachers and different schools. Building different schools in indifferent countryside (inaudible) urban or rural area. This is the process of this minister of education minister of education. Educational planning yes controlling supervising and everything supporting materials for schools assigning teachers different for different schools and so on. Different yes schools and through the children they are enough to go to go to school they must have to get (inaudible) schools up to first cycle. This is the chance or the right to learn for street children. | Paraph | AS | explaining                                   | Inform |
| Ok. This one the next minister? The next one? it (inaudible) eh what is it?<br>(NR)  |        |    | el<br><br>(NR)                               | Elicit |
| Minister of transportation (writing bb) what is (inaudible) this one?<br>(NR)  |        |    | re-el<br><br>(NR)                            | Elicit |
| Minister of transportation? (inaudible)<br>(inaudible)   |        |    | re-el<br>p-reply<br>evaluate                 | Elicit |
| They (inaudible)? They (inaudible)? Ok. Organizing or making facilitate childrens  | Paraph | AS | el   | Elicit |

|  |        |    |   |        |
|--|--------|----|---|--------|
| transport means of transportation? There are different means of transportation such as?<br>(NR)  |        |    | (NR)  |        |
| One such as?<br>Yes.<br>(inaudible)<br>Yes. So car yes?<br>(inaudible)<br>Ok. Air transportation air transportation. One.  |        |    | re-el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate         | Elicit |
| Yes.<br>(inaudible)<br>Railway.  |        |    | nominate<br>p-reply<br>evaluate                                       | Elicit |
| Another (pause) means of transportation?<br>(inaudible)<br>Yes?<br>(inaudible)<br>Yes .And?<br>(inaudible)<br>Yes sea transport. And again construction of the road is the basic aim (writing on bb) of <i>iwana</i> all this numbers. | Lsw    | AS | el<br><br>p-reply<br>loop<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit |
| Construction in what case? In what case?<br>Yes.<br>Telephone, mobile.<br>Ok. Latest communication. This is telephone, mobile ok.  |        |    | el<br><br>nominate<br>p-reply<br>evaluate                             | Elicit |
| Yes.<br>Computer.<br>Computer?<br>(inaudible)<br>Ok e-mail.  |        |    | nominate<br>p-reply<br>loop<br>p-reply<br>evaluate                    | Elicit |
| Ok. Another? (Inaudible) the same?<br>(NR)<br>(Writing on bb) yes (inaudible) we send to abroad. Or outside to foreign from in country again from different place to different <i>yeteleyaye</i> communication (pause) system.         | Lsw    | AS | el<br><br>(NR)<br>evaluate  | Elicit |
| The next one minister of labor (writing on bb) ministry of labor labor and social affairs yes what does this mean this one? What do you know about this minister? Yes ministry of labor and social affairs ?                           | Paraph | AS | el  | Elicit |

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|--|-----|----|---|--------|
| Yes. Filagot.<br>(NR)<br>Yes come on.<br>(Inaudible).<br>About business.   |     |    | nominate<br>(NR)<br>prompt<br>p-reply<br>evaluate |        |
| Such as (writing on bb) what<br>kind of business?<br>(inaudible)<br>Yes this minister ministry of<br>labor.  |     |    | el<br><br>p-reply<br>evaluate                     | Elicit |
| Ok this minister?<br>Yes.<br>(inaudible)<br>Social life ok. Social life very<br>nice social problems social life.<br>Organize different eh<br>government and non<br>government workers eh eh rule<br>regulation controlling<br>organizing and also advising<br>workers and the work taking of<br>the administration just as<br>facilitator. So this is <i>indezih</i> a<br>small group will be organized<br>making different union. This is<br>the purpose of this minister. | Lsw | AS | el<br>nominate<br>p-reply<br>evaluate             | Elicit |
| So again we are going to see<br>another minister. What is the<br>last one?<br>(NR)<br>Minister of information (writing<br>on the bb) ministry of<br>information.   |     |    | el<br><br>(NR)<br>evaluate                        | Elicit |
| What are (inaudible) this one?<br>What do you know about this<br>minister?<br>(NR)   |     |    | el<br><br>(NR)                                    | Elicit |
| Minister of information?<br>(inaudible)<br>About different informations of<br>the country ok.  |     |    | re-el<br>nominate<br>evaluate                     |        |
| Yes.<br>About the about about hmm<br>about (inaudible)<br>Ok.  |     |    | nominate<br>p-reply<br><br>evaluate               | Elicit |
| Another. Another. Good.<br>Yes.<br>(inaudible)<br>Very good.<br>Ok. So announcing or<br><i>maserachet</i> up to date<br>informations of the government.<br>(Inaudible) and also controlling  | Lsw | AS | el<br>nominate<br>p-reply<br>evaluate             | Elicit |

|   |                   |              |  |          |
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| any eh punishment or different <i>kitab</i> and so on. Yes. <i>kutitir</i> and again so controlling because unless there is if there is no checking so someone can simply publish unnecessary eh different magazine. So this is eh the duty of this minister. (inaudible).  | Lsw<br>Lsw        | AS<br>AS     |  |          |
| What about a federal? Federal affairs? Ministry of federal affairs? (writing on bb) (inaudible). Yes. Daniel. (inaudible) About administration. Very good.  |                   |              | el<br><br>nominate<br>p-reply<br>evaluate              | Elicit   |
| Administration of what? About what? (inaudible) About government. Ok? (writing on bb) (inaudible) Federal. So it concerned on this federalism. (Writing on bb) yes. So it yes this is the activity of this minister. Federalism system in different situation in different standard. So gathering information making (inaudible) and follow or follow up reporting. So supervising making communication with them organizing and so on. This are the activity of this minister we have seen this all minister. They can (pause) they can be together connected. They are going to get the solution of this street children. |                   |              | el<br><br>p-reply<br>prompt<br><br>p-reply<br>evaluate |          |
| They are going to come the last point. Our (inaudible) point street children problem. Yes.  |                   |              | Focus  | Boundary |
| According to the education those children they must get school. The right (pause) the way how to learning and those the children they are going to get for this children getting free treatment getting ( <i>hikma</i> ) medicine and supplying different medicines and so moral and (inaudible)  | Paraph<br><br>Lsw | AS<br><br>AS | explain  | Inform   |

|  |        |    |  |  |
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| <p>transportation and also help special help (<i>liyu digaf</i>) street children. When they are enough work (<i>sira indiseru</i>) this ministers he is gathering so giving money or fund the children they are going to help themselves their proble solving the social problem (writing on bb) solving the social problem. This again so according to this ministers organizing and finding different funds outside and from the country. So <i>chigrachew</i> their problem. They will be independent after this because if this all bodies agree or become together help each other they can solve the problem. Those they can work they can work. Those they can (inaudible) they can learn and those they are sick they can get treatment. (Inaudible) individual branch in every place every minister he has his (inaudible) and so everyone every minister office control this street children in this way. This is how how many (inaudible) how many type and the number of street children in the capital city of Ethiopia. In all again what is the cause of this? What is the cause of (inaudible)? The reason is this? We have seen the problem they are suffering during day time sunny, (inaudible) wind. During night time very cold the weather condition change from time to time they don't have (pause) modernize clothe and also during night times many did not get enough food (inaudible). So they don't have any supporter and they will be affected by this HIV virus. Most of them they can't set malnutrition or balanced diet (inaudible) and sanitation provide clothing feeding themselfe they even they can't set twice not three time it is</p> | Lsw    | AS |  |  |
|  | Lsw    | AS |  |  |
|  | Lsw    | AS |  |  |
|  | Paraph | AS |  |  |

|  |                                     |                            |   |                 |
|--|-------------------------------------|----------------------------|---|-----------------|
| <p>their problem so this is the problem of this street children and the solution will be if this bodies this bodies together ad if they united if they (inaudible) their activities (inaudible) this street children will be independent (inaudible).they can help themselves and they not be dependent. If this all agree and do it <i>keseru</i> activities (inaudible) solution solution after the last the solution will be being united together to solve the problem in every individual children. If we have so we can share each other and this minister of they together united together this problem will be solved.</p> | <p>Lsw<br/>Repeat</p> <p>Ltrans</p> | <p>AS<br/>AS</p> <p>AS</p> |   |                 |
| <p>Questions? Questions? If you have any question what we have listen question?<br/>(NR)</p>   | <p>Paraph</p>                       | <p>AS</p>                  | <p>el<br/><br/>(NR)</p>   | <p>Elicit</p>   |
| <p>Ok in addition if you have some points to add on this topic? Questions? <i>Ishi kalele yikir.</i><br/>(NR)</p>  | <p>Lsw</p>                          | <p>AS</p>                  | <p>re-el<br/><br/>(NR)</p>  | <p>Elicit</p>   |
| <p>Is it clear? Yes? Is it?<br/>Yes.</p>   |                                     |                            | <p>ch<br/>class reply</p>   | <p>Check</p>    |
| <p>Ok.<br/>Let me ask you.</p>   |                                     |                            | <p>Frame<br/>Focus</p>  | <p>Boundary</p> |
| <p>Unit (inaudible) said that there are dash type of street children. Yes unit (inaudible). There are dash type of street children. Yes?<br/>Yes. Melaku.<br/>(inaudible)<br/>Yes.<br/>(inaudible)<br/>Three type of?<br/>(inaudible)<br/>Three type of street?<br/>Children.<br/>Children. Three type of street children. I didn't ask you the number. I didn't ask you the number.</p>   |                                     |                            | <p>el<br/><br/>nominate<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>prompt<br/>p-reply<br/>evaluate</p> | <p>Elicit</p>   |
| <p>Ok. What type of children? One? One? Unicef said there are three type of street children. One?</p>  |                                     |                            | <p>re-el<br/><br/>p-reply</p>   | <p>Elicit</p>   |

|   |     |    |  |          |
|---|-----|----|--|----------|
| (Inaudible).<br>(inaudible).<br>(inaudible).<br>Sixteen. Yes?<br>Street living children.<br>Street living children. |     |    | prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate                     |          |
| Another?<br>(inaudible)<br>Street (inaudible) children.<br>Yes.<br>(inaudible)<br>Children from?<br>(inaudible)     |     |    | el<br>p-reply<br>p-reply<br>prompt<br>p-reply<br>prompt<br>class reply | Elicit   |
| <i>So ishi ingidih</i><br>We are going stop today<br>program. The next (inaudible).<br>END OF LESSON.               | Lsw | AS | frame<br>focus   | Boundary |

Appendix  
Teacher – 5  
Transcription and Analysis of the Recorded Lesson (Main study)

| Text   | Communication Strategies |                  | Language Functions                            |                         |
|--|--------------------------|------------------|---|-------------------------|
|  | Sub-categories           | Major categories | Acts/Functions                                | Exchanges               |
| Ok.<br>I think you remember what you learned yesterday? Yes?<br>Yes.   |                          |                  | frame<br>focus<br><br>class reply             | Boundary                |
| Ok. What <i>mineber yetemarachihut?</i> (inaudible)<br>Ok. Yes. Yesterday we compare and contrast the two kind of students. A lazy student and a hardworking student. And we have seen also about two characteristic of the two kind of students.  | Lsw                      | AS               | el<br><br>p-reply<br>evaluate                 | Elicit<br><br><br>Check |
| Yes?<br>Yes.   |                          |                  | ch<br>p-reply                                 |                         |
| Can you mention about the hardworking the characteristic of the hardworking student? Who can try to tell?<br>Yes. Please try. Ok. (pointing at a student)<br>Hardworking student means (inaudible).<br>Yes. He do his homework or eh her homework. |                          |                  | el<br><br>nominate<br><br>p-reply<br>evaluate | Elicit                  |
| (inaudible)<br>Yes. (inaudible) hardworking student eh (inaudible) his wo <i>malet gobezu</i> do his or her homeworks and classwork. Yes?<br>And also eh she eh another thing he studying his or her lesson.                                       | Lsw                      | AS               | p-reply<br>evaluate                           | Elicit                  |
| Ok. Another.<br>Ok (pointing at a student) (inaudible)<br>Ok. Hmm he try ehmm yes or he participate or she participate in the class. Yes in the class. <i>Timirtun yiketatelal</i>   | Lsw                      | AS               | el<br>nominate<br>p-reply<br>evaluate         | Elicit                  |
| (inaudible)<br>Ok. He attend the class or he attend what the teacher say in the class.   |                          |                  | p-reply<br>evaluate                           | Elicit                  |
| Yes?   |                          |                  | el  | Elicit                  |

|  |                |              |   |          |
|--|----------------|--------------|---|----------|
| (NR)<br>Very good.   |                |              | (NR)<br>evaluate  |          |
| Ok. (pause) How about the lazy student? How about the lazy student?<br>Yes (pointing at a student)<br>He is not follow (inaudible)<br>Ok.<br>(inaudible)<br>Yes?<br>The lazy student is (inaudible)<br>Ok.   |                |              | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit   |
| ok.<br>(inaudible)<br>Ok. Hmm he doesn't reads or writes his lesson.   |                |              | nominate<br>p-reply<br>evaluate   | Elicit   |
| Yes. Good. (pointing at a student)<br>(inaudible)<br>Hmm yes. We are talking about lazy student. Yes? The lazy student. Ok.<br>Lazy student eh lazy student<br>(inaudible) for Ethiopia but clever student to use (inaudible)<br>Ok. (pause)yes. Very good.  |                |              | nominate<br>p-reply<br>loop<br><br>p-reply<br><br>evaluate                        | Elicit   |
| Ok. This is about yesterday lesson. Yes?<br>Yes.<br>So we revised yesterday lesson.  |                |              | ch<br><br>class reply<br>evaluate   | Check    |
| Now.<br>Let us go to today lesson.   |                |              | frame<br>focus  | Boundary |
| Now take out your textbook and on page thirteen Look eh lesson four. (writing on bb)Ok. Take out your textbook and turn on page thirteen. Look different pictures.<br>Yes?<br>Yes.   |                |              | d<br><br><br>class reply  | Direct   |
| About <i>si'ilu</i> something about the picture (inaudible) with your partner about the picture. What you see in on the picture. Yes. Try eh to discuss <i>teweyayu</i> about this pictures. Then we do other thing latter. Please look carefully each picture. Carefully. Look carefully. Each picture. Carefully. Look carefully around class. Each picture. Yes. (Helping students as she walks around). Look carefully and discuss about the pictures.<br>(Students looking at the picture | Lsw<br><br>Lsw | AS<br><br>AS | d   | Direct   |

|  |        |    |  |          |
|--|--------|----|--|----------|
| and discussing). Each picture saying something. So eh please eh look carefully and then eh you try to write a sentence for each picture.   | Paraph | AS |  |          |
| (walking around) I think you (inaudible) and eh each <i>iyandandu</i> present the group work. Yes?   | Lsw    | AS | focus  | Boundary |
| Ok. Group one.<br>Please (inaudible) you sentences. (inaudible)<br>Listen to her.<br>Lesson four in picture one (inaudible) and I think he he not a hardworking man eh the bus (inaudible) and the bus going the bus go and he run faster.<br>Run fast ok.<br>A hard working man.<br>That means he isn't fast the bus.<br>Yes.<br>Ok.<br>In picture two eh I think (inaudible) I think they are I think they are eh a lazy man. I think someone sitting a lazy man. They are sitting in grass. So they are not a hardworking man. They are lazy and eh they (inaudible) they are a (inaudible).<br>Ok.<br>And they catch (inaudible) they are a hardworking man. Now they are doing. Now they are working. (inaudible) also the the man (inaudible) he cut a word and he is a hardworking man and.<br>Ok.<br>I think everybody has question. Who can (inaudible)?<br>Ok. |        |    | nominate<br><br>p-reply<br>d<br>p-reply<br><br><br>prompt<br>p-reply<br>clue<br>p-reply<br>prompt<br>p-reply<br><br><br>Prompt<br>p-reply<br><br><br><br><br><br>prompt<br>p-reply<br><br><br>evaluate | Elicit   |
| Alright. She asked you whether eh you eh have question. Yes? Ok. Have you question in this group? Yes?<br>(NR)   |        |    | ch<br><br><br>(NR)   | Check    |
| On what they present is there any question? <i>Tiyake?</i><br>(NR)<br>No you don't have. Ok. They don't have question.   | Lsw    | AS | ch<br><br>(NR)<br>evaluate   | Check    |
| Group two.<br>You present your work. <i>Akirbu.</i>  | Lsw    | AS | nominate<br>d  | Elicit   |

|  |     |    |   |        |
|--|-----|----|---|--------|
| (inaudible)<br>Listen to her please.<br>(inaudible)<br>Ok<br>The man ran to catch the bus.<br>Ok. Alright.The next.<br>(inaudible)<br>They are lazy<br>Lazy<br>Ok<br>(inaudible)<br>They are sleeping. Ok. The next one?<br>The next (inaudible)<br>Picture three<br>Picture (inaudible) the hardworking (inaudible) is (inaudible)<br>Alright. Yes. They hardwork yseralu. Ok.<br>(inaudible)<br>Alright. He made a good (inaudible) ok. Very good. | Lsw | AS | p-reply<br>d<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>prompt<br><br>p-reply<br>loop<br>p-reply<br><br>prompt<br><br>p-reply<br>evaluate |        |
| Have you any question in that?<br>Eh?<br>(NR)<br>Ok.   |     |    | ch<br><br>(NR)<br>evaluate  | Check  |
| Group three.<br>The picture one is<br>Hmm?<br>The man is (inaudible)<br>Ok.<br>And they are have (inaudible)<br>Hmm Ok. <i>Ishi yihun</i> . Alright.<br>The picture two is<br>Hmm?<br>The (inaudible) are (inaudible) and and (inaudible)<br>Picture three picture three.<br>The farmers are (inaudible)<br>(Inaudible). Ok.<br>(inaudible) the man catch the wood (inaudible).<br>The man is hardworking man. Ok.                                   | Lsw | AS | nominate<br>p-reply<br>loop<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>loop<br>p-reply<br><br>prompt<br>p-reply<br>prompt<br>p-reply<br><br>evaluate   | Elicit |
| Ok any question?<br>(NR)   |     |    | ch<br>(NR)  | Check  |
| No? <i>tiyake yelem?</i><br>(NR)<br>Alright.   | Lsw | AS | ch<br>(NR)<br>evaluate  | Check  |
| (inaudible)(pointing at a student)<br>(inaudible)<br>Ok. the man is running to the farm (reading from textbook). Ok.   |     |    | nominate<br>p-reply<br>prompt   | Elicit |

|   |                |              |  |          |
|---|----------------|--------------|--|----------|
| (Inaudible) brother (inaudible) he he he he he  |                |              | p-reply  |          |
| What about picture three? Picture three? I think he tried the two only. Yes? You try the two only pictures. Hmm?<br>(NR)  | Ltrans         | AS           | el<br><br>(NR)   | Elicit   |
| Alright. Let us go the next group. Yes.<br>Present your work. <i>Akirbu</i> .<br>(inaudible) teacher reading<br>(inaudible) out loud. Teacher are is the man is across the car and (inaudible).<br>Ok.<br>Picture two. The two m the two man are (inaudible) the picture.<br>(inaudible)<br>The two men (inaudible)<br>Yes?<br>(inaudible)<br>Ok.<br>Picture three Hmm? The farmer are cut the (inaudible).<br>Ok. the farner (inaudible)<br>The the man (inaudible)to repair (inaudible)<br>(inaudible) ok. the man repair (inaudible) | Lsw            | AS           | nominate<br><br>p-reply<br><br>prompt<br>p-reply<br><br>prompt<br>p-reply<br>loop<br>p-reply<br>prompt<br>p-reply<br><br>prompt<br>p-reply<br><br>evaluate | Elicit   |
| <i>Yemiketlews?</i><br>The (inaudible). Picture number two (inaudible). Lazy man pictures three that means (inaudible).<br>Ok. Yes. Good. You tried what the picture says. Yes. Eh what the picture say eh I think. Eh you try well. <i>Tiru mukeranew</i> .  | Lsw<br><br>Lsw | AS<br><br>AS | el<br>p-reply<br><br><br>evaluate  | Elicit   |
| Now.<br>Let us see eh together. Yes. Let us discuss together. <i>Ahundemo abren insra</i> .   | Lsw            | AS           | frame<br>focus   | Boundary |
| Hmm as you said eh the first picture show the first picture show a man running. Yes?<br>Yes.  |                |              | el<br><br>class reply  | Elicit   |
| So the man is running to catch what?<br>(NR)<br>To catch the bus.<br>The bus<br>Yes.(writing on bb) The man is running to catch the bus.  |                |              | el<br><br>(NR)<br>prompt<br>Class reply<br>evaluate  | Elicit   |

|  |                |              |   |        |
|--|----------------|--------------|---|--------|
| Ok. The next picture picture two eh it is about eh two boys. Yes?<br>(NR)<br>I think there are what?<br>(inaudible)?<br>(NR)<br>They are lazy. Yes? They are sitting on ground. Yes?<br><i>Aydeleminde?</i><br>(NR)<br>They are sitting. Sitting are lazy the lazy the lazy boys are sitting.<br>(writing on bb)<br>On the ground.<br>Yes sitting. | Lsw            | AS           | el<br><br>(NR)<br>clue<br><br>(NR)<br>clue<br><br>(NR)<br>Prompt<br><br>class reply<br>evaluate | Elicit |
| That means eh they have they have much work and they are work that means. Yes?<br>Yes.   | Ltrans         | AS           | el<br><br>class reply   | Elicit |
| So but now they are sleep. They are sleep. Eh as you said the next the next picture then show us eh a family. Yes?<br>Yes.   |                |              | el<br><br>class reply   | Elicit |
| The family is working hard. Yes? They harvest their crops. I think it is what (inaudible)?<br>Yes.<br>So (inaudible) family. (writing on bb) The hardworking the hardworking family eh (pause) harvest harvest the crop.   |                |              | el<br><br>class rely<br>evaluate  | Elicit |
| Ok. The last picture show us what?<br>(Inaudible).<br>A carpenter. Yes.  |                |              | el<br><br>class reply<br>evaluate   | Elicit |
| You know carpenter? <i>Takalachu?</i><br>Yes.<br>A carpenter is a person eh whose job is repairing and making what?<br>(inaudible)?<br>(inaudible)<br>Wooden things. Yes?<br><i>Maletyenchet sira.</i><br>Yes.<br>So the carpenter eh is working.<br>(writing on bb) The carpenter the carpenter making furniture.                                 | Lsw<br><br>Lsw | AS<br><br>AS | el<br>clas reply<br>clue<br><br>class reply<br>prompt<br><br>class reply<br>evaluate            | Elicit |
| Yes? do you agree with this?<br>Yes.<br>Yes?<br>Yes.   |                |              | el<br>class reply<br>loop<br>class reply  | Elicit |
| so eh let us go to the next person.  |                |              | d   | Direct |

|   |        |       |  |                      |
|---|--------|-------|--|----------------------|
| Now turn your text page forty.<br>The sentences that is found eh on that page.  |        |       |  |                      |
| Have you got? <i>Agegnachihu?</i><br>Yes.   | Lsw    | AS    | ch<br>class reply  | Check                |
| Alrht. Listen eh this sentence.   |        |       | d  | Direct               |
| The first sentence says the teacher must hurry to catch what?<br>(reading)<br>Bus.<br>To catch the bus. The teacher must hurry to catch<br>The bus  |        |       | el<br><br>class reply<br>prompt<br><br>class reply                 | Elicit               |
| And the next one says the hard working families will have a rest after (reading) what?<br>(NR)<br>After?<br>(NR)<br>After hard work. After they collect<br>What?<br>(NR)<br>Their crops. After they collect or gather their crops they have a long rest (reading) |        |       | el<br><br>(NR)<br>prompt<br>(NR)<br>prompt<br><br>(NR)<br>Evaluate | Elicit               |
| The next sentence says the beautiful stool (reading) you know stool?<br>Yes.<br>Do you know?<br>(NR)  |        |       | el<br><br>p- reply<br>loop<br>(NR)                                 | Elicit<br><br>Elicit |
| Stool? What is stool? <i>Mindinew</i><br>stool?<br>(NR)   | Lsw    | AS    | el<br><br>(NR)   | Elicit               |
| Eh?<br>(Mekemecha)  |        |       | re-el<br>class reply   | Elicit               |
| Eh? It kind of seat that have three leg. (drawing the picture) <i>Balesost igir</i> Yes?<br>(Inaudible) yes.<br>(inaudible) A stick. The kind of a stick. hmm(inaudible)<br>(inaudible) three leg ok.   | Nv/Lsw | AS/AS | el<br><br>nominate<br>p- reply<br><br>evaluate                     | Elicit               |
| So here it says the beautiful stool so here it says the beautiful stool that the carpenter made eh that the carpenter made will be a gift<br>(reading) eh?<br>For his mother<br>His mother  |        |       | el<br><br>class reply<br>evaluate                                  | Elicit               |
| You know gift? Gift<br><i>tawkalachihu?</i><br>Yes.   | Lsw    | AS    | el<br><br>class reply  | Elicit               |

|  |        |    |   |          |
|--|--------|----|---|----------|
| Without payment that someone give you eh as a present. So the last one say (reading) when the lazy brothers awake when the lazy brothers awake they will have much work to do.   | Ltrans | AS | defining  |          |
| Now  |        |    | frame   | Boundary |
| (Reading) copy this sentences in your exercise book. Then match with the picture the number of the picture. Yes? Beside the sentence you write the number of the picture. First copy in your exercise (inaudible) the sentences. <i>Mejemeria tsafut keza match.</i> | Lsw    | AS | d   | Direct   |
| Is there hmm hmm question? Have you? (NR)  |        |    | ch<br>(NR)  | Check    |
| Number one up to four the sentences. Number one up to four (teacher going around) first copy the sentences .you write the sentences number one up to four on page (inaudible) (walking around silently)  | paraph | AS | d   | Direct   |
| Read the question and the pictures which picture match with the first sentence? Which picture which picture match with the first? <i>Yetu keyetu yihedal?</i> Ok( pointing at a student). (inaudible) Picture? One It is picture one. Yes.                           | Lsw    | AS | el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate                          | Elicit   |
| The next one. (pointing at a student) (inaudible) Picture? (inaudible) Hmm it is picture three. Yes. (Reading) the hard working family will have a long rest (inaudible).  |        |    | el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate                              | Elicit   |
| Yes sentence three Yes. (pointing at a student) (inaudible) It is about picture (inaudible) in (inaudible) what? (inaudible) It is about picture? Four. It is about the carpenter.   |        |    | el<br>nominate<br>p-reply<br>prompt<br><br>p-reply<br>prompt<br>class reply<br>evaluate | Elicit   |
| And the last sentence. The last  |        |    | el  | Elicit   |









|   |                |              |   |          |
|---|----------------|--------------|---|----------|
| Kilimanjaro. Is it?<br>No. No.<br>Ok. Ok.   |                |              | el<br>class reply<br>evaluate                                 | Elicit   |
| (inaudible) (pointing at a student)<br>(inaudible)<br>Mount no walia ibex. Watch out.<br>Umm we are talking about what?<br>Mountain nayala. We are talking<br>about mountain nayala not<br>concerning walia ibex or the<br>other animal.  |                |              | nominate<br>p-reply<br>evaluate                               | Elicit   |
| Think over and say something.<br>Ok.<br>(inaudible).<br>Ok Arsi and Bale?<br>Mountain<br>Bale mountain or region ok arsi<br>and bale (writing on black board)<br>Bale bale and what? Arsi regions<br>ok   |                |              | re-el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit   |
| Ok now<br>What I want to uh uh uh give  |                |              | frame<br>focus  | Boundary |
| you. Now read the the<br>(inaudible)the two (inaudible) on<br>page fifty nine to turning the<br>more the eh wal mal I mean<br>mountain nyala read it for fife<br>minute silently. Ok read it. Read<br>for your self (students reading<br>and teacher moving around)<br><i>Anibut.</i>   | Lsw            | AS           | d   | Direct   |
| (Then after half a minute)<br>Let us see what <i>adis kalat new</i><br>vocabulary today. Just you guess<br>I think you have read the passage<br>or the text and what are the<br>meaning of these vocabulary<br>from the reading text or (pause)<br>from the reading text of mountain<br>nyala. <i>Tirgumu mindnew</i>   | Lsw<br><br>Lsw | AS<br><br>AS | focus   | Boundary |
| How do you how do you react on<br>those vocabulary? For example<br>the first one pressure. What is<br>pressure mean? (inaudible)<br>(NR)<br>You can find that words in the<br>first paragraph. (inaudible)<br>paragraph.<br>(NR)<br>(Reading from textbook) on the<br>six line there were large number<br>of (inaudible) until the pressure<br>of human population is | Read           | AS           | el<br><br>(NR)<br>Clue<br><br>(NR)<br>Prompt                  | Elicit   |

|  |                              |                        |                                 |        |
|--|------------------------------|------------------------|---------------------------------|--------|
| (inaudible). The pressure is what?<br>(inaudible)<br>Without any specific (inaudible)<br>Yeah. The force the force that eh the force (inaudible) applied something the pressure. We need eh pushing them to run away from that area. Ok. To drive force something ok. Drive force drive force something drive force something. (writing on bb) drive force something to run away or push something to go away from that area.  | Paraph<br>Write              | AS<br>AS               | p-reply<br>evaluate             |        |
| What about (inaudible)?<br>(inaudible)?<br>(inaudible)?<br>(NR)  |                              |                        | el<br><br>(NR)                  | Elicit |
| Yes (inaudible)? The meaning of (inaudible)?<br>(NR)   |                              |                        | re-el<br><br>(NR)               | Elicit |
| (inaudible) the meaning of (inaudible) is they which paragraph?<br>(NR)  |                              |                        | re-el<br><br>(NR)               | Elicit |
| Second paragraph. Yeah. Yeah the third line second paragraph. <i>sostegna</i><br>(inaudible)<br>(inaudible) large area area which is very large and and wild animal can cover or wild (inaudible) cover with rain or there energy ok. The area (inaudible) what? (writing on black board) sport area (inaudible) area open what? Write it sport area open with wild land open with wild land with open with wild wild land in short you can you can (inaudible) eh select (inaudible) (reading from text book) nyala were not serious(inaudible)with extinction. | Lsw<br><br>Write<br><br>Read | AS<br><br>AS<br><br>AS | Clue<br><br>p-reply<br>evaluate | Elicit |
| Extinction is what?<br>(NR)  |                              |                        | el<br>(NR)                      | Elicit |
| (inaudible) no no longer (writing on black board) exis ok. No longer exist no longer exist meaning destroy disappear from that area. No longer exist.  | Paaph                        | AS                     | Explaining                      | Inform |
| And to hunting means what?<br>Yes.   |                              |                        | el<br>nominate                  | Elicit |

|  |                             |                    |   |          |
|--|-----------------------------|--------------------|---|----------|
| (inaudible)<br>Yeah<br>Ok.<br>(inaudible)<br>Yes?<br>(inaudible)<br>Ok   |                             |                    | p-reply<br>evaluate<br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate |          |
| Yes. Nebiyou.<br>Trying to kill the wild animal.<br>Yeah. Trying to kill wild animal in order to keep the not only human beings the other animals can hunt the other animals in order to keep them. Right?<br>Hunting is hmm you can say to chase or to follow animals wild animals and try to kill them or chase the animals chase. Chas or chase the animals. (writing on bb) wild animals or wild animals and try to kill them and try to kill them until | Write                       | AS                 | nominate<br>p-reply<br>evaluate   | Elicit   |
| Please please please (trying to catch their attention)   |                             |                    | d   | Direct   |
| Yes Daniel.<br>You have an idea?<br>(Inaudible)<br>Ok.   |                             |                    | nominate<br>el<br>p-reply<br>evaluate                                     | Elicit   |
| Please let me tell you. Please   |                             |                    | d   | Direct   |
| (inaudible) in a short <i>mayet</i> observation in a short observation in a short period of seeing in the short time observing with your naked eye with a short time. (Inaudible)for a short time. Let me (inaudible) language to uh uh a short looking ok a short observation (writing on bb) a short a short looking a short look a short look .<br>A (inaudible) means what?<br>To be (writing on bb) this are the main the main vocabulary of the text.  | Lsw<br><br>Paraph<br>Repeat | AS<br><br>AS<br>AS | explaining  | Inform   |
| And<br>Let me give you some exercise to do. What homework following that a <i>nigigir</i> you have a dialog between Aida and (inaudible).  | Lsw                         | AS                 | frame<br>focus  | Boundary |
| Ok .Try to complete with partner complete the dialogue about the mountain nyala by write by writing (inaudible). You   |                             |                    | d   | Direct   |

|   |        |    |  |          |
|---|--------|----|--|----------|
| have what? Jargos and Aida. Let me give you because the time<br>hmm let me give you some hmm homework <i>listachu</i> the time (writing on bb).<br>(opening textbook) (inaudible).<br>(inaudible) your exercise.                        | Lsw    | AS |  |          |
| To (inaudible) what Inaudible)?<br>Yes.<br>(inaudible)<br>About?<br>(inaudible)<br>Ok.  |        |    | el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit   |
| me expect or I expect (inaudible)<br>I expect about what?<br>(inaudible)<br>About the mountain <i>nyala</i><br>(writing on bb)about mountain <i>nyala</i> .   |        |    | el<br><br>class reply<br>evaluate                          | Elicit   |
| So correct this example. Ok.<br>Correct this example. Write the (inaudible) the remaining yeah.<br>(inaudible) ok? Aida (writing on bb) we have somebody here and Jargos (inaudible) and try to complete the remaining dialogue.<br>Ok? |        |    | d  | Direct   |
| Ok.<br>That is all about today lesson. If you have question please you can ask. If you have question you are welcome to ask. <i>Tiyake kalachu teyku</i> .  | Lsw    | AS | frame<br>focus   | Boundary |
| You have question? You have problem? (inaudible)<br>(NR)  | paraph | AS | ch<br><br>(NR)   | Check    |
| So (inaudible) do the dialogue <i>amualu</i> dialogue for tomorrow.   | Lsw    | AS | d  | Direct   |
| Ok.<br>Goodbye everybody. <i>chersenal</i> .<br>Goodbye teacher. (End of lesson)  | Lsw    | AS | frame<br>focus<br>class reply                              | Boundary |

Appendix III

Teacher – 7

Transcription and Analysis of the Recorded Lesson (Main study)

| Text   | Communication strategies |                  | Language Functions                           |           |
|--|--------------------------|------------------|--|-----------|
|  | Sub-categories           | Major categories | Acts/Function                                | Exchanges |
| (class has already started)  |                          |                  | focus  | Boundary  |
| (inaudible)<br>Amare<br>(inaudible) people.<br>Which of (inaudible) people in Ethiopia.<br>Ok. Thank you.  |                          |                  | el<br>nominate<br>p-reply<br>evaluate        | Elicit    |
| What about others? What we do yesterday? <i>Tilant min seran?</i><br>(naudible).<br>Ok.<br>(inaudible).<br>No they are five children not.  | Lsw                      | AS               | el<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit    |
| Yes.<br>(inaudible)<br>Ok. We compare or we <i>mawedader</i> comparison and contrast about the five famous Ethiopian people. Ok. And you (inaudible) comparison and contrast.  | Lsw                      | AS               | nominate<br>p-reply<br>evaluate              | Elicit    |
| <i>Gebachihu?</i><br>NR.   | Lsw                      | AS               | ch<br>(NR)                                   | Check     |
| (inaudible)?<br>NR.  |                          |                  | ch<br>(NR)                                   | Check     |
| <i>Sileamistu sewoch bemawedader inimaralen maleteti new. Gils new?</i><br><i>Awo.</i><br>It is enough.  | Lsw                      | AS               | ch<br>class reply<br>evaluate                | Check     |
| Ok.<br>you have homework I think.<br>Yes.  |                          |                  | frame<br>focus<br>class reply                | Boundary  |
| Take out your exercisebook. Take out your exercisebook. (pause) Take out your exercisebook.<br>And your homework about the two and (inaudible) and (inaudible)?<br>Yes.  | Repeat                   | AS               | d<br>class reply                             | Direct    |
| Ok. Now I want you read out your paragraph. I want you read out your paragraph. <i>Inditanebu felgalehu.</i> (pause) I want you read out your paragraph. Read. Read.<br>(Inaudible).<br>(a student reading) I like Tirunesh Dibaba and Fatuma Roba are good women. Ethiopian women. They are also bor they | Lsw                      | AS               | d<br>nominate<br>p-reply                     | Direct    |

|   |                 |              |  |        |
|---|-----------------|--------------|--|--------|
| are born runners they both were born in Arsi. They are born live in Addis Ababa. (inaudible) a marathon runner. Tirunesh Dibaba is tri trying to be her sister Drartu. Ftuma Roba is not sister to run with her. Fatuma Roba is older than Tirunesh Dibaba.<br>Ok. Ok.  |                 |              | Evaluate   |        |
| (Inaudible)<br>(inaudible) paragraph. Hmm hmm Tirunesh Dibaba and Fatuma Roba are both athlet. They are both famous. They were born in Arsi. They they (inaudible) they are both (inaudible) in Addis Ababa. They lived in Ethiopia. Tirunesh Dibaba one (inaudible) athlete but Fatuma Roba won the Boston (inaudible) marathon. Tirunesh Tirunesh is a runner (inaudible) but Fatuma Roba is (inaudible). Fatuma Roba (inaudible) (inaudible) thousand meters race and tens ten thousand meter a race. Then Fatuma Roba is runner marathon of forty two kilometer and one hundred ninety five meter. Ok. <i>Arbahulet kandmetozetena.</i> | Read<br><br>Lsw | AS<br><br>AS | nominate<br>p-reply<br><br>Evaluate  | Direct |
| (inaudible) the sentence I want you read out the sentence and <i>chiok bilachuanibu.</i> Aysha<br>Tirunesh Dibaba is Tirunesh Dibaba Dibaba is (inaudible).<br>(inaudible) are famous.<br>Athletes.<br>Ok.  | Lsw             | AS           | d<br>nominate<br>p-reply<br><br>prompt<br>p-reply<br>evaluate                      | Direct |
| Read <i>yihen bicha. Isti ine lanibew indegena.</i> (reading ) Trunesh Dibaba is a famous Ethiopian athletes. And she was (inaudible) in Arsi but now is live in Addis Ababa.<br><i>You iskezih direse new manbeb.</i>  | Lsw<br><br>Lsw  | AS<br><br>AS | d  | Direct |
| Number two. Read simply.<br>Ok you.<br>Baalu girma was a famous outer who who were born in Addis Ababa.<br>Who was born in Adisaba.<br>He he<br>He is now dead.<br>(inaudible) he he<br>But lived until the end of his life in Adisaba. <i>Yihen arefteneger indegena lanibew.</i> (reading) Bealu Girma was a famous outer who was born in Sekoru. He is now dead but live until the end of his life in Adisaba.   | Lsw             | AS           | d<br>nominate<br>p-reply<br><br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Direct |

|   |     |    |   |          |
|---|-----|----|---|----------|
| (inaudible). Number three.<br>(inaudible)<br>Aklilu Lemma is a famous scientist. He was born in Hara and live part of his life outside outside Ethiopia Ethiopia hmm united State of America.<br>Alright.                   |     |    | d<br>nominate<br>p-reply<br><br>evaluate  | Direct   |
| <i>Indegenan lanibew.</i><br>(reading) Aklilu Lema is a famous scientist. he was born in harar and Aklilu Lema is a famous scientist was born in Harar and live part of his life out of Ethiopia and the United States.     | Lsw | AS | calling atten.                            | Inform   |
| Ok. (inaudible) number four.<br>(inaudible)<br>Kenenisa Bekele is a Ethiopian runner. He is born in Arsi and lived in Addis Ababa. Lived in Adisaba.  |     |    | d<br>nominate<br>p-reply<br><br>evaluate  | Direct   |
| (inaudible) number five. (inaudible).<br>Kiya.<br>Taitu Butul was Ethiopian que queen. She is born in Gondar<br>yes.  |     |    | d<br>nominate<br>p-reply<br><br>evaluate  | Direct   |
| Eh Taitu Butul was Ethiopian queen. She born in?<br>Gondar.<br><i>Silebetsiraw izih lai yibekanal.</i>  | Lsw | AS | el<br><br>p- reply<br>evaluate            | Elicit   |
| Ok.   |     |    | frame                                     | Boundary |
| (inaudible). All of you shut exercisebook now. Shut exercisebook.   |     |    | d   | Direct   |
| (inaudible) let say something about (inaudible).<br>How many people (inaudible)? How many people are there (inaudible)?<br>Five.<br>Five. There are <i>bemelmejaw wust amidst sewoch allu</i> . Five people.<br>(inaudible) | Lsw | AS | el<br><br>class reply<br>evaluate         | Elicit   |
| Who are the five people in (inaudible)?<br>Who are the five people in (inaudible)?<br>Abaye.<br>(inaudible) Baalu Girma.<br>Baalul Girma enough Baalu Girma.  |     |    | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| (pointing at a student)<br>Aklilu Lemma.<br>Aklilu Lemma.   |     |    | nominate<br>p-reply<br>evaluate           | Elicit   |
| Teache teacher <i>atbelu zim bilachihu ijachihun awtu</i> . No teacher teacher.   | Lsw | AS | d   | Direct   |
| Baalul Girma Aklilu Lemma and?<br>Tirunesh Dibaba.<br>Tirunesh Dibaba.  |     |    | el<br>p-reply<br>evaluate                 | Elicit   |
| And?<br>(pointing at a student)   |     |    | el<br>nominate                            | Elicit   |

|  |                |              |  |          |
|--|----------------|--------------|--|----------|
| (inaudible)<br>Kenenisa Bekele.  |                |              | p-reply<br>evaluate  |          |
| And?<br>(pointing at a student)<br>Qun Taitu (inaudible).<br>Ouween Taitu Butul.   |                |              | el<br>nominate<br>p-reply<br>evaluate  | Elicit   |
| This are five five <i>tawaki yeitiopia sewoch nachew</i> Ethiopian peoples (inaudible)?<br>Yes.  | Lsw            | AS           | el<br><br>class reply  | Elicit   |
| Ok.<br>Class.  |                |              | frame<br>focus   | Boundary |
| How many of them how many of them male (inaudible)? <i>Kenezih kamistu wust sintochu wendoch nachew?</i><br>Yes.<br>(inaudible).<br>No (inaudible). No three.  | Lsw            | AS           | el<br><br>nominate<br>p-reply<br>evaluate  | Elicit   |
| How many of the male?<br>(inaudible).<br>Three.  |                |              | re-el<br>p-reply<br>evaluate   | Elicit   |
| The three men are who?<br>(NR)   |                |              | el<br>(NR)   | Elicit   |
| (inaudible)?<br>The three men are who?<br>(inaudible).<br>Baalul Girma.<br>Baalul Girma.<br>Kenenisa Bekele.<br>Kenenisa Bekele.And?<br>Aklilu Lemma.<br>Aklilu Lemma.   |                |              | re-el<br><br>nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit   |
| The three male who? Who (inaudible)?<br>Who (inaudible)? (inaudible)<br>(inaudible)?<br>Yes.<br>Tirunesh Dibaba and qun Taitu Butul.<br>Queen Taitu Butul.   |                |              | re-el<br><br>nominate<br>p-reply<br>evaluate   | Elicit   |
| Ok. Class how many of them outers? how many of them outers? how many of them outers? <i>Kamistu wust sintochu derasi nachew?</i><br>(pointing at a student)<br>(inaudible)<br>One of is outer. <i>Malet andu derasi new.</i> | Lsw<br><br>Lsw | AS<br><br>AS | el<br><br>nominate<br>p-reply<br>evaluate  | Elicit   |
| In this exercise who is the outer?<br>Hmm (nodding)<br>Baalul Girma.<br>Baalul Girma is an auther.   |                |              | el<br>nominate<br>p-reply<br>evaluate  | Elicit   |
| How many of athletes? how many of them outers?Yes how many ? <i>sintoch degmo atletoch nachew?</i><br>Yes.<br>Tirunesh Dibaba.   | Lsw            | AS           | el<br><br>nominate<br>p-reply  | Elicit   |

|   |            |          |  |        |
|---|------------|----------|--|--------|
| <i>Atletochu sintochu nachew?</i> How many of athletes?<br>Two.<br>Two of them.   | Lsw        | AS       | prompt<br>p-reply<br>evaluate                                |        |
| Who are in the exercise they? (inaudible)?<br>Who are in the exercise athletes?<br>Tirunesh Dibaba and Kenenisa Bekele.<br>Tirunesh Dibaba and Kenenisa and?<br>Bekele.   |            |          | el<br>p-reply<br>prompt<br>class reply                       | Elicit |
| Ok. Class who is Baalu Girma? Baalu Girma is who? Can you describing Baalu Girma? Who is Baalu Girma? Baalu Girma (inaudible)? Who is Baalu Girma? Hmm (pointing at a student).<br>He a a auter.<br>Hmm an a is an auter or Baalu Girma is an outhor. |            |          | el<br>nominate<br>p-reply<br>evaluate                        | Elicit |
| Another about him?<br>(inaudible)<br>(NR)   |            |          | el<br>nominate<br>(NR)                                       | Elicit |
| Ok. Amane.<br>(inaudible).<br>He live in Adisaba.   |            |          | Nominate<br>p-reply<br>evaluate                              | Elicit |
| Kiya.<br>He born (inaudible).<br>He was born in?<br>(inaudible)   |            |          | nominate<br>p-reply<br>prompt<br>p-reply                     | Elicit |
| Who is Aklilu Lemma? Who is Aklilu?<br>Who is Aklilu Lemma?<br>(pointing at a student)<br>Aklilu Lemma is (inaudible). Aklilu Lemma is scientist.<br>Ok. Aklilu Lemma is scientist.   |            |          | el<br>nominate<br>p-reply<br>evaluate                        | Elicit |
| What is scientist? Scientist <i>tawkalachihu</i> ?<br>Scientist <i>malet</i> hmm?<br>(NR)   | Lsw        | AS       | el<br><br>(NR)   | Elicit |
| <i>Atawkum?</i><br>(NR)<br>Scientist <i>malet</i> scientist <i>malet yemiawk yelem?</i> <i>Mawek alebachihu.</i>  | Lsw<br>Lsw | AS<br>AS | el<br>(NR)<br>Evaluate                                       | Elicit |
| <i>Lelaw mindinew sile</i> Aklilu Lemma?<br>(pointing at a student )<br>Who will live in Gondar.<br>Yes?<br>No.<br>No. (inaudible) in Gondar.   | Lsw        | AS       | el<br>nominate<br>p-reply<br>loop<br>class reply<br>evaluate | Elicit |
| Hmm Aysha.<br>He born in Harar.<br>He born in Harar.  |            |          | nominate<br>p-reply<br>evaluate                              | Elicit |
| Ok. Who is Baalu?<br>Yes. (pointing at a student)<br>(inaudible) Addis Ababa.   |            |          | el<br>nominate<br>p-reply                                    | Elicit |

|  |                |              |  |          |
|--|----------------|--------------|--|----------|
| He lived in?<br>Addis Ababa.   |                |              | el<br>class reply                                  | Elicit   |
| Is this live or lived now?<br>Lived.<br>Lived because he has already dead.   |                |              | el<br>class reply<br>evaluate                      | Elicit   |
| Ok. Terunesh Debaba is who now?<br>Terunesh Debaba is who?<br>Terunesh Debaba is who? Tirunesh<br>Dibaba mane ch?<br>(inaudible).<br>Tirunesh Dibaba is athlete. Tirunesh<br>Dibaba is athlete.<br>Yes. Tirunesh Dibaba is athlete.  |                |              | el<br><br>nominate<br>p-reply<br><br>evaluate      | Elicit   |
| (Pointing at a student).<br>She born in Arsi.<br>She born in Arsi.   |                |              | nominate<br>p- reply<br>evaluate                   | Elicit   |
| Yes.<br>(inaudible).<br>Yes?<br>(inaudible).<br>She lived Adiss Abeba.   |                |              | nominate<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit   |
| Who is queen Taitu Butul? Who is queen<br>Taitu Butul?<br>Hmm (pointing at a student)<br>Queen Taitu Butul. Hmm an athlete.<br>No.   |                |              | el<br><br>nominate<br>p-reply<br>evaluate          | Elicit   |
| Queen Taitu Butul is political?<br>Leader.   |                |              | re-el<br>class reply                               | Elicit   |
| (inaudible)?<br>(inaudible).<br>She born in Gondar.<br>She born in Gondar.   |                |              | el<br>nominate<br>p-reply<br>evaluate              | Elicit   |
| (Pointing at a student) hmm.<br>She li she li she live in Adiss Abeba.<br>She lived in?<br>Adissaba.   |                |              | nominate<br>p-reply<br>loop<br>class reply         | Elicit   |
| Ok.<br>Class let me ask you another question.  |                |              | frame<br>focus                                     | Boundary |
| <i>Lela teyake leteykachu</i> . (inaudible)<br>between Baalu Girma and Akililu<br>Lemma? <i>Behuletu mekakil yaluten</i><br><i>temesay negeroch litinegerugne</i><br><i>techelalachu?</i> (inaudible) between Baalu<br>Girma and Akililu Lemma?<br>Yes.<br>(inaudible).<br>They are both men. They are both men. | Lsw<br><br>Lsw | AS<br><br>AS | el<br><br><br>Nominate<br>p-reply<br>evaluate      | Elicit   |
| And?<br>(pointing at a student).<br>They are both famous. (reading).<br>They are both famous. Right. They are<br>both famous.  |                |              | el<br>nominate<br>p-reply<br>evaluate              | Elicit   |
| Hmm.   |                |              | nominate   | Elicit   |

|   |     |    |   |          |
|---|-----|----|---|----------|
| (inaudible) they are both lived in Adissaba.<br>They are both lived in Adissaba. They are both famous. They are both men.   |     |    | p-reply<br>evaluate   |          |
| (inaudible) similar about them?<br>(inaudible).<br>(inaudible).<br>Right.   |     |    | el<br>nominate<br>p-reply<br>evaluate                           | Elicit   |
| (inaudible). Right.<br>Abaye.<br>They both (inaudible).<br>They are both die. Right.  |     |    | el<br>nominate<br>p-reply<br>evaluate                           | Elicit   |
| Another similar. <i>Lela temesasay</i> .<br>(NR).   | Lsw | AS | el<br>(NR)  | Elicit   |
| No more?<br>(NR).   |     |    | re-el<br>(NR)   | Elicit   |
| Ok.   |     |    | frame   | Boundary |
| What are the deferent between them?<br>What are the deferent between Bealu Girma and Akililu Lemma?<br>Akililu Lemma is scientist.<br>Akililu Lemma is scientist.<br>And Bealu Girma is a or.<br>Akililu Lemma is scientist. Bealu Girma is author. |     |    | el<br><br>p-reply<br>prompt<br>p-reply<br>evaluate              | Elicit   |
| Another <i>lela leyunet</i> different? Eh?<br>Akililu Lemma is Akililu Lemma was<br>(inaudible).  | Lsw | AS | el<br>p-reply   | Elicit   |
| Other keep quiet.   |     |    | d   | Direct   |
| Ok.<br>Bealu Girma was (inaudible). Bealu Girma was (inaudible).<br>Akililu Lemma born in Harar.  |     |    | prompt<br>p-reply<br><br>evaluate                               | Elicit   |
| (inaudible) different. What about the (inaudible) difference the (inaudible) difference?<br>Eh (inaudible)<br>(NR)<br>No answer?<br>Yes<br>Ok (inaudible) about this two people.  |     |    | el<br><br>nominate<br>(NR)<br>prompt<br>class reply<br>evaluate | Elicit   |
| Can you compare Trunesh Debaba and queen Taitu Butul? what are the similarity between Taitu Butul and Trunesh Debaba?<br>(inaudible).<br>They are both women.<br>They are both women. They are both women.  |     |    | el<br><br>nominate<br>p-reply<br>evaluate                       | Elicit   |
| Yes.<br>Trunesh Debaba is an athlete.<br>(inaudible) similarities. I didn't ask you about difference.   |     |    | nominate<br>p-reply<br>evaluate                                 | Elicit   |

|  |     |    |   |        |
|--|-----|----|---|--------|
| They are both women.<br>(Pointing at a student).<br>(Inaudible).<br>They are both famous   |     |    | nominate<br>p-reply<br>evaluate   | Elicit |
| Eh.<br>(inaudible)<br>They both live in Adiss Ababa.   |     |    | nominate<br>p-reply<br>evaluate   | Elicit |
| Eh .<br>She<br>They<br>They both eh they was born in Ethiopia.<br>They were born (inaudible) in Ethiopia.<br>Alright.  |     |    | nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate                                  | Elicit |
| Another similarities? Similarity?<br>(inaudible)<br>Ok. Eh?<br>They born in a a (inaudible)<br>(inaudible)   |     |    | el<br>nominate<br>prompt<br>p-reply<br>evaluate                                       | Elicit |
| Ok.<br>Trunesh Dibaba<br>Don't read for you exercise.<br>(inaudible) athlete.<br>Trunesh Dibaba is a athlete.<br>But Taitu Butul is political.<br>Yes. Ok. Tirunesh Dibaba is athlete but<br>queen Taitu Butul is political leader.<br>Yes.  |     |    | nominate<br>p-reply<br>d<br>p-reply<br>prompt<br>p-reply<br>evaluate<br><br>class eva | Elicit |
| (inaudible).<br>Tirunesh Dibaba born in Arsi.<br>Yes.<br>But queen Taitu Butul born in Gondar.<br>Trunesh Dibaba born in Arsi but Queen<br>Taitu Butul born in Gondar.   |     |    | nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate                                  | Elicit |
| Kiya.<br>Queen Taitu Butul die but (inaudible)<br>Queen Taitu Butul is already diedbut<br>Tirunesh Dibaba is live. Ok.   |     |    | nominate<br>p-reply<br>evaluate   | Elicit |
| Another liyunet? Different?<br>(NR)  |     |    | el<br>(NR)  | Elicit |
| No more?<br>(NR)   |     |    | re-el<br>(NR)   | Elicit |
| Ok. Can you comparing queen Taitu<br>Butul and Kenenisa Bekele? The similar<br>are what between them? <i>Bequeen Taitu<br/>Butul ina bekenenisa makakel yalew<br/>temesasainet mindinew</i> between Taitu and<br>Kenenisa?<br>Eh.<br>They are eh they are both (inaudible).<br>No. | Lsw | AS | el<br><br>Nominate<br>p-reply<br>evaluate   | Elicit |
| Ok.<br>(inaudible)<br>They both famous. They are both famous.  |     |    | nominate<br>p-reply<br>evaluate   | Elicit |

|  |     |    |   |          |
|--|-----|----|---|----------|
| Ok. They are both famous.<br>EH.<br>(inaudible)<br>Yes they are born in Ethiopia. They are born in Ethiopia.   |     |    | nominate<br>p-reply<br>evaluate                 | Elicit   |
| Eh.<br>(Inaudible)<br>They both are live in Addisaba. Right.   |     |    | nominate<br>p-reply<br>evaluate                 | Elicit   |
| Another (inaudible)? Similar?<br>Yes. Hussen.<br>They both Ethiopia<br>They both Ethiopia. They both famous.<br>They are both they are both live in Addisaba. And so.                        |     |    | el<br>nominate<br>p-reply<br>evaluate           | Elicit   |
| Ok. Simil difference? (inaudible)<br>Kenenisa Bekele (inaudible)?<br>(inaudible)<br>Kenenisa Bekele (inaudible)<br>Yes. Queen Taitu Butul is political leaderbut Kenenisa Bekele is athlete. |     |    | el<br>nominate<br>p-reply<br>evaluate           | Elicit   |
| (inaudible)<br>(inaudible)<br>Say loud. Say loud.<br>(inaudible)<br>Yes. Queen Taitu Butul born in Gondar but Kenenisa Bekele born in Arsi.  |     |    | nominate<br>p-reply<br>d<br>p-reply<br>evaluate | Elicit   |
| (pointing at a student)<br>Queen Taitu Butul a political leader.<br>Hmm. We said already.  |     |    | nominate<br>p-reply<br>evaluate                 | Elicit   |
| (pointing at a student)<br>Queen Taitu Butul is (inaudible).<br>Kenenisa Bekele (inaudible)<br>Yes.yes. queen Taitu Butul is died.<br>Kenenisa Bekele is live now.                           |     |    | nominate<br>p-reply<br>evaluate                 | Elicit   |
| Another difference?<br>Ok. (pointing at a student)<br>Taitu Butul is woman. Kenenisa Bekele (inaudible)<br>A man. Ok.  |     |    | el<br>nominate<br>p-reply<br>evaluate           | Elicit   |
| Another difference?<br>(NR)  |     |    | el<br>(NR)                                      | Elicit   |
| Ok.<br><i>Lela listachihu.</i> Let give you another.   | Lsw | AS | Frame<br>Focus                                  | Boundary |
| Eh try to comparing Tirunesh Dibaba and Kenenisa Bekele. <i>Behuletu mekakil yalew temesasay neger mindinew?</i><br>Yes between the two?<br>Abaye.<br>(inaudible)<br>They are both Ethiopia. | Lsw | AS | el<br>nominate<br>p-reply<br>evaluate           | Elicit   |
| (inaudible)<br>(inaudible)<br>They are they were they are born Arsi.   |     |    | nominate<br>p-reply                             | Elicit   |

|   |                           |                        |  |          |
|---|---------------------------|------------------------|--|----------|
| They are born in Arsi.<br>(pointing at a student)<br>(inaudible)<br>Yes (inaudible)   |                           |                        | evaluate   |          |
| (pointing at a student)<br>(inaudible)<br>Yes (inaudible)   |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| (pointing at a student)<br>(inaudible)<br>They are born athlete.  |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| Yes.<br>(inaudible)<br>They are born Ethiopia.  |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| Yes.<br>(inaudible)<br>They are runner or they both athlete.  |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| Ok.<br>They famous.<br>They are famous.   |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| Hmm (pointing at a student)<br>They are both live. They are both live.<br>Yes they are both live. They are both live.<br>They are (inaudible).  |                           |                        | nominate<br>p-reply<br>evaluate                            | Elicit   |
| <i>Siletemesasay yibekal. Ahun degimo sileliyinet .</i>   | Lsw                       | AS                     | focus  | Boundary |
| what is the different between Kenenisa Bekele and Tirunesh Dibaba?<br>Yes (pointing at a student)<br>Kenenisa Bekele is man but hmm hmm Tirunesh Dibaba a woman.<br>Yes Kenenisa Bekele is man but hmm hmm Tirunesh Dibaba a woman or Kenenisa Bekele male and eh Tirunesh Dibaba female. Ok (inaudible).   |                           |                        | el<br><br>nominate<br>p-reply<br><br>evaluate              | Elicit   |
| Another difference? Another difference?<br>(inaudible).<br>(inaudible).<br>Yes (inaudible).<br>(inaudible)<br>(Inaudible) right right.  |                           |                        | el<br>nominate<br>p-reply<br>prompt<br>p-reply<br>evaluate | Elicit   |
| Ok.   |                           |                        | frame  | Boundary |
| (Writing on bb). Write similarity and diference between Baalu Girma and Akililu Lemma.<br>(walking around) similarity and difference <i>malet temesasay ina liyunet</i> between Baalu Girma and Akililu Lemma.<br>(inaudible) between Baalu Girma and Akililu Lemma. (inaudible) what I said.(walking around and explaining) <i>gebetuacuhal? Yemitiserut behuletu sewoch mekakel yalewun temesasay ina liyunet mautat new.</i> (waking around and helping student).<br><i>mejemeriya temesasay tsafu ketilo liyunet tsafu.</i> | Lsw<br><br>Lsw<br><br>Lsw | AS<br><br>AS<br><br>AS | d  | Direct   |

|   |     |    |  |        |
|---|-----|----|--|--------|
| <p>(Student doing the exercise).<br/> (pointing at a student).<br/> They are both (inaudible). They are lived in Adissaba.they both a male or male.<br/> They are both died. They are they are an Ethiopia. (inaudible) Baalu Girma an outer but Akililu Lemma a scientist. Baalu Girmaborn in (inaudible) but Aklilu Lemma born in Harar.<br/> Thank you. (inaudible)</p>  |     |    | <p>nominate<br/>p-reply</p> <p>evaluate</p>  |        |
| <p>Ok. (pointing at a student)<br/> They famous. They both men. (inaudible)<br/> They are both died died.they are both lived in Adissaba.<br/> (inaudible) in Adissaba.</p>   |     |    | <p>nominate<br/>p-reply</p> <p>evaluate</p>  | Elicit |
| <p>Ok.<br/> Akililu Lemma is famous scientist but Baalu Girma an outer. Aklilu Lemma born in Harar but Baalu Girma is born (inaudible) Akililu Lemma is part of his life outside Ethiopia but Baalu Girma is part of his life (inaudible).Baalul Girma is lived in Adissaba.<br/> (inaudible).</p>  |     |    | <p>nominate<br/>p-reply</p> <p>evaluate</p>  | Elicit |
| <p>Ok (inaudible) outside Ethiopia?<br/> (inaudible).<br/> Ok only in Ethiopia.<br/> Ok Abaye.<br/> Baalul Gima and Akililu Lemma is both both famous. They both they both men.<br/> They both are already died.<br/> Yes. They both born in Ethiopia. They (pause) they both born Ethiopia.<br/> Baalul Girma is<br/> Read down read down <i>ketach yalewun temesasy anib</i>. Abaye read down the last similarity sentence.<br/> They live (inaudible) Addisaba.<br/> Alright.<br/> Difference. Baalul Girma is (inaudible).<br/> Aklilu Lemma is scientist. Baalul Girma is born (inaudible) but Aklilu Lemma is born in Harar.<br/> Ok.</p> | Lsw | AS | <p>el</p> <p>nominate<br/>p-reply</p> <p>prompt</p> <p>p-reply<br/>d</p> <p>p-reply<br/>prompt<br/>p-reply</p> <p>evaluate</p> | Elicit |
| <p>(pointing at a student)<br/> They are both died. They are they are both famous. They are both lived in Addisaba.<br/> They are both lived Addis Ababa.<br/> Yes.<br/> Baalul Girma is outer but Aklilu Lemma is scientist. Baalul Girma is born in (inaudible) but Aklilu Lemma born in Harar.</p>   |     |    | <p>nominate<br/>p-reply</p> <p>prompt<br/>p-reply</p>  | Elicit |

|   |     |    |   |        |
|---|-----|----|---|--------|
| Ok.   |     |    | evaluate  |        |
| (inaudible)<br>Baal (inaudible)<br>(inaudible) <i>temesasay</i> .<br>They are both<br>They are (inaudible)?<br>(inaudible)<br>Or they are both Ethiopia. They are both Ethiopia.<br>Ok. <i>Liyunet?</i> Different?<br>Different. Baalu Girma is (inaudible) but Aklilu Lemma is (inaudible). Baalu Girma born in (inaudible) but Aklilu Lemma born in Harar.  | Lsw | AS | nominate<br>p-reply<br>prompt<br>p-reply<br>prompt<br>p-reply<br>evaluate       | Elicit |
| (inaudible)<br>They are both lived in Addis..<br>They are both lived in Addisaba.<br>They are both lived in Adisaba. They are both Ethiopia. They are both man. Baalu Girma is outer but Aklilu scientist. Baalu (inaudible) outside Ethiopia (inaudible) (inaudible) United United United S S State or the part of America but Baalu (pause) is in Ethiopia.<br>Baal (inaudible) is lived in Ethiopia. |     |    | nominate<br>p-reply   | Elicit |
| (inaudible)<br>(inaudible) they are both Ethiopia. They are both lived in Addis Ababa. But Baalu Girma is outer. Aklilu Lemma is born in Harar. Baalu Girma born in (inaudible). (inaudible).   |     |    | nominate<br>p-reply   | Elicit |
| Ok. (pointing at a student)<br>They are both famous. They are men.<br>They are both (inaudible). They are both lived in Addis Ababa. Aklilu Lemma a scientist but Baalu Girma a outer. Aklilu Lemma born in Harar but Baalu Girma is. Read (inaudible) <i>indegena anib</i> . Read it again.<br>Aklilu Lemma is born is.<br>Baal (inaudible) is born in subeboru.                                       | Lsw | AS | nominate<br>p-reply<br><br>loop<br><br>p-reply<br>evaluate                      | Elicit |
| Ok.<br>(inaudible).<br>Similar (inaudible).<br>(inaudible) lived in Adissaba they are both Ethiopia.<br>Ethiopia.<br>They are both died. Baalu Girma is born(inaudible) but Aklilu Lemma is born Harar.<br>Aklilu Lemma is born in Harar.<br><i>Yeteweledew harar wust new</i> .  | Lsw | AS | nominate<br>p-reply<br>loop<br>p-reply<br><br>prompt<br>p-reply<br><br>evaluate | Elicit |
| Ok hmm Seifu.   |     |    | nominate  | Elicit |

|  |         |       |  |          |
|--|---------|-------|--|----------|
| (inaudible) Baalu Girma born (inaudible) but Akililu Lemma is born in (inaudible).<br>Ok. Very good. Very good.  |         |       | evaluate                                     |          |
| (inaudible).<br>(inaudible).<br>(inaudible) in Ethiopia they are born in Adissaba. Baalu Girma is outer but Akililu Lemma is (inaudible). Baalu Girma is born has born in (inaudible) but Akililu Lemma has Akililu Lemma is born Harerge.   |         |       | nominate<br>p-reply                          | Elicit   |
| Ok.<br>(inaudible) all of you  |         |       | frame<br>focus                               | Boundary |
| ok open your books open your books<br><i>matsafochachiecun giletu gets siminte</i><br>page eight and look at the exercise.<br>execise lesson (inaudible) lesson nine<br>there is chart there there is chart hmm<br>(inaudible)? Look. Open your book page eight and look the table or the chart.                                   | Lsw     | AS    | d  | Direct   |
| (inaudible)? How many columns in the chart?<br>(inaudible).<br>Yes there is four columns in the chart.   |         |       | el<br><br>class reply<br>evaluate            | Elicit   |
| Hmm what is in the first columns?<br>(pause) (inaudible) (pause) (inaudible)?<br>(inaudible)occupation and the (inaudible)<br>there is there are (inaudible)in the third columns there are (pause) (inaudible) in the last columns hmm there are (inaudible) again.<br>What are the (inaudible) <i>bemejemeraw kolew</i> ?<br>(NR) | Lsw     | AS    | el<br><br>(NR)                               | Elicit   |
| Occupation (inaudible)? Eh?<br>(NR)<br><i>Behuala inayewalen isun.</i>   | Tav/Lsw | RS/AS | el<br>(NR)<br>evaluate                       | Elicit   |
| (inaudible). What is the occupations in the first column?<br>Ok<br>Teacher.<br>Teacher.  |         |       | el<br><br>nominate<br>p-reply<br>evaluate    | Elicit   |
| What about the another occupation?<br>Business.<br>Hmm?<br>(inaudible)<br>Business owner.  |         |       | el<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit   |
| Yes.<br>Student.<br>Student.   |         |       | nominate<br>p-reply<br>evaluate              | Elicit   |
| Doctor.<br>Doctor.   |         |       | p-reply<br>evaluate                          | Elicit   |

|   |     |    |                           |          |
|---|-----|----|---------------------------|----------|
| Barber.<br>Barber.  |     |    | p-reply<br>evaluate       | Elicit   |
| And?<br>(inaudible).<br>(inaudible).<br><i>Inezih liyu liyu occupation nachew.</i>                          | Lsw | AS | el<br>p-reply<br>evaluate | Elicit   |
| Ok.<br>For today this enough for today <i>lezarew izih lai yibekal.</i> Enough for today.<br>END OF LESSON. | Lsw | AS | Frame<br>focus            | Boundary |
|   |     |    |                           |          |

Appendix  
Teacher – 8  
Transcription and Analysis of the Recorded Lesson (Main study)

| Text   | Communication Strategies |                | Acts/functions      | Exchanges |
|--|--------------------------|----------------|---------------------|-----------|
|  | Sub-type                 | Major category |                     |           |
| Good afternoon students<br>Good afternoon teacher<br>Now.(want to say but silent)<br><i>Balefew kifle gize sile noun temirenal.</i><br><i>Sile noun.</i> | Lsw                      |                | frame focus         | Boundary  |
| <i>Aydalem?</i><br><i>Awo</i>  | Lsw                      |                |                     | Elicit    |
| <i>Isti andand ye noun misale situ countablana</i> uncountable noun<br>eh?<br>(Inaudible) eh or hair eh table<br>(pointing at a student)<br>Chair.       | Lsw                      |                | el<br><br>nominate  | Elicit    |
| Eh.<br>Table.  |                          |                | el                  | Elicit    |
| Eh.<br>House.  |                          |                | el                  | Elicit    |
| Eh.<br>(inaudible)   |                          |                | el                  | Elicit    |
| (Inaudible)<br>Chair.  |                          |                | el                  | Elicit    |
| Eh.<br>Table.  |                          |                | el                  | Elicit    |
| Eh.<br>(Inaudible)   |                          |                | el                  | Elicit    |
| To building eh?<br>To building a house.<br>To building a house.  |                          |                | re-el<br>p-reply    | Elicit    |
| (Pointing at a student)<br>Table.  |                          |                | nominate            | Elicit    |
| Eh.<br>Furniture.<br>Yes, different type of furnitures.  |                          |                | p-reply<br>evaluate | Elicit    |
| (Pointing at a student)<br>(inaudible)   |                          |                | nominate            | Elicit    |
| (Pointing at a student)<br>Paper<br>Paper. Yes, paper. We use<br><i>simoch yeteleyayu.</i> (writing on blackboard)                                       | Lsw                      |                | p-reply<br>evaluate | Elicit    |
| <i>Ishi ante izaga.</i><br>(inaudible)   | Lsw                      | AS             | el<br>p-reply       | Elicit    |

|   |     |    |  |          |
|---|-----|----|--|----------|
| (inaudible)<br>(inaudible)  | Lsw |    | el<br>p-reply  | Elicit   |
| Alemu very good you <i>kesu huala</i> .<br>Eh?<br>(inaudible)<br>Very good. Mother.                                     | Lsw | AS | nominate<br>el<br>p-reply<br>evaluate                    | Elicit   |
| <i>ishi lelas degmo</i> eh?<br>Yes you.<br>Abebe<br>Abebe.  |     | AS | el<br>nominate<br>p-reply<br>evaluate                    | Elicit   |
| Eh?<br>Yes you. Yes you. (inaudible).<br>(inaudible)<br><i>Minalk?</i><br>Father<br>Oh yes mother.                      | Lsw | AS | el<br>nominate<br>p-reply<br>loop<br>p-reply<br>evaluate | Elicit   |
| Yes yes.<br>We have today positive noun.<br>Positive (inaudible) are who are posi.                                      |     |    | frame<br>focus   | Boundary |
| Who are?<br>Something.<br>Something something.  |     |    | el<br>p-reply<br>evaluate                                | Elicit   |
| This is my cupboard.<br>(Pointing at a student)<br>This is my cupboard.   |     |    | el<br>nominate<br>p-reply                                | Elicit   |
| Eh?<br>(inaudible) cupboard.  | Lsw |    | re-el<br>p-reply   | Elicit   |
| <i>isti indet new yemnlew?</i><br>Yes.<br>Our cupboard our cupboard.<br>This is this (inaudible).                       |     | AS | el<br>class reply<br>evaluate                            | Elicit   |
| It is (inaudible) eh<br>(inaudible)   |     |    | re-el<br>class reply                                     | Elicit   |
| Have you understand?<br>Yes. (class chorus)<br>Yes yes yes.   |     |    | ch<br>class reply<br>evaluate                            | Check    |
| It this is his book this<br>(inaudible) ?<br>Yes.   |     |    | el<br>class reply  | Elicit   |
| Our?<br>His<br>Book. Our book.  |     |    | re-el<br>class reply<br>evaluate                         | Elicit   |
| Have you understand?<br>Yes. (class chorus)<br>Yes yes yes.   |     |    | ch<br>class reply<br>evaluate                            | Check    |
| Whose bag is this? Whose bag is this?<br>(inaudible) (class shout answer)<br>It is?<br>(inaudible) (class shout answer) | Lsw |    | el<br>class reply<br>loop<br>class reply                 | Elicit   |
| Yes <i>yihe yemanew mindinew?</i>   |     | AS | el   | Elicit   |

|  |                   |    |   |        |
|--|-------------------|----|---|--------|
| Bag (class shout answer)<br>(inaudible)  |                   |    | class reply<br>evaluate                   |        |
| Have you understand?<br>Yes.<br>Yes yes.   | Repeat            |    | ch<br>class reply<br>evaluate             | Check  |
| Whose bag is this?<br>You. (pointing at a student)<br>(inaudible)<br>Yes (inaudible).  |                   | AS | re-el<br>nominate<br>p-reply<br>evaluate  | Elicit |
| Have you understand?<br>Yes (class chorus)<br>Yes it is his bag. It is his bag.  |                   |    | ch<br>class reply<br>evaluate             | Check  |
| It is his?<br>Bag (class chorus)<br>Bag. Very good. Very good.<br>Very good. Very good.  |                   |    | re-el<br>class reply<br>evaluate          | Elicit |
| Yes. (pointing at a student)<br>I write in<br>I write in my father's bag. I  |                   |    | nominate<br>p-reply<br>evaluate           | Elicit |
| write in my father's<br><i>aydeleminde?</i><br>(inaudible) (class chorus)<br>(writing on blackboard)                                     | Lsw<br><br>Repeat | AS | re-el<br>class reply                      | Elicit |
| My father's pad. My father's<br>pad.<br>My father's?<br>Pad. (class chorus)<br>Pad.  |                   | AS | re-el<br><br>class reply<br>evaluate      | Elicit |
| This apostrophe (inaudible).<br>Apostroph's (inaudible)<br>We write apostrophe s<br>(inaudible) of the noun.<br>Apostrophe s write. Yes. | Ltrans            | AS | explaining                                | Inform |
| Have you understand?<br>Yes. (class chorus).<br>Yes.   | Lsw               |    | ch<br>class reply                         | Check  |
| By the <i>kebestemecheresha</i><br><i>yigebal</i><br>The?<br>Noun (class chorus)<br>Noun noun noun noun. Very<br>good very good.         |                   | AS | el<br><br>class reply<br>evaluate         | Elicit |
| ( tried to say sth., hesitated and<br>was quiet) Regular noun noun<br>and possessive noun. Write in<br>the(pause).                       |                   |    | explaining                                | Inform |
| Irregular noun and regular noun<br>is eh?<br>Eh yes? (pointing at a student)<br>Brother.<br>Brother.                                     |                   |    | el<br><br>nominate<br>p-reply<br>evaluate | Elicit |
| You. (pointing at a student)   |                   |    | nominate                                  | Elicit |

|   |                          |          |   |          |
|---|--------------------------|----------|---|----------|
| Sister.<br>Sister.  |                          |          | p-reply<br>evaluate                       |          |
| You (pointing at a student)<br>Grandfather.<br>Grandfather.   |                          |          | nominate<br>p-reply<br>evaluate           | Elicit   |
| (pointing at a student)<br>Grandmother.<br>Grandmother.   |                          |          | nominate<br>p-reply<br>evaluate           | Elicit   |
| (pointing at a student)<br>(inaudible)<br>Grandmother.  |                          |          | nominate<br>p-reply<br>evaluate           | Elicit   |
| Who can tell me<br><i>manewminegregn?</i><br>Who can tell me ?<br>Pointing at a student)<br>Halima.<br>Halima Halima. | Lsw<br>Repeat<br><br>Lsw | AS<br>AS | el<br><br>nominate<br>p-reply<br>evaluate | Elicit   |
| You. <i>Awo ante.</i><br>Kebede<br>Kebede. Kebede.  |                          | AS       | nominate<br>p-reply<br>evaluate           | Elicit   |
| You you. (pointing at a student)<br>Ephrem.<br>Ephrem.  |                          |          | nominate<br>p-reply<br>evaluate           | Elicit   |
| (students calling, 'teacher!<br>Teacher!' – a continuous noisy<br>situation)<br>Enough. Enough. Enough.               | Repeat                   | AS       | d   | Direct   |
| You change regular noun to<br>prural.<br>Yes. (class reply)   | Lsw                      |          | focus<br><br>class reply                  | Boundary |
| Who can change brother? <i>Ishi?</i><br>You. (pointing at a student)<br>Brothers.<br>Brothers.                        | Lsw                      | AS       | el<br>nominate<br>p-reply<br>evaluate     | Elicit   |
| <i>wede bizu silewet s yichmeral.</i><br>Many noun or prural (writing on<br>blackboard) (inaudible).                  |                          | AS       | explaining                                | Inform   |
| Yes we add?<br>Apostrophe s.<br>Apostrophe s.<br>(writing on blackboard)  |                          |          | el<br>p-reply<br>evaluate                 | Elicit   |
| Brothers apostrophe?<br>S.  |                          |          | el<br>class reply                         | Elicit   |
| You. (pointing at a student)<br>Sister apostroph s.   |                          |          | nominate<br>p-reply                       | Elicit   |
| Yes we add apostrophe s. the<br><i>mecheresha</i> the end of the noun.<br>(writing on blackboard)                     | Lsw                      | AS       | explaining                                | Inform   |
| You you. (pointing at a student)<br>Grandfathers apostrophe s<br>Yes.   |                          |          | nominate<br>p-reply<br>evaluate           | Elicit   |
| We add?<br>Apostrophe s.  |                          |          | re-el<br>class reply                      | Elicit   |

|   |                |    |  |        |
|---|----------------|----|--|--------|
| We add apostrophe?<br>s.<br>Yes <i>liknew s yichemeral.</i>   | Lsw            | AS | loop<br>class reply<br>evaluate          |        |
| (inaudible) a plural noun. Look<br>at a plural noun. <i>Wedē intin<br/>lemelewet</i><br>It is a possessive<br>Noun.             | Lsw<br><br>Lsw | AS | el<br><br>class reply                    | Elicit |
| Understand? <i>Gebachihu?</i><br>Yes.<br>Yes yes.<br>(writing on blackboard)  |                | AS | ch<br>class reply<br>evaluate            | Check  |
| You. The last one.<br>You.(pointing)<br>(inaudible) apostrophe s.<br>(inaudible) we add apostroph s.<br>(writing on blackboard) |                |    | re-el<br>nominate<br>p-reply<br>evaluate | Elicit |
| You you. (pointing at a student)<br>Kebede's<br>Kebede's. Kebede's.   |                |    | nominate<br>p-reply<br>evaluate          | Elicit |
| (inaudible)?<br>Apostrophe s.   |                |    | re-el<br>class reply                     | Elicit |
| You. (pointing at a student)<br>(inaudible) apostrophe s.<br>Yes.   |                |    | nominate<br>p-reply<br>evaluate          | Elicit |
| We add apostrophe s.<br>Yes.<br>(writing on blackboard)   |                |    | re-el<br>class reply                     | Elicit |
| (pointing at a student)<br>Aynalem is you apostrophe s.<br>Yes (inaudible).   |                |    | nominate<br>p-reply<br>evaluate          | Elicit |
| (pointing at a student)<br>Ephrem we add apostrophe s.  |                |    | nominate<br>p-reply                      | Elicit |
| We add?<br>Apostrophe s.<br>(writing on blackboard)   |                |    | re-el<br>class reply                     | Elicit |
| (inaudible) you?<br>Yes.  |                |    | el<br>class reply                        | Elicit |
| Have you understand?<br>(inaudible)?<br>Yes.  | Lsw            |    | ch<br><br>class reply                    | Check  |
| <i>Belu melmejawn tsafu.</i> (Teacher<br>writing on the blackboard.<br>Students now beginning to<br>write)                      |                | AS | d<br><br>class reply                     | Direct |
| Have you understand?<br><i>Yigebachual?</i><br>Yes.   | Lsw            | AS | ch<br><br>class reply                    | Check  |
| The example do it. (inaudible).<br>Have you understand?<br>Yes.(class)  |                |    | ch<br><br>class reply                    | Check  |
| (Students doing the exercise and<br>teacher going around and  |                |    | d  | Direct |

|  |            |       |   |        |
|--|------------|-------|---|--------|
| instructing and helping students)  | Repeat     |       |   |        |
| Have you understand?<br>(inaudible)?<br>Yes.(class)<br>Yes.  |            | AS    | ch<br>class reply<br>evaluate                               | Check  |
| This is eh?<br>(NR)  |            |       | el<br>(NR)  | Elicit |
| What is your name?<br>My name is (inaudible)<br>Yes this is (inaudible)  | Repeat     |       | el<br>p-reply<br>evaluate                                   | Elicit |
| Have you understand?<br>Yes.(class)<br>(inaudible)   |            | AS    | ch<br>class reply<br>evaluate                               | Check  |
| (students have continued writing the exercise and teacher going around and helping)  | Repeat     |       | d   | Direct |
| Have you inderstand?<br>(Nodding of heads to mean yes)   | Repeat     | AS    | ch<br>class reply   | Check  |
| Have you understand?<br>Yes.   | Lsw        | AS    | ch<br>class reply   | Check  |
| <i>ishi melsun</i> (Students still writing and some shouting answers and teacher writing answers on blackboard)                |            | AS    | d   | Direct |
| We add?<br>Apostrophe s.<br>Yes <i>michemer</i> we add apostrophe s.<br>Yes.<br>Yes yes yes. We (inaudible) the                | Lsw        | AS    | re-el<br>class reply<br>loop<br><br>class reply<br>evaluate | Elicit |
| Noun we add apostrophe?<br>s.  |            |       | re-el<br>class reply  | Elicit |
| It is not object of noun<br>(inaudible) we eh? The <i>belela ababal</i> we say we can say short<br>(inaudible) farmer teacher. | Lsw/Paraph | AS/AS | explaining  | Inform |
| (inaudible).<br>(pointing at a student)<br>(inaudible)   |            |       | el<br>nominate<br>p-reply                                   | Elicit |
| Eh?<br>(inaudible)   |            |       | el<br>p-reply   | Elicit |
| Eh?<br>(inaudible)<br>Yes we (inaudible)<br>Yes yes (inaudible) yes.   |            |       | el<br>nominate<br>p-reply<br>evaluate                       | Elicit |
| (inaudible)<br>(inaudible)   | Lsw        |       | re-el<br>p-reply  | Elicit |
| Who can help her? <i>Mimels?</i><br>(pointing at a student)<br>(inaudible)   |            | AS    | re-el<br>nominate<br>p-reply                                | Elicit |
| (pointing at a student)<br>Fisherman   |            |       | nominate<br>p-reply   | Elicit |

|   |     |    |                                   |          |
|---|-----|----|-----------------------------------|----------|
| Fisher?<br>Man.   |     |    | loop<br>p-reply                   |          |
| Apostrophe<br>s.<br>s. yes. Yes.  |     |    | re-el<br>class reply<br>evaluate  | Elicit   |
| My father's book. My fathre's<br>book. My father's <i>lela</i><br>My father's pen<br>Yes my father's pen. Yes. Yes.                                       | Lsw | AS | el<br><br>class reply<br>evaluate | Elicit   |
| Add apostrophe?<br>s. (class)<br>Yes. Yes.  | Lsw |    | re-el<br>class reply<br>evaluate  | Elicit   |
| <i>ingdih ahun seat silaleke izih lai<br/>inakomalen lenege metsihafu<br/>wust yalewn melmeja sertachihu<br/>lemiketlew pered amtu.</i><br>END OF LESSON. |     | AS | frame<br>focus                    | Boumdary |
|   |     |    |                                   |          |