



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE STUDY ON TEACHERS' TREATMENT OF LEARNERS' ORAL
ERRORS IN EFL CLASSES: THE CASE OF EJAJI SECONDARY
SCHOOL, GRADE 10 IN FOCUS.

BY: BEKELE WIRTU

SEPTEMBER 2017

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A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)

BY: BEKELE WIRTU

Under the guidance of

Dr. Mekonnen Gemechu

SEPTEMBER 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENTS OF ENGLISH

This is to certify that the thesis prepared by Bekele Wirtu entitled Teachers' treatment of learners' oral error in EFL classes in Ejaji Secondary School. In submitted in partial Fulfillment of the requirements for degree of Masters of Arts (Teaching English as foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the examining committee:

Dr. Mekonnen Gemmechu _____

Advisor

Signature

_____ Date

_____ Examiner

_____ Signature

_____ Date

_____ Examiner

_____ Signature

_____ Date

ACKNOWLEDGEMENTS

First and for most, I would love to thank my Lord God for his priceless favors in my life. I would also like to extend my deepest gratitude and incalculable contributions made over the years by my present M.A. thesis advisor, Dr. Mekonnen Gemmechu, whom I remember for his friendly, brotherly, and scholarly advice, comments, and criticisms, which have become extremely crucial to the successful accomplishment of this M.A. thesis and to my future academic career as well.

In addition, I would like to thank the ELT teachers of Ejaji Secondary School who patiently participated in completing the Classroom observation, questionnaire, and cooperated in being interviewed.

My thanks extend further to Ejaji Secondary School principals for they were being humble to adjust suitable environment for my study.

Finally, I am also mindful of the follow-ups and cares I got from my wife W/ro Almaz Ayele, and my brother Ato Desalegn Wirtu.

ABSTRACT

This study aimed at the teachers' treatments of learners' oral errors teaching in grade 10 at Ejaji secondary school in West shoa zone. It investigates the different kinds of corrective techniques that the teacher used to treat learners in EFL classes. It also explores what challenges the teachers encounter in treating learners' oral errors of grade 10 students. In addition, it identifies if the teachers give feedback, and in what manners they give. To achieve these objectives, English teacher and students of grade 10 were used as a population of the study. The teachers were observed and video recorded during their actual classroom teaching. Two speaking skill lessons were observed with the guidance of observation checklist and transcribed. The paper discussed the results of data that was collected by using three instruments: classroom observation checklist, questionnaire and interview questions. The data gathered from the two teachers and grade 10 students were then analyzed using quantitative and qualitative data analysis methods. It was also found that there would be a significant difference between the teachers' oral feedback provision and their actual practice. In addition to that, students at Ejaji secondary school would expect specific oral corrective feedback approaches from their teachers. The result of the study indicated that the teachers are not used different corrective feedbacks properly in EFL classroom. Finally, the researcher made some recommendations, with suggestions for further investigations on similar topic.

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Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

SL: Second Language

ELT: English Language Teaching

E.C: Ethiopian calendar

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter serves as an introductory section to the thesis. It includes Background of the Study, statement of the problem, general objectives, specific objectives, research questions, significance of the study, scope of the study, limitations of the study, Definitions of word used in this study, and organization of the study.

1.1 BACKGROUND OF THE STUDY

In teaching and learning process, we may use different mechanisms to plant the intended central idea in the students' mind. Hence, one was letting students take part in different activities and treat learners' oral errors in EFL classes.

In order to set a theoretical framework for the study, definition of ‘error’ should be made. There are many definitions of error made so far and there seems to be no consensus on a single definition. Researchers like Allright and Bailey (1996) have rightly become aware of the importance of speaking context, the intention of the teachers and students and their prior learning of the students in the process of deciding what an error is; therefore, researchers dealing with error treatment have chosen the definition applying to their own research context. For this study, an oral error is broadly defined as a form unwanted by the teacher in the given teaching-learning context (Mosbah, 2007).

Learning a second language is a slow and gradual process, during which errors are to be made in all stages of learning. In earlier times, errors were considered as wrong learning and were intolerable. Over the past fifty years, there has been a shift in pedagogical focus from preventing errors in learning a language (Brown 1994, p. 205). In the 1950s and 60s during audiolingualism, language learners had to repeat pattern drills and grammatical structures in order to avoid errors. However, in the late 1960s, language teaching became more humanistic and students were encouraged to learn by communicating in the target language. Subsequently, a more positive attitude towards oral errors has also emerged.

Now many scholars view errors as a natural and important part of learning because they yield information about learning language.

The purpose of English language teaching is to enable learners to become effective communicators in the target language: however, the speech of learners is often characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts repetitions (Atkins et al, 1996 p.9). Moreover, their speech is littered with error and, therefore, may have a negative effect on the listener.

Wondowsen (1992) studied about the classroom feedback behavior of teachers on oral errors. He aimed at finding out the amount of class time spent on feedback provision, types of feedbacks teachers use, and whether regular patterns exist in the reaction in providing feedback. It was agreed that the main aim of teaching language is for communication. Hence, it is important to let students learn through interaction in class activities. Students learn effectively through the real situation or interaction. This real situation or interaction is manifested via oral communication. However, in Ejaji secondary school, most of students fail to communicate in oral communication. Therefore, the researcher was initiated to conduct the study of teacher treatment of learners' oral error in EFL classes.

1.2 STATEMENT OF THE PROBLEM

Most of the time the uses of oral correction were raised arguments among scholars. According to Nuru (2000), the argument in favor of the idea that correction facilitates second language, learning has been in the field of language teaching for quite a long time. Chaudron (1978), also states that learners would utilized the information available in corrective feedback to confirm modify or reject their own hypothesis about how language functions.

On the other hand, Krashen (1982) argues that trying to correct errors prevent acquisition by forcing the students to adopt a counterproductive strategy where he/she would tried to avoid mistakes, took fewer risks and focus less on meaning and more on form. It was suggested that since the goal of instruction was to improve learners' ability to monitor

their own target language speech, the priority should be given to correct learners' errors. Error treatment that encourages learners' correction helps them make inferences and formulate concepts about the target language.

Teshome (1999) studied about teachers' corrective treatment of learners oral errors. He concluded that teachers lack awareness about the important types of corrective techniques. Moreover, Sileshi (2008), studied corrective feedback on students' oral errors one of his findings was that teachers do not seem to have enough and appropriate information as to which corrective techniques were useful to the students' oral proficiency

From the views of scholars mentioned above, none of the above researchers made their investigation on how the teacher's treats of learners' major oral errors. As a result, this study was designed to fill this gap by investigating points that are related to learners' major oral errors by using different corrective feedbacks and techniques.

1.3 OBJECTIVES OF THE STUDY

This study had general objective and specific objectives.

1.3.1 GENERAL OBJECTIVE

The main objective of this study was to explore Ejaji Secondary School English language teachers' oral errors treatment of their students.

1.3.2 SPECIFIC OBJECTIVES

The study was designed to achieve the following specific objectives.

- i. To identify the ways that the teachers treat students 'oral errors in EFL classes.
- ii. To investigate the different kinds of corrective feedbacks provided by teachers'
- ii. To identify the techniques used by EFL teachers to treat their learners' oral errors.
- iii. To find out the extent to which the students oral interaction enhanced by teachers treatments.

1.4 RESEARCH QUESTIONS

The research questions were answered throughout the study.

- i. What are the major errors that cause difficult in learners' oral interaction in language classes?
- ii. What are the types of corrective feedbacks teachers use to treat their learners' oral errors?
- iii. What are the techniques teachers use to treat their learners' oral errors?
- iv. To what extent do teachers use delaying or interrupting mechanism of learners' utterances.

1.5 SIGNIFICANCE OF THE STUDY

The finding of this research was significant in different ways. First, it helps to suggest some corrective techniques that seem likely effective in helping students to correct their oral errors in EFL classes. Secondly, own errors with their peers or teachers. Besides, this study may provide hint about the, it may serve as a reference or starting step for other researchers in the future. Moreover, the results of this study helps learners increase their awareness and cooperation in treating their fact that the way teachers deal with learners' errors might have an effect on learners' language development. This research has designed to understand teachers' attitudes regarding oral error treatment and how such attitudes, whether negative or positive were reflected in their instructional practices and their students learning and perceptions.

1.6 SCOPE OF THE STUDY

The scope was delimited to the treatment of learners' oral errors in EFL classrooms. Furthermore, the study was restricted to Ejaji Secondary School, which was located in West Shoa Zone, Elu Galan Woreda in Oromia Regional State. The study was also confined to grade ten English teachers and students at Ejaji Secondary school. The reason for this restriction was that the researcher has been teaching there and more familiar with the situation in that school. Moreover, the researcher understood the problems regarding to teachers' treatment of learners' oral errors in his teaching experience.

1.7 LIMITATION OF THE STUDY

Some of the challenges that encountered during the study were lack of cooperation among the subjects of the study, and lack of enough time to work on the study properly, lack of internet access because of the announcement of state of emergency in Ethiopia, and absence of reference materials (hard copy) nearby. Despite such challenges that confronted, the researcher has tried his best to collect the right information that helped to conduct relevant study.

1.8 DEFINITION OF WORDS USED IN THIS STUDY

Negation: refers to the rejection of part or all of the students' utterances.

Praise: refers to the good qualities of someone or an expression of approval for someone.

Mistake: refers to performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly.

Error: refers to something that is not correct or wrong statement. A slip is a mistake which a student can self correct if it is pointed out by teacher, whereas an error cannot be corrected by the student, even if it is pointed out.

Provide: refers to make something available.

Transfer: refers to convey from one person, place, or situation to another.

1.9 ORGANIZATION OF THE STUDY

This study was embodied five chapters. The first one dealt with introduction. Under this section background of the study, statements of the problem, objective of the study, research questions, significance of the study, Scope of the study, Limitation of the study, Definition of words used in this study and organization of the study were discussed and attained. The second chapter contained review of related literature. Chapter 3 dealt with research methodology and design including research method, source of data, sampling techniques and instrument of data collection. Chapter 4 dealt with analysis and discussion of results including category of the identified errors, types of oral error treatments in the classroom. Chapter 5 dealt with summary, conclusion and recommendation, there were references, and appendices including classroom observation check list, questionnaire question and interview questions.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

These days, it is possible to face a number of methodological works, researches, and issues, which deal with learners' oral errors and error treatment in a second / a foreign language classroom. Thus, the following section tried to review the most important and basic concepts forwarded by experts, language specialists and researchers in this specific area.

2.1 DEFINITION OF ERRORS

Different scholars or researchers in second language theory define "error" whether oral or written in the same way. However, their approaches differ. For example, Allright and Bailey (1991) define 'error' as the production of linguistic form, which deviates from the correct form. Accordingly, the correct form is identified as the way native speakers produce it. That is the native speakers' norms. Chaudron (1986, p.66) also view error as.

Linguistic form or content that was deviated from native speaker's norms or facts. In addition, any other behavior signaled by the teacher as needing improvement. These definitions of error by Chaudron seem to reflect two implications. The first part of his definition is related to the definition given by Allright and Bailey (1991) above in that it tries to relate error to the deviation from the native Speakers' norm. The second part of definition implies broader concept in that it refers to all or any inappropriate behaviors such as being impolite while requesting for something are contained in his or her deviation from the acceptable linguistic form.

According to George (1972, p.2) puts an error in the second language classroom as "a form unwanted by the teacher." These definitions of an error given by George seem to given responsibility of being the model for the classroom teacher rather than the native speaker. However, it seems that scholars have not yet arrived at agreement. For example, who is going to be the model of the learner? The native speaker or the classroom teachers'. The fact that the native speakers should be the model does not guarantee for better learning because a great deal of world's foreign language teaching is done by

non native speaking teachers, provide non native model of the target language (Allright& Bailey,1991). From the definitions of different scholars, it is possible to understand that though they defined broadly and narrowly, there is no conflict of ideas regarding the concept of error. All the fact indicates that learners deviate from the native speakers' norms or some selected Norms.

Regarding this Vanlier (1988) said that error, made by language learners have always been central point of interest for teachers and researchers. According to Vanlier, in the grammar translation days, errors generally indicated rules insufficiently learned or knowledge imperfectly assimilated. During audio-lingual days, error was regarded as cracks in the foolproof stimulus-response reinforcement sequence, to be avoided as much as possible. Later on, in the late sixties and early seventies, a number of language teachers and researchers began to realize that errors are perhaps not just aberration, admissions of guilt or inadequacies or failures in the pedagogic system but might be evidence of the learners' creative efforts to build a new linguistic structure. In short, in second/foreign/ language learning, it is inevitable for learners to make error because it is the natural process of learning.

2.2 MISTAKES AND ERRORS

As teacher of a second or a foreign language (FL), to deal with learners' errors and to analyze learners' language in proper perspective, it is crucial to make a distinction between mistakes and errors. Technically, the one very different phenomenon (Brown 1994, p. 205). According to Brown, a mistake refers to performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. These hesitations, slip of tongue, random ungrammaticalities, and other performance lapses in native speaker production also occur in the second language speech.

Non-native speakers might also be capable of remedying some of the learners' mistakes and when they fail to recognize their slips, a little help from teachers or others enable them to do self-correction (Brown, 1994, P.25). However, Corder (1974, P.24) argues that mistakes were of no significance to the process of language since they did not reflect a defect in knowledge of the language. According to Edge (1989, P.25), all deviation from Standard English are not errors rather they are mistakes. A slip is a mistake which a student can self correct if it is pointed out by teacher, whereas an error cannot be corrected by the student, even if it is pointed out.

2.3 FEEDBACK IN THE EFL CLASSROOM

The concept of error treatment has been a point of interest for both language teachers and researchers in relation to classroom interaction (Nuru, 2000, P.74) and there are terms like feedback, repair, correction and treatment that usually used in literature to serve similar concepts. Therefore, it is important to see these terms briefly. According to Chaudron (1983,P.132), feedback is an aspect of interaction in classroom with the widest scope which includes the notion of error correction and in which speakers drive from their listeners information on the reception and comprehension of their messages in any communicative exchange. Makiano (1993,P.337) explained feedback as an error detection which is designed to promote correction by supplying learners with information about the correctness of their language production.

Vanlier (1988) tries to make a distinction between repairs and correction. He states repair as the generic term and that correction was one type of repair namely the replacement of an error made by the speaker with the correct form. Therefore, the issue of repair is much broader than the more correction of errors and it can be taken as not the correction of errors but also other phenomena (Vanlier, 1988, P.183). Treatment on the other hand, is used to any teacher behavior following an error that minimally attempts to inform the learner about the fact of error (Chaudron, 1983, P.149). According to Allright and Bailey (1991, P.99), error correction and error treatment may be used interchangeably. However, still there is conceptual problem as the phrase error correction implies cure, which in turn shows the learners being accurate after the treatment. Because of the close concepts of

the terminologies mentioned, it is inevitable to come across them in this research work. Therefore, it is not surprising if the researcher uses these terms in the subsequent parts.

2.4 THE ROLES OF ERROR CORRECTION IN LANGUAGE LEARNING

Error treatment along with formal instruction, is the classroom activity thought as one of the language teachers' important function which distinguish classroom instruction from the outside the classroom instruction (Nunan, 1989, P.31). However, there has been a well-documented debate about the relative values of error treatment. After reviewing the available research at that time, Hendrickson (1978) concluded that error correction improves the proficiency of EFL/ESL learners; if they are errors that inhibit communication, stigmatize the learner and appear frequently. As Murphy (1986, P.146) state, correction is a form of feedback to learners on their use of the language which describes success or failure. Because language in use exploits both, form and function. Giving correction makes the teacher attempt to help and improve learning. Atkins et al, (1996,P.139) also strengthen the role of feedback as one way of supporting students in process of becoming gradually more correct users of English.

Broughton et al (1980, P.135) put that errors will always be made and have direct implication for remedial work because they are, by their nature, systematic infringements of the normal rules of the language. They involve hypothesis formation and reinforcement as the students develop a growing competence in the language they are learning. The learners move from ignorance to mastery of the language through transitional stages. The concept of feedback plays great role in skill acquisition.

Johnson (1988,P.90) stated feedback as an important source of information in the development of the learners' performance. He added that feed back had a lot to contribute to the learning process in language classroom. Brown (1994, P.218) explained that feedback resulted in reinforcement of the forms used and conclusion on the part the learners that their speech was well formed. It facilitates the learner's production performance of the target language Dually (1990).

Krashen (1978, P.170) explained the value of error correction in helping learner changes his/her conscious learning of the target language. It affects the learned competence by informing the learner that his/her current version of a conscious rule is wrong. This shows that corrective feedback is helpful to correct learners' errors when the objective is learning Ancker, (2000). Dheram (1995,P.160) stated feedback as a two bullock cart which involves the collaborative approach of teachers and learners to make teaching-learning process effective.

When corrective feedback is provided, the learner becomes aware of the difference between his/her speech and some other proficient people's saying. On the other hand, some scholars oppose the role of corrective feedback or error correction in language learning .For example, Chaudron (1983,P.134) citing Vigil and Oller (1975) pointed out not only the positive effect of feedback but also its negative information about target language forms.

The learner then plays more attention to form than meaning. This may discourage the entire communication that involves negotiation for meaning. krashen strengthen this idea by stating that over error correction of speech even in the best circumstances is likely to have a negative effect on the students willingness to try to express them krashen (1983,P.177)).

From the facts mentioned earlier, it is possible to realize different scholars have perceived error correction both positively and negatively. Despite the debate on the issue among these scholars, the correction of learners' errors remains in evitable in language classrooms. Makiano (1993,P.338) explained that language teachers need to consider learning situation , learner types, purposes of lessons and the nature of particular errors besides the decision whether to treat or not , which errors to treat and how to treat.

2.5 SCHOLARS VIEWS OF ERRORS CORRECTION

Researchers have different views regarding the treatment of learner errors. The traditional approach to error treatment influenced by Audiolingualism of 1950and 1960 was entirely negative (Hendrickson, 1978). This rejection of learner's errors was common during the

1960s. For example, Brooks (1960, P.58) stated error just like sin, which has to be avoided, and its influence overcome: however, its presence is to be expected. He suggested an instructional produce that would ostensibly: help language students produce error free utterances. Hendrickson (1978,P.388) stated , citing the teachers manual for German level one prepared by the modern language materials development center (1961), teachers should correct all errors immediately (pp.3, 17, 21,26) and that learners should be neither required nor permitted to discover and correct their own mistakes.

Later on, structural linguists introduced another mechanism called contrastive analysis, which assumed that interference from learners' L1 caused errors to occur in their target language speech. It was believed that once a teacher had systematic knowledge of the difference between the two languages, he/she could begin developing appropriate instructional techniques and materials that would help learners avoid producing errors (ibig).

Since the late 1960s, there has been a change of trend from audiolingualism to transformational generative grammar, which made language teaching more humanistic and less mechanistic. This attitudinal change made foreign language teachers examine the learning style of their learners and stress on the use of language for communication.

As Chastain (1971, P.249) wrote, ' more important than error free speech is the creation of an atmosphere in which the learners want to talk. 'This led to the positive perspective toward second language errors. As a result, many language educators proposed that foreign language teachers also should accept those errors as neutral phenomena integral to second language learning process. They need to tolerate some students' errors. This is because students feel more confident about using the target language than all their errors are corrected (Hendrickson, 1978, P.388).

In addition, students' errors as natural phenomena, it is believed that their careful study pedagogical purpose for second language teachers. Corder (1967,P.265) states error provides feedback: they tell the teacher something about the effectiveness of his

teaching materials and techniques and show him what part of the syllabus has been followed, learned or taught and need further attention. They enable him to decide whether he must deviate, more time to the item has been working on. This is the day today value of errors. Nevertheless, in terms of broader planning there was a new group of learners. They provide the information for designing and remedial syllabus or a program for teaching (Corder, 1967, P.265).

Corder (1981, PP.5&6) states two schools of thoughts in the field of methodology in respect to learners errors. The first one considers errors as a signs of the present inadequacy of teaching techniques to be avoided. The second thought regards errors inevitable things to be dealt with technically. In general, there has been a shift in methodological and pedagogical focus from preventing errors to learning from errors since the time of audiolingualism. This can be shortly expressed in George (1972, P.189) as it is not worthy that at the beginning of the 60s the word error was associated with correction, but at the end with learning.

2.6 STUDIES OF FEEDBACK IN ETHIOPIA

There have been studies on both written and oral feedbacks conducted in Ethiopian context. Some of the studies on written feedback include Getinet (1994), Tesfaye (1995), Italo (1999) and Meseret (2004). Getinet's study focuses on teachers' response to students written work, which revealed that teachers rarely focused on higher order concerns during their learners' written work feedback. Instead, they focused on higher order concerns written work feedback. They focus on minor areas like mechanics and grammar. Tesfaye's study was based on the investigation of the relation between self-correction and learners performances. He concluded that self-correction is more effective than other techniques to improve learners' written performances.

Italo (1999), in his doctoral thesis investigated comparison of the effectiveness of teacher and peer feedback in students' written performance and found that both techniques led to comparable results. Mesfin (2004) showed that the equal importance of self correction and peer correction in students essay writing performance after

exploring the effectiveness of these two corrections. Taye's (2005) study focuses on the effect of written feedback on students' written performance. His finding showed little contribution to students' performance. On the other hand, the studies on the students' oral correction include Wondowsen (1992), Teshome (1995), Temesgen (1999), Nuru (2000), and Sileshi (2008).

Wondowsen studied on classroom feedback behavior of teachers in which he found 29% of the class time is spent on giving feedback by teachers. Besides, Teshome studied about teachers' corrective treatment of learning's oral errors. He concluded that teachers lack awareness about important types of corrective techniques. In addition, Temesgen (1999) investigated learners' perception of teachers' verbal feedback. His finding was that learners perceived the explanation about correctness and incorrectness from their teacher positively.

Nuru (2000), in his doctoral thesis explored the extent to which primary school EFL teachers use feedback to communicate their expectation about the ability of individual students and identify the way in which they use this aspect of classroom interaction in differentiating between students of high and low expectations. The finding showed the high achievers received much more feedback types than the low achiever. Moreover, Sileshi (2008) studied corrective feedbacks on students' oral errors. One of his findings was that teachers did not seem to have enough and appropriate information as to which corrective techniques were useful to the students' oral proficiency.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the procedures followed in the investigation of teachers' treatment of learners' oral errors during EFL classes at Ejaji secondary school were described. The chapter was divided into different sections. Firstly, the methodology and research design for the study were described. Secondly, the study area, population and sampling techniques were illustrated. Finally, Instruments of data collection, and methods of data analysis were discussed.

3.1 THE RESEARCH DESIGN

This research used the qualitative and quantitative methods in data collection and analysis to investigate teachers' treatment of learners' oral errors in EFL classes. Using mixed method to gather and analyze data helped the researcher to handle and interpret the data collected from the population. To achieve the goal of the research, the researcher used observation, questionnaire and semi structured interview to get valuable information from sample population. The data obtained from population by triangulating different methods more sufficiently answered the research questions and provided an understanding of EFL teachers and students' attitudes toward oral errors and the strategies of their treatment.

The main purpose of this study was to understand how EFL teachers treat learners' oral errors in EFL classes. The research design that was used by the researcher in the study was descriptive in which the data was described in words, figures and tables. The mixed research method was chosen for the study because in order to achieve the intended objectives, and triangulating different activities of the issues. Using this method enabled the researcher obtain in depth understanding about teachers' treatment of learners' oral errors in EFL classes in conducting the study. The descriptive research design was used because it was assumed to be valid method for researching the treatment of learners oral errors Patton (1990, P.278). The methods used to collect data for the study were observation, questionnaire and semi structured interview

3.2 STUDY AREA

The research was conducted in West Shoa Zone, Elu Galan Woreda particularly Ejaji Secondary school. Elu Galan woreda is 123 kilometers far from Addis Ababa. The reason for the researcher has selected the site is to manage the study effectively. Moreover, since the place is where the researcher was doing his regular job, he had selected to conduct the research there and seek solution for the teachers' treatments of learners' oral errors in EFL classes.

3.3 POPULATION AND SAMPLING TECHNIQUES

According to the information obtained from 2016-2017 academic year of grade 10 students' enrollment, 205 males and 275 females totally, 480 grade ten students were distributed to eight sections. Ejaji secondary school Grade ten English language teachers and grade ten students were targets of the study. Dornyei (2007) stated that magic sampling fraction with a minimum of hundred participants mention between the ranges of 1% to 10% of the population. However, the researcher selected fifty-six (56) male students and sixty-four (64) female students that are twice and half of the magic fraction. The researcher involved these respondents in the study in order to see the data coming from different angles.

3.5 INSTRUMENTS OF DATA COLLECTION

Several types of data collection methods can be used to collect data for a thesis. However, the researcher employed classroom observation, questionnaire, and interview to collect data. The following subsections give details on the methods and instruments of data collection.

3.5.1 CLASSROOM OBSERVATION

Observation usually consisted of detailed description of people's activities, actions and the full range of interpretational instructions and organizational processes that were of observable human experience (Solomon, 2004). There were eight sections in grade ten (480) students. One teacher taught four sections and the second teacher taught the rest

four sections. Then, the researcher conducted observations on two sections that were taught by different teachers. Thus, the researcher observed the classroom twice with the support of video records. Before filling the checklist, the researcher familiarized himself with the classes and this was to establish a good relationship and to minimize unnatural classroom behavior that might affect the data collected for the research. In other words, the first observation was done to familiarize the researcher with the classroom. During the second observation, the researcher observed with the support of video records and filled the checklist, which contained the important points regarding to the lesson as shown in (appendix 1). The researcher used the literature to prepare the checklist (Ancker, 2000).

3.5.2 QUESTIONNAIRE

The questionnaire was developed for this study to elicit information on students' attitudes regarding oral error correction during EFL classes. From the 480 students, One hundred twenties (120) of grade ten students were selected by using simple random sampling to distribute questionnaire. It was used as indispensable method of data collection in this study and both close-ended and open-ended questions were used to gather data from students. The populations were given the option of explaining the reasons for their rating in order to provide this research with useful or insightful data (Nunan, 1992, P.9.145). The researcher wrote some questionnaire items and the others were adapted and adopted from the questionnaires developed and administered by the other researchers (Ancker, 2000). The likert scale, the most widely used method scale construction was chosen because of its relative ease of construction (Maurer & Andrew, 2000).

The students' original questionnaire was constructed in English and then translated in to Afaan Oromo; to ensure that student respondents had no difficult in understanding the various questionnaire items. Thus, the questionnaire version to which the students responded included items in English and their Afaan Oromo equivalents (Appendix 4). Participants' responses to the liker-scale items of two questionnaires were coded as follows: a response of 'strongly disagree was coded as a numerical value of one,' disagree'' of two'' neither agree nor disagree ''of three, 'agree' of four and 'strongly

agree ‘ of five. An attitude scale could act as a cost-effective and easy to administer instrument for gathering data on teachers and learners’ attitudes on particular issues; especially where large groups of teachers and learners are concerned. Although the scores may not give insights in to the exact nature of an individual’s attitudes, closer examination of students’ patterns of responding to favorable and unfavorable statements were made. Moreover, the administration of the attitude scale and subsequent discussion of students’ responses gave them the opportunity to become more aware of their attitudes.

3.5.3 INTERVIEW

According to Patton (1990,P.278) an interview was a qualitative research technique that allowed person-to-person discussion and could lead to increased insight in to peoples thoughts, feelings and behavior on important issues. For this reason, the researcher selected twelve (12) students from the selected sections for the interview question. The researcher used the students’ first semester performance in English language in selecting these students from the two classes. He got the students performance from the school principal by telling and persuading him the objectives of the study clearly. Based on this, the top, the average and the low achievers from each selected section were considered for the interview.

In addition, two English language teachers selected purposively for the interview. The researcher took two English language teachers, because they were the only teachers who have been teaching English in grade ten at Ejaji secondary school. The teachers ‘interview questions were intended to investigate the basic information for the research objectives by eliciting their perspectives. These interview questions dealt with how English language teachers of Ejaji Secondary school treated their students ‘oral errors. This included the techniques and strategies they employed to treat students’ oral practices, the type of corrective feedbacks they provided, and the extent to which they delayed or interrupted students’ utterances for oral correction.

To encourage his respondents to talk at length and to get a complete picture of their views on classroom practices of oral error treatment, the researcher used seven-open ended

interview questions. These interview questions for teachers were prepared and conducted in English. Because the researcher thought that teachers would face no difficulty in understanding the English language of the interview. Whereas, the Students' interview consisted of seven open ended questions set in Afan Oromo. The researcher translated the interview designed in English into Afan Oromo to make the interview questions understandable for the respondents. The content of the interview was similar with the questionnaire. It contains the strategies to discover and consolidate how teachers treat learner's oral errors.

3.5.4 PROCEDURES OF DATA COLLECTION

As it has been stated under 3.5, the data for this study were gathered through classroom observation, questionnaire and interview. The researcher gave brief orientation for the students how to complete the questionnaire. First, data from the students' questionnaire were collected. In this line, questionnaire was distributed for 120 students at the same time in the school. Then the interview with teachers and students were conducted on different days that were convenient to them.

1.6 THE PILOT STUDY

The pilot study was conducted to see whether the intended tool would work as planned or not. Thus, the researcher prepared the questionnaires, and gave for his colleagues who teach English at Ejaji preparatory School to edit the questions to be answered by the sampled students. Then, based on their suggestion some inconsistencies among the questions were avoided, and the ambiguous questions were corrected accordingly. He also gave the interview questions to the teachers. They read and suggested some points needed to be improved. Based on their suggestion the researcher amended some points within the interview questions for the actual interview.

3. 7 METHOD OF DATA ANALYSIS

In order to answer the basic research questions, the data gathered from the target population through observation, questionnaires and semi-structured interview were analyzed by taking the basic research questions in to account. The data gathered through

questionnaires was organized and analyzed by using quantitative method where as the data gathered by semi-structured interview and classroom observation were organized and analyzed by using qualitative method of data analysis. Hence, descriptive statistical methods were employed to analyze quantitative data by using frequencies and percentages. In addition, with respect to characteristics, the data was organized in tables. Moreover, the report of the quantitative data collected through questionnaires whereas, semi-structured interview, and classroom observation, which generates qualitative data, were analyzed and interpreted qualitatively and quantitatively. The reports of these data were analyzed by interpreting the observation, questionnaires and interview to provide an appropriate recommendation and conclusion.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The data gathered through observation, questionnaire and semi-structured interview from the target population on teachers' treatment of learners' oral errors during EFL classes was analyzed, interpreted and discussed in this chapter. The chapter was divided into four sections based on the identified errors. Accordingly, the first section dealt with the analysis of category of identified errors, the second section concerned with what types of corrective treatments teachers provide to their students during oral communication in EFL classes. The third section was the corrective techniques teachers used to treat these oral errors and finally, treated and untreated errors were identified.

4.1 CATEGORY OF THE IDENTIFIED ERRORS

This section presents the classroom interaction between teachers and students in the two sections and the errors were transcribed and categorized. Based on this, 66 errors were identified and classified under 10 categories as shown in the table below. Thus, the type of errors that causes major difficulty to the students' oral errors during oral communications. During oral communications, there were the identified errors and discussed or interpreted to come to the findings.

Table 1: Frequencies and percentages of the category of identified errors in the two sections (error types and frequencies)

Type of errors	Section I		Section II		Total		%of error category
	F	%	F	%	F	%	
Pronunciation	9	13.6	6	9	15	100	22.7
Tense	9	13.6	5	7.6	14	100	21.2
Agreement	3	4.5	8	12	11	100	16.5
Verb group	1	1.5	7	10.6	8	100	12.1
Noun group	3	4.5	2	3	5	100	7.5
Preposition	2	3	2	3	4	100	6
Word order	3	4.5	-	-	3	100	4.5
Article	1	1.5	1	1.5	2	100	3
Wrong numbers	1	1.5	1	1.5	2	100	3
Adjectives	2	3	-	0.6	2	100	3.6
Total	34	51.2	32	48.8	66	100	100

According to the frequency and percentage of the category of errors identified in the two Sections indicated in the above table errors in pronunciation account for the highest frequency and percentage. Error in pronunciation here refers to the deviation of the students accents from the native speaker pronunciation. This can be made clear by the following extract taken from the observation checklist (appendix 1):

T: Would you try question no. 12?

S: When salt /Sə:lt/ Water Freezes, the Ice Contains Very Little Salt/Sə:l t/

T: How do you pronounce the word (the teacher spelt the word) salt?

Chala: Salt /sɔ:lt

T: salt/sɔ:lt/ it is correct.

In the above extract, the first students' utterance was not correct. The student pronounced wrongly simply based on the first vowel sound. The students under the study as indicated in the above table (Table1) that made 15 similar errors of pronunciation. In this table, it was shown that the percentages of the pronunciation errors committed indicate 13.6% in section I and 9% in section II that were the highest percentages identified in the indicated sections under the study.

The data collected for this part of the study indicate that errors related to time of actions (tenses) took the second most frequent errors committed in the two sections. The following extract shows this.

T: I would have lent you my book if _____ asked.

S: I would have asked

T: No, not correct. Ok. Lidia?

Lidia: You had asked

T: Right, this is the tense in if clause of type III.

The above extract indicates a student should have used the perfect conditional in if clause of the indicated sentence. The student made this error type because of lack of knowledge about tense. This type of errors covered 13.6% in section I and 6.7% in section II that indicates tense error is the second most frequently made by students during oral communication in EFL classes.

The third most frequently happened errors identified in the study were errors related to the relationship between subjects and verbs (agreements). The above table (Table 1) indicates that the other students' great problem in oral communication is their lack of knowledge in subject verb agreements. They have not used the appropriate verbs with subjects in EFL classes and the following extract shows this.

T: Calories _____ (measures) the energy contained in food.

Chaltu: Calories measures the energy contained in food

T: Measures or measure? Other student, Lasi?

Lasi: Measure

T: That is measure since calories is a plural subject.

In the above extract which was taken from the observation checklist, the first student (the one who made the error) did not understand the relationship between the plural subject "calories" and the verb "measure" that is why she used a singular for plural subject. Next to the errors of tense, these errors of agreement and related ones were made repeatedly in the study. Table one show that they covered 4.5% in section I and 12% in section II. In another ways, the table shows that this type of error shared 16.7% of the total error committed in the two sections under study.

The other type of errors repeatedly committed by the students in the two sections in the study was errors related to verbs. These errors refer to the students' misuse (addition or omission) of verbs like to be, verb to do, verb to have or past participles. The following example can indicate this type of errors. These types of errors accounted 12% of the total errors (66) under the study. That means, 1.5% in section I and 10.6% in section II identified errors were related to verb groups. The data collected also reveals that the fifth most frequent types of errors identified were errors related to noun or pronoun groups. The students were heard while using in appropriate or misused nouns or pronouns and addition or omission of nouns or pronouns. The following extract was observed during classroom interaction.

T: Ok. Number 5?

S: If there was no freedom of speech, there would not solve their problem

T: Is she right?

Tola: No. It should be they would not _____

T: Good. This is correct. It is explicit pronoun to be used here. In the above extract the student used "there" instead of the pronoun "they". This led the whole sentence to be meaningless to the listener and blocks communication. These type of error occurred 5

times from the 66 errors identified. They accounted 7.6% of the total errors in the study. According to the data collected and organized in table 1, although they were not so serious problem like the ones mentioned above, prepositions, word orders, articles, wrong numbers and adjectives were counted as errors committed by the students under the study. They covered (6%, 4.5%, 3%, 3% and 3%) of the total committed oral errors made by the students as shown in (Table1).

4.2 TYPES OF ORAL ERROR TREATMENTS IN THE CLASSROOM

The other question answered by the study was about which types of treatments /corrective feedbacks/ teachers provided to their students' oral errors during their oral interactions in EFL classes. Based on the instruments stated in chapter three of the study, 13 types of treatments /corrective feedbacks/ were identified after transcribing the lessons in two sections. The frequencies and percentages of the types of the treatments provided in each of the two sections were summarized in the following table.

Table 2: Frequencies and Percentages of the Types of Treatments Used By the Sample Teachers in the Studies.

Types of treatments	Teacher1		Teacher2		Total		Percentage Each treatment type
	F	%	F	%	F	%	
Provide	10	11	7	8	17	100	19
Transfer	7	8	7	8	14	100	15.9
Praise	8	9	2	2.3	10	100	11.4
Explanation	6	6.8	2	2.3	8	100	9
Interruption	4	4.5	3	3.4	7	100	8
Question	5	5.7	2	2.3	7	100	8
Repetition	4	4.5	1	1.14	5	100	5.7
Acceptance	3	3.4	2	2.3	5	100	5.7
Negation	2	2.3	2	2.3	4	100	4.5
Ignore	2	2.3	2	2.3	4	100	4.5
Use of blackboard	3	3.4	1	1.14	4	100	4.5
Clues and prompt	-	-	2	2.3	2	100	2.3
Criticism	-	-	1	1.14	1	100	1.14
Total	54	60.9	34	39.1	88	100	100

Table 2 indicates that there are different types of error treatments used by EFL teachers to treat their students' oral errors in the classes. All these treatment types were found to be used by the sample teachers. However, all of them were not equally distributed between the two teachers. This was because the teachers had their own preferences or techniques to treat their students' oral errors. Hence, it is better to discuss the corrective treatments used by the teachers in two sections under this study.

4.3 PROVIDE

There are different types of error treatments in which the teacher provides the correct answer when the student has been unable to respond. For further illustration, see the text below.

T: Who can tell me the meaning of the word “asset” written in bold in the passage?

S: Property with money value

T: No, property...a person

It is clear from the above extract that the student could not answer correctly because of his/her failure; the teacher provided the answer by himself. These types of error treatments by the teachers were the most frequent ones identified from the collected data. They accounted 19% of the 88, total treatment types identified. These covered 11% from T₁ and 8% from T₂. To crosscheck, the data obtained from classroom observation, the responses of the interview questions about which techniques to use in the students' oral error treatment indicated that the two teachers use self-correction technique as their primary technique. They responded that they were giving the first chance of error correction for the students who made the error. In case he/she failed to correct his/her error, teachers were giving the second chance for the peers or for other students in the class. According to the data gathered from them, it was when all these techniques failed that teachers have correcting the learners' oral errors in EFL classrooms.

4.4 TRANSFER

The second most frequent types of treatments provided by EFL teachers were transfers that involve the teachers to ask other students or the class to provide the correction. These types of treatments accounted for 15.9% of the total treatments identified in the study.

For example,

T: Number 4. Ayantu tries it.

Ayantu: This belong to my mother

T: Another person? Samuel

Samuel: This book belongs to my brother

T: Right, belongs to...

In the above extract, Ayantu failed to give the correct response, but the teacher did not give the answer by himself rather transferred to another students/Samuel/. This type to error treatment was provided 8% by T₁ and 8% by T₂ in the above table (Table2).

4.5 PRAISE

The data collected on the types of treatments teachers prefer to treat their students' oral errors indicated that praise, which involves the approval of the students' answer was the third most frequent errors treatment type used by the teachers. This accounted 11.4% of the total, 88 treatments counted in the study. The teachers used the strong approval of students' answer by saying well. The data indicated 9% of this method was used by T₁ and 2.3% by T₂. Here it seems that the teachers over used praise. In the same cases, they used strong praise for very weak and incorrect students' responses. This may have its negative consequences on the students' performances. It may develop over confidence among the students that in turn leads to generalization of incorrect utterances as the correct ones.

4.6 EXPLANATION

It refers to explaining students' errors. From 13 types of identified oral errors, 9% of the total treatment types shown in the table above from the collected data were explanation (Table2). The extracts bellow shows that the teacher has given brief explanation about the relationship between subject and verb. It was this kind of error treatment used frequently next to praise. The distribution of these types of treatments between the two teachers shows that 6.8% and 2.3% were used by T₁ and T₂ respectively.

Extract

T: The clouds_____ (grows) colder

S: The clouds grows colder

T: We use the verb grow because the subject is plural.

4.7 INTERRUPTION AND QUESTION

Question refers to numerous ways of asking for new response often with clues. Interruption is a type of error treatment in which the teacher provides to learner incorrect utterance usually following the error or before the student has completed what he/she is trying. Each of these error treatments covered equally 8% of the total identified the errors (Table2). The data from interview regarding the time to correct learners' oral errors in EFL classes, two of the sampled teachers responded that they did not interrupt their students in the middle of their utterances rather they wait patiently until the students finish their utterances. They responded that because the students would be discouraged if treated in this way. The data gathered from observation indicated that teachers use interruption and question as the fifth most frequent types of error treatment.

4.8 REPETITION AND ACCEPTANCE

Repetition refers to repeating students' utterances with intent to have student correct his/her oral error by him/herself. Acceptance show the approval or showing acceptance on students' oral errors. They shared similar percentages (5.7%) of the total treatments made by the teachers. Repetition covered four by T₁ and one by T₂ acceptance covered

three by T_1 and two by T_2 . These indicate that both types of treatments of oral errors occurred in equal frequency as shown in the table 2 above.

4.9 NEGATION, IGNORE AND USE OF BLACKBOARD

The data collected also showed that negation, ignore and use of blackboard shared similar percentages (4.5%) each of the total error treatments made by teachers. Negation refers to the rejection of part or all of the students' utterances. Similarly, in ignoring the teachers are going to other topics. The data also showed that the teachers' treatments were supported by the use of the blackboard. The teachers' responses on the interview also indicated that they inform the students' errors by writing the parts of their utterances with errors on the blackboard. However, teachers revealed that they also use other methods of treatments like asking questions and giving clues. The classroom observation conducted indicated that negation, ignore and blackboard usage were the least frequent types of treatments used by the teachers next to that of criticism.

4.10 CRITICISM

According to the data collected and organized in Table2, the least frequently used types of treatments by teachers were criticism. The sampled teachers used only 1.14% of the total treatments used. This shows that teachers do not focus on criticizing their students for their errors. As this kind of error treatment is not pedagogically encouraged, it is better if teachers do not use it.

Generally, provide, transfer, praise, explanation, interruption and question were the first six treatment types most frequently employed by the teachers in the two sections under the study. The teachers used the others ranged from repetition to criticisms least frequently. To crosscheck the observation data and the interview responses regarding which corrective feedbacks they often use to treat learners' oral errors, the two teachers responded in the following ways. The data from the teachers' interview showed that first; they offered the learners for self-correction. If it made difficulty for the learner to correct him/herself teachers provided the other students to correct them the correct answer if the two techniques failed.

4.11 TYPES AND TECHNIQUES OF TREATED ERRORS

The other study in this research was to investigate the techniques teachers used to correct their students' oral utterances in language classrooms. To identify these techniques, the errors identified were grouped in to treated ones and summarized by the following table (Table 3)

Table 3.Total number of types and techniques of treated errors.

		Pronunciation	Tense	Agreement	Preposition	Word order	Articles	Wrong	Adjectives	Verb group	Noun group	Total
Treated errors		10	9	6	2	1	2	2	1	7	4	44
Treated by	Teachers	6	7	4	2	1	1	1		7	1	33
	Self	2		1			1		1			5
	Peer	2	2	1				1				6

From the treated errors (44) of them (33) of the total were treated by teachers whereas (5) of the total errors were treated by the students themselves (self-corrected) as the data from Table 3 above indicated. Moreover, (6) of the total (44) errors were treated by peer groups or other students in the classrooms. Next to the teachers, the peer group took the considerable number of oral errors' treatment and there were the least number of errors treated by the students themselves. To crosscheck the data obtained from classroom observation, the responses of interview questions about which techniques to be used in the students' oral error treatments in EFL classes; it indicated that all of the teachers used self-correction as their primary technique. They responded that they gave the first chance of error correction for the students who made the error. In case he\she failed to correct his/her oral error, they were giving the second chance for peer groups or other students to correct the committed oral errors. Besides, the identified data revealed that it was when these techniques failed that teachers were to give correction by themselves to overcome the misunderstanding of the students. The responses obtained from the sampled students strengthened the teachers' ideas. However, the data gathered through classroom

observation and organized in table 3 above showed that out of 44 oral errors treated in the classrooms only 5 of the errors were treated by students themselves and 6 of the total errors were treated by peer groups or other students.

In relation to this, the question of the extent of encouragement of teachers of their students to correct their oral was answered. It showed that the teachers encouraged teacher corrections, peer corrections, and self-corrections respectively. Pedagogically, it is suggested if students were given the chance of correcting their oral errors by themselves, they were developing the ability of solving their problems regarding these errors: however, what was found here was the reverse in which teachers in EFL classroom dominated oral error corrections. To crosscheck the data obtained from the classroom observation, interviews with seven questions were conducted with EFL teachers and the responses were analyzed and the responses of these teachers indicated that error treatment had great importance for students' language development .

In a net shell, the observation and interview data indicate some relationships and gaps. For example, the data gathered from interview on the types of treatments indicated the most frequent use of blackboard usage followed by explanation however; the observation data showed that blackboard usage was one of the least frequently used ones. Self-corrections, peer corrections, and teacher corrections were responded as preferences of both teachers and students; both observation and interview data showed that teachers and students had similar ideas on the importance of error treatment.

4.12 NUMBER AND TYPES OF TREATED AND UNTREATED ERRORS:

To identify these techniques, the errors identified were grouped in to treated and untreated errors.

Table 4: Total Number of Types and Number of Treated and Untreated Errors:

	pronunciation	Tense	Agreement	Preposition	Word order	Articles	Wrong	adjectives	Verb group	Noun group	Total
Number of Error	15	14	11	4	3	2	2	2	8	5	66
Treated Errors	10	9	6	2	1	2	2	1	7	4	44
Untreated Errors	5	5	5	2	2			1	1	1	22

The above table indicated that data about treated and untreated errors in the study. Accordingly, 66 total errors committed by the students were identified and these total errors were categorized as treated and untreated ones. From these total committed errors during the classroom observation, 44 of them were treated and 22 were not treated. The interview response's of teachers regarding "do teachers treat all oral errors?" They responded that they treat students' oral errors selectively during their classroom interactions. As it can be understood from classroom observation from 66 total errors identified 22 of them were untreated. It was also pedagogically supported that it may not be necessary to correct each error that appears in our students' utterances during EFL classrooms.

This means, pedagogically it is encouraged that EFL teachers have to correct their learners' oral errors based on the purpose of language development rather than focusing on all errors made by them during their utterances. Therefore, the data gathered through both, classroom observation and teachers' interview under this study indicated this idea.

The data collected by interview was organized and interpreted in the study. Research question number one that says, "How teachers treat students' oral errors in EFL classrooms was answered by teachers" interview questions number 4 and 5. On these questions, the two sampled teachers were responded similarly. Accordingly, T₁ responded that EFL teachers have been using different techniques to treat their learners'

oral errors in classrooms. First offering the students for self-correction, which means making the student correct his/her, oral error by him/her was preferable. The teacher added that the students became confident if they corrected their errors. The data indicated that the teacher has been giving the chance for the students to correct each other's oral errors when self-correction failed. Finally, the teacher provided the students with the correction of the error when the two techniques failed to let the students get the correct answer.

Similarly, the second teacher responded that teachers have been using different techniques to correct their learners' oral errors during EFL classrooms. He revealed that he tried to explain their errors to make them clear and waited for self-correction. However, the teacher has given the chance for the students to correct their errors for each other when self-correction did not work. Finally, the gathered data shows that teachers have been giving the correction when both self-correction and peer-correction techniques were failed to let the students not to be confused with the errors. These indicate that EFL teachers have been using self-correction techniques to correct their learners' oral errors as preferable way of error-correction. Moreover, the data gathered from the teachers interview shows that they have been offering the students for peer-correction of transferring the committed error for other students to let them correct for each other. Finally, the data revealed that teachers provided the students with the correction when the two techniques failed to correct their committed oral errors in English language classroom.

Research question number 2 (what the types of corrective feedbacks teachers use to treat learners' oral errors) was answered by teachers' interview question number 2 according

to the gathered data. The first sampled teacher responded that just after the students finished their speeches, he usually wrote the parts of the speech with errors on the black board. The data also revealed that he has been telling them the errors orally after the students' speeches to make the error clear for students. The second sampled teacher also responded to the second interview question in a similar way. Although the students made oral errors in EFL classrooms, he did not quickly point out the errors. Rather the teacher

wrote the sentence with errors on the blackboard and asked the students where the errors made. These indicate that English foreign language teachers have not been interrupting their learners to correct their oral errors during EFL classes. They have been providing the learners to identify and correct the committed oral errors in EFL classrooms by themselves.

Teachers responses to the interview questions number 3 and 7 attempted to answer research question number 3 (what are the techniques teachers use to treat their learners' oral errors). According to the data, the first teacher responded in a similar way to interview question number 2, teachers have not been interrupting the students' utterances to correct their oral errors during EFL classrooms. Moreover, teachers have been treating all oral errors equally to eliminate most of them from oral communication and they thought that oral errors that hinder communication should be avoided. The gathered data revealed that EFL teachers have used techniques like provide, transfer, praise, explanation, repetition, question and use of blackboard to treat their learners' oral errors.

The second teacher responded to the interview question number 3 and 7 similarly. The data from this sampled teacher shows that teachers have not been interrupting learners' utterances although they made oral errors in EFL classrooms. Furthermore, EFL teachers have been focusing on oral errors that cause difficulty in communication even though they have treated all oral errors. The data from this sampled teacher also revealed that teachers have used praise, provide, transfer, explanation, repetition, question and use of blackboard techniques to treat their learners' oral errors during EFL classrooms. From the gathered data through teachers interview questions on question number 3 and 7, we can understand that although teachers focused on oral errors that cause difficulty in communication, they have been treating learners' oral errors by using different techniques in the same way.

Research question number 4 (To what extent do teachers use delaying or interrupting mechanism of learners' utterances) was attempted to be answered by teachers' interview questions number 1 and 6. The gathered data from T₁ on these questions indicated that without any doubt teachers' treatment of learners' oral errors in EFL classrooms has been

enhancing students' oral communication in the target language. The first teacher responded that if there was no correction of oral errors, it was difficult to say that the teaching of language was effective. This was because if the students' oral errors were not corrected the students may misunderstand and misled. Therefore, a good pedagogical process needed good treatment of learners' oral errors for effective learning of the language in EFL classes. He added that most of the time he has been using repetition technique to treat learners' oral errors although he has been using transfer, praise, explanation, provide and question.

The data gathered from the second teacher on the 1st and 6th interview questions also indicated that learners' oral error correction has been enhancing learners oral communications. There were two reasons for this firstly, treating learners, oral errors have been used to develop their communicative skills and secondly it helped the students to understand or know about the structure of the language and use in their daily activities. The data reevaluated that when errors were corrected, students knew more about EFL language. The data also indicated that the teacher has used explanation of errors for corrective feedback mostly, because he thought that it has motivated the learners. In addition, he has been using transfer, provide, praise, repetition and question for corrective feedbacks of learners, oral errors during EFL classrooms. The data from the sampled teachers indicated that students' oral communications have enhanced by teachers treatment of their oral errors and different corrective feedback techniques like explanation, repetition, provide, EFL teachers in EFL classes have used transfer, praise, and question.

Generally, although the teachers' interview questions were interrelated researcher organized and categories the sampled teachers' responses in a sense they answered the four research questions stated in chapter one of the research. Accordingly, the first research question was answered by the data gathered from sampled teachers on interview questions numbers 4 and 5. The second researcher question was answered by teachers' responses of the interview question number 2 and the third researcher question was answered by teachers' responses for interview questions number 3 and 7 according to the

gathered data. Finally, there was interview question, questions' number one and six answered researcher question number 4.

To crosscheck the interview with classroom observation, teachers have treating learners' oral errors and use different techniques for corrective feedbacks in both cases. These include explanation, repetition, transfer, provide, use of blackboard, praise and question. According to the data gathered from the interview questions, explanation, self-correction, transfer and the use of blackboard were the most frequently used techniques of corrective feedbacks. The data gathered through observation revealed that provide, transfer, praise, explanation and interruption were the most frequently used techniques for treating learners' oral errors in EFL classrooms. Furthermore, the data indicated that teachers' treatment of learners' oral errors in EFL classes has enhanced learners' oral communication and made them the correct users of the target language.

The students thought that the other students laughed at them if they committed errors during their oral communication in EFL classes. This made most of them less participants in their classroom interactions. Most of the students responded that they felt fear of their errors and did not speak in their classrooms. The data collected from students also indicated that although they had an interest of communicating orally by using English language, they were hindered by making oral errors in front of the students. A few students preferred if their teacher called and spoken to them privately at end of class and corrected their oral errors. These revealed that EFL teachers should have different strategies for correcting students' oral errors in EFL classrooms based on the purpose of the language teaching. Because using only particular strategy in error correction may not make English language learning and teaching more effective. Furthermore, the data showed that different students preferred different strategies of oral error correction during EFL classes. This happened due to the students' difference in styles and strategies of language learning.

As he has been illustrated in the above section of the processes and importance of error, treatment though significant and indispensable, can turn to be difficult and complicated. The significance of error correction arises from the fact it is an important part of

managing classroom interaction, which leads to more effective language learning. The complexity of error correction in the large numbers of decisions teachers must make in order to treat learners' errors appropriately so that correction proves to be helpful and able to sustain even strengthen positive attitudes toward learning the language in EFL classrooms.

Although the open ended, and close ended which was given in liker scale questionnaire of students were interrelated they were categorized and organized in such a way that they answered the research questions raised in chapter one. Accordingly, the first research question was answered by the responses of the student respondents on questionnaires number 4,11,12,13, and 15 of the study. The data revealed that EFL teacher have how different strategies for correcting students oral errors. Most students' respondents that strategies like giving explanation for the students' oral errors, providing the correction answer by using the blackboard and praising and learners for what they did rather than criticizing them were the best ways that English language teachers have to use in correcting the oral errors committed by their learners. Moreover, the data should be the way that peer correction was the acceptable technique of the oral error correction in which the students have corrected the errors for each other during EFL classes.

During the peer correction, the students did not feel fear of being corrected and can learn freely from their correction and this has been enhancing their learning of target language of the classrooms. According to the collected data through students' questioner, the second research question that was stated in chapter one was answered by questionnaires number (1, 5, 6 and 14). The data indicated that although giving correction for learning EFL teachers should be technical or doing it. Questionnaires number (16-20) also answered research question number three the respondents responded that there were different techniques used by EFL teachers to treating their learners' oral errors in the classroom these include self-correction, peer-correction, in which the students errors were transferred to the others in the class, provided, explanation, praise, interruption, repetition, question, giving clues, negation, acceptance and criticism.

These techniques were not equally used by EFL teachers and accepted by learners in language learning and the collected data should that some techniques such explanation, peer-correction, provision, prosing and use of the blackboard in treating the learners oral errors has enhanced learning of the language. On the other hand, there were some techniques like criticism, negation and ignore that hindered the students' interaction and learning of English language according to the gathered data from the students respondents.

To crosscheck the questionnaire with observation, transfer, praise, explanation and question were the most frequently used techniques to treaty learners' oral errors respectively. These, accounted (19%, 15.9%, 11.4%, 9% and 8%) respectively. However, the data collected from classroom observation showed that criticism, giving clues, ignore and negation were the last frequently used techniques used by EFL teachers and these accounted (1.14%, 2.3%, 4.5% and 4.5%) of the total treated oral errors respectively.

The fourth research question was answered by the questionnaire, questions number (2, 3, 7, 8, 9 and 10). Consequently, most of the students responded that teachers' treatment of learners' oral errors and oral error correction made the accurate and fluent users of the language. However, the gathered data showed that correcting each oral error might make the students afraid and less participants in EFL classrooms. Therefore, teachers should correct this errors technically and selectively based on the purpose of language learning.

To crosscheck this idea with the data from classroom observation, observation revealed that from 66 identified oral errors, 44 were treated and 22 of the total errors were untreated and therefore, there is the relation between the collected data by using these tools in the study.

The data gathered through different tools in chapter three were more or less similar. Accordingly, the data collected from the 120 sampled students by using both open-ended and close-ended questionnaire were organized, analyzed and interpreted in this study. The data revealed that being corrected in the presence of their peers did not influence students' classroom participation. This was indicated by the responses of the majority of

the students (66.6%) of the total sampled students. Moreover, most of the students (100) students responded that they preferred teacher that selectively corrected their oral errors in EFL classes. The gathered data showed that English language teachers should focused on oral errors that cause difficulty in communication rather than may correcting every errors occurred in oral communication

According to the data students, 'oral error correction didn't hinder their learning in EFL classes unless it was done in the wrong way. The teachers should correct these errors technically and effectively to make the students active participants in English language learning. Most of the students (83%) responded to the questionnaire questions those teachers 'treatments and corrections of their oral errors during EFL classes have been enhancing their learning. However, some techniques of correcting oral errors like criticism may hinder students' learning of the target language.

There were different ways of correcting students' oral errors during EFL classes. However, the data collected from students through questionnaire revealed that not all techniques were equally important for language learning. Accordingly, most of the students, 75% responded that explanation was the best way to correct their oral errors during English language classrooms. When teachers explained errors, the lesson can be clear and the students were more motivated and participated in learning the target language. Further, transferring, praising and providing were the second, third and fourth most accepted (66%, 58% and 56% of the respondents, however, some ways of giving students oral corrections such as criticism, negation and ignore were the least techniques according to the data which accounted (6%, 8% and 11% of the total responses of the respondents respectively.

To crosscheck the data gathered from respondents regarding to types and distributions of treatments observation indicated that giving provision, transferring the oral errors made to the other person and praise were the first three treatment types that have been used by teachers in EFL classes. In addition, explanation was the fourth frequently used techniques' of oral error treatments English language teachers have been explaining the oral errors made by students as the data revealed from class rooms observation. On the

other hand, the data gathered by using this tool indicated that negation and criticism. Which accounted (4.5% and 1.14%) of the total (88) treated errors respectively where the least frequently used type of oral error treatments in English language classes. From these data gathered by different tools, one can understand that provide, transfer praise and explanation were the effective techniques of oral error treatments EFL classes.

The students response to the questionnaire question also revealed that teachers 'interruption of their utterance to correct oral errors have negatively influenced their learning during English language classrooms. They responded that EFL teachers should wait until they finish their utterances to correct their oral errors and this has enhanced students learning of this language besides, when students were interrupted for oral error correction in EFL classes they de-motivated and did not enjoy in classroom interaction made them more passive in the language learning. They added that how to participate more in classroom interactions if EFL teachers did not interrupt them for their oral errors' correction. Although error correction was playing great roles in enhancing oral communication, it should be done after students' utterances.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the bases of key findings were summarized, concluded and recommended.

5.1 SUMMARY

The study aimed to achieve the following objectives:

1. To identify the ways teachers treat students' oral errors in EFL classrooms.
2. To find out the types of corrective feed backs provided by teachers
3. To identify the techniques used by EFL teachers to treat their learners oral errors.
4. To find out the extent to which the students oral errors enhanced by teachers

In order to achieve research objectives stated above different books, related literatures and internet were read and analyzed to relate with the context. The study used mixed research method to analyze and interpret data. To gather data from the population, sampling tools such as classroom observation, semi-structured interview and questionnaire were developed by adapting and adopting from the literature and used in the research. The two teachers and the two sections were involved in the study from grade ten. After collecting data from participants, the researcher transcribed, categorized and identified to analyze quantitatively and qualitatively. The data gathered through interview, classroom observation and questionnaire were interpreted to provide an appropriate conclusion and recommendation. The analysis of data showed that the students made 66 errors and they were grouped under 10 categories. From these identified, errors of pronunciation were found to be the most frequent one. Among the 13 types of the corrective feedbacks (treatments') identified, providing the correct answers took the major position. Regarding teachers preferred correction techniques, the result indicated that dominant actors in treating errors were teachers. The result also revealed 44 % of the total 66 errors identified were treated.

Furthermore, researchers asserted that most EFL teachers enjoyed correcting their students' oral errors and considered them an integral part of their roles as teachers. The data revealed that strong majority of students had positive attitudes toward oral error correction and considered it necessary for learning the foreign language. Understanding language learning attitudes are dynamic and changing constructs closely associated with the learning environment and that students' attitudes toward learning English are affected by the ways of error treatments and their teachers' attitudes toward them

5.2 CONCLUSIONS

The following conclusions can be made regarding teachers' treatments of learners' oral errors in EFL classrooms.

1. The result of the analyzed recording indicated that Ejaji Secondary school students have great linguistic problems during their classroom interactions. The finding of this study showed that 66 total errors' were committed by the students' selected for the study. From these errors, the most frequent were errors of pronunciation, tense, agreement, verb group and noun group. The rest ranged from preposition to wrong number were the least frequently identified in oral errors. The teachers in the study have different ways of correcting their students' oral errors in EFL classes. The first five most frequent types of treatments used by teachers under this study were the following.
2. Teachers' provision of the correct forms of students' incorrect utterances. This type of error treatment accounted 19% of the 13 types corrective treatments identified from the classroom observation. This share made it the first frequent type of errors treatment used by the teachers. When students made errors teachers usually transferred the chance of providing the correct answer to the other students in the class. Transfer was the second most frequently used type of errors treatment used by the sampled teachers in the study accounting 15.9% of the total 88 treatments identified in the study.
3. Teachers also treated their students' oral errors by approving their answers. They praised their students for their answers by using words or phrases like good, very good and excellent. This type of error treatment was the fourth most frequently used by

teachers in the study. This account 11.4% of the total 88 treatments identified during the observation. It may create a wrong perception to the students about their errors and may make them feel confident with wrong utterances. When the students make oral errors, they correct them by giving explanation and accounted 9% of the total 88 types of treatments and it is the fourth most frequently used by teachers in the study. The chance given for the involvement of students in correcting their oral error was under the influence of other techniques (teachers and peer correction) of the treatments. However, the modern language teaching theory encourages the importance of treating oral errors by students (self-correction) and this idea has a great support from (Edge, 1989, P.24). Out of the total 66 errors, identified 44 were treated. This shows that teachers are not correcting all errors committed by their students in EFL classes and this can be supported by (Makiano, 1993, P.338).

4. EFL teachers and students developed more positive attitude toward oral errors' and their treatments. Almost they were aware of the rate of error treatments on the development of the language. Making oral errors during EFL classes was one way of learning in which the students learn from their errors and improve their language proficiency. Therefore, EFL teachers have to use different technique and strategies to treat these errors to enhance the language development of the students. Moreover, correcting every error may hinder learning in different ways and the teachers should use effective strategies based on the purpose of language learning.

5.3 RECOMMENDATIONS

Based on the conclusions drawn the researcher would like to comment the points to be taken into consideration.

- English language teachers need to identify the effective ways in which students' oral errors are treated during English language classes and they need to treat their students' oral errors systematically to enhance their communication.
- Teachers should try to assess the treatment their students need for their corrective feedbacks in EFL classroom.
- Teachers should treat learners' oral errors depending on their purpose in language development (accuracy or fluency)
- EFL teachers should realize that oral error correction aims at building confidence; raising awareness and helping students become more accurate in using English.
- EFL teachers should avoid the extremes of oral error correction. In other words, teachers should not be over correcting or non-correcting. Over correcting of students' 'errors results in intimidation, impressments, frustration and anxiety. Non-correction makes the students think that the teacher is incompetent and careless. In addition, absence of error correction may hinder students' achievement on the accuracy of the language.
- EFL teachers should be able to create a friendly, stress free, sensitive, save and supportive environment that are conductive in learning where errors are perceived as a natural occurrence in the process of foreign language learning. Minimizing students' anxiety is an essential element of successful teaching and learning of English language.
- EFL teachers should believe in usefulness of oral errors and their correction. If on the contrary teachers have negative attitudes toward such errors and perceive them as a bad things' students would become worry of making errors, and thus do not volunteer to participate in EFL classes.

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Appendices

Appendix I

Adama Science and Technology University

Humanities and Law

Department of English

Classroom Observation Check List

Background Information

Lesson Topic _____

Beginning time _____

Date of Observation _____

Name of the Teacher _____

Total time of the lesson _____

Code of the Teacher _____

POINTS TO BE OBSERVED DURING CLASSROOM INTERACTION

Classroom interaction in EFL classes	Error types made by students	Types of corrective Feedbacks used by teachers	Corrective techniques used by teachers
<p>Extract 1</p> <p>T: Well who can answer the first question? S: I, teacher , yes I would have given him message if had come T: No. Not right missed the pronoun –he you see</p>	Omission of pronoun (he)	Negation	Teacher
<p>Extract 2</p> <p>T: If I had worked hard, I would have passed the exam is that about present or past action?</p>	Tense	Negation Repetition Provide	Teacher self

<p>S: About present action T: Say it again S : Present action T: No. It is about past unfilled action</p>			
<p>Extract 3 T : Look at this form— Have +v3 is hat condition type I or type III S: Type II. Oh, this is type III because it is present perfect in the if clause</p>	Tense	Explanation Provide	Teacher
<p>Extract 4 T: Number 3, Mulunesh? S: I'm --/ a lm/ T: how do you pronounce it? S: / I'm/ T: /a lm/</p>	Pronunciation Pronunciation	Question provide interrupt	Teacher Self
<p>Extract 5 T: If AID were not deadly disease, our country would not be in economical crises. Why we use were here? AIDS is singular S : Because it is past form of would T : Well another student. Daniel S : It is a false verb</p>	Tense	Praise Provide	Teacher per
<p>Extract 6 S: GasheAberaMolla Work Hard Out Clean City.T:Gemechu? T :(Interrupted) what.What? Ok who Can Correct Him? Gelane? S:Gashe AberaMolla works hard so our</p>	Agreement (omission of s from the verb order)	Transfer Praise interrupt	Peer

city is clean T: Very good			
Extract7 T: The next question? S: Foreign/forldzns / investor/ inva...Sta(r) are encourage, so they come to our country. T:No,/ForIn/....	Pronunciation Tenses (omission of from encourage	Interruption provide ignore	Teacher Self
Etract8 T: The next? S:All the roads in A.A has not electrical light T: You. Your self does it have errors or not S:NO T: Another person. The girl at the back S:All the roads in A.A have electrical light T: Good. there should be agreement it will be not all the road in A.A	Agreement (miss use of has)word group (use of electric	Transfer Praise provide explanation	Teacher Peer self
Extract 9 T: Ok , the girl S:Some drivers do not obeyed the traffic rules , so road accidents /æsi:dants/ do not diminished T: She is right very good	Pronunciation tense (addition of ed to the word diminish	Ignore Praise Accept	Teacher
Etract10 If doctor _____ (find) a cure for cancer, people would not have suffered. T:asked him to read the whole sentence	pronunciation	Repetition Question	Teacher Transfer

S:if doctors found a cure /kel(r)/ cancer .people/ wouldn't have suffered			
<p>Extract11</p> <p>T; would you answer the next question, Ayantu?</p> <p>S: If people get a more exercise, they would less disease.</p> <p>T: Would try it again?</p> <p>S: If people get</p> <p>S: There would be</p>	Exchange of 'they 'with there''	Question Repetition	Teacher Self Peer
<p>Extract 12</p> <p>T: Yes, Galata</p> <p>Galata : If family planning / pleinI / were practice strictly, it would contributed to our poverty</p> <p>T: Good, who can correct him?</p> <p>S:If family planning /pleinI */ were practiced it would contributed_____</p> <p>T; That good</p>	Pronunciation Omission of 'ed 'to the word contribute	Transfer Praise Provide Explanation Black board	Teacher Peer
<p>Extract 13</p> <p>T: If I were the government of the city I _____</p> <p>S: I would more improve</p> <p>T: Is that right order of the words?</p> <p>S: I would improve more</p> <p>T: Very good improve is correct</p>	Word order	Questioning Provide Blackboard	Teacher Peer
<p>Extract 14</p> <p>T : If I were a fish, I _____</p> <p>S: I will live in the water</p>	tense	Transfer Praise	Teacher

<p>T: Ok .you S: I will lived in the water T: Very good. would live</p>		Explanation	Peer
<p>Extract 15 T: Ok , number 5 S: If there was no freedom of speech , there wouldn't solve their problem T: Is he right? S; No, yes, teacher T: Ok , you S: Should be they wouldn't _____ T: Good. this is correct it is explicit pronoun to be used here</p>	Pronoun	Transfer Explanation Praise Accept	Teacher Peer
<p>Extract16 T: And again number6? S: People wouldn't more place to place T: Another person to improve it? S: Peoples wouldn't move from place to place T: Say people</p>	Omission of preposition (from) Number(peoples)	Transfer Provide	Teacher Peer
<p>Extract17 T: Well. You, answer the next question S: If I came late to classroom today, I would be my teacher shout me T: Today shows present, so _____ Another person to try, you? S: If I came late to classroom today, my teacher will shout me T: That is right, but don't forget at after shout.</p>	Tense Omission of preposition Addition of verb to be	Transfer Accept	Teacher Peer

<p>Extract18</p> <p>T: Would you read the whole sentence?</p> <p>S: If governments/gova(r) nments/...stopped buying gas...</p> <p>T: Say/g^və(r)nments</p>	<p>Pronunciation</p>	<p>Repetition Interruption Praise</p>	<p>Teacher Peer</p>
<p>Extract19</p> <p>T: Ok, yes</p> <p>S: If I had special skill, I helped my family</p> <p>T: What is the structure of main clause?</p> <p>He wrote on the blackboard</p> <p>would/could/should+v1</p>	<p>Omission of would and addition of- 'ed'</p>	<p>Question Explanation Blackboard</p>	<p>Teacher</p>
<p>Extract 20</p> <p>T: A book, which is used for writing exercise? Ok you?</p> <p>S: Writing exercise book</p> <p>T: Good.Another, you?</p> <p>S: Exercise book</p> <p>T: Yes, that's right.</p>	<p>Vocabulary</p>	<p>Transfer Praise Provide Accept</p>	<p>Peer</p>
<p>Extract 21</p> <p>T: The next question? I would have lent you my book if asked</p> <p>S: I would have asked</p> <p>T: No, not correct. Ok. Lidya?</p> <p>Lidya: You had asked</p> <p>T: Right this is the tense in if clause of type 3</p>	<p>Tense</p>	<p>Negation Explanation</p>	<p>Peer</p>
<p>Extract 22</p> <p>T: Another example of simple present?</p> <p>S: The sun is rise in the east and set in the west</p> <p>T: The sun rises in the east andwhat?</p> <p>S: Sets in the west.</p> <p>T: Yes sets in the west.</p>	<p>Agreement Omission of article</p>	<p>Clue Provide Repetition</p>	<p>Teacher Self</p>

<p>Extract 23</p> <p>T: Who can answer number 1</p> <p>S: Sun rises in the east and sets (sI:ts/ in the west.</p> <p>T; Very good the sun rises in the east and sets in the west.</p>	<p>Pronunciation</p> <p>Omission of article</p>	<p>Ignore</p>	<p>Teacher</p>
<p>Extract 24</p> <p>T: Number 4?Ayantu, try it</p> <p>Ayantu: this book belong to my brother</p> <p>T: Another person? Samuel</p> <p>Samuel, this book is belongs to...</p> <p>T: Belongs to right</p>	<p>Agreement</p>	<p>Transfer</p> <p>Provide</p> <p>Accept</p>	<p>Peer</p> <p>Teacher</p>
<p>Extract 25</p> <p>T: Ok.Lense?</p> <p>S:If the women had been provided opportunities/Opu:(r) tu: nini:tis/</p> <p>T: Women or womens? (interrupted)</p> <p>S: women</p> <p>T: That's women say opportunity</p>	<p>Wrong number</p> <p>Pronunciation</p>	<p>Question</p> <p>Provide</p> <p>Interruption</p>	<p>Teacher</p> <p>Self</p>
<p>Extract 26</p> <p>T: where ____he live?</p> <p>S: where he lives?</p> <p>T: well someone else?</p> <p>S: Does</p> <p>T: Good. Does live is correct answer</p>	<p>Verb</p>	<p>Transfer</p> <p>Praise</p>	<p>Teacher</p> <p>Peer</p>
<p>Extract 27</p> <p>T: Calories ____ (measure) the energy in food</p> <p>Chaltu: Calories measures...</p> <p>T: measures or measure? Calories is plural subject</p>	<p>Agreement</p>	<p>Clue</p> <p>Transfer</p> <p>Provide</p> <p>Interruption</p>	<p>Teacher</p> <p>Peer</p>

Lasi: Measures T: That is measures. This agreement			
Extract 28 T: Merga, would try question number 12? Merga: when salt/sal:t/ water freezes, the ice content very little salt/sal:t/ T: How do you pronounce the word salt? Tesfaye: /sɔ:lt/ T: salt /sɔ:lt/ is correct.	Pronunciation	Transfer Provide	Teacher Peer
Extract 29 T: The new government policy ____wide public support S: Benefit T: Not correct. Another person, Galana? S: Receive T: Received	Vocabulary	Transfer Negation Provide	Teacher Peer
Extract 30 T: Can you give one sentence containing conditional sentence type 3? S: If she had asked him, he would have... T: He would have what? S: Married him T: Very good, married him	Tense	Question Transfer Interrupt	Teacher Peer

Thank you!

Appendix 2

Adama Science and Technology University

Humanities and Law

Department of English Language

Interview questions for teachers

Dear teachers,

I would like to say welcome to the interview. The objective of this interview is to explore how teachers treat students' oral errors in EFL classrooms at Ejaji secondary school. As one of the teachers, the information that you provide me on how you treat students' oral errors enriches this research to be used in M.A Thesis work in English. I kindly request you to respond to the questions I raise to you responsibly.

SECTION ONE: GENERAL QUESTIONS

Gender:

Male:

Qualification: Diploma Degree

M.A, M. Ed or Msc

Major_____

Minor_____

Teaching experience

Less than 5 years

5-10 years More than 11 years

SECTION 2: INTERVIEW QUESTIONS

1. How do you usually inform your students oral errors when they occur in your language classrooms? Would you explain them? _____
2. Which types of corrective feedbacks you provide more often to your students when they commit oral errors? Why? _____
3. Which techniques or strategies do you use to treat your students oral errors? Why? _____
4. Do oral error correction is important for your students' language development. How? _____
5. When your students make errors during their oral utterances, do you correct them immediately by interrupting or delaying? What is its purpose? _____
6. To what extent do you encourage students to correct their oral errors by themselves? _____
7. Do you treat all types of errors equally or focus on some types of oral errors? Which ones? _____

Appendix 3

Adama Science and Technology University

Humanities and Law

Department of English

Questionnaire for students

Dear students,

The objective of this questionnaire is to find out how students' oral errors in EFL classroom Ejaji Secondary school are treated by their teachers. In addition, the purpose of this questionnaire is to investigate your attitudes to word the correction strategies your English teacher uses to correct your oral errors during EFL classes. It also aims to provide you with the chance to articulate your perception and preferences for the various oral errors treatment strategies you have experienced during English language instruction. It is hoped that the results of this researcher will help you improve your oral proficiency and general achievement in English. Therefore, you are kindly requested to respond to the following questions responsibly.

SECTION ONE: GENERAL QUESTIONS

Gender_____ Age_____ Grade_____

Region_____ School_____

Zone_____

SECTION 2: QUESTIONNAIRE QUESTIONS

A. The following questions address the correction of oral errors.

Respond to each questions based on your English language learning experiences until now

1. Does being corrected in the presence of your peers negatively influence your classroom participation? Yes, No,

Please, explain your reason_____

2. Who do you like more?

A. A teacher who corrects all oral errors

B. A teacher who sometimes corrects oral errors.

C. A teacher who never corrects oral errors.

If you are, other type of teacher and explain your reason.

3. Do you think oral errors correction hinders your learning? Yes, No,

please, explain why?

4. In your opinion, what is the best way to correct students' oral errors? Please, explain.

B. If you strongly agree with the statements tick (✓) number '5', for agree '4' for undecided '3', for Disagree '2' and for strongly disagree tick number '1'.

No	Item	1	2	3	4	5
5	I think it is ok that the teacher interrupts me to correct oral errors					
6	Students learn and understand more if they correct their oral errors					
7	When my teacher corrects my oral errors it makes me feel inadequate and not smart					
8	Students learn more when their oral errors are corrected					
9	Making oral errors a natural part of language learning					
10	The teacher should correct all oral errors I make because if they are ignored, I will not learn to speak correctly					
11	I am afraid that other students will laugh at me when I make errors write speaking English					
12	I think the teacher should have different strategies for correcting students' oral errors					
13	It is better if the teacher calls speaks to me privately at the end of class and corrects my oral errors					
14	I am happy when my classmate corrects me					
15	Giving explanation is the best way to corrects students oral errors					

c. If you think the correction strategy very useful, tick number “5”, for useful “4” for undecided “3”, for not good “2” and tick number “1” for useless

No	Correction strategy	1	2	3	4	5
16	The teacher points out the oral errors and provides the correct form					
17	The teacher immediately corrects oral errors rather than taking time to discuss it					
18	The teacher repeats the students’ oral errors and wait for self or peer correction					
19	The teacher corrects only the oral errors that interfere communication					
20	The teacher interrupts me to correct my oral errors					

Thank You

APPEENDIKSII IV

Yuunivarsiitii Saayinsiifi Teknooloojii Adaamaa

Kolleejjii Saayinsii Hawaasaa fi Seeraatti

Damee Barnoota Afaan Ingilizii

Bar-gaaffii barattootaa

Kabajamtoota barattootaa, Kaayyoo bargaaaffii kanaa mana barumsaasa darkaa lammaffaa Ejaajjii keessatti dogoggorri dubbii afaanii barattootaa yommuu kutaa Afaan Ingilizii barsiisota isaaniitiin akkamitti akka kunuunsamaa/ilaalamaa/ jiru qo'achuudha. Akkasumas, faayidaan bargaaaffii kanaa yommuu barnoota afaan Ingilizii tooftaalee barsiisonni dogoggora dubbii afaanii keessan sirreessuuf fayyadaman irratti yaada ykn ilaalcha isin qabdan qorachuufi dha. Dabalataanis, barattoonni tooftaalee garaagaraa dogoggora dubbii sirreessuudhaaf barsiisonni Afaan Ingilizii fayyadaman irratti ilaalchaafi muuxannoo qaban akka ibsatan yaadameeti. Bu'aan qo'annoo kanaas barsiisonni Afaan Ingilizii tooftaalee dogoggora dubbii afaanii sirreessuu bu'aa qabeeyyii ta'an akka fayyadaman nigargaara. Kun immoo dandeettii dubbii fi dandeettii waliigalaa Afaan Ingilizii keessan akka fooyyeffattaniifi singargaara jedhamee yaadameeti. Kanaafuu gaaffiiwwan armaangadii akka deebistan kabajaan isin gaafadha

KUTAA 1^{FFAA} GAAFFII WALIIGALAA

Saala _____

Godina _____

Umurii _____

Manabarumsaa _____

Naannoo _____

Kutaa _____

KUTAA LAMMAFFAA: BAR-GAAFFII

A. Gaaffiiwwan armaan gadii dogoggora dubbii afaanii sirreessuu irratti xiyyeeffadhu. Muuxannoo barnoota Afaan Ingilizii irratti amma ammaatti qabdan irratti hundaa'uu dhaan deebii kenna.

1. Hiriyyoonni kee utuu jirani dogoggorri kee sirreeffamuun tattaaffii kee Kutaa keessaa irratti miidhaa qabaa?

Eyyee Lakki maaliifakkata'eibsi.

2. Eenyuun caalaa jaallatta?

- A. Barsiisaa dogoggora dubbii afaanii hunda sirreessu.
 B. Barsiisaa dogoggora dubbii afaanii darbee darbee sirreessu.
 C. Barsiisaa dogoggora dubbii afaanii gonkumaa hinsirreessine.

Barsiisaan gosa biraaati filattu yoo jiraates sababa kee duukaa ibsi.

3. Akka ati yaaddutti dogoggora dubbii afaanii sirreessuun barnoota kee irratti miidhaa qabaa?

4. Akka yaada keetti karaan dogoggora dubbii afaanii sirreessuuf filatamoo ta'an isaan kami? Maaloo irratti ibsa kenni.

Eyyee Lakki maaloo, maaliif akka ta'e ibsa kenni.

B. Akka yaada keetti tooftaan sirreessuu kenname baay'ee faayidaa qabeessa yoo ta'e lakkoofsa "5" faayidaa qabeessaaf "4" hinmurteessine taanaan "3" gaarii miti taanaan "2" fi faayidaa hin qabu yoo jette lakkoofsa "1" jalatti mallattoo(✓) kaa'uun agrsiisi.

Lak	Qabxiilee	1	2	3	4	5
5	Akka yaada kootti barsiisaan dogoggora dubbii afaanii koo sirreessuuf dubbii koorra dhufuun sirriidha.					
6	Barattoonni utuu dogoggora dubbii afaanii isaanii sirreeffatan caalaatti barachuu fi hubachuu danda'u.					
7	Barsiisaan dogoggora dubbii afaanii koo yommuu sirreessu anaaf ifa hin ta'u ykn qulqullina hin qabu.					
8	Barattoonni dogoggorri dubbii afaanii isaanii yoo jiraate caalaatti baratu.					
9	Dogoggorri dubbii afaanii qaamaafaan barachuuti.					
10	Barsiisaan dogoggora dubbii afaanii hunda sirreessuu qaba. Sababni isaas yoo sirreeffamuu baatan sirriitti dubbachuu hin danda'u.					
11	Ani yommuun afaan ingilziitiin dubbadhu yoom dogoggora uume barattoonni natti kolfu jedheen sodaadha.					
12	Akka yaada kootti barsiisaan dogoggora dubbii afaanii					

	sirreessuuf tooftaalee garaagaraa beekuu qaba.					
13	Barsiisaan barnoota booda dhuunfaatti nawaamee utuu dogoggora dubbii afaan koo sirreesse gaariidha.					
14	Hiriyyoonni koo yommuu nasirreessan nan gammada.					
15	Ibsa laachun dogoggora dubbii afaaniib barattootaa sirreessuudhaaf filatamaadha.					

C. Akka yaadakeetti tooftaan sirreessuu kenname baay'ee faayidaa qabeessa yoota'elakkoofsa "5", faayidaa qabeessaaf "4", hinmurteessine taanaan "3", gaarii miti taanaan"2"fi faayidaa hin qabu yoo jette lakkoofsa tokko jalatti mallattoo(√).

Lak	Tooftaa sirreessuu	1	2	3	4	5
16	Barsiisaan dogoggora dubbii afaanii agarsiisee isa sirrii kennuu					
17	Barsiisaa dogoggora dubbii afaanii sirreessuuf yeroo laatee ibsa kennuurra daddafee sirreessuu					
18	Barsiisaan dogoggora dubbii afaanii barattootaa irra deebi'ee barataan ofiisaa ykn waliif akka sirreessu eeguu					
19	Barsiisaan dogoggora dubbii afaanii waliigalteedhaaf rakkoo qabu qofaa sirreessuu					
20	Barsiisaan dogoggora dubbii afaanii koo sirreessuu dhaaf dubbii korratti dhufuu qaba					

GALATOOMAA!