

ORAL LANGUAGE USE AND LANGUAGE LEARNING OPPORTUNITIES IN EFL CLASSROOM: SHAMBU SECONDARY SCHOOLS GRADE 10 IN FOCUS

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Received: 2024-04-27

Accepted: 2024-06-06

Published: 2024-06-29

Abstract

In this study, oral language use was examined in the context of interpersonal communication in order to identify the potential for EFL acquisition. The researchers have chosen a qualitative research approach to help them accomplish the aforementioned goal. In Shambu Town, Oromia, Ethiopia, secondary schools were systematically observed and 45-minute chunks from four EFL teaching courses were videotaped for the study. It is discovered that the teacher fosters language acquisition by overseeing student efforts and emergent knowledge gap fillers by using meticulous transcriptions of such activities and the micro analytic lens of conversation analysis. The efficient use of resources, including corrections, prompt repairs, and thorough explanation, serves as a proof of this. The study offered suggestions for how to enhance L2 acquisition by mixing up language usages in the classroom. The findings have significance for research on interactions in EFL classes, directed language learning, and studies on oral language use in language learning.

Keywords: *conversation analysis; language use; learning opportunities; teaching-learning.*

1. Introduction

Recent developments in the study of language learning contend that interaction is where language acquisition manifests itself (Doehler, 2010). When given the chance to think and speak in their target language while receiving assistance from their environment, language learners become more proficient language users. We can develop effective language learners by creating circumstances that are relevant and fluid (Seedhouse, 2004). In the framework of meaning and fluency, meaning production and meaning negotiation take precedence over formal and structural characteristics of the language. The primary methods for learning a language involve meaningful activities and student interaction. These activities (such as oral presentations and hands-on activities in class) stimulate the students' thoughts and discourse and provide them with many succinct and educational statements about the main issue and its subtopics (Lee, 2009). Since possibilities for language acquisition can be produced by students' participation behaviors on language use,

the primary objective is now student engagement rather than structural accuracy (Walsh & Li, 2013).

Given the research on language acquisition as a social success in talk-in-interaction (Kasper, G., & Wagner, J., 2011), providing opportunities for language learning in language-using activities becomes a significant field of exploration. English is studied and taught in classrooms in Ethiopia. The speaking skill, one of the macro linguistic abilities, is not presented to learners as a means of additional language practice, and this is true of all the language skills. This shows that different stakeholders lack knowledge and expertise regarding the use of diverse techniques. The lack of knowledge among EFL teachers is particularly glaring when it comes to applying what types of language use patterns from the classroom to EFL teaching, how using the target language in EFL classes creates opportunities for language learning, and which methods to use while developing speaking abilities.

Using a thorough conversation analysis, this study looked into prospects for communication-based language acquisition in secondary schools in Ethiopia. The results also demonstrate that teacher-student and student-student interactions foster opportunities for language learning by (1) presenting and receiving model speeches, inviting students, and facilitating student activities and engagements, and (2) successfully managing students' invitations and emergent knowledge gaps filling either from the teacher or peer groups' language use (Waring, H. Z., Creider, S., & Box, C., 2013). By observing how the students utilize phrases and sentences in communicative episodes that are meaning-focused, the researchers provide evidence for possible language learning in their study of the excerpts that are exhibited. The knowledge gaps and problem statements described below serve as the foundation for the current investigation as a result.

The majority of people learning languages around the world study English to get better at speaking. Speaking an L2 or a foreign language proficiently is a very difficult endeavor, if we try to comprehend the essence of what appears to be involved (Richards, J. C., 2002). Similar issues with English proficiency are prevalent among secondary school pupils in Ethiopia. According to the research findings (MoE, 2005), it is often believed that the status of English is very low in Ethiopian schools at all levels. Similar to how speaking ability is one of the areas that needs specific care, the issue is widespread for all language abilities. According to (Tamiru, 2013), the majority of secondary school teachers in Ethiopia are not sufficiently fluent in English, which is why the vast majority of students are lacking in fundamental language abilities.

A related study on "Teachers' and Students' Perceptions of Classroom Language Uses Frequently Used in English Speaking Class" was conducted by (HU & Huang, 2015). The study discovered that when teachers prepare language exercises for students in the classroom, they fail to consider the views and behavior of the students. Also studied by (Abu-Ghararah, 2014) was the topic of "Problems with Speaking Skills in the Saudi EFL Courses." His study found that professors will stop their students and correct them when they misspoke while teaching speaking skills in EFL classes. Errors were not tolerated and considered serious problems and sources of disgrace.

Additional relevant researches have also been carried out in various regional situations. For instance, (Abdisa, 2011) studied how Ayer Tena Secondary School teachers taught speaking skills in the classroom. According to his research, ineffective speaking techniques and pedagogical practices were regularly seen. The traditional method of teaching speaking skills, which is dominated by reading model dialogues, was noticed being

used by teachers. Oral reports, panel discussions, group discussions, and interviews are just a few examples of contemporary speaking techniques and teaching approaches that have gotten little to no attention. Another investigation by (Amanuel, 2015) largely concentrated on issues that could affect students' speaking abilities. Teachers predominated most of the classes. The bulk of the pupils were therefore expected to pay attention to their lecturers' lectures. Additional relevant researches have also been carried out in various regional situations. For instance, (Abdisa, 2011) studied how Ayer Tena Secondary School teachers taught speaking skills in the classroom. According to his research, ineffective speaking techniques and pedagogical practices were regularly seen. The traditional method of teaching speaking skills, which is dominated by reading model dialogues, was noticed being used by teachers. Oral reports, panel discussions, group discussions, and interviews are just a few examples of contemporary speaking techniques and teaching approaches that have gotten little to no attention. Another investigation by (Amanuel, 2015) largely concentrated on issues that could affect students' speaking abilities. Teachers predominated most of the classes. The bulk of the pupils were therefore expected to pay attention to their lecturers' lectures. Additionally, he pointed out that there are issues with teachers, such as misguided notions about teaching foreign languages, a lack of experience, and inefficient instructional strategies.

As a result, this study differs from the aforementioned global and local studies in the following ways: (1) All of them have focused on the general speaking ability of teachers and students, whereas this study primarily examined EFL teachers' and learners' practices of speaking skills in Ethiopian grade-10 English language classes from various schools. As a result, the primary focus of this research is on the current patterns of classroom language use among EFL teachers and students. In contrast, the current study examines how much teachers engage their students in oral language practice and provide opportunities for language learning in EFL classes. (2) They primarily focused on the factors influencing students' speaking skills in large classes; however, this study focused on how the social interactions of the classes, as displayed in the speeches of teachers and students may contribute to EFL learning. Hence, the researchers adopted Conversation Analysis as a principal method of data analysis. It is believed to extract "emic" data from the research participants (Sacks, H., Schegloff, E. A., & Jefferson, G., 1974).

2. Literature Review

Language use in the classroom is not a one-dimensional, consistent, or fixed set of practices. It is complex, dynamic, and variable, resulting in the emergence of numerous contexts that are negotiated based on participant orientations to the constructed pedagogical phenomena (Sert & Turan, 2015 & Walsh, S., & Li, L., 2013). Meaning and fluency is one of these classroom contexts in foreign language interaction that is similar to daily interactions in many ways and aims to promote the use of language in meaningful interactions in classrooms (Sert & Turan, 2015). An interactive classroom environment, such as meaning and fluency, can be beneficial to language development because it encourages students' language use and fluency. Such contexts are quite common, as are information seeking questions, increased teacher wait time (Walsh, S., & Li, L., 2013), minimal teacher interruptions, and selective teacher repair activities.

From the time (Seedhouse, 2004), study on how foreign teachers' use of language in classrooms hinders or facilitates learners' participation, an increasing number of studies have revealed a sophisticated relationship between learner language use and language

learning opportunities (e.g. Waring, 2013). This line of research has also been extended to the relationship between learner activities and learning opportunities (Sert & Turan, 2015, Waring, 2013) for a comprehensive review and analyses of learner activities in foreign language classroom data. Language acquisition, according to (Kasper, G., & Wagner, J., 2011), can be defined as learning to participate in routine as well as institutional everyday social environments. Maximizing learner involvement promotes foreign or second language acquisition.

Language use and engagement can be facilitated by teachers, as (Waring, H. Z., Creider, S., & Box, C., 2013) discusses. When language use in a classroom interaction is aligned with the pedagogical purpose at the time, interactional strategies such as direct error correction, content feedback, checking for confirmation, extended wait time, and scaffolding may be used to construct learning opportunities

Successfully managing learners' self-initiation can also improve learning opportunities. A review of the literature demonstrates the significance of such activities. Waring, H. Z., Creider, S., & Box, C. (2013) demonstrated that foreign language learners engage in learner activities by stepping in on the behavior of another, responding when responses are not explicitly requested, and using a given opportunity to do more than what is expected or unexpected. Jacknick (2015), examined post-expansion in student- initiated sequences in EFL classrooms while researching inverted IRF (Initiation- Response- Follow) sequences. She gave examples of how students might take charge of their own education through the use of power moves, role-reversals, and student-created "hot rooms"(Erickson, 2004). Jacknick claims that rather than being "student-centered learning, pupils are driving their own learning" through the participation she describes in her study (2011, P.51).

Several researches, (Sert & Turan, 2015 & Waring, H. Z., Creider, S., & Box, C., 2013) have underlined the importance of meaning and fluency context in fostering learning chances for EFL learners given the greater likelihood for the formation of learner language use. Students have greater opportunities to participate in this setting, lengthier turns are encouraged, and learners can produce and switch subjects more readily. It will also be argued in this study that meaning and fluency contexts offer locations for greater engagement and, thus, greater learning chances. The paper will specifically focus on language use activities in EFL classes, including teachers' language use in classes as a role model for students and students' independent language use based on elicitations of their own thoughts. This teaching episode's selection is pertinent to the pedagogical benefits of using observations in EFL/L2 classrooms. Because it's been demonstrated that these techniques highlight the potential for L2 language use (Sturm, J.,2012).

In a teacher-led activity, the emergence of learners' language use and learning opportunities is not just dependent on the learners; rather, it is shaped and co-constructed by the teachers' interactional activities. Teachers' language use in conjunction with a specific pedagogical goal at a particular time of interaction has the potential to support learning opportunities. Such interactive exercises call for a set of abilities known as L2 Classroom Interactional Competence. The ability of instructors to use communication as a tool for mediating and supporting learning is described by Walsh & Li (2013) as CIC. This includes characteristics such as enhancing interactional space, shaping learners' contributions, making effective use of elicitations, and employing goal-convergent language. According to the studies, classroom interactional competence includes elements such as (1) successful management of emergent knowledge, gaps in interaction (e.g., managing students' performance and claims of insufficient knowledge, (Sert & Turan 2015 & Walsh, S.,

& Li, L., 2013) (2) increased awareness of (un)willingness to participate, (3) effective use of gestures, and (4) successful management of student code-switching (Sert & Turan, 2015). By giving a brief overview of some of the communicative activities used by the teacher and students that have been found to be supportive of language use practices, such as embedded correction (Doehler, 2010), embodied repair (Sturm, J. L. 2012), and embodied explanations. This section states that embedded corrections "may enable the teacher to deliver corrections with minimal disruption of the activities' flow" (P. 341). This is significant for the current paper since the educational goal in a meaning and fluency setting, including uninterrupted language usage in classroom activities, is to focus on linguistic accuracy rather than to directly correct student errors. Its purpose, however, is to encourage extended student utterances.

Another activity that has been discovered is embodied repair, which occurs when gestures are used simultaneously or separately in repairing utterances in classroom interaction [36]. Such interactions in the classroom have been found to be important because students are exposed to both verbal and visual information through interaction. Finally, as previously demonstrated by (Sert O, 2015 & Walsh, S., & Li, L., 2013 & Waring, H. Z., Creider, S., & Box, C., 2013). teacher explanations that include the use of gestures (e.g., implicit explanations) are conducive to micro moments of language learning. They demonstrate a teacher's use of hand gestures in an explanation sequence aiding student comprehension of a vocabulary item, as evidenced by the analysis of classroom episode extracts. The methodology of this study, as well as the context and participants, will be discussed in the following section.

3. Research Method

3.1 Research Design

In order to achieve the objective of the study, the researcher has adopted a qualitative research approach. Although this term embraces multiple meanings and refers to a variety of research approaches Long, M.H. and P.A. Porter (1985), the researchers have used it in the general sense as summarized as "Qualitative researchers look at things in their natural environments. A variety of empirical materials that describe common and troubling events and meanings in people's lives are used in qualitative research as well as their study and collecting" (2). In line with the above description of qualitative research, I have adopted an inquiry technique that examines language use in educational settings. In order to study spoken interactions and how they may aid L2 acquisition, I have used video recording of spoken language as a method of data gathering. In order to identify spoken patterns and provide an explanation for the observed occurrences in terms of opportunities for second language learning, the data analysis did not rely on a preconceived framework but rather included a thorough examination of the data throughout time.

As a result, Conversation Analysis was used in this study (Sacks, H., Schegloff, E. A., & Jefferson, G. 1974). It focuses on the micro details of language use in the interaction, such as the immediate actions of participants. Conversation Analysis is the study of language use and its performance in interaction. The bottom-up method, sequential focus, grasp of context, and emic perspectives all point to CA. Researchers are able to demonstrate how teaching and learning practices develop and are jointly produced in language use in interaction. The sequential organization of communication has been traced, and CA has offered a rigorously empirical method that retrieves the participants' actions and language usage choices in great analytical detail (Lee, 2009). A new area of study known as CA- for

SLA has recently emerged as a result of the application of this methodological tool in the domains of applied linguistics and language acquisition to comprehend communication practices in L2/EFL learning and teaching (Markee, N., & Kasper, G., 2004 & Sert, O. 2015).

Continuous Assessment requires a close examination of participants' sequence organization, turn taking, and repair practices. Following detailed transcriptions of verbal and embodied behaviors (including silence, elongations, and gestures), actions in the interaction are described. This reveals how participants orient to each other's behaviors by employing sequential formats such as clustering pairs, pre-expansion, insert-expansion, and post-expansion (Schegloff, E. A., 2007). Actions (which are units of analysis) performed within turns are explicated using next-turn procedures and are based on the identification of turn constructional units and transition relevance places. Analyzing how participants interpret a turn or action in relation to its sequential context is required for this. Instead of relying on a pre-existing theory or the researcher's preconceptions, the analysis is based on how participants orient to each other's behaviors in minute detail. In contrast to previous approaches to EFL/L2 classroom interaction, this methodological approach bases its conclusions on empirical analysis, with the interaction itself serving as the source of supporting data.

The goal of this case study is not to discover a new practice, but rather to demonstrate CA's analytical power in shedding light on the nuances of several utterances, speech performances, or situations (Schegloff, E. A. (2007). The second goal is to create a deeper knowledge of current occurrences within their broader local settings (Raymond, G., & Heritage, J. (2006). Finally, to establish a foundation upon which collections of a potential phenomenon may be created (Hutchby, I., & Wooffitt, R., 1998). The fourth and final objective is to identify contacts that were previously overlooked but are crucial for professionals working in a particular institutional environment (Mori, J. 2004 & Waring, H., 2013).

Given that such episodes have been discovered to be emerging across the entire dataset, the decision to conduct multicase analysis in this article is motivated by the desire to demonstrate to cases the intricate nature of language usage activities. Moreover, the episodes that were chosen are special because they give the analyst a chance to demonstrate interactional behaviors that are helpful in language learning, in this case, the acquisition of English grammatical elements like pronouns and relative clauses. The data for the current study come from corpuses of two (2) 45-minute EFL classes audio/video taped at two different secondary schools in Shambu town (Oromia, Ethiopia) in December 2021 as part of a larger study examining students' practices of speaking activities, teachers' elicitations, and role models of language uses. Consent was obtained from the participants in order to collect the data, and a video camera and an audio recorder were used to capture the ongoing interactions in the classrooms.

3.2 Participants and Sampling Techniques.

Participants in this study included 80 students (28 female and 52 male) registered in the 2012 EC, as well as two EFL teachers assigned to teach grade 10. The students in this study ranged in age from 16 to 20, while the teachers ranged in age from 29 to 42. Because students are the only people who have direct contact with teachers, they were chosen as participants for two reasons: first, the researchers wanted to know how EFL teachers practice language use in their classes, and second, they wanted to know what kind of activities they use when practicing speaking activities. EFL teachers were also included in

this study as participants in order to gather pertinent information regarding how they integrate speaking skills into lesson plans. Moreover, they were chosen such that student data could be triangulated.

3.3 Instruments for Data Collection

3.3.1 Classroom Observation

"The link between the theory and practice worlds" is classroom observation (Amanuel, 2015). In other words, it serves as a practical tool for learning how teaching environments are organized, how instructional approaches are put into practice, and how students respond in the classroom. According to (Garton, S.,2012), classroom observation as part of a reflective practice agenda can give language teachers the chance to learn more about their own methods of instruction and classroom management, which will encourage them to examine classroom activities more closely. As a way to incorporate teachers in the process of conceptualizing their own teaching, [ibid] proposes a "participant classroom observation" that includes a teacher's self-observation of a class while the students and an outside observer are present.

This study's primary tool was observation; hence, it heavily relied on watching student teacher and student-student speech exchanges in English classes. The researcher and a co-observer from the researcher's department conducted the observations in order to ensure the validity of the study. Before the observation began, the researcher attempted to instruct the co-observer on how to watch and record interactions in the classroom using the prepared observation guide created by Chaudron, C. (1988) extending an analysis first made by Porter (1985).

Thus, the researchers conducted two rounds of teacher-informed visits on two randomly selected English classes (where the first visits were made at the entry and at the exit of the total observations for the two sections, and the rest two visits were for the specific objectives of the study inferred in the observation guide). The researchers wanted to analyze language use in the classroom, as well as the activities of the participants (teachers and students) in the context of classroom interaction. Audio recording and notifications of verbal reports from research participants were observed for two months (October 01 - November 30, 2021/2013, E.C) in two sections, Grade-10 visits. The entire 45 minutes were audio-recorded and observed twice ($45 \times 2 = 180'$). The co-observer documented all teachers' and students' activities during the actual classroom observation. The main goal of classroom observation was to gather information about how lessons were delivered and what the teachers and students were up to. This information was primarily gathered from instructional audio recordings. The researcher was taking notes during the audio recording sessions on the observable events that occurred during the time and that he judged important to the study's goal.

The gathered data were reviewed several times and were transcribed in accordance with the central "CA" concept of impartial gazing (Have, P.,2007) to reveal emergent language use patterns as the entire period of the recordings were obtained. The first observations of language use interactions between teachers and students were then made, with special attention paid to turn-taking, gap-filling and -repair, preference groupings, and thorough examination of micro level features. The excerpts below were chosen to show instances of teacher-student and student-student language use occurring often during classroom language use exercises. In contexts involving meaning and fluency, there are

interactions between learners whose language use eventually results in possibilities for language learning, such as EFL phrases or sentences later in the lesson.

3.3.2 Procedures of Data Collection

Data for the study was gathered between October 1 and November 30 in advance of the academic year's mid-semester (2021/2013E.C). To request a favor of teachers, it was a break month in January. The researchers used a variety of methods and tactics for data collecting in order to successfully complete the study's goal. The first phase involved choosing a specific study design and methodology that would best enable the researchers to accomplish their stated goals. Finally, before the distribution, the data collection tool was modified, created, and presented to several specialists for feedback. For the final iteration of the data collection tools, all corrections made in response to expert suggestions were made.

All required ethical guidelines were followed during the data collection for this investigation. In order to choose and identify study participants and to determine their availability, the researchers first got in touch with the principals of the school. The researchers chose the individuals through a random sample procedure after receiving approval from the school principal. The researchers distinguished the sample from the entire population by following all scientific protocols. Following sample identification, all sample students and teachers were gathered in one large room, clearly explained the purpose of the research, instructed to provide all necessary data without hesitation, and informed that the data obtained from their classrooms are used only for the current research purpose due to their confidentiality. The section samples were chosen from lists of sections obtained from the department head, giving each grade-10 section an equal chance.

Participant classroom observations were regularly carried out in accordance with the study's preplanned major checklists and objectives of the study. In order to identify the patterns of language usage by the teacher and the pupils, examine those patterns in terms of their potential for language learning, study the nature of the language being used, and assess the characteristics of learning opportunities, observations were largely done. For both sections, double-rounded observations were made and supported by a checklist. These observations were made beginning from October 01 and continuing until November 30, 2021/2013 E.C.

As will be seen in the following section, the qualitative analysis of all types of data used in this study established the nature of oral language use during lessons and the potential learning opportunities that arose during lessons. As a result, the investigative approach used in this study is qualitative, as are the data themselves.

3.4 Validity and Reliability

In qualitative studies, reliability is mostly determined by "being thorough, careful, and honest in carrying out the research" (Robson, 2002). In order to maintain the validity of the study, preserving an audit trail entails keeping track of all research-related activities and data, including the raw observations, audio recordings, the researcher's notebook, and the coding book (Creswell, 2014). Here, the researchers used a variety of techniques that are likely to reduce risk to the study's validity and reliability: the researcher made audio recordings of the lessons and disseminated them to acquaintances who worked as EFL instructors at colleges.

The researchers needed the transcripts to be counter-checked by teachers who had been teaching Grade 10 in that academic year because they believed that the teachers would understand other teachers' language better. This was done before giving the transcripts back to the teachers so they could review their original work once more. In my absence, two teachers checked the counters at their residences. The teachers picked out a few words that the previous two groups of listeners had deemed inaudible. In order to determine whether the teachers who originally generated the transcripts would agree with some of the changes made to the transcript, the researcher gave the transcripts and audio recordings back to them. The majority of them approved of the modifications.

On top of the above, the researchers validated the respondents' autonomy, avoided inaccurate data coding, escaped drawing inferences, and refrained from generalizing beyond what was possible in reality. The validity and reliability of the data obtained using the instruments were also improved during the analysis (Cohen, A., 2007).

4. Results and Discussion

The analyses in this section show a variety of interactional resources that both teachers and students use when engaging in meaning-based activities that lead to increased learner participation as evidenced by long, meaningful student turns and students' language use. It will be argued that interactional activities become important sites for language practice as teacher-student or student-student roles create opportunities for language learning by successfully managing learners' involvement (Robson, 2002) & knowledge gaps (Ext-1). The way the teacher directs these exercises demonstrates many ways that classroom interaction is supported. She does this by using immediate corrections, repeated corrections, and long explanations. The last excerpt will show how such interactional successes could potentially result in target language learning. It should be observed that each extract builds upon the previous one in a sequential manner to show how these events occur in various classes.

a. Invitation for Learner Participation

The Conversation Analysis (CA) of the case study starts with the EFL classroom invitation on language use activities. The grammar lesson's introductory scene is presented by the language instructor utilizing the whiteboard in the classroom, and offers opportunities for participation by the students (see Ext- 1). In order to create a context for meaning and fluency, the teacher urges the pupils to reply by asking them to elaborate on the meaning of the grammar topic (Seedhouse, P. 2004). The examination of the following excerpts will show the language resources the instructor uses to create an environment conducive to language usage, including participation invites, prolonged wait times, rewording of student statements, and question elaboration.



Fig. 4.1 Invitations and Raising hands

Ext. 1. Begins with T asking a question regarding the grammatical point written on the whiteboard: "What are relative clauses?" Due to the difficulty of this topic, the teacher breaks the quiet after 2.3 seconds with another inquiry: "Do you remember the relative pronouns in English at any point in your prior grades?" at T of Line-02.

Ext-1

01T, *defining relative clause defines exactly the noun which it is what..? It refers to..... It identifies the noun exactly which it refers to. We said it before, just in our previous lessons, do you remember? For example, let us say, I will show you the part of this relative pronouns.*

02T What are relative clauses?

***. The girl is fetching water from the river. She is my friend.**

03T : *Who can connect these two sentences? Shall I show you how to connect, or you try to connect?*

Ok, (nominating a student)

04 S2 : *The girl who is fetching water from the river is my friend*

05T : *Very good! Who is fetching water? And what makes her different from other girls?*

Ok. Who can answer this question?



Fig. 4.2 Rare participation of learners

Students respond to a trial of wrong/right answers. They are also instructed verbally and through written examples on the blackboard on where to place relative pronouns in a sentence to form a relative clause. The coexistence of spoken and written sentences promotes students' language comprehension and utilization. When a student correctly answers a question, the teacher praises the student and repeats the process with other students. As long as time allows, the instruction/action is repeated with different students. This sequence has a high concentration of repetitions and variations. Within a single period, the following phrases and key points (with variations):

Extract- 2

35S2 : *That is, the man whose his daughter is getting married last week.*

36T : *That is..., that is the man ...ehhhh...! Oh!,,,,,, Ok, well.*

Read it loudly again! That is what? That is the man...?

37 S2 : *That is, the man who is a daughter is getting married next week.*

38T : *Whose daughter is getting married next week? That is the man whose daughter /2x/ is getting married, what? Getting married next, what? Next week. Good!*

'Whose' is a relative pronoun and is used as a possessive pronoun ok! Possessive, this daughter is belongs to the man.

39T : That is, the man whose daughter is getting married next week. = is the correct answer, ok!

These are items of grammar structure. A similar analysis of functions (for example, pronouns) or syntax reveals the extent to which English learners are exposed to grammatical patterns. These patterns allow the teacher's classroom language to be used, providing learners with consistent exposure to a variety of English speech structures.

The teacher is giving the pupils space for good memory and mental preparation after a wait period [39] in lines 36T and 38T so that they have time to consider how they might respond to the questions posed. The teacher may use this method to ensure that "the class progresses together and that everyone is in the loop". The teacher uses an elaboration question in lines 38T and 39T to further explain each student's response and encourage more student conversation.

Following a pause maker, 36T, and 38Ts of silence, the teacher offers a possible explanation in lines 36T and 38T. This is immediately followed by student responses to Ext.2

35S, and 37S, which prompts a minimal response from unidentified students as well as a possibility marker and a collective claim of no knowledge by the teacher. [35] have previously discussed how such no knowledge claims are not always about a lack of knowledge, which is also the case in this turn. T begins the turn with a possibility marker. Students are informed by this turn that meaning must be created cooperatively.

This excerpt has shown us that T's administration of this activity illustrates a number of strategies for promoting learners' participation. The teacher is successful in getting pupils to respond in a way that necessitates joint co-construction of meaning. With prolonged wait times, teacher-learner echoes, reformulation of students' statements, elaboration questions, and invitations to participate, the instructor sets the stage for interaction.

b. Frequency of Learners' Language Use

The students in Ext-3 (shown below) raise their hands voluntarily to respond to inquiries (Line, 35), which is indicative of an emergent learning objective that will be monitored to demonstrate the T's Classroom Interactional Competence to learning opportunities in EFL (Seedhouse, P. (2004).



Fig. 4.3 Frequency of learners' oral language use.

Extract-3

- 69T : Number 4 again, what about this row? Who can answer this question?
Yes,...you!
No..no..no. Yes, the one with the blue shirt. Yes,good !
- 70T : Ehhh...again? Don't afraid 'maaliif sodaattaa, hin sodaatiin tolee!' Don't feel afraid.
Read it! That is.....ehhh?
- 71Ss : (2.5)
- 72S : That is, many whose his daughter is getting married last week.
- 73T : That is..., that is the man ...ehhhh...! Oh!,,,,, Ok,well. Read it loudly again! That is what? That is the man...?
- 74S : That is, the man who is a daughter is getting married next week.
- 75T : Whose daughter is getting married next week? That is the man whose daughter /2x/ is getting married, what? Getting married next, what? Next week. Good!
'Whose' is a relative pronoun and is used as a possessive pronoun ok! Possessive, this daughter is belongs to the man.
- 76T : That is, the man whose daughter is getting married next week.* is the correct answer, ok!
- 77S : Have you seen the doctor who saved my mother's life?

In Extract (3), lines 69T and 70T, the teacher tries to encourage the pupil to respond to his or her inquiries if they can link a few weak phrases and some adjectival clauses together. After a brief pause, 71Ss, 72S responded to the case by saying, "There are many whose daughter was married last week." This is a learner-initiated activity that can be transformed into a learner opportunity if the teacher effectively closes the knowledge gap. A pause of 30 milliseconds ensued, during which the T and 76S established their mutual gaze. Next, with emphasis on the idea's clarity, he repeats the form, replacing the learner's misinterpretation with "That is, the man whose daughter is being married next week," in place of, "That is whose his daughter is getting married last week" (73T). The student picks up on this in line 74, but still receives the incorrect answer, "It is the man whose daughter is getting married next week." Again, the T corrected the answer without assigning responsibility for the student's error; the right response is "76T: That is, the man whose daughter is being married next week."

After the teacher provided the appropriate response, Ss responded in large groups by repeating after him or her, which may have indicated that they understood the idea T had just presented. The teacher then nodded in agreement with the pupils' response before returning to the meaning-and fluency context and asking a new question. (Don't worry; your response is accurate. You gave the right response. So why do you feel fear or why don't you? Ok! Do not are familiar with him. Look! Do you know the man about whom they are speaking? Who? What is this utilized for once more? As an object, this relative pronoun is used. = you know the man ...look! Do you know the man whom they are talking about him? Who.? This is again used as what? This relative pronoun is used as an object).

Extract (3) illustrates T successfully shifts from meaning-fluency-context to form -and-accuracy as 75T inquired about the 'whose...' of the sentences' idea. The way the teacher approached the meaning was a successful teaching moment, which resulted in a 'changed epistemic state,' and thus a micro moment of learning (Markee, N., 2013). The manner in which the teacher accomplished this is critical here. By agitating and motivating the

students in an implicit manner with the right response, he synchronized the desired response.

Using techniques like repetition, feedback repair, and exemplifications, the instructor engaged the pupils and managed learner initiatives. He strove to fill knowledge gaps, which open up opportunities for language learning within the context of language use in the classroom. So how can we be certain that this exercise promotes language learning? When students respond to the question "77S: Have you seen the doctor who saved my mother's life" in a new sequential context and use the proper sentence without the teacher's assistance, which will be examined using Extract-4. And gives evidence of language learning. The students will employ a previously corrected phrase that has been noted in the interaction in a different sequential context, giving evidence of language learning (Seedhouse, P. 2010).

c. Evidence of Language Learning

Extract (4), line,98T begins by echoing the response of the 97S, which provides the correct answer to the question. Here, the teacher purposefully repeated the learner's phrase, '98T: 'My mother's life' good! In the given sentence, this relative pronoun is used as a subject. In line,99, the teacher begins by mentioning how to use relative pronouns in joining sentences in order to elicit student responses. '...Please new hands try your chance for the last one!' he said here, requesting the students' will. He attempts to elicit responses from students but is unsuccessful because he scans the class for more than three but the students do not respond as frequently as he expected.

Extract- 4

- 96T : O...k! What about who? And what about 'she' again? Who can correct this one, yes? Good!
- 97S : Have you seen the doctor who saved my mother's life?
- 98T : 'My mother's life' good! And this relative pronoun is used as a subject in the given sentence.
- 99T : The last question number-7,what about the last question ? Please new hands, try your chance for the last one!

Extract-5

- 101S : That is, the CONJUNCTION who ...whose accident ACCURATED there.
- 102T : Ok! That ehh...Ok..(nominating).
- 103S : That is, the junction accident ACCORDING
- 104T : Ok! That is the junction where the accident occurred. Well from this sentence we can understand two things: One is the function of the relative clauses and the second one is the relative clause, ok?

Relative clauses are clauses, which begin with relative pronouns. Again, relative clauses define or identify exactly the nouns which they refer to. They are used as modifiers. They modify the nouns as you have seen in the given sentence.

- 105T : Do we need comma in defining relative clause?
- 106S : No, we do not use.
- 107T : No need because....?
- 108S : The clause is an essential one.

- 109T : Yes, is just an adjective part of the sentence.
110Ss : Yees..
111T : Yes. (Accepts previous answer)
112S : (repeats the correct answer)
113T : Any question please?
114Ss : (no reaction)
115T : O.k. Now you do exercise one 3-5 in two steps.
116T : The third sentence?
I will give the book. I bought it last year.
117S : I will give you the book which I bought last year.
118T : There changes in reporting speech. Then 5?
Number 5?
Who can do the 5th one?
119T : This becomes -
That. becomes -----?
That (teacher offers answers)
Today becomes. ?
120S : Today
121T : No
122T : Today becomes----?
123T : That day
124T : Tomorrow becomes----?
125Ss : (raise hands)

By highlighting "relative pronouns" and declaring the clause that contains a relative pronoun to be a "relative clause," the teacher defines the term "related clause" in line 104. After establishing the students' interest in line 113, T goes into more detail on the subject, to which one student in line 117 again makes only a small contribution. The teacher prompts the students to try to either state in words or write the appropriate responses on their notebook from line 105 to line 113. Following the teacher's allotted wait time, students in lines 106 and 117 began to take independent action to engage in the lesson's theme. Note that Student (line,101) is the student who inquired about the meaning of "relative clause" during the lesson extract.2.

The other pair part provided by T includes (106)s of silence and a hesitation marker, which comes before 110S of silence. T and Ss maintain mutual gaze during this long silence in line.110, and T does not perceive this gap as a source of trouble. T's long wait pays off as S finishes his line utterance (117) ('I will give you the book that I bought last year'). The second part of his response begins with a hesitation marker and a brief silence, after which S employs the newly learned phase (relative clause) in a meaningful conversation. This shows that T's incorporated justification and remedies were effective. As the teacher utilizes the rising inflection in turn-final position to ask for assistance, it's possible that students on the internet are still thinking of this phase as a recently learned concept (117). The teacher's physical affirmation in turn initial position in line 101 serves as the supporting evidence for this assertion.

T completes S's response in line 104 with line 103, and S1 responds in line 108 with an acknowledgment. T then asks for more clarification in line 116, which is followed by another learner turn. From lines 118 to 128, T invites additional learner contributions. S

then requests a turn, and in numerous lines of dialogue, the turn is granted to him with a nod of the head. An extended learner turn that follows is a desired trait in a meaning- and fluency context and a sign of effective student engagement. There is a revealing passage by Ss from lines 119 to 125, and there is very little instructor talk (= uhhh..) throughout this time. This demonstration of attentive listening creates even more opportunities for dialogue and student involvement. S2 uses the statement "his/her own in turn ultimate position in line 120-125" during his lengthy turn, but this time with assurance. as demonstrated by the student's hand motions (Fig.4.2 & 4.3). It should also be noted that the transition to a form-and-accuracy context to explain "what the relative clause is" is essential to the interaction, and it appears that the evidence for learning stems from this shift in orientation to the linguistic item, which is embedded in the meaning-and-fluency context presented in Extract-5.

5. Conclusion

In this study, researchers have outlined the intricate relationship between language use by teachers and students in EFL classes and the potential for emergent language learning practices offer. Teachers and students using multicas analysis and the micro analytic lens of conversation analysis have demonstrated classroom Interactional Competence in a variety of ways. In addition, it has been made clear to what extent its employment creates prospects for learner initiatives and learning. The excerpts examined served as examples of the potential effects of particular teachers' actions in language-use activities designed to create learning opportunities.

The researchers examined the analyses in this part and propose research and educational implications. According to the research, which supports the idea that maximizing student involvement is essential for developing language learning opportunities, language learners can be effectively engaged in EFL interaction in sequences where teachers establish a context that is (1) meaning-based, (2) encourages creativity and imagination, and (3) makes the students more at ease and able to guess imaginary events. As shown in the analysis section, these concepts can be seen in language actions. Activities that encourage language use in the classroom can assist instructors and students in creating and maintaining a setting that emphasizes meaning creation above formal and grammatical features of language. Markee, N. (2013) has stated that language use exercises should be a part of a successful curriculum that also uses audio and video as additional teaching aids in EFL sessions.

The results of this paper have also suggested a micro-analytic perspective for thinking about the function of language use in language learning generally. To demonstrate how such activities can support oral production in EFL classes and how they can offer learning opportunities, more conversation analytic research is required. This will also help us better understand how teachers and students demonstrate classroom communication.

The teachers and students in Extracts 1, 2, and 3 demonstrated TL CIC in a variety of ways during language use activities, including (1) using language that was congruent with the pedagogical goal (fewer interruptions, limited teacher talk time. Lack of direct repair in a meaning-based context), (2) using wait time (Extracts 1 & 2), and (3) forming learner contributions (e.g., reformulation in the extracts, embedded correction in the extracts). Elaboration inquiry questions also encourage the progressivity of discussion and open space for more student encouragement. The effective use of teacher gestures can

promote student understanding, which is the case in extract-2. These findings add to previous findings on L2 CIC Markee, N. (2013).].

Due to the effective handling of L2 in relation to a learner initiative in extract-2, nearly every student reused that specific topic (relative clause) in the three extracts. This discovery extends earlier research that demonstrated how gestures made by teachers are crucial in controlling student initiatives. It also makes a significant contribution to the study of learner language use. By effectively managing student initiatives, pedagogical shifts (such as switching between meaning-and fluency and form-and-accuracy contexts), and knowledge gaps, as well as by using embedded correction, embodied correction, and embodied explanation as needed, the teacher creates opportunities for language learning. Important insights into how learning behaviors can be tracked to indicate language learning can also be gained from the trip of the learning goal (the contents of language used in extracts 1, 2, and 3).The conceptualizations of learning vary among methodologies and approaches, it should be highlighted. Here, the researchers adhere to the learning conceptualizations developed.

According to Seedhouse, P. (2010)'s contention, we have shown in the analysis of extracts that possibilities for language learning occurred as the sequential unfolding of interaction as the initial pair part of an adjacency pair, which projected the use of oral language in interactions. By observing repair, turn-taking, and gesture usage, the language use can be tracked. The examination of the three extracts has demonstrated that they ultimately caused the pupils, who had earlier shown no awareness of that word, to employ the identical phrase. As a result, learning in this context refers to shifts in epistemic states (from ignorance to knowledge and use in meaningful contexts), as enacted in the sequential unfolding of language and visible in the participation, use, and co-construction of actions.

The paper has implications for teaching as well as research. EFL/TL teachers should be more aware of the importance of language use activities because they can promote learner engagement and thus successfully prepare students for further development of language use and its discourse. The interactional resources used by teachers in these multi-case analyses can be used in teacher education, particularly to raise pre-service or in-service teachers' awareness of language use and management of related activities. Similar studies can be conducted on language-use activities in the classroom that encourage student participation, such as brainstorming exercises or learner-learner tasks that call on learners' imaginations to produce task outcomes.

Acknowledgements

The researchers would like to acknowledge all English teachers and students of Shambu Secondary School for their cooperation and willingness to provide the necessary data for the success of this research.

Transcription of Conventions

(Adapted from [12])

- S : stands for the student who is chatting with the EFL teacher in class.
- Ss : More than one student in the classroom is responding to the teacher or another student.
- STT : Talking Time for the Student(s).
- T : stands for the instructor leading sessions in EFL classes.

TT : Talking Time with the Teacher (1.6)- Numbers in brackets denote a pause. The duration of the pause is indicated by the numbers in the parenthesis as seconds.

Capital letters: are used when writing. Words or phrases suggest incorrect responses from the students.

Italics-English translation of the script

(hm, hh) – These are onomatopoeic depictions of the sound of air exhaling EFL - English for Foreign Speakers

CIC- Class Interactional Competence

TL : Target Language (research context: English)

CA-Conversation Analysis

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