



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**INVESTIGATING FACTORS AFFECTING ORAL COMMUNICATIONS IN
ENGLISH AS A FOREIGN LANGUAGE CLASS: DEJAZMACH WONDIRAD
SECONDARY SCHOOL IN FOCUS**

BY

BAHIRU SETEGNE

JUNE 2023

ADDIS ABABA, ETHIOPIA



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**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES &
LITERATURE FOR THE PARTIAL FULFILMENT OF MASTERS DEGREE IN
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ACRONYMS

CLT: Communicative Language Teaching

WTC: Willingness to Communicate

LAD: Language Acquisition Device

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

DECLARATIONS

I declare that this thesis is my original work and that all sources of materials used for this research have been properly acknowledged. This has been submitted in partial fulfilment of the requirements for MA degree at Addis Ababa University and is deposited at the university library to be made available to borrowers under rules of the library. I solemnly, therefore, declare that this thesis is not submitted to any other institutions anywhere for the award of any academic degree.

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ABSTRACT

The purpose of this study was to investigate the major factors affecting learners' oral communications in English as a foreign language class in Dejazmach Wondirad Secondary School in Addis Ababa. To conduct this research, both quantitative and qualitative research methods were employed. In this regard, 150 grade ten students in five sections and five English teachers were the participants of this study. Students were selected by random sampling technique from the five sections while teachers were selected by using available sampling technique. To collect data, three data gathering instruments were used: classroom observations, questionnaire and interviews. The finding from the classroom observations revealed that learners, teachers, instructional materials, and classroom-related factors affect learners' oral communication in EFL classroom. In addition, the finding from the students' questionnaire revealed that the most influential factors which influence secondary school students' oral communication are lack of practice, lack of motivation, lack of self-confidence and lack of materials for speech. Furthermore, learners' personality factors like anxiety also affect oral communication development. The findings of the study depicted that the activities of teachers have significant contributions to create genuine oral communication. However, the data obtained through classroom observation and questionnaire indicated that English teachers were not applying the best teaching and learning activities to improve learners' oral English in the classroom. Due to this, teachers are recommended to adapt improved teachings method and the principles of oral communication to encourage and engage students. Moreover, Dejazmach Wondirad Secondary School, Yeka sub city education office and Addis Ababa Education Bureau and other stakeholders should create conducive school environment for the students so that they can practice oral communication in English language.

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CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study and delimitations of the study.

1.1 Background of the study

English is a leading worldwide medium of communications. For this reason, many schools and universities around the world have made English as a compulsory subject in their national academic curriculums. Indeed, the function of English language goes beyond the nation's boundary since it is utilized as the language of diplomacy and international communications as well as the language that introduces modern styles of life, science and technology. Furthermore, English is the means of strengthening political and economic relationships globally.

In this regard, English language skills (especially speaking) are essential part of communication either to serve or to be served in continental and international level. Rao (2019) discussed that speaking is the most important skill among all the four language skills in order to communicate well in this global world. The speaking skill, as a result, allows the speaker to use the language as a tool for communication.

In fact, speaking has significant contributions for the overall communications. This idea is supported by many scholars. For instance, Egan (1990) says speaking is viewed to be at the heart of second language learning among the four language skills. Also, Rahman, (2010) describes that speaking is a mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. People prefer to communicate and spend much time through oral skills. Gutierrez (2009) notes that human beings spend almost 70% of their communication time in speaking.

Nazari & Allahyar (2012), stated making learners talk is still a challenge for teachers, as it has been frequently reported that most EFL learners are passive, quiet, shy, reticent, and unwilling to answer. Due to this, learners' oral communication development will be influenced by different factors. Anegagregn (2012), citing Cohen (2005), says that the standard of oral fluency and competence in English is low, and many Ethiopian speakers

have little confidence in the language for oral purposes. Many reasons can be mentioned behind the issue. Anegagregn (2012), citing Cohen (2007) mentions that students' poor English language use in Ethiopia is inherited from teachers and thus improving teachers' English language use has a direct bearing on students' English language learning. This researcher strongly believes this idea.

Consequently, this study attempts to find out the major factors that affect learners' oral communication skills in English as a foreign language class focusing at Dejazmach Wondirad Secondary School which is located in Addis Ababa, Ethiopia.

1.2 Statement of the problem

English serves as the language of instruction in secondary schools and higher educations, and as an official language in some domains such as banking, commerce, hotel, tourism, foreign investment and other international relations. But Ethiopian learners' have problems of English language, particularly, oral communication skills. Schools are responsible institutions to develop oral English skills. However, learners face difficulties in expressing themselves through oral communications. In support of this, Anegagregn (2012) states that the majority of Ethiopian students fail to attain adequate English speaking skills for basic communications. Failing in English language communications may cause to fail in diplomacy or international relations.

Similarly, learners in Dejazmach Wondirad Secondary School face the same challenges. The majority of students face difficulties to express their opinions in oral English. When students are requested to give talk or make an argument in English, most of them are reluctant or spend much time thinking of what they are going to say. This researcher observes that most students were not volunteer to interact or participate in oral communication within their group that they are unable to listen properly to what is being said. Some group members hesitated to talk in English and others shift the medium of instruction to their mother tongue. Even they are not engaged in answering and questioning actively. Simply, they keep silent all the time and sit passively while only some high achievers (dominators) raise their hands and try to mumble. Learners may not be effective in oral English unless they interact. Renandya & Richards (2002), support this idea that speaking a language is especially hard for foreign language learners because effective communication requires the ability to use the language appropriately in social interaction.

According to Morales et al. (2011), the goal of the development of oral communication is to make the students be able to express themselves when they need it. Nonetheless, the students in that school couldn't express themselves through English oral communications each other or one another. Generally, most learners are passive, unwilling, quiet, shy, reticent or reluctant to answer. Therefore, inability to speak English in the classroom may hinder the ability of future generation to communicate with the outside world. This researcher, therefore, conducted the study to find out the major factors that affect learners' oral communication skills in English as a foreign language.

1.3 Objectives of the study

The researcher formulated the following general objective and specific objectives of the study

1.3.1 General objective

The general objective of this study was to investigate the major factors that affect oral communication in EFL classroom.

1.3.2 Specific objectives

More specifically, this study attempted to:

- a. Find out learner-related factors that hinder oral communication in EFL classroom
- b. examine teacher-related factors that affect oral communication skills in EFL classroom
- c. Search instructional materials causes that hamper oral communication in EFL classroom
- d. Identify classroom atmosphere factors that influence oral English skills in EFL classroom

1.4 Research questions

The following basic or leading research questions were formulated to be answered at the end of this study in order to achieve the above objectives.

1. What are learner-related factors that hinder oral communication in EFL classroom?
2. How teachers affect oral communication skills in EFL classroom?
3. Which factors of instructional materials hamper oral English skills in EFL classroom?
4. How classroom atmospheres influence oral communications in EFL classroom?

1.5 Limitations of the study

Apart from the various minor problems that were encountered when conducting this study, the following are the major limitations of this study. Because the study is conducted in one school, conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout Ethiopia.

In addition, because of the constraint of time and budget and other resource constraints, it is believed that the study might have been more reliable if it was possible to increase the size of the sample population and the number of the subject schools since the larger the sample size is the better to the reliability.

1.6 Delimitations of the study

This study is confined to investigating factors affecting oral communication in EFL language classes and during speaking lessons, with a particular reference to grade ten Dejazmach Wondirad Secondary School in Addis Ababa.

More specifically, 150 students in five sections of grade ten and five teachers were selected. The school was chosen due to its geographical proximity to the researcher. The researcher focused on investigating factors affecting oral communication in EFL language class.

1.7 Significance of the study

Oral English communication is very crucial for any learners. Nunan (1999) says oral communication skills are fundamental to the development of literacy and essential learning. Morales et al. (2011) support this idea that oral communication is essential for the successful future career of students.

In a competitive world, communication skills are a crucial part of foreign language which we can share our ideas and thoughts with other people, and this skill demonstrates the level of English that how students implement the foreign language. Speaking is one of the primary tools for communication. As English is widely used all over the world, there is a need for learners to acquire the communication skills. Campos (2013) concluded that learners should be encouraged to use the language and the teacher should use special activities that help learners to communicate successfully.

So, the teachers have to understand the problems of English language learners and try to implement various teaching strategies in their classrooms to develop their learners' speaking skills in English classrooms. Johnson (1995) claims that the second language students need communicative competence to participate in and learn from their classroom experiences.

Teaching is all about communications between learners and teachers. In the classroom, speaking leads to communication and participation which is very important for effective learning. Rodriguez & Barrera (2015) have tried to enhance oral communication and interaction as beneficial tools that can improve the foreign language learning process in classes. Nonetheless, learners are challenged by oral communication in English as a foreign language class. It is mentioned, so far, learners could not communicate orally in English class who do not interact and express themselves in this language that they are passive, unwilling, quiet, shy, reticent or reluctant to speak.

Therefore, identifying the major factors that affect learners' oral communication is significant to aware the concerned bodies who will conduct the possible solutions to tackle the problems. Consequently, this research will have remarkable significances for educational stakeholders: English as a foreign language teachers, secondary schools, education sectors, and curriculum designers to understand the major factors that affect oral communication in EFL class.

Finally, it may also help interested researchers to conduct further studies on the related areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides a review of the literature regarding the definition of communication and oral communication, factors affecting oral communications, and how to improve oral communication in English as a foreign language classroom.

2.1 What is communication?

Communication is a very crucial tool for anyone. Since early ages, many researchers tried to define the word “communication”. According to Zaeema (2018), communication is the blood of success in every walk of life. As to Britannica Encyclopedia, the word communication is defined as a process by which information is exchanged between individuals through a common system of symbols, signs or behavior.” Suresh (2003) defines communication as a synonym of interchange, dialogue, sharing, interactive or communion; it is the passing of meaningful messages and the receiving of feedback.

2.1.1 What is oral communication?

Scholars still do not quite agree on the definition of oral communication. Kuivamaki (2015) defines as oral communication is a difficult task since it is such a complex and multidimensional language process. As to Ricky W.Griffin, oral communication takes place in face-to-face conversations, group discussions, telephone calls, and other circumstances in which spoken word used to express meaning. This implies that basic oral communication skills need to possess: conversation skills, discussion skills, presentation skills, and telephonic communication skills. S.K.Kapur states oral communication takes place when spoken words are used to transfer information and understanding from one person to another.

It is understood from the above definitions of the authors that oral communication is the process of expressing information or ideas by talking that is predominantly referred to as speech communication. Hence, oral communication is conducted by speaking. According to Thornbury, (2005), speaking is a multi- sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes and pitch variation. In classroom, speaking leads to communication and participation which is very important for effective learning. Mukkalel (1994) defines that interaction is a stimulus-response situation that would result in positive or negative feelings.

2.2 Factors affecting oral communications in English as a foreign language class

Learners' oral communication in English as a foreign language can be affected by various reasons.

2.2.1 Learner-related factors

Different researchers pointed out different learner-related problems that affect oral communications in EFL classroom such as lack of self-confidence, anxiety, lack of motivation or interest and others.

2.2.1.1 Lack of self-confidence

According to Suci (2022), having the problem in self-confidence is the common condition that students undergo. Conwell et al., (2000) claims that confidence consists of being sure about what one knows and can do with his/her own knowledge. Suci also adds that students lack confidence because they do not know that everyone has strengths and weaknesses and instead of focusing on what they can do, they will focus more on their weaknesses and will prefer to remain silent even though they have many ideas, opinions or questions to say or express.

Harmer (2002) says about adult learners who get under-confident, which is probably due to they have experienced failure or criticism at schools. Elliot (1998) mentions that the concept of self-confidence links to self-conviction in one's personal judgment, potential, capability or power of something that indicate excessively. Elliot states that, naturally, when the learners don't have strong capability of something, it tends to have a lack of self-confidence. Some causes why students have problems with their confidence are because their ability to speak English is very poor. Cherifa (2016) supports this idea that many learners think that they can't speak English because their English is bad.

Furthermore, Heyde (1983) describes that self-confidence can be negatively affected when a language learner think of oneself as deficient and performs poorly in the target language; however, high self-confidence can be positively correlated with effective oral communication. Further, students' inability to communicate effectively in a foreign language class may stem from the evaluations and attitudes of both teachers and classmates (Senel, 2012) states. Moreover, other possible reasons for students' communication apprehension in foreign language is indicated by Daly (1991); for instance, learners avoid speaking because they are unprepared, uninterested, alienated from the class, or lacking confidence in their competence.

In a nutshell, lack of self-confidence can be amongst the main factors that hamper learners' oral communication in EFL classroom.

2.2.1.2 Language anxiety

People often undergo anxiety appearing suddenly; many reasons can be mentioned behind the issue. Horwitz (2010) mentions foreign language anxiety is related to communication apprehensions, test anxiety and fear of negative evaluation. Due to this, students who learn oral English in EFL class in which they got an anxiety attack, for instance, when they were required to speak in English during performing oral presentation or even just sharing the ideas in class discussion, sometimes they feel an anxiety. Tasnimi (2009) said that a certain situations as well as requiring to speak in public or in class, causing an anxiety. Furthermore, Heng (2012) stated that language anxiety not only affecting to learning process but also it can bring down the students' motivation to learn English as their second language. As a result, anxiety has a big role as a barrier for learners in communicating English that they have to reduce their feeling not to speaking well.

Based on Tuomainen (2017), tensions, nervousness and worry about an anticipated event are the clear signs of anxiety. Students usually feel this when they deal with oral presentations, quizzes and they are conscious they do not have good preparation. Toth (2011) mentions that there are three basic reasons why students may face anxiety when they are speaking: (1) skill deficit, (2) the cognitive self-evaluation and (3) the results of evaluations. As to Tuomainen (2017), the first related reasons in some linguistic competences are the lack of knowledge and practice. The second one deals with poor evaluation of themselves, they just think as they can't do it, that they are going to fail and, in fact, they fail which takes them to frustration because of the unwanted experience. Learners do not want to repeat the experience causing anxiety. Finally, the results of evaluations are important for them. Passing the exams is sometimes the only reason for them to stay in the class and fear of failing takes them to the highest point of anxiety preventing them to speak at the time (Toth, 2011).

2.2.1.3 Lack of motivation

Inside the classroom oral communication, learners' involvement or motivation is so essential. As to Krashen (1977), motivation or interest is a key element that helps students in the learning process of English language. Among the reasons why learners' motivation decline is the lack

of goals, they do not see English like the tool to better their future that provokes total disinterest to learn. Morales et al (2011) supported this idea that adequate motivation in the English language classes is of vital importance to achieve satisfactory results in development of oral communication skills. In fact, learners' encouragement in willingness to speak English while giving presentation is led by motivation that has an impact on students' learning outcome. Of course, learners have lack of motivation to speak English due to some factors, for instance, their poor performance of result.

According to Hironori (2006), motivation has positive link to English learning performance. Besides, lack of motivation is occurred since some factors, namely teacher's attitude, learning classroom environment, the learning materials, etc. When learners are motivated, they will be willing to devote time, effort and everything required for effective learning and use of the language. The causes why students lose their motivation are due to different priorities: academic or personal, uninspired teachers, inadequate material, boring teaching techniques and the like. In additions, carelessness is an important reason which is caused by lack of motivation.

Brown (2000), divided motivation in terms of two motives: (1) Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling; (2) Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment. Intrinsic orientations are more powerful learning stimuli (Crookes & Schmidt, 1991). In both cases, the degree of motivation that an individual learner possesses is the crucial factor for successful learning (Gardner, 1985).

Ellis (1993) states that motivation is a complex phenomenon, which can be divided into four different types: (1) Instrumental motivation refers to the learner who wants to learn the target language in order to achieve the goal, such as passing an exam or getting a job. (2) Integrative motivation refers to the learner that wants to use the target language for social purposes. (3) Resultative motivation means that the learner is motivated by previous success in learning the target language. (4) Intrinsic motivation refers to learners who learn without being motivated by the target language itself. Of course, the connection between success and motivation is also mentioned by Harmer (1993), who in contrary to Yule claims that success does not automatically lead to motivation, but can in fact lead to de-motivation.

2.2.1.4 Lack of practice and preparation

Another problem to communicate in English during performing oral presentation comes from lack of practice that committed by learners. Thompson & Rubin (1994) cited in (Hanifa & Yusra, 2018) states that successful language learners always discover their own way, take charge of their learning, organize information about language, and make their own opportunities to practice in using the language.

Lack of preparation or planning leads students getting the difficulties in performing oral communications which are required them to speak in English. Frequently, learners undergo confusion in giving explanation or not to deliver the contents of the topic well so that they often forget the important things that should be conveyed to the audience. When the students do not provide adequate information and comprehending about the given topic, missing the ideas during oral communication is unavoidable that affects them to speak up smoothly.

Hence, before performing the classroom oral presentation, it is important to prepare everything, especially in related to the material or the topic is going to be discussed and presented to the audiences; The basic preparation which requires to be carried out for producing presentation is adopting the information (Rai, 2010).

To be successful in presenting oral presentations, therefore, the students must prepare and master the all contents of the presentation in order not to miss any ideas. Harmer (2007) states that speaker should speak from notes rather than from script. During their presentations, the students should not to read the discussion from script that can cause the audiences bored, therefore, they should be able to introduce naturally and improvisation in elaborating their ideas, without realizing that it can improve their speaking skill.

2.2.1.5 Judgments of peers or classmates

Apart from teachers, classmates or peers are considered as another factor that can obstruct learners to communicate English while performing oral communications. Brooks (2018) says that lack of familiarity brings out the students to sense uncomfortable when they are required to perform oral presentation in front of their classmates. As presenters in front of class, students become a central attention which all the audiences including classmates and teachers will observe them that cause their feeling to be nervous and not have confidence whose feelings give an effect to their performance. Learner presenters still feel shy and ungainly when deliver their ideas in English language even though they have known each other for a long time. It is because they have negative thinking regarding to the classmates' judgments or reaction to the

performance. Furthermore, students will be afraid if their classmates laugh them when they make mistakes in speaking English.

Mustapha et al., (2010) says that the traits forwarded by peers or classmates lead a significant role for students to engage in class discussions. Judgments of teachers consider as one of factors due to teacher's comments or interruptions in the middle of presentation activities that will obstruct the students to continue their speech. It probably makes their ideas mess up; then, students cannot produce their ideas well.

It is observed from schools that learners laugh each other during trying to speak English. If someone tries to speak English, the other ones may laugh saying "oh our Frenchman!" Richards & Renandya, (2002) supported this issue that adult learners are concerned with how they are judged by others. Besides, classmates' reaction toward presenters' performance also can influence them which students assume that their classmates laugh or judge negatively in speaking English. As adult learners, they really concern toward negative judgments that they receive either come from their teacher or classmates. Moreover, Al-Issa, A.S. & Al-Qubtan (2010) describe that there is a challenge for one's classmates who present one's work that have to speak and standing in front of other people, therefore, confidence and courage are required.

Based on Richards & Renandya (2002), adult learners assume when they are making error, it is indicated as public display of ignorance which they will be a "losing-face"; It addresses that one of causes which leads to confidence comes from support of the audience. Consequently, it is important for classmates to support and to give positive atmosphere showing respect to make learners comfortable and relax in performing oral communication using English language smoothly.

2.2.2 Teacher-related factors

Some studies have tried to address multifaceted problems challenging the teaching and use of English language in Ethiopia. Quoting Cohen (2007), Anegagregn (2012) mentions that students' poor English language use in Ethiopia is inherited from teachers. This idea is supported by Riasati (2012) who says teachers influence learners' willingness to communicate (WTC). Due to this, the teachers are one of the major factor barriers that can obstruct them to speak English smoothly due to some negative thought that appear in students' mind when performing classroom oral presentation that can cause nervousness, fear, or anxiety. For example, students frequently worry about the evaluation given by their teachers; when students

get interruption from their teacher in the middle of their performance, which giving them negative comment or critic suddenly that makes them more afraid to continue their speaking. Moreover, negative thought comes while learners make mistake (speak incorrectly), they feel afraid if the teacher scolds them. Usually students get obstruction to speak English, while the teacher stares at them seriously that can make them nervous that they lose their ideas and forgetting the words what they want to say in delivering material. To create the positive atmosphere, as a result, the teacher needs to support the learners being friendly, show a good mood, and don't criticize the students in negative statement.

Therefore, the teacher is a vital professional who create conducive classroom atmosphere in his/her teaching and learning process that can trigger learners to have positive or negative assumption that may influence them in oral communications learning outcomes or their performance in EFL class.

2.2.3 Instructional materials-related factors

Brumfit (1979) and Allwright (1981) suggests that language teachers are expected to use different materials such as audio-visual (television, tape recorder, radio, DVD, CD-ROM...), teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, tables, maps flash cards, etc.), to supplement the lessons (activities designed in the textbook).

Teaching materials in a communicative instructional system have the primary function of promoting communicative language use. According to Richards and Rodgers (1986), there are three kinds of materials used; 1) Text-based materials. 2) Task-based. 3) Realia.

According to Nunan (1985), authentic material is usually defined as those which have been produced for purposes other than to teach language that they can be culled from many different sources: videos, clips, recordings, extracts from televisions, radio and newspapers, maps and charts, photographs, pictures, timetables and schedules. As to his opinion, the lack of authentic material affects learners no to learn oral communication in the classroom that the authenticity of the materials and resources should awaken the interest of the student and should connect with their knowledge and previous experiences to be more significant.

2.2.4 Classroom atmosphere factors

Classroom atmospheres may affect students' oral communication skills in English as a foreign language in different aspects.

2.2.4.1 Classroom size

Smith (1996) points out that when the class size increases, teachers and students face many challenges that hinder them not to create interactive classroom. If the class size is too big, the given teacher enforced to give insufficient oral communications practice and limits the ability his individual attention. Likitrattanaporn (2014), remarks that it is more difficult for the teacher to navigate the classroom to arrange and monitor communicative activities.

Turano (2005) develops this idea that classroom settings play a serious role in the success or failure of the learners that learning achievement cannot take place without good atmosphere which fosters that possibility. Having positive classroom atmosphere is extremely vital to create teaching and learning process that can influence learners' thought, behavior, action, and performance. The environment of the classroom is more than focus on resources or class settings; it describes the interaction between teacher-student, student-teacher, and student-student. The classroom atmosphere, therefore, must be positive for learning to occur meaningfully, comfortably and practically. Hence, the contributions of the teachers to this environment is vital, to help learners feel safe that they will lose their fear and become the main actors of learning process of oral communications, especially those who are weak learners.

2.2.4.2 Classrooms sitting arrangement

Nunan (1989) describes that setting refers to the classroom arrangements specified or implied on the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside of the classroom. Truly, schools with small class size enforced the teachers to teach the whole class sitting arrangement than group work sitting arrangement that may affect learners' oral communication skills.

Harmer (1993) mentions that the physical conditions of the classroom environment when learning a second language can affect student's motivation, either positively or negatively.

Silverman (1996) claims that it is difficult to have active and communicative environment if the classroom arrangement is not appropriate. Silverman also states that if classroom environment is so conducive, it is conducive for facilitating interactive learning of oral communication skills. Therefore, the teacher needs to create positive climate where classroom communication can take place and learners' scope to develop their confidence.

2.3 Improving oral communication in EFL classroom

Teachers, classroom atmospheres, learners and other stakeholders have significant contributions for improving learners' oral communications in EFL classroom.

2.3.1 The role of the teachers

Alyan (2013), states that the teacher plays the key role in encouraging and putting learners at ease in developing their sense of self-confidence and trust, and minimizing anxiety, fear, worry, and hunting for mistakes. Moreover, Alyan describes that state-of-the-art teaching techniques and strategies need to encourage and empower learners to participate in class discussions and interactions through positive reinforcement, affective filter, and strong rapport. To help students express their ideas and feelings, wealth of activities such as, role play, information gap, presentations, drama and acting can be utilized. In fact, these activities can be conducted in pairs, small groups, or team works.

Well-structured teaching methods will result learners 'active participation that they have the opportunity to show their cognitive abilities and not just be transmitters of knowledge already done (Ebiere Dorgu, 2016). It is strongly advised that teaching methodology should move from teacher-centered classes to learner-centered classes, and the materials used should serve that same goal, even the assessment should be changed accordingly. The teacher should avoid methodologies that makes students passive that the teachers speaks most of the time, there is translation to their mother tongue and where students are only spectators and recipients of knowledge instead of being active participants of learning and where there are not opportunities for learning to occur. (Ebiere Dorgu 2016).

Rao (2019) suggests teachers should adopt different techniques to encourage students to communicate in English language without fear of making mistakes; English teachers play a very important role in supporting students to develop oral communication. Teachers' methodology need to be in continuous innovation and search for new approaches that fits the learners' needs and characteristics, that is why it is important to consider psychological tests at the same time that cognitive diagnoses tests because that will help teacher to choose the methodology to be applied in classroom. Additionally, the teacher needs to innovate teaching practices for the development of learners' oral communication skills.

2.3.2 The role of learners

Alyan (2013) states students' lack of adequate exposure to English inside the classroom is one problem of oral communications; unlike teachers who stressed the need to develop students' own language input and learning strategies, several students complained that classes were crowded, and they needed more practice in class. Even though some students indicated their classes did not have adequate speaking practices and interaction, others advocated developing learners' autonomy and effective learning strategies. Interaction is very important to improve English oral skills. Accordingly, habitual exposure to English language and interaction with native speakers leads to more successful communications.

Many teachers articulated similar ideas regarding students' responsibility towards enhancing their own oral communication proficiency. Knowledge about a certain topic has significant role to run the successful conversation or oral communications in addition to the linguistic competence.

Wenden (1991) characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991). Furthermore, Dickinson (1995) characterizes autonomous learners as those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals; and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning.

Wenden (1991) explain that one of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process. Most successful learners are autonomous who accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning. Hedge (2000) supports this idea that an autonomous learner is one who is self-motivated, one who takes the initiatives, one who has a clear idea of what s/he wants to learn and one who has his/her own plan for pursuing and achieving his goal.

2.3.3 Communicative language teaching (CLT)

Brown (2007) indicated that communicative language teaching is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and real-world communication. The importance of teaching materials in

the classroom to improve the oral communication skills, according to Richards (2006) is taking into account in the communicative language teaching methods. As to him, some principles are:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange.
- Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
- The role of a teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

Brown adds that communicative language teaching is based on real life situations that require communications. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve the goal or to complete the task.

Regarding to second language learning, grammar has historically always been seen as more important than vocabulary (Czifra 2013). Today, vocabulary is considered equally important to grammatical structures when it comes to developing communicative competence within a second language. Again, Czifra states grammar is needed in order for the learner to communicate in a logical manner; however, the importance of vocabulary is emphasized since that is how the learner transmits the message. Other studies mentioned that teaching methods in EFL class should be balanced between grammatical structures and communicative instruction.

Grammar translations teaching method affects learners' oral communications in classroom. According to Richards and Rodgers (1986), learning is largely by translation to and from the target language. Grammar rules are to be memorized, and long vocabulary lists are learned by heart; there is little or no emphasis on developing oral ability. In this case, classes are taught in the mother tongue of learners', with little active use of the target language; vocabulary is taught in the form of isolated word lists, elaborate explanations of grammar are always provided,

grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words, little attention is paid to the content of texts, drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa, little or no attention is given to pronunciation.

Kendari, (2015) explained that teachers sometimes think that grammar must be mastered by students in every situation of their oral communication. Off course, when speaking, not every word, sentence or phrase has to be grammatically correct. When learners are forced to use grammar exactly as they have been taught, they feel afraid of committing grammatical errors, because students prefer not to speak. When speaking, grammar correction does not allow the speaker makes progress if it does not come with a clear explanation (Baleghizadeh & Nasrollahi Shahri, 2014).

Pangket (2019) also indicates several strategies that allow improving students' language skills in teaching language learning to favor communication and interactions in the classroom are brainstorming, role plays, dramatizations, problem solving and discussions and other communicative activities.

2.3.3.1 Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Abebayehu 2021).

2.3.3.2 Role Play

Landousse (1987) defines role play as a way of playing one's own/other's part in a safe environment in which students are as inventive and playful. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. (Harmer, 1984).

Role plays can be effectively used in the classroom to provide real-world scenarios or situations (negotiation, debate, teamwork, cooperation, persuasion) to help students learn that that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991). As to them, role playing can be effectively used in the classroom to:

- Motivate and engage students
- Enhance current teaching strategies
- Provide real-world scenarios to help students learn
- Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)
- Provide opportunities for critical observation of peers

Truly, role-play is an effective activity that is often used in the CLT classroom. For instance, one student will act as the cashier while the other will act as the customer. Through this role-playing activity, the two students can have a conversation that one may often hear between cashiers and customers in real life situations, such as being asked how the weather is, how their day is going, what brings them into the store, and the like.

2.3.3.3 Interviews

Interviews are also a good way to use CLT in the classroom that a student can make interview each other and "introduce" his or her partner to the class. For example, students may be put into a group together and make interview each other about their interests, such as what hobby is their favourite. This allows for learners to repeat the information they heard but also work together in an informal, low-stakes manner that does not make them feel like they are learning on their own. (Ababayehu 2021).

2.3.3.4 Storytelling

Aiex (1988) and Cooper (1989) state that stories always play a significant role in children's' growth. They further emphasize, stories not only help in stimulating students' imagination and understanding of the world, but also in developing students' language ability. The primary reason to recommend storytelling in the EFL class is that stories are motivating and immensely interesting. Thus, they can attract listeners and promote oral communication (Cooter, 1991). Furthermore, the lively atmosphere and real life environment created by stories encourage students to talk and discuss with each other and one another. Learners may easily plunge into the plots and scenes and forget about themselves when telling and listening to the story. Indirectly, this relieves the nervousness of the learners.

In this regard, students may briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell. Consequently, storytelling fosters creative thinking. (Abebayehu 2021)

2.3.3.5 Story completion

In story completion, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to guess and narrate from their point of view where the previous one stopped. Each student, therefore, is supposed to add from four to ten sentences or add new characters, events, descriptions and so on. (Abebayehu 2021)

2.3.3.6 Debates/ discussions

Debate is a good way to get students talking. There is usually a lot of fun, but more than that it is amusing way for students to put their ideas into words of their own. Many teachers, however, complain that their students have nothing to say. They further state that students do not have opinions and are not prepared to discuss anything. Paradoxically, the problem lies on the way teachers approach discussion as an activity. (Abebayehu 2011)

In relation to this, Harmer (1991) states that: If students are asked to express themselves fluently on a difficult topic in front of their peers in foreign language, they may find themselves reluctant to do so.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. In this case, group discussions are effective ways to prioritize student-to-student interaction, which creates more open and safe atmosphere. The purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things (Hailu 2011).

2.3.3.7 Language games

Gibbs (1978) as cited in Rixon (1981) defines games as any activity carried out by cooperating or competing decision makers, seeking to achieve their objectives. If students know why they

are using a particular game and what skills they are reinforcing by using that particular game, they will be much more inclined to cooperate and enjoy the learning

As to Wright, Betteridge and Bucky (1984), the importance of language games in EFL classes as follow: Learning through fun activities relaxes learners, helps bonding between class members and with the teacher and makes the classroom atmosphere supportive for learners. Games allow students to work in small groups and practice language skills. They are highly motivating since they are amusing and at the same time challenging. They employ meaningful and useful language usage in real contexts. They are highly entertaining and motivating and can give shy students more opportunity to express their opinions and feelings.

2.3.3.8 Simulations

Simulations are similar to role plays, but what makes simulation different from role play is that it is more elaborate and complex. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer (vocalist), she brings a microphone to sing and so on. For this reason, the idea of simulation is to create the presence of real life situation in the classroom. Harmer (1991) states that there need to be a reality of functions; students must accept the function/role; they must not think of themselves as language students but as people in the situation. In the same way, Harmer (1991) states role play and simulation have many advantages. Firstly, they entertain and motivate students. Furthermore, they create self- confidence of hesitant students because in role play and simulation they have their own roles to play. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate.

2.3.3.9 Information gap

Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. Students are supposed to be working in pairs in this activity that one student will have the information that other partner does not have and the partners will share their information. (Ababayehu 2021)

2.3.3.10 Reporting

Before coming to class, students are asked to read a newspaper or magazine and, they report to their friends in class what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. (Ababayehu 2021)

2.3.3.11 Playing cards

Students should form groups of four in this game. Each suit will represent a topic for instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. (Ababayehu 2021)

2.3.3.12 Picture narrating and describing

Picture narrating activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. In picture describing, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. (Ababayehu 2021)

2.3.3.13 Find the differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. (Ababayehu 2021).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on research design, sample and sampling techniques, data gathering instruments or tools, data collection procedures, as well as data analysis procedures.

3.1 Research design

In this study, both quantitative and qualitative studies were employed. According to Creswell (1994), quantitative approach as a type of research has been explaining phenomena by collecting numerical data that is analyzed using mathematically based methods. Quantitative analysis focuses on data frequency of occurrences. On the other hand qualitative approaches use to explore the behavior, perspective, feelings and experiences of people and what lies at the core of their lives specifically. Hancock (1998) has explained that enabling the researcher for providing data of different behavior, beliefs, opinions, emotions and relationships of individuals is the logic behind applying qualitative method.

Both quantitative and qualitative approaches were employed for the purpose of this study. This is the mixed method research approach. Creswell (2014) suggests that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem. A quantitative study was first conducted and then followed by a qualitative analysis to give meaning to the patterns established. Since this study assessed the factors that affect oral communications in EFL class, this design is preferred to conduct the research well.

3.2 The subjects of the study

The target population of this study were Grade ten students and their respective English teachers. More specifically, 150 students in five sections of grade 10 and five teachers, totally 155 participants were taken as a sample in Dejazmach Wondirad Secondary School which is located in Addis Ababa city. The socio-demographic characteristics of the respondents consisted of 72 male and 78 female students and as well as 3 male and 2 female teachers.

3.3 Sample and sampling techniques

Dejazmach Wondirad Secondary School has been serving over two thousand eight hundred twelve learners and 42 sections from grade nine to twelve. First, the five sections of grade ten were selected by random sampling i.e. lottery method. Then, 150 students were selected using that technique among the total populations while five teachers were selected by using available sampling technique from which they teach.

3.4 Data gathering instruments

To assess the factors that affect oral communications in English as a foreign language class in Dejazmach Wondirad Secondary School, three data gathering instruments namely: observations, face-to-face interviews, and questionnaire were employed. Questionnaire was organized for students. Finally, interviews were employed to triangulate and enrich the data from observations and questionnaires. (Remark: the interview was used to support the data gathered through content analysis).

3.5 Data collection procedures

To identify the factors that hinder students' oral communications in EFL classroom at Dejazmach Wondirad Secondary School, in this study, different data collection procedures were employed. First, the data were collected by classroom observations. Following this, the questionnaire which were consisted of both close-ended and open-ended were provided. Then, the provided questionnaire was distributed to the selected students to be completed. Finally, the semi-structured interview was held with five English teachers who have been teaching grade ten students in the selected school.

3.6 Data analysis procedures

First, the data that was obtained from classroom observation was analysed both quantitatively and qualitatively. The data was collected from students (questionnaires) was analysed quantitatively. Following this, the data which were obtained from the teachers (respondents) through interview were analysed thematically or qualitatively. Therefore, the responses from students' questionnaire were organized on tables and percentage for ease of manageability and interpretation. On the other hand, the semi-structured interviews were conducted with respondents (especially teachers) verbally. Off course, this data gathering instrument (interview) was employed as the supplementary tool of the study (see APPENDIX D). Finally, the content analyses method was conducted to analyse both quantitative and qualitative data.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The main objective of this study was to assess the factors affecting learners' oral communication in English as a foreign language class: the case of Dejazmach Wondirad

Secondary School in Addis Ababa city. In this study, the information sources were grade ten students of five sections and their respective English language teachers.

Regarding to the socio-demographic characteristics of the respondents, 150 students (72 male and 78 female) were selected in random sampling and five teachers (2 females and 3 males) with the availability sampling.

Quantitative and qualitative design was applied to achieve the purpose of this study. Furthermore, to identify the factors that hinder students' oral communication classroom observation was conducted and interpreted. Moreover, open-ended and close-ended questionnaire were administered for learners to interpret the data. Finally, semi-structured interviews were conducted with English teachers to describe what kinds of factors influence students' oral English communication skills. Therefore, the collected data, i.e., quantitative data obtained from students' questionnaire were analysed quantitatively and qualitative data collected from teachers' interview were analysed qualitatively. Based on the order of the research questions provided, data presentation, interpretations or analysis were conducted.

4.1 Data interpretations and presentations based on the results of major factors that affect oral communication skills

This researcher conducted three consecutive classroom observations for each five classes of grade ten. Due to this, classroom size, the number of students, seats was to collect the data regarding to classroom-related factors. In addition, data were obtained the observation how teacher-related factors affect learners' oral English skills. On the other hand the observation includes learner-related factors such as self-confidence, motivation, willingness to communicate and others.

Consequently, to identify factors affecting oral communications skills, classroom observation were conducted and the data were obtained and interpreted in details on the following 7 tables bellow.

Table 1: Observation checklists regarding to oral communication skills in EFL class

Key: **Y**= yes **N**= no **Sec**= section

No.	List of items	Sec.2		Sec.5		Sec. 7		Sec. 8		Sec.10	
		Y	N	Y	N	Y	N	Y	N	Y	N

1	Classroom atmosphere factors									
1.1	There is enough classroom size and sitting spaces between seats		✓		✓		✓		✓	✓
1.2	The classroom has enough chairs and tables to learners		✓		✓		✓		✓	✓
1.3	Chairs and tables in the classroom are easily moveable		✓		✓		✓		✓	✓
2	Teacher related factors									
2.1	The teacher use brain storming activities to stimulate learners		✓		✓	✓			✓	✓
2.2	Teacher exposed students to practice speaking English lesson.		✓		✓		✓		✓	✓
2.3	S/he try to employ communicative language teaching (CLT)		✓		✓		✓		✓	✓
3	Learner-related factors									
3.1	Many learners are motivated to communicate in English class		✓		✓		✓		✓	✓
3.2	students have willingness to communicate to practice speaking		✓		✓		✓		✓	✓
3.3	Most students have lack of self-confidence to speak in English.		✓		✓		✓		✓	✓
4	Instructional material factors									
4.1	Students and English text books have one-to-one correspondence.		✓		✓		✓		✓	✓
4.2	The teachers use teacher-made or ready-made teaching aids	✓			✓		✓		✓	✓
4.3	They use audio-visuals to teach oral communication skills.		✓		✓		✓		✓	✓

According to the observation table 1 above, there is not enough classroom size and sitting spaces between seats that implies it is not suitable for to practice oral communication skills in pairs and/or group work sitting arrangement. So, the teachers were enforced to teach English with whole class sitting arrangements or teacher-centered that affects to implement oral communication skills. Byrne (1986) underlines that in order to develop students' oral skills

teachers have to cope with a number of obstacles, such as classroom size, classroom arrangements (which rarely favor communication), number of hours available for teaching the spoken language, and particularly examinations which discourage students from giving attention to the spoken language.

Benches and desks, in addition, are not moveable easily as to the data above. It can be inferred from data that the absence of enough sitting spaces between seats do not allow to practice of speaking skills to make interacting learning. YE Jin (2007) suggests tables and chairs should be arranged well in communicative classrooms to create interactions among students. In this case, unmovable benches and desks challenge to deliver effective oral communication skills in E.FL classroom. Squazzin and Graan (1998) suggest that the physical environment (classroom arrangement and classroom appearance) contribute a lot to promote learner-centered learning and teaching process. Though oral communications learning and teaching process requires conducive classroom environment, there is no suitable classroom in the school that influence to practice oral communications.

Moreover, classroom observation proved that class size was not appropriate to teach oral communication skills since the number of students (class size) was large. Hayes (1997) explains that the ideal size of language class is 30 at most, to give chances for the students to communicate one another. Nonetheless, the result of the observation indicates the number of students and class size were not balanced in the school that the average number of students in a class is very large i.e. 67. Therefore, the classroom situation does not allow conducting student-centered teaching approach. Harmer, (2000) supports this idea that it is difficult to practice speaking skill in large classroom that makes challenging for both teachers and students not interactive.

Consequently, large class size is one of the major factors that hinder oral communications at any given classroom. Hence, the classroom observations revealed that the classroom conditions and sitting arrangements is not suitable for the teaching and learning process, particularly, oral communications. Because practicing oral communications requires moveable chairs and relaxed classroom situations. Therefore, English teachers were obligated to deliver lecture method that affect active learning methods to improve their students oral communication skills.

therefore, classroom atmospheres i.e., lack of enough sitting space, lack of moveable tables and chairs, as well large class size are the major factors that affect oral communications not to be implemented effectively at all sections. The researcher's observation also revealed that the teachers have not begun the lesson with brain storming activities in four classes (80%) that may not exposed students to practice speaking English lesson. On the other hand, the teacher didn't try to employ communicative language teaching (CLT) that may resulted from classroom climate and material in availabilities.

As to the observation, it has been noticed that students are not willing to communicate in English language neither with their classmates nor teachers. Freiermuth & Jarrel, (2006) revealed that lack of willingness to use the language results in ineffective interaction and language production. This indicates that Involvement or participation in classroom discussions are very crucial for language acquisition, however, learners are not involved to speak English.

The observation of the researcher shows the ratio of English text books and students is not one-to-one correspondence that will affect to give tasks provided on the book

According to the observation, most the teachers i.e 4 (80%) haven't used teacher-made or ready-made teaching aids and audio-visuals which hinders learners' oral skills.

Generally, it could be concluded that classroom atmospheres, teachers related, learner-related, and instructional materials affect oral communication skills of the students.

4.2 Data analysis and discussion based on the results of students related factors that affect oral communications in EFL classroom

To identify students related factors that affect classroom communications, the following questionnaire were employed.

Table 2: Responses given by the students to their oral communication skills activities

Key A: Agree SA: Strongly Agree D: Disagree SD: Strongly Disagree

No.	List of items	Alternatives					
		A	SA	D	SD	Total	
1.	I am motivated to communicate in English in & outside the classroom	No.	15	11	45	79	150
		%	10	7.33	30	52.66	100
2.	I have lack of self-confidence to speak English in front of the class.	No.	18	25	35	72	150
		%	12	16.66	23.33	48	100
3.	I become anxious to communicate in English with my teacher or classmates	No.	67	48	19	16	150
		%	46.66	32	12.66	10.66	100
4.	I am exposed to practice speaking English in and outside the class.	No.	9	15	52	74	150
		%	6	10	34.66	49.33	100
5.	I have shortage of vocabulary to say and I hesitate to speak in English.	No.	72	42	15	21	150
		%	48	28	10	14	100
6.	I prefer to learn grammar rather than speaking	No.	75	45	30	0	150
		%	50	30	20	0	100

According to the first question given table 2 above, 150 learners were asked to answer whether they are motivated to communicate in English in & outside the classroom or not. 79 of the respondents (52.5%) and 45 (30.4%) answered 'strongly disagree' and 'disagree' whereas 15 (10%) and 11 (7.33%) answered 'agree' and 'strongly agree' respectively. This indicates that most of the students are not motivated to communicate orally in English.

Stern (1983) and Littlewood (1981) state that learners' motivation is one of the significant factors in achieving successful EFL learning. In relation to this, Gardner (1985) point out that unmotivated student is one who lacks; eagerness to learn the language, willingness to extend effort on the learning activity, and willingness to sustain the learning activity.

As to the second question above, those students were asked to reply if they have had lack of self-confidence to speak English in front of the class. 72 (48 %) and 35 (23.33%) respondents reported 'strongly disagree' and 'disagree' while 25 (16.66%) and 18 (12%) respondents stated 'strongly agree' and 'agree'. We could learn from this data that learners have had lack of self-confidence to speak English with classmates and teachers.

Students were also asked if they become anxious to communicate in English with my teacher or classmates on the third question above. 67 (44.66%) and 48 (32%) of them mentioned 'agree' and 'strongly agree'. The rest i.e 19 (12.66%) and 16 (10.66%) respond 'disagree' and 'strongly disagree'. This revealed that learners' oral communication will be affected by English language anxiety.

The researcher wanted to know if learners were exposed to practice speaking English in and outside the class on question number 4 above. Therefore, 150 students were asked and nearly half of the respondents i.e 74 (49%) gave answer 'strongly disagree' and 52 (34.66%) underlined 'disagree'; 9 (6%) and 15 (10%) mentioned 'agree' and 'strongly agree'. This data shows learners were not exposed to practice speaking English inside the classroom (teachers or classmates) and outside the class (parents or community). The implication indicates that learners were not exposed to practice speaking English both in the class and at home. Therefore, exposure is the second factors that affect students' oral communication skills. Exposure is multi directional that may include lack of English speaking community in students' environment, lack of practice in and out of the classroom, lack of English club and debate in English. Consequently, oral skill requires practice in and out of the classroom which needs conducive classroom environment to practice communicating with each other and one another.

The fifth question was asked to whether the students have shortage of vocabulary to say or not. As a result, the majority of the respondents 72(48%) and 42 (28%) confirmed 'agree' and 'strongly agree'; 21 (14%) and 15 (10) agreed 'strongly disagree' and 'disagree' consecutively. It clear from here that the students have poor knowledge of vocabulary and hesitate to speak in English b/c I have shortage of vocabulary to say. It is the third most factors. Truly, if leaners don't know more vocabularies they will have nothing to say. Most of the questionnaire of the teachers confirmed that the students hesitate to communicate in English due to shortage of vocabulary.

Finally, respondents were requested to answer if they prefer to learn grammar than speaking that nearly half of the students 75 (50%) answered 'agree' and 45 (30%) respond 'strongly agree'. The remained 30 (20%) respond 'disagree' and no one answered 'strongly disagree'. This data shows that students need is for learning grammar but speaking.

To sum up, according to this study, lack of (motivation, exposure to practice, vocabulary, self-confidence), and anxiety affect speaking skills development than the other factors.

Table 3: Learners' responses to their teachers' teaching method of oral skills

No.	List of items The teacher:		Alternatives				
			Always	Sometimes	Rarely	Never	Total
1.	use brain storming before begin the lesson	No.	12	14	46	78	150
		%	8	9.33	30.66	52	100
2.	expose us to practice speaking in English.	No.	0	43	71	36	150
		%	0	28.66	47.33	24	100
3.	organize role plays, debates, discussions...	No.	0	0	31	119	150
		%	0	0	20.66	79.33	100
4.	prefer to teach grammar than speaking lessons.	No.	69	32	27	22	150
		%	46	21.33	18	14.66	100
5.	encourage us to express ourselves in English.	No.	9	21	61	59	150
		%	6	14	40.66	39.33	100

On table 3 above, 150 students were asked if their teacher use brain storming before begin the lesson. The large number of students i.e78 (52%) and 46 (30.66%) respond 'never' and 'rarely' while 14 (9.33%) and 12 (8%) the students respond 'sometimes' and 'always' respectively. Furthermore, 71 (47.33%) and 36 (24%) respondents answered 'never' and 'rarely' respectively who were asked if they expose us to practice speaking in English while 43 (28.66%) said 'sometimes'. It is understood from this data that most students are not exposed to practice oral English.

The objective of the third question is to know if the teachers organize role plays or debates, discussions...for improving oral communication skills. Here, 119 (79.33%) and 31 (20.66) confirmed 'never' and 'rarely' respectively but no respondent answered 'always' or 'sometimes'. This implies that the teachers haven't organized any role plays (debates and discussion) for improving oral communication skills though scholars advised to use such activities.

In case of the fourth question, the researcher wanted to know if teachers prefer to teach grammar than speaking lessons. In this case, 69 (46), 32 (21.33), 27 (18), and 22 (14.66%) gave answer 'always', 'sometimes', 'rarely', and 'never' respectively. Here, the majority of the

respondents confirmed that teachers prefer to teach grammar than speaking lessons which will dominate oral communication to be denied.

The last but not the least question was requested to answer if the teachers have encouraged students to express themselves in English that 61 (40.66%), and 59 (39.33) of the respondents stated ‘rarely’ and ‘never’ and respectively while the rest 21 (14), 9 (6) students replied ‘sometimes’ and ‘always’. Due to this, we could understand from the data that most teachers haven’t encouraged students to express themselves in English language.

4.3 Data interpretations and presentations based on the results of instructional materials-related factors that influence oral communications in EFL classroom

To observe instructional material factors that affect learners’ oral communications skills, the following questionnaire was provided and employed.

Table 4: Students’ response to instructional materials oral communications in EFL class

Keys **A:** Agree **SA:** Strongly Agree **D:** Disagree **SD:** Strongly Disagree

No.	List of items		Category of response				
			A	SA	D	SD	Total
1.	Students and English text books have one-to-one correspondence.	Fre.	0	0	68	82	150
		%	0	0	45.33	54.66	100
2.	The teacher advises us to use supplementary books to improve our communication skills	Fre.	25	5	57	63	150
		%	16.66	3.33	38	42	100

3.	The teacher use teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, tables, maps flash cards---)	Fre.	22	13	24	99	150
		%	14.66	8.66	16	60	100
4.	The teacher brings the extracted audio-visual materials to teach speaking skills.	Fre.	0	0	105	45	150
		%	0	0	70	30	100

According the first question table 7 above, 82 students (54.66 %) answered ‘strongly disagree’ and 68 of them (45.33%) reported ‘disagree’ regarding to the ratio of students and English text books. This shows the ratio of students and English text books is not one-to-one correspondence which affects them not to do tasks from texts. On the second question above, 150 students were asked to answer whether their English teachers advised to use supplementary books to improve our communication skills; 63 respondents (42%) and 57 (38%) of them respond ‘strongly disagree’ and ‘disagree’ respectively. Similarly, 25 (16.66%) and 5 respondents (3.3) of them respond ‘disagree’ and ‘strongly disagree’ respectively. It is understood from the responses that more than half of the teachers do not advise students to use reference books to improve oral English skills.

Question number three above asks if the teachers teach us using teacher-made or ready-made teaching aids or not. As a result, 99 students (60%) and 24 (16%) answered ‘agree’ and ‘strongly agree’. Conversely, 22 (14.66%) students replied that ‘strongly disagree’ whereas 13 (8.66%) of them said ‘disagree’. The implication indicates most teachers don’t utilize teacher-made or ready-made teaching materials to make students practicing oral skills. Finally, 150 learners answered the fourth questions whether the teacher brings the extracted audio-visual materials to teach speaking skills or not. But, none of the respondents didn’t answer ‘agree’ and ‘strongly agree’ while 105 (70%) and 45 (30%) students reported ‘disagree’ and ‘strongly dis agree’. This indicates that the teachers were not preparing, adapting or modifying materials to develop their learners’ speaking skills.

Gistituati et al., (2018) recommend that visual resources are effective especially for students to describe the material they observe, practice and improve speaking skills. Additionally, these resources allow the learner to remember the material and its components which reduces anxiety

and increases confidence in oral communication skills. As to, Harmawan and Amri (2018), the use of real objects in teaching spoken English allows generating a pleasant and lively environment to feel greater interest and motivation when speaking.

4.4 Data analysis and discussions based on the result of teachers' interview

Five semi-structured interview was conducted with five teachers to gather data of oral skills.

Q1. Based on your own practical experience and observation so far, which major factors challenge students' oral communication skills in English?

According to Teacher 1, large class size is one of the major factors that he teaches 70 students in a class and he couldn't help students to practice speaking in the class. The teacher, also, stated that learners are not experienced to speak English starting from lower grade and, they are not motivated to communicate in English." Teacher 2 reported the same idea that he mentions large class size as the most influential factor that he teaches for about 72 students in a class and he had been forced to teach the whole class arrangement. He reported, then, he can't evaluate the students' oral communication performance. This teacher, also, mentioned the other factor that students are not volunteer to engage in. In addition to the above factors, Teacher 3 pointed out students' related factors which are poor self-confidence, language anxiety, lack of practice, and unwillingness to communicate in English. Teacher 4 on his part discussed that students' are not engaging in and they afraid to talk something in English. He proved that they use their mother tongue when he tried to facilitate them to communicate in English. Lastly, teacher 5 describes many factors, for instance, the shortage of materials, the textbook-student has one-to-two correspondence that affect to give speaking tasks. He adds, on the other hand, learners have English language anxiety that they think it as a difficult subject of all.

Q2. Teaching method has played a significant role for improving learners' oral communication skills. What kind of teaching method are you employing most in your class?

The five teachers replied almost similar ideas. Teacher 1 states that though the school enforced us to apply student-centred method, we couldn't realize it that we report as if we delivered student centred method. The teacher claims that he couldn't employ student-centred method in sophisticated class. He revealed that he was forced to roar for about 40 minutes and he come out. In addition to these, teacher 2, mentions immovable benches and desks in the classroom

which tackles student-center teaching method. Similarly, teacher 3 replied that employing learner centered method is very difficult because of classroom situations and learners' situations. He told to this researcher that he enters the class and write something on the board and he presents what he did write. He underlines that his teaching method is simply "Talk and chalk". Teacher 4 on his part forwarded his opinion that he tried to organize the students in small groups but there are different bottlenecks not conduct the real group discussions, for instance, in appropriate chairs and tables plus large class size. Finally, teacher 5 conclude that students are demotivated to practice speaking when they are asked to answer and they become afraid and anxious.

Q3. Scholars strongly recommend teachers to employ communicative language teaching utilizing debates, panel discussions, and special programs. So, which kinds of communicative activities do you try to enhance your students speaking skills?

Teacher 1 told that employing communicative activities in the class is very difficult since the size of the class, students' background and other situations challenged teaching. When this researcher forwarded to teacher 2 he says it is unthinkable to realize the CLT method because it needs conducive school environments. According to teacher 3, conducting oral communication is nearly impossible due to many reasons like large class size, sitting situations and other challenges. Furthermore, he confirms that he applied traditional teaching that is called grammar translation method. He reminds those students are not participating although he organizes a certain group activities. The same is true for teacher 4 that employing CLT is not easy task that needs conducive environments. Teacher 5 told to this researcher that an attempt has been made to include communicative activities like discussion, games, and puzzles and other real life communications; but, situations are not allowed to do more. Most students do not have willingness to communicate in English that they are not volunteer for expressing themselves and cultures.

Q4. Teachers are expected to utilize teacher-made teaching aids and materials extracted from audio visuals and others to improve students' oral communication. Therefore, which materials do you utilize to teach speaking skills?

In the observation, this researcher most teachers do not use ready-made and audio visual materials to teach speaking. So, he made interview with teachers to triangulate or enrich if they used such materials before the observation conducted.

Teacher 1 describes that he occasionally utilize ready-made teaching aids but no other materials extracted from audio-visuals and from others. Similarly, teacher 3 discussed that he used only the textbook but not ready-made and audio-visuals. Teacher 2 states he used ready-made materials like graphs and pictures on and off, and he hasn't tried audio-visuals yet. Teacher 4 pointed out that no opportunity to teach by audio-visuals due to shortage of audio-visual devices likes players or displays. In conclusion, teacher 5 explains he used to employ audio visuals on plasma so far but it is totally denied this time.

Q5. Different factors affect learners' oral communication in English language. So, what do you think the possible solutions to tackle the problem?

Five teachers recommended their opinions to tackle the oral communication skill problems. Teacher 1 suggests that more is expected from teachers started stated from him to improve students' oral communication that they should expose, motivate or encourage students to speak English. In the same way, teacher 2 strongly recommended the school and the education sectors as well as students themselves to do more. Teacher 3 forwarded similar recommendations to schools and education sectors to balance between the classroom and the number of students. According to teacher 4, first students should take the responsibility to improve their oral communication that they should practice it. Due to this, more is expected from teachers to build students' self-confidence during communicating in English. Finally, Teacher 5 recommended that teaching and learning process is not only the responsibility of teachers and schools rather it is the responsibility of all community nearby. She underlined that, more importantly, the key is on the hand of the government (especially education sectors) to facilitate conducive classroom environment and speaking materials for oral communication practice.

4.5 Summary of findings

Three data gathering instruments (classroom observations, questionnaires, and interviews) were employed to be analysed.

Firstly, the data obtained from classroom observation indicate that classroom-related factors are the most influential factors those hamper learners oral communication skills. Due to this, classroom atmospheres i.e., lack of enough sitting space, lack of moveable tables and chairs, as well large class size are the major factors that affect both students and teachers not to implement effective oral communications.

Secondly, the questionnaire which was collected from students and teachers show learners themselves hinder oral skill development. Specifically, the questionnaire of students revealed that lack of (motivation, exposure to practice, vocabulary, self-confidence), and anxiety as well as grammar dependency affect speaking skills development. Also, teachers' questionnaire indicated that students were not the willingness to communicate in English.

Thirdly, the questionnaire and interviews gathered from teachers indicated that totally all teachers don't (use brain storming activities, encourage/motivate the students to practice communicating in English, use real world communications and audio-visual materials, organize role plays, debates, panel discussions) and other means of improving oral skill, finally teachers give neither oral communication tasks nor performance evaluations.

To sum up, classroom-related factors (large class size, immovable benches and desks), learner-related factors (lack of self-confidence, motivation and exposure to practise), language anxiety), and teacher-related factors, for instance, absence of encouragement or exposure for students to speak, grammar translation methods are major factors those affect learners oral communication in EFL class.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the summary and conclusion of the study is presented briefly and some recommendations are provided about the findings of factors that hamper oral communications in EFL class.

5.1. Summary

The main purpose of this study was to investigate the factors affecting oral communications in EFL classroom at Dejazmach Wondirad secondary school in Addis Ababa. More specifically,

an attempt was made to assess factors that hinder learners' speaking skills in the classroom and to describe how and why the factors influence students' oral communication.

Descriptive survey design was applied in order to achieve the main purpose of the study. Hence, three data gathering instruments i.e. classroom observations, questionnaire (for students and teachers) and interviews (for teachers) were applied to collect the data to identify the major factors that hinder students' oral communications in the classroom. Furthermore, the collected data were analyzed both quantitatively and qualitatively based on the form of the data and data presentation, analysis and discussion were performed based on the research questions provided.

The finding from the classroom observations indicated that classroom-related factors i.e sitting arrangements, lack of enough seating spaces and moveable tables and chairs as well as large class size are the factors which affect the oral communications. The observations also revealed that learners did not communicate orally without worrying about making mistakes and they were not motivated to interact with their teachers and classmates in English class. Also, questionnaire answered by students indicated that lack of practice in and out of the classroom affect oral communications development.

Finally, the findings of the study shows that lack of learner-related factors (practice, motivation, self- confidence, anxiety), teacher-related factors (deny real world communications and audio-visual materials), classroom atmospheres (large class size, sitting spaces between seats, sitting arrangement, immovable benches and desks) and instructional materials (absence of using ready-made and audio-visual materials) are the most influential factors which hinders secondary school students oral communication skills.

5.2. Conclusions

The researcher has drawn the following conclusions on the basis of the findings of the study. Observations revealed that many challenges influence learners not to practice oral communications in English classroom effectively. Classroom atmosphere, learner-related, teachers related, and instructional materials-related factors were amongst the major factors oral communication skills.

The observations showed that classroom-related factors such as classroom size and large number of students, immovable benches and desks, sitting arrangements affect students' speaking development in EFL classroom. Large number of students placed in a class challenges not to facilitate role plays, debates, games and other means of communications.

Here, it can be concluded that lack of conducive classroom environment hampers oral communication skills. In addition, the desks and the benches of the students are not moveable as the data indicated. This indicated that the large class size and the uncomfortable classroom atmospheres are factors of teaching and learning oral communications. Due to large classes and immovable benches and desks, teachers did not employ student-centered teaching method who are forced to use only questions and answers, explanations and translations which are among the hindrance for students' oral communication skills. For this reason, the teachers have not assessed or evaluated their students' oral communications performance.

The study further revealed that one of the main factors that affect teaching speaking skills is lack of motivation that most students do not express their feelings in English. It is observed that English teachers do not encourage their students in order to practice oral communications through expressing themselves in class. Unless students are motivated, they may not have self-confidence to talk in English. Consequently, students need to develop their self-confidence and motivation during oral communication.

Moreover, the absence of audio-visual materials and language laboratory equipment is also one of the finding that affected learners' oral communication because these materials are very important in making the speaking lesson to be more practical.

Generally, teachers, learners, classroom atmospheres and instructional materials hamper students' oral communication development in Dejzmach Wondird Secondary School.

5.3 Recommendations

The finding indicates that teachers, learners, classroom atmospheres and instructional materials hamper students' oral communication development in Dejzmach Wondird Secondary School.

Based on the conclusions and findings above, the following recommendations are forwarded.

It is so importance to facilitate:

- ❖ Students with different opportunities to practice oral English skills.
- ❖ Best teaching techniques to improve oral skills and assess their students' speaking performance continuously through oral presentation test.

- ❖ Instructional materials especially speaking materials or other language laboratory equipment for better improvement of students' oral communications.
- ❖ Suitable classroom furniture i.e. movable chairs and tables to improve the classroom sitting arrangements or to have moderate class sizes and proper number of students to involve in the teaching learning process of oral communications in EFL classroom.
- ❖ Finally, the researcher recommend the stakeholders to carrying out further studies to get a wider and deeper understanding of factors that affect oral communications.

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APENDICES

Appendix A

Questionnaire for students

Dear student,

I request you to complete the Questionnaires bellow for the purpose of conducting study to identify factors affecting students' oral communications in English class. As your information can enrich this study, therefore, you are kindly requested to be honest while answering each.

Thank you!

Please complete the questionnaire provided bellow by writing tick (✓) under the given alternatives based on your teachers' implementation of oral communication skills.

No.	List of items The teacher:	Alternatives				
		Always	Sometimes	Rarely	Never	Total
1.	use brain storming before begin the lesson					
2.	expose us to practice speaking in English.					
3.	organize role plays, debates, discussions...					
4.	prefer to teach grammar than speaking lessons.					
5.	encourage us to express ourselves in English.					

Please give your opinion briefly

Mention other factors that affect your oral communication skills in English language?

Appendix B

Classroom observation checklist on EFL classes (Key: Y= yes N= no Sec= section)

No.	List of items	Sec.2		Sec.5		Sec. 7		Sec. 8		Sec.10	
		Y	N	Y	N	Y	N	Y	N	Y	N
1	Classroom atmosphere factors										
1.1	There is enough classroom size and sitting spaces between seats										
1.2	The classroom has enough chairs and tables to learners										
1.3	Chairs and tables in the classroom are easily moveable										

2	Teacher related factors																		
2.1	The teacher use brain storming activities to stimulate learners																		
2.2	Teacher exposed students to practice speaking English lesson.																		
2.3	S/he try to employ communicative language teaching (CLT)																		
3	Learner-related factors																		
3.1	Many learners are motivated to communicate in English in class																		
3.2	students have willingness to communicate to practice speaking																		
3.3	Most students have lack of self-confidence to speak in English.																		
4	Instructional material factors																		
4.1	Students and English text books have one-to-one correspondence.																		
4.2	The teachers use teacher-made or ready-made teaching aids																		
4.3	They use audio-visuals to teach oral communication skills.																		

Appendix C

Interview questions for teachers

Let me introduce myself. This is Bahiru Setegne who came from Addis Ababa University that I am conducting the research in partial fulfilment of the requirement for earning MA degree in English language teaching (ELT).

First, thank you for being volunteer giving interview, please introduce yourself.

The objective of this this interview is to investigate the major factors that hamper learners' oral communication skills in English as a foreign language class in your school.

Q 1. Based on your own practical experience and observation so far, which major factors challenge students' oral communication skills in English?

Teacher 1: “Many reasons can be mentioned behind the issue. In my experience, the first factor is large class size I mean number of students and class is not balanced. For example, I have been teaching 70 students in a class that I could not employ the learners' centred method. Imagine how I can bring the quality of education especially speaking skills with such crowded class. So, I couldn't help my students to practice speaking in the class. No only these but learners are not experienced to speak English starting from lower grade.”

Teacher 2: “Okay....several factors affect students' oral skills. For example, large class size is the influential factor. I teach for about 72 students. Then, I can't evaluate the students' oral communication the students' oral communication performance. The other factor is students are not volunteer to engage in.”

Teacher 3: “It can be mention different reason regarding to oral communication difficulties, here, in this school. In my own experience, class size is one of the problems that I am forced to teach whole class arrangement. In fact, students have their own problems such as poor self-confidence, language anxiety, and lack of practice.”

Teacher 4: “students' are not engaging in English they afraid to talk something in English. Even they use their mother tongue when I tried to facilitate them to communicate.”

Teacher 5: “there are many factors in this regard. In case of school, there is no text book for each, no speaking materials. We become bored when we think to teach speaking in large class. On the other hand, learners have English language anxiety that they think it as a difficult subject.”.

Q5. Different factors affect learners' oral communication in English language. So, what do you think the possible solutions to tackle the problem?

Teacher 1: “From me, it is expected to utilize my effort to improve my students' oral communication and so do my colleagues that we should expose, motivate or engorge our students to speak English.”

Teacher 2: “I know teachers are the responsible professionals to tackle students’ oral communication problems. We may encourage the students to be participated in speaking activities.”

Teacher 3: “Different activities should be done to solve the speaking problems of the students. First, education sectors should work to balance classroom and the number of students. The teacher should do more to motivate and encourage the students to be engaged in speaking class.”

Teacher 4: “Students are afraid of making mistakes. In this case, more is expected from teachers to build students’ self-confidence during communicating in English.”

Teacher 5: “Teaching and learning process is not run by some groups of individuals rather it is the responsibility of all community in the school and outside. In fact, stakeholders should take their parts. More importantly, the key is on the hand of the government that should facilitate conducive classroom environment and provide important speaking materials to conduct oral communication practice.”