

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE**

**MAJOR FACTORS THAT HINDER THE DEVELOPMENT OF
STUDENTS' ORAL COMMUNICATIVE COMPETENCE WITH
PARTICULAR REFERENCE TO GRADE ELEVEN STUDENTS OF
ARJO HIGH SCHOOL AND PREPARATORY PROGRAMME**

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree
of M.A. in TEFL**

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May 2011

ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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TO GRADE ELEVEN STUDENTS OF ARJO SECONDARY SCHOOL AND
PREPARATORY PROGRAMME

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Approved by Board of Examiners

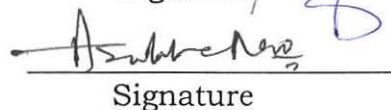
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ACKNOWLEDGEMENTS

I would like to thank Dr Taye Regassa for his advice during my study.

I would like to express my heartfelt gratitude to Arjo High School and Preparatory Programme teachers and students for their help and priceless information that has enriched this study.

Finally, I would like to give special thanks to my mother, Nigate Ganati Gutama ,and to the rest of my family ,for their invaluable encouragement ;otherwise, it could be a great challenge for me to complete my study with confidence.

ABSTRACT

This study explored the major factors that hinder the development of students' oral communicative competence with particular reference to grade 11 students of Arjo High School and Preparatory program. For this reason, the study incorporated 36 students out of 228. That is, the study covered 15.8% of the targeted population. It also included four English language teachers. As the students of grade 11 were grouped into four sections, simple random sampling technique was employed to determine the representative sample from each group. To gather data from the subjects, the study employed questionnaire, structured interview and observation. To gather data from the teachers, a questionnaire of 23 items and a structured interview of 3 items were employed. To gather information from the students, a close-ended questionnaire of 22 items was designed and distributed to the students. The result shows there are a number of factors that hinder the development of students' oral communicative competence. Twelve major factors that hinder students' oral communicative competence are identified. Since the aim is exploring the major factors that hinder the development of students' oral fluency, the researcher selected those factors that are rated more than 50% from highest to lowest as major inhibiting factors. As the result reveals, most factors are related to students, teachers, instructional material and class size. So, large class size, fixed seats that are difficult to move, lack of access to teaching aids, emphasis on grammar and vocabulary rather than speaking, dislike towards practicing speaking, shortage of English textbooks that teach speaking, poor provision by the teacher of speaking activities, poor background speaking experience, teacher dominance in the classroom, lack of confidence in speaking, use of mother-tongue, and shortage of words to express ideas and feelings are the major factors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

For most of its history, language teaching has been concerned with the study of written language (Brown and Yule 1983). Greater emphasis was given to teaching writing and other grammatical rules. Speaking was not considered as a subject. So, in many ways speaking is an undervalued skill (Bygate 1987).

The serious consideration of spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of Second World War in particular (Brown and Yule, 1983). Later on, different specialists prepared a curricula for speaking skill. The intention of the spoken English course is that the student should be able to express himself/herself in the target language, to cope with basic interactive skills like exchanging greetings and expressing thanks and apologies, and his/ her need ,request for information, service etc (Brown and Yule, 1983: 27).

It is not only teaching that was difficult. The assessment of the spoken language has traditionally been a headache for English language teachers and teachers may also wish to make informed judgments on the pronunciation and fluency of their students' speech (ibid).

The goal of teaching a language in general and speaking skills in particular is to get students become communicatively competent. Learners in a language class not only learn to make grammatically correct sentences, but also need to develop the ability to use the language they learn for various communicative purposes (Harmer 1991, Nunan 1988, Bygate 1987, Byrne 1986, and Widowson 1978). Second language ability to use the language can be developed through using the target language for communication. Littlewood (1981) states that, this communicative use is not only the goal, but also a means of learning a foreign language.

Byrne is very much concerned about developing oral fluency, which is the goal of teaching the productive skill of speaking in a language class. Oral fluency is defined as "the ability to express

oneself intelligibly, reasonably, accurately and without too much hesitation" (Byrne, 1986:9). If learners achieve this ability, they can produce utterances that are relevant, easily understandable and with an acceptable level of accuracy.

1.2 Statement of the Problem

In Ethiopia, English is taught as a common subject from elementary level to higher institutions and it is used as a medium of instruction at senior secondary and tertiary levels. Despite this, students face difficulty in using English particularly in oral communication. In relation to this, Haile (1984:2) states that Ethiopian students spend a great deal of their time in studying English and yet their communicative proficiency is unsatisfactory. This is because the spoken language has been given little attention in language teaching. Current thinking, stresses the fact that second language ability can be developed through using the target language for communication. The development of speaking skill depends on the effort of the teachers and students and on the methods applied in teaching and learning the spoken language. Littlewood (1981:37) states that since the ultimate goal of the students is to take part in exchanging ideas with others using speaking, to achieve this ability, practice of speaking in English classrooms may give them the way to express their ideas to transmit and/or receive messages to/from one another.

Some researchers carried out research in relation to this area. Mekonnen Disasa (1998) states that, the speaking skill is the most difficult for most of the Ethiopian students and this shows that particular attention and help should be given to the students language and study skills. In a similar way, Tsegaye (1995) also pointed out that because of inappropriate learning strategies, students and teachers face problems in using the target language. However, there is very little oral communicative work done in Arjo High School in English classes. As a result, students are very weak in their oral communicative competence. In addition to these, they can hardly practice speaking English in and out of the classes when they are given the chance.

More than ever before, every individual requires English, especially the oral communicative English. Communication skill is increasingly becoming important to both individuals and nations. One significant characteristic of the social aspect of oral communicative skill is the ability to communicate comfortably and with self-confidence to facilitate the learning and

teaching process. Lack of speaking skill affects the overall development of the students academic performance and real-life situation. Consideration of the potential effects on the overall development of the students and the existing gap which the researcher observed, initiated the researcher to conduct this research aiming at exploring major factors that hinder the development of students' oral communicative competence with specific reference to Arjo High School grade 11 students.

To fill this gap, the study focuses on answering the following basic research question:

1. What are the major factors hindering the development of students' Oral Communicative competence?
2. Do teachers design tasks which provide opportunities for the learners to engage in real Oral Communication?

1.2 Objectives of the Study

1.2.1 General Objective

The main objective of the study is to explore the major determinants to the development of students' oral communicative competence of Arjo Preparatory School (Grade11) students.

1.2.2 Specific Objectives

The study specifically intends to achieve the following specific objectives:

- To identify the factors that hinder the students active participation in oral communication;
- To examine the extent to which students are motivated to develop their oral proficiency; and
- To investigate to what extent are attempts made to help students in minimizing the problems of speaking English.

1.3 Significance of the Study

Oral communication has a paramount importance in the effectiveness of language learning practice. Therefore, the outcome of this study can give important insights for the following points:

1. Contribute to improve the oral communicative competence of preparatory students.
2. Contribute to the understanding of those factors that play a major role in hindering students developing their oral communication skill.
3. Helps English teachers to shape their lesson on speaking activity based on the identified problems.
4. The recommendations and suggestions given may help the school, the zonal government, regional educational bureau and the Ministry of Education to know as to what interventions might be made to improve the situation.
5. To stimulate the interest of other researchers and serves as a stepping stone for further study in this area.

1.4 Scope of the Study

Language learning and acquisition is the sum total of the combination of all the four (4) language skills and there are factors that hinder the development of these skills of students at different levels. However, this study is delimited to explore some of the major factors that affect the development of oral Communicative competence of students among other skills. The scope of the study is delimited to Grade eleven preparatory students of Arjo Preparatory school in the year 2011 Academic Year.

1.5 Limitations of the Study

The main limitations of the study are shortage of time and financial constraints to exploit all possible means to carry out a thorough research including all the targeted population.

1.6 Organization of the Study

The thesis consists of five chapters. Chapter one deals with the general framework for the research work. It forms the overall background, statement of the problem, basic research questions, objectives of the study, limitations and delimitation. The second chapter is devoted to a review of the related literature. The third chapter deals with research methodology and procedure of the study. The fourth chapter tries to present the analysis and interpretation of data. The last chapter provides summary of the findings, conclusions and recommendations, followed by references and appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Oral Fluency

According to (Byrne 1986:9), the main goal in teaching the productive skill of speaking is oral fluency. Byrne (1986:9) also states that oral fluency is the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. To Hedge (2000:261), fluency refers to the ability to produce understandable ideas, (or comprehensible output: Swain 1985), in a conversation or interaction with clear and intelligible pronunciation; and being able to perform it without hesitation or stammering. Besides, it includes the ability to realize and interpret others' ideas; and ability to give appropriate responses effectively. Thus, in most cases, the notion of fluency is related to meaning, negotiation, clarity and appropriacy of language use to express one's opinions or intentions.

From this idea we can understand that fluency is a meaningful power of self-expressions of individuals. This tells us that one of the ultimate goals of teaching English is to help learners to express themselves as fluently as possible.

In order to do this, situations in which learners are motivated to express their ideas freely should be created. According to Collie (1992:89), talking about topics in which they (students) take a personal interest and about which they care allows them to associate their new language with their own lives. It also strengthens and enriches the quality of social contact in the classroom and widens the boundaries of interaction involving the target language.

Therefore, language teachers and other subject teachers as well as concerned bodies such as educational institutions are highly expected to provide learners with varieties of oral fluency activities that encourage and motivate learners for meaningful expressions.

According to Byrne (1986:11), there are some points that the teacher must pay attention to for the development of oral ability in students:

- a) Try to find ways of demonstrating to the learners that they are making progress in the language all the time. You can do this, for example, by repeating an activity from time to time (such as a game or a discussion), so that they can see for themselves how much more language they can use.
- b) Ensure that controlled practice, when you will monitor and want to correct the learners' performance, is matched by opportunities for free expression, when the learners should not be discouraged by correction. Learners are always motivated when they find they can actually do something with the language.
- c) Show the learners how to make the best use of the little they know. Sometimes they cannot express an idea because they do not have the precise language they have in mind. They need to be shown how to get round these difficulties through paraphrase and alternative expressions.

2.2 The Idea of Communicative Competence

Communicative competence is a term in linguistics which refers to a language users grammatical knowledge of syntax, morphology, phonology and the like as well as social knowledge about how and when to use utterances appropriately (Canale and Swain 1980:29 cited in Brown 1994:22).

The term was coined by Dell Hymes in 1972. (1) reacting against the perceived inadequacy of Noam Chomsky's (1965) distinction between competence and performance. (2) To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other". The approach pioneered by Hymes is now known as the ethnography of communication (Brown 1994:227).

Based on the definition above, it is possible to state some areas in which the knowledge of communicative competence is relevant:

- a) Knowledge of the grammar and vocabulary of the language
- b) Knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations).
- c) Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanking and invitation.

- d) Knowing how to use language appropriately. For example, when someone wishes to communicate with others, they must recognize the social setting, their relationship to the other person (s), and the types of language that can be used for a particular occasion. They must also be able to interpret written or spoken texts within the total context in which they are used.

2.3 Components of Communicative Competence

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. Canale and Swain (1980) defined communicative competence in terms of four components:

- a) Grammatical competence: words and rules;
- b) Discourse competence: cohesion and coherence;
- c) Sociolinguistic competence: appropriateness; and
- d) Strategic competence: appropriate use of communicative strategies.

Grammatical competence and discourse competence reflect the use of the linguistic system itself.

2.3.1 Grammatical Competence

Grammatical competence is that aspect of communicative competence that encompasses "Knowledge of lexical items and of rules of morphology, syntax, sentence, grammar, semantics, and phonology: (Canale and Swain 1980:29). It is the competence that we associate with mastering the linguistic code of a language.

2.3.2 Discourse Competence

Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books and the like). While grammatical competence focuses on sentence level grammar, discourse competence is concerned with intersentential relationships.

The last two subcategories define the more functional aspects of communication.

2.3.3 Sociolinguistic Competence

Sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse. This type of competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance” (Savignon 1983:37).

2.3.4 Strategic Competence

Canale and Swain (1980:30) described strategic competence as “the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”. This means it refers to the strategies that one uses to compensate for imperfect knowledge of rules-or limiting factors in their application such as fatigue, distraction, and inattention (Savignon 1983:40).

In short, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and styles” (Ibid).

Strategic competence occupies a special place in an understanding of communication. Actually, definitions of strategic competence that are limited to the notion of “compensatory strategies” fall short of encompassing the full spectrum of the construct. In a follow-up to the previous (Canale and Swain 1980) articles, Swain (1984:189) amended the earlier notion of strategic competence to include “communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns.

2.4 Important Issues in Describing Communicative Competence

2.4.1 Styles and Registers

Brown (1994) states that one important issue in describing communicative competence is the way we use language in different styles depending on the context of a communicative act in terms of subject matter, audience, occasion, shared experience and purpose of communication. A style is not a social or regional dialect, but a variety of language used for a specific purpose. Styles are

manifested by both verbal and non-verbal features. Differences in register can be conveyed in body language, gestures, eye contact, and the like are very difficult aspect of “language” for the learner to acquire (ibid).

Related to stylistic variation is another factor called register. Registers are commonly identified by certain phonological variants, vocabulary, idioms and other expressions that are associated with different occupational or socio-economic groups e.g. colleagues in the same occupation or profession will use certain jargon to communicate with each other. Truckers, airline pilots, salespersons, and farmers, for example, use words and phrases unique to their own group (ibid).

2.4.2 Non-verbal Communication

We communicate so much information non-verbally in conversations that often the verbal aspect of the conversation is negligible. In this it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact, physical distance, and other non verbal messages (Brown 1994: 241).

2.5 Major Aspects of Communicative Competence

There are two major aspects of communicative competence in a language, namely: linguistic aspect and pragmatic aspect (Brown 1994: 227-228).

2.5.1 Linguistic Aspects of Communicative Competence

These are those that have to do with achieving an internalized functional knowledge of the elements and structures of the language. These include:

2.5.1.1 Grammatical Competence:- it is the ability to recognize and produce the distinctive grammatical structures of language and to use them effectively in communication.

2.5.1.2 Lexical competence: it is the ability to recognize and use words in a language in the way that speakers of the language use them. For example, learners learning English need to be able to recognize the concept of *chair* and what makes it different from a *stool* or *bench*.

2.5.1.3 Discourse /Textual Competence:- It is used to refer to two related, but distinct abilities. It also refers to the ability to understand and construct monologues or written texts of different genres, such as narrative, expository texts, persuasive texts, descriptions and others.

2.5.1.4 Phonological Competence:- It is the ability to recognize and pronounce the distinctive meaningful sounds of a language, including, consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns and any other suprasegmental features that carry meaning.

2.5.2 Pragmatic Aspects of Communicative Competence

The pragmatic aspects of communicative competence are those that have to do with how language is used in communication situations to achieve the speaker purposes. These are:

2.5.2.1 Interactional Competence:- It involves knowing and using the mostly unwritten rules for interaction in various communication situations within a given speech community or culture.

2.5.2.2 Functional Competence:- It refers to the ability to accomplish the task of communication purposes in a language. There are a number of different kinds of purposes for which people commonly use language, e.g. greeting is one purpose of language.

2.5.2.3 Sociolinguistic Competence:- It is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

2.5.2.4 Cultural Competence:- It is the ability to understand behavior from the stand point of the members of a culture and to behave in a way that would be understood by the members of a culture in the intended way.

According to Littlewood (1981) there are four broad domains of skill which make up a person's communicative competence, and which must be recognized in foreign language teaching. For the sake of simplicity, they are here presented only from the speaker's perspective:

1. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
2. The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.
3. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using the same language differently.
4. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

2.6 The Idea of CLT (Communicative Language Teaching)

Brown (1994: 245) offers the following four interconnected characteristics as a definition of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language teachers are expected to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

The communicative approach to language teaching starts from the theory of language as communication. The goal of language teaching is to develop communicative competence (Hymes 1972:84). Hymes theory of communicative competence was what the speaker needs to know in order to communicate competently in a speech community. From this point of view, a person who acquires communicative competence joins both knowledge and ability of language use. Accordingly, the emphasis of teaching language for the development of learners'

communicative competence on the basis of this view says that teachers should design and present their lessons regardless of the subject matters they teach.

2.7 Functions of Communicative Language Teaching

Learning a second language was similarly viewed by proponents of communicative language teaching as acquiring the linguistic means to perform different kinds of functions. (Richards and Rodgers 2001:160).

Hymes (1975:11-17) cited in Richards and Rodgers 2001:160 described seven basic functions that language performs for children learning their first language:

1. The Instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The Interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and to discover.
6. The Imaginative function: using language to create a world of the imagination.
7. The representational function: using language to communicate information.

Communicative Language Teaching is also known by some other characteristics. Richards and Rodgers (2001:161) state some characteristics of Communicative Language Teaching as follows:

1. The primary function of language is to allow interaction and communication.
2. The structure of language reflects its functional and communicative uses.
3. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning.
4. Language is a system for the expression of meaning.

2.8 Functions of Speaking

Many attempts have been made to classify the function of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional and transactional functions of speaking as follows.

2.8.1 Talk as Interaction

This refers to what we normally mean by conversation and describes interaction which serves a primary social function. According to Ur (1996:130), interactional uses of language are those in which the primary purposes for communication are social. The emphasis is in creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Brown and Yule (1983) suggest that language used in the interactional mode is listener-oriented for them, examples of interactional use of language are greeting, making small talk, telling jokes, giving compliments.

2.8.2 Talk as Transaction

Ur (1996) points out transactional uses of language as those in which language is being used primarily for communicating information. They are message-oriented rather than listener-oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. According to Ur (1996), examples of language being used primarily for transactional purpose include news broadcasts, lectures, descriptions and instructions (ibid).

2.9 Characteristic of a Successful Speaking Activity

A successful or effective speaking activity in the classroom, according to Ur (1996), succeeds in satisfying the following criteria:

- a. **Learners talk a lot:** as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. **Participation is even:** classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. **Motivation is high:** learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- d. **Language is of an acceptable level:** learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Furthermore, for successful oral practice, it is important to design skill acquiring tasks that help learners to acquire the new language, to learn rules of interaction, and to experience communication of meanings.

2.10 Problems of Speaking Activities

There are many problems of speaking activities. According to Rivers (1987), the following are some of the problems in getting learners to talk in the classroom:

- a. **Inhibition:** unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited in trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. **Nothing to say:** even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves.
- c. **Low or uneven participation:** this problem is compounded by the tendency of some learners to be dominated, while others speak very little or not at all.
- d. **Mother-tongue use:** in classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because they feel unnatural to speak to one another in a foreign language.

In order to overcome these problems, teachers may give attention to the following ideas suggested below by Ur (1996, PP. 121-122):

- Use group work.
- Base the activity on easy language.
- Make a careful choice of topic and task to stimulate interest.
- Give some instruction or training in discussion skills.
- Keep students speaking the target language.

English teachers, therefore, should pay attention to the ideas suggested above in their classroom oral interaction to make students communicatively competent.

2.11 Purposes of Communicative Activities Promoting Speaking Activities and their Types

2.11.1 Purposes of Communicative Activities

Communicative or interactive activities serve many purposes. According to Littlewoods (1981), there are four contributions that communicative activities can make to language learning.

1. They provide 'whole-task practice'

In foreign language learning, our means for providing learners with whole task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability. For example, learning to swim usually involves not only separate practice of individual movements (part skills), but also actual attempts to swim short distance (whole-task practice).

2. They Improve Motivation

The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

3. They Allow Natural Learning

Many aspects of language learning can take place only through natural process, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process.

4. They can Create a Context which Supports Learning

Communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teacher. These relationships can help to 'humanise' the classroom and to create an environment that supports the individual in his efforts to learn.

2.11.2 Types of Commutative Activities Promoting Speaking Activities

One of the most important factors in Teaching English as Foreign Language is the ability to provide the students with activities that can raise and promote reasonable classroom interactions. According to Shumin (1997: 1), most EFL students practice the target language in their own culture. So, they get little or no outside exposure to speak or test out their knowledge of the language. She also stated that the activities ought to be able to raise better participation and help the students to use English for a variety of real communicative needs.

In order to enhance oral proficiency activities in students we need to employ some important oral activities. Some of such oral fluency activities are as follows:

a. Simulations: role-play

Harmer (1991) and Byrne (1987) have revealed that the purpose of simulation is to get students to interact or converse in meaningful situations that can generate a sense of authentic communication responsibilities or roles to act out in the class.

According to Hailom and Nuru (1995), "role play is an activity which demands the learners assume themselves as someone else and play the functional role of the person". In role play, the participants lead to pretend mostly as if they were outside the classroom environment; students may for example, be made to play the role of a husband and wife, the role of a doctor and patient, teacher-students, father-child, shopkeeper- customer, etc. In this way, students are likely to get the opportunity to use the language creatively and freely for communication.

There are two possibilities of acting out the roles. Sometimes, students are asked to imagine the roles or responsibilities of the people they are assigned to imitate and act or speak like them. In some other cases, they may imagine the roles of others but express their own opinions, stands or beliefs (Harmer 1983, Bygate 1987; rivers 1987).

Brown (1994:180) tries to distinguish the structure of role play and simulation. She puts it as: simulation has a bit complex structure as compared to role-playing. In simulations, the member of a group can be '6 to 20' students, in which, for example, the whole group may imagine that they are flying to south across the Pacific Ocean. Unfortunately, the plane crashes in the middle of the ocean. But, they do not sink yet. To survive, they have to use a boat that holds only limited

items including them. So, the members have to discuss and argue to decide on which items they have to take and which they have to leave from a given list.

b. Topic-based oral interaction

As Shuying (1999) exemplifies, students may be given topics such as expensive wedding, and allowed to imagine his/her own wedding and give personal opinions or explanations on the wedding expenses. She further points that romance related topics could generate better discussions among students. Similarly, topics related to smoking, unwanted pregnancy, drug abuse, theft, unemployment, occupation, renting, clothes and color, transportation, movies, cooking, future plan, child adoption or trafficking, unbalanced marriage, drought, poverty, etc may catch students' attention and interest to talk about.

c. Experience-based oral interaction

Rivers (1987) and Byrne (1987) have the opinion that the verbal activities should be built upon the students' existing knowledge or experience in order to motivate and enable them to express their real opinions and interests freely. In other words, unless the activities catch students' interest and motivation to exchange their own intention or existing information, the students may show little truly apparent efforts to speak in the target language.

For Prodromou (1992:49);

Students do not come into the classroom empty-handed or empty minded; once we accept that learners bring with them a whole range of cultural experiences and first language skills, then we can begin build on what they know, instead of incessantly reminding them of what they do not know.

d. Meaning-focused oral interaction

Nunan (1989) and Prabhu (1987) state that tasks are complete activities that require the students to process meanings in order to understand, analyze or interpret ideas. In doing so, students engage in real interaction or communication of ideas, while mainly concentrating attention on processing meaning rather than analyzing language components or forms.

Proponents of communicative language teaching, for example, Nunan 1989; Harmer 1983; Littlewood 1991; Prabhu 1987; Brumfit 1987, etc, mainly emphasize three major types of tasks under this: information-gap, opinion-gap and reasoning gap tasks.

➤ **Information-gap activity**

For Prabhu (1987), Hedge (2000) and Nunan (1989), information-gap activities require students to negotiate meanings rather than to analyze forms. That is, a student may have some information that the other student lacks. For example, the information may be related to local issues, personal experience, family, culture, traditional practice, etc. A student who has the information is made to sit with other student who does not have the access, and share the idea with him/her. In this interactional process, the second student, who lacks the information, is not expected to passively listen to the speaker. Instead, he has to use his own language to fill the gap, that is, he has to challenge by questioning, asking for repetition or clarification, for more comprehensibility, commenting, comparing the information with his own related knowledge, etc.

In this kind of game students' reason out why they decide to choose some of the things from others. A good example of such game is "deserts land". In these games, students are asked to put themselves imaginatively in a certain desert island where only food and water are available to sustain life for about three months, students are again told that they cannot take more than a limited number of items from the given list. They choose the items according to the order of their importance. Finally, the students are invited to argue with other students in different groups, why they are going to do with them in the desert (Byrne 1987:10).

➤ **Opinion-gap activity**

In opinion-gap activities, students will be given a context or a situation to express their own opinions, attitudes, feelings or preferences of a given issue (Prabhu 1987; Hedge 2000; Nunan 1989). For example, students may be asked to complete a story, or a text, which is incomplete, based on their own opinion. Another point is that students may be given social issues (e.g. marriage expenses, funeral ceremonies, polygamy, abduction, sexual harassment, gender issues, environmental crisis, terrorism or extremism etc.), on which they hold arguments or discussions mainly to express their own stands, opinions or feelings.

➤ Reasoning-gap activity

This involves the process of deriving or making sense of the flow of new information or meanings 'through the process of inference, deduction, practical reasoning, or perception of relationship or patterns'. Such tasks often demand higher level of information processing and analyzing, which enforce the students to pay attention to conceptualizing and assimilating meanings critically (Prabhu 1987).

2.12 The Roles of the Teachers, Students and Textbooks

2.12.1 The roles of the teacher

The concept of the teacher as 'instructor' is thus inadequate to describe his/her overall function. Littlewood (1981) states that, the teacher is a 'facilitator of learning', and may need to perform in a variety of specific roles, separately or simultaneously. These include the following:

- As a general overseer of his students' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/she is responsible for grouping activities into 'lessons' and for ensuring that these are satisfaction organized at the practical level. This includes deciding on his own role within each activity.
- In many activities, he/she may perform the familiar rule of language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent communicative activity.
- While such independent activity is in progress, he may act as consultant or adviser, helping where necessary. He/she may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He/she will sometimes wish to participate in an activity as 'co-communicator' with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

2.12.2 The roles of the students

Hill (1994:34-42 as quoted in Fisseha 2006), states that students should be aware of that everybody is responsible to initiate talk in their groups, give and ask for information, and being able to challenge and negotiate meanings to have clear understandings of the topic under focus. Moreover, Hill has listed the important roles that every student should know to ensure their group's effectiveness. The first is *encourager*: the ability to praise or appreciate other's efforts and contributions, for example, by agreeing, accepting or acknowledging the value of others opinions in a discussion, strengthening other's opinions by adding supportive ideas, etc. The second is acting as *harmonizer*: the skill to settle agreement between ideas that seem conflicting or the ability to bring to bring members' ideas into a whole through providing a mediating or a negotiating idea; and the ability to maintain a conversation when a speaker faces shortage of words, or unable to express what he really wants to say. The third role is *compromiser*: the ability to accept one's mistakes or misunderstanding and try to compensate that by restating, paraphrasing or raising negotiable ideas. The fourth role is *expediter*: the ability to motivate and facilitate the pace of the interaction and participation of members; it also includes the skill to monitor time and try to complete a task quickly. The fifth role is *observer*: that is, being able to record or take short notes of the group's discussion, and giving discussion, and giving feedback or correction when it is necessary. The next alternative role is being an *evaluator*: he/she assess how the group is going on, or whether the members stick to the main points of a discussion or wasting time on unnecessary points, or whether much time is taken by only some members, etc. so, he gives a commentator evaluation.

The last, but not least, is *follower*: he or she attends each point raised in the discussion and moves according to the groups' pace of learning by accepting the group's decisions, by registering the key points raised and the final mutual understanding of the whole members. By doing so, every member of a group plays his/her roles (Wright 1987; Nunan 1988).

2.12.3 The roles of teaching materials

According to Richards and Lockhart (1994:154), teachers should be aware of that it is difficult or even dangerous to neglect or give undue attention to the lesson or the teacher or the students'

roles in an interactive classroom. Again, quite convincingly, it is a mistake to say that a classroom must not operate in line with the pre-specified lesson or syllabus, nor does it sound practically logical to say that it is the predetermined teaching methods that determine the working behaviors of the classroom activities. Consequently,

The interactional dynamics of a lesson can, thus, be viewed as resulting from the interplay between the teacher's and learners' interactional styles, the moment-to-moment demands of instruction, and the grouping arrangements that have been set up to facilitate teaching and learning (ibid).

It follows that there will be the possibility of changes in the structure of lessons depending on the mood of the actual classroom interactions. This is mainly because of the immediate classroom context may create better conditions for appropriacy of language use (Prodromou 1992; Bygate 1987; Byrne 1987) if it is exploited properly.

2.13 Determinants of Classroom Oral Interaction

2.13.1 Factors maximizing classroom oral communication

a. Language Ability

The students' language ability plays a vital role in making them active verbal communicators. Having the necessary ability of the language, such as grammatical knowledge, adequate vocabulary, ability to organize and express ideas, may help the learners to be active participants in group discussions. Shaw (1976:189) as quoted by Alemtsehay (2001:10) suggests that "if the students possess the necessary skills that are related to the group task, they tend to actively participate and to have more influence on the group's decisions".

b. Teacher's positive Approaches

As classroom oral interaction is almost the most possible opportunities for EFL students to experiment the target language in its actual functions, (Shumin 1997 cited in Fisseha 2006), the teacher should be in a better position to observe and single out his students oral difficulties, and then be ready to provide encouraging support for the students in order to realize and tackle their problems of speaking more of by their own constant efforts. What is more, the teacher should be aware of that his own personal approaches: the way he responds, tries to give or elicit responses, comments or feedbacks, and the value he gives to each students' oral efforts do have great

impact on students' reactions and attempts to contribute or speak more in the classroom interactions (Rivers 1987, Dobson 1974; Brown 1994; Allwright and Bailey 1991).

c. Motivation

It would sound that what teachers should bear in mind during classroom oral communications is that motivation can play a special role in improving the students' ability to produce the target language; otherwise, they may not gain confidence to involve in a better oral performance, and may remain quite or lose interests to speak in front of others.

With regard to this point, Dobson (1974:15 quoted in Fisseha 2006) has noted:

A primary responsibility of the teacher is to revive motivation. Without strong motivation, students will fail in their attempts to bridge the gap between the manipulative and the communicative phase of language learning, and their hopes of speaking English fluently will never be realized.

d. Enhancing Learner Involvement and Initiativeness

In a classroom where the teacher controls the role of initiator and the students given the role of responder, the students get very little opportunity to test out their productive competence (Ellis 1988:111).

In a related view, Cholewinski (1999 in Fisseha 2006) has argued that teachers come to class with, perhaps, a well-organized and structured lesson plans; nevertheless, this by itself is not a sufficient condition to generate authentic classroom oral interaction. More importantly, ' ... the initiative to speak must come from the students themselves' (P.25).

There are some suggested factors that contribute to empowering students' to gain the role in initiating classroom interactions. According to Gebhard (1996: 53) the suggested ideas are: minimizing the centrality of the teacher, giving equal value and interest to all oral attempts, giving opportunity to all students to express their opinions and giving attention to what and how students say something.

e. Fluency Activities

Byrne (1986:9) states that oral fluency is the ability to express oneself intelligibly, reasonably, accurately and without hesitation. As to Brumfit (1984), the following can be taken as parameters to fulfill the effectiveness of fluency practices: (1) when students deal with classroom activities, the focus should be kept on exchanging meanings not on language forms; (2) the content of the activities should be determined by the students. They had better express their own understandings and feelings to their own limits; (3) students ought to depend on their own potential; there should be the process of negotiating meanings among the students; (4) the process of exchanging and negotiating meanings should operate in an unpredictable way- that is, students should not solely depend on what they are informed, again, the process of giving and taking information among the students continues because the actual classroom situation creates the opportunity; (5) there should be results in developing strategic competence; and (6) there had better limited teacher intervention, as more of teacher interruption or interference affects the naturalness of the interaction process (Prabhu 1987; Nunan 1989).

f. Provision of Meaning Focused Classroom Activities

The idea of providing meaning focused activities is mainly proposed and articulated by proponents of communicative language teaching. According to Nunan (1989), Prabhu (1987), Littlewood (1992), Hedge (2000), Rivers (1987) (as cited in Fisseha 2006), students should be trained to deal with classroom activities while keeping attention on processing meanings or ideas rather than on language elements. Through this, they can develop the abilities to converse, discuss and communicate ideas, opinions or meanings more or without memorizing rules or forms, and with little difficulty in various situations.

g. Authentic and Genuine Texts

Authentic text refers to texts or materials which are not designed for language teaching purposes. They are intended to give information or message to the whole public. Examples of authentic texts are: magazines, menus, leaflets, pamphlets, newspapers, advertisements, etc.

Authentic and genuine texts are neither designed for pedagogic purposes nor contain contrived activities or simplified language for special academic purpose. It has been stated in (Prodromou 1992; Rivers 1987 cited in Fisseha 2006) such kinds of materials can help to establish genuine communication of meanings without losing their actual objectives. Pertinently, such materials have the power to expose students to analyze how language operates in the real contexts, and to observe and analyze the cross-cultural approaches to usage.

h. Cooperative learning

Cooperative or collaborative learning refers to the idea that everyone in a classroom should contribute something through active participation in a classroom oral interaction. Accordingly, students get the opportunity to interact or discuss activities with their partners in different forms of grouping arrangements in view of the assumption that successful group discussion is the outcome of a cooperative learning experience (Hill 1994:26 cited in). He further argues that cooperative learning comes to being in order to overcome the 'traditional idea that competitive learning is the only way to success'.

i. Extended oral practice

Students should practice extended oral interactions in a classroom as well as outside the classroom. This is because Cowie, H. et al (1994:44 cited in Fisseha 2006), for example, state:

Learning is about the negotiation of meaning rather its transmission, and for it to be effective it must be rooted in personally significant issues, human settings and social relationships.

Byrne (1986:9) also stated ways of extending students' speaking skills as:

The main goals in teaching the productive skill of speaking will be oral fluency- which means the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation.... To attain this goal, you will have to bring the students from the stage where they are mainly limiting a model of some kind, or responding to cues, to the point where they can use the language freely to express their own ideas.

So, students need to express their ideas freely and teachers should let students do extended outside classroom oral activities and come to class to present that ideas. This may help the students to be active in oral communicative competences.

j. Conducive classroom atmosphere

Shumin (1997 cited in Fisseha 2006) has stated that since EFL students practice the language in their own culture and environment, classroom is often the only possible setting to speak the language. So, teachers should be able to arouse in the students willingness and purpose to speak through providing so far classroom atmosphere that can inturn promote the students oral production abilities.

2.13.2 Factors Inhibiting Students' Classroom Verbal Interactions

a. Reluctance to speak in front of peers

Tusi (1995) has found that the major determinant related to students' reticence are that some students may fail to give oral responses and this is not necessarily because they do have 'low English proficiency'; but because 'they do not know it how to express [their ideas] in English; (P.82). In some cases, some students are self-conscious, and hence, they are 'afraid of making mistakes, and being laughed at by their peers' (P. 38). The other possibility is that some students may lack the confidence to speak in English, particularly in front of their peers. It is when such students feel that they may not speak good English [as compared to their peers] that they prefer to 'remain silent rather than run the risk of making mistakes' (P.84)

b. Mismatch between teachers and students expectations

In a language classes there are a very big disparity between individuals. Prodromou (1992; 1989 cited in Fisseha 2006) has made clear that most language classes consists of individuals with a number of differenees. The difference may be due to variations in language abilities, for instance, some may be more able and fast learners; others may be weak or slow learners. Thereby, priority needs to be given to investigating their weakness and potential strength in order to start with and build upon what students already know if we want to create easy beginning to classroom interactions. The essence, as to Prodromou's view, is that there are more learner

variables than other classroom components. Every learner brings to the classroom his own varying personal characteristics that influence the norms of the classroom working behaviors. They bring their own prior knowledge and/or experience of the world, expectations, objectives, preferences, views and ideology, which may foster or impede their effort to acquire the foreign language. Evidently, the inability to be aware of and be able to treat these variables properly may put the students on self-defensive or even cause discipline problems. Again, the problem may be exacerbated when students are forced or pressurized to speak in English in the way they may not expect or be ready to act (cf Littlewood 1981, Allwright and Bailey 1991).

c. Difficulty to initiate and sustain genuine classroom talk

Initiating or forcing students to speak or say their opinion about a given topic can play a vital role in developing students oral communicative competence. But if the teacher fail to initiate them, they may face difficulty of expressing themselves.

Cholewinski (1999 cited in Fisseha 2006) highlights that it is very advantageous to try to encourage students to feel relaxed and just try to say what they feel instead of being concerned with the quality of their speech. That is to say, 'just getting student to say something [they already know] is an essential first step. Moreover, the students who speak may act as a model for their peers' (p.26).

d. Mother tongue interference

Golebiowska (1990:1 cited n Fisseha 2006) states:

... the first step on the road to successful communication is quite a task. Creating situations in which the use of foreign language is justified is one of the most untraceable problems of foreign language teaching wherever the teacher shares the native language with his/her learners.

If the teacher shares the students' mother tongue the problem of mother tongue interference will be aggravated. So, the teacher must try to create situations to help students to express their ideas, feelings, questions and suggestions in the target language.

e. Poor background speaking experience

If students lack previous speaking experience, they may not dare to speak English in front of their peers (Tusi 1996; Bygate 1987). The students would mostly be passive or become 'speechless' till the period ends. As soon as the class is up, they may breathe a sigh of relief for being free from being confined to such lifeless classroom atmosphere.

In a related view, Teshome (1988), indicated that students who came to college from different parts of the country have got low language experience, and so, they may not be active in oral interaction.

f. The patterns of seating/grouping arrangements

Prodromou (1989 cited in Fisseha 2006) has suggested that if we sometimes group students who show more oral proficiencies with others, who may have difficulties in speaking, the former can activate the group members by serving as initiator or gap filler in a conversation to avoid misunderstanding or breakdown in communication. However, if such grouping is done frequently, the more able students may feel bored or lose hope and interest in the group interaction as they may think they gain little or no benefits from such grouping systems.

Byrne (1986:1) indicates that 'the arrangement of the classroom which rarely favors communication' can be taken as one of the inhibitive variables that can influence students' attempts to make better oral communication practice. So, the teacher should be able to decide on when it is necessary to mix students with different oral abilities. As to Prodromou, it is sometimes important to group more able and quick learners together by providing them with a bit more complex and challenging, but not frustrating oral tasks or activities, while seating the less able and slow learners in other groups with relatively simple and more manageable oral activities.

g. Teacher's dominance in classroom oral interactions

According to Wilkins (1974 cited in Bygate 1987:6), if all language produced in the classroom is determined by the teacher, 'we are protecting [the learner] from the additional burden of having to make his/her own choices'. He continues:

As with everything else he will only learn what falls within his experience. If all his/her language production is controlled from outside, he/she will hardly be competent to control his/ her own language production. He/she will not be able to transfer his knowledge from a language-learning situation to a language-using situation.

According to (Tusi 1995 cited in Fisseha 2006), in most teacher-centered classroom interaction, a teacher's talk accounts for more than 70% of the class time. So, if there is no students involvement in oral interaction, it is impossible to develop their oral communicative competence.

h. Inconsistency between classroom oral tasks & the real-life communicative needs

Classroom verbal interactions should be an integral unit of the real life communication. Hedge (2000:44-45): citing Abbs and Freebrain and swan and Walter (1990), has stated this point as follows:

- a. To be able to use the target language effectively in the real world, students need plenty of opportunity to practice language in situations that encourage them to communicate their needs, ideas and opinions.
- b. Where possible, language practice should resemble real-life communication with genuine exchange of information and opinions.

So, motivating students to use English inside and outside the classroom plays a vital role developing their oral communicative competence.

i. Lack of skills to manage classroom oral interaction

Most of the time students lack the skill of filling gaps that comes from shortage of words, phrases or structures in English. According to Hedge (2000:262 cited in Fisseha 2006), the main skills students need to manage oral interactions are the ability to open or initiate conversation, the ability to facilitate and sustain conversation by avoiding communication breakdown through filling gaps if created, the ability to share and/or wind up a conversation, the ability to share and relate one's knowledge or experience to the point under discussion, the ability to take turns and handle one's role appropriately, the ability to understand others' ideas to decide on when to interrupt a talk and contribute to others' ideas or opinions and so on. As to hedge if any of these are lacking or poorly performed, communication breakdown will occur.

The skills to manage oral interaction or conversation as pointed by Hedge do not end there; students need to develop different communicative strategies when they run out of words, phrases or others. For example, strategies such as body language, gestures, facial expressions, using fillers (e.g. um, yeah, er, you see, you know, etc), paraphrasing (eg. Well, I mean ,,, that is to say, in other words, personally, what I want to say ...) etc can compensate for communication breakdown and develop the ability of oral communicative competence.

j. Socio- cultural constraints

There are many reasons why students fail to express the opinions, feelings, ideas and emotions openly. Students usually come to class from different environments with varied social and cultural background. So, they may want to act or show behaviors that are acceptable in accordance with their socio-cultural norms. This would include the attitudes and beliefs or perceptions that students manifest concerning how to behave in a given group work or classroom oral interactions (Lefrancois 1991; Prodromou 1992; Allwright and Bailey 1991 cited in Fisseha 2006).

k. Low understanding and listening skills

Most students lack the ability of listening skills. So, if there is no listening ability, there is no understanding. Shumin (1997:9) stated that 'if one cannot understand what is said, one is certainly unable to respond ... speaking is closely related or interwoven with listening, which is the basic mechanism through which the rules of language are internalized'. So, students need to expose themselves to recorded speakers to develop their skill of listening that inturn will make them communicatively competent.

l. Anxiety

Anxiety can be defined as "a feeling of apprehension, worry, tension or nervousness. Hedge (2000:285) explains that students may feel tense or worry for a number of reasons:

- (a) They may feel that they are being under evaluation by their peers, or (b) they may feel anxious because they may have 'natural anxiety' resulting from fear of being incomprehensible in their speech, or (c) they may have their own cultural inhibitions about losing face; or (d) they may

develop shy personality to speak in front of their peers, perhaps, because they fear making mistakes in class or fear facing shortage of words or ideas as they become under anxiety.

Thus, anxiety has a detrimental effect on students' relations to others and on their oral communicative competence. This is to mean that anxious students tend to show lower interest to develop oral interaction. So, it is advisable if the teacher tries his/her best to minimize anxiety inside and outside the classroom oral interactions.

m. Developing negative attitude

According to Prodromou (1989 cited in Fisseha 2006), students' negative outlook towards language learning may arise from attitudes towards the subject matter, the teacher, and the learning styles. Some students could develop negative attitude towards a subject because the topics may not have any familiarity with their own social life and/or cultural aspects; or because the teacher may not be as proficient in the language skills as expected; or because he is unable to establish good rapport with the students; or because he fails to keep his personality as is expected by his/her students. These and the other reasons may force the students to have negative attitude towards language learning and the subject. This in turn will hamper the development of oral communicative competence.

n. Wandering in attention

Unless the classroom oral activities and conditions are suitable to catch students' interests and attention, students may not concentrate their thoughts, and attention on the process of classroom interactions. This does not only affect the students' rate of success in their oral production abilities, but also it can spoil the classroom condition, thus, if students are unable to focus on what is going on in the actual classroom interaction, they would not be able to make sense of the flow of meanings or ideas in the process of interaction. They may become restless and show disruptive behavior due to loss of hope or interests in the general classroom process. Consequently, students whose attention seems to wander or whose behavior appears restless or disruptive need special treatment and focus, otherwise, the teacher's attempt to generate active classroom participation and interaction would remain fruitless (Hedge 2000; Byrne 1986; Prodromou 1992; Nunan 1988 cited in Fisseha 2006).

o. Low self-concept

Some students devalue themselves. They give themselves the low self-concept. They say 'I am not a kind of man to express myself'. This affects learning a foreign language. According to Seime (1998:45), if students have a poor perception of their potentialities in oral production, they will confine themselves to a low-key type of behavior'.

p. Time constraints and processing conditions

Interaction skills involve the ability to use language in order to satisfy particular demands. So, to reach the stage of satisfying our demand it needs time. According to Bygate (1987: 7), time constraints affect performance. In spoken interaction the time constraint can be expected to have observable effects. Bygate (1987:8) also states:

Processing conditions are an important influence. The ability to master the processing conditions of speech enables speakers to deal fluently with a given topic while being listened to. This kind of ability thus covers the basic communicative skill of producing speech at a normal speed under pressure of time.

q. Personality factors

Behavior that is related to personality according to Shaw (1976:175 cited in Alemtsehay 2001), is defined as "a tendency or predisposition to behave in a particular manner in differing situations". These behaviors may be reflected in different situations, like social activities or classroom activities.

These behaviors might be *introvert* or *extrovert*. Eysenck and Eysenck's (1963:59-60) as quoted by Berhanu (2000:53) explain the two different personality types as follows:

The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like studying by himself; he/she craves excitement, takes chances, often sticks his/her neck out, acts on the spur of the moment, and is generally an impulsive individual. He/she always has a ready answer, and generally likes changes.

The typical introvert, on the other hand, is a quiet, retiring sort of person, introspective, fond of books rather than people; he/she is reserved and distant, except with intimate friends. He/she tends to plan a head ... and distrust the impulse of the moment. He/ she do not like excitement, takes matters of every day with proper seriousness, and likes a well ordered mode of life ...

So, students who are extrovert have the tendency to be active in oral communicative competence. On the other hand the introvert students mostly tend to be low in oral communicative competence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Methods

A descriptive survey method was used for this study. The researcher has chosen this method mainly because it is an appropriate method to explore or find out the major factors that hinder the development of students' oral communicative competence. Moreover, the method would be appropriate to describing what is happening currently and gathering the necessary information.

3.2 Research Setting

The researcher conducted his study in Arjo Secondary School and Preparatory program, particularly on students of Grade 11. The school is located in East Wollega zone. The researcher selected this high school because of his familiarity with the high school community and the teachers and also he taught students in a form of tutorial class in summer vacations and at different times. The researcher selected grade 11 because, after one year they are going to take higher education entrance examination to join university. So, in university they are expected to express themselves without hesitation.

3.3 Subjects of the Study

The data for this study were collected from students of grade 11 Arjo Secondary School and English language teachers. The sample size of the participants includes 36 from 228 students in the 4 (four) sections of Grade 11. Accordingly, 9 (nine) students from each section (36 altogether) were selected. All the four English teachers of the preparatory school were included.

3.4 Sampling Techniques

Students were chosen using simple random sampling technique. The researcher used this technique because it gives equal chance of being involved in the sample of the study. For the teachers, the researcher used availability sampling method in which all the four available English teachers of the preparatory school were involved.

3.5 Method of Data Collection

The data for this study were obtained from the students and English teachers through questionnaires, interview and observation of classroom performance during speaking lessons.

3.5.1 Data Collection Instruments

The researcher used three types of data collection instruments to gather data or information of the study:

3.5.1.1 Questionnaire

The researcher has chosen this instrument because it is a quick way of gathering information and it can reach a large number of subjects. In addition to this, the researcher used it because of its consistent format. Two questionnaires were designed for both teachers and students. The students' questionnaire was designed in English. It includes close-ended questions and was distributed to the 36 students of the four sections of grade 11. The teachers questionnaire includes close-ended questions.

3.5.1.2 Interview

Interview is a commonly used method of collecting information in educational research. The researcher used it because it is important to get high response rate, to make relaxed environment during the study, and to collect complex information. Therefore, in order to enrich the study, three structured interview questions were designed to interview English teachers of grade 11. From the four teachers teaching in grade 11, two of them were selected using random sampling technique.

3.5.1.3 Classroom Observation

Observation is a purposeful, systematic and selective way of watching and listening to an interaction as it takes place. The researcher used observation in this study to crosscheck the views which were given by the teachers and students in the questionnaires and interviews. Two classes were observed using participant observation strategy. The researcher observed each class twice in different speaking lessons.

3.6 Data Collection Procedure

To elicit adequate information from the subjects of the study, first, the purpose and importance of the research was explained to the subjects of the study briefly. The researcher administered the questionnaires and collected them back . Then, the researcher organized and interpreted the data. Finally, the data processing involved editing, classifying, tabulating and interpreting the data collected from the respondents.

3.7 Method of Data Analysis and Interpretation

3.7.1 Quantitative Data Analysis

The researcher analyzed the quantitative data by using frequency distribution. Following that tables were prepared for each variable. Appropriate percentages of variables were calculated and the results presented in tables, and finally the discussions followed.

3.7.2 Qualitative Data Analysis

Information obtained through structured interviews was analyzed in the following ways:

- responses were read and reduced to the relevant meaning;
- Relevant meanings were clustered; and
- Summary and key points were written after repeated reading.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSIONS OF DATA

4.1 Presentation of Data

The data to be analyzed are on factors that inhibit the students from developing oral communicative competence. The list of factors are given under four categories to be ticked in front of it by grade 11 students. The four categories of factors are: student related factors, teacher related factors, class size related factors and instructional material related factors. The data also included interview and observation results.

There are 22 assumed factors that are listed for the students and 23 assumed factors for the teachers as influencing factors during classroom oral interactions. To identify their conviction, they were requested to indicate the level of frequency with which each factor hinders the oral communicative competence development by ticking (✓) in front of each of the items using a five-point Likert Scale rating system as follows:

- Strongly agree = 5
- Agree = 4
- Have no idea = 3
- Disagree = 2
- Strongly disagree = 1

If the students ticked under five and four, the researcher interpret it as positive or confirming the factor. In the same way, one and two were taken as negative or rejecting the factor. The discussion was carried out by lumping the two together (5 and 4). By this, the researcher divides the scale into those who confirmed, undecided and rejected. That is disagree and strongly disagree are lumped together and 'have no idea' is used to show the two extremes.

4.2 Data Analysis and Discussion Based On the Students Responses to the Questionnaire

In this section, students were asked along different assumed factors such as activity related factors, student related factors, teacher related factors, class size related factors and instructional material related factors.

Table 1: Students Response in Relation to Their Willingness, Confidence, Liking to Practice Speaking Activities.

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	I am willing to express my own ideas and feelings in oral activities.	4	11.11	27	75	2	5.55	3	8.3	-	-
2	I have no confidence to speak freely in and outside the class as I am afraid of making mistakes and criticism of friends.	7	19.4	14	38.8	4	11.11	11	30.5	-	-
3	I don't like to practice speaking in English in and outside the classroom.	13	36.11	15	41.6	1	2.7	7	19.4	-	-
4	I like to participate in speaking activities like presentation, group or pair work using English.	4	11.11	24	66.6	2	5.55	5	13.8	1	2.7

In item one, the students were asked whether they are willing to express their own ideas and feelings in oral activities. The result shows, out of 36 respondents 4(11.11%) strongly agreed and 27(75%) agreed, 2(5.5%) ticked under 'have no idea', 3(8.3%) disagreed, while there is no response under 'strongly disagree'. When the result of strongly agree and agree lumped together, the result will be 86.11%. When the response of disagree and strongly disagree lumped together, it will be 8.3%. The rest 5.55% responded that they do not have idea on item number one. So, a majority of them assured that they are willing to express their own ideas and feelings orally. If they are willing to express their ideas, why they do not explain their ideas to the teacher. They misunderstood the idea or the word 'willing'. So, according to the response of item number one

the researcher does not consider it as the factor that hinders students from developing their oral communicative competence.

On item 2, when the response of strongly agree and agree lumped together 58.2% of the respondents indicated that 'lack of confidence to speak freely in and outside the class as the students are afraid of making mistakes and criticism of friends' is one of the inhibiting factor that hinder them from developing speaking. 30.5% disagreed with item number 3. That is this 30.5% have the confidence to speak freely. The rest 11.11% responded that they do not have idea on this question. So, lack of confidence is one of the inhibiting factors for the development of students' speaking skill. In relation to this, Shumin (1997:9) states: some students are concerned with how they may be judged by others ... they are very cautious about making errors ... fear of making mistakes could be the reasons for their inability to speak English without hesitation.

On item 3, as can be seen from Table 1, 77.71% of the respondents confirmed the statement. While 19.4% rejected the idea, the rest 2.7% responded that they do not have idea. So, lack of interest to practice speaking in English in and outside the classroom is one of the inhibiting factors to develop speaking skill, since it is responded by 77.71% of the respondents.

On item 4, the students were asked whether they like to participate in speaking activities or not. As Table 1 shows 77.71% of the respondents confirmed that they like to participate in speaking activities. While 5.55% responded that they do not have idea on item number 9, the rest 16.5 disagreed the statement. The majority assured that they like to participate in speaking activities. The other 16.5% assured that they do not like to participate in speaking activities like presentation, group or pair work using English.

Table 2: Concerning Use of Mother Tongue

No	Questionnaire item	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
5	I use my mother-tongue, whenever asked to do activities in pairs or groups in speaking class.	4	11.11	16	44.4	2	5.55	12	33.3	2	5.55
6	When my English teacher uses my mother-tongue, I find the class easily handled .	11	30.5	12	33.3	2	5.55	9	25	2	5.55

As can be seen from Table 2, item 5, 55.51% confirmed that they use their mother tongue. 38.85% (lumping together disagree and strongly disagree) rejected the idea of using their mother tongue, while the rest 5.55% responded that they do not have idea on this statement. So, use of mother tongue is one of the major factors that hinder the students from developing the oral fluency. Concerning this statement, Golebiowska (1990:1) states, creating situations in which the use of foreign language is justified is one of the most untraceable problems of foreign language teaching wherever the teacher shares the native language with his/her learners.

As can be seen from Table 2, item 6, 63.8% confirmed that they find the class easily handled when their English teacher uses their mother-tongue. While 30.55% rejected the idea of the statement, the rest 5.55% responded that they do not have idea on this. From this result, mother-tongue interference is one of the inhibiting factor that influence the students not to develop the speaking skill.

Table 3: Concerning Students' Preference to Learn Different Skills

No	Questionnaire item	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
7	I prefer to learn grammar and vocabulary than speaking.	9	25	13	36.11	4	11.11	7	19.4	3	8.3

As the above Table 3 shows, 61.11% (lumping the result of strongly agree and agree together) confirmed that they prefer to learn grammar and vocabulary than speaking. While 27.7% rejected preferring grammar and vocabulary than speaking, the rest 11.11% responded that they do not have any idea on this statement. As can be seen from the Table, there is an imbalance in learning the skills. The students prefer grammar and vocabulary than speaking. This is may be because of the positive attitude they have towards grammar and vocabulary or because of the tendency of the teacher in teaching grammar and vocabulary and rejecting the speaking skill.

Table 4: In Relation to Teachers Explanation

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
8	I prefer teachers explanation than doing the activities myself.	11	30.5	14	38.8	1	2.7	9	25	1	2.7
9	I understand when the teacher explains in English.	10	27.7	23	63.8	2	5.55	1	2.7	-	-

In Table 4, item number 8 above, the students were asked whether they prefer teacher explanation or doing the activities by themselves. As can be seen from the Table 69.3% (lumping the result of strongly agree and agree together) confirmed the statement. That is they prefer teachers explanation than doing the activities themselves. While 27.7% rejected the idea of the statement, the rest 2.7% responded that they do not have idea on this item. In relation to this, Wilkins (1974 cited in Bygate 1987:6), states 'if all language produced in the classroom is

determined by the teacher, we are protecting [the learner] from the additional burden of having to make his/her own choices’.

In item 9 above, while 91.5% confirmed that they understand when the teacher explains in English, the rest 2.7% rejected the idea of the statement. The other 5.55% responded that they do not have idea concerning this statement. The result on item number 8 shows the majority of the respondents do not have the problem of understanding when the teacher explains in English.

Table 5: Concerning Words and Background Speaking Experience

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
10	I don't have adequate vocabulary (words) to express my ideas, opinions in English.	2	5.55	17	47.2	3	8.3	13	36.11	1	2.7
11	I have good background speaking experience (at lower levels).	5	13.8	2	5.55	4	11.11	13	36.11	12	33.3

As can be seen from Table 5 above, item 10, out of 36 respondents 19(52.75%) confirmed that they do not have adequate vocabulary (words) to express their ideas in English. While 38.81% rejected the idea of the statement, the rest 8.3% responded that they do not have idea concerning item number 9 above. In relation to this, Hedge (2000:262) states that ‘students need to develop different communicative strategies when they run out words, phrases or others. For example, strategies such as body language, gestures, facial expressions and using fillers’.

On item 11, Table 5 above, 19.35% (lumping the result of strongly agree and agree) responded that they have good background speaking experience at lower levels. Out of 36 respondents, 25 (69.41%) conformed that they do not have good background speaking experience at lower levels. The rest 4(11.11) respondents ticked under ‘have no idea’ to say that they do not have idea on this item. In relation to this item number 10, Table 5, Bygate (1987) states, ‘if students lack previous speaking experience, they may not dare to speak English in front of their peers’.

Table 6: Students Response Concerning Speaking Activities

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
12	Oral communicative activities are difficult to implement.	4	11.11	3	8.3	7	19.4	12	33.3	10	27.7
13	My English teacher does not provide us with activities that promote our speaking skills in the class, as there is no sufficient time allotted to carry oral activities.	11	30.5	17	47.2	4	11.11	3	8.3	1	2.7

As we look Table 6, item 12, out of 36 respondents 7(19.41%) confirmed that oral communicative activities are difficult to implement. The other respondents, 7(19.4%) responded that they do not have idea on this item. The rest 22(61%) of the respondents rejected the idea of the item that says oral communicative activities are difficult to implement. For the 61% (majority of the respondents), the speaking activities are easy to implement.

In item 13, Table 6, out of 36 respondents 28(77.7%) confirmed that their English teacher does not provide them with activities that promote their speaking skills in the class, as there is no sufficient time allotted to carry out oral activities. While 11.11% responded as they do not have idea on this item, the rest 4(11%) rejected the idea of the statement. In relation to this item Bygate (1987:7) states, time constraint affect students performance and in spoken interaction the time constraint can be expected to have observable effects.

Table 7: Concerning Teachers Proficiency

No	Questionnaire item	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
14	My English teacher is proficient enough in English to help me as needed.	10	27.7	7	19.4	1	2.7	16	44.4	2	5.55

As can be seen from Table 7, item 14, 47.1% confirmed that their teacher is proficient enough in English to help them. While 18 respondents that is 50% confirmed that their teacher is not proficient enough, the rest 2.9% responded that they do not have idea on this statement. This implies as their English teacher is not proficient enough to help the students as needed.

Table 8 : Concerning Teachers Preference to Teach the Skills

No	Questionnaire item	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
15	My English teacher often gives emphasis to teaching language forms and structure than speaking.	8	22.2	21	58.3	1	2.7	2	5.55	4	11.11

As can be observed from Table 8, 80.5% of the respondents confirmed that their English teacher often gives emphasis to teaching language forms and structure than speaking. So, as we can see from the table, teachers preference to teach language forms and structure and rejecting the speaking skill is one of the inhibitive factor that prevent students not to develop their speaking skill. While 30.55% of the respondents rejected the idea of item 14, the rest 5.55% responded that they do not have idea on item 15.

Table 9: Concerning Teachers way of Teaching

No	Questionnaire item	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
16	My English teacher often prefers teacher-fronted way of teaching than students centered in speaking class.	11	30.5	16	44.4	4	11.11	3	8.3	2	5.55
17	My English teacher often prefers to explain and demonstrate than creating conditions for the students to practice speaking.	8	22.2	18	50	1	2.7	4	11.11	5	13.8
18	My English teacher use teaching aids like radio, cassettes, tape recorders & authentic materials like newspaper, magazine in classroom to promote our speaking skills.	2	5.55	1	2.7	2	5.55	9	25	22	61.1

As can be seen from Table 9, item 16, 75% of the respondents confirmed that their English teacher often prefers teacher-fronted way of teaching than students-centered in speaking class. While 13.85% of the respondents rejected the idea of item 16, the rest 11.11% responded that they do not have idea on this item. So, depending on the result of item 16, teacher-fronted way of teaching is one of the major factor that influence students not to develop the speaking skill. In relation to this, Tusi (1995) states, in most teacher centered classroom interaction, a teacher's talk accounts for more than 70% of the class time. So, if there is no students' involvement in oral interaction, it is impossible to develop students speaking skill.

On item 17 of Table 9, 72.2% of the respondents confirmed that their English teacher often prefers to explain an demonstrate than creating conditions for the student to practice speaking. 2.7% of the respondents responded that they do not have idea on this statement, while 24.91% of the respondents rejected the idea of the item 17 that says their English teacher prefers to explain rather than giving chance for the students to develop their speaking skill.

On item 18 of Table 9 above, the students were asked to give their response whether their teacher uses teaching aids and authentic materials to promote their speaking skills or not. According to the result 8.25% of the respondents confirmed that their teacher use teaching aids and authentic materials. 86.1% of the respondents rejected the idea of the item. The rest 5.55% responded that they do not have idea on this statement. According to the result of item 18, the majority of the respondents confirmed that their English teacher does not use teaching aids and authentic materials that in turn make the students not to develop the speaking skill. In relation to this Rivers (1987) states authentic and genuine materials can help to establish genuine communication of meanings without losing their actual objectives.

Table 10: Concerning Class Size Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
19	Large number of students in the class affects my speaking activities.	13	36.11	18	50	3	8.3	1	2.7	1	2.7
20	Seats are not suitable for group or pair work.	14	38.8	17	47.2	2	5.55	1	2.7	2	5.55

As can be seen from Table 10, item 19, 86.11% of the respondents confirmed that large number of students in the class affects their speaking activities. The 5.4% of the respondents rejected the idea of large number of students in the class as affecting factor of students speaking skill. The rest 8.3% of the respondents responded that they do not have idea on item 19. So, as we can observe from the result of Table10 of item 19, large number of students in the class is one of the major factor that affects students not to develop the speaking skill.

On item 20 of Table 10, the students were asked whether seats are not suitable for group or pair work or not. The result of item 20 shows 86% of the respondents confirmed that seats are not suitable for group or pair work. So, according to the respondents result the unsuitability of seats are one of the major factor that affected them not to develop the speaking skill. While 8.25% of the respondents rejected the idea of the statement, the rest 5.55% responded that they do not have idea on this item number 20 of Table 10.

Table 11: Instructional Material Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
21	There is shortage of English textbooks that teach speaking in my school	13	36.11	15	41.6	-	-	3	8.3	5	13.8
22	There is no access to teaching aids	13	36.11	16	44.4	1	2.7	3	8.3	3	8.3

On item 21, the students were asked whether there is shortage of English textbooks that teach speaking or not. 77.71% (lumping the result of strongly agree and agree together) of the respondents confirmed that there is shortage of English textbooks that teach speaking. 22.1% of the respondents rejected the idea of item 21. From this result it can be said that shortage of English textbooks that teach speaking is one of the major factor for the students that inhibit them from developing the speaking skill.

On item 22 of Table 11, 80.51% of the respondents confirmed that there is no access to teaching aids. 16.6% of the respondents rejected the idea of the statement. The rest 2.7% responded that they do not have idea on item number 22 of Table 11. As can be seen from the above table, item

22 shows, not having access to teaching aids is one of the major factor the hinder the students not to develop their speaking skill.

4.3 Data Analysis and Discussion Based on the Teachers' Response to the Questionnaire

Based on the teachers' response to the questionnaire the data will be analyzed under the category of four assumed factors such as student related factor, teacher related factors, class size related factors and instructional materials related factors. The respondents are four English language teachers and number of items are 23(twenty three) in number.

Table 12: Concerning Student Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Students are willing to express their own ideas and feelings freely in oral activities	-	-	4	100	-	-	-	-	-	-
2	Students use their mother tongue, when they are asked to do activities in pairs or groups in English class	2	50	1	25	1	25	-	-	-	-
3	Learners have no confidence to speak freely in and outside the class as they are afraid of making mistakes and criticism of friends	1	25	2	50	-	-	1	25	-	-
4	Learners prefer to learn grammar and vocabulary than speaking	1	25	2	50	1	25	-	-	-	-
5	Learners like practicing speaking in English in and outside the classroom	-	-	1	25	-	-	3	75	-	-
6	Students prefer teacher explanation than doing the activities by themselves	3	75	-	-	1	25	-	-	-	-
7	students hardly understand when I speak in English	-	-	2	50	1	25	1	25	-	-
8	Students do not have adequate vocabulary (words) to express their ideas or opinions in English	1	25	2	50	1	25	-	-	-	-

9	Students like to participate in speaking activities like presentation, group or pair work using English	-	-	-	-	2	50	2	50	-	-
10	Learners have good background speaking experience at lower levels	-	-	1	25	-	-	3	75	-	-

As can be seen from Table 12 item 1, the teachers were asked to give their response whether the students are willing to express their own ideas freely in oral activities or not. All the four teachers confirmed that students are willing to express their ideas and feelings freely in oral activities. According to the response of both the students and teachers on this item 1, it cannot be the major factors that inhibit students from developing their speaking skill.

On item 2, 75% of the respondents (three out of four) confirmed that students use of mother-tongue when they are asked to do activities in pairs or groups is one of the major factor that prevent students not to develop the speaking skill. No respondents rejected the idea, while the rest 25% responded as they do not have idea on this item number 2. In relation to this, Bresnihan and Stoops (1996:30) have put their experience as: one of the most difficult challenges in teaching foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother-tongue and have little or no exposure to English outside the classroom.

On item 3, 75% of the respondents confirmed as learners have no confidence to speak freely in and outside the class that they are afraid of making mistakes and criticism of friends. While 25% of the respondents disagreed the ideas of item 3, no response under have no idea category. So, lack of confidence is one of the major factors.

On item 4 of Table 12, 75% of the respondents confirmed that learners prefer to learn grammar and vocabulary than speaking. No respondents rejected the idea while 25% responded that they do not have idea on this statement. As we can see from the result of the teachers response, preferring grammar and vocabulary and rejecting speaking on the side of learners is one of the major factor that inhibit students not to develop the speaking skill.

On item 5, 50% of the respondents confirmed that the learners like practicing speaking in English in and outside the classroom while the rest 50% rejected the idea of them 5.

On item 6, 75% of the respondents confirmed the idea of the statement that says learners prefer teacher explanation than doing the activities by themselves. The rest 25% responded that they do not have idea on this item and no response under disagree category. From this result it can be said that learners preference of teachers explanation than doing the activities by themselves is one of the major factor that influence student not to develop the speaking skill.

On item 7, 50% of the respondents confirmed students hardly understand when the teacher speaks in English. While 25% of the respondents responded that they do not have idea on this statement, the rest 25% rejected the idea of item number 7.

On item 8, the teachers were asked whether the students have adequate vocabulary (words) to express their ideas or opinions in English or not. According to the result of item 8, 75% of the respondents confirmed that the students do not have adequate vocabulary to express their ideas in English. The rest 25% responded that they do not have idea on item number 8.

As can be seen from item 9 of Table 12, 50% of the respondents responded that they do not have idea. The rest 50% of the respondents rejected the idea that students like to participate in speaking activities like presentation group or pair work using English.

On item 10, the teachers were asked whether learners have good background speaking experience at lower levels or not. 25% of the respondents confirmed the statement, while 75% of the respondent rejected the idea of learners having good background speaking experience at lower levels. So, lack of background experience is one of the factors that hinder students to develop their speaking skill.

Table 13: Response in Relation to Teacher Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
11	I feel oral communicative activities are difficult to implement.	1	25	1	25	-	-	2	50	-	-
12	I have not been adequately trained in communicative language teaching to help students as needed .	1	25	2	50	-	-	1	25		
13	When I use students' mother tongue, I find the class easily handled.	1	25	2	50	-	-	1	25	-	-
14	I often give emphasis to teach language forms and structure than speaking.	1	25	2	50	-	-	1	25	-	-
15	I often prefer teacher- fronted way of teaching than student centered in speaking class.	-	-	3	75			1	25		
16	I have a good oral proficiency to help students as needed in speaking class.	3	75	-	-	-	-	1	25	-	-
17	I often prefer to explain and demonstrate than creating condition for the students to practice speaking.	1	25	-	-	1	25	2	50	-	-
18	The time allotted to carry out oral activities are not sufficient, so I don't provide students with the opportunity to practice speaking in pairs and groups.	2	50	1	25	-	-	1	25	-	-
19	I use teaching aids like tape recorders, cassettes and other authentic materials in speaking class to promote speaking skills.	-	-	-	-	-	-	2	50	2	50

As can be seen from item 11 of Table 13, 50% of the respondents confirmed that speaking activities are difficult to implement. The rest 50% considered that speaking activities are not difficult to implement.

On item 12, the teachers were asked to give their response on whether they have been adequately trained in communicative language teaching to help students as needed or not. As the result shows, 75% of the respondents confirmed that they do not have been adequately trained in communicative language teaching. The rest 25% rejected the idea of item 12. The result shows

that lack of adequate training for the teacher is one of the factors that affect students speaking skill. If the teacher is trained well, the students will also benefit from the teachers' knowledge, but if the teacher lacks the skill of speaking, the students resemble their teacher.

On item 13, 75% of the respondents confirmed that when they use students' mother-tongue, they find the class easily handled. The rest 25% rejected the idea of item 13.

On item 14, the teachers were asked whether they give emphasis to teach language forms and structure than speaking or not. According to the result 75% of the respondent confirmed that they give emphasis to teach language forms and structure rather than speaking. The rest 25% rejected the idea of item 14. The result shows since teachers give emphasis to teach language forms and structure and reject speaking, the student lacks the speaking skill.

On item 15 of Table 13, 75% of the respondents confirmed that they prefer teacher- fronted way of teaching than students centered in speaking class. The rest 25% rejected the idea of item 15. In relation to this Bygate (1987:6) states if all language produced in the classroom is determined by the teacher, we are protecting learner from the additional burden of having to make his/her own choices.

On item 16, 75% of the respondents confirmed that they have a good oral proficiency to help students as needed in speaking class. The rest 25% of the respondent rejected the idea of the statement. As we understand from the result the majority of the teachers are confirmed that they have good oral proficiency, but the 25% showed that they do not have good oral proficiency.

On item 17, 25% of the respondents confirmed that they prefer to explain and demonstrate than creating condition for the students to practice speaking. 50% of the respondent responded that they do not prefer to explain and demonstrate. The rest 25% responded that they do not have idea on this statement. So, the result shows majority of the teachers are saying we do not prefer to explain and demonstrate, rather we create condition for the student to practice speaking.

On item 18, 75% of the respondents confirmed that the time allotted to carry out oral activities is not sufficient and so they do not provide students with the opportunity to practice speaking in pairs and groups. 25% of the respondents rejected the idea of the statement. So, lack of time is

one of the major factor that hinders the students not to develop the speaking skill. In relation to this Bygate (1987:7) states time constraint affect students' performance and in spoken interaction the time constraint can be expected to have observable effects.

On item 19, the teachers were asked whether they use teaching aids and other authentic materials in speaking class to promote speaking skills or not. All of the respondents confirmed that they do not use teaching aids and authentic materials to develop the skill of speaking. So, this is one of the major factors that hinder students speaking skill.

Table 14: Concerning Class Size Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
20	Language class size hinders the use of flexible classroom organization	2	50	1	25	-	-	1	25	-	-
21	Seats are not suitable for group of pair work	-	-	4	100	-	-	-	-	-	-

As can be seen from item 20 of Table 14, 75% of the respondent confirmed that large class size hinders the use of flexible classroom organization. 25% of ht respondents rejected the idea of the statement. So, from the result we can see that large class size is one of the major factors that inhibit the students not to develop their speaking skill.

On item 21, all of the respondents confirmed that seats are not suitable for group or pair work and this affects students' speaking skill.

Table 15: Concerning Instructional Materials Related Factors

No	Questionnaire items	No and percentage of responses									
		Strongly agree		Agree		Have no idea		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
22	The students have not access to textbooks that teach speaking	1	25	2	50	-	-	1	25	-	-
23	There is no access to teaching aids	1	25	2	50	-	-	1	25	-	-

As can be seen from item 22 of Table 15, 75% of the respondents confirmed that students have not access to textbooks that teach speaking. 25% rejected the idea of the item number 22. So,

lack of access to textbooks that teach speaking can be considered as one of the factors. On item 23, 75% of the respondents confirmed that there is no access to teaching aids. The rest 25% rejected the idea of the statement. So, the result of item 23 shows lack of access to teaching aids is one of the factors that inhibit students from developing speaking skill.

4.4 Data Analysis and Discussion Based on the Result of Classroom Observation Checklist.

Under this section the result of classroom observation is discussed. Different issues were observed dividing under four categories such as activity related questions, assessment of students overall behavior during speaking lesson, assessment of activities (roles) related to teachers' performances when they teach speaking lesson and the condition of the classroom set up. Based on what the researcher observed, the result was discussed. The items was recorded in the category of 'Yes'/'No' or 'Undecided'. The items are observed twice, selecting two sections out of four sections randomly.

4.4.1 Aspects Regarding to Activities

In this section, an attempt is made to examine whether there is (are) an activity (activities) that promote speaking. As the observation result indicates, item 1, shows as there is no activity that promotes speaking. The researcher observed the idea of item 1 twice at different time but confirmed as there is no activity designed by teacher to promote the skill of speaking.

4.4.2 Concerning Assessment of Students' Overall Behavior during the Classroom Observation in Speaking Lesson

As the observation result indicates on item two, the researcher observed that the students seem to be motivated to speak in English. They produce short words, phrases and other gestural expressions. So, they seem to be motivated, since seeming to be motivated and motivating to speak in English is not the same. In item three, the result indicates that the students do not seem to be voluntary to speak in English. In item four and five, the result indicates as the students do not use the target language (English) when they work in pairs or groups rather (on item six) they use their mother-tongue in pairs or group tasks. The result also indicates, on item seven, as students need their teacher to explain everything. Similarly, the observation result indicates that

students are not fluent enough to express their ideas, opinions in English and feel fear, anxiety and confused in the classroom while speaking in English.

4.4.3 Concerning Assessment of Activities (Roles) Related to Teachers' Performances during Classroom Observation when they Teach Speaking Lesson

Item 11 of the observation result indicates that the teacher introduces the learning objectives. Item 12 indicates that the teacher does not arrange students for oral interaction either in pairs or groups. The teacher simply explains rather than arranging students for oral interaction. Similarly, the result of item 13, indicate that the teacher do not carry out the activities like simulation, role play, information gap activities and other speaking activities. Again the result of item 14 indicates that the teacher uses explanation than creating conditions for the students to practice speaking. The result also indicates that the teacher does not encourage his/her students to participate in group or pair work using the target language and instead uses translation or students' mother-tongue. Using students' mother-tongue in an inappropriate place hinders the students' speaking skill. Also the result indicates that the teacher does not use authentic texts such as newspapers, magazines, and others to promote the students' oral fluency. The result also shows that the teacher do not accept students response positively when they express their feelings inaccurately yet an understandable. In relation to this Shumin (1997) states, the teacher should be in a better position to observe and single out his students oral difficulties, and then be ready to provide encouraging support for the students in order to realize and tackle their problems of speaking more of by their own constant efforts.

4.4.4 Concerning the Condition of the Classroom Set Up

The result on item 20 indicates that there are large number of students in the class. As the researcher observed, there are more than 54 students in each class. This large class size affects students opportunity to practice speaking activity. The result of item 21 indicates that there is no enough space for interaction in groups. Similarly, item 22 indicates that the desks and tables are not easily moved to make groups. So, this section indicates that the condition of the classroom set up inhibits students not to develop their speaking skill.

4.5 Interview Results

The aim of this interview is to explore major factors that hinder the development of students' oral fluency. So, two English teachers out of four were interviewed to suggest how speaking activities implemented during English lesson, to what extent do the oral activities presented in the text book encourage spoken production and what are the factors that inhibit students from developing their speaking skill.

In item number one, the teachers were interviewed to suggest their views regarding how classroom speaking activities are implemented during English lesson. The result of transcribed interview indicates that implementing speaking activities are good, but the respondents worried about shortage of time to implement the activities. Also the result indicates that they select simple activities like dialogue to compensate other time consuming speaking activities. On item two, the teachers were interviewed to suggest (from their experience), to what extent do the oral activities presented in the textbook encourage the spoken production. The result indicates, if there is no problem of time, the oral activities in the textbook play a paramount role in encouraging spoken production.

In item three, the teachers were interviewed to suggest the factors that inhibit students from developing their oral communicative competence during English lesson. The factors that are reported by the teachers are: frustration, shortage of time, lack of teaching aids, confidence (lack), poor speaking background, mother tongue interference, discouraging environment, lack of interest and shortage of words to express their ideas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The ultimate goal of teaching language is to help students to promote their skills of expressing their feelings, ideas, emotions and perceptions of what the others say. To achieve this goal it is the speaking skill that plays an important role especially for preparatory program students since it helps them when they join higher institution levels. The speaking skill also helps preparatory students to score good result on Ethiopian Higher Education Entrance Certificate Examination.

That is why the study aimed at exploring the major factors that hinder the development of students' oral communicative competence with particular reference to grade eleven students of Arjo High School and Preparatory program. To achieve this, some related literature has been reviewed for the purpose of giving some theoretical highlights and concepts of features that determine the skill of speaking in English.

The study incorporated 36 sample students, over 15% of the population of 228 of grade 11 students. In addition, the study comprises four English language teachers in Arjo High School and Preparatory program. The students are grouped into four sections alphabetically. That is section A= 57; section B= 55; C= 57; section D = 59 students respectively, it is determined to use simple random sampling techniques in order to get the representative sample of each group. To gather data from the teachers, questionnaire of 23 items and structured interview of 3 items was employed. To gather information from the students, a close-ended questionnaire of 22 items was designed and distributed to the students aiming at exploring the common factors that hinder the development of students' speaking skill. Finally, the responses of the students and teachers have been tabulated, discussed and analyzed using percentage frequency distribution.

As the overall findings of the study revealed, there are a number of factors that hinder the development of students' oral fluency.

These include:-

- Large class size (Table 10, item 19)
- Fixed seats that are difficult to move (Table 10, item 20)
- Lack of access to teaching aids (Table 11, item 22)
- Emphasis on grammar and vocabulary rather than speaking (Table 8 and 3)
- Dislike towards practicing speaking (Table 1, item 3)
- Shortage of English textbooks that teach speaking (Table 11, item 21)
- Poor provision by the teacher of speaking activities (Table 6, item 13)
- Poor background speaking experience (Table 5, item 11)
- Teacher dominance in the classroom (Table 4, item 8)
- Lack of confidence in speaking (Table 1, item 2)
- Use of mother -tongue (Table 2, item 2)
- Shortage of words (table 5, item 10)

So, 12 major factors are identified as inhibiting factors. There are many other factors that are identified, but since the aim is exploring the major factors that hinder the development of students' oral fluency, the researcher selected those factors that are more than 50% from highest to lowest.

5.2 Conclusions

This study has tried to identify the major factors that hinder the development of students' oral fluency. It has also attempted to discuss and analyze the identified factors. The result of the questionnaire, observation and interview revealed that there are a number of factors that are barriers to students' development of the speaking skill. The result of the data shows that both students and teachers have almost common views regarding barriers to speaking skill. It is reasonable if the teachers open the way for students to practice speaking. If the teachers dominate the whole period for themselves and do not give chance for the students, the development of students' speaking skill becomes unexpected. If the teacher asks the students to express their view using different techniques and different speaking activities, the students will develop their speaking skill. Students should be seen as the center of the learning and teaching process which accelerates the interaction and negotiation of meanings, which in turn enhances not only their communicative competence, but also the habit of working together collaboratively,

which in turn helps them develop not only their language proficiency but also their social skills and intimacy. So, exposing students to the real-world contexts plays a paramount importance.

5.3 Recommendations

Based on the data collected from the respondents, and the findings of the study, the following recommendations are made as a potential solution for the factors raised and discussed:

- 1) An attempt must be made to get students to try to express their own related academic or social life experiences to develop speaking abilities in English by designing different types of speaking activities.
- 2) To make students self-confident, the teacher had better warm-up the students before starting to practice speaking by asking them what they learned on the previous day.
- 3) To develop their speaking skill, students must practice speaking in and outside classroom by selecting topic of their interest. If students think that others will laugh at me, they will not develop their speaking skill.
- 4) Any concerned body like curriculum designers, language experts and others should provide enough opportunities for the students to speak, to comment and to work cooperatively with each other. It is if the students get help from language scholars that they can develop their speaking skill and express their ideas freely without hesitation.
- 5) Besides practicing speaking English in class only, it is suggested if the students participate in extra speaking practices such as clubs. When they participate and present different literatures in extra speaking practices, they will promote their speaking skill.
- 6) It is recommended to give basic training for language teachers once per year by Ministry of Education. It is by this that teachers gain basic knowledge and in turn help their students to develop the skills of speaking.
- 7) Teachers should be able to evaluate whether a specific teaching method is appropriate or not to achieve the expected goal by using different techniques like testing or feedback from the students.

- 8) Teachers, educators, language experts, researchers and any responsible body need to give attention to factors affecting students' speaking skill and give possible solution to solve the problem.

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APPENDIX -A
Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of English Language
Teachers' Questionnaire

Dear Teacher,

This questionnaire is designed to conduct research on the major factors that hinder the development of students' oral communicative competence in grade 11. Your genuine responses to the questions will help the researcher to obtain the necessary information. This will foster the learning and teaching process.

Thank you very much for your cooperation!

Part One

Instruction: For each of the following suggested factors or statements decide whether you strongly agree, agree, have no idea, disagree, or strongly disagree based on your teaching experience. After reading each assumed factors indicate your conviction by putting a tick (✓) under the appropriate column on the right side.

Key

5. Strongly agree 4. Agree 3. Have no idea 2. Disagree 1. Strongly disagree

No	Assumed factors	Response category				
		5	4	3	2	1
1.1	Student related factors					
1.1.1.	Students are willing to express their own ideas and feelings freely in oral activities.					
1.1.2.	Students use their mother tongue, when they are asked to do activities in pairs (groups) in English class.					
1.1.3.	Learners have no confidence to speak freely in and outside the class as they are afraid of making mistakes and criticism of friends.					
1.1.4.	Learners prefer to learn grammar and vocabulary than speaking.					
1.1.5.	Learners like practicing speaking in English in and outside the classroom.					
1.1.6.	Learners prefer teacher explanation than doing the activities by themselves.					
1.1.7.	Students hardly understand when I speak in English.					
1.1.8.	Students do not have adequate vocabulary (words) to express their ideas or opinions in English.					
1.1.9.	Students like to participate in speaking activities like presentation, group or pair work using English.					
1.1.10.	Learners have good background speaking experience (at lower levels) .					
1.2.	Teacher related factors					
1.2.1.	I feel oral communicative activities are difficult to implement.					
1.2.2.	I have not been adequately trained in communicative language teaching to help students as needed.					
1.2.3.	when I use students' mother tongue, I find the class easily handled.					
1.2.4.	I often give emphasis to teach language forms and structure than speaking.					
1.2.5.	I often prefer teacher-fronted way of teaching than student centered in speaking class.					
1.2.6.	I have a good oral proficiency to help students as needed in speaking class.					
1.2.7.	I often prefer to explain and demonstrate than creating condition for the students to practice speaking.					
1.2.8.	The time allotted to carry out oral activities is not sufficient, so I do not provide students with the opportunity to practice speaking in pairs and groups.					

1.2.9	I use teaching aids like tape recorders, cassettes, radio program, and other authentic materials in speaking class to promote speaking skills.					
1.3.	Class size related factors					
1.3.1.	Large class size hinders the use of flexible classroom organization.					
1.3.2.	Seats are not suitable for group or pair work.					
1.4.	Instructional materials related factors					
1.4.1.	The students have not access to text-books that teach speaking.					
1.4.2.	There is no access to teaching aids.					

APPENDIX-B
Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of English Language
Students' Questionnaire

Dear Students,

I am doing research on the factors that affect students in developing their oral communicative competence. The objective of the study is to explore some major factors that affect learners not to be active in oral fluency.

Your genuine response to the questions below will be of much use in gathering reliable data about the determinants of oral communicative competence. Please, I request you to not leave out any items.

Thank you for your cooperation!

Part One

Instruction: Fill the following blank space with necessary information

- 1.1. Name of the school _____
- 1.2. Grade _____
- 1.3. Sex : male ☐ female ☐

Part Two

Instruction: For the factors affecting the development of students' oral communicative competence, some assumed factors are written as shown below. Thus, for statements below indicate your conviction by putting a tick (✓) under the alternative given.

Key

5. Strongly agree 4. Agree 3. Have no idea 2. Disagree 1. Strongly disagree

No	Assumed factors	Category of responses				
		5	4	3	2	1
2.1.	Student related factors					
2.1.1.	I am willing to express my own ideas & feelings in oral activities.					
2.1.2.	I use my mother tongue, whenever asked to do activities in pairs or groups in speaking class.					
2.1.3.	I have no confidence to speak freely in and outside the class as I afraid of making mistakes and criticism of friends.					
2.1.4.	I prefer to learn grammar and vocabulary than speaking.					
2.1.5.	I do not like to practice speaking in English in and outside the classroom.					
2.1.6.	I prefer teachers explanation than doing the activities myself.					
2.1.7.	I understand when the teacher explains in English.					
2.1.8.	I do not have adequate vocabulary (words) to express my ideas, opinions in English.					
2.1.9.	I like to participate in speaking activities like presentation, group or pair work using English.					
2.1.10	I have good background speaking experience (at lower levels).					
2.2.	Teacher related factors					
2.2.1.	Oral communicative activities are difficult to implement.					
2.2.2.	My English teacher is proficient enough in English to help me as needed.					
2.2.3.	When my English teacher uses my mother tongue, I find the class easily handled.					
2.2.4.	My English teacher often gives emphasis to teaching language forms and structure than speaking.					
2.2.5.	My English teacher often prefers teacher-fronted way of teaching than students-centered in speaking class.					
2.2.6.	My English teacher often prefers to explain and demonstrate than creating conditions for the students to practice speaking.					
2.2.7.	My English teacher does not provide us with activities that promote our speaking skills in the class, as there is no sufficient time allotted to carry out oral activities.					
2.2.8.	My English teacher use teaching aids like radio, cassettes, tape recorders and authentic materials like newspapers magazine and advertisements in the classroom to promote					

	our speaking skills.					
2.3	Class size related factors					
2.3.1.	Large number of students in the class affects my speaking activities.					
2.3.2	Seats are not suitable for group or pair work.					
2.4.	Instructional material related factors					
2.4.1	There is shortage of English text books that teach speaking in my school.					
2.4.2.	There is no access to teaching aids.					

APPENDIX-C
Addis Ababa University
Institute of Language Studies
Department of English Language

Interview for English Language Teachers

Dear Teacher,

The aim of this interview is to explore major factors that hinder the development of students' oral communicative competence. So, you are kindly requested to suggest common factors based on your experience.

Thank you for your cooperation!

Name of the school _____

Sex: male _____ female _____ date _____

1. How are classroom oral interaction (speaking) activities implemented (carried out) during English lesson? _____

2. From your experience of teaching speaking, to what extent do the oral activities presented in the text book encourage spoken production? _____

3. From your experience, what are the factors that inhibit students from developing their oral communicative competence during English lesson? _____

APPENDIX-D

Addis Ababa University

Institute of Language Studies

Department of English Language

Checklist for Classroom Observation

Grade _____ section _____

Teacher male ☐ female ☐

Date of observation _____

The observation checklist is intended to assess the classroom activities or performances of both the learners and teachers in English classroom. The items will be recorded in the category of 'yes' / 'No' or undecided.

Instruction: please, mark a tick (✓) on the right side of the statement.

No	List of observation	Frequency		
		Yes	No	Undecided
1	Activities			
a.	There is (are)an activity (activities)that promote speaking.			
b.	The activities are designed to the students level of understandings.			
c.	The activities encourage the students to interact with each other in pairs.			
d.	The activities encourage the students to interact with each other in groups.			
2	Assessment of students' overall behavior during the classroom observation in speaking lesson			
a.	Seem to be motivated to speak in English.			
b.	Do not seem to be voluntary to speak in English.			
c.	Work in pairs using the target language(English).			
d.	Work in groups using the target language(English).			
e.	Use their mother tongue in pair or group tasks.			
f.	They need their teacher to explain everything.			
g.	Have low language proficiency in English.			
h.	Are fluent enough to express their ideas, opinions in English.			

i.	Feel fear, anxiety and confused in the classroom while speaking in English.			
3	Assessment of activities (roles) related to teachers' performances during classroom observation when they teach speaking lesson			
a.	Introduce the lesson and clarifies the learning objectives			
b.	Arranges students for oral interaction either in pairs or groups.			
c.	Carry out the activities like simulation, role play, information gap activities etc.			
d.	The teacher uses explanation.			
e.	Encourage his/her students to participate in group or pair work using the target language.			
f.	Uses the target language effectively while speaking in the class.			
g.	Uses translation or students' mother tongue.			
h.	Uses authentic texts such as newspapers, magazines, and others to promote the students' oral fluency.			
i.	Accepts the students' responses positively when they express their feelings inaccurately yet un-understandable.			
4	The condition of the classroom set up			
a.	There are large number of students in the class.			
b.	There is enough space for interaction in groups.			
c.	The desks and tables are easily movable to make groups			

(Adapted from Nunan 1989:135-137)

5. If there is anything you would like to add use the space provided _____

DECLARATION

I, the undersigned, hereby declare that this thesis is my original work, and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

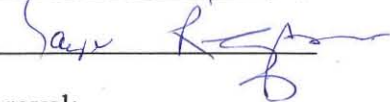
Name: BUZAYEHU DEGEFE

Signature: 

Date: 1/6/2011

This thesis has been submitted for examination with my approval as a university advisor.

Name: TAYE REGASSA

Signature: 

Date of approval: _____