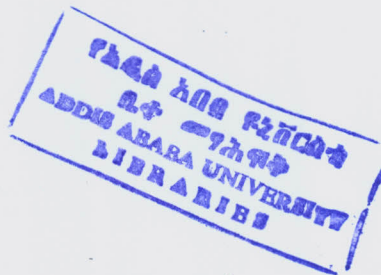


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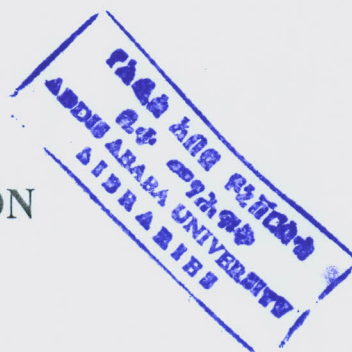
TEACHING SPEAKING SKILLS IN SECONDARY
SCHOOLS: ATTITUDES, PERCEPTIONS AND PRACTICES

BY
ZERIHUN SAMSON

JANUARY, 2009

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Abstract

This study was mainly intended to assess the attitudes, perceptions and practices of teaching speaking skills at secondary schools in order to find out the classroom factors that may account on the quality and effectiveness of students' participation in speaking activities.

Pertaining to the study , the attitudes and perceptions of students and teachers towards the relevance of the speaking skills' practices, the methodology used, the role of students' personality factors ,and the pertinence of the speaking activities were examined by the questionnaires and interviews, designed and employed for these purposes .Moreover, classroom observation checklist was used in observing the actual speaking classroom practices in the light of attentions given to purpose, supports, motivations and speaking inputs which allowed the researcher closely examined the classroom factors in relation with how they used (either in enhancing or inhibiting) to that of the quality and effectiveness of students' participation. Textbook evaluation checklists were also employed as to evaluate the presence of the required elements and components in the speaking tasks to determine the appropriateness of the tasks or activities for the intended students' participation.

The findings of the study indicate that the importance of teaching speaking skills is undermined and teachers are not fully committed to teach. As seen in the results drawn from teachers' attitudes and perceptions towards the relevance of teaching speaking, using the method properly, and identifying and offering help for students with personality problems, the majority of them expressed as practising to speak in English is considered as the least important for their students, besides they think their students are not interested in any speaking lesson presented in pairs/group modes. Moreover, the results from the classroom practices affirm that teachers almost totally failed to provide purpose, relevant speaking inputs like for example, strategies, trainee with basic skills needed by students to function as group/pair, support and motivate their students in most cases. The findings, therefore, suggest that by neglecting the relevance of teaching speaking and rendering their roles as sources of information, facilitators, participants ,councilors etc they not only undermine the importance of teaching speaking skills but

also fail to meet the syllabus' intention in teaching speaking skills. By this the teachers' attitude towards the importance of teaching speaking as one part of the language as well as their perceptions towards the method and their communicative roles are not positive, seen in the light of literature.

Similarly, the findings also indicate that practising to speak English is not prior to the majority students. Students view practising to speak in group/pair as well as the speaking activities they are supposed to work in group as they are irrelevant. The amount of motivation, support, assistances they have received in the class is also unsatisfactory. Moreover, the study shows that the inappropriateness of the speaking activities in eliciting students' oral participation is one of the major factors that hamper pair/group work in the classroom. Generally, the findings suggested that factors related to teachers' attitudes, and perceptions towards the importance of teaching speaking as part of the language pedagogy, being communicative teacher and the relevance of implementing group modes, likely to attribute to students' lack of purposes, motivation, oral communicative competences, cooperative skills, and positive awareness regarding oral participation, and group/pair works. Therefore, the study recommended that efforts should be made by teachers to provide their students with purpose, the required strategies, support, motivation as well as able to create awareness regarding the relevance of participation and cooperative learning along with the necessary skills so that students' participation in the speaking activities would show encouraging change. Besides, the study also recommends the necessity of changing attitude and perception on the part of the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teaching speaking skills seem to receive considerable attention after Communicative Language Teaching came in to being in the history of language teaching. In the light of the over-increasingly accepted theories of communicative language teaching, the whole facets of language teaching experienced a shift of emphasis from mere focus on linguistic aspects into more functional and communicative aspects of language (Richards and Rogers, 2001; Brown, 1994; Hedge, 2000). As a result of the above major paradigm shift, language teaching has given considerable emphasis to speaking skills as part of the language skills along with non-verbal aspects of the language which make up effective and real-life communication rather than particular emphasis to certain aspects.

Moreover, Literatures reveal that due to the desire to find means of making language teaching more responsive to learners' need and to develop means of allowing learners to play a fuller, more active and participatory role in their language study, 'Learner-centered approach' and learning methods and approaches which make students the center of classroom language teaching came in to being (Tudor 1996:1).

Due to the above mentioned developments in language teaching, the importance of understanding why learners need the language for in general and speaking in particular have been recognized as valuable way of creating natural and effective teaching in a classroom. To this end, some scholars attribute the importance of teaching speaking skills to the learner's demands of speaking skills at the global level. For example, McDonough and Shaw suggest that 'with the recent growth of English as international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations, be it for foreign travel, business or other professional reasons'. They also note that 'in many contexts, speaking is often the skill upon which a person is judged 'at face value' (1993:151)'. Moreover, Morley argues that teaching speaking English is essential for many local and international companies

such as commerce, banks, insurance etc place high demand of employees' fluent speaking ability (1990:10).

On the other hand, according to Hedge the reasons are 'for many students, learning to speak English competently is a priority. They may need this skill, for example to keep up rapport in relationship, influence people, and win or lose negotiations (2000:124). Similarly, Lawtie on her way argues that teaching speaking has motivational values, explaining this says 'many students equate being able to speak a language as knowing the language and therefore learners view learning the language as learning how to speak the language (2006:23).

The fact that speaking is an act of purpose-driven, as can be seen from the discussion, classroom teaching speaking also focus primarily on identifying those driving purposes and motives of learners to speak English both from immediate and future needs of speaking so that the classroom teaching not only be natural and effective but also be practically useable by the learners within their immediate and future situations.

According to Galgalo, one of the syllabus designers and textbook writers, in Ethiopian secondary schools contexts the syllabus specifies certain 'functions' which students should be able to understand and express appropriately in variety of everyday, or 'social' situations as well as 'academic' functions which the students need to master in order to be successful in a learning situations where English is used as the medium of instruction (1996:28).

The central ideas and principles lie behind the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, providing maximum opportunities for students' participation ,using a maximum amount of student-to-student activities, and promoting cooperation among learners (Bailey cited in Richards and Rodgers 2001:251).

Apropos to the fact that teaching is the translation of syllabus intention into classroom events, researchers like Kumaravadivelu argues that a speaking class should seek to promote interpretation, expression, and negotiation of meaning. Students should be encouraged to ask for information, seek clarification, express an opinion, agree and/or disagree with peers in order to initiate and participate in meaningful interaction (1993:12). In a contrary, however, scholars further share their doubt as; in reality such communicative classroom seems to be a rarity

(Bygate, 1987; Kumaravadivelu, 1993). McDonough and Shaw also comment that teaching speaking is often thought as 'colloquial', which helps to account for its lower priority in some teaching contexts (1993:151). The major purpose of this study is, therefore, to investigate the attitudes, perceptions and practices of teaching speaking skills at secondary schools.

1.2 Statement of the Problem

Although it is impossible to understand all the consequences of what teachers do in the classroom, some happen to draw our attention and be worth of examining their effects. The researcher's particular interest with this regard is 'classroom practices of teaching speaking skills'.

The reason that the researcher paid a particular interest on teaching speaking skills and classroom teaching/learning practices was due to his actual speaking classroom observations that he found them odd in a number of ways. Although it is believed that the best way students can learn to speak is when they involve in actual speaking themselves, Unlikely, the researcher frequently observed that students both in grade 9 and 10, oddly seem to either ignore or lose enthusiasm in participating in speaking activities which are often presented in pair or group mode of practices. During pair and group speaking activities, students often either keep themselves from talking (saying anything) or would just end up chatting in their own native language.

What discouraged the researcher most at the time was even students whom he identified as active participant during lessons on the other language skills particularly; grammar, writing ,vocabulary etc, seem to share similar stands as the other students so long participating in speaking activities are concerned., Of course, their being reluctant and un-participatory in speaking activities not only can affect the pedagogical outcomes expected from teaching speaking skills but also personally created uneasy to carry out his responsibility as a teacher.

Oddly students fully respond to the written exercise given in the forms of dialogues completion, arranging scrambled conversations, etc., indifferently which indeed is unnatural way of teaching /learning speak skills as evidenced in most recent literature.

As the efforts made to know if other colloquies English teachers have been experiencing similar problems in their speaking classes and share their experiences in relation with how they could

handle it, ofcours, they positively confirm the presence of such problems. However, let alone focusing on the solution, most of them do not seem to give and address the problems properly. One article on 'Teaching speaking skills-over coming classroom problems' by Lawtie (2006), also confirms that teachers with large classes of students can encounter similar problems during speaking activities in classroom.

With this regard, some studies were conducted in the Ethiopian context, one study held by Seime K.(1996) entitled 'The Relation Between Uptake and Classroom Questioning' deals with identifying factors that enhance/inhibit the quality and effectiveness of students' participation and it came up with certain classroom factors that may account for the quality and effectiveness of students' participation. However, the types of students' participation this study is interested goes more of to group participation rather than limited to classroom questioning types of students' participation. Besides, in one of the studies conducted on group work by Girma G., his findings suggest that implementation of group work requires intensive teacher training for use of the technique, both in terms of operational procedure in the classroom and in terms of appropriate design of the learning tasks. Like stated earlier, group work and group speaking tasks are parts of the problems observed in speaking classes yet limited to students' oral participation in group speaking tasks.

Seen in the light of the researches conducted on teaching speaking skills in the contexts of countries where English is taught as a foreign language a long with the observation of the speaking classroom practices as stated briefly above in Ethiopian context, there are many problems in the teaching speaking skills at high school level as this study indicates. Thus, it appears that it is worthy assessing the over all teaching speaking practices as to identify the importance and attention given to teaching the speaking skills as well as to find out where the problems lie in the teaching/ learning practices.

The researcher, weighing the negative impacts that the problems stated can have in realizing the intention of the syllabus in teaching speaking skills, therefore, found it extremely appealing and of a paramount importance to assess the current conditions and practices of teaching speaking skills at secondary schools focusing on attitude, attention and appropriate dimensions. The findings drawn from this study is assumed to contribute valuable input for curriculum designers

and material writers, as well as, English teachers who might have encountered similar problems at the same grade level would benefit from it.

1.3 Objectives of the study

The major objective of this study is to assess the attitudes, perceptions, and practices of teaching speaking skills at secondary schools, focusing on the dimensions of attitude, perception and practices of the speaking classes. Besides, the study has the following minor objectives:

- identifying students' attitudes and perceptions towards practising to speak English, group mode of practices, and the speaking activities used in class,
- identifying teachers' attitude towards teaching speaking skills, the method used, considering students' personality factors, the pertinence of the speaking activities for students' practise,
- examining the provision of shared purposes, speaking inputs, supports and motivation in the teaching/learning speaking classroom practices,
- examining the extent personality factors hinder students from practising in speaking activities,
- evaluating if the speaking activities or tasks in the student's textbook are appropriate in terms of what students require to participate in pair or group modes of practices.

1.4 Research questions

This study is mainly intended to find out an answer for the question: What are the attitudes, perceptions and practices of teaching speaking skills at secondary schools? As to the specific questions, they are listed as follows:

- What is student's attitude towards the relevance of practising to speak English, participating in group speaking activities, the role of Plasma, supports and encouragement and the speaking activities?
- What do students think, the role personality factors have to their speaking classroom practices?
- What do teachers think about students' interest and attitude to practise speaking English, and participate in pair or group practices?

- How do teachers view the relevance of offering supports and encouragement, and the appropriateness of the speaking activities to group work?
- Do the actual teaching /learning process provide classroom shared purposes for students to practise speaking English, students with adequate speaking inputs and participatory strategies?
- Is there any students' personality factor that may inhibit students from participating in speaking activities?
- Are the speaking tasks in the textbook appropriate for students' participation?

1.5 Significance of the Study

It is believed that the Curriculum designers, textbook writers in general and English language teachers and students in secondary schools in particular, providing teachers could have access to the findings of the study, will benefit from this research. That is to say, the research findings will insight to Curriculum designers as well as material developers in their course of designing Syllabus and material productions. Perhaps, the most important aspects of the study are that it suggests various directions for further research.

1.6 Scope of the Study

The study focused on teaching speaking skills at secondary schools, by this, it examined teachers' and students' attitudes and perceptions towards practicing speak skills ,the methods used, the role of students' personality factors, and the appropriateness of the speaking activities for students' participation in the speaking classroom practices. In addition to that, speaking classrooms' teaching/learning practices and the speaking tasks in student's textbook were examined to see the attention and appropriateness given to the practices and of the speaking tasks for students' participation in groups.

The scope of this study is limited to the speaking classroom practices of grade 10 students, their English teachers in Kokebetsibah Secondary School and the speaking activities used in students textbook.

1.7 Limitation of the Study

The research would have been more comprehensive if more number of teachers and students in other secondary schools had been involved. The study also could be more inclusive if gender differences, teachers' training, linguistic backgrounds of the students had been included. However, to include all these components would make the study unmanageable for the researcher so far as time and resource constraints is concerned.

Further more, the researcher was inaccessible to previously used standardized observation and textbook analysis checklists, which obviously could have been more valid to be used. Although some limitations were expected, the researcher decided to adopt and organize the checklists with considerable reference to the literature.

1.8 Definition of Terms

In this section, some important words and phrases like factor, inhibit, participating, task and attitude are defined as they are used throughout the study.

Factor - refers to one of several things that causes or influence students' oral participation in the speaking class.

Inhibit - refers to the act of prevention students experienced from making oral participation in speaking activities than normally.

Participate - in this paper, participate and its derivative words are used. According to Noah Webster's Dictionary (page 1646), participate is defined as 'to part take, to impart share of or take part in something.' Participant is someone who takes part in an act of communication involving a foreign language (Hymes 1972 as cited in Munby 1978: 52). Participate and its derivatives in this paper seem to have general and include an act of learners' involvement in asking for information and clarification, expressing an opinion, agree and/or disagree with peers and teachers, negotiating, interpreting, interacting, exchanging ideas, sharing information etc. It also carries the meaning of being active.

Task – as used by Task-Based Language Teaching approach, a task is an activity or goal that is carried out using language ,such as finding a solution to a puzzle ,reading a map and giving directions ,making a telephone call, etc.(Richards and Rodgers 2001:224).Nunan (1989:10)

offers this definition: 'the communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (cited in *ibid*).

Attitude - It is generally defined, according to Gall et al (1996), as an individual's viewpoint or disposition towards a certain object (a person, a thing, an idea, etc). It is considered to have three components namely an effective components (which refers to one's feelings about the attitude objective, 2) a cognitive component (which refers to the individual's belief or knowledge about the attitude object), and 3) a behavioral component (which is the individual's predisposition to act towards the attitude object in a particular way).

1.9 Conclusion

In this chapter, an attempt has been made to establish background information for the study in a way that it leads to the problem that the study tries to address; statement of the problem, objectives of the study, significance and limitations of the study have been also discussed. In the following chapter, the related Literature pertinent the problem of the study will be discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Carl Roger notes that 'the focus is away from "teaching" and towards 'learning (Carl 1972 cited in Brown 1987: 72).'as the recent view of language and language-teaching methods underline, language can be learnt best, when learners are made to involve in the learning process. This paradigm shift of interest and desire to find language teaching methods, which allow learners' involvement, and have active participatory role in language studies, in general terms, entails that students' "participation" has received the attention of scholars and authorities in the field (e.g., Johnson 1995; Seime 1996 cited in Atkins, et al., 1996: Richards and Rodgers 2001; etc)

Literature has evidenced that the idea of participation has long been used as early 1972. For example, Hymes (1972) suggests that the term participant is preferred to alternative such as speaker-hearer and defined as-someone who takes part in an act of communication involving a foreign language (cited in Munby (1978: 52).

So far the literature, we have read concerned, Johnson (1995), Atkins et al part II, (1996) and Seime(1996) are the primary ones in discussing the concept of students' participation profoundly. Johnson as she literally describes the definition given to 'class participation' by one of her seminar student as, it is an act of raising questions or sharing ideas during discussions (1995:5). Language teaching methods and approaches, that have come into being following the communicative approach, depict the role of learners as in which they should involve in asking for information and clarification, expressing an opinion, agree and/or disagree with peers and teachers, negotiate, interpret, interact, exchange ideas, share information, initiate and participate in meaningful interaction and etc (Kumarauadivelu 1993: 12).

Students' participation in speaking activities also means that unlike what was traditionally practiced, students should not be passive receivers of knowledge, yet they ought to be active. Classroom communication should include the role students' play as active participants in the creation of knowledge (Barnes 1972 cited in Johnson 1995: 6).

As evidenced in recent literature, the better students' participation behavior is the better the teaching and learning process will be. If speaking class shows in different of negative reaction to participation, it can significantly inhibit the quality and effectiveness of students' participation by significantly reducing the types of practice and learning opportunities that become available in the class (Seime 1996). Besides, Littlewood comments that the learners' ultimate objective is to take part in communication with others. Therefore, their classroom learning is more likely to be participatory and be sustained if they can see how their learning is related to this objective and help them.

2.1 Speaking Classroom Practices

Stern argues that a single factor like the learner, the method, the materials, a new concept etc cannot offer a general solution to most language learning problems in class (1983: 47). Of course, the factors that inhibit the quality and effectiveness of students' participation are assumed to be within these classroom factors mentioned above. For example Seime (1996) lists; students' proficiency in the language, preferred learning styles, personality traits, socio and cultural expectations, as well as, teachers' personality and rapport with class, teaching style, gender, teachers' and students' perceptions in teaching and learning, and the kinds of learning tasks used, as factors that may account for students' participation behavior.

Here, 'students' proficiency in the language' seems to refer to what communicative approach has set as a goal to meet through teaching speaking as a part of communicative skills. According to Richards and Rodgers (2001: 159) communicative approach has set 'developing what Hymes referred to as "Communicative competence" is the goal. Studies on Hymes' "Communicative competence" identify the basic components of it. (e.g., Brown 1987: 199-200 and Hedge 2000: 46 citing Canale and Swain, 1980; Canal, 1983; Savingo, 1983; Bachman, 1987; Faerch, Haastrup and Phillipson, 1984). They suggest linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency, as they are the basic components of communicative knowledge of the language. Thus, students' proficiency in the language is also rely on the extent they acquire these competences.

2.1.1 Components of Communicative Ability

i. Linguistic competence

It is the competence that we associate with mastering the linguistic code of the language (Brown 1987: 198). It includes form and meaning.

According to Stern, *'the language user knows the rules governing his native language and he can 'apply' them with out paying attention to them.* The native speaker has an intuitive grasp of the linguistic, cognitive, affective, and socio-cultural meanings expressed by language forms (1983: 343).'

According to Hedge *'it is impossible to conceive of person being communicatively competent without being linguistically competent* (2000: 47). Linguistic competence includes knowledge of speaking, pronunciation, vocabulary, word formation, grammatical structure of sentence and linguistic semantics. To this end, oral expression involves the choice of words and inflections in the right order to convey the right meaning (Mackey 1965: 266 cited in Bygate 1987: 5).

Moreover, students' linguistic proficiency affects their participation for the more proficient the student is the greater his/her willingness to interact may be, since the classroom interaction is less stressful (Seime 1996).

ii. Pragmatic Competence

Pragmatics, study the relation between language and its context of use (Hudson 2004: 312).

According to Hedge, pragmatic competence involves two kinds of abilities:

- illocutionary competence - *means knowing how to use language in order to achieve certain communicative goals or intentions. It refers to the form in a context of use.*
- social linguistic competence - *refers to knowing what is appropriate, what is incongruous, and what might cause offence. It also enable a speaker to be 'contextually appropriate or help speaker to know 'when to speak' when not, what to talk about with whom, when, where and in what manner* (2000: 48).

To this end, Johnson also notes that full participation in classroom activities requires competence in both the social and the interaction aspects of the language (1995: 5-6).

iii. Strategic competence

Refers to how to cope in an authentic communicative situation and how to keep the communication channel open (Hedge 2000: 52). Hedge adds, these strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully (Ibid: 54). For instance, Bygate (1987: 43) identifies the following as parts of communicative strategies:

➤ *achievement strategies:*

- *guessing strategies*
- *paraphrasing strategies*
- *cooperative strategies*

➤ *reduction strategies:*

- *avoidance strategies*

Regarding the question of whether strategic competence can be trained or not, Hedge replies that certainly teachers can help students early in language programme by teaching them (2000: 53).

iv. Discourse competence

Discourse competence refers to the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterances (Brown 1987: 199).

Scholars like Celce-Murcia and Olshtain (2000: 175); Brown (1987:290) and Hedge (2000: 175) argue that in order to become a truly effective oral communicator in another language (English), there are a number of prerequisites. They, further list, 'the ability to use discourse connectors (Such as: Well, I see; Okay;), the ability to use suitable "opening" and "closing" phrases (such as: excuse me or thank you for your help), knowing how to use the interlocutor's reactions and input, awareness of how to apply Grice's maxims in the new language, awareness of the various conversational rules that facilitate the flow of talk, etc' as part of discourse knowledge (Celece-Murcia and Olshtain 2000: 175).

They also suggest that the role of using discourse knowledge as to understand and produce contextualized stretches of language in spoken texts is desirable. For example, cohesive devices use to generate new information up on the shared one and to refer to situations happened earlier

in the conversation where as coherent devises use for students to know how to perform the turns, maintain and develop topics in conversation. (Hedge 2000: 50-52).

v. Fluency

According to Hedge, fluency refers to responding coherently with in the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all of these with undue hesitation (2001: 261).

Demonstrating the relevance Bygate argues that, speaking is an active process and demands one to interact actively both on speaker and hearer. He identifies the two components of interactive skills, 'processing conditions' and 'reciprocity conditions'. Bygate further notes, speech or exchange takes place under the pressure of time. In the reciprocity exchange where both the speaker and hearer are allowed to speak, speaker will often have to adjust his/her vocabulary and manage to take that listener into account or/and participate actively in the interlocutor's message by asking questions, reacting, and so on. Thus, the ability to master the processing conditions of speech enables speaker to deal fluency with a given topic while being listened to (1987: 6-8).

2.1.2 Factors Related to Students' Knowledge of Speaking Skills

i. Purpose

According to the theory of language in Content-Based Instruction, Language is purposeful .The purpose may be academic, vocational, social, or...For learners to receive maximum benefit they need to be in tune with its purposes (Richards and Rodgers 2001:208). Speaking is also purpose-driven language skill. We speak when we genuinely want to communicate something to achieve a particular end (McDonough and Shaw 1993:152).

The fact that speaking, in its nature, needs one's has genuine purpose to talk or orally communicate; providing learners with a real-life like reasons (like the need to express ideas, and opinion; expressing a wish or a desire to do something, etc) both within the speaking activities and as classroom shared purposes to learn speaking English would be important. To this end, Brown suggests that techniques of teaching speaking should be intrinsically motivating. He also comments:



[Teachers should] try to at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for "being all that they can be". Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Many times students don't know why we ask them to do certain things; it usually pays to tell them why (1994: 268-269).

ii. Characteristics of spoken language

Spoken language has certain characteristics of its own. Brown (1994:256) notes that bear in mind those characteristics of spoken language can make oral performance easy. Thus, it is useful for the teacher of speaking skills in the classroom to look at the characteristics of the spoken language in order to ascertain what native speakers actually do when they participate in oral interactions (McDonough and Shaw 1993: 154).

McDonough and Shaw (1993) and Brown (1994) have stated that native speakers use incomplete sentences, replacing and refining expressions, repetition, pauses and 'fillers' etc in their speech and noted that those are the most frequently used characteristics of spoken language (1993: 155-156). Therefore, we may conclude that spoken language follows certain distinct patterns and rules, which must be noticed and learnt by the learners if the outcomes for each participant are to be achieved or move on to the end.

iii. Components of oral communication

According to Murphy, speaking and listening can be defined as major area of interpersonal communication: besides, pronunciation encompasses subsets of both speaking and listening skills development (1991:52). He further notes that if learners have to participate in oral communication, they should be trained to manipulate each skill separately and integrated together with specific strategies (Ibid).

➤ Speaking skill

In addition to what has been discussed above, recently produced materials for the purpose of teaching speaking skills, have pointed out some very essential skills, knowledge, etc relevant for teaching. (e.g., Bygate 1987: Littlewood 1980; etc). Bygate underlines that due to the fact that oral language (speaking) allows limited time for deciding what to say, how to say it, and

checking that the speakers' main intentions are being realized, putting certain speaking strategies into operation, would be important (1987: 14). With regard to speaking strategies, Brown suggests that teachers should encourage the development of speaking strategies like; asking someone to repeat something (Huh? Excuse me?); using fillers (Uh, I mean, well,) in order to gain time to process, getting someone's attention (Hey, say, so), using paraphrases, applying mime and non-verbal expressions to convey meaning (1994: 292).

➤ **Listening skill**

In conversation, it is believed that 'listeners are good responders'. They know how to negotiate meaning, which is to give feedback, to ask for classification, to maintain a topic, so that the process of comprehending can be complete rather than being aborted by insufficient interaction (Brown 1994: 238-241). Thus, to learn to listen is also to learn to respond and to continue a chain of listening and responding.

Brown (1994: 246), Celce-Mulcia and Olshtain (2000: 103) argue that teachers should encourage the development of listening strategies like; looking for key words, looking for non-verbal cues to meaning, predicting a speaker purpose by the context of the spoken discourse, associating information with one's cognitive structure (activating schemata), guessing at meanings, seeking classification and listening for the general gist and strategies, are useful techniques of developing learners' listening comprehension (Brown 1994: 246).

➤ **Pronunciation**

Recent Literatures often reveal that the importance of teaching pronunciation has been ignored for a long-time. However, there has been resurgence of interest in the teaching of pronunciation with foreign and second language learners. (e.g. Richards and Renandya, 2002; Tench 1981; Brown, 1994; Ur (1996); Nunan and Ur, 1996 etc).

The renewed interest largely focuses on the need to pay due attention to pronunciation and most importantly, students must be provided with opportunities for increasing linguistic accuracy of their speech. Harmer noted to this end that errors in pronunciation severely impair communication or even worse than the wrong use of other aspects can (2001).

A recently conducted study on the status of teaching pronunciation in Ethiopian secondary school reveals that students of grade 9 and 10 who were under the subject of the study, prove

that they often face problems in listening to the plasma teacher, particularly the English teacher (Anegagregn 2007: 46).

Although researchers often reveal that pronunciation activities provide students with opportunities for gaining accurate control over the sound system which is said to be an indispensable in oral communicative learning, Murphy's brief review of commercially available texts for teaching ESL oral communication (1991:64) and Anegagregn's grade 9 and 10 textbooks analysis on the coverage of pronunciation lesson (2007:62) show that teaching pronunciation has been given quite insignificant attention.

In sum, oral communication is a composite of interconnected language processes. Murphy suggests that each subsets of oral communication needs to be incorporated within any informed curriculum design and he notes that by interweaving activities that practice speaking, listening and pronunciation, teachers can enrich classroom instruction (1991: 67-68).

2.1.3 Speaking Activities (tasks)

According to Seime (1996), the kind of learning tasks, is one of the factors that may account for students' participation behavior. Here, the primary question we should ask is what kind of learning task does encourage students' participation in classroom?

After emergence of Communicative Language Teaching, a number of researchers in foreign and second language teaching have proposed different kinds of views on communicative tasks. Methods and Approaches which are categorized under 'The Post- Methods era' suggest that 'a language learning task can be regarded as a springboard for learning work. In a broad sense, it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication (Richards and Rodgers 2001:233).' Hence, such a work plan will have its own particular objective, appropriate contents and a working procedure ...

To begin with, communication tasks have been defined as tasks that involve the learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan 1989: 10 cited in Ellis and Nobuyoshi 1993: 203).According to the definition for a 'task' by Task-Based Teaching approach, it is an activity or goal that is carried out using language.

Despite the fact that particular objective of the activity vary in terms of the teaching objectives, objectives such as; to activate and develop existing language skill (speaking skills), to acquire learning skills (learning to speak) and strategies that could be applied in future speaking development opportunities, to develop general academic skills applicable to university studies in all subject areas and to broaden students' understanding of English-speaking peoples which are proposed by CBI seem to be worthy of being mentioned (Richards and Rodgers 2001:211).

Regarding the contents of the activities (tasks), in CBI, building the contents around the notion of knowledge structure which is proposed by Mohan (1986) for instruction at the secondary level seems more appealing. This according to Mohan, apply to a wide range of topics, the framework consists of six universal knowledge structures, half of which represent specific, particular elements (Description, Sequence, and Choice) and the other half represent general, theoretical elements (Concepts/Clarification, Principles, and Evaluation)[Ibid:213].

These methods in general suggest that the tasks should ultimately provide better opportunities for language learning to take place. According to Ellis and Nobuyoshi the major characteristic features of a communication task are:

- i. There must be a communicative purpose.*
- ii. There must be a focus on message rather than on the linguistic code.*
- iii. There must be some kind of 'gap'.*
- iv. There must be opportunity for negotiation when performing the task.*
- v. The participants must choose the resources verbal and non-verbal required for performing the task (1993: 204).*

Besides, Levelt (1978) identified three important contextual factors in speech production verses the speaking tasks. These include:

- i. Mismatch between the responses to the task Vs the demand of the task.***

Here, demand refers to the amount of processing required by a task. He argues that ideally, the response to the task matches the demand of the task but in many situations the demand is either too high or too low, creating some kind of malfunction and miscommunication. He further noted that this is particularly evidenced in foreign language interaction where the speaker may have a hard time adjusting to the demand of the task.

ii. Arousal

According to Levelt, arousal refers to the speakers' emotional and cognitive response to a task, which relates to the importance that the individual attaches to the communicative interaction.

iii. Feedback

Refers to speaker receives from the listener(s) or the wider environment which affect the performance. He noted that in a foreign language context it is especially important for learners and language users to be attentive to feedback and back-channeling during conversation (Levelt 1978 cited in Celce- Murcia and Olshtain 2000: 168-169). Providing that all of or just some of these characteristics are present individual tasks can be more or less 'communicative', Littlewood summarizes some of the contribution that communicative activities can make to language learning as follows:

- *They provide 'whole-task' practice.*
- *They improve motivation.*
- *They allow natural learning.*
- *They can create a context, which supports learning communicative activity providing opportunities for positive personal relationships to develop among learners and between learners and teachers (Littlewood 1981: 17-18).*

To this end, the important characteristics of speaking activities can be summarized as they should focus on process than product, must be purposeful and emphasize on oral communication and meaning, can be either the ones learners might need to achieve in real life or have a pedagogical purpose specific to the classroom and should be sequenced according to difficulty.

As to determine the tasks in their order of difficulty, considering the areas like; procedures, input text, output required, amount and type of help given, role of teachers and learners, time allowed, motivation, confidence, and learning styles are offered (Richards and Rodgers 2001:233).

With regarding to types of communicative tasks, Littlewood (1981) categorizes them into functional communicative activities and social interaction activities where as Doff (1988) views them as controlled communicative activities and free communicative activity.

According to Littlewood, the main purpose of functional communicative activities is that:

Learners should use the language they know in order to get meanings across as effective as possible. Here success is measured primarily according to whether they cope with the communicative demands of the immediate situation (1981:20). He further notes that learners have to overcome an information gap or solve problem, so that they are working towards a definite solution or decision.

In case of social interaction activities, Littlewood suggests that:

[These tasks] create a wider variety of social situations and relationships.

Success is now measured not only in forms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used (Ibid: 20-21).

As can be seen easily from above and others in the literature, the frameworks entails a progressive movement from more controlled types of activities into a free ones. This pattern is widely reflected in all and seems to underline it as the important feature of communicative or speaking tasks. (e.g. Littlewood 1981; Bygate 1987; Hedge 2000; Doff 1988, and others).

Under these general frameworks, Littlewood states detail specification as follows:

i. Functional communication activities

- ✓ *Sharing information with restricted cooperation*
- ✓ *Sharing information with unrestricted cooperation*
- ✓ *Sharing information with unrestricted cooperation*
- ✓ *Sharing and processing information*
- ✓ *Processing information*

ii. Social interaction activities

- ✓ *The classroom as a social context*
- ✓ *Simulation and role playing*
- ✓ *Social interaction activities (1981: 22-67)*

Bygate, outlines the types of speaking tasks as:

- ✓ *Information gap activities*
- ✓ *Communication games*
- ✓ *Simulations*
- ✓ *Project-based activities (1987: 76-84).*

For more details and specifications, we gladly suggest you to read Littlewood (1981: 22-67), Bygate (1987: 76-84) as well as Hedge (2000: 276-285) and Doff (1988: 208-219).

Most importantly, the tasks should take the following points into consideration:

- *Participation within the group; so that they enable students to cooperate, contribute, negotiate etc...*
- *Play group roles complexity of interaction so that they clearly show the types and sequence of interaction required, the nature of group composition i.e., the same or need change through out the activity*
- *State the movement needed within the classroom, opportunities for management of interaction, degree of simulation required, structure of the activity, and motivation (Hedge, 2000).*

To this end, these literatures clearly proposed that the question to where or from which types of speaking task to begin is left to up to the authoritative body in command of selection of the tasks.

2.1.4 Approaches and Methodologies towards Teaching Oral Communication Skills

Brooks (1960: 136) defines a method as it is a procedure for arriving at a destination. In general, authorities like Stern (1983), Brown (1987), and Brooks (1960) agree that the teaching/learning method used in language classroom is one factor that facilitate or hinder the effectiveness of language learning. To this end, Seime(1996) includes methods as factor that may account for students' participation behavior in particular. He illustrates this as the teachers' teaching style- may influence the types of practice and the learning opportunities that arise. It may encourage or discourage participation.

i. Approaches to the teaching of oral communication

According to Brumfit (1979) cited in Bygate (1987), there are two approaches to the teaching of oral communication. As the demonstration goes to the first approaches, it is considered normal to start by presenting language to the learners, and then after a period of drills and exercise, giving them some practice. As of the second approach, the lesson begins by letting learners communicate as far as possible with all available resources, the teacher only teaching new items when it is obvious that the learners need them (Brumfit cited in Bygate 1987: 95).

However, Bygate comments on both as "there are clear problems with either approach. In the first case, learners are not likely to practice normal conversation skills: they will not be deciding what they say or how they say it: ... (They)... reproducing a bit of language more precisely either than their classmate or than they themselves did on a previous performance. In addition they are unlikely to get much practice, since it will be essential for the teacher to monitor everything they say in order to be able to evaluate their performance reliably.

Bygate commenting on the second approach says there can be a problem of accountability: work is expected with no obvious reward, either in terms of marks, or praise, or constructive criticism, in terms of progress which the learner could be made aware of with the teacher's help (Ibid: 95).

Bygate discussing the third approach that is suggested as it brings solutions to the previous two approaches by Wills (1985) says 'first the learners practice the new language, either in class or in groups... part of this phase may consist of observing instances of the new piece of language in texts or in the context of taped conversation. Next, the learners proceed to work on a task in groups. During this stage, learners are rehearsing the language and learners presenting their results to the rest of the class (Ibid).

Littlewood (1981) also suggests a methodological framework for teaching oral communication skills in a classroom.

The general framework looks as follows:

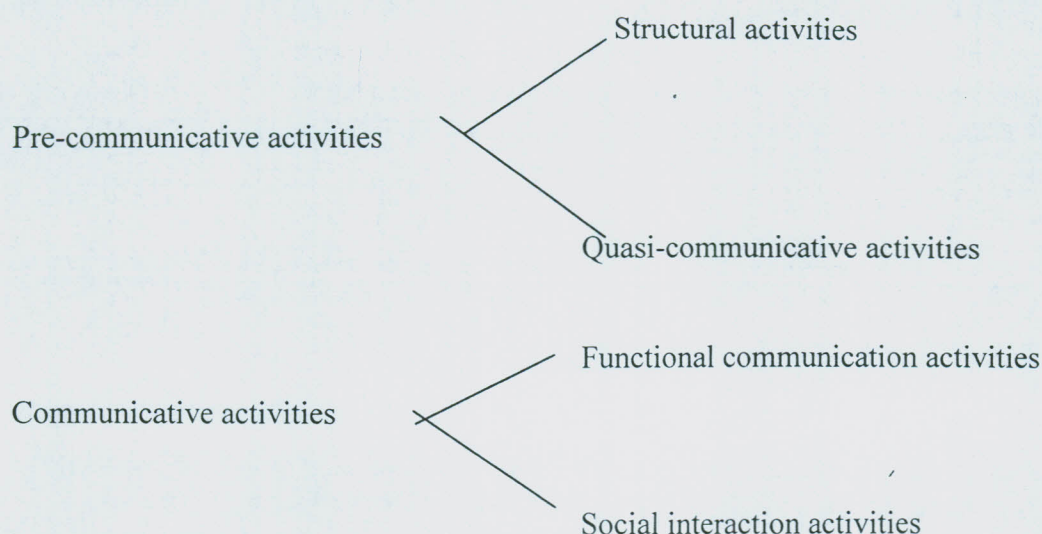


Figure 1-the methodological framework (Littlewood 1981:85-86)

Demonstrating the method, Littlewood says 'through pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provide the learners with opportunities to practice them separately (Ibid). This is what he refers as one of purpose of communicative task which is "They provide a "whole-task practice" (Ibid: 17).

This according to Littlewood can be carried out through drills or question and answer practice. And the aim is to provide learners within fluent command of the linguistic system (Ibid: 15). Here the learners' main purpose is to produce language, which is acceptable. In the communicative activities, Littlewood suggests that the learner has to activate and integrate his/her pre-communicative knowledge and skills, in order to use them for the communicative of meanings (Ibid: 86).

ii. Classroom organization for teaching oral communication skills

As far as classroom organization is concerned, Girma Gezahegn (2003: 104) says, 'There are three basic types of classroom organization that are available for teachers in foreign language instructors. They are whole class, individual and group or pairs'. With reference to McDonough and Shaw (1993: 223), asking students to work in groups or pairs has come to be taken for granted as natural, integral part of language learning behavior and of communicative

methodology. A number of studies have tried to give rational explanation why is group or pair type of classroom organization preferred over the others. For example, Bejarano (1987) cited in Girma (2003: 106); Long and Porter (1985) cited in Bygate (1987: 96) Pica and Doughty (1987) cited in Hedge (2000: 13), etc were interested to make a comparative study between pairs or groups type of organization to that of the teacher-fronted and individual types.

As the report given by Long and Porter (1985) shows 'small-group interaction allows more talk for each of the students and a greater variety of talk (Cited in Bygate 1987: 96).

Research findings on group/pair work reveal that teaching students in groups has the following advantages:

- *The teacher has time to assess the effectiveness of his/her lesson as students work on language learning tasks.*
- *The teacher can accommodate individual problems.*
- *Some of the problems of students can be solved by other students in a group.*
- *Group work increases language practice opportunities.*
- *Group work improves not only the quality of student talk, but also the quality for the following reasons:*
 - ✓ *Face to face communication in a small group is a natural setting for conversation..*
 - ✓ *Students can engage in cohesive and coherent sequences of utterances, thereby developing discourse competence, not just sentence grammar.*
 - ✓ *Students can be more autonomous and self-reliant; they can take on roles and adopt positions, which are usually the teacher's preserve and can thus practise a range of language functions associated with those roles and positions*
 - ✓ *Students can develop social skills-also normally practised only by the teacher such as changing topics, turn-taking, asking for clarification.*
 - ✓ *Given appropriate materials to work on and problems to solve, students can engage in genuine information exchange focusing on meaning and form.*

In all these ways students can develop at least some of the skills make up communicative competence in English.

- *Group work helps individualized instruction. Small groups of students can work on different sets of materials suited to their needs.*

- *Group work promotes a positive affective climate. A small group of peers provides a relatively intimate setting and, usually a more supportive environment in which to try out embryonic language skills and in which to cooperate.*
- *Group work motivates learners. It allows for a greater quality and richer variety of language practice, practice that is better adopted to individual needs and conducted in a more positive affective climate. Students are individually involved in lessons more often and at a more personal level (Long and Porter 1985 cited in Atkins et al 1996: 208-209).*

Although using group work in speaking classes have these and others advantage over the others (individual and teacher-centered), it never escape from teachers' criticisms. According to Atkins et al (1996: 210), *some teachers make the following criticisms of group work:*

- *Group work creates undesirable noise*
- *Group work leads to discipline*
- *Students may perpetuate errors in their use of the language or be reluctant to participate for fear of learning errors from other students.*

Willis (1996:56-57) one of the proponents of Task-Based Language Teaching recommends the following procedures for role –play task:

Pre-task

Introduction to topic and task

- Teacher helps Ss to understand the theme and objectives of the task,
- Students may do a pre-task,
- Teacher may highlight useful words and phrases,
- Students can be given preparation time to think about how to do the task.
- Students can hear a recording of a parallel task being done.

If the task is based on a text, Students read part of it.

Task

- The task is done by Students (in pair/group) and gives Students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in respond to reading a text or hearing a recording.
- Teacher walks round and monitors, encouraging in a supportive way every-one's attempts at communication in the target language.

- Teacher helps Students to formulate what they want to say, but don't intervene to correct errors of forms.
- The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.
- Success in achieving the goals of the task helps Students' motivation.

Report

- Teacher asks some pairs/groups to report briefly to the whole class so everyone can compare findings, or begin a survey.
- Teacher chairs, comments on the content of their reports, give no overt correction (as cited in Richards and Rodgers 2001:239).

So far we have discussed the type of method ,tasks and procedures the literature recommend in teaching speaking in a classroom, yet scholars comment that one consistent problem is whether or not teachers involved in presenting materials created for a particular method are actually reflecting the underlying philosophies of these methods in their classroom practices. For this purpose we shall see it from teachers and their teaching points of view as follows.

2.1.5 Factors Related to Teachers and Teaching

i. Teachers' perception

Prabchin in general notes that a new perception of pedagogy, implying a different pattern of classroom activity, is an intruder into teacher's mental frames - an unsettling one, because there is a conflict or mismatch between old and new perceptions (Prabchin 1987: 105 cited in Tudor 1996: 232).

Richards and Rodgers quoting Clark and Peterson (1986) note that the most resilient or "core" beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb these early beliefs, not least, perhaps, because it rarely addresses them (2001:252).

However, in the process of realizing a new perception in language classroom, the theoretical beliefs or perception (new or old) those teachers have really matter. Johnson explaining this says 'teachers' theoretical beliefs are thought to act as filters through which teachers make instructional judgments and decisions (1995: 33). Thus, the fruitfulness and success of what we

have so far discussed above seem to rely partly on how language teachers perceive and what they believe right or wrong in speaking class and students' participation for that matter.

ii. Teachers' roles and responsibilities

If we take a brief look at the different types of methods and approaches known so far in the history of language teaching, it is common to see teachers' roles are much specified in most of them. After the communicative approach came into view; the need to state the specific roles teachers play in methods is simply seem more considerable and important. For example, in some of the methods, which promote communicative approach, teachers are suggested to have the role of controller in eliciting words, assessor of accuracy as students try to pronounce the words, corrector of pronunciation, organizer in giving instructions for the pair work, initiating it, monitoring it, and organizing feedback, promoter while students are working together and resource if students need help with words and structures during the pair/group work (Harmer 1991).

Regarding the overall roles of teachers in communicative language teaching, Hedge has summarized them by acknowledging Karnvas - Dukas (1995) as follows:

- | | | |
|------------------------------|--|--------------------------------|
| ➤ <i>Denoting supportive</i> | <i>Sharing roles</i> | <i>Facilitator of learning</i> |
| - Informant | - negotiator | - learning facilitator |
| - Input provider | - participant | - helper |
| - Information provider | - student | - guider |
| - Source of knowledge | - cooperator | - catalyst of group discussion |
| ➤ <i>Management roles</i> | <i>Caring roles</i> | <i>(Hedge 2000: 28-29).</i> |
| - manager | - friend | |
| - organizer | - caretaker | |
| - director | - supporter | |
| - arranger | | |
| ➤ <i>Sources of advice</i> | <i>Creator of classroom atmosphere</i> | |
| - counselor | - entertainer | |
| - advisor | - motivator | |
| - listener | - source of inspiration | |

Tudor with relating to the implications of the major paradigm shifts (communicative approach, learner- center approach etc) have to that of teachers' roles and responsibility, further adds, 'studying a language is an interactive process between teachers and his/her students if a change takes place in the role of learners then a parallel change in the role of the teacher is virtually inevitable (1996: 230).

Literature to this end underlines the importance of teachers' understanding of their roles and application in classroom for the effectiveness of classroom language learning.

iii. Teaching points

The classroom interaction needs teacher's involvement to the extend that beyond providing and presenting new language: a good deal of time will be spent on managing learning: setting up activities, organizing material resources, guiding students in group work, encouraging to contribute, monitoring activities and diagnosing the further needs of students (Hedge 2000: 63).

The need of managing classroom interaction from the nature of speaking activities, Hedge further notes that 'trying to produce language in front of other students can generate high levels of anxiety, students may feel that they are presenting themselves at a much lower level of cognitive ability that they really possess ... they may simply be shy personalities who do not speak very much in their first language. It is, therefore, a major responsibility for the teacher to create a reassuring classroom environment in which students are prepared to take risk and experience with the language (Ibid: 293).

Besides, Stevick (1980) suggests that the following steps or strategies should be practiced by teachers to encourage students to participate effectively in classroom activities:

- *Study the students' motivation, attitudes, and the social pressures on them in order to build up fuller pictures of them as people.*
- *Scrutinize your methods and techniques in terms of the amount of control you provide and the amount of student - led activity there is.*
- *Give more control and responsibility to the learners.*
- *Think positively and communicate this to your students*
- *Act as another participant in the process, rather than as a 'teacher'.*

- *Become less evaluative of learners' efforts, allowing them more time to be evaluative of their own.*
- *Give students the chance to discuss and evaluate the course, the language, their fears, and frustrations. (Stevick 1980 cited in Atkins et al 1996: 189).*

Atkins and et al part 2(1996:212) also comment that one of the challenges teachers should tackle effectively in a class (large) is finding ways of promoting a more positive self-image for every students. One way of achieving this is by encouraging a culture of active cooperation in the classroom, citing Christison(1990) they note:

Humans are not born instinctively knowing how to cooperate with others...cooperative skills must be taught...because most students have not been taught to work effectively with others, they can't do it.

iv. Errors correction and feedback

Recently literature has viewed the issue of errors correction and feedback as equally important as methods, and other classroom factors. Hedge (2000) notes that 'with a view of language learning as a creative construction process come the view that errors are an inevitable and positive part of that process (2000: 15).

Due to the fact that correcting learners' oral errors in front of other students in class needs to be handled in a very sensitive way for the reason that in correcting an individual publicly in class may result as embarrassment or anxiety which can eliminate any productive outcome and his/her interest to participate in speaking activities. Hedge also comments that there is always a need to balance negative feedback on errors with positive feedback on students' attempts and knowing 'when to push and when to stop' (2000: 290).

Research studies on errors correction and feedback propose the use of strategies for error correction. With regard to this, Doff (1988) suggests the following to use as strategies for correcting spoken errors:

- *As far as possible, encourage the student, focusing on what they have got right, not on what they have got wrong*
- *Praise students for correct answers, and even for partly correct answers; in this way, they will feel they are making progress.*

- *Avoid humiliating students or making them feel that making a mistake is 'bad'.*
- *Correct errors quickly: if too much time is spent over correcting errors, it gives them too much importance and holds up the lesson (Doff 1988: 190).*

As to how to respond to error during activities Doff (1988) also suggests the following as possible strategies, which enable teachers to have positive and encouraging strategies. These are

- *Accept the answer - it is nearly correct or helps the student to correct him or herself.*
- *Indicate by a gesture that the sentence is incomplete or say. "Yes, he collects. But he collects what? For example and ask another student if necessary.*
- *Ask another student, then perhaps give the first student a chance later. Or give the answer and let the student repeat it.*
- *Accept the answer, and praise the student, but then say the correct form yourself.*
- *Help the student to correct him or herself.*
- *Accept the answer, giving the correct tense yourself. Then perhaps rephrase the question to make it clearer (Doff 1988: 191).*

Littlewood (1981) on his way says that the nature of feedback learners receive is determined by their relative focus on linguistic forms and meanings. He further adds 'Feedback provides learners with knowledge of how successful their performance has been (1981: 90).

In sum, Littlewood underlines that since feedback carries information about how successful the learner has been, the nature of feedback also tells the learner what criteria (forms/meaning) for success are operative during a particular activity (1981: 90).

2.1.6 Factors Related to Learners and Learning

In general terms, the central assumptions lie behind the theories and principles of the teaching/learning methods (those promote students' participation as the center of the language learning process) are, students will perform the specific roles they are expected to do. Of these specified roles for students, some of them are; being group participant, monitor (understanding of their own learning process), risk-taker, innovator, cooperative (support each other in collaborative modes of learning), and etc. However, there may be a number of classroom related problems that inhibit them from performing their roles as they are intended. Following we shall be looking at these problems briefly.

i. Learners' perceptions of their roles

It is believed that individual's perception of his/her own role, in classroom, is considered as crucial (Stern, 1983: 294). According to Richards and Rodgers (2001) quoting Brown and Candlin describes the learner's role within CLT in the following forms:

The role of learners as negotiator-between the self, the learning attention process and, the object of learning. Emerges from and interacts with the role of joint negotiator with in the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that the should contribute as much as he gains; there by learn in an interdependent way(Breen and Candlin 1980:110 cited in Richards and Rodgers 2001: 166).

Most teachers admit that the success of any classroom event depends on how students perceive their roles and respond to them. (Johnson,1995:40).

ii. Learners' perceptions and teachers' expectation

As Hedge (2003:34) mentioned earlier, by providing clear purpose and outcome of the activities, a teacher and learner can have shared understanding, which is important for effective classroom learning. Johnson (1995) in line this adds, students' perceptions generally are based on a combination of how they perceive and respond to what their teachers says and do, and their expectations about what is and is not appropriate communicative behavior in classrooms (1995: 39).

From this we can understand that mismatch between teacher's expectations and learners' perceptions can be the cause of unintended behavior in a classroom.

To this effect, as Seime (1996) suggests if teachers are an unaware of their effects on the behavior of the students, they may unlikely to interact with students in effective ways.

iii. Learners' perceptions of teacher's treatment of students

According to Johnson, 'success and motivation are closely linked to students' perceptions of themselves as well as what they believe is and is not possible in classrooms. She further discusses that ... students are highly sensitive to differential treatment of teachers. Students perceive teachers as having high expectations for high achieving students, granting them more

freedom of choice and greater opportunities, while having low expectations for low achieving students, to whom they give more direction, rules, work and negative feedback (1995:40).

As can be clearly seen in the above discussion, teachers' partial treatment in the class is one factor that creates negative perceptions of learning and reduces learners' willingness to participate in class

iv. Learning style

Style as defined by Brown (1987) is a 'form that refers to consistent and rather enduring tendencies or, preferences with in an individual. Difference in learning style among learners is natural. Hedge (2000: 18) for example, mentions that 'a global learner is believed to prefer learning through global exposure while an analytic learners likes to analyses elements in detail, she further comments that this might influence the learner's response to methods of presenting language. Tudor (1996: 99) to this suggests that 'the teacher should be flexible and responsive to learner's preferences'.

v. Affective Factors

Littlewood (1981) argues that ... 'since, communicative ability develops by process internal to the learner, a crucial factor in helping or hindering them is the learner's psychological state (1981: 93).

Thus, Littlewood mentions, that literature has also given a wide range of cover and emphasis to the affective roles of attitudes, emotional responses etc, which lie under learners' psychological state to the language learning process. According to Hedge, most discussions have limited to affective factors which are; personality characteristics, attitudes, and emotional responses to the language learning process (2000: 20).

A. Individual Differences(Personality characteristics)

Learners differ in ways that need careful thought when making decisions about the types of activities and methodology of a number of individual differences which are likely to exert an influence or the way in which learners react to aspects of their learning speaking, and which can shape their preferences with respect to the nature and organization of speaking activities. These are:

➤ *Self-Esteem*

Authorities like H. Douglas Brown in the field of language learning and teaching claims that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capacities for that activity. Substantiating his claim, Brown views 'personality development universally involves the growth of a person's concept of self, acceptance of self and reflection of self as seen in the interaction between self and others (1987: 101)'. Tudor (1996) referring to Oxford and Ehrman (Op. cit: 194-5) define self-esteem as:

'a self judgment of worth or value based on feelings of "efficacy", a sense of interacting effectively with one's own environment (Oxford and Ehrman op. cit: 194-195 as used by Tudor 1996: 106).

The process of learning a language can negatively affect learners' self-esteem in at least two main ways. Tudor states the first way as 'one derives from a perceived loss in 'efficacy resulting from a sudden inability to express oneself with the clarity, confidence or authority to which one is accustomed. Tudor quoting Spolsky (1989:14) supports the above as the threat to a person's self concept is being forced to communicate with less proficiency in the second language than he or she has in the first (Spolsky 1989) as cited in Tudor 1996: 106).

From these, we can understand that teachers need to recognize that participation especially in the early stage, restricts learners' normal expressive abilities and, thereby, their ability to be themselves and project their usual behavior, all of which may, in certain individuals, produce negative reactions either towards speaking or to aspects of participation in speaking activities.

With regard to studies on the three levels of self esteems (general, or global and situational or specific self esteem which we have discussed briefly earlier and task-self esteem which according to Brown, 1987: 102; relates to particular tasks within specific situations) by Adelaide Heyde 1979 on performance of an oral production task, she found that all the three levels of self esteem correlated positively with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance on oral production measures (1987: 102). Therefore, the studies prove that self-esteem appears to be an important variable in foreign language acquisition.

This finding suggests that teachers really can have a positive and influential effect on both the linguistic performance and the emotional well being of the student in a classroom (Brown 1987: 102).

➤ ***Inhibition***

As can be seen from the issue of the research, we suppose that inhibition is a prominent learning behavior in speaking class. Webster's dictionary (622) defines the word 'inhibit' as an act of being discouraged from free or spontaneous activity especially through the operation of inner psychological impediments or of social controls.

According to Brown (1987: 103) [Learners]... with weaker self-esteem maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task.'

In sum, scholars suggest that mistakes can be viewed as threats to one's ego. If we never dare to speak a sentence until we are absolutely certain of its total correctness, we may likely never communicate productively at all. Earl Stevick (1996) spoke of language learning as involving a number of forms of alienation between the critical me and the performing me, between my native culture and my target culture, between me and my fellow students. This alienation arises from the defenses that we build around ourselves. These defenses do not facilitate learning; rather they inhibit learning, and their removal therefore can promote language learning (Stevick 1996 as cited in Brown 1987: 104).

➤ ***Risk-taking***

Ely (1986) found that risk-taking was positively linked to classroom participation, and therefore served a facilitating role at least in this aspect of language learning (Ely 1986 cited in Tudor 1996: 105). As has been stated above, risk taking and participation have positive relationship.

Successful language learning in learners' realistic appraisal of themselves as vulnerable being yet capable of accomplishing tasks must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty (Brown 1994: 24).

Therefore, risk-taking is an important characteristic of successful learning of a foreign language. Teachers should also encourage students to guess somewhat more willingly than the usual student prone to do, and value them as persons for these risks that they take. However, in case of overly high risk taker, as they dominate the classroom with wild gambles, may need to be "tamed" a bit by the teacher (Brown 1987: 105).

➤ **Anxiety**

Brown (1987: 106) suggests that we all know what anxiety is and we all have experienced feelings of anxiousness. Anxiety is associated with feelings of uneasiness, self-doubt, apprehension, or worry. Any complex task, learners undertake can have elements of anxiety in it, aspects in which they doubt own abilities and wonder if they will indeed succeed (Ibid).

Recent researches on anxiety, reveal that there are two types of anxiety; debilitating and facilitative anxiety. According to Scovel 1978 cited by Ibid) 'we may be inclined to view anxiety as a negative factor, something to be avoided at all costs.' Brown cites an example for this from Madskin 1982 'we are all familiar with the feeling of "text anxiety" before a big examination'. The notion of facilitative anxiety is that some concern or apprehension over a task to be accomplished is a positive one (Ibid).

Scovel cited by Tudor 1996 describes the two types of anxiety in terms of the 'fight' or 'flight' syndrome:

Facilitating anxiety motivates the learner to 'fight' the new learning task: it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior. (Tudo, 1978: 107).

Brown (1987: 106) concludes that we find that a construct has an optional point along its continuum: both too much and too little anxiety may hinder the process of successful second (foreign) language learning.

B. Motivation

The degree to which any of the factors discussed so far will become significant in a particular learning and teaching situation will depend partly on the reasons why learners are learning

speaking skill. Hedge comments that 'Any individual may be influenced by a variety of motivations which will affect such things as anxiety, or attitude, or willingness to try new learning strategies (2000:22).

It is often said that there are two kinds of motivation for learning English. They are Integrate motivation and Instrumental motivation (e.g., Brown, 1994: 33-45; Brown, 1987: 114-115; Stern, 1983: 383-386; Hedge 2000: 22-24; Tudor, 1996: 44-49 1996: 133, etc).According to Atkins et al (1996), learners may be motivated to learn English because they would like to integrate with the culture and community of the target language.

In this sense they would like to be considered as, or approximating to the ability of, native speakers (1996:183). Alternatively, stated in (Ibid) 'learners may be motivated to learn the language because they want to use it to learn other subjects, such as the sciences.

To this end, Atkins et al, agree that 'many learners are in fact motivated by both factors; they want to integrate to some degree with native speakers of the language and also to use the language for academic and vocational purposes (Ibid).

In Ethiopian context (Ibid citing Hailom 1993) state that instrumental value of English is the main motivating factor for students' learning English in both high schools and institution of higher learning.'

Hedge (2000) in line with motivation and what teachers should consider, comments that, perhaps, the most useful perspective for the teacher to take is to consider what aspects of motivation can be changed and to focus on creating successful experiences which will enhance motivation (2000: 23-24). Hedge quoting Ellis (1993) further explains that (he) has made the point that we need to explore more fully the factors involved in motivating students to do tasks as this is something over which the teacher has some control (Ellis 1993b cited by Ibid 24). Therefore, it is worthy for any language teacher's time to create ways to motivate learners in the classroom.

➤ *Testing and motivation*

Brown claims that, tests can increase motivation as they serve as milestones of student progress (1994: 391). Students consider test as a valid and fair means of measuring their competence. It

brings out their best performance, not their worst. Thus, test and assessment are sources of learners' intrinsic motivation that have considerable effect on learners' participation behavior.

C. Attitudes

Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parent' and peers' attitudes, contact with people who are "different" in any number of ways, and interacting affective factors in the human experience (Brown 1987: 126). With regard to language learning and participation in classes, learners possibly develop either positive or negative perceptions of the target language or on specific language skills like speaking, on learning process, etc due to their contact with other people in and outside classroom as Brown has stated above.

Language learner obviously can benefit from positive attitude and that negative may lead to decreased motivation. Brown (1987) notes that, 'teachers need to be aware that every one has both positive and negative attitudes. The negative attitudes can be changed, often by exposure to reality (1987: 127).

Regarding how affective factors such as attitude, anxiety, competitiveness, and other emotional responses can help or hinder language learning Krashen(1985) explains 'a learner who has generally negative attitudes towards learning English will have a high affective filter. The filter, Krashen further adds, can be imagined as a sliding barrier which moves into place when a student, for example, tired, dispirited, tense, or angry, and which prevents the processing of input (cited in Hedge 2000:21)

In short, Atkins and et al, summarize students' problems of participating in the activities which require cooperative learning as 'among the major problems many students face...are frustration, fear of ridicule from others and overall negative self-image.' These, according to Atkins and et al, may be caused by discouraging treatment by either their parents or teachers, a sense of being inadequate by comparison with other students, achievements falling short of expectations, pessimistic outlook towards future life, lack of confidence in own linguistic abilities, anxiety/stress, and fear of failure in examinations. They also suggest that for these, teachers should find ways of promoting a more positive self-image for every student in a classroom (part 2; 1996:212)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design

This research mainly focused on assessing the current practices of teaching speaking skills at secondary schools, particularly with referring to the attitudes, perceptions and practices of grade ten speaking classes in **Kokebetsibah Secondary School**. Given this purpose, the design of the research is descriptive which is more appropriate to assess the existing practices and found to be fitting to find out the teaching speaking practices, attitudes and perceptions in the sample school. Accordingly, both qualitative and quantitative methods were used in this study.

3.2 Respondents

Both grade ten students and their English language teachers in Kokebetsibah secondary school were the respondents of this study. The school and the particular grade level were selected for the researcher teaches grade 10 students in the forth mentioned school and his familiarity would help a lot in the process of the study. Besides, examining these components (students and teachers) would contribute a lot for such study which aims at exploring upon the existing conditions (Dubin and Olshtain 1986). Thus, students of grade 10 in section 8, 16, 24 and 32 together with all English language teachers found in the school were the subjects of the study.

3.2.1 Students

The total number of sections and students in grade 10 are 33 and 1700 respectively. From these, four sampled sections (8, 16, 24 and 32) and all members (students) in each section which make 210 students in number were selected. The researcher decided not to include more than this number as it seems to be reasonably unmanageable as far as time and resource constraints are concerned. Besides, the researcher believed that the sample would represent the total population as the students are more or less homogenous in the relevant variables to the study.

3.2.2 Teachers

The total number of English language teachers in the sampled school is eighteen in number. All of them were taken as the subjects of the study.

3.3 Instruments

For the purpose of gathering satisfactory information, different instruments such as questionnaires, interviews, classroom observations and speaking tasks' evaluation in the textbook were used. The questionnaires, classroom observations, and evaluation of speaking tasks in the textbook were used as the major tools.

Before applying the questionnaires and the interviews to the main study, the researcher piloted them in an attempt to see how good they were for the purpose of the study. Grade nine students of 2000 E.C in Kokebetsibah Secondary School and most of the English language teachers participated in the pilot. As a result, some items were modified while others were discarded and some new ones were added. Several modifications were made in a bid to provide them more clarity to the respondents.

While administering the instruments in the main study, particularly the questionnaires and the interviews, the respondents were informed the purpose and the confidentiality of their responses to increase their cooperation and willingness.

3.3.1 The Questionnaires

Two different questionnaires were designed separately to teachers and students. Every possible effort was made to make the questions in both questionnaires, simple and understandable as well as adequate in terms of numbers, qualities and coverage. Both questionnaires consist of four sub-topics under which a likert scale was used to measure the attitude and perception of students and teachers towards speaking skills, modes of learning used, the roles of personality factors and speaking activities. In addition to these, open and close-ended types were used to gather more information.

The questionnaire to the students, which was originally prepared in English, was translated into Amharic for better understanding. During the administration, the researcher explained briefly some concepts of speaking skills, speaking activities, etc. and what they entail to the students. On the top of this, they were told to ask for any explanation they require while they respond.

3.3.2 Interviews

To provide the study with corroborative data and for the purpose of triangulating the data with the information gathered by the other tools, it was felt necessary to interview a sample of the subjects (sampled students and teachers). The type of the interview format used was structured open-ended approach; which were designed in advance and they were conducted separately for teachers and students. In both cases, the contents of the items were made to focus on speaking skills, methods, students' personality factors, and the speaking activities as the questionnaires. It involved, therefore, a predetermined sequence, and wordings of the same set of questions to be asked to each respondent. This approach helps to minimize the possibility of biases (Gall et al., 1996).

As interviewing all the sampled students were a bit difficult, the interview involved a sample of 12 students and 12 teachers. The researcher used recorder throughout the sessions because it was found to be more genuine and convenient way for most respondents, and as to minimize the degree of being nervous, the researcher made two recording for each respondent. For this reason, the researcher thought that involving more than these numbers of the sample would make unease of both the process of interviewing and stage of transcribing them.

3.3.3 Classroom Observations

Classroom observations were also conducted by the researcher with the purpose of triangulating the information collected by the other tools, to observe the attention given to classroom factors that affect students' participation and what actually was happening in the classrooms.

Before carrying out the observations, the researcher organized and prepare observation checklist by adopting the necessary variables relevant for the study from McDonough and Shaw (1993: 272-273) which the researcher believed to be more appropriate to elicit the intended information. The type of approach the observation followed was the 'naturalistic enquiry' which is convenient for the purpose as stated in McDonough and Shaw (1993:268). To this end, the researcher together with a co-observer made a total of 12 observations on randomly selected lessons based on allocating equal periods to each sample section. This means, each sampled section (section 8, 16, 24 and 32) was observed three times upon three various speaking lessons with topics.

3.3.4 Textbook Evaluation

Evaluation of speaking tasks in the textbook was used in this study as one instrument to obtain information regarding how appropriate the speaking tasks are for students' participation as well as for the purpose of triangulating the information gathered by the other tools regarding speaking activities. For this reason, the speaking tasks found in student's textbook, which are nineteen in numbers, were evaluated.

Due to the importance of getting sufficient information about the speaking tasks ,related parts like; The English language Syllabus for Grade ten and Teacher's book were also used as supplementary sources for the evaluation.

Regarding the evaluation checklist used, the researcher developed his own evaluation checklist mainly based on as per used by Ur (1996) as well as on the basis of the necessary variables relevant to the study from what has been discussed in the literature. The researcher decided to develop his own evaluation checklist for his incapability to access previously used standard formats on evaluating speaking tasks.

3.4 Sampling Techniques

The sampling techniques which were employed were purposive, cluster, comprehensive and random sampling techniques. For example, the selection of the school and grade level was purposive for they were more favorable for the researcher because they are both his working place as well as the grade level he teaches. He expected to get greater cooperation from the respondents.

Of the total 33 sections and 1700 students found in grade 10, using cluster sampling technique four sections were selected randomly. Then, all the members (students) in each sampled section, which consists of 50 students in average, and make up 210 students in number were taken as subjects.

So as the selections of the teachers are concerned, comprehensive sampling technique was used to take all the members of English teachers which is eighteen in number as the subjects of the study.

The interview involved a sample of 12 students who was selected by random sampling technique in such a way that, having based on lists of students' names both arranged alphabetical and ordered in numbers, was possible to select three students randomly from each sampled section to make up the required sample of 12 students in number. So as to the teachers, a sample of 12 teachers was selected purposely of the total.

3.5 Data Organization and Analysis

The data gathered through the questionnaires were presented in tables. In order to organize and facilitate the analysis of the data collected through the questionnaires, the researcher tallied before tabulating the responses under each item using simple descriptive statistics such as frequency, percentage, mean, etc. The responses gathered through the interviews were discussed separately. The responses of the interviews were first transcribed before interpreted and discussed as a support for the discussion of the questionnaires and the observations.

The data gathered through observation checklist was stated upon each observation separately; where as the speaking tasks' evaluation was organized by both tabulating the occurrence of each variable and describing the events in the checklists accordingly so that it was possible to use frequency and percentage values in the case of the tabulated data while descriptive way for the non tabulated ones in the analysis stages. On the basis of the discussions held, summary, conclusions and recommendations were drawn accordingly.

3.6 Conclusion

In this chapter, the researcher has tried to show the methods followed in conducting the study. By doing so, the sources of data, the sampling techniques used in selecting the subjects of the study and the instruments employed in data gathering have been described .Besides, ways of data organization and the types of data generated from the tools are stated. In the following chapter the data analysis and discussion together with the findings from the discussions shall be presented.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

The whole data gathered are analyzed and discussed under six major categories which make up this chapter. These are students' and teachers' responses of the questionnaires, interviewed students' and teachers' responses, classroom observation analysis, and textbook evaluation on the speaking tasks.

As to the first four categories (students' and teachers' responses of the questionnaires and interviews), the discussions were held under four sub-headings of related issues. Due to the nature of the study, as well as for simplicity, some of the sub-headings were also broken down into smaller sub-parts so that discussions were made up on very specific issues. When the discussion was made based on attitude scale, the grand mean (expected mean) of related issues was computed in order to show the relative inclination of the students and the teachers.

The relative tendencies inferred from the discussions under each sub-heading were made from the interpretation of the relationship between the mean scores and the grand means. In addition, the percentage values were used. As to the interpretation of the grand mean, it was used, as noted in Gall et al (1996).

4.1 Analysis and Discussion of Students' Responses to the Questionnaire

The responses of the sample students were discussed under four major sub-headings namely; students' attitude towards learning to speak English, learning methods, personality factors and speaking activities.

4.1.1 Students' Attitude towards Practising to Speak English

In attempt to obtain information about how students view practising to speak English and the extent the speaking classes have positively influence students' understanding and the importance of practising, three items (2.1., 2.2., and 3) were designed in the questionnaire. The responses were tabulated as follows:

Table 1: Students' Perceptions towards Practising to Speak English

No	Items	Response										Sum	Mean
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
		F	%	F	%	F	%	F	%	F	%		
2.1	I think learning to speak is as important as for example grammar	-	-	28	14.7	-	-	52	27.4	110	57.8	190	1.71
2.2	I often enjoy learning to speak English, it is easy and interesting	-	-	17	8.9	-	-	90	47.4	83	43.7	190	1.74
Grand Mean												1.72	

In item 2.1 above in which the respondents were asked if they think learning to speak is equally important as for example grammar, 162 (82.2%) of them expressed their disagreement. Item 2.2 was concerned with students' learning experience in speaking classes. Asked if they enjoy learning to speak English, 173 (91.1%) of the respondents expressed their disagreement. The result from the above discussion shows that the respondents seem to lose their interest in learning to speak and shift their focus into other language skills.

A brief look at the mean score of item 2.1 (1.71) shows, it is less than the grand mean (1.72). This means that sustaining the result of the percentage values, the respondents are negatively inclined to the item which in turn shows that they had negative attitude towards learning to speaking English.

Table 2: The Place of Practising to Speak English

N o	Item	Responses												Sum
		First place		Second place		Third place		Fourth place		Fifth place		Sixth place		
		F	%	F	%	F	%	F	%	F	%	F	%	
3	Which English language skills do you prefer to learn more?	-	-	3	1.6	18	9.5	7	3.7	110	57.9	52	27.4	190

In order to get more information about the place of learning to speak in English language classes, the respondents were asked to put the language skills in the order of their preference to learn. As can be seen in Table 2 above, 162 (74.3%) of the respondents placed learning to speak at the fifth and sixth position. The result shows that the respondents thought learning to speak is less important than other language skills.

Learning to speak competently in English is a priority for many students (Hedge 2000: 261). However, the respondents of this study had proved that learning to speak is not that important in classroom. The negative attitude students have towards learning to speak can affect the effort made in speaking class in general and the teaching /learning methods which promote students' participation in particular. Therefore, the students' negative attitude towards learning to speak English is one factor that inhibits the quality and effectiveness of students' participation in speaking activities.

4.1.2 Students' Attitude towards the Methods Used

This section was made to consist five parts. The first part dealt with students' overall perception of participation, the second was concerned with how students view pair \ group mode of learning, the third was about how they perceive the teaching/learning process, the fourth was regarding supports and motivation they received and finally how they view the role of plasma lessons to their participation.

4.1.2.1 Students' Perceptions to the Relevance of Oral Participation

To obtain information regarding how students perceive participation in speaking class, three items (4.1, 4.2 and 5) were designed. The responses were tabulated as follows:

Table 3: Students' Perceptions of Oral Participation

No	Items	Réponses										Sum	Mean
		Strongly agree		Agree		Unde cided		Disagree		Strongly disagree			
		F	%	F	%	F	%	F	%	F	%		
4.1	I understand that participating orally in speaking class is the best way of learning to speaking English	3	1.6	22	11.6	-	-	109	57.4	44	33.2	190	1.92
* 4.2	I often don't know why the teacher asks me to interact with the other student(s) in English	72	37.9	47	24.7	-	-	28	14.7	15	7.9	190	1.84
* Negative item										Grand mean. 1.88			

In item 4.1, the respondents were asked if they view learning to speak through participation is the best way, 153 (90.6%) of the respondents expressed disagreement. Item 4.2 which was concerned with the understanding of why they interact with other student(s) in English, 119 (62.6%) of them agreed that they totally don't know why they are often being asked to participate. The result shows that most of the respondents were not made to know why they need to interact with others and they hardly understand and able to appreciate the importance of their participation in speaking classes. Thus, the respondents' perception was not constructive.

In Table 3 above, when we compare the mean score of item 4.2. (1.84) with that of the grand mean (1.88), we find that the mean score is less than the grand mean. This means, the respondents positively inclined to the item. Thus, they had negative attitude towards the importance of oral participation in speaking class.

Table 4: Student's Feeling of Working with other Student (s) in Speaking Class

No.	Item	Responses	F	%
5	What exactly you often feel when you work with other student(s)?	I like it very much	24	12.6
		I often get board	109	57.4
		I enjoy.	-	-
		I hate it.	57	30
		Sum	190	

In addition, item 5 was designed to get more information about how students feel about working with other (s) in speaking class, as can be seen above in Table 4, 57(30%) of the respondents said that they never like it where as 109(57.4%) of them admitted that they often get board. Therefore, the result shows that about 166 (87.4%) of the respondents never felt well when they were asked to work in pair/groups in speaking class.

Students are more likely to participate actively if they believe that participating in the activity would be enjoyable and relevant to something they need to learn (Atkins, et al part I, 1996: 132). To the contrary, the respondents did not seem, to have developed the intended believe for different reason so that they had negative attitude towards participation which in turn affects both the quality and effectiveness of their participation in the class.

4.1.2.2 Students' Attitude towards Pair or Group Mode of Practising

In order to get information about how students perceive pair or group mode of practising, four items (6.1, 6.2, 7 and 8) were designed. The responses were tabulated as follows:

Table 5: Students' Perceptions of Pair and Group Mode of Practising

No	Items	Responses										Sum	Mean
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
		F	%	F	%	F	%	F	%	F	%		
6.1	I am able to lean how to make myself understood by other as the result of group work	-	-	21	11.1	-	-	38	20.1	131	69.3	189	1.53
6.2 *	I don't like the whole idea of working by sitting facing each other	96	50.5	23	12.1	-	-	71	37.4	-	-	190	2.24
* Negative item										Grand Mean 1.88			

In item 6.1, the respondents were asked if they learn how to make themselves understood by others as the result of group work, 169 (89.4%) of them disagreed with it. While 119 (62.6%) of the respondents agreed that working by sitting facing each other does not enjoy them in responding to item 6.2.

As we can see the calculation from Table 5 above, the mean score of item 6.1 which is 1.53 is less than the grand mean (1.88). This means the respondents negatively inclined to the item and in turn this shows that the respondents had negative attitude towards the capacity of their group work practices to enable them to learn how to make them understood by others. As well, the mean score of item 6.2 is 2.24. The calculation also shows that it is greater than the grand mean (1.88). This reveals that the respondent negatively inclined to the item. This in turn confirmed that the respondents had positive attitude regarding the hate they experienced in working by sitting facing each other.

Table 6: Students' Preferred Way of Practising

No.	Item	Responses	F	%
7	How do you prefer to learn in speaking class?	Teachers explain everything to me	101	53.2
		Learn by talking to friends in English	15	7.9
		Learn to speak English by my self	12	6.3
		Learn by plasma	62	32.6
		Sum	190	

In item 7, the respondents were asked how they prefer to learn in speaking class, 101(53.2%) of them preferred that the teacher explain everything to them where as 62 (32.6%) of them said they preferred learning by plasma, and only 15(7.9%) of them preferred working in pairs or groups.

Table 7: Students' Responses towards Group or Pair Mode of Practising

No.	Item	Responses				sum
		Yes		No		
		F	%	F	%	
8	Do you often move in to group or pair mode quickly and silently?	57	30.3	31	69.7	188

In item 8, the respondents were asked if they often move into group or pair mode quickly and silently, 31(69.7%) of them recorded disapproval.

The discussions held above show us that most of the respondents did not satisfactorily respond to some of the positive aspects of pair or group mode of learning. And only very few of the respondents preferred the pair or group mode of learning. Therefore, the results show that the respondents had negative attitude towards pair and group mode of learning.

Thus, student's negative attitude towards pair or group mode of learning which is one of the methods where literature often suggest as it promotes a positive affective climate, provides a relatively intimate setting and a more supportive environment to speak out and cooperate [Long and Porter (1985) cited in Atkins, et al part II (1998: 208)] thus, this is also one factor that inhibit the quality and effectiveness of students' participation and is another factor regarding students' participation in speaking activities is concerned.

4.1.2.3 Students' Attitude towards the Process in the Practices

In this part, six items (9.1, 9.2, 9.3, 9.5, 10 and 11) were designed to obtain information regarding students' attitude; how they view the process in the practices i.e., which influence them either positively or negatively so that they come up with certain attitude.

Table 8: Students' Perceptions to the Provision of the Required Inputs in the Practices

No.	Items	Responses										Sum	Mean
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
		F	%	F	%	F	%	F	%	F	%		
9.1	I am often made to know what to do, why, to do, how to do, when to do and with whom to do the speaking activities.	-	-	20	10.5	-	-	95	50	75	39.5	190	1.81
9.2	The teacher lets us form group or pair properly	99	52.1	30	15.8	-	-	49	25.8	12	6.3	190	3.86
9.3	The teacher moves freely around the class to identify problems and help us in group	-	-	12	6.3	-	-	75	39.5	103	57.4	190	1.58
Grand Mean 2.41													

In item 9.1, the respondents were asked if they are taught to know the language they use, the purpose of the activity, the way they use the language, the time and with whom they use the language so that they can participate in the speaking activities, 170 (89.5%) of them expressed disagreement. Asked if their teacher lets them form group or pair properly in item 9.2, 129(67.9%) of the respondents agreed that teachers let them form groups. In item 9.3, the

respondents were asked if teachers move freely around controlling the class so as to identify problem and help them while working in group, 178 (96.9%) of them also disagreed with this.

The result shows that most of the respondents did not believe that the teaching/learning process in speaking class; provide the language they require to use, the task purpose, as well as show how, when and with whom they should use in order to participate in the activities. Hence, the respondents had negative attitude regarding the points stated above. The result also shows that their teachers lets them form group or pair yet did not move freely around the class to identify problem and help them in group.

As shown in Table 8 above, the mean score of item 9.1 (1.81) is less than the grand mean (2.41). This means, the respondents negatively inclined to the item and this proves that the respondents had negative attitude to what is stated in the item. The mean score of item 9.2 (3.86) is greater than the grand mean (2.41). This implies that the respondents positively inclined to the item. According to Likert's scale interpretation, the respondents had positive attitude towards the fact that they form pair or group in speaking class. A look at the mean score of item 9.3 (1.58) reveals that it is less than the grand mean. Sustaining the percentage values, the respondents negatively inclined to the item. Thus, the respondents had negative attitude regarding control, counseling and supportive role of their teachers.

Table 9: Students' Perceptions to the Provision of the Required Skills for Participation

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
10	Do you think you know how to get information from other members and respond to questions?	78	42.2	107	57.8	185
11	Do you often feel difficulty to express ideas and opinions in speaking activities?	123	65.1	66	34.9	189
12	Do other student(s) in pair or group speaking activities listen what you have to say and respect different ideas and opinions?	52	27.4	138	72.6	190
13	Do you think you can learn to speak by finding out what your classmates think and know?	109	60.6	71	39.4	180

In item 10, the respondents were asked if they know how to get information from other members and respond to questions, 107(57.8%) of them disagreed. Asked if the respondents

often feel difficulty to express ideas and opinions, 123(65.1%) noted that they feel difficulty to express ideas and opinion.

Regarding item 12, 138(72.6%) of the respondents said that other students in pair or group did neither listen to what they have to say nor respect different ideas and opinions. In item 13, responding to the question which asked them if they think they can learn to speak by finding out what their classmates think and know, 109 (60.6%) of the respondents agreed.

As it can be seen from the discussions above, the respondents believed that they can learn to speak by finding out what their classmates think and know yet they had problems like getting information from other members and responding to questions, expressing ideas and opinions as well as listeners of what they have to say with respecting different ideas and opinions. Thus, the respondents had negative attitude towards the teaching/learning process regarding its capacity of providing those very essential things they needed to participate in speaking activities.

Therefore, it can be concluded that students have negative attitude towards the teaching/learning process which is supposed to provide all the necessary things (language input, genuine purpose, clear instruction and information about they speaking and cooperative strategies, etc) as well as teachers who properly manage, organize, control and support them accordingly. And, this totally inhibits not only the quality and effectiveness of students' participation but rather make hard to imagine the use of any mode of learning that promote students' oral participation. Hence, the students' negative attitude towards the teaching/learning process used is one of the identified factors.

4.1.2.4 Students' Attitude towards Support and Motivation

In this section, items were designed mainly to obtain information concerning to what extent the students have received any motivational aspects which enhance or de-motivating speaking class practices and experiences which may hinder their participation in speaking activities.

Table 10: Students' Perceptions to the Presence of Motivational Aspects

No	Items	Responses										Sum
		Always		Often		Sometimes		Rarely		Never		
		F	%	F	%	F	%	F	%	F	%	
14.1	How often does your teacher let you form group or pair according your preference?	-	-	-	-	-	-	82	43.2	108	56.8	190
14.2	How often you are being assessed and graded based on your performance in pair or group activities?	-	-	-	-	-	-	-	-	188	100	188
14.3	How often you are given freedom to say whatever you want in group speaking activities?	-	-	-	-	51	26.9	40	21.2	95	51.9	189

In item 14.1, the respondents were asked how frequently their teachers allow them to form pair or group upon their preference, 82(43.2%) of them said rarely where as the majority 108 (56.8%) never. In item 14.2, asked how frequently the respondents are being assessed and graded based on what they perform in pair/group activities, 188(100%) of them said that they never being assessed and graded. Responding to item 14.3 which asked them to what extend they are given freedom to talk whatever they want in speaking activities, 51(26.9%) of them said sometimes while 40(21.2%) rarely and the majority 95(51.9%) never. The result shows that the teachers did not motivate students in group/pair work.

Table 11: Students' Perceptions to Teachers' Role as Supporter

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
15	Do you think the speaking class provides a relaxing, supportive learning environment in order to feel relaxed enough to try to speak English and participate in the activities?	30	15.8	160	84.2	190
16	Do you believe what you have learned in speaking class is relevant and helpful for your day to day life?	45	24.6	138	75.4	183

As the figure in Table 11 shows, 160(84.2%) of the respondents disagreed with item 15 in that the speaking class does not provide a relaxing, supportive learning environment which could make the respondents feel relaxed enough to try to speak English and participate in speaking activities.

In item 16, respondents were asked if they believed what they have learnt in speaking class is relevant and helpful in their day to day life, 138(75.4%) of them disagreed with it. Motivation is a major determining factor in promoting healthy conditions of learning. Providing a relaxing, supportive learning environment and giving student meaningful, relevant, interesting and helpful activities to the students' real life use will help to keep their motivation up. Therefore, the result shows that the respondents lacked the types of motivation stated in the above.

Table 12: Students' Perceptions of Teachers' Treatments in Speaking Class

No	Item	Responses	F	%
17	For which types of students do you think the teacher care more in speaking class?	For those who speak and actively participate	125	66.1
		For those who try to speak and participate.	39	20.6
		For those who never speak and participate	9	4.7
		He/she cares for all students equally	16	8.6
		Sum	189	

In item 17, respondents were asked to describe which types of students their teachers give more care, 125(66.1%) of them said their teachers care more for students who can speak and participate. 39(20.6%) of them said that their teachers give care more for students who try to speak and have interest where as 9 (4.7%) of them thought their teachers care more for students who never try to speak and the other 16(8.6%) believed that their teachers care for all students equally in a class.

The result shows that teachers preferred to treat more the one who can speak and actively participate in speaking classes. This type of partial treatments creates negative perceptions to the majority students and can result as de-motivation.

As can be drawn from the discussion made so far, students have not received proper psychological and emotional treatments so helpful to enhance their participation in speaking activities. Thus, the absence of essential supports and motivation discourages the students to participate in speaking activities. From this it can be concluded that the absence of motivational

aspects in the method is one factor that inhibits the quality and effectiveness of students' participation in speaking activities.

4.1.2.5 Students' Attitude toward the Role of Plasma Lessons

Here, questions were designed to obtain information regarding how students perceive the role of plasma lessons for their participation in speaking activities.

Table 13: Students' Perceptions of Plasma Lessons

No	Item	Responses	F	%
18	What types of learning modes does your plasma teacher often request in speaking class?	To work with the classroom teacher	17	8.9
		In pair and group	131	68.9
		Teacher-student interaction	22	11.7
		Only with plasma	20	10.5
		Sum	190	

In item 18, respondents were asked the type of learning modes, the plasma lessons often require, the majority, 131 (68.9%) of them said that the plasma lessons often require pair and group mode of learning in speaking classes. The result shows that the plasma lessons during speaking often require group\ pair mode of learning which promote students' participation in the speaking activities orally.

Table 14: Students' Perceptions to the Way Plasma Teacher Presents the Speaking Lessons

No.	Item	Responses				sum
		Yes		No		
		F	%	F	%	
19	Do you think, during speaking lessons, the plasma provide model dialogues, discussions etc in a real life contexts?	141	90.4	15	9.6	156

As indicated in Table 14, 141(90.4%) of the respondents agreed that the plasma lessons during speaking provide model dialogues, discussions etc in a real life contexts. The result shows us that the respondents had positive attitude towards the relevance of learning through plasma during speaking lessons.

Table 15: Students' Perceptions of How Supportive the Plasma Lessons are

No	Item	Responses	F	%
20	If your answer for question No. 19 is 'yes' how does that support you to participate in the speaking activities? because of that	I am able to know what to say, how to say it when to say it and with whom to say it	96	42.9
		I am able to learn how to use non-verbal ways of expressing ideas	70	31.2
		I am able to understand the importance of participating in pair or group work using the language	58	25.9
		Sum	224	

Responding to item 20, 96(42.9%) of the respondents said that they are able to know what to say, how to say, when and with whom to do it as a result of plasma. 70(31.2%) of them said that they learnt how to use non-verbal ways of expressing ideas. The other 58(25.9%) agreed that due to plasma they are able to understand the importance of participating in pair or group speaking activities.

Moreover, in item 20.1, some of the respondents expressed their ideas in general regarding plasma lessons. However, only some related and relevant points were selected and presented as summary as follows:

Some of the respondents said that they also are able to hear and comprehend the messages from authentic sources because of their exposure to the accent and pronunciation of their plasma teacher. And they said 'the plasma lessons make easy of learning, we can see what and how the model students do it then, we do it just like them.'

What can be drawn from the discussion is the respondents could pick the positive and supportive aspects of the plasma lessons. Thus, they had positive attitude towards the supportiveness of the plasma lessons. This implies that students have positive attitude towards plasma lessons in terms of making easy their participation in speaking activities.

4.1.3 Students' Attitude towards Experiencing some of the Personality Factors

This section was made to focus on mainly on students' personality factors which students may experience during oral interaction in pair or group speaking activities. Items were designed to

obtain information about to what extent students are being affected by the very common personality factors in speaking classes.

Table 16: Students' Attitude towards Experiencing some of the Personality Factors

No.	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Agree			
		F	%	F	%	F	%	F	%	F	%		
21.1 *	During group work, I often feel nervous so I can't express my idea .	6	3.9	20	12.6	-	-	30	18.7	103	64.8	159	1.71
21.2 *	I think I am not good at speaking skill.	108	57.4	51	27.2	-	-	22	11.7	7	3.7	188	1.77
21.3	I rather pretend as if I participate for fear of making mistake in speaking English?	70	37.2	96	51.1	-	-	22	11.7	-	-	188	4.13
* Negative Items										Grand mean 2.53			

In item 21.1, the respondents were asked if the respondents often feel hard to share their ideas in group or pair speaking activities because of their being nervous, 133(83.5%) of them disagreed with the item where as 21(16.5%) of them admitted that they had experienced it. In item 21.2, asked if the respondents think they are not good at speaking English, 159(84.6%) of them agreed with the item. Responding for item 21.3, 166(88.3%) of the respondents agreed that they preferred to pretend as though they participate for fear of making mistake in speaking English.

This shows that being nervous was not the majority respondents' personal factor either to speak English or share their opinion in a group. However, most of the respondents had low self-esteem, and self-confidence, which inhibit them both in speaking English as well as participating in speaking activities through speaking. Besides, they had anxiety which made them fear of making mistakes in speaking English.

Table 17: Students' Perceptions to the Importance of Taking Risk

No.	Items	Responses	F	%
22	How often you hesitate and keep silent from sharing what you believe is right?	Always	13	6.9
		Often	56	29.9
		Sometimes	89	47.6
		Rarely	11	5.9
		Never	18	9.7
		Sum	187	

In item 22, the respondents were asked if they have encountered feeling of uneasy to take risk of forwarding their opinion without worrying the idea is right or wrong, 89 (47.6%) of them said that they sometime felt that way where as 56 (29.99%) of them said often. The result shows that the respondents had a problem of taking risk to some extent.

Table 18: Students' Perceptions to Shyness and Feeling of Incompetence with Others

No.	Items	Responses				sum
		Yes		No		
		F.	%	F	%	
23	Do you think you have shy personality to talk among other members of the group?	10	5.5	173	94.5	183
25	Do you believe other members of your group can express their ideas better than you?	124	67.4	60	32.6	184

Responding to item 23, 173 (94.5%) of the respondents disagreed that they had not shy personality to talk among other member of the group. However, 124 (67.4%) of the respondents agreed that they believed other members in a group can express their ideas better than themselves.

The result also shows that the majority of the respondents had no problem regarding shyness to talk and express their ideas in speaking activities yet, the majority of the respondents revealed that they felt low and less competent of others.

Table 19: Students’ Perceptions of their Own Practising Ways

No.	Item	Responses	F	%
24	Which types of learning makes you feel more comfortable in speaking class?	Pair	47	34.7
		Group	30	15.8
		Individually	113	59.5
		Sum	190	

In item 24, the respondents were asked to show the type of learning that they feel more comfortable, 77(40.5%) of them indicated pair/group mode while 113(59.5%) of them said alone or individual learning. The result shows that most of the respondents were very comfortable to learn individually in speaking classes.

In general, the results from the discussions held so far, show that most students have low self-esteem and confidence regarding their abilities to speak and express their opinion in English. Some students also sit back allowing other members of a group dominate due to fear of making mistake in speaking English, uneasy feeling to take a risk and beliefs of less competence from others are also revealed as students’ personality factors. Thus, students have positive attitude towards practically experiencing feeling of low self-esteem, fear of making mistake in speaking, uneasy to take risk and feeling of less incompetence. All these personality factors directly inhibit them from speaking in English and orally participating by expressing ideas, giving opinion etc in speaking activities. This indicates that, personality factors of the students inhibit the quality and effectiveness of their participation in the speaking activities. For this reason, they are factors that inhibit students from participating in speaking English.

4.1.4 Student’s Attitude towards the Speaking Activities

Under this section, items were designed to obtain information regarding students’ attitude towards the inclusiveness of all the necessary elements required for them to participate orally.

activities to pair work and the provision of the necessary language items together with other relevant elements to take part in them. Yet according to the mean score of item 26.3 (1.42), it is less than the grand mean (2.18). This means the respondents negatively inclined to the item and in turn they had negative attitude towards the item.

Table 21: Student's Perceptions to the Familiarity and Suitability of the Activities to their Level and Pace

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
27	Are the subject matters and vocabularies of the activities familiar and interesting to you?	54	28.4	136	71.6	190
28	Do the speaking activities suit with your learning pace and level?	17	8.9	173	91.1	190

In addition, in item 27 asked if the respondents think that the subject matter of the speaking activities are familiar and interesting to them, 136(71.6%) of them disagreed with it. As to item 28,173(91.1%) of the respondents disagreed that the speaking activities are appropriate to that of their learning pace and level. The result shows us, the respondents clearly showed that they are not familiar to the subject matter of the activities as well, not interesting for them. Besides, they also perceived their level and learning pace do not match to that of what the activities often require.

Table 22: Students' Perceptions to the Extent Speaking Activities Focus on Fluency

No.	Item	Responses	F	%
29	How often do the speaking activities make you forget how and what structure to use and shift you to focus on the different ideas you should add	Always	-	-
		Often	-	-
		Sometimes	13	6.8
		Rarely	72	37.9
		Never	105	55.3
		Sum	190	

In item 29, the respondents were asked how often the speaking activities make them shift their focus from accuracy into fluency, 105 (55.3%) of them said never where as 72 (37.9%) of them rarely. The result shows that the respondents hadn't had speaking activities which let them talk freely to whatever they want to say.

The discussions that held so far indicate that the speaking activities that students are supposed to participate actively, lack some important components required for them to participate. Atkins, et al part I, (1996: 132), characterizing a communication/interactive activity, suggest 'students are more likely to participate; if they believe that a personally meaningful message will be exchanged... if the activity will be enjoyable and relevant to something they need... if the vocabulary and structure are familiar....to this end the respondents had negative attitude towards the existence of the most key factors that should be considered in the speaking activities. From the results stated above, it can be concluded that students have negative attitude towards the presence of most components stated in the items. This in turn inhibits the quality and effectiveness of student's participation in speaking activities. Thus, students' negative attitude towards the speaking activities is one factor that inhibits students from participating in speaking activities.

4.1.5 Summary and the Major Findings from the Students' Questionnaire

- students' negative attitude towards learning to speak English,
- lack of classroom shared purposes to learn for speaking,
- students' negative attitude towards pairs/groups modes of learning,
- lack of know-how to function as a group and of getting information from other members and reply for questions(cooperative skills for oral participation),
- lack of language items and practise in contexts,
- lack of speaking and listening strategies which help them to keep on the communication ,
- lack of techniques used to extend speeches beyond sentences leveled,
- lack of proper pairs/groups organization,
- neglecting of students' preferred way in group formation,
- lack of control and devises in monitoring the progress made by individuals in groups,
- lack of motivation to learn speaking, to participate in the activities,
- teachers' partial treatment,
- lack of test , assessments and feedbacks,
- lack of supports, encouragements, assistance, etc,
- low self-esteem and confident to speak out,
- fear of taking reasonable risk,

- fear of making mistake in speaking,
- feeling of incompetence with others, and
- students' negative attitude towards the appropriateness of speaking activities, are the major factors that inhibit students from participating in speaking activities so long the findings of the study so far is concerned.

4.2 Analysis and Discussion of Teachers' Responses to the Questionnaire

The responses of the sample teachers were discussed under four sub-headings, namely teachers' attitude towards teaching speaking skills, methodology, students' personality factors and the speaking activities.

4.2.1 Teachers' Attitude towards Teaching Speaking Skills

This section was concerned with the teachers' attitude towards teaching speaking skills as part of English language skills. In order to obtain this information, four items (2.1, 2.2, 2.3, and 3) were designed in which teachers required to reflect upon their experiences, in speaking class.

Table 23: Teachers' Beliefs on the Importance of Teaching Speaking

No	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		F	%	F	%	F	%	F	%	F	%		
2.1	I think students often enjoy learning to speak English.	-	-	1	5.5	-	-	6	33.3	11	61.1	18	1.5
*	I have understood that teaching speaking is worthless.												
2.2		9	50	5	27.7	-	-	1	16.6	2	5.5	18	2
2.3	Students' awareness of the importance of learning to speak is quite satisfactory	-	-	-	-	1	5.5	8	44.4	9	50	18	1.55
* Negative items										Grand Mean 1.68			

In item 2.1 above, the teachers were asked to respond on if their students enjoy learning to speak, 17 (94.4%) of the respondents disagreed with it. Item 2.2 was concerned with teachers' beliefs; they were asked if they believe teaching speaking is worthless classroom practice. The table shows that 14 (77.7%) of the respondents agreed with the item.

As can be seen on item 2.3, in the Table above, 17(94.4%) of the respondents said that their students awareness regarding the importance of learning to speak is unsatisfactory. The calculated mean scores of items 2.1(1.5) and that of item 2.3 is (1.55), in which each is less than the grand mean (1.68). Both (items 2.1 and 2.3) reveal that the respondents negatively inclined to the statements i.e., they disagreed with the items. This indicates that the respondents did not enjoy both by teaching speaking and creating awareness regarding the importance. Moreover, in item 2.2 the respondents agreed that teaching speaking is worthless.

Table 24: The Place of Teaching Speaking Skills in Language Class

N o	Item	Responses												Sum
		First place		Second place		Third place		Fourth place		Fifth place		Sixth place		
		F	%	F	%	F	%	F	%	F	%	F	%	
3	Which skills do you think students prefer more to learn in English language classes? Please, put the alphabets in the order of students' preference.	1	5.5	2	11.1	1	5.5	6	33.3	5	27.7	3	16.6	18

In addition, item 3 was designed to obtain more information on respondents' belief regarding the importance of teaching speaking as equally as the other language skills. As can be seen in item 3 above in Table 24, the respondents put each language skill in the order of their students' preference. Thus, 1(5.5%) of the respondents placed speaking at first, 2 (11.1%) of them at second place, and 1(5.5%) of them at the third place. On the other hand, 6 (33.3%) of them placed speaking at fourth position and 5(27.7%) of them at fifth place. Therefore, the majority, about 14 (76.6%) of the respondents indicated at fourth, fifth and sixth position. This implies that teaching speaking was given almost the least priority in language classes.

In short, from the above discussions, it can be concluded that teachers' attitude towards the importance of teaching speaking skills seems to be negative. Johnson (1995: 33) notes that teachers' theoretical beliefs or their perceptions are thought to act as filters through which teachers make instructional judgments and decisions. Thus, teachers' negative attitude towards the importance of teaching speaking skills can affect the quality and effectiveness of the method, technique, strategies and procedures used in speaking class as well. Due to these roles of teachers' attitude play on the quality and effectiveness of students' participation in speaking activity, the result shows that teachers' negative attitude is one major factor that inhibit the quality and effectiveness of students' participation in speaking activity.

4.2.2 Teachers' Attitude towards the Teaching/Learning Methods

This section was concerned with the teachers' general attitude towards learning methods that promote students' participation. It has three parts: teachers' perceptions of students' participation, teachers' perception of students' performance in pair or group mode of learning and teachers' perceptions of offering support to students while working in group mode.

4.2.2.1 Teachers' Perceptions to the Relevance of Teaching the Positive Aspects of Oral Participation

In order to get information regarding how teachers perceive the relevance of teaching the positive aspects of students' oral participation, five items (4.1, 4.2, 4.3., 4.4. and 5) were designed. The responses were tabulated as follows:

Table 25: Teachers' Perceptions of Creating Awareness

No.	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		F	%	F	%	F	%	F	%	F	%		
4.1	Students can tell what they have gained from participating in speaking class	-	-	3	17.6	-	-	6	35.3	8	47.1	17	1.8
4.2 *	Students don't enjoy working by sitting facing each other	15	83.4	3	16.6	-	-	-	-	-	-	18	1.16
4.3	Students often move into discussion mode quickly and silently	-	-	-	-	-	-	8	44.4	10	55.6	18	1.4
4.4 *	Students do not seem to know why they are asked to learn by participation	11	61.1	7	38.9	-	-	-	-	-	-	18	1.38
* Negative items												Grand Mean	1.4

In item 4.1 above, asked if the respondents' students can tell what they (students) have gained from their participation, 14(82.4%) of them disagreed with the item. Moreover, for item 4.3 18(100%) of the respondents agreed that their students have no clear understanding of why they are asked to move into discussion. In addition, items 4.2 and 4.3 were designed to obtain more information about how the respondents view their students' participation in class. Responding to item 4.2, 18(100%) of the respondents agreed that their students never enjoy working by sitting facing each other and 18(100%) of them also expressed their disagreement in that the students move into discussion mode quickly and silent in item 4.3.

When the grand mean (1.4) is compared to that of the mean score of item 4.2 (1.16), the mean score is less than the grand mean. This means, sustaining the result of the percentage values, the respondents positively inclined to the item. Therefore, the respondents had negative attitude towards creating the positive counter which is making or enabling their students to understand and enjoy working by sitting facing each other. In the case of item 4.3, the mean score (1.4) is equal to the grand mean (1.4). Meaning the respondents negatively included to this item. Thus, they had negative attitude towards creating classroom culture in which their students move in discussion mode readily and willingly.

Table 26: Teachers' Perceptions to How Students Feel about Participation

No.	Item	Responses	F	%
5	How do you describe the way your students often feel about participating in speaking class?	They like it very much	-	-
		They are interested	2	11.1
		They get board of it	7	38.8
		They totally hate it	9	50
			18	

In addition in item 5, the respondents were asked to describe how students feel about participating in speaking class, 2(11.1%) of them said that the students were interested in it where as 7(38.8%) board of it. Moreover, 9(50%) of the respondents described the students' feeling as they totally hate it.

The result of the discussion held above indicates that the respondents' role in creating positive awareness, familiarizing the relevance and purpose, creating a classroom culture where their students can appreciate the positive aspects of participating in speaking class ,were insignificant due to their negative attitude towards students' learning by participation.

Hence, it can be concluded that teachers have negative attitude towards implementing and realizing learning methods that promote students' active participation in speaking class.

Teachers by showing indifferent or negative reactions to participation, Seime comments that they can significantly inhibit the quality and effectiveness of student's participation (1996). Thus, teachers' negative attitude towards using or promoting an atmosphere in which participation is encouraged is one inhibiting factor for students to participate in speaking activity.

4.2.2.2 Teachers' Perceptions of Implementing Pair or Group Mode of Practices

This section was concerned with how teachers view the need to implement pair or group mode of learning. In order to obtain this information, eight items (6.1, 6.2, 6.3, 6.4, 7, 8, 9 and 10) were designed in which the positive and negative aspects of group and pair work included.

Table27: Teachers' Perceptions of Students' Performance in Pair or Group Activity

No	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		F	%	F	%	F	%	F	%	F	%		
6.1	Most of the students finish their group discussion properly.	-	-	2	11.1	-	-	10	55.6	6	33.3	18	1.88
6.2 *	Students totally do not like working with partner/s/ they are assigned to work with.	3	17.5	11	64.7	-	-	2	11.8	-	-	17	1.94
6.3	Students know how to make themselves understood by others in pairs/groups activity	-	-	2	11.1	-	-	4	22.2	12	66.7	18	1.55
6.4	Students have more fun involving in other learning modes than pair and group activity	9	50	6	33.3	-	-	3	33.3	-	-	18	4.16
Grand Mean												2.38	

* Negative item

Asked if the respondents think that most of their students finish their group discussion properly in item 6.1, 16(88.9%) of them disagreed with the item. In item 6.2, the respondents were also asked if the students like working with partner(s) they are assigned to work with, 14(82.2%) of them expressed that their students totally don't like working with partner (s) they are assigned.

In item 6.3, the respondents were asked if they think that the students know how to make themselves understood by others in pair or group activity, 16(88.9%) of them disagreed with it. On the other hand, responding to item 6.4, 15(83.3%) of the respondents agreed that the students have more fun involving in other learning modes than pair or group mode.

When compared the means score of each item to that of the grand mean, it is seen that the mean score of items 6.1(1.88), 6.2 (1.94) and 6.3 (1.55) are less than the grand mean (2.38). This means, sustaining the percentage values in each item, the respondents negatively include to item 6.1 and 6.3 where as they positively inclined to item 6.2. In turn the calculation reveals that the

respondents had negative attitude towards students' participation in pair or group activity, students' capacity of carrying out group discussion properly and the students' ability to make themselves understood by others. Moreover, the respondents had negative attitude to that of students' willingness of working with the partner(s) they are assigned.

The mean score of item 6.4 (4.16) is greater than the grand mean (2.38). This shows that the respondents positively inclined to the item revealing that they had positive attitude towards students' preference of other activity instead of the participatory one.

Table28: Teachers' Perceptions of Students' Difficulty and Problems in Group Work

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
7	Do you think students have difficulty in getting information from the other members and how to respond to questions in pair/group work?	14	77.8	4	22.2	18
8	During group speaking activities, do you think students know what to do, how to do it, with whom to do it and when to do it?	2	13.3	13	86.7	15

In item 7, the respondents were asked if they think students have difficulty in getting information from the other members and responding to questions during group work, 14 (77.8%) of them agreed with the item. Similarly responding to item 8, 13 (86.7) of the respondents said that the students don't know what to do, how to do it, with whom to do it and when to do it during pair or group activity.

The result shows that the respondents believed that the students have difficulty in getting information and responding to questions, as well, they have problems regarding linguistic, strategic and other relevant competence required for their participation in pair or group activity.

Table29: Teachers' Perceptions to the Way Students Prefer to Practise

No.	Item	Responses	F	%
9	How do you think students prefer to learn in speaking class?	In group	1	5.5
		In pair	3	16.7
		With the teacher	11	61.1
		By plasma	3	16.7
		sum	18	

Asked if the respondents think which way of learning students prefer, 11(61.1%) of them indicated that students prefer to work with teachers while 4(22.2%) of them agreed that their students prefer pair and group mode of learning. Besides, it indicates that the majority (11) of the respondents thought that students prefer to work with teachers while the others (4) agreed that their students prefer-pair and group mode of learning. This implies that teachers think their students prefer to learn speaking through teacher-students interaction.

Table 30: Teacher's Perceptions of the Reasons Students Hate Group and Pair Mode of Practices

No.	Item	Responses	F	%
10	If your response(s) for questions No9 is either 'c' or 'd', why?	Feeling of doubt and uncertainty of their ability to work independently.	7	33.3
		Bad experience in the previous grade about modes of learning that promote participation	6	28.6
		Most students don't qualify for mode of learning that promote participation	5	23.8
		Most of the students think working in pair or group is inappropriate ways of learning	3	14.3
		Sum	21	

Besides, item 10 was designed to obtain more information regarding why the respondents believed that their students prefer mode of learning which do not allow them to participate independently, [as the sum (21) shows some respondents used more than one alternatives of the given under item 10.] 7(33.3%) of them indicate the reason as feeling of doubt and uncertainty of students' ability to work independently where as 28.6% of them thought that students had bad experience in the previous grade about mode of learning that promote participation. The other 5(23.8%) and 3(14.3%) of the respondents believed that their students did not have what it take to participate and they believed group mode of learning is inappropriate way, respectively. As the percentage values show, the respondents had three reasons to come up with the attitude they had regarding implementing and promoting positive aspects of mode of learning which allow students to participate orally and independently. These were low self- esteem of the students, bad experience and in competency.

The result of the discussions under section 4.2.2.2 shows that the respondents had negative attitude towards; the importance of using mode of learning that promote participation, positively

influencing their students understanding of oral participation, and performing what require bringing the intended positive classroom atmosphere where students participate actively and independently. To the contrary, literature often suggests that a teacher is a resource person who provides language input for the learner to work on. It is the role of the teacher to assist learners to become self-directing by providing access to language data through such activities that allow students to involve actively (Nunan 1983:94 cited in Tudor 1996:245).

Therefore, teachers' negative attitude towards implementing mode of learning that promote students' participation in speaking class as suggested in recent literature, is one factor that inhibit the quality and effectiveness of students' participation in speaking activities.

4.2.2.3 Teachers' Perceptions of Offering Support and Motivation

Under this part, four items (11, 12, 13 and 14) were designed to obtain some information about how teachers perceive the need and importance of applying techniques that support and motivate students to participate in speaking class.

Table 31: Teachers' Perceptions of Applying Supportive and Motivating Techniques

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
11	In your opinion, do you think it is possible to know what can motivate students to participate in the activity?	8	44.4	10	55.6	18
13	Do you believe students have already developed negative attitude towards pair/group activity?	13	76.5	4	23.5	17

In item 11, 10(55.6%) of the respondents shared their opinion as they thought it is impossible to study and know what motivate students that can help students to participate in the speaking activities. Regarding item 13, 13(76.5%) of the respondents believed that their students have already developed negative attitude towards participating orally in speaking activities.

The result shows that the respondents had no intention of offering any motivating mechanisms that can facilitate and enhance the quality and effectiveness of students' participation in speaking activity.

Table 32: Teachers' Reasons for the Perceptions they have with regard to Motivation

No	Item	Responses	F	%
12	If your response is 'No' why?	Because it is waste of time, it does not do any good	7	31.8
		Time constraint	6	27.3
		Inconvenient classroom situations to practice, like class size, etc	9	40.9
		Sum	22	

In addition on item 12, the respondents were asked to express their reason if their response for item 11 is No, 7(31.8%) of them expressed that motivation has nothing to do any good while 6(27.3%) of them said that they did not have enough time to deal with it. The majority about 9(40.9%) of them expressed that inconvenient classroom situations are the reasons.

From the above discussion, it can be drawn a conclusion that the respondents blamed class size, shortage of time, inconvenience of classroom conditions etc as reasons for they had failed to motivate students to participate in speaking activities. In addition in item 12.1, some of the respondents expressed their reasons as 'most of the lesson in speaking class covered by plasma, besides, while the lesson is presented by plasma, the time given for classroom teachers to explain ... and for students to work in pair or group is often very short that the plasma lesson seems totally ignore to match its pacing with the students' learning pace'.

Table 33: Teachers' Treatment of their Students in Speaking Class

No	Item	Responses	F	%
14	Which types of your students often participate	Brilliant	16	88.9
		Medium	-	-
		Slow	-	-
		All the students	-	-
		None of them	2	11.1
Sum			18	

Item 14 was designed to get information about how teachers treat their students in speaking class, responding to this, 16(88.9%) of the respondents said that 'brilliant' students are active participant in speaking activities. The result implies that the respondents may adjust their pace to these few students where as the majority was being ignored as they were not part of the class.

Regarding the harm effect of such teachers' partial treatment, Johnson notes 'students are highly sensitive to teachers' differential treatment of students in language class (1995: 40).

Therefore, as can be seen from the discussion above, it can be concluded that teachers' attitude towards supporting, motivating, etc is negative for different reasons. This in turn inhabits the quality and effectiveness of students' participation in speaking activities very much. Thus, teachers' unwillingness to offer supports, encouragement, and motivation and to treat students equally is identified as factors that inhibit students from participating in speaking activities.

4.2.3 Teachers' Attitude towards Taking Students' Personality Factor into Account

Under this section, four items (15.1, 15.2, 15.3 and 16) were designed to obtain information regarding teachers' attitude towards the relevance of taking students' personality factors into account in order to enhance the quality and effectiveness of students' participation in speaking activities. The responses were tabulated as follows:

Table 34: Teachers' Perceptions to the Role of Students' Personality Factors

No.	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		F	%	F	%	F	%	F	%	F	%		
15.1	Students often pretend as though they participate for fear of being insulted by their group member	12	66.7	6	33.3	-	-	-	-	-	-	18	4.66
15.2	I think most of the students believe that they are poor at speaking English	5	31.2	9	56.3	-	-	2	12.5	-	-	16	4.06
15.3	Students often seem to feel insecure and unable to take risk in group activity	11	61.1	6	33.3	-	-	1	5.6	-	-	18	4.5
Grand Mean												4.4	

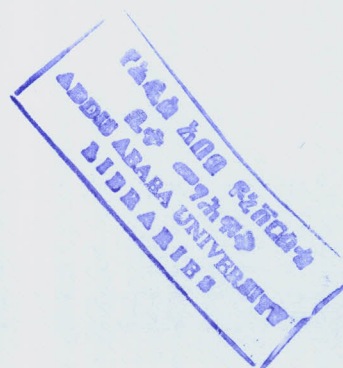
Regarding item 15.1, 18(100%) of the respondents agreed that some of the students do not want to participate orally because they are afraid that if they make mistakes, their classmates can make fun of their English.

In item 15.2, the respondents were asked if students believe that they are poor at speaking English, 14(87.5%) of them agreed with it. Asked if students feel in secure and unable to take risk in group speaking activity, 17(94.4) of the respondents agreed with item 15.3. As can be seen in Table 34 above, the mean score of items 15.1 (4.66), and 15.3 (4.5) are greater than the grand mean (4.4). According to the Likert scale, this means the respondents positively inclined to the items and the interpretation goes as the respondents had positive attitude towards the influential roles of the personality factors stated in the items.

To the contrary, the mean score of item 15.2 (4.06) is less than the grand mean (4.4). This implies the respondents inclined negatively to the item yet does not sustain the percentage values in this case and the respondents had negative attitude towards what is stated in item 15.2. The result shows that the respondents had positive attitude towards the hindering role of students' personality factors such as fear, low risk- taking, and low self- esteem.

In addition to the above, in item 16 the respondents were asked to mention if there is any more personality factor that can inhibit the quality and effectiveness of students' participation in speaking activities, the summary of what they suggested is presented as follows: 'some of the respondents said that fear of making mistakes, fear of peer groups, fear of speaking out, shyness, low-self esteem and confidence were the major personality factors that were frequently observed in speaking class. Many authorities in the field of classroom language teaching including Hedge comment that from the nature of speaking activities which demands producing learning in front of other students can generate high level of anxiety, creating a reassuring classroom environment in which students are able to take risk and experience with the language is relevant (Hedge 2000: 293).

Therefore, despite the respondents recognized the existence of these personality factors, they seemed to do nothing beyond that. For this study, the presence of the identified personality factors is one inhibiting factor for the quality and effectiveness of students' participation in speaking activities.



4.2.4 Teachers' Attitude towards the Role of Speaking Activities

Under this section, items (17.1, 17.2, 17.3, 17.4, 18, 19, 20, 21 and 22) were designed to obtain information regarding teachers' attitude towards the inviting nature of the speaking activities so as the students participate orally as intended. The responses were tabulated as follows:

Table 35: Perceptions of Teachers regarding the Speaking Activities

No.	Items	Responses										Sum	Mean
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		F	%	F	%	F	%	F	%	F	%		
17.1	The activities allow students to interact with their classmate	9	56.3	7	43.7	-	-	-	-	-	-	16	4.56
17.2	The activities often provide genuine reasons for the students to communicate in group	-	-	7	38.9	-	-	3	16.7	8	44.4	18	2.66
17.3 *	The activities often fail to provide clear information as well as relevant steps required for fuller participation	5	27.8	4	22.2	-	-	9	50	-	-	18	2.72
17.4	The activities are appropriate and fit to students level, interest and learning pace	-	-	7	46.7	-	-	2	13.3	6	40	15	2.53
Grand Mean												3.11	

* Negative item

In item 17.1, the respondents were asked if they think the activities allow students to interact with their classmates, 16(100%) of the respondents agreed with the item. In item 17.2, asked if the activities provide genuine reasons for students to communicate in group work, 11(61.1%) of them disagreed with it. Regarding item 17.3, the respondents were asked if the activities fail to provide clear information and relevant steps required for students' fuller participation, 9(50%) of the respondents agreed where as the other 50% disagreed with it. In item 17.4, the respondents were invited to judge the speaking activities from the point of their appropriateness and suitability to the students' level, interest and learning pace, 8(53.3%) of them thought that the activities don't fit with points stated in the item.

As to the calculation, the mean score of item 17.1 (4.56) is greater than the grand mean (3.11). In such case, the Likert's scale confirms that the respondents positively inclined to the item which is also confirmed by the percentage values. From this we can draw that the respondents had positive attitude towards item 17.1.

As can be seen from Table 35, the mean scores of item 17.2 (2.66), item 17.3 (2.72) and item 17.4 (2.53) are less than the grand mean (3.11). This means the respondents negatively inclined to the items in 17.2 and 17.4 where as they positively inclined to the item in 17.3, sustaining the percentage values in the Table. Thus, according to Likert's scale interpretation, the respondents had negative attitude towards the activities consist genuine reasons, clear information, required steps and appropriate level, interest and learning pace for the students.

The results show that the respondents had negative attitude towards the capacity of the speaking activities to promote students' oral participation.

Table 36: Teachers' Perceptions to the Emphasis Given in Teaching the Speaking Activities

No.	Items	Responses				sum
		Yes		No		
		F	%	F	%	
18	Do most of the activities require students to shift their focus from accuracy into fluency?	4	23.5	13	76.5	17
19	Are the activities made to focus on developing students' communicative strategic competence (paraphrasing, guessing, avoiding, changing topic, etc)	5	31.3	11	68.7	16
20	Are there activities focused on developing functional and social use of speaking (shopping, greeting, asking for information etc)?	9	52.9	8	47.1	17
21	Are there activities focused on developing learners' linguistic competence (knowledge of pronunciation, vocabulary, grammatical structure etc)?	15	83.3	3	16.7	18

In item 18, the respondents were asked if most of the activities require students to shift their focus from accuracy into fluency, 13(76.5%) of them disagree with the item. For item 19 which asked the respondents if activities are made to focus on developing students' communicative strategic competence, again 11(68.7%) of them disagreed with it.

In item 20, the respondents were asked if the activities focused on developing functional and social use of speaking, 9(52.9%) of them agreed with it. In addition, 15(83.3%) of the respondents agreed that the activities focused on developing learners' linguistic competence, in responding to item 21. According to the above discussion, the respondents thought that the speaking activities focused on functional, social and linguistic competences of the language. However, the respondents had negative attitude towards the inclusion of relevant speaking inputs for their oral participation such as strategic, pragmatics, discourse competences and fluency in the speaking activities.

Table37: Teachers' Perceptions of What the Speaking Activities Lack

No	Item	Responses	F	%
22	In your opinion, which significant thing (s) do the speaking activities lack most?	Speaking strategies	7	38.9
		Creating cognitive demand on learners (Recalling, relating, etc)	5	27.8
		Real social contexts	6	33.3
		Non-linguistic clues which support meanings (Instruction which depict particular roles and help to imagine)	-	-
		Sum	18	

Asked which significant thing(s) do the speaking activities lack most, 7(38.9%) of the respondents selected speaking strategies while 5(27.8%) of them said that the speaking activities lack capacity to create cognitive demands on learners more. The others 6(33.3%) of the respondents said that the activities lack to provide activities in a real social contexts.

In most recent literature, which often advocate mode of learning that promote students' active participation place, speaking activities as the very important components of classroom teaching and learning process. However, as the discussion held above entails, the respondents had negative attitude towards the presence of some important aspects of the activity which are underlined in the literature. Hence, teachers' negative attitude towards the speaking activities is a factor that inhibits the quality and effectiveness of students' participation.

Therefore, it can be concluded that teachers have negative attitude towards the inclusive nature of characteristics such as appropriateness for pair or group mode of learning, eliciting students' interest, fitting to their level and learning pace, providing strategies that could make easy of listening comprehension and speaking, motivating students, as well as, allowing them to speak

freely to whatever they want to say, in the speaking activities. This directly inhibits the quality and effectiveness of students' participation in the speaking activities. So it is one factor identified at this stage.

4.2.5 Summary and the Major Findings from the Teachers' Questionnaire

- teachers' negative attitude towards the relevance of teaching speaking skills,
- teachers' failure from providing classroom shared purposes for learning to speak English,
- neglecting the motivational values of knowing the purposes for students,
- teachers' negative attitude towards implementing pair and group modes of learning ,
- failure of fulfilling the necessary conditions in implementing group modes of learning,
- neglecting of the benefits students can gain from pair/group speaking activities,
- teachers' failure from providing cooperative skills,
- failure of creating awareness regarding positive aspects of participation in groups,
- teachers' total neglecting of the motivational values of rendering ranges of supports, encouragements ,etc. while students work in groups,
- teachers' poor provision of varieties of language items and contextual use in practising,
- poor provision of speaking, listening, and participating strategies,
- poor provision of discourse elements that students require to extend their speeches,
- failure in assessing, testing, and giving feedback,
- teachers' partial treatment in class,
- teachers' unwillingness to take the inhibiting roles of personality factors into account and offer assistance on this base, and
- teachers' negative attitude towards the pertinence of speaking activities

4.3 Analysis and Discussion of the Students' Interview

The responses of the sample student interviewees were discussed under four major categories. These are; practising to speak, practising methods, personality factors and speaking activities. The interview items were also made to focus on these four major areas.

4.3.1 Interviewees' Responses on Practising to Speak English

Two items (1 and 2) were designed to obtain information regarding the purpose and importance of learning to speak English focusing on their speaking classroom practices and experiences.

Regarding item 1, the interviewees were asked if their teachers have ever told them a convincing purpose for learning to speaking English, the majority of the interviewees expressed their disagreement to the item more or less similarly. One of the interviewed students said that: *"As far as I know, no teacher has told me how learning to speak English helps me the way I can understand."*

As to item 2, the interviewees were asked to express what they think regarding the importance of learning to speak English, most of them said that learning to speak English would help them to express their ideas in English ,to improve their speaking skills, and to talk with anybody in English.

Literature often reveals that speaking is purposive. There should be a convincing purpose for speaking. Unlike most of the interviewees' speaking classes practice, students are more likely is motivated if they are made to know why they need to learn speaking English. For example, the syllabus specifies certain 'functions' which the students should be able to understand and express appropriately in a variety of every day, or 'social', situations and in academic 'functions' which the students need to master in order to be successful in a learning situation where English is used as the medium of instruction (English language syllabus for grade 10, 2000). Therefore, providing the purposes and creating awareness regarding the importance of learning to speak based on what the syllabus specifies under teaching oral skills in English is worthy for the better of their learning to speak.

4.3.2 Interviewees' Responses on Practising Methods

Seven interview items were designed to gather information regarding the learning methods used and how they view the learning process. In item 3, the interviewees were asked to share their opinion regarding the teaching methods often used in speaking class; most of them said that their teachers used pair and group learning methods. A very few of them said that their teachers explained the speaking lessons for them. Responding for item 4, most of the interviewees said that they did not participate in pair or group speaking activities. One of the interviewed students said that:

The teacher often says ' be in group of three or four' I will be in group, and then see each other. No one dare to say a word although most of us don't know what to say.

The result shows that speaking lessons use pair or group mode of learning yet the students hardly able to participate for some of the reasons they stated as problems. For the opinion the interviewees asked regarding how they feel about participating in pair or group activities in item 5, one of the interviewees said that:

Most of the students can't speak .When a very few of them try; the others may simply watch or talk in Amharic. We soon stop and do what ever we like.

Similarly the other interviewed student said that 'pair or group speaking activities are boring, I rather learn grammar or other things than sitting silently without doing any thing in a group.' Totally the majority of them expressed that they were not that interested in participating in pair/group speaking activities.

In item 6, the interviewees were asked to share their opinion regarding the support and motivation they have received from their teachers while doing in pair or group speaking activities, most of the interviewed students described the support and motivation they have received as insignificant. One of the interviewed students said that:

My teacher often tried to support us but while doing, he often can not help more than two or three groups in one lesson. He never has time to go through with all the groups.

Similarly, the other interviewee commented that:

He never comes to our group at all, he often goes to a few groups that he thinks, that they can do the activity properly.

More or less, most of the interviewed students said that let alone supporting and motivating them, their teachers think as they (students) are not interested in pair or group speaking activities. They (teachers) don't even care if they (students) participate nor they expect them to.

In item 7, asked to describe the kind of problem(s) the interviewed students have encountered from their partner or group members while they working in pair or group speaking activities, the majority of the interviewed students agreed that they had number of problems. For example, two of the interviewed students said that:

We often form group or pair based on student(s) who sit beside me. I often try to carry on the discussion, yet one of my group members may be busy coping from the board, and may not even know the issue. No one would like to take the responsibility and lead the group.

The other one said:

Most of the students can't speak properly. If I say something, I don't think they can respond to me. When you speak in English, what would you feel if your partner(s) cannot respond? How can I do the discussion alone?

In general, the interviewed students expressed that they have problems such as students who voluntarily take the chair and coordinate the group, the ability to express ideas in English, problems related to group forming, and others.

Item 8 was concerned with what the interviewees think regarding the teaching methods their teachers prefer more to use and good at it. Of the methods stated for each interviewed student, most of them agreed that their teachers preferred to explain rules and structures and are good at that. Responding to the question why? One of the interviewed students said that:

As (teachers explain) I can listen, copy and do what I am asked to do. This way I feel as I learn the lesson. This is how he should do, I think

This student thinks, his teacher should teach him grammars, more than anything because he is in grade 10.

The other interviewee also said:

I like working with grammar and structure because, this way learning is easy. But if I am asked to do in group, I myself feel as though I waste my time. May be this is why my teacher prefers explaining.

Regarding item 12, which asked the interviewees to suggest what their teacher should do in order to enhance their participation in pair or group speaking activities, one of the interviewed students suggested that:

The teacher should make the students speak only in English. He should also encourage students who fear to speak out and should not give up hope on us when we make mistake in speaking.

What is suggested by most of the interviewees is summarized as; teachers must organize, control, support, encourage each group properly, they also should give clear instruction etc. Contrary to the interviewed students' opinion shared regarding group or pair mode of learning, the literature on group work activities presented in this paper indicates that group or pair work creates positive affective climate and therefore increases motivation and reduces anxiety. As well, Brumfit (1984) cited in Bygate (1987) notes that the setting is more natural than that of full class, for the size of the group resembles that of normal conversational groupings. Because of this, the stress which accompanies public performance in the classroom should be reduced. Students with low proficiency in the language can also be helped and encouraged with the provision of appropriate and manageable group tasks.

4.3.3 Interviewees' Responses on Personality Factors

In order to obtain information regarding the role of some personality factors to that of students' participation in pair or group speaking activities, one item was designed. In item 9, the interviewees were asked to state their personal problem (s) that they have encountered while participating in pair or group speaking activities, some of them said that they often prefer not to speak out for fear of making mistake in speaking English. Some of them share their feeling as if they make mistake, others would laugh at them. Some of them also said that they think they can't speak in English.

4.3.4 Interviewees' Responses on Pair or Group Speaking Activities

Regarding pair or group speaking activities, the interviewees were asked two items. In item 10, the interviewed students were asked to share their feeling towards pair or group speaking activities, most of them said that they never like or enjoy with it. Oddly, most of the interviewees openly expressed that they even could not remember one good group speaking activity of what they have learned so far in speaking class. As to item 11, asked to state any inhibiting factor regarding their participation in pair or group speaking activity while they work by plasma, one of the interviewed students said that:

The time given for us to participate (work) in pair or group by plasma is very short.

Before we start, she (plasma teacher) will say that the time is up and soon pass to the next activities.

Most of the interviewees complained that the plasma lessons discouraged them than supporting. They had serious problem to go along with the speed the plasma lesson require. One other interviewee also commented that: *"Sometime, even the teacher does not know what she (plasma teacher) has asked to do"*.

4.3.5 Summary and the Major Findings from the Students' Interview

- lack of purposes to learn for speaking English ,
- lack of motivation which students can get from knowing the purpose,
- lack of relevant inputs such as linguistic, pragmatics, strategic etc competence,
- poor control, group formation and organization offered by their teachers,
- lack of competent members in a group,
- teachers' preference of teaching rules over group modes,
- students' preference of rules and structures of the language over learning to speak in group ,
- poor control over the use of other language as media (Amharic) in group,
- the inhibiting roles of some personality factors such as fear of making mistake in speaking and their peer groups,
- students' problems in listening and comprehending messages right from the Plasma,
- lack of adequate time to practise and carry out the speaking task in group(related to plasma),and
- lack of interest to the speaking activities, are the major findings which are drawn from the discussion held under students' interview.

4.4 Analysis and Discussion of the Teachers' Interview

In order to obtain information regarding how teachers view teaching speaking skills, the teaching/learning methods they use, the role of personality factors and speaking activities, some interview items were designed based on the four categories.

4.4.1 Interviewees' Responses on Teaching Speaking Skills

Two items were designed concerning with teaching speaking English. Replying to item 1 which asked interviewed teachers what they think is (are) the general objective(s) of teaching speaking English for grade ten in the syllabus, most of the interviewees said that the purpose is to develop students' speaking competence. Since their replies for the item were more or less similar, we

(researcher) did not feel it was relevant of quoting one or two of them. Yet, Hedge (2000), comments that the primary question we may ask in speaking class is why we (teachers) ask students to practise in speaking activities. This means we (teachers) need to know why students need to learn speaking English for. In contrary to what the interviewees replied, the syllabus specifies certain learning need of speaking English for students under social and academic functions.

Regarding item 2, the interviewed teachers were asked how they would describe students' speaking ability and if they think the students have showed improvement in their speaking classes, most of them replied that their students speaking skills as unsatisfactory and one of the interviewed teachers said that:

To answer this question, we need a sort of parameter. I hardly have evidence to say either my students have showed improvement or not. Actually, learning speaking is not as interesting as grammar for most students. Besides, it is often difficult for them to learn to speak.

As a result, he believed that there is no point in instructing students to learn speaking skills. He also believed that since they do not have the ability or interest to learn speaking English, it is simple wasting students' time.

4.4.2 Interviewees' Responses on Teaching/Learning Methods Used

Four items were designed that relate to teaching/learning methods. In item 3, the interviewees were asked if they think that the teaching methods they use is effective, most of them indicated that the teaching method (pair/group mode of learning) is not that effective. One of the interviewed teachers said that:

Because the students have very little speaking proficiency and motivation, they do not participate when asked to work in group or pair speaking activities. When they are asked, they would say, they don't understand.

Similarly, this is also shared by other interviewed teacher. He said that:

I think students totally hate group or pair work in speaking class. They resist forming groups, participating in the activity. Although I know, group work benefits the students. I usually prefer to use other methods interesting for the students.

In item 4, interviewed teachers were asked to indicate the type of learning methods that students prefer, most of them indicated that they prefer teacher-student interaction type of learning or teacher's explanation, or demonstration. One of the interviewed teachers said:

They want to study the rules for exam. They see leaning to speak and working in group speaking activities as a waste of time and resist to it. They don't look happy to use the language orally. They look comfortable when they work on written grammar exercises.

The interviewees, replying to item 5, most of them explained that they have tried to motivate and support their students so that the students can participate in pair or group speaking activities, however, most of them also admitted that they did not have encouraging results, though. One of the interviewed teachers put it this way:

Actually there are a number of classroom problems to organize the students in pairs or groups, control and support each pair or group. Some of the problems are class-size, inconvenience of students' benches to form group, noise, etc. despite these problems I tried different techniques to motivate them. Yet, no encouraging change I have got out of it.

In item 10, they were asked what solution(s) they would suggest to enhance the quality and effectiveness of student's participation in speaking activities, one of the interviewed teachers suggested:

English teachers should find ways of turning schools to the places in which English is more spoken, especially in the compounds. This can be done, for example by making some of the days as English days where every one should speak only in English on these days, So that they can get more opportunities to Speaking in English.

Most of the interviewed teachers suggested that creating speaking opportunities where students have sufficiently practice to speaking in English in school compound and outside. Some other interviewed teachers also commented that using motivation, by including speaking test in the exam, by advising students that making mistake is normal etc, as possible way to reduce their stress, fear etc and develop their confidence in speaking. To this end, Illola et al (1989) write that by carefully structuring the activity, teachers can reduce the possible effect of the students' English deficiency.

4.4.3 Interviewees' Responses on the Role of Students' Personality Factors

Regarding the role of students' personality factors, one item was made to be included in. In item 6, the interviewees were asked how they often deal with students' personality factors that may hinder students from participating in speaking activities. Most of the interviewed teachers agreed that it is difficult to deal with each student's personality factors in such large class-size, inconvenient seats and short time- period.

4.4.4 Interviewees' Responses on Speaking Activities

Replying to item 7, which asked how the speaking activities are motivating, most of the interviewed teachers indicated that the speaking activities are not that interesting and motivating. One of the interviewed teachers said:

As we know, most grade ten students are in the adolescent periods. The speaking activities that most likely able to motivate them is issue related to this age group. For me the speaking activities are not this type.

Regarding item 8, the interviewed teachers were asked if they think the speaking activities are suitable for pair or group discussion, one of the interviewed teachers said that:

I don't think all the speaking activities are suitable for pair or group speaking activities. For example, take the speaking topics 'Rules and regulation" the use of should, ought to, might, and may" which are topics for speaking in grade ten textbook. For me, I don't think I can teach any of these in pair or group.

Of course, most of the interviewees indicated that the activities more or less are not that suitable for pair or group work. Asked to state the advantage and disadvantages of learning speaking by plasma in interview item 9, one of the interviewed teachers said that:

Plasma lessons provide speaking activities in a real-life situation which any speaking class in our context can't possibly provide them.

The other interviewed teacher also said:

Plasma lessons provide great opportunities for students as to hear and learn the important features of spoken language that is native- like pronunciation, accent right from the native speaker which non of Ethiopian English teacher can provide for them.

As to the disadvantages, most of the interviewed teachers said time is the major problem ,they said that plasma lessons require students with good speaking language background, due to poor English background, speaking knowledge and practice, the students hardly able to listen and comprehend the message directly from the plasma teacher ,as well, they cannot learn competently time wise speaking.

4.4.5 Summary and the Major Findings from the Teachers' Interview

- teachers' negative attitude towards teaching speaking skills,
- lack of awareness of the objectives specified under the oral skills section of the syllabus,
- teachers' negative attitude towards implementing group/pair modes of learning,
- teachers' preference of teacher-centered approach over student-centered,
- neglecting of the fact that students can be benefited from group/pair work more,
- poor efforts rendered in managing, controlling, monitoring, and supporting students,
- lack of provisions of motivation,
- neglecting of the importance of providing students with strategies that help them to improve their listening and comprehension skills,
- lack of provisions of assistance, encouragement ,etc. for students who have personality problems, and
- teachers' negative perceptions to the appropriateness of the activity to elicit their students interests.

4.5 Data from Classroom Observation

Observing speaking classroom was needed to get hold of first--hand information regarding speaking classroom practices; at the introduction, presentation/practice and production stages. As to the specific information this study was more concerned with, an observation checklist (Appendix G) with items stated under each stage was used. The items used in the observation checklists are all as per the literature in the review.

4.5.1 Analysis of the Observations

Under this section, the analysis and discussion of data gathered by the checklist together with the notes taken by the observers are presented. The analysis and discussion were made upon each observation separately. The results of the analysis are summarized as follows:

4.5.1.1. Observation One

Data: 8/10/2008

Time: 10:24-11:06am

Number of students: 47

Topic: 'Asking for and giving directions'



Classroom: 108 is one of the sampled sections. It is located in one of the tallest buildings in the school at fifth floor. The room is very bright, well equipped, clean and conducive for learning. Beside, the basic components of a classroom, there is a big, skillfully implanted Plasma television with 30 or above inch at the left corner of the room. Students wearing a light green uniforms with white shirt in sat on benches ordered in four rows. Each bench has three students at most. However, the benches do not seem to provide flexible room for students to form pair/group. The students also seemed to sit randomly of their own personal interest. The lesson was carried out by both the classroom and Plasma teachers.

Lesson: Asking for directions

According to the data recorded in the checklist at the introduction stage, item 6.1 states that the teacher relates the lesson (topic) with students' life experience and this is graded as 'Not at all'. In item 6.2, the level of students' interest in the topic (lesson) is also indicated as 'Not at all'. 'Less than adequate' is displayed for item 6.3 which states that there is positive learning atmosphere in the class. These imply that students were not made to know the relevance of learning the particular topic (lesson) or the purpose which may account on the level of their interest as well as in providing positive learning atmosphere. The note taken at this stage indicates that the plasma teacher provided a brief explanation about the relevance, and purpose of the lesson yet; most of the students did not seem either listen the point very well or understand it

In item 7.1, the extent students follow up the presentation made by the plasma is indicated as unsatisfactory. Referring to the teaching/learning pace (item 7.2), it is shown as unsatisfactory. In item 7.3, the degree to which the class understands what is wanted to practise is rated as below average while the extent the language items present naturally is indicated as out standing. For each item, that states about the degree of practice students get (item 7.5), students' interest

to practise (item 7.6), and encouragement and assistance students are offered (item 7.7), is scaled as unsatisfactory. The 'Note' supplements that there was clearly visible mismatch between the pace assumed by the plasma and the students' learning pace. Although the plasma teacher often asked the classroom teacher to re-explain and demonstrate, while the teacher was in the middle of responding to the request the plasma began as if the explanation had completed.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as below average. Except in item 8.7, which is graded as outstanding about the suitability of the activity for pair/group work, the rating for the rest of the items which are about teacher's role as controller and manager(8.4), facilitator of learning by assisting pair/group (8.5),encouraging each group (8.6)monitoring the progress in the group (8.8), chair by providing chance for students to report the result (8.12) and informant in providing feedback(8.13), as well as, about students' participatory role such as moving into group mode quickly and silently (8.2),communicating genuinely in group (8.3),showing positive interest in the group work (8.9),using English as medium of communication channel in the group (8.10),and completing the task properly (8.13) are unsatisfactory. Besides, the 'note' states that students' unready-ness and teacher's ill-preparations were the dominant problems in the class. Students were seen, for example; copying the language items either from the board or their books while they are expected to practise and work in pair/group.

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students' oral participation, was totally unsatisfactory as evidenced in the above classroom practice.

4.5.1.2 Observation Two

Date: 8/10/2008

Time: 11:48-12:30am

Number of students: 51

Topic: 'Asking for and giving directions'

Classroom: section 10 16 is found in the same building as the first one in the third floor. The lesson was carried out by both classroom and plasma teachers.

Lesson: Asking for directions

Referring to item 6.1, the teacher did not try to familiarize the lesson to the students. Therefore, the rating shows 'not at all'. Item 6.2, the level of students' interest in the lesson is graded as less than adequate. As to item 6.3, positive atmosphere was not established and indicated as not done at all. Although the plasma teacher provided a brief explanation about the relevance, and purpose of the lesson, due to unready-ness of the class, the students did not seem to get the intended information properly.

In item 7.1, the extent students follow up the presentation made by the plasma is indicated as below average. Referring to the teaching/learning pace (in item 7.2), it is shown as unsatisfactory. There was clearly visible mismatch between the pace assumed by the plasma and the learning pace students had. Although the classroom teacher tried to narrow this gap through re-explaining and demonstrating right after the plasma, the students were not able to adjust their pace. In item 7.3, the degree to which the class understands what is wanted to practise is shown as below average while the extent the language items present naturally is indicated as outstanding (item 7.4). The degree of practice students get (in item 7.5), students' interest to practise (item 7.6), and encouragement and assistance students are offered (item 7.7) are shown as unsatisfactory.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as unsatisfactory. The rating of item 8.2 shows unsatisfactory that it implies the students were not made to respond quickly and silently for group formation and develop this specific behavior. Perhaps, except in one or two pairs, the majority students in pairs were not seen having genuine communication. Thus, the rating shows unsatisfactory regarding item 8.3. Besides, the classroom teacher's ability in controlling and managing the class (item 8.4) is graded as unsatisfactory. Similarly, the degree of assistance and encouragement students are offered in pairs (in items 8.5 & 8.6), are scaled as unsatisfactory. In item 8.7 which refers to the suitability of the activity for pair work is shown as outstanding. As to the rest of the items, teacher's roles [as for example: monitoring the progress in pairs(8.8) and ensuring students' use of English as a medium of communication and the successful completion of the task in each pair(in 8.9& 8.11), and giving feedback and correction (8.13)] are indicated as unsatisfactory. Thus, the results show that the

attention given to the points in the checklist was totally unsatisfactory as evidenced in the above classroom practice.

4.5.1.3 Observation Three

Date: 10/10/2008

Time: 9:21-10:03am

Number of students: 48

Topic: 'Asking for and giving directions'

Classroom: Section 10 24, is located on the ground floor. The lesson was provided by the classroom teacher.

Lesson: Asking for directions

The teacher's effort in attempting to relate the lesson with students' real life experience is shown as less than adequate. The level of students' interest in the lesson (topic), as well as the presence of positive learning atmosphere is marked as less than adequate.

Item 7.1, the extent students follow up the presentation made by the teacher is indicated as unsatisfactory. Referring to the teaching/learning pace (in item 7.2), it is shown as average. In item 7.3, the degree to which the class understands what is wanted to practise is shown as average while the extent the language items present naturally is indicated as unsatisfactory. In item 7.4, the degree of practice students get (in item 7.5), students' interest to practise (item 7.6), and encouragement and assistance students were offered (item 7.7) are shown as unsatisfactory.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as below average. The rating of item 8.2 indicates unsatisfactory that it implies the students were not made to respond quickly and silently for group formation and develop this behavior. Except in one or two pairs, the majority students in pairs were not seen having genuine communication. Thus, the rating shows below average regarding item 8.3. Besides, the classroom teacher's ability in controlling and managing the class (item 8.4) is graded as below average. Similarly, the degree of assistance (item 8.5) and encouragement (item 8.6) students are offered in pairs is rated as below average. Item 8.7 which refers to the suitability of the activity for pair work is shown as outstanding. As to the rest of the items, which are concerned with teacher's roles as for example; monitoring the progress in pairs (8.8) and controlling students' use of English as a

medium (8.9), ensuring the successful completion of the task in each pair (8.11), and giving feedback and correction (8.13), are graded as unsatisfactory. Besides, the 'note' states that most of the students failed to bring their textbooks, and this unready-ness of students has created inconvenience in forming pairs and carrying out the activity as planned.

Thus, the results show that the attention given to the points in the checklist that are suggested as they may enhance/inhibit the quality and effectiveness of students' oral participation, was totally unsatisfactory as evidenced in the above classroom practice.

4.5.1.4 Observation Four

Date: 14/10/2008

Time: 1:23-2:05pm

Number of students: 53

Topic: Asking for and giving directions

Classroom: Section 10 32 is located in the second building at the fourth floor. The lesson was carried out by both the classroom and Plasma teachers.

Lesson: 'asking for directions'

According to the data recorded in the checklist at the introduction stage, item 6.1 states that the teacher relates the lesson (topic) with students' life experience and it is graded as 'Not at all'. In item 6.2, the level of students' interest in the topic (lesson) is also indicated as 'Not at all'. 'Less than adequate' is displayed for item 6.3 which states that there is positive learning atmosphere in the class.

In item 7.1, the extent students follow up the presentation made by the plasma is indicated as below average. Referring to the teaching/learning pace (in item 7.2), it is shown as unsatisfactory. There was clearly visible mismatch between the pace assumed by the plasma and the students' learning pace. In item 7.3, the degree to which the class understands what is wanted to practise is shown as below average while the extent the language items present naturally is indicated as out standing in item 7.4. The degree of practice students get (in item 7.5), students' interest to practise (item 7.6), and encouragement and assistance students are offered (item 7.7) are rated as unsatisfactory.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as unsatisfactory. Except in item 8.7, which refers to the suitability of the activity for pair/group work and rated as outstanding, the rating scale used for the rest of the items shown under this category which are about teacher's roles are all indicated as unsatisfactory. Besides, the 'note' states that teacher's ill-preparations were the source of some of the problems seen in the class.

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students oral participation, was totally unsatisfactory as evidenced in the above classroom practice.

4.5.1.5 Observation Five

Date: 29/10/2008

Time: 10:24-11:06am

Number of students: 47

Topic: 'Advising someone what to do'

The effort made to relate the lesson with students' life experience by the teacher is indicated as less than adequate. Besides, students' interest in the lesson was also less than adequate. A positive learning atmosphere was not seen at all.

In item 7.1, the extent students follow up the presentation provided by plasma is indicated as below average. As to the pacing in item 7.2, it is shown as unsatisfactory. This shows that the pacing of the lessons is inappropriate. Regarding the extent language items are presented naturally, in item 7.4 is shown as outstanding. Where as, in item 7.3 which is about the degree to which the class understands what is wanted to practice is marked as unsatisfactory. As to the degree of practice students get in item 7.5, it is indicated as below average. Interest of the students with the practice, encouragement and assistance students are offered to practise, items 7.6 & 7.7 are shown as unsatisfactory. The degree of success the 'presentation and practice' stage achieved can be generalized as unsatisfactory.

In item 8.1, teacher's role as group/pair organizer is shown as below average. Most of the students didn't respond quickly to teacher's request of forming pair/group silently, for this reason, item 8.2 is marked as below average. In item 8.3, the possibility of occurring genuine

communication among groups is rated as below average. As to roles of the teacher as controller and manager of ensuring and sustaining the intended group activity in item 8.4, is graded as below average and unsatisfactory is marked for item 5 which is about the amount of assistance given by the teacher. Similarly, item 8.6 reveals that the degree of encouragement offer for the students is indicated as unsatisfactory. However, the extent the activities are suitable for pair or group activity in item 8.7 is indicated as outstanding. Regarding whether the students' interaction in the group is enjoyable or not in item 8.9, it is marked as unsatisfactory. In item 8.10, students' use of English as a medium of communication is indicated as unsatisfactory. Students did not complete the pair/group activity and get feedback properly.

Therefore, the result indicates that the teaching/learning process was not effective in terms of creating conducive environment in which students actively participate in carrying out the activity properly.

4.5.1.6 Observation Six

Date: 29/10/2008

Time: 11:48-12:30am

Number of students: 51

Topic: 'Advising someone what to do'

The teacher's effort in attempting to relate the lesson with students' real life experience is shown as less than adequate. The level of students' interest in the lesson (topic), as well as the presence of positive learning atmosphere is marked as less than adequate.

In item 7.1, the extent students follow up the presentation made by the plasma is indicated as below average. Referring to the teaching/learning pace (in item 7.2), it is shown as unsatisfactory. There was mismatch between the pace assumed by the plasma and the students' learning pace. In item 7.3, the degree to which the class understands what is wanted to practise is shown as below average while in item 7.4, the extent the language items are presented naturally is indicated as out standing. The degree of practice students get (in item 7.5), their interest to practise (item 7.6), and encouragement and assistance students are offered (item 7.7) are all graded as unsatisfactory.

Item 8.1, the teacher's ability in grouping and sub-grouping students is graded as below average. The rating of item 8.2 indicates unsatisfactory implying that the students were not made to respond quickly and silently for group formation and develop this behavior. Item 8.3 is rated as below average for the majority students in pairs were not seen having genuine communication, except in one or two pairs. Besides, the classroom teacher's ability in controlling and managing the class (item 8.4) is graded as below average. Similarly, the amount of assistance (item 8.5) and encouragement (item 8.6) students are offered in pairs are both scaled as below average. Item 8.7 which refers to the suitability of the activity for pair work is shown as outstanding. As to the rest of the items in the checklist that refer to teacher's roles ,for example; monitoring the progress in pairs(8.8) and controlling students' use of English as a medium(8.9),ensuring the successful completion of the activity in each pair(8.11), and giving feedback and correction (8.13),they are indicated as unsatisfactory.

Thus, the results show that the attention given to the points in the checklist was totally unsatisfactory as evidenced in the above classroom practice.

4.5.1.7 Observation Seven

Date: 30/10/2008

Time: 11:06-11:48am

Number of students: 48

Topic: 'Advising someone what to do'

Regarding the criteria in the checklist at this stage, the classroom teacher totally did not accomplish his tasks at the introduction stage effectively. Seen his effort against the items at this stage, are indicated as not at all.

In item 7.1, the extent students follow up the presentation, is indicated as average. As to the pacing in item 7.2, it is also shown as an average as well; the degree to which students understand what is wanted to practise is marked as average. Regarding the extent language items are presented naturally in item 7.4,it is graded as outstanding where as, below average is marked for the degree of practice students get in item 7.5.However, interest of the students with the practice in item 7.6 is indicated as average. Encouragement and assistance students are offered to practise in item 7.7 is shown as unsatisfactory.

In item 8.1, teacher's role as group/pair organizer is shown as average. Yet, item 8.2 is graded as below average for most of the students didn't respond quickly to teachers' request to form pairs/groups. This shows that the teachers didn't establish a classroom culture where students move into group mode of learning quickly and silently. In item 8.3, the possibility of occurring genuine communication among groups is marked as below average. As to the roles of the teacher being controller and manager to ensure and sustain the intended group activity in item 8.4, it is scaled as unsatisfactory. In item 8.5, the amount of assistance given by the teacher is also shown as below the average. Similarly, item 8.6 reveals that the amount of encouragement offer for the students is unsatisfactory. However, the extent the activities are suitable for pair or group work in item 8.7 is indicated as outstanding. Regarding whether the students' interaction in the group is enjoyable or not in item 8.9, it is indicated as unsatisfactory. In item 8.10, the students' use of English as a medium of communication is indicated as unsatisfactory. Students had not completed the pair/group activity as well as, were not able to get feedback properly.

Therefore, the result indicates that the teaching/learning process was not effective in terms of creating conducive environment where students actively participate in carrying out the activity properly.

4.5.1.8 Observation Eight

Date: 30/10/2008

Time: 1:23-2:05pm

Number of students: 53

Topic: 'Advising someone what to do'

Regarding the criteria in the checklist at this stage, the teacher's tasks in the items (6.1, 6.2 and 6.3) were not accomplished in the right way. However, the plasma teacher provided a brief explanation about the relevance, and purpose of the lesson. Due to lack of positive learning atmosphere and unready-ness of the class, the plasma teacher's effort did not seem to meet the intended goal.

In item 7.1, the extent students follow up the presentation made by the plasma is indicated as below average. Referring to the teaching/learning pace (in item 7.2), it is shown as unsatisfactory. There was mismatch between the pace assumed by the plasma and the students'

learning pace. Although the classroom teacher tried to narrow this gap through re-explaining and demonstrating right after the plasma, the students were not seemed to adjust their pace. In item 7.3, the degree to which the class understands what is wanted to practise is shown as below average while the extent the language items are presented naturally is indicated as out standing in item 7.4. The degree of practice students get (in item 7.5), their interest to practise (item 7.6), and encouragement and assistance students are offered (item 7.7) are shown as unsatisfactory.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as below average. In item 8.7, which refers to the suitability of the activity for pair/group work, is rated as outstanding. Teacher's roles of controlling and monitoring of group activity (item 8.7) and students' use of English as the medium of communication (item 8.10) are marked as below average. The rating of teacher's roles in items 8.2, 8.4, 8.5, 8.6, and 8.13 are indicated as unsatisfactory. Moreover, the possibility of having genuine communication among the groups (item 8.3), degree of interest with the pair work (8.9), completing the activity successfully (8.10) are all marked as unsatisfactory.

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students oral participation, was totally unsatisfactory as evidenced in the above class practice.

4.5.1.9 Observation Nine

Date: 4/11/2008

Time: 10:24-11:06am

Number of students: 47

Topic: 'A Beehive House in Ancient Cyprus'

The effort made to relate the lesson with students' life experience by the teacher is indicated as less than adequate. Besides, students' interest in the lesson was also less than adequate. However, the presence of positive learning atmosphere is shown as almost adequate.

In item 7.1, the extent students follow up the presentation provided by plasma, is indicated as average. As to the pacing in item 7.2, it is ranked as above average this shows that the pacing of the lessons was quite appropriate. Regarding the extent language items are presented naturally

in item 7.4 is marked as outstanding. As to the degree of practice students get in item 7.5 is graded as average. Interest of the students with the practice in item 7.6 is also indicated as average. Encouragement and assistance students are offered to practise in item 7.7 is shown as below average. From the discussion, the result in terms of the degree of success the 'presentation and practice' stage had achieved is indicated as average.

In item 8.1, teacher's role as group/pair organizer is shown as average. How quickly and silently students respond to teachers' request of forming pairs/groups, it is indicated as below average. This shows that the teachers didn't establish a classroom culture where students move into group mode of learning quickly and silently. In item 8.3, the possibility of occurring genuine communication among groups is shown as average. As to the role of the teachers as controller and manager of ensuring and sustaining the intended group activity in item 8.4, it is ranked as above average. In item 8.5, the amount of assistance given by the teachers is expressed as average. Similarly, item 8.6 reveals that the amount of encouragement offer for the students is indicated as average. Moreover, the extent the activities are suitable for pair or group work in item 8.7 is indicated as outstanding.

Regarding whether the students' interaction in the group is enjoyable or not in item 8.9, it is rated as average. As well, item 8.10 which is used to evaluate the students' use of English as a medium of communication is indicated as average. However, students did not complete the pair/group activity before the time (item 8.11), the groups had not got chances to report their result (8.12) and got feedback properly (8.13).

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students oral participation, was totally below average as evidenced in the above classroom practice.

4.5.1.10 Observation Ten

Date: 6/11/2008

Time: 9:21-10:03am

Number of students: 51

Topic: 'A Beehive House in Ancient Cyprus'

The effort made to relate the lesson with students' life experience by the teacher is indicated as almost adequate. Besides, students' interest in the lesson is ranked as almost adequate. The presence of positive learning atmosphere is also shown as adequate. This shows that the classroom teacher could able to use the introduction stage properly.

In item 7.1, the extent students follow up the presentation made by the teacher is indicated as average. Referring to the teaching/learning pace (in item 7.2), it is shown as above average. There was clearly visible match between the pace used by the classroom teacher and the students' learning pace. In item 7.3, the degree to which the class understands what is wanted to practise is shown as average while the extent the language items are presented naturally is indicated as below average in item 7.4. The degree of practice students get (in item 7.5), their interest to practise (item 7.6), and encouragement and assistance students are offered (item 7.7) are all shown as average.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as average. Regarding item 8.2, most students did not tend to move quickly and silently into group mode as they are expected. Thus, it is shown as below average. How genuinely the groups communicated, their level of interest in the group discussion, and how properly they use English as the medium of communication are all expressed as average. As to items that refer to the teacher's roles, the degree to which the teacher control and manage the class is graded as above average as well as his effort in assisting, encouraging and monitoring the progress is shown as average. However, the extent students complete the task properly; get chances to report their results in the group and feedback from the teacher are graded as unsatisfactory.

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students oral participation, was relatively good as evidenced in the above classroom practice.

4.5.1.11 Observation Eleven

Date: 10/11/2008

Time: 8:37-9:21am

Number of students: 48

Topic: 'A Beehive House in Ancient Cyprus'

Referring to the items (6.1, 6.2 and 6.3), the teacher tried to relate the lesson with students' life experience, and usage. Therefore, a certain interest was observed among the students in the lesson. So far the class atmosphere is concerned in item 6.3; almost adequate positive learning atmosphere was established.

In item 7.1, the extent students follow up the presentation is indicated as above average. Referring to the teaching/learning pace (in item 7.2), it is shown as average. In item 7.3, the degree to which the class understands what is wanted to practise is shown as above average while the extent the language items are presented naturally is indicated as below average. The degree of practice students get (in item 7.5), their interest to practice (item 7.6), and encouragement and assistance students are offered (item 7.7) are all shown as average.

In item 8.1, the teacher's ability in grouping and sub-grouping students is graded as average. Regarding item 8.2, students did not tend to move quickly and silently into group mode as they are expected. Thus, it is shown as below average. In item 8.3, the possibility of occurring genuine communication among groups is shown as average. As to the role of the teacher as controller and manager to ensure and sustain the intended group activity in item 8.4, it is ranked as above average. In item 8.5, the amount of assistance given by the teachers is rated as average. Similarly, item 8.6 reveals that the amount of encouragement offered for the students is indicated as average. However, the extent the activities are suitable for pair or group activity in item 8.7 is indicated as below average. Regarding whether the students' interaction in the group is enjoyable or not in item 8.9, it is graded as average. As well, item 8.10 which is used to evaluate the students' use of English as a medium of communication is indicated as average. However, students did not complete the pair/group activity before the time (item 8.11); the groups had not got chances to report their result and got feedback properly.

Thus, the results show that the attention given to the points in the checklist that may account for students' participation behavior or suggested as they may enhance/inhibit the quality and effectiveness of students oral participation, was average as evidenced in the above classroom practice.

4.5.1.12 Observation Twelve

Date: 10/11/2008

Time: 2:05-2:47pm

Number of students: 53

Topic: 'A Beehive House in Ancient Cyprus'

In item 6.1, the effort made to relate the lesson with students' life experience by the teacher is indicated as less than adequate. Besides, students' interest in the lesson is also expressed as less than adequate. The presence of positive learning atmosphere is shown as not at all.

In item 7.1, the extent students follow up the presentation, is indicated as below average. As to the pacing in item 7.2, is shown as unsatisfactory. This shows that the pacing of the lessons is inappropriate. Regarding the extent language items are presented naturally in item 7.4, it is shown as below average where as item 7.3 is marked as unsatisfactory. As to the degree of practice students get in item 7.5, it is marked as below average. Interest of the students with the practice in item 7.6, encouragement and assistance students are offered to practise in items 7.6 and 7.7 respectively, are all ranked as unsatisfactory.

In item 8.1, teacher's role as group/pair organizer is shown as below average. The degree of students' quickly response to teachers' request of forming pairs/groups in item 8.2 is ranked as below average. In item 8.3, the possibility of occurring genuine communication among groups is graded as below average. As to the role of the teacher as controller and manager to ensure and sustain the intended group activity in item 8.4, it is rated as below average. Unsatisfactory is marked for item 5 which is about the amount of assistance given by the teachers. Similarly, item 8.6 reveals that the amount of encouragement offer for the students is unsatisfactory. However, the extent the activities are suitable for pair or group activity in item 8.7 is indicated as outstanding. Regarding whether the students' interaction in the group is enjoyable or not in item 8.9 shows that it is unsatisfactory. In item 8.10, students' use of English as a medium of communication is indicated as unsatisfactory. The extent students complete the pair/group activity properly is rated as unsatisfactory. Besides, teacher's roles as chair in providing chance to report their results for some groups in item 8.12 and feedback properly in item 8.13, both are ranked as unsatisfactory.

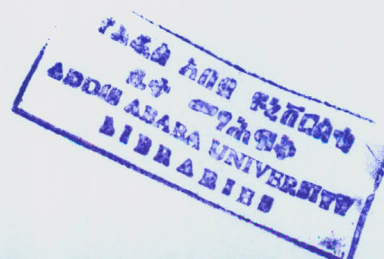
Therefore, the result indicates that the teaching/learning process was not effective in terms of creating conducive environment where students actively participate in carrying out the activity properly.

Thus, in all the lessons supported by plasma, most of the classroom teachers did not use the time set for the introduction properly while in the case of classroom teachers-led, only a few of them followed the right procedures as per required at this stage. Therefore, in both cases the result shows that the students were not made to know the topics, to see the relevance of learning them, to relate with their experience, elicit their interest and be ready for the next stage. This contradicts with what is suggested in literature as 'Learners should not go into new tasks "cold" and that some sort of pre-tasks preparation or cuing is important. Such activities might include topic introduction, clarifying task instruction, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of the task procedures (Richards and Rodgers 2001).

4.5.2 Summary and the Major Findings from the Classroom Observations.

The results indicate that the teaching/learning practices at the introduction stages totally fail to stimulate and equip students for the next stage. At the presentation/practice stages is also, unsatisfactory for problems related to instruction, control, and motivation. However, those lessons supported by plasma are presented very well and showed how students should practise the language items as well. Moreover, at the production stages, students in pairs/groups do not carry out the activities properly. Students often do not use English as a medium of communication, there is noise, and other unintended practices in the classrooms. On the top of these, poor time usage and ill-preparation on both teachers and students sides are observed. In general, both teachers' and students' roles are found to be unsatisfactory.

Therefore, from the actual speaking classroom practices observation, the important components of the teaching/learning process such as purpose, effective implementation of the learning methods, appropriate and adequate practices, motivation which are believed to enhance the quality and effectiveness of students' oral participation in speaking activities are not given significant place and due attention in the classes.. The findings of the analysis of observation data supports the findings found from the analysis of students' questionnaire and interview



directly while partly coincides with the findings found from teachers' questionnaire and interview.

4.6 Analysis and Discussion of the Speaking Tasks' in the Textbook

The entire purpose of evaluating the speaking tasks used in the textbook was to obtain information regarding their appropriateness in terms of what students require to participate in the tasks using English language as medium of communication.

4.6.1 Analysis of Background Information on the Textbook

The syllabus, English teacher's book and student's book of grade 10 were designed and written by the languages panel at the Institute for Curriculum Development and Research (ICDR), Ministry of Education (Ministry of Education 1996). According to the information given, the textbook was first published in 1996. It has been reprinted without any needs of re-newal since 1996.

4.6.2 Analysis of Speaking Tasks in Student's Books

In order to evaluate how pertinence the speaking tasks in the student's textbook are textbook evaluation checklists (Appendices H and I) were used. The analysis was also made based on these checklists. In the analysis process, the specifications provided in the syllabus and teacher's book were also used as supplementary source of data. The speaking tasks in student's Book One and Two were analyzed separately. However, the discussion was made upon the total sum found from each item in the checklists together with related points quoted from the syllabus and teacher's book so that the general tendency prevailing in them can be drawn. Moreover, typical examples were also taken from the speaking tasks where citing seemed relevant.

In general the textbook consists of nineteen speaking activities. Of the total 216 periods, 46 periods is allocated to cover up the above number of speaking activities within one academic year. In comparing, the periods allocated for teaching grammar is less by half (32 periods) to that of speaking. The results of the analysis are summarized as follows:

Table38: Analysis of the speaking tasks in student's book

No	Criteria	Alternatives	Number of occurrence in book one	%	Number of occurrence in book two	%	Sum of occurrence in both	Total %
1	Types of activity	Function	5	55.5	6	60	11	57.9
		Social	4	44.5	4	4	8	42.1
2	Mode of class room organization	Pair work	3	33.3	7	70	10	52.6
		Group work	6	66.7	3	30	9	47.4
		Whole Class	-	-	-	-	-	-
3	Teaching aim	Accuracy	4	44.5	2	20	6	31.6
		Balance of accuracy^ fluency	2	22.2	3	30	5	26.3
		Total fluency	3	33.3	5	50	8	42.1
4	Interest to high school students	Not interesting	4	44.4	3	30	7	36.8
		Quite	3	33.3	6	60	9	47.4
		Very	2	22.2	1	10	3	15.8
5	Improving motivations	Not at all	3	33.3	5	50	8	50
		Quite	2	22.2	1	10	3	18.7
		Very	2	22.2	3	30	5	31.3
6	Degree of teacher's control	High	5	55.6	3	30	8	42.1
		Less	1	11.1	5	50	6	31.6
		None	3	33.3	2	20	5	26.3
7	Degree of freedom for students to ...	None	1	11.1	3	30	4	21.1
		Some	5	55.6	5	50	10	52.6
		Completely	3	33.3	2	20	5	26.3
8	Allow natural learning	Not at all	1	11.1	2	20	3	15.8
		To some extent	3	33.3	4	40	7	36.8
		Totally natural	5	55.6	4	40	9	47.4
9	Purpose	Clear	7	77.8	9	90	16	84.2
		Not clear	2	22.2	1	10	3	15.8
10	Acceptability	Acceptable	9	100	10	100	19	100
		Unacceptable	-	0	-	0	0	0
11	Challenge	Appropriate	6	66.7	6	60	12	63.2
		Inappropriate	3	33.3	4	40	7	36.8
12	Feasibility	Easily manageable	8	88.9	7	70	15	78.9
		Unmanageable	1	11.1	3	30	4	21.1
13	integration	Positive	2	22.2	6	60	8	42.1
		negative	7	77.8	4	40	11	57.9

Objectives of Teaching Speaking

In a more simplified way, Galgalo has commented on the intention of the syllabus in teaching speaking English as 'the syllabus specifies certain 'functions' which students should be able to understand and express appropriately in a variety of everyday, or 'social' situations (e.g., asking for giving permission, speculating about what might happen in the future). The syllabus also specifies certain 'academic' functions which the students need to master in order to be successful in a learning situation where English is used as the medium of instruction (e.g., asking or explanations, asking to borrow something)(1996:28).'

Enabling students to master the syllabus' objectives for oral English, is the primary goal of teaching speaking English. In Table 38 above, item 9 refers to how the instructions are used i.e. if the purpose of learning the tasks is clearly stated and showed what students are supposed to do and why?, 16(84.2 %) of the speaking activities in the textbook have stated the instructions explicitly where as in the rest 3(15.8%) of the activities, the task of providing the instructions is left to the teacher as" your teacher will tell you what to do". Unlikely, Galgalo comments '...specific instructions are provided in the student's book, but these should always be repeated and, if necessary, clarified by the teacher (1996:29).'

In the attempt made to evaluate the 'teaching aim' of each task in item 3, 6(31.6%) of them aim at equipping students with accurate forms of the language items while 5(26.3%) and 8(42.1%) of them aim at 'a balance of accuracy and fluency' and 'total fluency' respectively. Regarding the capacity of the instructions used to improve motivation of students in item 5, 8 (50%) of the instructions are found to have no motivational element in them at all. For example; one of the instructions is stated as "*When we want to say what people must and must not do, we use 'must' and 'have to'...*" (Book-one, unit-one, page 16) while 3(18.7%) and 5 (31.3%) of them are quite and very motivating respectively.

The result of the discussion seems to contradict with what Galgalo writes as 'The activities are meaningful, relevant and are often entertaining. The aim is to improve the fluency and confidence of every student (1996:29).'

Despite most of the activities are supplied with explicitly stated instructions, they are not self directive and, motivating. Moreover, they are not self explanatory and are tend to depend more on teacher's clarification.

Contents of the Speaking Tasks

Although the subject matter of the oral communication activities will normally be based on the topic of the unit, it will often relate to situations from everyday life or life at school (Galgalo Liben 1996:28). In contrary topics such as 'A Beehive House in Ancient Cyprus' (unit 4), 'what would happen if ...?' (unit 5), and 'The Uses of Trees' (unit 6) from book-one and 'Surviving in the Desert' (unit 5), and 'Pollution in Our Area' (unit 6) from book-two are more relate to each reading topic in the unit than to situations of students social and school life.

In Table 38 above, item 4 which is used to assess whether the contents of the tasks are interesting to high school students or not, 7(36.8%) of them are indicated as totally not interested where as 9 (47.4%) and 3(15.8%) are quite and very interesting respectively. As discussed above, some of the topics do not reflect the situations from everyday life or life at school. Besides, in some of the tasks their subject matters are not interested for high school students.

Organization of the Tasks

The organization of the activities is usually a topic related and task-based. The result found from the assessment using the checklist (Appendix-I), reveals that the tasks are organized in such a way that it starts with the task which is familiar, simple (in terms of what the students are required to do) and needs relatively a very few steps or procedures and goes to unfamiliar, complex subject, which need more steps and procedures to perform the task..

Integration of Language Skills

In keeping with the general approach adopted by the course writers, many of the exercises in the other sections of the units also include communicative activities, e.g. the oral practice stage of the Grammar lesson and the group discussion activity in the Comprehension (Galgalo 1996:29).

Thus, according to Galgalo other language skills are integrated with speaking skills.

On effort made to check to what extent the speaking tasks are integrated with the other language skills, about 8(42.1%) of the speaking activities are proved to integrate with grammar and writing skill (e.g. note-making). The result also confirms many of the exponents used to express

social and academic functions are integrated with the teaching and revision of grammatical structures (Ibid: 28).

Task

According to Galgalo, the course provides a large number and variety of oral communication activities which take into account the students' needs and interests (1996:29). In Table 38 above, item 1 reveals that 11(57.9%) of the activities are functional types of activities while 8(42.1%) are social types. As the percentage values show, although the functional type exceeded, some of them entirely seem to focus on 'forms' than 'meaning'. For instance, in one of the instructions used says "Put the words in brackets into the correct forms." (in book-two, Unit 7, page 160). Moreover, there are very limited varieties in comparing to what is listed in most literature.

As discussed above, these (functional types of speaking tasks) with their problems of focusing on forms, as seen in some of them, can limit the students' participation to a certain degree for the reason, they are concerned primarily with enabling students to acquire linguistic forms.

As can be seen from the Table, the 'acceptability which referees to the extent the way the tasks are presented in familiar way or if the students have an acquaintance with similar type of task previously, 19(100%) of the tasks are presented in such a way that students perceive as good ways of learning the activities. Most of the tasks require students to involve in dialogues, conversations, role-play, discussions, game, puzzle, solve-problems, and spotting differences. Regarding this Galgalo suggests 'the activities may include communication games, puzzles, simulations, role-plays and general discussions.

'Challenge' which also refers to the appropriateness of the task, as shown in the Table, 7 (36.8%) of them are inappropriate. Of these, for example; vague picture is used in book-one; page 92 and in book-two; page 113 the speaking task requires students to imagine situations like 'Surviving in the Desert'. These are assumed to increase the level of difficulty. On the other hand, in book-two "Twenty questions" (unit 3; page 77) seems to be unchallenging and easy for students' level.

As to the 'feasibility' which refers to the degree of easily manageability of the tasks with classroom resources and reasonable time-period, the majority 15(78.9%) of the speaking tasks are unmanageable. For example, the time allocated to digest the expressions listed under the

topic "Asking for and giving directions" as well as practice with them, is only two periods. Providing the steps and procedures specified in the teacher's book that should be used to enable students acquire the linguistic items, practice and carry out the tasks, the period allocated for each within the time-period of 42 minutes with available resources in a class would make successful accomplishment of the tasks unattainable.

Methods

In the Table above, 10 (52.6%) and 9(47.4%) of the speaking tasks require pair and group modes of classroom organization respectively. This means 100% (19) of the speaking tasks demand situations where students carryout the task by participating orally with other(s).Galgalo also notes 'during the oral communication activities, the students work in pairs or in groups(1996:29).Regarding the extent the tasks are presentable in natural like contexts in the Table, 3(15.8%) of them are shown as they totally do not while 7 (36.8%) and 9 (47.4%) are indicated as to some extent and completely presentable naturally, respectively. The syllabus also recommends teachers to use the specific methodological advice relating to each activity provided in the teacher's book (Ibid).

Students' Interactions

Regarding the types of interactions students are involved to accomplish the speaking tasks, 'discussions, 'ask and reply', 'suggestions' 'expressing ideas', 'solving problems and puzzles', 'role play', 'negotiation', 'reasoning,' 'presenting', and 'arguing' are identified as the prevailing ones through the assessment conducted. Yet, the degree of freedom the activity allows students to say whatever they want is shown in the Table as 4(21.1%) of them allow none (for example, in book-two; page 40-42 there are two activities which just request students to choose the possible expressions from the alternatives given), 10(52.6%) allow some and 5 (26.3%) provide complete freedom.

Teacher's Roles

In the mean time parallel to students' roles, the tasks specify teacher's role as 'introducing topics', 'explaining instructions', 'discussing about the language items', 'organizing pair and

group', 'control' 'encourage', 'suggest', 'be source of knowledge and information', 'monitor', 'act of participant' and 'facilitator' explicitly in the teacher's book.

However, in Table 38 degree of teacher's control over the language items, structures, etc is shown as they are expected to apply high control in 8 (42.1%) of the activities where as less in 6(31.6%) and no in 5(26.3%) of them. The values indicate that the tasks more focus on accuracy which may limit teachers' roles to some extent than they should.

Therefore, the discussion held above shows that the speaking tasks in the textbook reveal that some insufficiency in the instructions used, in such a way that they lack to show what and why students need to learn and have poor motivational capacity in most cases. As well, the prevailing values in 'teaching aim', 'the types of activities', 'interest to high school students', 'improving motivation', 'degree of teacher's control', 'freedom for students...', challenges, feasibility etc indicate that the nature of the tasks do not allow to include the very important variables that invite students to engage in the tasks orally.

4.6.3 Summary and the Major Findings from the Evaluation of Speaking Tasks in the Textbook

In general the findings of the data on speaking tasks reveal that they do not qualify most of the relevant criteria stated in the checklists which students require in order to take part orally. The findings also confirm that opportunities have not been taken to involve the students in meaningful and realistic communicative activities. Even what is commented by Galgalo about student's textbook in general terms as 'the course is more student-oriented and communicative than its predecessors (1996:7) does not seem to get hold of its plausibility after thirteen years without any consideration of updating the components of the speaking tasks to that of the findings in recent studies found in line with teaching speaking locally. Many of the activities have, therefore, not been designed in such away that students work in pairs or small groups.

Therefore, like what the students and the teachers reflected their perceptions in the questionnaires and interviews regarding the speaking activities, the findings also show that the speaking tasks used in the textbook are both inappropriate for oral communication in general and students' oral participation in particular.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

As indicated in the introductory part of this paper, the main objective of the study was to assess the practices of teaching speaking skills in grade 10 speaking classes. For this purpose, three interrelated areas of teaching speaking English were examined: attitude, attention and appropriateness. These have been discussed in chapter Two. First, teachers' and students' attitude towards teaching and learning to speak English, the methods used, the role of personality factors and the speaking activities were examined. Second, the attention given in classroom practices was observed and the third referrers to the evaluation held on the speaking tasks in the text book to examine the appropriateness of the speaking tasks for students' oral participation.

In general, four instruments were used. Two different types of questionnaires, for both teachers and students, together with, two separate interviews were employed. Regarding the actual speaking classroom practices, observation checklist was used as the third tool. Moreover, as to decide whether the speaking tasks were appropriate for the methods, procedures and the overall teaching/learning process, evaluation checklist as fourth tool was employed. The data gathered through the above instruments were analyzed qualitatively and quantitatively. As to the later ones, simple descriptive statistics were used.

The findings from the analysis of students' and teachers' attitudes data show that students' attitude towards learning to speak English, the method (pair/group modes of learning), the teaching/learning process and the speaking activities (tasks) used are the major factors inhibiting students' participation in the speaking activities.

Pertaining to their attitudes; students view learning to speak, the method used, the teaching/learning process, and the speaking activities in general as they have insignificant roles in the processes of English language learning. Given the major findings, it is fair to say that students' attitudes are likely to be influenced due to lack of classroom shared purposes to learn speaking English, cooperative skills as to function in groups, oral communicative strategies and

competences to interact actively, practices, natural like contexts, classroom's consideration to their personality factors, motivation, support, treatment etc for their efforts.

Moreover, the findings indicate that teachers' attitude towards the relevance of teaching speaking skills, the implementation of the learning method (pair/group modes of learning), the importance of paying consideration to students' personality factors and the pertinence of the speaking activities are sources of factors inhibiting students' participation in speaking classes. With relation to their attitudes and beliefs, teachers view teaching speaking skills, implementing pair/group modes of learning, considering the inhibiting roles of students' personality factors, and the speaking activities as irrelevant parts of the English language teaching.

Findings of classroom observations and speaking tasks' data analysis also positively confirm the inadequacy and total absence of these components that account for inhibiting the quality and effectiveness of students' participation.

5.2 Conclusions

Based on the data obtained on each research question, the following conclusions were made. The findings from the analysis of the students' and teachers' attitude, data suggest the following as factors inhabiting students' participation in speaking activity.

➤ Students' attitude towards learning to speak English

The analysis of data regarding the perceptions of students to learn speaking English shows that it is very poor. Students reveal that learning to speak is not as relevant for example, grammar. They also show that they prefer to learn other English language skills than speaking skills. This may be because they believe learning to speak English has nothing to add for the national examination in English which they are going to take it at the end of grade 10. Therefore, the study concluded that students have got negative attitude towards learning to speak.

➤ Classroom shared purpose to learn speaking

Students express that they cannot able to state the importance of learning to speak English clearly. This shows that they don't know how learning to speak is useful for their immediate needs (academic and social) as well as in the future of world of work or education as specified in the syllabus. The students can learn this only in speaking class through sharing and discussing

over the purposes with their teachers. Thus, lack of classroom shared purposes to learn speaking skills is a factor.

➤ **Students' attitude towards pair/group mode of learning**

Students describe that they dislike working in group or pair in speaking class. They also describe as they feel board while they engage in pair or group work. This is perhaps, due to bad experiences they might have in their previous classes. Or may be group mode of learning conflicts with what they perceive to be good or accepted ways. The fact that students' attitude towards the method, have significant roles in enhancing/inhibiting the quality and effectiveness of students' oral participation, the study has come up with students' negative attitude towards pair/group mode of learning as one factor.

➤ **The roles of cooperative skills**

Students reveal that they don't know how they are supposed to do the group speaking activities. They also express that they don't know how to get information from their group members and respond to questions. This shows that students lack cooperative skills. Encouraging a culture of active cooperation not only help students to know how to function as a group but also promote a more positive self-image for every student.

➤ **The roles of oral communicative skills (competence)**

Students express that they don't know what to do, when and with whom to do it in group speaking activities. They also express that they have problems of expressing ideas and getting listener to what they should say. These show that students lack linguistic, pragmatic, strategic, discourse and fluency competences.

➤ **The role of supports and motivation**

Students confirm that they receive a very little support, motivation, encouragement, etc in class. Students also reveal that their teachers favor to 'Brilliant students' and treated them partially. This shows that students not only lack support and motivation but also they are de-motivated by being treated partially.

➤ **The roles of some personality factors**

Some students' clearly show that they feel low self-esteem and confidence to speak in English. They also afraid their peer groups' insult and criticism., taking reasonable risks, making mistake in speaking English, and thinking others are more competent than themselves. Thus, classroom's lack of consideration to students' personality factors is one factor.

➤ **Students' attitude towards the pertinence of the speaking activities.**

Students reveal that the speaking activities are not interesting and relevant for them to participate. This may be due to the subject matters and the vocabularies used are not familiar to the student, or perhaps, may be the speaking activities are not related to their immediate, social and academic needs of speaking. No matter how, students' negative attitude towards the speaking activities is a factor inhibiting students' participation.

Findings from the analysis of teachers' attitude data suggest that the following are factors inhibiting students' participation related to English language teachers and their teachings.

➤ **Teachers' attitude towards teaching speaking skills**

Teachers think that teaching speaking is worthless. Perhaps, may be teachers think teaching speaking is not as easy as fore example; grammar or may be they believe that enabling students to master the grammar rules is more important for the national examination that students will take at the end of the year. Yet, here the fact that teachers have got negative attitude towards teaching speaking skills, has direct impact in hindering students' participation.

➤ **Classroom shared purposes of learning to speak**

Teachers mention that the objective of teaching speaking is to develop students speaking competence. This shows that teachers do not attempt to know the specific objectives stated in the syllabus and share these with their students. Besides, this also indicates that the specific teaching points provided in teacher's book are not used for the intended purpose properly. Thus, teachers fail to provide shared purposes of learning to speak in the class.

➤ **Teachers' attitude towards the relevance of using group and pair mode of learning**

Teachers complain that students don't participate when they are asked to work in group speaking activity. Besides, they mention that students have very little speaking proficiency. This

shows that teachers believe engaging students in pair or group activities are waste of time. Perhaps teachers may think group mode of learning is unacceptable way. Teachers' negative attitude in using group/pair mode of learning is likely to be influenced by lack of understanding of the value of group oral activities.

➤ **Teacher's attitude towards implementing group mode of learning**

Teachers share their opinion as students do not want to work with partner(s) they are assigned to work with in group. They also mentioned that their students have problems of getting information from the group members and respond to questions. Perhaps these and other problems that teachers claim may be are the reasons for the impediment of implementing group modes of learning in speaking classes. Hence, they have negative attitude to implement group modes of learning.

➤ **Teachers' roles as facilitator**

Teachers complain that classroom related factors do not allow them to perform some of their roles as supporter, helper, as well as, offering any motivating aspects the way they should. Moreover, they mention that 'brilliant' students are the ones they care more in speaking class. This shows that teachers not only unable to offer help the way they should but also they demotivate the students by treating them partially.

➤ **Considering the inhibiting role of personality factors**

Teachers clearly show that some of their students have some of the personality factors which inhibit them from participating in speaking activities yet they blame classroom related factors such as large class-size, shortage of time, etc as the reasons for their failures.

➤ **Teachers' attitude towards the pertinence of speaking activities**

Teachers reveal that the speaking activities are not appropriate due to the reasons that they think the activities are not interesting, relevant, motivating, good for pair/group work etc. Besides, they think the degree to which the speaking activities' capacity to shift students' attention from accuracy into fluency is unsatisfactory.

The findings of the analysis of speaking classroom's practices data confirm that the teaching/learning practices are failed to provide purposes, and clear instruction. Moreover,

inadequacy in topics introduction, failure in creating positive classroom learning atmosphere, insufficient practice and reason to practice, failures in applying the right roles, and poor or no visible means of ensuring the extent group/pair activities are done properly, are the prevailing problems seen in speaking classes.

Of the lessons supported by plasma, the data show that all the lessons were presented well, yet the major of the students can not benefit from this for teachers' poor controlling, organizing, managing, and etc skills in the class. Thus, students in pairs/groups are seen doing whatever they like.

The analysis data of the speaking tasks in the student's textbook show that all the speaking tasks lack the relevant components that student require communicating orally and participating in the activities as they are intended.

Seen the factors that are drawn from the findings against the analysis of textbook evaluation and speaking classroom' practices data, all the factors identified confirm that the teaching/learning process is the source for most of the factors inhibiting students' participation in speaking activities. Given the situations in the sample school, where the importance of providing the necessary conditions for student's oral participation in the speaking activities is underlined in the syllabus, in the contrary, the teaching/learning practice in speaking classes at present reminds us the traditional way of language teaching. Moreover, it is unthinkable to achieve the objectives of teaching speaking in the syllabus which is stated as enabling students to understand and express appropriately in a variety of everyday, or 'social', situations as well as to be successful in a learning situations where English is used as the medium of instruction unless, currently held attitudes, beliefs, etc regarding speaking skills and students' oral participation has not been changed.

5.3 Recommendation

Based on the findings of the study, the following recommendations have been made.

It is essential to address the growing needs of students to become proficient in speaking English by giving due emphasis to what students require to participate orally in speaking activities often presented in group or pair modes of learning.

In this respect, English language teachers, by virtue of the status they hold in their speaking classroom, they are expected to include the following in the teaching/learning process in order to enhance the quality and effectiveness of students' oral participation.

- Speaking is desire and purpose-driven, students also need to have purpose to learn speaking English. Thus, a classroom should provide a range of appropriate purposes form students' immediate and future needs of speaking English to activate their interest.
- The teacher should familiarize students with working sitting facing each other. This way of working should be a regular part of speaking classroom routine so that students are able to move into group mode quickly.
- Teachers should try to fulfill the necessary conditions for effective implementation of group or pair modes of learning as per the literature.
- Teachers also should adopt the speaking tasks and activities so that they become suitable for individual pair and group work whenever needed and/or able to provide supplementary tasks.
- Teachers must help students to be aware of the necessary skills for successful group speaking work (e.g., cooperative skills, etc)
- Teachers should able to enhance peer support by giving well-structured guidance such that students share responsibilities and respect each other as well as develop readiness to work with those students who are low performers. Moreover, students should be encouraged to be patient and listen carefully to others.
- The teacher should try to motivate students to see the value of group speaking work..
- Students should be given specific, clear instructions in order to carry out the speaking tasks in groups.
- Teachers should apply the right role depending the need and importance.
- Teachers must identify the students' personality factors that may inhibit them from performing their roles as they are intended and give a range of mechanisms to reduce the negative effect.
- Moreover, due to the reason that almost half of the speaking lessons are covered by the Plasma, teachers are expected to render a range of roles depending on the needs ,besides, they are also expected to narrow the gaps which are seen as mismatch between the Plasma

and the students by ensuring that students have the necessary strategies that help them to listen and comprehend the messages right from the Plasma teacher ,as well as to be competent enough in their speaking skills and participation as per required by the Plasma lessons.

It would be of a paramount importance to help English language teachers know more about the communicative language teaching approach which underline the importance of teaching speaking skills and the learner-centered approach which allows students to play more role in their study so that they will able to see the emphasis given to students' involvement using English language for oral communication both from language view and teaching methods currently used.

Above all, the achievement of the intended objective of the syllabus in teaching speaking skills is unthinkable with out due emphasis given to students' participation in the speaking activities as per the learning methods recommended by the syllabus in teaching the activities. To this end, it is inevitably important if a radical change is taken in the current attitude, practices in speaking classes and the speaking tasks in the textbook. Therefore, it would be useful to give particular attention to the inhibiting factors, this study has found out and apply them in such away that they enhance the qualities and effectiveness of students' oral participation in the activities.

Finally the researcher would like to suggest that concerned bodies should make further studies in an improved form and wider scope regarding the related issues in different schools at different levels. Possibly, this could be done by including the status and roles of teacher's trainings, the role of gender differences, students' socio-cultural factors, and background status of students' speaking proficiency and other related issues that can attribute to the quality and effectiveness of students' oral participation.

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APPENDIX A



አዲስ አበባ ዩኒቨርሲቲ የቋንቋዎች ጥናት ተቋም የውጪ ቋንቋዎች እና ስነ-ፅሁፍ ትምህርት ክፍል

የተማሪዎች የፅሁፍ መጠይቅ

የዚህ የፅሁፍ መጠይቅ አላማ በእንግሊዝኛ ቋንቋ ማስተማር ላይ ለሚደረግ የድህረ ምረቃ (Master of Arts) የጥናት ፅሁፍ የሚውል መረጃችንን ማሳሳብ ነው።

የፅሁፍ መጠይቁ የተዘጋጀበት ዋነኛ አላማም በእንግሊዝኛ የንግግር ክህሎትና በንግግር ተግባራት ወይም ክንውኖች ውስጥ መሳተፍ ላይ ተማሪዎች ያላቸውን አመለካከት (attitude)፣ መነቃቃት (motivation)፣ ስነልቦናዊ (psychological) እና ስሜታዊ (emotional) ሁኔታዎችን በተመለከተ ጠቃሚ መረጃዎችን ለማግኘት ሲሆን ይህንንም በማግኘት ተማሪዎች በንግግር ተግባራትና ክንውኖች በአግባቡ እንዳይሳተፉ የሚከለክላቸውን ችግሮች ወይም እክሎች ለይቶ ለማወቅ ጠቀሜታ ያለው ወይም የሚረዳ በመሆኑ ነው።

በዚህ የፅሁፍ መጠይቅ ላይ አንተ(ቺ) የምትሰጠው(ጪው) ምላሽ ለጥናቱ ውጤት በጣም አስፈላጊ በመሆኑ ለእያንዳንዱ የፅሁፍ መጠይቅ ዓይነት ትክክለኛውን ምላሽ እንድትሰጥ(ጪ) በትህትና እጠይቃለሁ። በመጠይቁ ለምትሰጣቸው(ጪያቸው) መረጃዎች በሚስጢራዊነት እንደሚያዝ እና ለትምህርታዊ የጥናት ፅሁፍ አገልግሎት ብቻ የሚውሉ መሆናቸውን በቅድሚያ ልገልፅልህ(ሽ) እወዳለሁ።

በመሆኑም ለእያንዳንዱ መጠይቅ ምላሽ በመስጠት ትብብር እንዲደረግልኝ በድጋሚ በትህትና እጠይቃለሁ።

ስለመልካም ትብብርህ(ሽ) በቅድሚያ እጅግ በጣም ላመሰግንህ(ሽ) እወዳለሁ።

ከሠላምታ ጋር

ዘረሁን ሳምሶን

የውጪ ቋንቋዎች እና ስነ-ፅሁፍ ክፍል

የቋንቋዎች ጥናት ተቋም

አጠቃላይ መመሪያ

- i እባክህ(ሽ) እያንዳንዱን መጠይቅ አንበህ(ሽ) በአማራጭነት ከተዘረዘሩት የመልስ አማራጮች ውስጥ በመልስነት ከመረጥከው(ሽው) ወይም ከመረጥካቸው(ሽያቸው) ሞላሽ(ዎች) ትይዩ በስተቀኝ ባለው ስፍራ የጭረት [✓] ምልክት አስቀምጥ(ጩ)።
- ii የአንተን(ቺን) ለየት ያለ ሀሳብ ካለህ(ሽ) የሚጠይቁ የመጠይቅ ዓይነቶችን በተመለከተ ለዚህ ተግባር እንዲውል ታስቦ በተሰጠው ባዶ ስፍራ ላይ ምላሽህን(ሺን) በዕሁፍ እንድትገልፅ(ጩ) በአክብሮት እጠይቃለሁ።

I አጠቃላይ መረጃ

1 እባክህ(ሽ) ከዚህ በታች የተዘረዘሩትን መረጃዎች መላ(ዩ)?

1.1 የታ

ወንድ ... []
 ሴት ... []

II የተማሪዎች በእንግሊዝ የመናገር ክህሎትን መማር የተመለከቱ ጥያቄዎች

2 በእንግሊዘኛ የመናገር ክህሎትን መማር አስፈላጊነት ያለሽን(ህን) ሃሳብ አመልክቺ(ት)✓] ምልክት በመጠቀም አመልክት።

ተ.ቁ.	ጥያቄ	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የላኝም	አልሰማማም	በጣም አልሰማማም
2.1	በእንግሊዘኛ የመናገር ክህሎት መማር እንደ ለምሳሌ የእንግሊዘኛን ቋንቋን ሰዋሰው መማር እኩል ጠቀሜታ አለው።					
2.2	ብዙውን ጊዜ በእንግሊዘኛ የመናገር ክህሎትን መማር የሚያዝናና፣ ቀላል እና ስሜትን የሚመስጥ ነው።					

3 ከሚከተሉት የቋንቋ ክህሎቶች ውስጥ ለመማር የምትመርጣቸው የትኞቹን ነው? በቀኝ በኩል በተዘረዘሩት ተራ ቁጥሮች አኳያ የመረጥከውን ክህሎት የሚወክለውን ሆሄያት በተራ አስቀምጥ?

ሀ) ማዳመጥ	...	...	1ኛ ...	[]
ለ) መናገር	...	...	2ኛ ...	[]
ሐ) ማንበብ	...	...	3ኛ ...	[]
መ) መፃፍ	...	...	4ኛ ...	[]
ረ) የቃላትና ሐረጎች ትርጉም (vocabulary)	...	...	5ኛ ...	[]
ሰ) ሰዋሰው (Grammar)	...	...	6ኛ ...	[]

III የሚከተሉት ጥያቄዎችና ዐነገሮች የመማር ማስተማሪያ ዘዴን ይመለከታል

4 በንግግር ክፍለ ጊዜ ወቅት በንግግር አሳታፊ በሆኑ የንግግር መማሪያ ዘዴዎች ስ መሳተፍ ያለሽ(ህን) ሀሳብ እባክህ(ሽ) የጭረት [✓] ምልክት በመጠቀም ግለፅ(ጩ)፡፡

ተ.ቁ.	ጥያቄ	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም	በጣም አልስማማም
4.1	በንግግር መሳተፍ እጅግ በጣም ጥሩ የንግግር መማር መንገድ መሆኑን በንግግር ክፍለ ጊዜ ካለኝ ልምምድ ተረድቻለሁ፡፡					
4.2	መምህራ ብዙውን ጊዜ ከሌሎች ተማሪዎች ጋር በንግግር እንድሳተፍ ለምን እንደሚያደርግ ምክንያቱን አልተረዳም፡፡					

5 በክፍል ተማሪ(ዎች) ጋር በጥንድ ወይም በጋራ በንግግር ስትሳተፉ(ፍ) የሚሰማህን ስሜት እንዴት ትገልጧል(ዎቻችሁ)?

ሀ/ በጣም ደስ ይለኛል ...	...	...	[]
ለ/ ብዙውን ጊዜ አሰልጅ ነው ...	...	...	[]
ሐ/ ያዝናናኛል ...	...	...	[]
መ/ በፍፁም ደስ አይለኝም...	...	...	[]

6 በጥንድ ወይም በገፈ የንግግር ትምህርት መማር ያለሽ(ህን) ሀሳብ የጭረት [✓] ምልክትን በመጠቀም ሀሳብህን(ሽን) አመልክት(አመልክቺ)፡፡

[illegible]

ተ.ቁ	ጥያቄ	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም	በጣም አልስማማም
9.1	ብዙውን ጊዜ ምን ማድረግ (ምን መናገር) እንዳለብኝ፣ እንዴት መናገር፣ በምን ጊዜ ከማን ጋር መነጋገር እንዳለብኝ የሚያሳውቅ የትምህርት አካሄድ አለው።					
9.2	መምህራ በተገቢው ሁኔታ ጥንድ ወይም ጋራ እንድመስርት ያደርጋል።					
9.3	መምህራ ነፃ ሆኖ በመዘዋወር በጋራ(በጥንድ) የምናከናውነውን የንግግር ክንውን ሂደት ይቆጣጠራል ያጋጠሙን ችግሮች ካሉ ቀርቦ በመለየት ይረዳናል።					

10. በጋራ ወይም ጥንድ የንግግር ክንውን ወቅት እንዴት ከሌሎች መረጃዎችን ጠይቆ ማገኘትና ለጥያቄዎች ምላሽ መስጠት እችላለሁ ብለሽ(ብለህ) ታስባለህ?

ሀ/ አዎን ... []

ለ/ አይ ... []

11. በንግግር ክንውን ወቅት ብዙውን ጊዜ በእንግሊዘኛ ሀሳብሽን(ህን) መግለፅ የሚችግርሽ(ህ) ይመስልሻል(ሃል)?

ሀ/ አዎን እስማማለሁ ... []

ለ/ አይ አልስማማም... []

12. በጥንድ (በጋራ) የንግግር ክንውን ወቅት ሌሎች የአንቺን(ተን) ሀሳብ አክብረው በሚገባ ያደምጡሻል(ሃል)?

ሀ/ አዎን... []

ለ/ አይ ... []

13. በንግግር ክንውን ወቅት የክፍል ጓደኞችህና ተማሪዎች የሚያውቁትን እና ሃሳባቸውን በመካፈል በምታደርገው ውይይት የንግግር ክህሎትህ ሊሻሻል ይችላል ብለሽ(ህ) ታስቢያለሽ(ባለህ)?

ሀ/ አዎን አስባለሁ... []

ለ/ አይ አላስብም... []

14. የሚከተሉትን ሀሳቦች በመማር ማስተማር ሂደት ውስጥ ምን ያህል ተደጋግመው እንደሚከሰቱ የጭረት [✓] ምልክት በመጠቀም በክፍል ውስጥ በትክክል የሚደረገውን አሳዩ።

ተ.ቁ	ጥያቄ	ምላሾች				
		ሁልጊዜ	ብዙውን ጊዜ	አልፎ አልፎ	በጣም አልፎ አልፎ	በጭረት የለም
14.1	መምህርሽ(ህ) በአንቺ(ት) ፍላጎት ጥንድ (ጋራ) እንድትመሰርቺ(ት) የፈቀዱልሽ(ህ) ወቅት ካለ እንዴት ታመለክቺዋለሽ(ት)?					
14.2	በጥንድ (በጋራ) በምታከናውኒያቸው(ናቸው) ተግባራት መሰረት ያከናወንሽውን(ሽውን) ተመዝኖ (ተፈትኖ) ውጤት (mark) የተሰጠበት ወቅት ካለ እንዴት ይገለጻል።					
14.3	በጋራ (ጥንድ) የንግግር ክንውን ወቅት አንቺ(ት) የምታስቢውን(በውን) ሃሳብ ለመግለፅ በነፃነት እድል ያገኘሽበት(ህበት) ወቅት ካለ አመልክቺ(ት)?					

15. በእንግሊዘኛ ለመናገር እንድትችሉ(ችል) እና በንግግር ክውኖች ውስጥ የበለጠ ተሳታፊ እንድሆኑ(ን) የሚሰችል አበረታች፣ ነፃ ስሜት እዲኖርሽ(ህ)፣ ዘና ያለ ስሜት እንዲፈጠር የሚያደርግ ምቹ ሁኔታ ተስተካክሎልሽ(ህ) ያውቃል?

ሀ/ አዎን ይደረጋል... []

ለ/ አይ ይደረግም ... []

16. በንግግር ክፍለ ጊዜ የሚደረጉ የንግግር ክንውኖች ለእለት ተእለት ህይወትሽ(ህ) ማለትም ለትምህርትሽ(ህ) እና ለማህበራዊ ኑሮሽ(ህ) አወንታዊ ወይም በጎ ጠቀሜታ ያላቸው ይመስሉሻል(ህል)?

ሀ/ አዎን ይመስለኛል... []

ለ/ አይ ይመስለኝም... []

17. በንግግር ክፍለ ጊዜ ወቅት መምህርሽ(ህ) በአብላጫ ትኩረት የሚሰጧቸው የተማሪዎች አይነት ከሚከተሉት በየትኛው ይመስልሻል(ሃል)? ... []

ሀ/ በእንግሊዘኛ መናገር እና በንቃት ለሚሳተፍውት ተማሪዎች ... []

- ለ/ ብዙውን ጊዜ በእንግሊዘኛ ለመናገርና ለመሳተፍ ለሚሞክሩት ተማሪዎች ... []
- ሐ/ በጭራሽ እንግሊዘኛ ለመናገር ለማይሞክሩትና ለማይሳተፉት ተማሪዎች ... []
- መ/ መምህራ ሁሉንም ተማሪዎች በእኩል ዓይን ይመለከታሉ ... []

18. የፕላዝማ ትምህርት በንግግር ክፍል ጊዜ ወቅት ብዙውን ጊዜ የምትጠይቀው የመማሪያ ዘዴ የትኛው ይመስልሃል(ሃል)?

- ሀ/ ከክፍል መምህርሽ(ህ) ጋር በገለፃ የምትማረበት(ርበትን) ... []
- ለ/ ለክፍል ጓደኞችሽ(ህ) ጋር በጋራና በጥንድ የምትማማረበትን(ርበትን) ... []
- ሐ/ መምህራ እና እኔ በጥያቄና መልስ የምንማማርበትን ... []
- መ/ የክፍል መምህሩ ጣልቃ ሳይገባ ከፕላዝማ ጋር የምሰራበትን ... []

19. በፕላዝማ የሚቀርበው የንግግር ትምህርት በተጨማሪም ዓለም የእንግሊዘኛን ቋንቋ እንዴት ለንግግር እንደሚጠቀሙበት እንደሚችሉ የሚሳይ ተምሳሌታዊ(ሞዴል) ቃል ምልልሶችን፣ የቃል ልውጦችንና ውይይቶችን በማሳየት የተደገፈ ነው ብለሽ(ህ) ታስቢያለሽ(ታስባለህ)?

- ሀ/ አዎን ... []
- ለ/ አይ ... []

20. ለጥያቄ ተራ ቁጥር 19 የሰጠሽው(ሽው) ምላሽ <አዎን> ከሆነ፤ ይህ አቀራረብ በክፍል በምታደርጋቸው የንግግር ክንውኖች እንዴት እንደረዱህ ከሚከተሉት ውስጥ አመልክቺ(ት)?

- ሀ/ እንዴት ሀሳቤን መግለፅ እንዳለብኝ፣ በምን ወቅት እና ከማን ጋር ምን መናገር እንዳለብኝ ረድቶኛል። ... []
- ለ/ የፊት ገፅን፣ በእጅ እንቅስቃሴ፣ በሰውነት ወዘተ በመጠቀም ሀሳብ መግለፅ እንደሚቻል ተረድቻለሁ።... []
- ሐ/ እንግሊዘኛን በጥንድ እና በጋራ ንግግር ወቅት እንዴት እንደሚጠቀሙበትና እኔም በመሳተፍ እንዲሁ ልጠቀም እንደምችል ተረድቻለሁ። ... []

20.1 ለጥያቄ ተራ ቁጥር 20 ለየት ያለ ምላሽ ካለሽ(ህ)፤ እባክሽ(ህ) በተሰጠው ክፍት ቦታ በአጭሩ ግለጫ(ጥ)?

IV. የሚከተሉት ጥያቄዎችና ዓ.ነገሮች ተማሪዎች በንግግር ሃሳብን ለመግለጽ እና በንግግር ክንውኖች ለመሳተፍ የሚያውቁትን ግላዊ ችግሮችን የተመለከቱ ናቸው።

21. የሚከተሉትን ዓ. ነገሮች በማገባብ ያለሽ(ህን) ሀሳብ ይህን [✓] ምልክት በመጠቀም አመልክቺ(ት)?

ተ.ቁ	ጥያቄ	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም	በጣም አልስማማም
21.1	በጋራ ወይም በጥንድ የንግግር ክንውኖች ወቅት ብዙውን ጊዜ ስለምፈራ ሀሳቤን ለመግለፅ እችላለሁ።					
21.2	እንግሊዘኛ በአግባቡ መናገር የምችል አይመስለኝም።					
21.3	በእንግሊዘኛ ስናገር ስህተት እሰራለሁ ብዬ ስለምሰጋ ብዙውን ጊዜ የተሳተፍኩኝ አስመስዬ ማለፍን እመርጣለሁ					

22. በጋራ ወይም በጥንድ የንግግር ክንውን ወቅት ሀሳብሽን(ህን) ገልፀሽ(ጠህ) ለመናገር ያመነታህበት(ሽበት) ብሎም ሀሳብሽን(ህን) ሳትገልጩ(ጥ) የቀረሽበት(ህበት) ወቅት ካለ በጊዜ እንዴት ታመልክቺዋለሽ(ተዋለህ)?

ሀ/ ሁልጊዜ ... []

ለ/ ብዙውን ጊዜ ... []

ሐ/ አንድ አንድ ጊዜ ... []

መ/ በጣም አልፎ አልፎ ... []

ሠ/ በጭራሽ አልገጠመኝም ... []

23. በጋራ ወይም በጥንድ የንግግር ክንውን ወቅት ሀሳብሽን(ህን) በጓደኞችሽ(ህ) ፊት ለመግለፅ የምትፍረ(ራ) ይመስልሻል(ሃል)?

ሀ/ አዎን እፈራለሁ ... []

ለ/ አይ በፍፁም አልፈራም ... []

24. ለአንቺ(ት) ደስ የሚያሰኝሽ(ህ) እና ውጤታማም ነኝ ብለሽ(ህ) የምታስቢው(በው) የመማማሪያ መንገድ የትኛው ነው?

ሀ/ በጥንድ ሆኖ መስራት ... []

ለ/ በጋራ (group) ሆኖ መስራት ... []

ሐ/ በግል መስራት ... []

25. ሀሳብሽን(ህን) ከአንቺ(ት) በተሻለ ሊገልፁ የሚችሉ የጥንድ (የጋራ) አባል ተማሪ(ዎች) አለ(ሉ) ብለሽ(ህ) የምታስቢ(ብ) ይመስልሻል(ሃል)?

ሀ/ አዎን ... []

ለ/ አይ ... []

V. የሚከተሉት ጥያቄዎች የንግግር ተግባራትን (ክንውኖችን) የተመለከቱ ናቸው።

26. በንግግር ክፍለ ጊዜ የንግግር ክህሎትሽን(ህን) ለማዳበር እና በንግግር ተሳታፊ እንድትሆኑ(ን) ያስችላሉ ተበለው በቀረቡት የንግግር ክውኖች ላይ ያለሽን(ህን) ሀሳብ በሚከተሉት ዓ. ነገሮች ላይ ይህን [✓] ምልክት በመጠቀም አመልክቺ(ት)?

ተ.ቁ	ጥያቄ	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም	በጣም አልስማማም
26.1	አብዛኛው የንግግር ክንውኖች (speaking activities) ሃሳባቸውን የምረዳቸው እና ትርጉም የሚሰጡኝ ብሎም ለጥንድ እና ለጋራ መወያያነት የሚስማሙ ናቸው ብዬ አስባለሁ።					
26.2	የንግግር ክንውኖቹ ተፈላጊውን የንግግር መገለጫ (ሀረጎች እና ዓ. ነገሮችን) የያዘ እንዲሁም የንግግር መገለጫዎችን እንዴት፣ ለምን፣ በምን ሁኔታ ወ.ዘ.ተ መጠቀም የሚስችሉኝ ናቸው።					
26.3	አብዛኛው የንግግር ክንውኖች የራሴን ንግግር ክህሎት እንዳሻሽል በበለጠ የመማር ድርሻውን በዕኔ ሃላፊነቱን የሚጥልና ከመምህራ ይልቅ የእኔን ድርሻ የሚጎሉ ናቸው።					

27. በአብዛኛው የንግግር ክንውኖች የተመሰረቱባቸው መሰረተ ሀሳባቸውን እና የተጠቀሙባቸውን ቃላትና ሀረጎች ለኔ አዲስ ያልሆኑ በመሆናቸው ደስና ስሜቴን መሳጮች ናቸው።

ሀ/ አዎን እስማማለሁ... []

ለ/ አይ አልስማማም... []

28. የንግግር ክንውኖች የቀረቡበት መንገድ፣ የንግግር ተግባሩን ለማከናወን የሚፈልጉት ፍጥነት፣ የይዞታቸው ክብደት (ቅለት) ወ.ዘ.ተ ለእኔ የሚስማሙ ናቸው ብለሽ(ህ) ታስቢያለሽ(ባለህ)?

ሀ/ አዎን... []

ለ/ አይ

29 ከንግግር ክንውን ዓይነቶች ውስጥ ምን እና እንዴት ብዬ ልናገር የትኛውን የሰዋሰው ክፍል መጠቀም ይኖርብኛል በማለት እንዳታሰብ ትኩረትሽን(ህን) በአጠቃላይ የመፍትሄ ሃሳቦችን ማመንጨት እና የድርሻህን ሀሳብ እንድታፈልቅ ያስቻሉህ የንግግር ክንውኖች ካሉ በጊዜ እንዴት ታመለክቺዋለሽ(ታቸዋለህ)?

ሀ/ ሁልጊዜ ያጋጥሙኛል ... []

ለ/ ብዙውን ጊዜ ... []

ሐ/ አንድ አንድ ጊዜ ብቻ... []

መ/ በጣም አልፎ አልፎ ያጋጥሙኛል... []

ሠ/ በጭራሽ እንዲህ ያለ አጋጥሞኝ አያውቅም... []

VII. ነፃ ምላሽ የሚሰጥባቸው ጥያቄዎች

ለሚከተሉት ጥያቄዎች አጭር መልስ ስጭ(ጥ)

30. በንግግር ክፍለ ጊዜ በሚቀርቡ የንግግር ክንውኖች ውስጥ የበለጠ ተሳታፊ እንድትሆኑ(ን) መምህርሽ(ህ) ሊረዳሽ(ህ) የሚችለው ምን ማድረግ ቢኖርበት ነው?

ለተደረገልኝ ትብብር
በጣም አመሰግንአለሁ

APPENDIX B



**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to elicit information for the purposes of Master of Arts (M.A) research in English Language Teaching. Its main purpose is to obtain information on the attitudes, motivation, psychological and emotional feelings of students towards speaking skill and participating in speaking activities. This would help to find the major difficulties that inhibit students from participating in speaking activities.

As your responses are very important for the results of this study, you are kindly requested to give genuine responses to each item of the questionnaire. The information provided by you will be strictly confidential, and will be utilized only for the purpose of academic research. I request you to kindly cooperate and respond to each item.

Thank you very much in advance for your kind cooperation.

Yours Sincerely,

Zerihun Samson
Department of Foreign Languages and Literature
Institutes of Language Studies
Addis Ababa University

General Instruction

- i Please read out each item and put a tick (✓) mark against the option (s) of your choice (s) at the right side of each page of the questionnaire.
- ii Where extended response is demanded, please write it upon the space provided.

I General Information

Please complete the following information by putting a tick [✓]

Sex

Male ... []

Female ... []

II Questions on learning to speak English

2 What is your opinion regarding the relevance of learning to speak?

S.No.	Items	Responses				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
2.1	I think learning to speak is as important as for example grammar					
2.2	I often enjoy learning to speak English, it is easy and interesting					

3 Which English language skill do you prefer to learn more? Please show by putting the alphabets in the order of your preference?

- a) Listening ... 1st ... []
- b) Speaking ... 2nd ... []
- c) Reading ... 3rd ... []
- d) Writing ... 4th ... []
- e) Vocabulary ... 5th ... []
- f) Grammar ... 6th ... []

III Questions on methods

4 What is your opinion regarding the importance of your oral participation?

No.	Items	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4.1	I understand that participating orally in speaking class is the best way of learning to speaking English.					
4.2	I often don't know why the teacher asks me to interact with the other student(s) in English.					

5 What exactly you often feel when you work with other student(s)?

- | | | | |
|----------------------------|-----|-----|-----|
| a) I like it very much ... | ... | ... | [] |
| b) I often get board ... | ... | ... | [] |
| c) I enjoy ... | ... | ... | [] |
| d) I hate it ... | ... | ... | [] |

6 What is your opinion regarding pair or group speaking lessons?

No.	Items	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6.1	I am able to learn how to make myself understood by other as the result of group work					
6.2	I don't like the whole idea of working by sitting facing each other.					

7 How do you prefer to learn in speaking class?

- | | | | |
|---|-----|-----|-----|
| a) Teachers explain everything to me ... | ... | ... | [] |
| b) Learn by talking to friends in English ... | ... | ... | [] |
| c) Learn to speak English by my self ... | ... | ... | [] |
| d) Learn by plasma ... | ... | ... | [] |

8 Do you often move in to group or pair mode quickly and silently?

a) Yes ... []

b) No ... []

9 How do you view the teaching/learning process in speaking class?

No.	Items	Responses					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9.1	I am often made to know what to do, why, to do, how to do, when to do and with whom to do the speaking activities.						
9.2	The teacher lets us form group or pair properly						
9.3	The teacher moves freely around the class to identify problems and help us in group						

10 Do you think you know how to get information from other members and respond to questions?

a) Yes ... []

b) No ... []

11 Do you often feel difficulty in express ideas and opinions in speaking activities?

a) Yes ... []

b) No ... []

12 Do other student (s) in pair or group speaking activities listen what you have to say and respect different ideas and opinions?

a) Yes ... []

b) No ... []

13 Do you think you can learn to speak by finding out what your classmates think and know?

a) Yes ... []

b) No ... []

14. Indicate the occurrence of the following ideas in teaching/learning methods?

S.No.	Items	Responses				
		Always	Often	Some times	Rarely	Never
14.1	How often does your teacher let you form group or pair according your preference?					
14.2	How often you are being assessed and graded based on your performance in pair or group activities?					
14.3	How often you are given freedom to say whatever you want in group speaking activities					

15 Do you think the speaking class provides a relaxing, supportive learning environment in order to feel relaxed enough to try to speak English and participate in the activities?

- a) Yes ... []
- b) No ... []

16 Do you believe what you have learned in speaking class is relevant and helpful for your day to day life?

- a) Yes ... []
- b) No ... []

17 For which types of students do you think the teacher care more in speaking class?

- a) For those who speak and actively participate ... []
- b) For those who try to speak and participate ... []
- c) For those who never speak and participate ... []
- d) He/she cares for all students equally ... []

18. What types of learning modes does your plasma teacher often request in speaking class?

- a) To work with the classroom teacher ... []
- b) In pair and group... []
- c) teacher-student interaction ... []
- d) Only with plasma ... []

19 Do you think, during speaking lessons, the plasma provide model dialogues, discussions etc in a real life contexts?

a) Yes ... []

b) No ... []

20 If your answer for question No. 19 is 'yes' how does that support you to participate in the speaking activities? because of that:

a) I am able to know what to say, how to say it when
to say it and with whom to say it ... []

b) I am able to learn how to use non-verbal ways of expressing
ideas. ... []

c) I am able to understand the importance of participating in
pair or group works using the language ... []

20.1 If you have any other response(s) regarding item 20, please specify?

IV Questions on personality factors

21 What is your opinion regarding the following statements?

S.No.	Items	Responses				
		Strongly agree	agree	undecided	disagree	strongly disagree
21.1	During group work, I often feel nervous and can't able to express my idea .					
21.2	I think I am not good at speaking skill.					
21.3	I rather pretend as if I participate for fear of making mistake in speaking English?					

22 How often you hesitate and keep silent from sharing what you believe is right?

- a) Always ... []
- b) Often... []
- c) Sometimes... []
- d) Rarely ... []
- e) Never ... []

23 Do you think you have shy personality to talk among other members of the group?

- a) Yes ... []
- b) No ... []

24 Which types of learning makes you feel more comfortable in speaking class?

- a) Pair ... []
- b) Group ... []
- c) Individual ... []

25 Do you believe other members of your group can express their ideas better than you?

- a) Yes ... []
- b) No ... []

V Questions on speaking activities

26 What is your opinion regarding the speaking activities?

S.No.	Items	Responses				
		Strongly agree	agree	undecided	disagree	strongly disagree
26.1	Most of the speaking activities are meaningful and suitable for pair or group work.					
26.2	The speaking activities provide us with the language we use, the ways of using it together with the situations in which we should use it.					
26.3	I like most of the activities for they allow me to have more control and responsibility over my learning.					

27 Are the subject matters and vocabularies of the activities familiar and interesting to you?

a) Yes ... []

b) No ... []

28. Do the speaking activities suit with your learning pace and level?

a) Yes ... []

b) No ... []

29 How often do the speaking activities make you forget how and what structure to use and shift you to focus on the different ideas you should add/

a) Always ... []

b) Often ... []

c) Sometimes ... []

d) Rarely ... []

e) Never ... []

VI Open ended question

Please read the following questions and give short answer in the space provided.

30 What do you think your teacher should do in the speaking class in order to help you participate in speaking activities?

Thank you very much

For your help

APPENDIX C



**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to elicit information for the purposes of Master of Arts (M.A) research in English Language Teaching. Its main purpose is to obtain information on the attitudes, motivation, psychological and emotional feelings of students towards speaking and participating in the speaking activities. This would help to find the major difficulties that inhibit students from participating in speaking activities.

As your responses are very important for the results of this study, you are kindly requested to give a genuine response to each item of the questionnaire.

The information provided by you will be strictly confidential and will be utilized only for the purpose of academic research. I request you to kindly cooperate and respond to each item.

Thank you very much in advance for your kind cooperation.

Your Sincerely,

Zerihun Samson

Department of Foreign Language and Literature
Institute of Language Studies
Addis Ababa University

General Instruction

- i Please read out each item and put a tick (✓) mark against the option (s) of your choice (s) at the right side of each page of the questionnaire.
- ii Where extended response is demanded, please write it upon the space provided.

I General Information

1. Please complete the following information by putting a tick [✓] mark

a. Sex

Male	...	...	...	[]
Female	...	...	...	[]
1.2 Section you teach	...	...	...	[]
1.3 Educational qualification		...	...	[]
a) Diploma	...	...	...	[]
b) Bachelor Degree	...	...	...	[]
c) Master of Arts/ Education	...	...		[]

II Question on teaching Speaking Skills:

➤ What is your opinion regarding students' attitude towards learning to speak English?

S.No.	Items	Responses				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
2.1	I think students often enjoy learning to speak English					
2.2	I have understood that teaching speaking is worthless.					
23.	Students' awareness of the importance of learning to speak is quite satisfactory.					

3 Which skills do you think students prefer more to learn in English language classes? Please, put the alphabets in the order of students' preference

a) Listening	...	...	...	1 st ... []
b) Speaking	...	...	...	2 nd ... []
c) Reading	...	...	...	3 rd ... []
d) Writing	...	...	...	4 th ... []
e) Vocabulary	...	...	...	5 th ... []
f) Grammar	...	...	...	6 th ... []

III Questions on Methods

4. What is your opinion regarding how students view participation in speaking class?

No.	Items	Responses					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
4.1	Students can tell what they have gained from participating in speaking class.						
4.2	Students don't enjoy working by sitting facing each other						
4.3	Students often move into discussion mode quickly and silently.						
4.4	Students do not seem to know why they are asked to learn by participation.						

5 How do you describe the way your students often feel about participating in speaking class?

- a) They like it very much []
- b) They are interested []
- c) They get board of it... ... []
- d) They totally hate it. []

6 How do you describe students' participation in pair/group activity?

No.	Items	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6.1	Most of the students finish their group discussion properly.					
6.2	Students totally do not like working with partner/s/ they are assigned to work with.					
6.3	Students know how to make themselves understood by others in pairs/groups activity					
6.4	Students have more fun involving in other learning modes than pair and group activity					

7 Do you think students have difficulty in getting information from the other members and how to respond to questions in pair/group work?

a) Yes ... ☐ ... ☐

b) No... ☐ ... ☐

8 During group speaking activities, do you think students know what to do, how to do it, with whom to do it and when to do it?

a) Yes... ☐ ... ☐

b) No... ☐ ... ☐

9 How do you think students prefer to learn in speaking class?

a) in group ... ☐ ... ☐

b) in pair ... ☐ ... ☐

c) with the teacher... ☐ ... ☐

d) by plasma... ☐ ... ☐

10 If your response(s) for questions No9 is either 'c' or 'd', why?

a) Feeling of doubt and uncertainty of their ability to work independently. ... ☐

b) Bad experience in the previous grade about modes of learning that promote participation. ☐

c) Most students don't qualify for mode of learning that promote participation. ... ☐

d) Most of the students think working in pair or group is inappropriate ways of learning. ☐

11 In your opinion, do you think it is possible to know what can motivate students to participate in the activity?

a) Yes ... []

b) No ... []

12 If your response is 'No' why?

a. Because it is waste of time, it does not do any good. ... []

b. time constraint ... []

c. Inconvenient classroom situations to practice, like
class size, etc ... []

13 Do you believe students have already developed negative attitude towards pair/group activity?

a) Yes ... []

b) No ... []

14 Which types of your students often participate?

a) Brilliant ... []

b) Medium ... []

c) Slow ... []

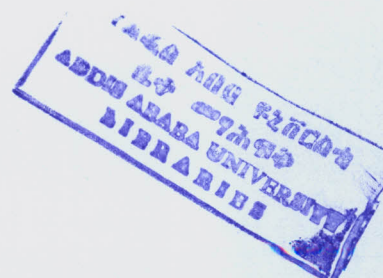
d) All the students ... []

e) None of them ... []

VI. Questions on students' personality factors

15 What is your opinion regarding the role of learning factors up on students' participation?

No.	Items	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15.1	Students often pretend as though they participate for fear of being insulted by their group member					
15.2	I think most of the students believe that they are poor at speaking English					
15.3	Students often seem to feel insecure and unable to take risk in group activity					



16 If you have observed any learning factor that inhibit the quality and effectiveness of students' participation in speaking class, please specify

V. Questions on speaking activity

17 In your opinion, what role do speaking activities have for students' participation?

No.	Items	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17.1	The activities allow students to interact with their classmate					
17.2	The activities often provide genuine reasons for the students to communicate in group					
17.3	The activities often fail to provide clear information as well as relevant steps required for fuller participation					
17.4	The activities are appropriate and fit to students level, interest and learning pace					

18 Do most of the activities require students to shift their focus from accuracy into fluency?

- a) Yes ... []
b) No ... []

19 Are the activities made to focus on developing students' communicative strategic competence (paraphrasing, guessing, avoiding, changing topic, etc)

- a) Yes ... []
b) No ... []

20 Are there activities focused on developing functional and social use of speaking (shopping, greeting, asking for information etc)?

- a) Yes ... []
b) No ... []

21 Are there activities focused on developing learners' linguistic competence (knowledge of pronunciation, vocabulary, grammatical structure etc)?

- a) Yes ... []
b) No ... []

22 In your opinion, which significant thing (s) do the speaking activities lack most?

a) Speaking strategies... []

b) Creating cognitive demand on learners
(Recalling, relating, etc) []

c) Real social contexts. []

d) Non-linguistic clues which support meanings
(Instruction which depict particular roles and
help to imagine) []

22.1 If you have any other response (s), please specify?

VI Open ended question

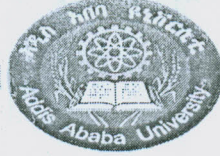
Please read the following questions and give short answer in the space provided.

23 What do you suggest to other teachers and students should do in order to enhance the quality and effectiveness of students' participation in speaking activities?

Thank you very much

For your help

APPENDIX D



አዲስ አበባ ዩኒቨርሲቲ የቋንቋዎች ጥናት ተቋም የውጪ ቋንቋዎች እና ስነ-ፅሁፍ ትምህርት ክፍል

የተማሪዎች ቃለ መጠይቅ

- 1 መምህርሽ(ህ) በንግግር ክፍል ጊዜ ወቅት የእንግሊዘኛ ቋንቋን የንግግር ክህሎት የምትማሪበት(ርበት)ን ዓላማ እንድታውቁ(ቅ) ያደርጋል?
- 2 የእንግሊዘኛን ቋንቋ የንግግር ክህሎት መማር ያለው ጠቀሜታ ምንድን ነው ብለሽ(ህ)ታስቢያለሽ(ባለህ)?
- 3 መምህርሽ(ህ) በንግግር ክፍል ጊዜ ወቅት አዘውትሮ የሚጠቀመው የመማር ማስተማሪያ ዘዴ የትኛውን ነው?
- 4 በንግግር ክፍል ጊዜ ወቅት በጥንድና በጋራ በመሆን የሚከናወኑ የንግግር ክውኖች ውስጥ ትሳተፈያለሽ(ፋለህ)?
- 5 በጥንድ ወይም በጋራ በመሆን የሚከናወኑ የንግግር ክንውኖች ውስጥ መሳተፍ ምን ዓይነት ስሜት እንዲሰማሽ(ህ) ያደርግሻል(ሃል)?
- 6 በጥንድ ወይም በጋራ የንግግር ክንውኖች ተሳታፊ እንድትሆን እና በምትሳተፈ(ፍ) ወቅት መምህርሽ(ህ) የሚሰጥሽ(ህ) ማነቃቂያ ድጋፍ እርዳታ ወዘተ እንዴት ትገልጫል(ጥቅምህ)?
- 7 በጥንድ ወይም በጋራ የንግግር ክንውን ወቅት ከአንቺ(ት) ጥንድ ወይም የጋራ ስብስቡ አባላት በኩል የንግግር ክንውኑን በተገቢው ሁኔታ እንዳይከናወን ሊያደርጉ የሚችሉ ችግሮች ገጥመውሽ(ህ) የሚያውቅ ከሆነ ለአጭሩ ግለጫ(ጥ)?
- 8 የመምህርሽ(ህ) የተዋጣ ችሎታ የሚታይበት የመማር ማስተማሪያ ዘዴ የትኛው ይመስልሻል(ሀል)?
- 9 በጥንድ ወይም በጋራ የንግግር ክንውኖች ውስጥ ተሳታፊ እንዳትሆን የሚያደርጉሽ(ህ) የግል ችግሮች ካሉ በአጭሩ ዘርዝሪያቸው(ራቸው)?

10 በጋራ ወይም በጥንድ እንድታከናውኛቸው(ውናቸው) የሚቀርቡ የንግግር ክንውኖች ወይም ተግባራት ላይ የምትሰነዝረው(ረው) ገንቢ ወይም አሉታዊ (አፍራሽ) ሀሳብ ካለሽ(ህ) በአጭሩ ሀሳብሽን(ህን) ግለጪ(ጥ)?

11 ፕላዝማ መር በሆኑ የንግግር ክንውኖች ወይም ልምምዶች ተሳታፊ እንዳትሆኑ(?) የሚያግቱሽ(ህ) ችግሮች ካሉ ዘርዘር አድርገሽ(ህ) ሀሳብሽን(ህን) ግለጪ(ጥ)?

12 በአንቺ(ት) አስተያየት በጥንድ ወይም በጋራ በሚከናወኑ የንግግር ተግባራት ውስጥ ያለሽ(ህ) ተሳትፎ የበለጠ እንዲጨምር መምህርሽ(ህ) ምን ማድረግ ይኖርበታል ብለሽ(ህ) ታስቢያለሽ(ባለህ)?

APPENDIX E



**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

STUDENTS' INTERVIEW QUESTIONS

1. Does your teacher let you know the purpose of learning to speak English? (please specify)
2. What do you think the importance of learning to speak English? (please specify)
3. What type of teaching/learning methods does your teacher often use in speaking classes?
(please specify)
4. Do you often participate in pair/group speaking activities? (please specify)
5. How do you feel about learning to speak in pair/group speaking activities? (please specify)
6. How do you describe the support and motivation you have received from your teacher while
doing in pair/group speaking activities? (please specify)
7. What kind of problem(s) have you encountered from your partner or group members while you
discuss? (please specify)
8. In which type of learning methods does your teacher seem good at and prefer more in speaking
skill? (please specify)
9. What kind of personal problem(s) have you ever encountered while you work in pair or group
speaking activities? (please specify)
10. Are you interested and enjoy with pair/group speaking activities? (please specify)
11. What problem(s) have you noticed that inhibit you from participating in pair or group
activities during speaking lesson by plasma? (please specify)
12. What should teachers do to enhance your participation in pair/group speaking activities?
(please specify)

APPENDIX F

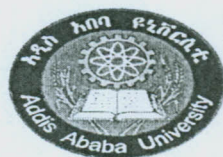


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TEACHERS' INTERVIEW QUESTIONS

1. What do you think, are the general objectives of teaching speaking English for grade ten in the syllabus? (please specify)
2. How do you describe your students' speaking ability? Do you think your speaking classes have showed your students speaking skill improvement in
3. Do you think the teaching methods you use in speaking class is effective? If not why?
4. What types of learning methods do the students prefer? Why? (please specify)
5. Have you ever try to know what motivate students and support them to enhance the degree of their participation in speaking activities? (please specify)
6. How do you often deal with students' personality factors that may hinder them from participating in speaking activities? (please specify)
7. How motivating are the speaking activities? (please specify)
8. Do you think the speaking activities suitable for pair or group discussion? (please specify)
9. What advantage and disadvantages do learning speaking by plasma have? (please specify)
10. What solution(s) do you suggest to enhance the quality and effectiveness of students' participation in speaking activities? (please specify)

APPENDIX- G



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CLASSROOM OBSERVATION CHECKLIST

The classroom observation checklist includes general and specific focused items to be observed at different points in the class.

I General Issues

1 The school

1.1 Name of the School _____

Section _____

2 The section

2.1 Section observed _____

2.2 Section size _____

2.3 number of female students _____

2.4 Number of male students _____

3 Date and day of observation

3.1 Date _____

3.2 Day _____

3.3 Time _____

4 Textbook used

4.1 Unit _____

Page _____

Title of the lesson _____

Task/ activity number _____

Title of the task/activity _____

5 Authentic materials used

Newspapers ...	...	...	[]
Pictures ...	...	...	[]
Magazines ...	...	...	[]
5.4 TV ...	...	...	[]
Radio ...	...	...	[]
5.6 Plasma...	...	...	[]

II Specific issues

6. Introduction stage

No	Items	Opinions				
		More than adequate	Adequate	Almost adequate	Less than adequate	Not at all
6.1	The teacher relates the lesson with students' real life usage.					
6.2	Students are interested in the lesson.					
6.3	There is positive learning atmosphere in the class.					

Note-_____

7. Presentation/practical stage

No	Items	Opinions				
		Outstanding	Above average	Average	Below average	Unsatisfactory
7.1	Students follow up the presentation attentively.					
7.2	The pacing of the lesson is appropriate.					
7.3	The class understands what is wanted to practice.					
7.4	The language items are presented naturally.					
7.5	The students get adequate practice with the language items .					
7.6	The students are interested with the practice .					
7.7	Students are offered encouragement and assistance to practice.					

Note- _____

8. Production Stage

No	Items	Options				
		Outstanding	Above average	Average	Below average	Unsatisfactory
8.1	Students' groupings and sub- grouping are appropriate.					
8.2	The students move into group or pair mode of learning quickly and silently.					
8.3	There is genuine communication.					
8.4	Teachers control and manage the class effectively.					
8.5	Students are given sufficient assistance in pair/group.					
8.6	Students are offered adequate encouragement in group.					
8.7	The activities are suitable for pair\ group work.					
8.8	The teacher walks around monitoring the pairs/groups.					
8.9	Students enjoy with interact in groups.					
8.10	Students use English to carry out the activity in groups.					
8.11	Students complete the activity properly.					
8.12	Groups are given chance to report the result to the class.					
8.13	Students get feedback properly.					

APPENDIX-H

Textbook evaluation checklist on the appropriateness of speaking tasks to students' oral participation

Grade level: _____

Units	Topics	No. of activities in each	Type of activity	Mode of class organization	Integration	Teaching aim	Interest to high school...	Improving motivation	Degree of teacher's control	Degree of freedom to say...	The extent allow natural learning	Purpose	Acceptability	Challenges	Feasibility
The sum															

[Adopted from Atkins et al (part I) 1996:122/129]

APPENDIX I

Evaluation checklist on Teacher's roles and types of students' interactions required by the speaking tasks

Units	Topics	Teacher's roles	Types of students' interactions	organization

(As specified in the Teacher's Book)