



**STUDENTS' AND TEACHERS' ROLE IN ENHANCING GRADE 10
STUDENTS' ENGLISH SPEAKING SKILLS**

BY: DAGMAWIT TAREKEGN ASEFA

ADDIS ABABA

JUNE, 2024



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**A THESIS SUBMITTED TO THE DEPARTMENT OF
FOREIGN LANGUAGE AND LITERATURE IN FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR
OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING**

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Approved by Board of Examiners

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External Examiner _____ signature _____ Date _____

Declaration

I, the undersigned, declare that this is my original work, has never been presented in this or any other University, and that all the resources and materials used for the dissertation have been dully acknowledged.

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Abstract

The purpose of this study was to study the Students 'and Teachers' Role in Enhancing the Students' Speaking skills: a case of grade 10 Students at Bole community and Andode Secondary Schools. To achieve the intended goal, an exploratory sequential mixed methods design was employed in the study. Participants of the study were 10 English teachers who were selected using voluntary sampling and 180 students selected using simple random sampling. The data collection tools used in the study were a questionnaire, observation, interview, and focus group discussion. The interview and observation were conducted with teachers who were selected using voluntary sampling. The observation was made at the four teachers who were selected for interview to assess the role teachers are playing in helping students learn to speak better in the classrooms. Then an interview was conducted with the teachers. The questionnaire was filled by 180 student respondents who were selected by random sampling. Moreover, a focus group discussion was conducted with five student respondents who were selected with voluntary sampling. The quantitative data were analyzed using descriptive statistics and explained in relation to the conceptual framework. Next, the qualitative data were analyzed. In this section, the analysis was done based on the themes obtained from the research questions. In addition, the discussion of the data was made by mixing both the quantitative and qualitative data. The findings of the study indicated that teachers and students were the main characters in enhancing the students' speaking skills. However, both teachers and students were not playing their role well or they were performing below expected in ELT speaking class. In addition, the way teachers teach speaking in ELT class is not good enough for improving the students' language skills. Finally, the study recommended that English teachers should improve their teaching of speaking and they have to go to classrooms having the kind of activity that lets students practice speaking. Like their teachers students also have responsibilities for their learning so that they have to make themselves ready to pass through what it takes to enhance their learning of speaking.

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CHAPTER ONE

1. Introduction

1.1. Background of the study

Language serves as a medium for thinking and cultural transmission between nations and generations. It also serves as a channel for interpersonal communication. As a result, many nations place a strong emphasis on educating international languages other than their mother tongue. English has emerged as the world's most significant foreign language throughout the past few decades. English is currently used in international communication, science, business, advertisement, diplomacy, and the transmission of cutting-edge technology. Moreover speakers of non-overlapping languages have adopted it as a lingua franca. No language fits the bill for a global language more than English in the globalization era we currently live in due to the interconnectedness of nations and countries (Willis,1996,Coury&Carlos,2001).

One of the main reasons why English is becoming more and more important in Ethiopia is its standing internationally. English language has actually grown to be a valuable skill for anyone looking for work in Ethiopia's business, industry, or technological sectors. Thus, teaching English in secondary schools serves the primary purpose of preparing students to communicate in the language so that they can enter the workforce and meet the demands of tertiary education. As a result, increasing emphasis is placed on improving English language skills of secondary level students and the necessity of providing Ethiopian EFL secondary school students with good language skills as the most crucial form of communication has gradually emerged (Directives for General Secondary School, 2005- 2006).

Speaking, according to Chaney (1998:13), is the act of creating and conveying meaning through spoken words. Additionally, he said that it is an essential component of teaching and learning second languages. Speaking instruction has received little attention despite its significance. Furthermore, speaking has still only been taught by English language teachers as memory of dialogues or repetition of drills. But in today's society, speaking instruction needs to focus on developing students' communicative abilities since only then can students express themselves

and learn how to adhere to social and cultural norms that are suitable for any communicative situation.

Speaking is among the four language skills which students use to interact with others to accomplish specific objectives or to share their thoughts, intentions, hopes, and perspectives. Furthermore, it is a language skill that is used the most in practically every situation. Speaking is utilized in communication more than reading and writing.(Rivers ,1981).

In EFL classes, speaking ability development is crucial. According to Nunan (1999) and Burkart & Sheppard (2004), the capacity to converse in the target language is the key to successful language learning. Speaking is therefore most likely a top aim for most English language learners (Florez, 1999). Speaking training is crucial because it enables students to develop their EFL speaking abilities. It can also increase general learners' enthusiasm and create a lively and enjoyable environment in the English language classrooms if it is provided with the appropriate speaking exercises in the classroom (Nunan, 1999 & Celce-Murcia, 2001). Speaking can also help with other language abilities.

Speaking is typically used as a way to socialize with others both within and outside of the classroom (Richards, 1989; Brown et al. 1984). It boosts the students' confidence by soothing their anxiety, and internalizes a language's stress, pronunciation, and intonation (Rivers 1988; Oxford 1990). Therefore, instructors and researchers in language teaching/learning argue that substantial effort is necessary from both teachers' and students' side to develop speaking ability because it is central to classroom education and practically everything goes through it (Brown et al. 1984: 10).

English has been the primary language of instruction in all secondary and preparatory schools in Ethiopia, according to MOE (2002). The current Ethiopian education strategy has placed a significant emphasis on enhancing the process of teaching and learning English. The introduction of techniques that place the learners at the center of the learning process has received the attention it deserves since the education and training strategy was designed in 1994.

The written word alone could not provide students with the requisite proficiency in a foreign language because they lack the kind of speaking abilities that are highly prized in the educational

system, according to scholars who have been able to recognize the critical role that speaking plays in teaching foreign languages (Brown et al. 1984: 5). As Haliday emphasizes, it is quicker and more efficient to find out if a student knows the answer by asking a question orally in class rather than assigning a written test each time. This has actually been observed and determined by the pattern of speech roles that the speaking skills set up .

Interaction is the most effective way for speaking language acquisition, as numerous researchers have found, students' speaking skills increase in direct proportion to how well they connect with their teachers, peers, and the activities they are involving in. Teachers and students do have a role to play or must communicate in both directions in order to improve the speaking abilities of the students. When the students do what is expected from them and when teachers come with the kind of activity that can help learners engage in the practice, it encourages the learning and provides satisfaction to both the teacher and the students, which will ultimately result in an efficient learning process (Abebe, 2015). Most students who actively participate in class discussions can reap the benefits of involvement, including the pleasure of exchanging views with others and learning more (Negash, 2014).

Furthermore, when teachers and students communicate with one another and actively engage in the learning activities, the teaching-learning process becomes effective. However, despite the teachers' encouragement and employment of a variety of teaching strategies to encourage active engagement, as we frequently hear from the academic community, students still do not actively participate in the classroom or become inactive (Birtikuan , 2019).

Therefore, in order for students participate in speaking exercises in the classroom, language teachers must play their role by putting techniques into place to prevent learners from being timid or unwilling. Furthermore, a language teacher's main responsibility is to give students opportunities by pushing them to use English in everyday interactions with classmates, teachers, and anybody else who speaks the language, if at all possible. In order to do this, I think that instructors' primary responsibility is to establish a learning environment in which students are exposed to the target language as often as possible in order to be able to speak it fluently and spontaneously. Principals of schools and other relevant parties should push instructors to use their drive, expertise, and energy in order to attain this quality. (Teshome ,2017)

1.2 . Statement of the problem

These days, most people believe that speaking is the most important ability to learn. It has been seen as the ultimate goal of language training since the beginning of the communicative era, and both teachers and students are now focused on ensuring its appropriate development (Thornbury, 2007).

Effective communication is the aim of speaking skills instruction. This means that students should be able to communicate clearly while making the most of their current level of skill. They should make an effort to avoid miscommunication caused by improper terminology, grammar, or pronunciation, and they should follow the social and cultural norms that are relevant to any particular communication scenario. The core of communication is speaking, which requires practice both alone and with others for learners to become fluent (Hymes, 1972).

Research indicates that when it comes to language training, speaking abilities are the most overlooked abilities. The majority of the students never ever get the chance to speak in class or anywhere else (Abebe , 2015). Furthermore, speech is not assessed in the majority of language classes. Studies have found that interaction is the most effective way for foreign language learning to take place, so teachers if they are not letting students pass through interaction from where students can get the expected oral fluency (Negash, 2014).

Speaking, however, is a difficult process in nature; in Ethiopia many students remain mute in class or outdoors for various social or psychological reasons because they are afraid to speak .No student tries to look for the reason why they got this language skill difficult. Or simply they accepted it as it is a skill that they can't learn. (Negash, 2014).

Furthermore, the main responsibility of a language teacher is to give students opportunities to practice and learn the language .However , teachers instead of doing what is expected from them like their students they gave up on the students learning speaking

According to reports from a number of workshops and seminars in our country, English teachers have received long or short-term training that exposes them to teaching the English language in order to improve the caliber of language instruction (Alemu, 2004).

But there isn't the anticipated shift. It is well known that university students, struggle greatly with self-expression and weak speaking abilities .This demonstrates how passively students learn the skill and how ineffective teachers are at getting students acquire the skill and making them interested in what they are studying in their secondary schools.

This is a significant issue that may have an impact on students' long-term professional career growth as well as their ability to learn other topics. There is a widespread belief that the way English is taught in secondary schools has to be reevaluated as a result of the issue of students speaking the language poorly (Zerihun Samson 2009). In Ethiopia high school graduates most of them rarely communicate in English the way they feel is like they have never been with English. But the truth is they have been learning English and they have been learning all other subjects in English (Negash 2014).

In addition, the researcher has noticed when teachers complain about their students' passivity and has firsthand experience teaching communicative English skills to first-year students at Addis Ababa Science and Technology University. Nevertheless, the researcher has seen that no one is making an attempt to better the student's circumstances and that the students are negligent in their roles.

The researcher also noticed that learners are not actively participating in the process and are unaware that they should be taking the lead in honing their speaking abilities. Therefore, high school is the foundation for these new university students. Additionally, the researcher was interested in learning how these students and their teachers were doing while in their basement. Thus, this is the primary motivation behind the start of this research project.

Local and international studies have been conducted on this topic, including those Sfar (1998) and Heinipakula (2019). They said that the goal of language instruction, particularly speaking instruction, is to help students use language for meaningful

conversation both within and outside of the classroom. Birtukan (2019) also conducted a study on students speaking improvement and found out that as the problem begins from not using the proper teaching material. Teshome (2017) conducted study on how students participate in class and how their attitudes grow. His findings demonstrate that students' active involvement is directly impacted by teachers' roles in the classroom and the school environment. Additionally, Zerihun Samson (2009) studied the speaking ability of high school students and noted as in teaching Speaking for Secondary Students as teachers have a variety of roles to perform.

According to what the researcher has read, no study has looked into how teachers and students might work together to improve speaking abilities in ELT sessions. It is therefore this study would close the gap in this area.

1.3. Objectives of the Study

1.3.1. General Objective

The major purpose of this study is to investigate students' and teachers' role in enhancing speaking skills in ELT classes.

1.3.2. Specific Objectives

This study is specifically conducted to:

- examine students' role in speaking instruction
- evaluate teachers' role in speaking classes
- scrutinize whether the way teachers teach helps students improve their speaking skill

1.4. Research Questions

The following research questions are set in an attempt to accomplish the above objectives.

- What is the students' role like in speaking instruction?
- What does teachers' role in speaking classes look like?
- Do the ways teachers teach help students improve their speaking skill?

1.5. Scope of the Study

The purpose of this study was to determine how teachers and students contribute to the improvement of students' speaking abilities in ELT classes at two government secondary schools under the control of the Addis Ababa City administration (Bole community and Andode secondary schools). As a result, the study was limited to looking at how teachers and students play their roles well to enhance the students speaking skills. A single grade level grade 10 was chosen to evaluate the subject matter effectively. Thus, it ignores other language proficiencies, grade levels, educational institutions, and other relevant topics.

1.6. Significance of the study

This study has some important results. It increases awareness and provides teachers and students with knowledge on what is expected from them to enhance the learners speaking skills.

It helps to understand that learning speaking like learning any other skill in our life needs effort and the effort should not be only from the teacher side or the learner side .Both do have equal responsibility to take care . This study helps to clearly see the roles they are expected to play. And for those who usually prefer to judge students as weak or passive, it also gives a very good lesson as students didn't bring that weakness by themselves.

Teachers who want to improve their speaking lessons may find it to be a useful source of information. Additionally, it might help to show as a reference where the students speaking weakness came from and other researchers who wish to work in the same topic can also utilize it.

1.7. Operational Definitions

In this section, some key terms (concepts) which need specification about how they are utilized in this paper is briefly defined.

Teacher's role : In this study this term refers to what teachers do in the classroom to help students learn speaking . Or it is the kind of teaching-learning activity teachers perform to teach students speaking skills well; by choosing the right instructional method, using the right teaching material using effective classroom management techniques, etc.

Students' role: It refers to the effort students make for their better learning. In the learning of speaking, like teachers, students are also expected to do different activities.

Speaking instruction: In this research this concept refers to a kind of instruction that lets learners involved in the speaking practice and it is a kind of instruction which is rich in speaking activities.

Interaction: According to this study interaction means kind of communication students make with their teachers or their friends .Or the communication teachers make with their students to foster the students speaking practice.

Effectiveness: In this paper effectiveness refers to teaching speaking in appropriate, systematized way and using well organized activities which properly help the students' practice the skill.

Classroom materials: In this study 'classroom materials' refers to the materials students use in the class room for teaching learning purpose. Or it is the students' text and exercise book.

Speaking strategy: According to this study speaking strategy is the ways a teachers uses to teach speaking.

Respondents: In this study the respondents are the teachers and the students who involved in the study.

CHAPTER TWO

2. Review of Related Literature

2.1. Speaking

Speaking is defined as an interactive process of building meaning that includes producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997; Luoma, 2004; 2). Speaking is an interactive process of getting and evaluation of information in order to produce meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998; 13). Similarly, Tarone (2005:p. 485) states that speaking is the most difficult and complex language skill to master. The act of speaking incorporates listening and comprehending simultaneously and it relies on communicative competence and the situational context. Thus, speaking is thought to be the complex system because it includes the ability of using the grammar, sound, vocabulary and even cultural knowledge of the language. Speaking is the way how learners express themselves not just orally but also coherently and appropriately in a sensible manner.

Speaking is also defined as one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. (Departmen Pendidikan Nasional,2004).

When we speak we produce a text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

It has been regarded as a merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their

listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said speaking is as way of communication that influences our individual life strongly.

Literature demonstrates that speaking can be either transactional or interactional; both have some linguistic differences in their usage. The transactional discourse involves mainly passing on information and this type of language is "message-oriented" rather than listener-oriented (Nunan; 1989 p.27). Such speaking discourse is usually long, clear, comprehensible and planned beforehand, for example, news, instructions, documentary programs, etc (Richards;1990). In contrast, interactional discourse involves interpersonal use of conversations like: small talks, greetings, etc. which is listener-oriented. Interactional speaking happens face to face which lets speakers receive an immediate response. This kind of communication involves facial expressions, movements of the lips and the body such as gestures, mimics, etc., and in some cases even silence is thought to have a role in facilitating comprehension. It is interactive, that is: participants involved in such communication contribute to it at appropriate moments.

Turn-taking is one of the features of interactive communication which happens unconsciously and differently in different cultures. Sometimes, turn-taking might be a source of communication problems for people who are from different cultures and languages (Kim McDonough, Alison Mackey, 2013). While discussing speaking, another important distinction can also be made between dialogue and monologue. The ability to give incessant oral

presentation is totally different from interacting and communicating in interactional and transactional situations. Even the native speakers might experience some difficulties talking about a subject to an audience. This specific skill should also be addressed to in language instruction. Monolog talks always include a recognizable format and are similar to written language. Brown G.& Yule G. (1983) discuss that it is important that teachers should focus on having students practice in producing speeches such as public talks, public announcements, along with short turns. Because practicing to produce dialogues in interactional situation might not guarantee that students can yield satisfactory results from long talks to a group of listeners.

2.2. Teaching speaking

In traditional language instruction, teachers mainly focused on reading and writing whereas little attention was given to the speaking and listening skills. Only after the communicative approach had been introduced to language teaching/learning, speaking attracted more significance in language courses. Since then many language programs prioritize speaking skill over others since mastering speaking might indicate that other language skills have also been mastered.

In order to find out whether somebody knows a language we often ask “do you speak English?” Thus, knowing a language is always associated with speaking in it. Celce-Marcia (2001: p. 103)states that “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of communication”. Teaching speaking is also crucial because it can also help improve other language skills; it can help learners build vocabulary, improve grammar, listening and writing as well.

Undoubtedly, learning to communicate in the foreign language requires a lot of time and efforts. Since students already know one or sometimes more than one language, they might have some expectations about how a language works consciously and unconsciously in the human mind. Although this knowledge can help students acquire another language easier, some studies show that for language learners knowing another language can get in their way as they try to speak

in the new language. Considering this, teachers should encourage learners to use their own cognitive abilities to help them activate the conscious process of learning another language.

As for the language learners, speaking skill is considered to be the most important skill. For many years FL/SL teachers thought making students repeat sentences was the best way to improve their speaking. This approach, called audio-lingual method, aims to teach the target language by practicing and repeating structural patterns in conversations (Nunan, 2003). It was based on behaviorism, that is, language learning is considered as habit formation and with a great deal of repetition, students learn the language. In order to form good habits the errors in the language are immediately treated by teachers. Thus, learners spend hours and hours repeating after their teachers, memorizing conversations and studying grammar structures. However, “actual conversation did not sound like the textbook dialogues” (Nunan, 2003; p. 50).

During the last century, researches revealed that no language was learned through repetition alone. Instead, just like with infants, it is acquired and learned by means of interaction. The belief that people learn languages by means of interaction lead to a new approach to language teaching and learning called Communicative Language Teaching. This method suggests that learners can best learn English through interaction, thus it is necessary for teachers to have this crucial role, which is to provide learners with the opportunities to communicate in English during the lesson.

Similarly, according to Ur (2012) communicating orally and fluently in informal interaction is the primary goal for many language learners. For that purpose, designing classroom activities to improve students’ ability to promote oral fluency is of great importance. Ur (2012) states that getting students to talk is much more difficult than to make them read, write or listen during language courses.

Thus, teachers should promote student talk activities; however, most of the lesson time is allocated for teachers to talk, instruct and manage the classroom. Harmer (2010), states that there are three primary reasons why students must be encouraged to speak in the classroom. First,

students can have the opportunities to practice real-life speaking in the classroom atmosphere where they are likely to feel less anxiety. Second, speaking activities can provide teachers and classmates with the knowledge of how well learners can speak English, what kind of mistakes are being made so that the teachers can have the chance to focus on specific speaking features to foster. Finally, the acquired language knowledge can be activated as long as the learners speak English in the classroom; moreover, some linguistic elements can become automatic resulting in the learners' ability to use them unconsciously, and in this way the fluency can be improved.

Although EF learners have to be exposed to English as much as possible, the use of English in the classroom is limited. Thus, another important function of teachers is to provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interaction with their classmates, with English teachers or just English speaking people, if possible. According to Huda (1999, p.158), the main source of success, in language learning, is the exposure to the language.

As we have discussed earlier, spoken language has many different functions like: interactions, transactions and also performance talk or monolog (Richards, 2008). According to their frequency, they are casual conversation, monologs of different kinds, telephone conversation, conversations in shops, cafes, etc., instructions, interviews, classroom talks, etc. Thus, speakers have to adjust the type of the language according to the psychological and social role they play in their daily communications.

Native speakers are usually conscious of turn-taking, how/when to speak and how/when to listen. Thus, EFL teachers should teach learners to become conscious of such nuances of discourse in order to avoid misunderstanding and offending the people they are talking to. This ability to adjust and accommodate one's language to the context is called Communicative Competence (Hymes, 1971).

In spite of many studies which postulate that listening helps students build new vocabulary, improve grammar and even speaking, many other studies confirm that speaking in the target

language significantly helps learners to acquire the language. Researches demonstrate that the most successful learners are the ones who use English to communicate with native speakers at least about an hour in a week (Noonan, 2014). Although comprehensible input is of great significance, many researchers believe it can be best acquired through interaction. It is because, during the interactional communications with other speakers, that they use situational context, repetition, clarification in order to understand better, and this input, which is beyond their present level of English, will help them acquire the language better (Ellis, 1997).

Since the knowledge of language is more complex than syntax or lexis, teachers are expected to expose language learners to the linguistic, sociolinguistic and discourse competencies. To wrap up, learners should be made aware of how to construct language to have a coherent language use, to be conscious of the importance of the social context and to be able to use alternative or non-verbal means of communication when they fail in words

2.3 . Views about Teaching Speaking

Researchers have different views about speaking. Conventionally, written language was given higher prestige than spoken language (Wilkins,1972). In relation to this view, the respect given to an educated person was based on the knowledge to understand the written language. However, a study on speaking has provided evidence that academic talk can be taken as the heart of teaching-learning experience (Florez, 1999). It has been confirmed that talk is a major means by which learners explore the relationship between what they already know and the new lesson which they meet.

According to Richards and Rogers (1986), speech was considered to be the basis of language. Of all the four language skills, speaking seems to be important as it is one of the most frequent means of interaction in the teaching and learning process and it is suggested that people who know about a certain language are referred to ‘speakers’ of that language (Ur, 1996).

As Floriez (1999), speaking can help students to express themselves to negotiate relationships, to define their thoughts and to be aware of their world. Oral practice is the natural part of language skill, which may help the learners to develop the ability to understand and respond quickly

(Lewis and Hill, 1985). These researchers have confirmed that oral practice will be enhanced when teachers give opportunities for their students to practice speaking through communicative activities. As Brown (1994) and Florez(1999) stated, speaking is an interactive process, which involves producing, receiving and processing the information to construct meaning in the context of teaching-learning environment.

Compared to the teaching of the other skills, speaking is more demanding on the teaching activities of the teacher than the effort other skills need (Rivers,1981; Brown and Yule, 1983). These researchers have pointed out that teaching speaking is a difficult task for the teacher to help his/her students. The main reason for the assertion is that a speaker of a language should listen to the partner with the intention of understanding each other with in the target language.

In this view, speaking is considered as a natural part of skill in which language patterns are involved as speaker and listeners on an issue of discussion. In line with this, the ability to speak fluently needs not only one way process of the language and its knowledge, but also the ability to process information and spontaneous reaction to what is spoken (Harmer, 2002).

2.4. Goals of Teaching Speaking

Different writers have defined the goal of teaching in different ways, but they have a consensus with respect to its general essence. For example, Nunan (1989) has defined goals as a general intention behind any given learning task. In this view, goals can be related to communicative outcomes or may directly describe teacher or learner behavior in the teaching learning process.

Regarding this view, Nunan (1988) emphasized that the communicative language curriculum in relation to goal is considered to be useful to establish and maintain interpersonal relations. Through these relations, exchange of information ideas, opinions, attitude and feeling can be possible. This explanation implies that most communicative activities seem to be goal derived and the language partners need to be clear about the goal of their communication.

The goal of a lesson provide the teacher or the learners with the sense of direction and brings the aim of the activity down to earth by connecting them to tangible aspect of the curriculum within

the given context and can be stated as more narrowly defined statements to show the expected behavioral change of the learners(Byrne,1987).

For the purpose of this research, goal, related to motivation as proposed by Harmer (2002) is considered. He has point out that goals can be long and short term in their application. Long term goals refer to the mastery of English and to be successful in passing an exam at the end of the year. Short term goals are related to the learning of new language items within a short period of time may be for a week. So, in accordance with Harmer's view, short term goals are closer to the students' day to day reality and easier to focus on the end of the week than the end of the year. If teachers help students in the achievement of short term-goals, they will be motivated in their learning. Language learning, therefore, needs goals oriented effort of the teacher, which may enable the students to know the purpose of their learning and consequently, students can be motivated. It is widely believed that motivated learners that motivated learners are more likely to be encouraged for improving their oral proficiency within the shortest possible time compared to those learners who are not motivated.

Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To this relation, it is worth voting to what Nunan (2003) believes, which particularly dealing with teaching speaking. In his perception, to teach speaking can be defined as to teach the students to:

- Produce the English speech sound and sound patterns
- Use words and sentences stress, intonation patterns, and the rhythm of the second language
- Select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- Organize their thoughts in a meaningful and logical sequence
- Use language as a mean of expressing values and judgments

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

To help the students in developing communicative efficiency in speaking, teachers can use a balanced activities approach which combines language input, structured output, and communicative output (Richard, p. 2008). First, Language input comes in the form of teacher talk, listening activities, reading passages, and the language in which the students hear and read outside the class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. Second, structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities. Third, communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

2.5. Approaches to Teaching Speaking

Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered most difficult; because in the past, written language was given more attention than speaking. Besides, speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (shumin1997).

Most scholars, for example Brown and Yule(1981) believe that spoken language production, learning to talk in the foreign language, for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding. Bygate (1987) also consider that

one of the main problems in foreign language teaching is to make learners be able to use the language. Regardless of these problems of teaching speaking skills, recent studies suggest that teachers can help students in developing their speaking skills. Firstly, English teacher should know that speaking is an interactive process requiring much effort and practice on the part of the learners. Supporting this view, Klippel(1984:5) says, “learning is more effective if the learners are actively involved in the process.” Secondly, English teachers need to know how to select and design appropriate and authentic language learning materials and activities in consonance with the age, interest level, and language of the learners.

As teachers face some problems in motivating learners to speak in the target language, the activities in the classroom should be aimed at maximizing individual language use. In other words, to help students achieve some kind of communicative skill in the foreign language, real communicative situations have to be created (Klippel, 1984). It is generally agreed that small-group interaction allows more talk for each of the students and greater variety of talk. It should be known that taking short turns are generally easier than long turns. The teacher should support and develop the students’ ability to use language communicatively over a range of situations (Brown and Yule1983).

2.6 Instructional materials used in the teaching of speaking skills

In today’s technologically advanced society, language resources have become the main part for effective classroom interaction to take place. Instructional resources thus ought to be varied over time to cater for varying teaching and learning contexts and learners’ needs. Research has shown, students who have an exposure to variety of instructional materials like charts, tape recorder, radio, television programs and pictures develop their speaking proficiency easily than those least exposed to teaching and learning resources. Onyejemezi (1998) learning becomes effective when learners are wholly involved in the instructional process through the use of variety of resources because they stimulate and motivate the teaching and learning process and provide learners with the opportunity to observe touch, manipulate things and interact freely. Onyejemezi (1998) further adds that when instructional resources are properly used, in good supply, rich in variety and range, they emphasize the spoken message, capture students’ attention and enable them to freely interact in the physical and social environments.

For any instructional process to be accomplished, teaching and learning aids need to be adequate and properly utilized. According to Ibe-Bassey (1991), an instructional material serves as a tool of communication. He further adds that utilization of these resources in teaching is the function of the teacher who should plan for their presentation in order to make the material meaningful during lesson presentation. However, the instructional materials in teaching are in many cases few in schools and or sometimes totally lacking, thus rendering teachers' efforts unproductive (Ibe-Bassey,1991).

This brings us to the point of concern of the current study which was whether instructional materials in teaching are available and well utilized in schools for acquisition of speaking skills in English to be achieved. This uncertainty is provoking doubt on the type of learners we have and their future as English speakers.

a) Availability of instructional materials in teaching English

When teaching English, if instructional materials are available to the classroom motivates learning and heightens efficacy in the act of imparting knowledge and skills. In a study done in Nigeria, unavailability of these materials in teaching was found to hamper the achievement of educational objectives (Agupusi, 2003). Agupusi in the same vein requested concerned parties to collectively avail them to ensure learning takes place. This situation has resulted into inadequacy of physical and material resources in the instructional processes. This was found to be a true case as most parents could barely support and implement the cost of sharing education policy in schools. On the other hand, Bright (1970) observed that reading helps learners improve their speaking skills. As a result, teachers of English ought to encourage learners to do extensive reading which though due to insufficiency of reading materials might be impossible. The current study thus intends to find out if the instructional resources used to teaching speaking skills in English are available and their contribution to acquisition of those skills in English.

b) Adequacy, accessibility and utilization of instructional resources

Successful teaching will only be realized if instructional materials are available adequately for use in the classroom (Igwe, 2014). Mutai (2006) in his study observed that academic success largely depends on the correct use of the instructional materials. On the same note, Kitheka (2005)

carried out a study in Mbeere south, Embu county on factors contributing to students' poor performance in KCSE. Findings from the study indicated that at times schools with enough instructional resources may not at all times utilize them efficiently. This scenario eventually leads to students' poor performance in examinations.

On the same disposition, in 2005 KCSE examination results published in the Daily

Nation and the Standard newspapers of March 2 2006 Munyori (2006), noted that some national schools were a national shame. The remark was attributed to the poor performance of three national secondary schools that tailed that year in KCSE exam despite having variety of instructional resources. In the same disposition Okeke (2005) affirms that lack of these materials in the instructional process deters the whole process of teaching and learning. However, Kitheka (2005) contends that some schools may have few instructional materials but use them efficiently hence enhancing learning and attainment of educational goals and objectives. Kitheka (2005) in his study observed that availability of instructional resources in schools is one factor that affects academic performance of students. The author further adds that inadequacy of these materials could lead to poor performance in schools. Okeke (2005) argues further that the teacher who uses these materials ought to have the knowledge on how to manipulate and operate the available aids and therefore needs to have the knowledge in the instructional resources to ensure they are effectively used. Some of these instructional resources include:

2.6.1 Resource center

This includes instructional resources like: a language lab, a library and a variety of audio-visual materials. Communication is vital in oral communication lessons in general. Krashen and Terrell (1988) argue against language teachers who use teaching methods which hardly engage students in real communication. This implies that teachers in communicative classrooms ought to talk less but listen more while students do most of the talking because the teacher already knows more English than students. Doff (1988) claims that language teachers should teach using examples and repetition in addition to explanations to enable students acquire enough meaningful English vocabulary for use in various situations.

Teaching aids too are very helpful in language teaching in promoting perception, understanding

reinforcing the verbal message, help in memorizing what has been learnt, act as motivation and stimulates students' interest towards the learning through students' use of the five senses to appropriately learn. These teaching aids include wall charts, weather charts, and maps of a local area or picture cards which can be displayed by the teacher on the chalk board or wall for students' viewing (Doff, 1988). Krashen (1985) contends that teaching aids enable the teacher understand how much the learners have developed their communicative ability by looking at the use of fillers and hesitation. In addition, use of audios like radio and cassette recorders can help students develop their pronunciation and articulation of words through imitation of the models in the radio and also replaying the recorded sounds. Also learners can improve on their verbal communicative ability by trying to describe their personal profiles which will need them to look for the right words to use in English corners for speaking hence fluency.

2.6.2 Language Games

Language is a very important tool for communication as it enables one to express himself/herself well in order to be understood by other people. These games are one of the modern invented teaching aids that have been developed in the teaching of speaking skills in English to boost students' confidence and socialization aspects. It is therefore the duty of the teacher to vary these games to suit learners' needs in an instructional discourse. For instance, a teacher can use the class register, pick out few student names and ask meaningful English language questions for the students to respond. If this activity is repeatedly done, it can improve students' use of the spoken English (Doff, 1988).

2.6.3 Language laboratory

A language laboratory is one of the modern facilities that has been devised to assist in the teaching of languages and in remedial classes. It constitutes a variety of audio-visual teaching aids and English speaking models that can help learners build their self-confidence when speaking English language, through oral practice and the feedback received from the English speaking models. The lab also exposes students to native speakers of English who model and teach students how to speak correct English through correct pronunciation of English words (Nina, 2013). Due to the immediate feedback native speakers provide, students who are learning a

second language with no wide access to native speakers of English are likely to experience slower acquisition of the spoken English because they will be slow in oral aspects of acquisition than those extensively exposed. The current study will involve finding out if there are language labs in the schools for effective teaching and learning of speaking skills.

2.6.4. Newspapers in the teaching of English

Newspapers are one of the instructional resources used in the teaching of English language skills. Teachers of English can use newspaper materials to successfully prepare an activity like writing a letter to the editor, selecting a given material like the column for book reviews and also in task designing like description of a cartoon on a given page. So, the teacher should use the newspaper activities, very carefully because when effectively used in the teaching of English, newspapers motivate learners' reading and speaking skills. The present study will therefore investigate if newspaper resources are available in the English departments for use in the classroom.

2.7. Activities to Promote Speaking

To improve and develop the speaking ability of students and to make them use the speech pattern of the language they learn, activities must be selected carefully. Besides this, students should be encouraged to go under intensive oral exercises that are basically designed for communication purposes, such activities give students both confidence and motivation for oral practice. This is true not only for classroom exercises but also for use of the language outside classroom (Bygate, 1987).

Regarding speaking activities in language classroom, Gower, Phillips and Walters (1995:102) illustrate the reasons why speaking activities are designed as follows:

Communicative tasks are designed so that students have a reason or a purpose for speaking: they are bridging an information or opinion gap; they are asking for giving real information or finding out about the opinions of their fellow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real life interactions. Gower, Phillips and Walters continuing their discussion on speaking activity elaborating how it should be implemented as follows:

Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language. They need something to speak about, such as picture, or purpose like performing a role play from the context of a reading text. As they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that free activities can be attempted (ibid).

Heaten(1990:11) also adds that students must be given reason for speaking the language as they make use of it in exchanging information and such reasons come from how will activities are selected and designed.

2.7.1. Kinds of Speaking Activities

Different scholars suggest many communicative activities that can help learners use the language in communication. Among these, some of the most widely used ones are discussed below.

2.7.1.1. Free Language Activities

Free language activities are activities in which there is control on the part of the teacher that is to let the students work and do any activities on their own freely in the classroom. This approach gives all the students an opportunity to talk while working out the activities. Information gap activity is one of a good example of such a type of activity. Byrne (1987:106) describe them as ‘‘activities in which students are given different bits of information,’’ he continues, ‘‘ by sharing these bits of information a learner can complete a task.’’ In much real life communication it is integrated with classroom activities.

During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not interview in pair or group work. Of course, he may do to give feedback or to make gentle correction obliquely rather than directly, so that the learners perceive their mistakes for themselves.

In relation to this, Byrne (1987:7) says, ‘‘Students must be allowed to feel free, otherwise they

won't say, which is the purpose of the fluency work.” Activities such as sequencing a series of pictures and jumbled sentences fall in to this category.

2.7.1.2. Dialogues

Dialogues refer to conversation held by two people . It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be best suited for practicing spoken language for a number of reasons. Some of the reasons are listed and stated by Byrne (1987) as follows:

- 1.They present the spoken language directly in situation in which it is most commonly used.
2. They permit and encourage practices in the language.
- 3.They create active participation in the lesson.

2.7.1.3. Problem solving

Problem solving is ‘’ an instructional technique’’ where teacher and learners attempt in a conscious, planned and purposeful effort to arrive at some solution. Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners’ life. According to (Lue, 2000:85), problem based learning is deived from the ‘convection’ that the learner ‘’is an active and creative individual with the will and ability’’ to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

2.7.1.4. Discussions

Discussion is perhaps the most natural and effect ways for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired.

Discussion can be used by organizing and assigning pair work and small group work in the class. Group work seems to be extremely attractive and advantageous ideals than others for a

number of reasons. In relation to this Harmer (1983:207) says: ‘‘it increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.’

It can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widowson, 1990).

2.7.1.5. Group work

Group work is ‘‘ part of collaborative strategies’’ of teaching learning (kyriacou, 1998:77). It is one of the best ways of encouraging active participation of learning English spoken class by arranging the learners’ work together in group. It can take many forms involving pairs of students working together; up to ten learners together or it can involve students who work individually and come together in group to compare and discuss the result of their group. If necessary, random, gender, interest and ability groups can be formed.

This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, groups are arranged in a large circle or square formation. Give students a question and suggest that each person take a turn answering. Now introduce a new, slightly more difficult question. These groups involve students engaging in short, informal discussion, often in responses to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answers with are prepared question, define or give examples of key concepts, or speculate on what will happen next in the class (Silberman,1996:140).

2.7.1.6. Games

Games are form of play governed by certain rules or conventions. Games are play activities in which entertain and at the same time teach the use of spoken language teaching. Also games are appropriate and useful to any age, items for foreign language learners must be selected and graded. There is no clear cut demarcation between communicative game and other language

games. But there is some what some difference between native and foreign, child and adult games.

Lee (1979)also say that games are enjoyable. By enjoyable he means games decrease burden and make learners ready to listen to language lessons. In addition to, games must be meaningful, and all above the classroom situation and organization must suit them. Games can be used to provide learners with opportunities to use language rather than simply practice it.

According to Bygate (1987:78) tasks such as “describe and arrange, describe and draw, find the differences, complete it, ask the right questions, who am I, questions games and the like are instances of communicative game tasks.

2.7.1 .7. Simulation

Simulation has been defined as an actively where the learners discuss a problem with in a define setting (Byrne, 1987:125). Simulation is parallel and structural set situations performed in class and reflecting real life (Dougill, 1987: 20). In other words, they are actual and free language norms or convections of real life. In the classroom, simulations have a number of advantages for teaching the spoken language. Some of the merits according to Dougill, are the following:

- 1.Simulations are most important for motivation.
- 2.Simulations are helpful for students to get to know one another.
- 3.Simulations help students to get rid of their shyness and provide teachers with opportunities to know their students to monitor assessor appreciate.

2.7.1.8. Peer - teaching

Peer- teaching is a participatory, active and democratic strategy integrated in to the students’ own experience; that results in deep learning. Peer-teaching involves occasionally use of students in the class who have experiences because of their good background in particular area. “Peer-teaching is also an appropriate strategy to be applied in teacher training program.”

it can solve the problem of large class size and it may release teacher educators' time for personal research or for producing resource based learning materials (Bennet et al, 1996: 86).

In order to peer- teach, the teacher needs to identify what the learners already know and what might cause problems. Also course books often provide this information in peer-teaching approaching; many teachers take time when planning to identify problem areas. The learners are going to participate a short discussion on the issues. Before practicing, they discussed key points with their partner about their class activities.

2.7.1.9. Role play

Role plays are drama like classroom activities in which students interact either as themselves in imaginary situations or as other people in imaginary situations (Byrne, 1987: 115). Role plays help students to develop their speaking ability one takes the role he/she is going to play. Besides he/she will have the confidence to speak in front of an audience.

In order for role plays to be fully effective, the traditional classroom patterns must be changed and the new approach should be practiced in the classroom properly. Students must be free to play the role as they see them property. In other words the teachers control in role plays activities is very limited. According to Dongil, the main benefit of a role play is that it enables a fellow of language in which might otherwise be different or impossible to be produced. Such activities help to recreate the language used in different situation and allow students to practice for and proactive the language they probably use outside the classroom.

2.8. Oral language Acquisition and learning

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we —live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor|(Al-Sibai,2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximising individual

language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney, 1998).

However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because —there is no point knowing a lot about language if you can't use it (Scrivener, 2005, p. 146).

2.8.1. Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009).

Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

2.8.2. Oral Language Learning

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using

language they have heard or seen without feeling threatened (Willis, 1996, p.7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language.

According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication. Through communication learners can integrate separate structures into a creative system for expressing meaning (Littlewood, 1984, p.91).

2.9. The Teachers' Role

In order for the teacher to explore better possibilities for his own teaching from communicative approach he/she is expected to adopt varied appropriate roles for managing variety of classroom activities. For example, while planning a lesson, the teacher should be able to act in accordance with what objectives each activity does entail. Accuracy and fluency activities for example determine two distinct teacher's roles. According to Harmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as controller, whereas in communicative tasks that demand learner's group or pair interaction, the teacher should act as facilitator by not intervening frequently. She/he should instead allow students more opportunity to use the language at their disposal. In other words, the teacher should be clear of his tasks where he must not act as controller in both cases.

To this effect, the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect (Rivers, 1987:9) says “teacher directed and dominated classrooms cannot by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two ways, three ways, or four ways but never one way.”

Thus, giving the learners a different role (such as greater initiative in the classroom) requires the teachers to adopt a different role. To this end, according to Breen and Candlin (1980) as cited Nunan (1989:87), the teacher has three main roles in the communicative classroom. The first is to act as a “facilitator” of the communicative process,” the second is to act as “participant” and the third is to act as “observer and learner” (ibid). In general terms, according to Larsen-freeman (1986), Little Wood, (1981); Harmer (1991) in communicative oriented classroom, the teacher should act as ‘counselor’, ‘facilitator’, organizer, participant, prompter, resource, etc. instead of being an actor of the stage. In general, it can be seen that in oral communicative classroom the teacher in most cases possess the role of facilitator rather than controller.

According to Harmer (2007; 107) a teacher is like “a gardener, because he/she plants the seeds and watches them grow”. Students are the field and the seed is seen as the knowledge planted by educators. As a gardener takes very good care of the roses, flowers, waters them when necessary, the teacher also plays different roles in the lives of the students not only by planting knowledge in them but also acting as a model in the classroom and outside it with their personal lives. According to Vilar (2003), teachers have two primary functions in education: the managerial and the instructional functions. The latter refers to the conditions that teachers create for learning to take place and the other is the knowledge that the teachers impart in the classrooms. Teachers should carry out these functions simultaneously for efficient language instruction because they cannot be separated.

In ELT classes teachers are expected to teach effectively, to guide students and to keep order in the classroom. However, the most crucial role teachers are expected to play is providing and maintaining a good quality of education (Leu, 2005). In order to achieve this quality, teachers should be encouraged to use their energy, knowledge along with motivation. Thus,

teachers should play various roles according to the skills and needs of the learners. The roles teachers play in ELT field are mostly of an assessor, organizer, facilitator, prompter, motivator, participant, monitor, model, etc.

A good teacher is the one who assesses their students speaking skill by means of both observations and quizzes or exams designed to evaluate oral proficiency of the learners. However, in most language instruction courses, assessment of the students' speaking skill is usually ignored. For perfecting students' speaking skill the teachers have the role of an assessor (R M. Harden & J. Crosby, 2000). Organizer is one of the most important roles of teachers during speaking activities. This is more than just explaining or doing some oral exercises. Teacher should know what kind of activity to use at first or what to do after that. This role includes different aspects of teaching contexts. For example: what kind of method and materials the students need, how to organize an activity and how long to should last or to have alternative activities if something goes wrong with the current activity.

According to Harmer (2001:275-6) there are three important roles that teachers can play if they want to get their learners to speak fluently. One of them is the prompter. It is when students are not sure about how to do a task, teachers often play the role as a prompter. During the speaking tasks, learners might demonstrate a kind of struggling when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement. We should not "take the initiative away from the students" (Harmer, 2007: 109). One more role is that of the participant. This is when teachers participate in discussions not as teachers but as peers of L2 learners.

The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. This role enables teachers to understand difficulties learners face during speaking activities. When giving any task to the students, the teachers can actually do the task themselves so that they can anticipate the

difficulties that the students might encounter and better equip them with the strategies for that task. As a participant, the teacher can also make sure that students participate and are involved in the task. On the other hand, he/she shouldn't dominate the discussion. The next role according to Harmer is a "feedback provider". This is when teachers give feedback after the oral activity.

Teachers should be very careful when they give feedback since over-correction might hinder students' motivation to talk. But encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking ability. Educating is just one of the various things, and as a teacher one has to perform all these various things for educating the pupils. A teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young students.

In this fast growing world, there are abundant changes in teaching approaches along with the learning strategies. Besides Parents, Teacher's play a very crucial role in developing a child's interest towards a subject or the language. Teacher should thus become a learner by thinking about the situation by understanding it through different point of view, before teaching students and by making them relevant in everyday circumstances.

Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future

2.9.1. Teacher as a learner

Teaching and Learning is a continuous process and wherein strategies may differ with the moving generations. Though we find many changes in the education system, but the role of a teacher will remain the same but with slight changes. The teacher's job is to convince the student that education fulfills the need and learning in the classroom. A Teacher has to think from the learners' perspective before she plans to interact with the students. When a teacher plans with the learners' perspective and starts teaching, students can receive the information without any hesitation in grasping the things.

2.9.2. Teacher as a facilitator

It is very significant that students should sense that their teachers concern about them and thus teacher should become the best facilitator to the students in all the aspects. As a facilitator she has to direct and support students in learning for themselves as a self-explorer. Teachers should develop best learning environment which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth.

2.9.3. Teacher as an assessor

As a Teacher, assessing is one of the important tools for extracting students' knowledge by giving continuous feedback. Teacher's role is not complete just by teaching a lesson. Assessing is the effective tool for making students learning perfect. A Teacher before assessing a student has to first assess their own conclusions, as to what extent a student will be benefitted with their correct assessment. These assessments can be carried out through verbal feedback, conducting quizzes, by giving some tasks etc. An assessment makes a teacher to plan for her future teaching techniques and in guiding them to master their language.

2.9.4. Teacher as a manager

Teacher's role as a manger is a very significant and imperative role in managing a class. A Teacher has to plan well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach. An experienced teacher can manage the timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods.

2.10. Students participation in speaking instruction

Teachers are not the only factor for the success speech training in particular and education in general. Students are also primarily concerned with the achievement of their success. Bygate (1987:14) “ ...part of the success or failures of foreign language can be attributed to the way

learners perceive the use of language .”

In an attempt to acquire the use and usage of language students have to be cooperative in accomplishing different tasks or activities, such favorable interests and attitude towards their subjects and to talk in the target language .Thus, in the communicative language teaching the learner is believed to take such an active role which may ultimately help to grow learners' independence from the teacher.

The learners' role in acquiring a new language can be assessed by considering the following learner's role suggested by Richards and Rodgers (1986). These are

- The degree of control learners have over the context of learning
- The patterns of learners grouping adopted.
- The degree to which learners influence the learning of others and the views of the learners as processor , performer , initiator , problem solver (p.23)

Similarly, with in the above context writers like Breen and Candling (1980) cited in Richards and Rodger (1986) have defined possible roles that meet the demands of CLT in the following ways: The role of the learners as negotiators – between the self, the learning process and the objective of learning emerges from interacts with the roles of joint negotiators within the group and within classroom procedures and activities which the group under takes. The implication for the learners is that he should contribute as much as he gains, and there by learn in an independent way (1980:110).

As a whole ,Nunan (1989) also depicts a summary of a wide variety of learners roles which are possible in the communicative classroom. These are:

- The learner is an integration negotiator and who is cape able of giving as well as taking
- The learners are involved in a process of personal growth
- Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn (Nunan , 1989:)

2.11. The Role of Students' in Learning Speaking Skills

In addition to the teacher's role, students play a great role in making the teaching of speaking skills successful. They are expected to participate in teaching-learning process in different ways.

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi). Cotter all and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous learners (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success they are learning).

Scharle and Szabo (2000) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000: 76) agrees that an autonomous learner is the one who is self-motivated, the one who takes the initiatives, the one who has a clear idea of what he/she wants to learn and the one who has his/her own plan for pursuing and achieving his/her goal. She also characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991: 41-42).

Furthermore, Dickinson (1995: 127) characterizes autonomous learners as ‘those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’. Kohonen et al. (2001: 36-37) insists that learners need to develop the following kinds of capacities:

Confidence: sense of control and mastery of one’s body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one’s action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange idea, feelings and experiences with others developing trusts in others.

Cooperation: balancing one’s needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learners to increase their self-understanding and awareness of themselves (Kohonen et al, 2001).

2.12. Factors that affect the Students’ Speaking Skills

The problems that affect students’ English speaking may be many in numbers, but the study will investigate some of the problems which are supposed to answer the basic questions in the study.

2.12.1. Teacher factor

Teachers have an important role to play in the success or failure of learners in acquiring the target language some of teacher related variable which hinder students' learning of English learning speaking skills are as follows.

2.12.1.1. Teachers' Belief

The basis for teachers' beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers' belief about a language may be based on their training, their teaching experience, or may go back to their own experiences as language learner. Thus, teachers' education beliefs and attitude are one of the most potential problems that direct their preferences for certain language learning activities Borg (1999) also writes that teachers' language education, training background as teachers influence their beliefs and classroom activities.

Farrell (1999) as cited in Fisseha (2006) observes that for most English teachers, in Singapore, post experience of learning English have made them uneasy with making their choices of teaching grammar method. One of teachers writes like this:s

My past experiences have preconditioned me to choose deductive method as my usual teaching strategy, I guess I am predisposed to choosing this method because of various reasons: it is easier to test, and can get immediate feedback (p.8):

It is possible to draw a conclusion that such philosophy of teaching grammar is also prevailed in most Ethiopian English language teachers. This tendency of teaching English grammar will also lead to teacher dominated or teacher fronted classroom activities than student-centered activities, which requires learners to use skills knowledge by relating to their own ideas, needs feeling and experiences. Besides, the above ideas, although teachers teach the way they were taught, it is also true that teacher teach the way they learned best in schools. One study in Ethiopia context held by Girma Gezahegne (2003) indicated that teacher classroom practice

deviated from the communicative approach he observed that there were mismatch between what teachers expressed and what they actually did in their classroom practices. Most teachers conducted their lesson in a teacher fronted way.

2.12.1.2. Teachers' thought

Research shows that individual teachers bring to second language teaching different beliefs and assumptions about what constitutes effective teaching .Brindly (1984: 95) notes that when learners and teachers meet for the first time, they bring with them different expectations concerning not only the learning process in general but also concerning what will be learned in a particular course and how it will be learned.

Research suggested that teachers' classroom practice can be determined by their basic belief and attitudes about the learning process Doukas,(1996). In similar vein, Recharls (1990) emphasize the need to examine belief a long side practice. He explains it as follows:

...teaching activities are justified according to the objectives the teacher has set out to accomplish and the context he or she has set to teach. They also relate to the philosophy of the view of language and language learning that the program embodies, and the role of teachers and learners and instructional materials in the program. Since the assumption underlying methodology are not necessary shared by teachers, administrators and learners. It is useful exercise for all whom are involved in language program to clarify their assumptions... and ...Exam attitudes, beliefs and practices.

It is possible to draw from this discussion of literatures that it is important to distinguish theories of beliefs, i.e. belief teachers purport to espouse, and from theories in use i.e. actions indicating teachers' beliefs are practiced. Studies of self-styled communicative teachers, for example, have shown that they may no more create conditions for genuine communicative in their classroom than the other teacher (Nunan, 1987).

As a result of their education and training and the characteristics of the society in which they were brought up, many teachers believe in the authoritarian role of the teachers with the student as a passive receptive. In the Ethiopian context, Abdulkadir Ali (1983) in his finding indicated that the English classes are teacher dominated. That is, the students do not have a chance to use the language in different situations. English is taught just like other subjects where the learners have to listen to whatever the teacher says. In such a case, the introduction of a learner centered will be indirect conflict with teachers' attitudes and beliefs that hold about language learning. Thus, teachers' beliefs towards language teaching and learning are indispensable elements for the implementation of communicative activities.

2.12. 1.3. Teachers' Proficiency

Most of the world's English teachers are not native speakers of English, and it is not necessary to have a native like command of a language in order to teach it well (Canagaraja, 1999). Some of the best language classes I have observed have been taught by teachers for who English was a foreign or second language. Conversely some of the worst classes I have observed have been taught by native speakers. So the issue is, how much of a language does not need to know to be able to teach it effectively, and how does proficiency in a language interact with other aspect of teaching (Bailey, 2006; Kamhi-Stein, 2009)? Thus, to answer this question we need to start by considering the language specific the competencies that a language teacher needs in order to teach effectively.

Mastery of teaching skills and the specialized thinking skills expert teachers make use of are essential aspects of teacher development. But teacher learning also involves developing a deeper understanding of what teaching is, of developing ideas, concepts, theories, and principles based in our experience of teaching (Borg, 2006).

In addition, Callahna et al (1988: 54) suggested that, teachers are likely to be tempted to talk too much. To do so, they need to have good command of the language of instruction.

Generally, lack of language proficiency of teacher is among the major importents to student's educational progress in secondary schools of the country in general and study area in particular.

2.12.1.4. Classroom speaking activities Vs Real life communication needs

It would seem that in some EFL classes, students practice the target language for the purpose of learning about the language. Put another way, they are made to learn the language for the sake of its knowledge, in the expense of real communicative purposes.

Consequently, the students get fewer chances to practice how to communicate their own ideas or intentions appropriately in the real life situations. Supporting this idea Hedge(2000: 44-45) has stated this point as follows:

To be able to use the target language effectively in the real world, students need plenty of opportunity to practice language in situations that encourage them to communicate their needs, ideas and opinions.

Where possible, language practice should resemble real life communication with genuine exchange of information and opinions. In view of this, Byrne (1986:2) has pointed out:

... All the same no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this in and outside the classroom; provision must be made as part of the lesson.

Accordingly, students ought to be provided with enough oral interaction work that can easily help them to use English appropriately in the actual life situation. Thus, the basic message is that classroom oral interaction should be integral unit of the real life communication. It ought to be provided in such a way as to motivate the students to be able to use English inside as well as outside the class in varied life situation.

2.12.1.5. Teaching Methodology

The methods by which students are taught have some effect on their learning. The traditional approaches to language teaching were primarily depending on the structure of the language. It didn't consider the functions of language for communication purpose. The goals of learners in

such instruction are often to pass an examination rather than to use the language for daily communication. In explaining this Atkins et al (1995:150) states that:

The traditional approach implies teacher dominated class were “say this but don’t say that” kind of instruction dominates. One of the responsibilities for the teacher is therefore believed to be correct students’ errors and provide explanations of correct grammar rules and word meanings. The tasks of the students are seen to be to receive knowledge transmitted by the teacher, memorize and reproduce. It is inevitable that in such situation many students will feel-reluctant to participate because of fear of making mistakes and being laughed at by peers.”

From the information stated above, it seems that most of the teachers in secondary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication. With regard to the methods of language teaching in the past, Atkins et al (1995:203) further indicate that , “one experience Ethiopia, shows that an exclusively grammar based approach to teaching does not guarantee that students develop high levels of accuracy and linguistic knowledge. In fact it is, often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in students who are inhibited and will not take chances in using their knowledge for communication.”

2.12.1.6. Error Treatment

As expressed by Little Wood (1984), “Errors have traditional been regarded as signs of failure on the part of both teacher and the learner. Because of this, making errors has led to a sense of demoralization. Now, however, as Little Wood further states are realize more clearly that they represent the normal stages the development of communicative skills’ (1984:85). The teacher should develop positive attitude to learners’ error by accepting their options the classroom participation and encourage them to learn from their errors other than creating an interruption due to correction (Byrne: 1987). Correction should be systematic, indirect, and friendly at all level of speaking practices so that they will develop interest and confidence.

The way, in which teachers correct their students, when they do fluency activities will have a

significant effect on how well they perform at the time of correction, and in their future (Harmer, 2002). As Harmer's view, tolerance of errors in fluency activity will be greater than it is during controlled sessions.

2.12.1.7. Teachers' Language Testing System

Teaching language and testing language cannot be viewed in isolation. They are the two components of the whole teaching and learning process. In support of this idea, Heaton (1988) notes "It is virtually impossible to work in easier field without constantly concerned the other." Likewise, Venkatswaran (1995), states that students and teachers gain much information from test.

For teacher, tests offer lots of information. Good tests help teachers in that they answer an important question. "Have I been effective in my teaching?" this question leads the teacher to diagnose his /her efforts made to teaching as well as help to answer questions below whose answers contribute much to the effectiveness of teaching-learning process.

- Are my lessons on the right level?
- Am I teaching some skills effectively?
- What areas do we need to work on?
- Which area needs reviewing? Etc

Madson (1983) also states that tests back up students in learning language. He put his ideas as follows:

A properly made English test can help create positive attitudes towards instruction by giving students a sense of accomplishment a feeling that the teachers evaluation of them matches to what he has taught them ... test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve.

In a more comprehensive manner, institute for curriculum development and research (ICDR) (1999) describes benefits of testing to the teaching as follows:

- Improve learning and instruction.
- Motivate learners to learn more as they discover their progress.
- Identify learning difficulties that give learners opportunities to show the progress toward objectives and
- Help teachers to determine the effectiveness of their teaching aids, methods, techniques and learning materials.

As a whole, it is likely to understand that sets of aright quality and standard that support teaching-learning process. They make students develop a sense of achievement which by its turn motivate its students for learning. In addition, they encourage students to play their own strategies for better performance. For teacher, similarly, tests are mirrors to show weak and strong sides in actual instruction. They provide a kind of information that helps teachers follow the right track of teaching.

2.12.2. Students' factor

2.12.2.1. Background of the Students'

Most of the Ethiopian students live in rural areas, that the living area has its own negative impact in applying the actual role of student in speaking activities. Language acquisition starts from living area and interaction or practice between individuals. According to John Atikns (1995), English is a more difficult language for rural children to learn than for those children living in urban areas. This is shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with peers and other community affect the development of students speaking skill. Due to this, they cannot express their ideas and opinions appropriately.

2.12.2 .2. Poor Background Speaking Experience

Student failure to participate during oral activities could be the result of their poor background speaking practice. That is it would seem that many students learn English through traditional methods, in which they usually listen to the teacher who often covers

the majority of classroom talks. Moreover, it could appear that less focus is given to speaking skill as compared to the weight given to mastery of language knowledge. Thus, some students might performance less in their oral production, perhaps, because they may not get sufficient opportunity to practice extended oral interaction, or perhaps, because text books may not give more genuine speaking activities with adequate time or perhaps, because teachers' teaching techniques or strategies of dealing with oral activities may not generate students active participation. Consequently, the students' oral proficiency is limited (Bygate, 1987).

In view of the above, Alemu (2004), indicates that students who came to secondary school from different elementary school have got low language experience, and so, they may not be active in speaking. If students lack previous speaking experience, they may not dare to speak English in front of their peers (Bygate, 1987).

2.12.2.3. Their Beliefs about Language Learning

As a result of their previous education experience language learners bring to classroom certain norms and expectation concerning the learning-teaching practices they believe to be conducive to language learning. It is true, Richards and Lock hart (1994) that by the time a student gets secondary school he/she has been exposed to thousands of hours of teaching. They further provide example that is reflected by language learners as follows:

- Teachers should explain grammar rules.
- You cannot learn very much from others.
- It is useful for the teacher to correct all the mistakes I make in my writing (p.54).

Therefore learners with such views may undervalue an activity assigned by the teacher which is focusing on learner-learner interactive. Thus, a teacher in speaking class, for instance, who includes a large number of a group or pair work tasks in the course, may be given poor evaluation for the course by the students. The other factors responsible for determining learners' language learning are believed to be the learners' post experience of language learning. In support of the idea, 'integrating the lesson with what the learner knows, Rivers (1983) asserts:

What we think we teach is not necessarily what our students learn. Much of what they learn comes from their association with other significant contracts in and out of school... and from all kinds of activities (page, 183)

It is only when this implementation is feasible that we expect the learners to learn better as they would be more involved in the activities they perform. Ellis (1994:479) describes they states as past experience, both of educational in general and language in particular, played in a major role in shaping attitudes to language learning.

2.12.2.4. Lack of Confidence

Unless students develop the confidence to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of the others in a class. So if students give sufficient opportunity to apply and exercise their knowledge of the language their various classroom oral interactions they would gradually gain and build in the confidence to speak out freely in English.

For Shumin (1997:9-10)as cited in Sisay, some of the reasons why some students fail to speak English fluently and confidently are:

... sometimes extreme anxiety occurs when EFL learners become tongue tied or lost for word in an expected situations, which often leads to discouragement or a general sense of failure... some students are concerned with how they may be judged by others. They are very cautious about making errors... fear of making mistakes could be the reasons for their inability to speak without any hesitation.

As indicated, students may feel insecure, and become psychologically affected as they attempt to express their ideas especially in front of their classmates. That is to say, students lack self-confidence they may be worried about making mistakes or errors or may be concerned about their own status is in the eyes of others. As a result, they may utter disorganized ideas or even

become speechless.

On the other hand, Ur (1996) has also suggested that there are other student's related problems that affect the learning of language speaking skills. These problems are indicated in the following ways:

Refrain from speaking practice: As a problem requires some degree of real time exposure of practice of speaking in classes, learners can be inhibited about trying to say things in a foreign language in classroom. Their inhibition may be due to worry about making mistakes or fearful criticism in the classroom situations.

lack of adequate vocabulary: it is also pointed out by Ur (1996:121) as "... you often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking." This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivated to speak in the target language.

Mother tongue use: can be a problem in developing speaking skills of the students especially, in classes where all or a number of the learners share the same mother tongue. Students may tend to use it, because they feel that is difficult and unnatural to speak to one another in a foreign language.

Low or uneven participation: Ur (1996:20) also argues that participation is the characteristics of successful speaking. As much as possible in the given period of the time allotted to the activities, the classroom talk will be occupied by the learner. Talkative participants that are not dominated classroom discussion. All the learners must get the opportunity to speak.

2.12.3. Classroom Related Problem

2.12.3.1. Large Class Size

Teaching and learning process demands well planned preparation in all aspects to provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. According to Monore (1956:212) cited in Desta (2001) class size refers to the

number of pupils regularly schedule to meet in the administrative and instructional unit, known as class or section, usually under the guidance of a single teacher. However, class size can vary from country to country, from subject to subject. The current standard set for Ethiopian secondary schools recommends a class size of 40 students in a room with a total area of 46.00m². But it is not practical in our secondary schools and as much as 80 and more students are being overcrowded in a classroom whose area is mentioned above (MOE, 1995:3). On the other hand class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the students and teachers. The class size has its own impact in facilitating or hindering activities of teaching and learning. Concerning this Kumerra (2004:40) states the size of the class has great role in creating a conducive environment for the process of teaching and learning.

Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

2.12.3.2. Seating Arrangements

Among the inhibitive variables that influence students are learning for English speaking skills, the arrangement of the classroom, which rarely favors communication gained less attention from teachers (Byrne, 1987:1). According to Byrne, the seating arrangements need to be made according to the type of activities for oral practices.

As to grouping students for oral practice, Prodromou (1992) suggest the activity to be done by mixing active participants with students who are assumed to be less able during oral interaction. This helps those students who may have difficulty in speaking to practice how the active students manage their oral performance and share their experience. On a similar point,

Byrne (1986:79) states:

It is sometimes argued that lazy students will take the advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities than in regular class work. Laziness is not likely

to increase.

In relation to grouping students for oral interaction activities, the size of class has a big effect. Byrne(1986) remarks that organizing a classroom to suit speaking activities will influence the interaction and the success of the activity of enormously. Thus, a good arrangement is needed for students to speak in pair and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books.

As the class size increases, students face any of the following problems as explained by Smith (1961:59). These are lack of opportunity to discussion, inability to support independent study and oral communication with in the classroom from pupil to teachers are minimized.

2.12.4. Instructional Materials

Instructional materials are the device with instructional context or function that use for teaching purposes. These includes; books, textbooks, supplementary reading materials, audio visual and other sensory materials, scripts for radio, or television instruction, instruction sheet, and package sets of materials, for construction or manipulation. However, in this thesis, only, the text book will be examined in terms of contents and accessibility.

2.12.4.1. Shortage of Textbooks

Textbook play a very crucial role in the realm of language teaching and learning is considered one of the important factors in the second/foreign language classroom (All Wright, 1999). It is psychologically essential for student since many students working with a textbook feel secure and has a sense of progress and achievement. It serves as the basis of the content of the lessons, the balance of skills taught, and the kinds of language task students actively use. Thus, textbook provides ready-made text and learning tasks which are likely to be of an appropriately level for most of the class (Ur, 1996).

It is also viewed by All Wright (1999:25) as it is a resource book for ideas and activities rather than as instructional materials. He also states that it is an effective resource for self-directed learning and presentation of material, a resource of ideas and activities, a reference source for

students, a syllabus where they reflect predetermined learning objective, and support for less experienced teachers who want to get to ideas on how to plan and teach lesson as well as formats that teachers can use.

Hence in the process of language teaching teachers mostly depend on the text books designed for this particular purpose. However, effectiveness of the teaching-learning process can be determined by the contents of the textbooks prepared at different grade level. According to Brumfit (1984:114), “language-teaching classrooms, especially in foreign language situations, are not designed to make it easy for teachers to operate with an emphasis on use rather than usage and the traditional emphasis of many educational system will draw teachers towards a more or less meaningless manipulation for the linguistic code, heavily dependent on the textbooks which happen to be provided. Hence, assuring its accessibility to students is indispensable.”

2.12.4.2. Lack of Access to other Instructional Materials

A wide variety of materials have been used to support communicative approaches to language teaching. The advocators of communicative language teaching view materials as a way of influencing the quality of classroom interaction and language use. According to Larsen Freeman (1986: 1135-136), “...adherents of the communicative approaches advocate the use of authentic language material. The use of authentic materials with the lower level class is to use regalia that do not contain a lot of language, but about which a lot of discussion could be generated.”

Effective teaching is made practical when there is a wide use of instructional materials. The availability of different kinds of instructional materials facilitates the teaching learning process. Each instructional material has its own contribution to make a change in the learners’ behavior.

Furthermore, teaching children with the help of audio visual aids results in effective teaching, because it provides excellent opportunity for increasing their acquisition of language. In supporting this idea, Candlin(1981:53) indicate that , “if the purpose of English teaching is to enable the language learner to understand communication in all its modes as a way of priming his own utterances, it is no longer sufficient only to reproduce written texts in a course book. We

have to bring in audio-visual means of communication so that the entire learner's interpretive and expressive abilities can be developed.”

The objectives of using various instructional materials are to create teaching learning atmosphere in the class. This can be achieved to certain extents if the instructional materials are properly selected to meet the specific objectives of a given lesson. In supporting this, Nunan (1998:98) demonstrate that,

... a range of materials which can be exploited in a variety of ways is more useful than a comprehensive package, as the focus will be on assessing learners to do in class what they will need to be able to do outside, the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text sources as well as the students activities and tasks. The materials should also foster independent learning by raising the consciousness of the learners and making them aware of the learning process.

In general teachers should have select instructional materials on the basis of learners' interests, background knowledge and experiences. Materials of this type have a great role of promoting communicative language use in general and speaking skills in particular.

2.13. Factors that Cause Speaking difficulties to EFL Learners

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

- 1.*Inhibition.* Students are worried about making mistakes, fearful of criticism, or simply shy.
- 2.*Nothing to say.* Students have no motive to express themselves.
- 3.*Low or uneven participation.* Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- 4.*Mother-tongue use.* Learners who share the same mother tongue tend to use it because

it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually —motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he perseveres (Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005).

Furthermore, all the other subjects are in other language and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36).

Furthermore, —language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadevelu, 2003, p.27). It is worthy to mention

that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010).

Littlewood (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively non-essential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

There are some studies which have investigated the speaking difficulties encountered by EFL learners. For example, one study (Dil, 2009) investigated Turkish EFL learners' communication obstacles in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as poor feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as very good, good, and OK. Al-Lawati (1995) also investigated the difficulties encountered by Omani students in their oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the learners have not yet developed an adequate level in the basic abilities of the language. This is because—they think of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar. This results in having very few opportunities for students to practice the speaking skill, especially with the large number of students in class.

Another study (Ambu&Saidi, 1997) investigated some issues in teaching English speaking in a foreign language classroom and revealed that the huge number of students in the classroom, the insufficiency of the English teaching periods, and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties.

Additionally, because speaking is not tested, it is less emphasised by both teachers and students. This is consistent with Al-Lawati's (2002) findings in her study where students reported giving special attention to writing, reading, and listening tasks that are similar to exam items, and both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.

Al-Abri(2008) argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The word "methodology" refers to the overall strategy employed in the research process, as well as the manner in which the study was carried out and the techniques employed for data collection and analysis (Murry and Hughes, 2009 as cited in Dejene, 2013:46). Thus, the philosophical and theoretical underpinnings, research methodology that is the study's design, location, instruments for gathering data, and techniques utilized to accomplish the goals of the study are covered in this chapter. It provides a clear and concise description of the research venues, study participants, sampling techniques, data collection procedures, and data analysis methodologies. It also discusses the ethical concerns with the requirements and research methods used to carry out this study. Lastly, it offers the insights gleaned from the data collection procedure and the instruments employed in the pilot project.

3.2. Paradigms and Perspectives Underpinning the Research

There are four schools of thinking on knowledge: constructivism, pragmatism, advocacy/participatory, and positivism/post-positivism (Creswell, 2003; Laws, 2003). The conventional assertion that knowledge is absolute truth has been ruled by positivism. Post-positivism has acknowledged that while examining human behavior, it is difficult to be "positive" about our claims of knowledge. As a result, post-positivists stress the importance of looking at factors like observation and measurement that affect outcomes. Therefore, creating quantitative measures of observations and examining people's conduct take on great importance for a post-positivist. Therefore, post-positivists contend that in order to improve our understanding of the world, theories that govern it must be put to the test and improved. In this context, Creswell (2003:32) states that "When conducting research using the scientific method, which is the accepted methodology among post-positivists, an individual starts with a theory, gathers data that either confirms or contradicts the theory, and then makes the necessary adjustments before conducting additional tests."

Social constructivism is the second school of knowledge theory. People, according to this school of thinking, want to understand the world in which they work and live. They interpret their

experiences in their own subjective ways. The multiplicity and diversity of these meanings prompts the research to focus on the complexity of viewpoints rather than categorizing or reducing meanings to a small number of concepts. Put differently, real-world meanings are socially constructed and subjective. They are produced from interactions with others rather than just being ingrained in people by personal views. Instead of beginning with a predetermined theory, the researcher's goal, in contrast to positivism, is to make sense of or interpret the meaning that others have about the world.

Some researchers use an advocacy or participatory method to assert their knowledge. People who believed that post-positivist assumptions imposed structural rules and theories that did not sufficiently address issues of social justice gave rise to this idea in the 1980s and 1990s. The participatory approach emphasizes how crucial it is to provide a democratic and participatory learning environment that gives everyone the chance to overcome oppression and dominance, especially the disadvantaged. Academics who endorse the advocacy method contend that social constructivists fell short in their advocacy of an action agenda aimed at assisting neglected communities. This approach's proponents think that research ought to include a reform action agenda that might alter participant lives, the institutions where people live and work, and the researcher's own life. Furthermore, they contend that problems like alienation, oppression, dominance, empowerment, inequality, and suppression must be addressed. One of these problems is frequently the starting point for advocacy research (Laws, 2003; Creswell, 2003).

Pragmatists represent the fourth school of thinking regarding knowledge. As contrast to positivism, pragmatism emerges from situations, actions, and outcomes rather than theory. According to pragmatic knowledge, the issue is more significant than the approach taken to find a solution. Scholars employ various methods to comprehend the issue. A pragmatic approach to reality and philosophy is unbiased. This is relevant to mixed research methodologies because, in conducting their work, researchers make extensive use of both quantitative and qualitative presumptions. Researchers are free to select whatever study methodologies, methods, and strategies that best suit their goals and objectives.

The manner that knowledge is investigated and interpreted is influenced by the theoretical

framework or paradigm. The paradigm that is selected determines the purpose and goals of each given study. The selection of a paradigm serves as the foundation for all other decisions on study design and methodology. Because it enabled the researcher to use a mixed-method approach, the researcher has consequently adhered to the pragmatic knowledge claim in this study. This makes it possible for researchers to gather a wide range of data for their studies using both qualitative and quantitative assumptions (Creswell, 2009 & Johnson and Anthony 2013).

In order to explain the quantitative findings with the gathering and analysis of qualitative data, the researcher in this study used both quantitative and qualitative data. The researcher thinks that this paradigm makes it easier to look at how teachers and students actually contribute to improving students' speaking abilities.

3.3. An exploratory sequential mixed methods design

Using empirical data to answer the research questions made easier with the help of research design. Helping the researcher choose the right instruments, strategies, and procedures for data analysis is also essential. An exploratory sequential mixed methods design is study design, where the quantitative phase of data collection and analysis follows the qualitative phase of data collection and analysis. This study used An exploratory sequential mixed methods design due the need of having the qualitative data strengthen the qualitative data (John and Cress well 2018).

In order to obtain qualitative information from the respondents regarding the part teachers and students play in helping the students become better speakers, the researcher employed qualitative data gathering techniques. Such as: focus group discussions, interview, open-ended questions, and observation. To get quantitative data questionnaire was distributed for the student respondents.

Overall, the study used an exploratory sequential mixed methods design to collect both quantitative and qualitative data, giving the researcher enough proof of the roles both students

and teachers play in helping students become good speakers

3.4. The Setting of the Study

The Addis Ababa city Administration is home to the public secondary schools Bole Community and Andode Secondary Schools. The schools, Andode which is located in the Lemi-kura sub-city, and Bole Community which is located in the Bole sub-city, served as the research's setting. This indicates that the high schools were located in Lemi-kura, more precisely in the Bole sub-city, around CMC. The closeness of the schools for the researcher helps to frequently visit the schools to gather the data on a regular basis to successfully complete the data gathering process.

3.5. Sampling and Participants of the study

The schools , Bole Community and Andode Secondary were chosen using an approach known as convenience sampling. Convenience sampling involves the selection of participants based on their location or availability (Ackoff, 1958). Thus, this method was used to facilitate the researcher's easy selection of participants according to their relative accessibility (Kumar, 1996). Teachers and students in grade ten from Andode Secondary and Bole community schools participated in this study. These schools' English language instructors were chosen for observation and interviews. Tenth grade English is taught by thirteen English language teachers in these two schools. Five instructors from both institutions who were willing to participate in the interview were chosen by the researcher, with the assistance of the department heads. Thus, voluntary sampling was employed as a sampling strategy since only teachers who agreed to take part in the research were chosen; in voluntary sampling, individuals who meet the eligibility requirements and are eager to participate are chosen (Stanly Maurairiwa 2015).

Thus, ten teachers who participated in interview were chosen. Ten of the chosen respondents participated in the interview, and from the ten teachers four of them again chosen for observation .So four of them participated in both interview and observation. Lottery method was used to choose the four teachers who participated in the observation from the ten teachers who had already been chosen for interview.

However, in order to give everyone an equal chance, students were chosen by probability sampling, often known as random sampling. Thus, the full sample has an equal chance of success when using the probability sampling technique. This indicates that students are not specifically selected from the group; rather, they are selected through a mechanical process (CR.Kothari 1990). In other words, a mechanical procedure called systematic random sampling was employed. Systematic random sampling selects the first unit at random and selects the remaining samples at predetermined intervals (C.R. Kothari, 1990). Of the 600 students enrolled in the two schools, 180 (30%) were selected as study participants. Of these, 250 came from Andode, while 350 came from the Bole community.

The 250 students at Andode were split up into six classes: forty in three sections, forty-three in two sections, and forty-four in one section. Using the lottery approach, ten students were selected from each section. Thus, a sample of sixty students from this school was selected. There were 11 sections in Bole Community with 350 students ; two sections had 31 students and nine sections had 32 students. Ten students taken from the last section and eleven students were taken from the ten sections . So ,120 students were selected among these students. 180 students or 30% of the students, from these two schools took part in the study. For focus group discussion voluntary sampling was used and there were no volunteer student to participate in the focus group discussion from Andode secondary school , so 5 students who are willing from Bole community secondary school participated in the discussion.

3.6. Data Gathering Tools

3.6.1. Questionnaire

A printed form questions was employed as the questionnaire for this investigation. The sample students were given the English and Amharic language questionnaire according to their preference. The questionnaire's goal was to gather information about students' and their teachers' roles in speaking classes. Each of the six sections (themes) of the questionnaire had a different number of items. The first section, "Students' Role," had ten items; the second, "Teacher Role," nine items; the third, "Techniques Used by the Teacher," six items; the fourth, "Speaking

Strategies," seven items; the fifth, "Activities Used for Developing Speaking Skills," ten items; and the sixth, "Teaching Material," three items. The questions were measured using a 5- 5-point Likert scale (A=Always (5), U= Usually (4), S=Some times (3), R= Rarely (2) and N= Never, (1) and with(SA= Strongly agree (5) A= Agree (4) U= Undecided (3) D= disagree (2) SD= strongly disagree (1)). The data from the questionnaire was analyzed quantitatively

3.6.2. Observation

One kind of non-experimental technique is observation, in which scientists watch people as they go about their daily lives (Gall, M., Borg., & Gall, J.1996). Structured observation was employed in this investigation. When using structured observation as a research tool, a researcher should be aware of things like what they are going to observe. Describing what is observed in the studies are thought to be acceptable situations for structured observation. How should the observations be conducted? or how can the observation's accuracy be guaranteed? Thus, to have organized observation relevant data should be chosen, the manner of recording should be carried out under controlled settings, and the units to be observed should be carefully defined. (B. & Duck, S. (1991) & C.R. Kothari 1990).

In order to understand the responsibilities that teachers and students play in a speaking classroom, the researcher video recorded and took field notes. The video recorded with the consent of both teachers and students. A checklist which was adopted from was completed after watching a video recording of the classroom observation and taking a field note. This means the researcher filled out the checklist and made notes while watching the recording. Teams construct the checklist, which includes the teacher's role, students' role ,teaching strategies ,activities done in the classroom, classroom materials, and classroom organization. There were questions with yes/no responses for each team.

The researcher was able to identify how speaking skills were actually taught and learned with the help of the video recording, which also prevented from missing anything that happened in the classroom. The observational data were subjected to a qualitative analysis..

3.6.3. Interview

An interview was the other method employed in this study, since it provides insight into an individual's thoughts and emotions regarding a given circumstance. Thus, the researcher conduct interviews with teachers in order to get information from them that we are unable to see directly (Patton, 1990; Byers and Wilcox 1988: 12). Interviewing is a potent tool for assisting people in expressing their underlying understandings, feelings, and perceptions, claims Arkse (1999). Interviews can produce rich material that is unavailable in any other way, and they can support or be supported by additional data from observation or questionnaire replies. This was the primary justification for conducting interviews in this study.

For this study, the data collection method employed was a semi-structured interview; according to Hancock (1998), a semi -structured interview entails a thorough discussion of specific themes with the aid of a series of open-ended questions. As a result, in-depth information regarding the roles played by teachers and students in the speaking classes was gathered through this kind of interview. The interview questions were prepared prior to the questionnaire distributed to the students. However, following the students' completion of the questionnaire, it became necessary to add to and amend few of the questions because the students had brought up certain points, and the researcher wanted to double check with the teachers. Thus, several inquiries were added and changed. The ten teachers participated in an interview that consisted of seven questions in total. There were seven interview questions, all of which were prepared based on the study questions. A qualitative analysis was performed on the semi-structured interview data.

3.6.4. Focus group discussion

Focus group discussion conducted with the student respondents' .The purpose of having focus group discussion is to triangulate the data gathered from the students with questionnaire. Only five volunteers students from Bole community secondary school participated. The discussion held in an open air place and held with the students mother tongue (Amharic).There were five questions raised for discussion and the participant students were discussing on all the points raised. The discussion held one question after another and most of the participants gave their opinion on the issues raised.

3.7. Data collection procedure

The researcher visited the two schools and spoke with the directors in order to gather the data. The researcher briefed the department heads on the study after the directors forwarded the letter to the departments. The heads agreed to arrange for the researcher to speak with the teachers for the observation and interview once they were aware of the study's goal. The researcher was then scheduled to return in two days by the department heads of both schools. Then, for the observation and the interview, the researcher chose ten volunteer teachers, respectively. Following that, the researcher chose again four teachers for observation from the ten teachers and scheduled time for the first observation to be made after a week and talked with the teachers about the date of the observation and interview.

Since the researcher intended to first gather information from the students' questionnaire to compare what the students stated to what was actually happening in the classroom administered the questionnaire following the conclusion of the teacher discussion. The questionnaire administered with 60 students from Andode and 120 students from the Bole community with the department head's assistance. The sixty chosen students attended a single free class where they completed the questionnaire under the researcher's supervision. The 120 students in Bole community were divided into two rounds. In the first round, 60 students were brought to the one free class and asked to complete a questionnaire under the researcher's supervision.

Following a week, observations commenced, and it lasted for three weeks. The observed classrooms were those of the teacher respondents who took part in the interview. To prevent bias or to avoid giving away any information about what the researcher intended to see, the researcher conducted the observation before the interview. One week following the end of the observation, the interview took place. There were two reasons the interview was scheduled for the last. After reviewing the students' questionnaire responses, the researcher decided to make some changes to the questions. On the other hand, if the interview was done before of the observation, teachers might adjust the lesson based on the questions that were asked.

Thus, the researcher decided that it was preferable to conduct the interview following the observation. After the completion of data collection, the researcher conducted a quantitative analysis of the questionnaire and a qualitative analysis of the focus group discussion, interview, and observation.

3.8. Reliability and Validity of the Data Collection Tools

Reliability and Validity of the Questionnaire

The degree to which an instrument would produce same results if the measurement were made again under the same circumstances is known as reliability, or consistency. That means conducting the survey once with a group of respondents and then again with the same group later on. Next, we contrast the answers at the two intervals (Cresswell, 2018). An instrument's reliability increases with its degree of consistency and stability (Kumar, 2011:168). For this study there were forty-five items in the questionnaire. The total items' dependability was 0.925. This coefficient serves as a very useful reliability test indication. Additionally, each subscale of the questionnaire has a reliability coefficient ranging between 0.704-0.925, which falls between the best and soundest levels (George and Mallery 2003).

The degree to which the technique measures what it is intended to measure is indicated by its validity. An essential component of successful research is validity. Thus, both quantitative and qualitative research must be valid. Kumar (2011) and Selinger and Shohamy (1989:184) state that it addresses the idea that an instrument has the ability to measure what it is intended to measure. Validity of quantitative data can be increased by suitable instrumentation, careful sampling, and statistical analysis of the data. Both face validity which deals with an instrument's questions having a logical connection to the study's goal and content validity which examines if the items fully capture the spectrum of the problem or attitude being measured are present in this work.

Validity and Reliability of the Interview

Creswell (2013) states that evaluating the "accuracy" of the findings or the reliability of the data as best expressed by the investigator, the participants, and the readers constitutes validity in qualitative data. Furthermore, the consistency of the interviewees' responses in the study is referred to as dependability in qualitative (interview) data. A thorough explanation and a strong bond between the participants and the researcher can improve it. Credibility in this study pertains to the reliability of answers or data from interviews about the part that teachers and students play in helping students become more proficient speakers. Furthermore, the similarity of the interviewees' responses to every research interview topic is referred to as dependability.

As a result, the researcher attempted to increase the results' credibility and dependability by carrying out the following steps. In order to assess whether the interview questions were pertinent, appropriate, and sufficiently explicit to address the study's research aims, a panel of experts evaluated and provided feedback on the questions during the pilot study phase. Their feedback helped to enhance the questions. Through the pilot study, the validity of these interview questions was also examined. During the pilot study defense, the examiners also provided input. The participants were asked if they are volunteer to take part in the interview. They were also told that the data they disclosed would be anonymous and kept private.

They were also informed that the research findings of this study were qualified by the information they provided. In addition, the researcher showed the participants concern and attention during the interview in order to build rapport. In order to triangulate results of the quantitative data analysis, this was done in order to obtain genuine and trustworthy qualitative data.

3.9. Ethical issues

Professionals are expected to abide by standards of ethics in all aspects of their work. Similarly, when doing research, both the participants and the researcher should abide by the appropriate protocols and guidelines for doing research as well as the code of conduct. As a result, the

researcher adhered to the subsequent research principles. The researcher first spoke with the principals of the schools about the research and the researcher. The researcher was able to meet with the department heads after the principals understood. The department head then assisted with the teachers meeting. The participants and the researcher met in person to discuss the research matter, how they may help with the researcher in providing the kind of information requested, and how the information relates to the study.

They are also told that their identities will remain anonymous and that the information they submitted will be kept private. The participant's consent was obtained before the researcher conducted the observation and the interview. In a similar vein, the purpose of the study was explained to the student respondents, and the questionnaire administered with their consent. In order to prevent bias, the researcher made an effort to remain impartial and attentive when interpreting the results.

3.10. The pilot study

To assess the viability of some essential data gathering techniques or instruments for the primary study, a pilot study is carried out. The large-scale investigation's technique was based on its findings. Consequently, the purpose of the pilot project was to test research methods, data collection tools, sampling choices, and techniques before moving forward with the main study. As a result, the purpose of the pilot project was to evaluate the data collection instruments for the main study, which will examine how teachers and students can help students improve their speaking abilities. There were five EFL teachers and fifty student participants in the study. They were specifically chosen from the secondary school of Derartu.

The investigator employed a combination of quantitative and qualitative methods to gather data, including focus groups, semi-structured interviews, observations, and questionnaires. The student respondents were given the questionnaire and focus group discussion. The teacher respondents were involved in interview, observation,

Tables, verbal descriptions, and themes derived from the research questions were used in the analysis. The researcher gained a great deal of knowledge both in setting up the instruments and

in gathering data, with the following key takeaways. The following were the lessons learned from the pilot study:

- Some students were asking each other questions because they couldn't comprehend some of the English-language questions that were provided for the questionnaire. The questionnaire was administered by the researcher, who also assisted the students with translation. The questionnaire for the main study, however, were either be translated into the local tongue or prepared in it. In that instance, the students find it easy to understand the questions on their own and don't feel the need to seek assistance from others.
- The researcher intended to record certain things from the student's exercise book while making the observation. On the other hand, writing was challenging during the recording. Therefore, a co-recorder were used for the main study's recording.
- All interviewees participated in the English-language interview, but the researcher noticed that the respondents were not answering freely, preferring to clarify the situation in their native tongue. They would have spoken more in the interview if it had been done in the native tongue. Thus, the interview for the main study was prepared in both the local tongue and English. The researcher either excluded or replaced the questions listed under "strategies" since they already pertain directly to the function of teachers.
- Furthermore, a question about the frequency of the teacher's translation or interpretation of nearly all of the students' responses was included under the section on teaching strategies. Since it appears to be well known, different questions were used in its place for the main study.
- The researcher discovered that the questionnaire and observation were effective. It becomes necessary to ask a lot of questions during the questionnaire completion process, the observation process, and even when residing in that facility. It could be challenging to find the teachers again, pose the questions, and record the interview if it is done first. Therefore, doing the interview as soon as possible was beneficial since it allowed the researcher to make any necessary modifications to the questions and allowed the teachers to address any concerns the researcher may have.
- The fourth research question in the questionnaire, which questioned about factors influencing the student's participation, was left out. For the main study it was added.

- Regarding the researcher, the pilot study helped the researcher figure out how to organize the main study data collection process as well as the research methods in general. The examiners and adviser's feedback was also integrated into the primary study. Overall, because a valuable lesson was learned from the pilot study, it was crucial to do the larger investigation.

CHAPTER FOUR

4. Data Analysis, Findings and Discussion

4.1. Introduction

As stated in the preceding chapter, the study employed an exploratory sequential mixed methods design. An exploratory sequential mixed methods design is where the quantitative phase of data collection and analysis follows the qualitative phase of data collection and analysis. Both the quantitative and qualitative data were collected from grade 10 EFL teachers and students in Addis Ababa government secondary schools. The main objective of this research was to investigate the student's and teachers' roles in improving the students' speaking skills. Having this basic objective in mind, the researcher attempted to present in-depth analyses and discussions of the data collected through various instruments.

The quantitative data obtained from the questionnaire were presented in tabular form before the qualitative data. Following the quantitative analysis, the qualitative data gathered through classroom observation presented one teacher after the other. The interview data analysis was presented thematically with the teachers verbatim. Next to interview analysis the focus group data was analyzed thematically with students verbatim and presented in brief. The data collected through open-ended questions of the questionnaire was also discussed with interviews and focus group discussion.

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4.2. Analysis and Discussion of the Questionnaire

Table 1. Student's role in speaking

A=Always(5) U= Usually (4) S= Sometimes (3) R= Rarely (2)N= Never (1)

No	Questions	A	U	S	R	N
1	I speak English outside the classroom.	0	0	21 (11.7%)	84 (46.7%)	75 (41.7%)
2	I ask my teacher for clarification when I don't understand what he/she says.	0	0	28 (15.6%)	72 (40.0%)	80 (44.4%)
3	I ask my teacher or classmates to correct errors in my speaking.	1 (0.6%)	6 (3.3%)	18 (10.0%)	88 (48.9%)	67 (37.2%)
4	I participate in pair and group work.	6 (3.3%)	15 (8.3%)	30 (16.7%)	86 (47.8%)	43 (23.9%)
5	I listen to the discussion and report back to the class.	0	0	19 (10.6%)	66 (36.7%)	95 (52.8%)
6	I try to correct myself when I feel that I am not using the correct form while speaking.	4 (2.2%)	13 (7.2%)	23 (12.8%)	96 (53.3%)	44 (24.4%)
7	I plan my way of developing speaking skills.	12 (6.7%)	23 (12.8%)	22 (12.2%)	86 (47.8%)	37 (20.6%)
8	I am willing to do speaking activities	17 (9.4%)	29 (16.1%)	11 (6.1%)	83 (46.1%)	40 (22.2%)
9	I discuss ideas about language learning problems and effective speaking strategies with my teacher and classmates	0	1 (0.6%)	23 (12.8%)	71 (39.4%)	85 (47.2%)
10	I evaluate my weaknesses and strengths in speaking English	1 (0.6%)	2 (1.1%)	26 (14.4%)	79 (43.9%)	72 (40.0%)

Practicing the speaking of the targeted language outside the classroom is a must to improve the skill(Atkins 1995). Of the student respondents 46.7% and 41.7% of them said they rarely and

never do the practice outside the classroom and only 11.7% said sometimes. This shows that students do not use the language outside the classroom. This is also confirmed by teacher respondents in the interview as teachers do not give them tasks to do outside the classroom to make them use the language. About asking questions in English for clarification 40% of them said rarely and 44.4% of them said never and about asking teachers or classmates for correction above 48.9 % and 37.2% of the respondents reported they rarely and never ask. Only 10% and 3.3% of them reported that they sometimes and usually use English for asking questions and asking for help in the classroom. In the interview, the teacher respondents also said their students use their mother tongue most of the time to communicate with each other and with their teacher. In the observation, the researcher also observed when students were using their mother tongue to ask questions or to communicate with their teacher and classmates.

Students need to be involved in activities that can help them interact with each other to learn speaking like in pair and group work activities (Kyriacou 1998 and Bygate 1987). However according to the respondents' students rarely and never participate in pair and group work activities that is 47.8% and 23.9% of the respondents confirmed. Only 16.7% and 8.3% of them confirmed that they sometimes and usually use it. They also said they rarely and never (36.7% and 52.8%) listen and are involved in discussions and reports that are in English. It is also said the same in the interview; teachers confirmed that students hardly participate in any activity that needs their engagement.

In addition, 47.8% and 20.6% of them said they do not often plan to develop their speaking skill, and 53.3% and 24.4% said they rarely and never do self-correction while speaking or when they feel they are not right. From the student's focus group discussion and the teacher's interview respondents confirmed that they don't usually do the speaking and most of the learners are not interested or ready to think of how they can learn better. So there is no chance for them to make a mistake and do the correction because they don't even try it; even when they make mistakes they don't bother much; so they do nothing to correct.

Regarding the willingness of the learners to do speaking activities, 46.1% and 22.2% of them reported that they are rarely and never willing to do speaking activities. The teacher respondents also said the same; even if they go to class with speaking activities the response they get from the

learners is very passive so they stop even planning to have speaking activities. The focus group discussion also confirmed that learners are not willing to be involved in the speaking activities.

Learners rarely discuss language learning problems, and effective learning ways and evaluate their weaknesses. Most of the respondents confirmed that the students are weak in evaluating their strengths and weaknesses. From the interview and focus group discussion, the researcher also learned that the learners do nothing to find out their problem and look for solutions instead they prefer to go the easy way only and expect everything from their teacher.

This implies that the students are not playing their role. Learners are the ones who were supposed to play the vital role of making themselves learn the speaking skill. However, it seems they don't know exactly the kind of role that they have to play. So the majority of the learners do not perform most of the activities that they are required to perform to improve their skills. If they are not involved well, it is a must for them to be passive. In addition, this shows that the way they are learning the skill is not forcing them to get into the practice of the skill.

Generally, speaking as a skill it requires the direct involvement of the learner and the learning. However, as the student's questionnaire indicates learners are not doing the task that learning the speaking asks. So it is possible to say learners' are not playing their role.

Table 2. Teacher's role

SA= Strongly agree (5) A= Agree (4) U= Undecided (3) D= disagree (2) SD= strongly disagree (1)

No	Our teacher:	SA	A	U	D	SD
1	Makes the classroom student-centered	0	2 (1.1%)	36 (20%)	114 (63.3%)	28 (15.6%)
2	Presents the language we need to practice speaking systematically and meaningfully	0	3 (1.7%)	35 (19.4%)	99 (55.0%)	43 (23.9%)
3	Gives us chances to participate in speaking activities	0	1 (0.6%)	23 (12.8%)	121 (67.2%)	35 (19.4%)
4	Encourages us to say something in English	0	1 (0.6%)	21 (11.7%)	114 (63.3%)	44 (24.4%)
5	Gives us an appropriate amount of time for practice	0	1 (0.6%)	19 (10.6%)	96 (53.3%)	64 (35.6%)
6	Monitors our performance to see how satisfactory it is	0	0	23 (12.8%)	95 (52.8%)	62 (34.4%)
7	Provides us with activities for free expressions	0	2 (1.1%)	20 (11.1%)	94 (52.2%)	64 (35.6%)
8	Teaches us speaking strategies barely	0	1 (0.6%)	19 (10.6%)	84 (46.7%)	76 (42.2%)
9	Advises us to use our strategies to learn to speak	2 (1.1%)	1 (0.6%)	19 (13.8%)	71 (39.4%)	87 (48.3%)

To know how the teachers are implementing their role in teaching speaking nine questions were prepared and distributed to the students. From the 180 students who responded to the questionnaire 63.3% of them disagreed about the teacher's making the classroom student-centered and only 1.1% of them said agreed. This indicates that teachers do not make an effort to make their classrooms student-centered and the class they prepare is teacher-dominated. In addition above 55% of the respondents confirmed that teachers don't present the language that the students need to practice in speaking systematically and meaningfully. About giving them chances to practice speaking activities 67.2 % of them disagreed and only 0.6 % of them agreed. This implies students are not given enough chance to practice speaking. This is also confirmed in the interview that teachers dominate their classrooms. Because the lesson they come with to the classroom and the way they deliver it doesn't involve the learners.

In teaching speaking encouraging the students to practice is the main role of the teacher. However, 63.3 % of the respondents confirmed that they are not encouraged by their teachers. About having enough time to practice 53.3% of them said disagree and only 0.6 % of them said agree. So this clearly shows that teachers don't give their students enough time to practice and even help them engage in practice. The interview also shows the same; most of the time teachers don't go to class with speaking activities so there is no way they can encourage their learners to practice and get in the task.

About teachers providing activities with free expression 52.2% of them replied negative. For teaching speaking strategies 46.7 % and 42.2% of them again reported that they disagree and strongly disagree as teachers are not teaching them speaking strategies and not advising their students about the good strategies they should use to improve their speaking skills. In addition about their teacher advising students to use different strategies to learn to speak, 39.4 % of them disagreed and 48.3% of them strongly disagreed.

This shows that teachers are not worrying much about giving the students learning strategies and free activities and also not evaluating their performance. It is easy to observe as the students are not much assisted by their teachers to learn to speak. It is also confirmed in the interview that teachers are not paying much attention to the students speaking improvement; as a teacher, there are different roles they are expected to play but as the data shows they are doing none of it. This

indicates teachers are the one and very big reason for the learner's passiveness. And seems they are unable to play their role well.

Table 3. How teachers teach

1 . Techniques used by the teacher

A=Always(5) U= Usually (4) S= Sometimes (3) R= Rarely (2)N= Never (1)

No	Our teacher uses :	A	U	S	R	N
1	Dialogues /conversation	0	4 (2.2%)	39 (21.7%)	88 (48.9%)	49 (27.2%)
2	Interview	0	7 (3.9%)	18 (10.0%)	78 (43.3%)	77 (42.8%)
3	Translation /interpretation	61 (33.9%)	84 (46.7)	33 (18.3)	2 (1.1%)	0
4	Panel discussion and debating	0	1 (0.6%)	4 (2.2%)	68 (37.8%)	107 (59.4%)
5	Oral report and debate	0	2 (1.1%)	8 (4.4%)	61 (33.9%)	109 (60.6%)
6	Storytelling	2 (1.1%)	4 (2.2%)	8 (4.4%)	37 (20.6%)	129 (71.7%)

Dialogue is a very common technique that is used by teachers for speaking practice (Byrne 1987); however, 48.9% and 27.2% of the respondents said it is a rarely and never used technique to teach Speaking, and for interview above 43.3 % and 42.8% of the students said it is not a technique used often. On the other hand, translation is usually used by teachers 33.9% and 46.7% of them said it is an always-used technique.

For the panel discussion, most of the respondents confirmed that it is not a usually used technique; because 37.8% and 59.4% of them said it is a rarely and ever used technique. About oral reports and debates above 60.6 % of them said it is not a very often used technique. The same was reported for storytelling; 71.7 % of the respondents said it is a rarely used technique.

Dialogue, panel discussion, interview storytelling, etc. are the main techniques (activities) to teach Speaking; because each activity fully involves the learners. However, most of the respondents said it is a rarely used technique by the teachers.

We can see from the table that teachers do not usually teach speaking skills using speaking activities. This is also confirmed from the interview; as the teacher respondents said they don't much use activities that help students practice speaking because teachers simply come to the classroom with activities that don't much involve the learners; so the only interaction they make is when they ask a question and when they give instruction. This implies that teachers are not using the main techniques to teach speaking. So the students are not passing through the right speaking practice because teachers are not using the techniques that let students make the speaking practice.

Table 4. Speaking strategies

SA= Strongly agree (5) **A=** Agree (4) **U=** Undecided (3) **D=** disagree (2) **SD=** strongly disagree (1)

No	Our teacher:	SA	A	U	D	SD
1	Helps me discover what ways of learning work best	0	4 (2.2%)	32 (17.8%)	99 (55.0%)	45 (25%)
2	Helps me use language in different activities		1 (0.6%)	30 (16.7%)	107 (59.4%)	42 (23.3%)
3	Shows or teaches me different speaking strategies		1 (0.6%)	21 (11.7%)	93 (51.7%)	65 (36.1%)
4	Helps me find quick ways of recalling what I have learned through.....		3 (1.7%)	18 (10.0%)	104 (57.8%)	55 (30.6%)
5	Helps me with error correction		7 (3.9%)	14 (7.8%)	94 (52.2%)	65 (36.1%)
6	Encourages me to speak English outside the classroom		2 (1.1%)	17 (9.4%)	66 (36.7%)	95 (52.8%)
7	Helps me not be too much concerned about accuracy	1 (0.6)	2 (1.1%)	18 (10.0%)	83 (46.1%)	76 (42.2%)

According to the student's report teachers don't include strategies that help students learn best because 55% of the respondents disagreed about the help of their teacher to discover what ways

learning works best. 59.4% of them again reported their disagreement about their teacher's help to make them know about strategies for how to use the language in different activities.

In addition, teachers are not teaching their students different speaking strategies because 51.7% of the students disagree with the question that says teachers teach or show me different speaking strategies. This is also true in the interview teachers said they don't bother much about teaching the students speaking strategies. As the table shows 52.2 % of the students confirmed that teachers are not helping them with error correction.

Regarding teachers encouraging students to speak the language outside the classroom above 50% of the respondents reported that teachers do not encourage them to speak the language outside the classroom. Even if they try to speak 46.1% and 42.2% of them show their disagreement and strong disagreement about the help they get on accuracy from their teacher. They don't get help from their teachers not to worry about accuracy.

So it is seen that teachers are not using different strategies to teach the learners. The main job of the teacher is finding and using different strategies that can help learners learn more. However, it seems teachers are not paying attention to what helps the learners. If teachers are not coming up with different techniques and strategies to teach learners, there is nothing that learners do by themselves.

Table 5. Activities used for developing speaking skills

A=Always(5) U= Usually (4) S= Sometimes (3) R= Rarely (2)N= Never (1)

N o	How often do you do:	A	U	S	R	N
1	Information gap activities like sharing ideas in English?	0	3 (1.7%)	33 (18.3%)	92 (51.1%)	52 (28.9%)
2	Problem-solving activities (puzzles)?	0	0	26 (14.4%)	81 (45.0%)	73 (40.6%)
3	Role play activities (taking the role of the others and acting)?	0	0	21 (11.7%)	86 (47.8%)	73 (40.6%)
4	Group discussions?	7 (4%)	15 (8.3%)	21 (11.7%)	78 (43.3%)	59 (32.8%)
5	Project-based activities (performing certain tasks to learn to speak)?		1 (0.6%)	16 (8.9%)	71 (39.4%)	92 (51.1%)
6	Preparing monologues (in which each of you is asked to prepare a talk about a hobby or personal interest for two or three minutes)?	0	1 (0.6%)	7 (3.9%)	67 (37.2%)	105 (58.3%)
7	Drills (dialogues) in which one person asks a question and another gives an answer.	0	1 (0.6%)	11 (6.1%)	84 (46.7%)	84 (46.7%)
8	Opinion gap activities, involve identifying and articulating personal feelings or attitudes.	0	0	11 (6.1%)	81 (45.0%)	88 (48.9%)
9	Reasoning gap activities in which you reason out something?	0	0	12 (6.7%)	66 (36.7%)	102 (56.7%)
10	Activities of picture stories?		1 (0.6%)	9 (5.0%)	49 (27.2%)	121 (67.2%)

According to the respondents information gap activities are rarely and never used activities because 51.1% and 28.9% of them said so and problem-solving activities are rarely and never given activities too by their teachers as it is confirmed by 45.0% and 40.6% of the respondents. In addition, role-play activities are not usually used activities because 47.8% and 40.6% of them said not usually used. Group discussion and project-based activities are also rarely given activities as above 43.3% and 32.2% of the respondents said it is a rarely and never used activity; for project-based 39.4% and 51.1% of the students said it is also a rarely and never used activity. This is also true from the interview; they said they only worry about portion coverage and stick to the text. Even from the text they choose activities and they don't include the speaking activities in their lesson and don't care about the kind of activity they are coming with to the classroom whether it is teaching the skills or not.

Monologs and drills are also never-used activities because 58.3% and 46.7% percent of the respondents said they are never-used activities. Opinion and reasoning gap activities and pictures are activities that are very interesting for the students. While doing the activities the students use or practice the language very well. However, according to their report above 50 % of them reported that they are activities that they are not familiar with because they are rarely given activities.

This implies that this is the main reason for the students' weak speaking performance because most of the activities that should be used to practice speaking are not usually used. So if the activity that helps improve the skill is not frequently used there is no way for the learners to involve in the learning of the skill.

4.3. Analysis and Discussion of Observation

Three observations were conducted in two government schools with grade ten students. The researcher video-recorded the observed classes and what was observed in those classrooms was analyzed in different teams: The students' and, teachers' role and Techniques of teaching was analyzed as follows.

4.3.1. Analysis of Observation

Observation is one of the qualitative data collection methods in this study for teachers (Teacher 1, Teacher 2 from Bole Community Secondary School, Teacher 3 and Teacher 4 from Andode Secondary School) and each teacher observed three times; that means a total of 12 observations were conducted in two government schools with grade ten teachers. The researcher video-recorded the observed classes and filled out the checklist from the video.

As indicated in 3.4.1, the data in this phase are analyzed and presented based on Pearson's approach (1988). In Pearson's approach, the teacher's brief introduction of professional background is followed by the summary of the lesson before the analyses. In this study, therefore, the summary of each lesson is presented with a brief introduction of the teacher's background before the analyses and discussions of the full data.

Teacher: Teacher 1

Observation: I

Grade: 10-1

Teacher One got a BA degree in English from Haromaya University and an MA degree in TEFL from Addis Ababa University, which is the most popular university in Ethiopia. He taught English for more than thirty years in various regions of the country. In his career, he taught many students in junior and high school.

As indicated above, Teacher One's lessons were observed 3 times. This teacher seemed confident and entered the class with a smiling face. As soon as Teacher 1 entered class, he

greeted students and put his books on the desk in front of the blackboard. Next, he wrote the lesson topic and four questions on the blackboard, which was already clean. The students or the teacher who had been teaching before him might have cleaned the blackboard. The teacher didn't revise or say anything about the previous lessons this time, but he simply started by telling them that today's lesson is speaking and asking what they know about the title ' advertisement and the four written questions on board.

Despite the silence throughout the 72 students (two classes merged because one teacher was absent) in the classroom, he kept on asking the four questions in different words. However got no reply from the students. Then he told the students to think about the questions individually, and then discuss them in pairs (with the student sitting next to them). The seats were not convenient for forming groups as they were fixed with the other seats. After giving the instruction, the teacher was moving in between the students; seems wanted to help them but no student asked for help and the teacher also didn't get close to any of them to see what and how they were doing. In the meantime, some of the students sat idle, and some were heard talking in Amharic with low voices. Although the teacher heard students speaking Amharic here and there, the lesson was speaking but he did not try to encourage them to speak in English.

After the teacher tried his best to let them discuss the question among themselves, he tapped the desk to stop the discussion. Then he spent some time asking the same question, and some students answered the questions (from 72 students only 3 students answered) finally, the teacher himself answered the unanswered questions and passed them to the next activity.

The next activity was a role-play activity the teacher listed items and told them to advertise the listed items. He told them to assume themselves as a company that produces the listed items and advertises them to the customers. He didn't tell them how they could prepare; simply he gave them the instruction and continued moving between them. This time two students asked for help and he explained, and he explained to them in Amharic. After a while, the teacher asked them to do the role play only one student did the rest of the students kept silent. The teacher kept asking the students to do the play but no student raised a hand. Then the teacher told them that he would

give incentives this time two students raised their hands and performed. But next to them no student was willing and the teacher ended the class. So, from the total of 72 students in 45 minutes speaking lesson only 5 students practiced speaking and these 5 students used a total of 9 minutes to do their speaking practice.

Teacher: Teacher 1

Observation: II

Grade: 10-2

The teacher came to the class and told the students to sit properly and take out their exercise books, then the teacher started the lesson by asking questions from the previous day's lesson(it was a vocabulary lesson, and seemed the teacher wanted to have speaking class using question and answer) but the questions are from the activity which was already checked the only thing the students did was telling the answers by looking at their exercise books. From 31 students 5 students participated in reading the answers from their exercise books. After finishing this activity again the teacher started to ask questions from another activity still it is a checked activity by the teacher because the teacher's signature is already there. This time 9 students participated nine students eight of them were female students.

The very shocking part of this observation was observing the teacher making fun of one student who couldn't read properly. The student can't read many words properly and the teacher knows that he was asking him to read different words making the class laugh at the student. After 18 minutes of revising the previous lesson, the teacher passed to the day's lesson which is 'so and such'. The teacher discussed the use and how to use 'so and such' with examples. After finishing the explanation started to ask questions only one student raised to answer the three questions but the teacher let the student answer only the first question and gave the chance to other students to answer the two questions but no student answered. So the teacher answered them and passed and the class ended.

Teacher: Teacher 1**Observation: III****Grade: 10- 1**

The teacher came to class as usual greeted the students and told them to sit properly and take out their exercise and textbooks. The researcher made the first observation with teacher one in this class and this is the second time. He introduced the day's lesson 'Drug'. The teacher started to ask the students what they knew about drugs, but no student raised their hand then he started calling the names of the students the three students tried to answer. Then the teacher told the students to discuss in groups what they know about, how the drug is used, and what it is used for. After five minutes he asked the students to present to the class what they had discussed. However, the students were not ready and no student did the presentation he asked for. The teacher instead of giving them more time to get ready got annoyed and passed on vocabulary questions. He wrote the vocabulary on the blackboard and told them to look for their meanings. The words are from the text and on the student's textbook they are written with their meaning. So the students copied the meanings from the book and started to tell the answers to the teacher. Then for a while, he did question and answer with the students defining the words until the time ended.

Teacher 2**Observation: I****Grade: 10- 4**

Teacher II got a BA degree in English from Kotebe University and MA degree in TEFL from Addis Ababa University. He taught English for eight years in Addis Ababa at different schools.

The observation made with teacher one and teacher two is on the same day and their lesson plan was the same. So the lesson topic observed was the same advertisement. The teacher came into class greeted the students, told them to sit properly wrote lists of advertisements with the place where the advertisements could be found asked the students to match them, and gave them a few minutes. After a while, the students finished and started telling the teacher their answers. Then

the teacher put the students in pairs and told them to prepare an advertisement for the product they wanted to advertise. The students took more than ten minutes to get ready for the activity given. Some students were doing the activity given but most of the students were discussing other issues and two students didn't understand the instruction and called and asked their teacher for help. He explained to them then happily they started to do their job. When the time for preparation ends the teacher asked them to come out in front of their friends and do the advertisement. Four students from a total of 31 students came out and did the advertisement. The rest of the students refused the teacher begged them to come out and do the practice but the students refused. After a while, the class ended.

Teacher2

Observation: II

Grade: 10- 3

The teacher entered the class, greeted the students, and wrote on the board the day's lesson 'Library' with a few questions:

- What do you know about library?
- Where do you read different books?
- What kind of books do you prefer to read in the library?

Then the teacher started to ask students what they knew about the word library and the three questions written. Two students defined the word library from their context and the same two students answered the remaining three questions too. The teacher didn't give them any minute to think about the questions. Instead immediately after he finished writing the questions he started asking the students to answer them. However, except two students, the whole class was mute.

Then the teacher moved to the previous grammar lesson they learned and started to revise the relative clause and asked the students to list relative pronouns and one student listed them. After asking them a few more questions about relative clauses the teacher told them to copy questions about relative clauses from their textbook as their class work. Then the students started working

on the questions after a while the 45 minutes were gone and the class ended. So the classwork turned into homework.

Teacher: Teacher 2

Observation: III

Grade: 10- 5

The teacher came into the class and told the students to sit properly pay attention and take out their exercise books. The students took out their exercise books and two grammar activities were already checked (marked) by the teacher in the previous day like teacher one. Then the teacher wanted to do it with the students again. As I said before it is already marked even though the teacher wrote correction for the wrong answers. So the only thing the students did was telling the answers to the teacher for each question by looking at the answers from their exercise books. This time half of the students participated in reading the answers for the two activities.

After finishing revising the activities the teacher started the day's lesson which is 'relative clause' and explained. The explanation was supported with examples and with questions. Only one student raised her hand to answer the questions. However, the teacher let her answer only the first, and for the other two, the teacher made the other two students answer by calling their names. Meanwhile, they refused to answer; so the teacher answered and passed. The teacher told the researcher that the day's lesson was speaking but they were about to take a mid-exam so he wanted to revise for them. Then the teacher again passed to revising another previously done activity and kept on revising. After revising for 25 minutes he introduced the day's lesson speaking and wrote three shopping situations and asked the students to prepare a role-play. The students started doing the activity but the time was gone and the class ended before they practiced the activity.

Teacher: Teacher 3

Observation: I

Grade: 10 - 1

Teacher three is not an English graduate; he got his first degree in sociology and his second degree in journalism and communication from Addis Ababa University. He has twelve years of teaching experience. He taught ten years out of Addis Ababa and two years in Addis Ababa.

The teacher came to class greeted the students and told them to take out their exercise books and textbooks. He waited for a while till the class calmed down. Then started to revise the previous lesson which is about modal verbs which are should, shouldn't, have, have to, ought to, must, and must not. Writing this on the blackboard the teacher started asking the learners their use. In this school, the number of students is 40 and above. The teacher kept on asking questions it seemed most of the students were not listening they talk each other and the class was very noisy; the teacher talks the students talk too.

After a while, the teacher gave them a pair work activity to make them talk on these issues using modals; smoking, drugs, and alcohol. It was a pair work given for five minutes and some students were sitting alone then the teacher changed their place to make them have a pair. But one student was sitting alone not doing the activity. They were told to make a list of two sentences using modals about drugs, smoking, and alcohol. The students started discussing the pair work. While they were doing the pair work the teacher started helping the students by moving from chair to chair. And made it clear that they have to talk about the effects and the results. Again the teacher told them moving between them not to discuss in Amharic and that they have to use only English. The discussion of the pair work continued for 7 minutes and the teacher continued helping the students. The teacher said it was time to make the presentation or report what they had discussed. He started to ask the students to report. Six students did the assignment. While the students presenting, most of the students were talking. The teacher warned the students who were talking and gave them a chance again to do it but they didn't. Then the

teacher summarized the lesson giving suggestions using the modals and he told them to write sentences with modals as homework for the next class and ended the class.

Teacher: Teacher 3

Observation: II

Grade: 10 - 2

Teacher three came to class greeted the students and told them to take out their text and exercise books and pay attention. Then he started revising the previous lesson by asking questions. These students like other students observed they didn't give answers only two students raised their hands. But the teacher wanted to give the chance to those who were not raising their hands and started to call the students names. The students who called were not willing to answer and the teacher came back to the students who raised their hands. After he ended the revision introduced the day's lesson which was a dialogue on the listed problems (addiction, drugs, alcohol, stealing, forgetting to do homework, and unemployment). The teacher told them to prepare a dialogue by choosing one of the problems.

The students took a few minutes to finish the activity and some of the students needed their teacher's assistance. He assisted them well, but while preparing the students were using Amharic. Preparing for the dialogue took more than 15 minutes. Then the teacher told the students that it was time to end the discussion and started to ask for the first pair to perform the dialogue. Two students raised their hands and performed the dialogue. However, the rest of the students remained silent; the teacher continued asking, even calling the students' names but they refused. After repeatedly calling, he gave a few warnings, three students came out and performed the dialogue and the class ended.

Teacher: Teacher 3

Observation: III

Grade: 10 - 1

This class was observed before, as he did before the teacher came to class greeted the students, and told the students to take out their exercise books. As other teachers did the teacher revised

the previous lesson with question and answer. Few students participated in answering the teacher's questions. After the revision ended the teacher introduced the day's lesson which was a speech and presentation. He told them to make a speech about an old friend and gave them time to get ready. It was homework (the students were told to do it at home and come) the time they were given in the classroom was to get organized and get ready for the presentation.

Then the teacher said it was time up and time to do the presentation. Waited for the students to raise their hands only two students raised their hands and performed the presentation. Then he waited for the other students to raise their hands but no one raised them. The teacher started to call their names and invited them to come to the front and do the presentation. Most of the students invited didn't do the homework only a few students did it. The teacher warned the students who didn't do the homework and told them to do their homework and ended the class before the time ended.

Teacher 4

Observation: I

Grade: 10: 3

Teacher four has a BA degree in English from Adama University and he has 16 years of work experience in different parts of the country. The teacher came to class greeted the students and told them to take out their exercise and textbook. Like every other teacher, he revised the previous lesson with question and answer. The previous lesson was grammar about modal verbs and he asked students a few questions and three students raised their hands to answer. Unlike the other teachers, this teacher is very aggressive and repeatedly uses disrespectful words and seems students are scared of him and his class is a silent class than the other classes observed.

After he finished the revision he told them to open their textbook and look at the title drug and started asking brainstorming questions from the total of 39 students three students raised their hands and answered the questions the rest kept silent. The teacher started asking students by calling their names. They tried to answer due to the fear they had of the teacher however the answer was wrong the teacher made them come out and nail down which is a little bit strange.

Finally, he did the answer and passed it to the next lesson. The activity that the students were expected to do with the title drug was a speaking activity he wrote for them five questions about drugs and told them to ask each other the one asks and the other answers. He gave them ten minutes to get ready. While they were preparing for the dialogue the teacher was writing something sitting on the teacher's seat. It looks like some of the students needed his assistance but he didn't ask them and the students are afraid of asking him. After a few minutes, he asked them to start presenting what they did. He didn't ask them to raise their hands he started calling students according to their roll number. Surprisingly all the called students tried the time was enough for 10 pairs of students all did well. Then the time gone and the class ended.

Teacher 4

Observation: II

Grade: 10: 4

The teacher entered to class greeted the students told them to take out their text and exercise books. The students quickly obeyed their teacher and took out their text and exercise books. The first thing he did was revise the previous lesson it is about conjunctions. The previous day, he started explaining and gave a few examples and it seems the teacher wanted to add. So continues his explanation with different examples. After he finished his explanation he wrote seven questions on the board and told the students to write the questions and do the answers within ten minutes.

In the previous observations made in Bole community school and here in Andode with a teacher three students talk in the class and most of the classes are not silent. Here with teacher four the previous class observed and this class too are very silent. The students are too scared of their teachers. The teacher as he did in the first observation gave the questions and sat down on his chair to do some writing. No student talks even while they are doing their class work they don't even talk with the student who is sitting next to them.

The students took like fifteen minutes to do and to finish and the amount of time they were given was ten minutes but they finished it before ten minutes the teacher was doing his job and didn't check them. When he finished what he had been doing for fifteen minutes he told them that it

was time to show him what they did. He didn't ask for individual students to show but he directly went to the student who was sitting first and started to mark he marked for ten students and the class ended. The class the researcher went to observe was speaking and the lesson plan says the day's lesson is speaking, but the teacher changed it. The reason he gave was they are left only with a week and there are few lessons he hasn't covered which are included in the exam. So even if it is scheduled for speaking he used it for another lesson that the students are going to take an exam about.

Teacher 4

Observation: III

Grade: 10: 4

The teacher came to class greeted the students and told them to take out their text and exercise books. Like other days he didn't revise the previous lesson; he directly went to the board and started writing the day's lesson which was a reading passage. He wrote the brainstorming questions and told the students to discuss with the person sitting next to them about the question for five minutes.

When the five minutes ended the teacher started asking the questions and he didn't wait for the students to raise their hands he started randomly picking students to answer. In the class, there are five-row students with eight desks each. The teacher picked eight students who were sitting on the right side to answer the first question. Then he picked eight students to answer the second question from the second row. He continued picking eight students from the remaining rows three, four, and five, to answer questions number three, four, and five.

This teacher as seen in the previous observations, is a very feared teacher by the students. Of the students who are asked to answer most of them stand up to answer but maybe because they are scared of speaking in English in front of their friends or they don't know the answer they say nothing; they get up just for the fear they have for the teacher. The teacher was shouting and insulting the students who failed to answer this continued for more than 25 minutes then he gave them the reading as their homework and left the class before it ended

4.3.2. Over all observation analysis

I. The student's role

As can be seen from the above description, in the classes observed the students' performance was similar. The teachers ask questions or give activities but most of the students don't want to participate; even having the answer in their exercise books they don't answer. In most of the classes observed teachers give activities and wait for the students to do it or ask questions and wait for the students to answer. However, only a few students raise their hands and answer the questions or do the activities they are asked to do. Most of the activities teachers ask students to answer were activities done before and the students have their answers already in their exercise books but they don't raise their hands and answer even when the teachers call their names and force them to participate they refuse.

II. Teachers' role

A teacher before coming to the classroom should plan what he or she is going to teach according to the student's needs and levels, especially for teaching speaking the teacher should sit down and plan different activities that can make the students practice speaking, and after coming to the classroom with the planned activities he/she should motivate, encourage, guide, supervise and monitor the students. However, in all the observations the researcher observed none of the teachers had a planned speaking activity; their lesson plans say the day lesson is speaking and even scheduled with the researcher to observe speaking classes but as can be seen in the description they prefer to teach grammar and the speaking practice they do is question and answer. A few of them came to class with presentation activities, but they didn't give them enough time to practice. The teacher's encouragement and motivation of students to be involved in the activities given was very poor.

III. Techniques Used

For teaching speaking there are different teaching techniques used by the teacher because it is a skill. So to make students practice the skill it is a must to use different techniques. So techniques like dialogue, group discussion/conversation, debating, story-telling, interview, and role play

should be frequently used by the language teacher. As can be seen in the description, in the classes observed none of the techniques were used. All the observations the researcher made were speaking classes (according to what is written in the weekly lesson plan) but in all classes, most of the techniques were not used. Even the used techniques were not properly used.

IV. Activities done in the classroom

In most of the observations made the activities done in the classroom were activities which were done and corrected in the previous session. So they are already corrected by the teachers on the students' exercise books. However, the teachers were making questions and answers to those corrected activities. The other activity done in the class was an activity from the textbook but still, the answer was already written there. The different activities that looked like speaking activities were the activities given about preparing advertisements, about library, and drugs. These are the only speaking activities performed in the classroom.

As the researcher observed the material used was only the students' textbook. Even teachers confirmed in the interview that they only use the textbook and the only thing they worry about is the portion coverage of their annual plan. They said that the researcher also observed every lesson they teach is all from the student's textbook no teacher brings lessons from another source. The student's textbook is a bulky book with many units and every unit starts with reading passage then, grammar, writing, and speaking activities based on the passage. In most of the units, the flow is like this. However teachers teach the reading and the grammar part, and usually leave the speaking and the writing activities.

V. Classroom organization

In the twelve classes that the researcher observed there were 30 – 41 students in the class and students were sitting for two. It is possible to have group and pair work. For pair work, they are already sitting for two they can do it together and for group work, they can be grouped with the two students sitting behind. So the classroom organization was good for having different types of speaking activities.

4.4. Analysis and Discussion of the Interview

Interview conducted with ten teachers of English language. Seven questions were asked about: the teacher's role (how well teachers are playing their role), how teachers teach (techniques and strategies teachers use to teach speaking), students' role (how well students are doing what is expected from them) and problems students face while trying to learn the speaking skill.

4.4.1. The students' role

4.4.1.1. The students speaking skill

Secondary school learners attend all of their lessons in English or the medium of instruction is English and they learn English Language lessons five times a week. So in their school time, they are exposed to the language. According to their grade level and the amount of time they spend, their speaking skill is expected to be nice. However, according to teacher respondents, their (the students) speaking skills have problems; most of them are not good speakers. They can't express themselves, situations, or sequences of ideas fluently. Because they have poor speaking skills, they don't usually try to speak in class in front of their friends and their teachers and outside the class.

Almost it is better to say poor I think. They make so many errors when they speak and most of the time they don't speak because they're afraid of their friends. (Ref. App. E, interview 1, ques2).

Generally speaking, when we see the students' speaking skills, their skills are very low because they don't have any speaking practice at their previous grade levels so their skills are not as expected. (Ref. App. E,interview2, ques2).

Especially at present time the speaking skill of the students is very weak. Most of the time students come from poor backgrounds and do not have sufficient practice in the class. Not only the students but the teachers are.....(Ref. App. E,interview3, ques2).

In my years of teaching I observed students not doing much in speaking .They don't speak much even when they try to speak they stop it in the middle due to the fear they have speaking the language in front of their friends. So , I can say that in my teaching time I observed my students a bit weak.(Ref. App. E,interview9, ques2).

Most of the students do have serious language problem. They didn't pass through a very good language practice in their previous classes. I think it is our job to help students improve their language skill. So generally I can say that they do have weak language skill. (Ref. App. E,interview8, ques2).

High school students have been learning English for the past 10 years and more; so they are expected to be good at using the language in a classroom or their daily lives. Like freely communicating with friends and teachers using the language, involving in different dialogues, discussions, question and answers, debates, etc. In addition, using the language with confidence whenever they need to use it is expected from a student who learned the language these years. But what is happening is very sad; like the respondents said students can't even speak about themselves properly using the language. They don't have the confidence to be involved in any activity that needs the usage of the English language this happens because of their poor speaking skill. They don't want to expose themselves or face the challenge and improve. Instead, they have poor speaking skills they want to remain with their poor speaking skill.

4.4.1.2. The students' participation

Speaking is a skill, and skill is something that can be acquired through practice. So speaking as a skill can be acquired or learnt well when it is practiced well by the learner; because it is learning by doing skill. Cotter and Crabbe (1999) believe that in formal educational contexts, the most successful learners are learners who are fully involved in practice (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success they are learning). So learners to learn or improve their speaking skills, have to put themselves involved in speaking practices.

Just I can say that their participation is low like they don't want to participate or they don't participate. (Ref. App. E,interview3, ques3).

Like their speaking skill, their participation is also weak in the speaking class. I try to encourage them to speak. (Ref. App. E,interview4, ques3)

As I can see when you ask them questions in the classroom they give very short answers which you can't consider as speaking and still, only a few students do that. So I can say that most of the students' oral participation in the classroom is weak. (Ref. App. E,interview5, ques3)

Very few students try to participate the rest are passive receivers and don't want to speak English. In a classroom there are more than 40 students and when they are asked to speak something most of them just talk to themselves only 2 or 3 students do the speaking. So like their speaking skill, I can say that their participation is poor too. (Ref. App. E,interview6, ques3)

Like their speaking skill their students' participation is not that good. In the class by average we find 35-40 students but when there is something that students need to do in the class room only few students participate .Specially when the activity is speaking the number of participant students reduces .most of them don't want to say anything. (Ref. App. E,interview9, ques3)

Teachers are not the only responsible body for the success of speech training in general. Students are also primarily concerned with the achievement of their success. Bygate (1987:14) " ...part of the success or failures of a foreign language can be attributed to the way learners involve themselves in the use of language ." This means, students are expected to do most of the job to make their learning. Because they are the one who needs to play the main role; the learners' role in acquiring the language or the ones who want to learn should play the main role. (Richards and Rodgers 1986).

However, according to the respondents, the students hardly play their role (participate in speaking lessons). All the interviewees said students are not willing to engage themselves in the speaking practices. They said most of the students are afraid of speaking English in the classroom in front of their friends and they have speaking difficulties. So even some of the students who try to participate use more of their mother tongue in the practice of speaking English. Some of the students who want to participate even if they try to participate do have many problems that take them back. Here the teacher is expected to make them aware of how the learning of speaking is or they should know they learn well only if they practice well.

. You know what what is happening now to our students is because of teachers, teachers us. We teachers we have to take care of our responsibilities .There are many problems which are known but even if we hvsve lots of problem our students came to class thinking that we give them something. So we have to direct our selves in that direction; I don't want to say a lot but if a teacher is willing to do what he has to do he can do a lot and can bring significant changes. (Ref. App. E,interview10, ques7)

It is due to the teacher or teacher being the main factor because teachers don't focus on that. Because teachers are very busy doing the routine of teaching-learning tasks (checking exercise books, planning preparing exams...)(Ref. App. E,interview5, ques3)

The students who don't want to participate in class have many reasons; like they are afraid of making errors (errors like grammar, pronunciation, etc...)(Ref. App. E,interview6, ques3)

So it is confirmed from the data that most of the students are not willing to participate and some of them who are interested in participating do have many problems that hinder their participation. This puts their speaking skill at the problem. Because, like it is said above it is a learning-by-doing skill, they learn it if they practice only. If the students are not in a place to practice and at the same time if they find no one to encourage and motivate them they leave it

and finally, they start to think like they can't learn it and develop a feeling like they don't need much of it for their academic and professional life.

They are afraid of making mistakes; if they make a mistake their friends might laugh at them. The other thing is a lack of interest in speaking the language. Unless they speak the language there is no change. So lack of confidence and frustration are the main causes. And the other one is background knowledge: the knowledge they got in their previous grades. They learn grammar and reading but they don't learn to speak. So ground knowledge and frustration are the problems. Teachers also have a big problem in teaching speaking. We don't want to attain this Speaking program in our classroom about anything. The other problem is the curriculum doesn't encourage enough speaking lessons. (Ref. App. E,interview4, ques4)

According to the respondents, in government schools, most of the students are from poor backgrounds, and their prior experience and their prior knowledge of the language are very poor. So in the speaking class when they are given the chance to practice they refuse to use it. Most of them lack confidence because of the fear of making mistakes in front of their friends and teachers. Their friends laugh at them and mock them. In addition, these students are from poor and uneducated families even when they go home there is no one they can practice with, let alone practice speaking English most of their parents do not have any idea of what their kids learning. So students get no support from the parent side.

...family problem is a big issue. Even when the teacher makes them come to school or when the students are asked to bring their families and when they come to school, they don't even know what their kids are doing out of the classroom, even at home. Their parents are doing their own thing. The students are going here and there not under the control of the family system. Some parents are not that much worried about their children. So when we tell them that students are not attending their class properly, they tell us they have no idea. (Ref. App. E,interview1, ques4)

Our students are high school students before they come to us they were in elementary and junior , when they were in their junior there are skills they are expected to acquire but the problem is when they come to us they come with out having the expected skills from their previous grade this one is the big factor. The other one is when it comes to speaking . (Ref. App. E,interview8, ques4)

Hedge (2000: 76) agrees that a good learner is self-motivated, the one who takes the initiative, the one who has a clear idea of what he/she wants to learn, and the one who has his/her plan for pursuing and achieving his/her goal. This shows that learning to speak needs direct and conscious involvement. Meanwhile, like their teachers the students don't want to bother themselves in doing the expected practice; so they prefer the easy way and find themselves very lazy, careless, and resistant. Even when teachers sometimes come to class with activities that let students practice they refuse. Unless the teacher uses force or another mechanism, hard to find a student, who participates voluntarily.

Generally, the information from the teachers' interviews speaks that most of the students are unwilling to take care of their responsibilities to make their learning better. So the students' backgrounds, lack of interest, and unwillingness to move like hopeful youngsters are the main problems that made learners not play their roles as expected.

4.4.2. Teachers' role

Like the students teachers play a vital role in making the students practice speaking or in improving the students' speaking skills. In a communicative-oriented classroom, the teacher should act as a 'counselor', 'facilitator', organizer, participant, prompter, resource, etc. instead of being an actor on the stage (Harmer 1991). High school students are teenage students; they cannot take the responsibility of teaching themselves. They need someone who exposes the

learning for them. So the teacher is the one who is there to play this role. As it is seen from the interview the teachers are not playing their role well. They were supposed to come up with different activities, motivate and make students engage in the speaking practice but they are not doing that. Most of the teachers don't teach speaking instead they focus only on the reading and grammar part of the lesson.

Yes, I teach. But not very often; because we don't have much time to teach speaking we usually teach them topics which help them prepare for their exam. (Ref. App. E,interview1, ques1)

*..... We focus more on the grammar and reading section because it is the part we want to cover. There are a few questions regarding the speaking section. Like dialogue, vocabulary completion, and other things. But, since most of the exam is coming from the reading section and no exam from the speaking part why do we spend our time on it?
(Ref. App. E,interview2, ques1)*

In high school we usually teach lesson topics in relation to the exam they take. So we give much emphasis on grammar and reading, because it is the one that helps them with their exam. Sometimes, I go with speaking activities but students are not that interested in doing the activities .In addition, they are afraid of speaking in front of their friends or they have confidence and background issue. (Ref. App. E,interview8, ques1)

As researchers say teaching as a profession is being a role model for the learners and it is a day and night thinking, planning, and searching for the possible ways that the students can learn best. However, according to the teacher respondents teachers instead of playing the teacher role prefer to go the easy way, simply go to class and teach grammar, give exercises, and leave which is a way that requires no extra effort from the teacher. They think that teaching language skills, especially speaking requires the teacher's patience, creativity, and knowledge of learners'

interests. So the teacher is expected to use different ways to motivate learners when they refuse to participate, when they lack interest, and when they feel like they cannot do it. Unfortunately, as they said none of them bother about the student's motivation.

I don't encourage them, I never even thought of it. Because even when they come and ask for something, if I speak to them in English I don't feel they understand me and they might feel bored. Because they are not interested in hearing me speak English; their target is getting information but if I talk to them in English they may not understand it. Even in the classroom when I teach them a given topic using only English they feel confused but when I translate them into their mother tongue they smile and show that they understand.(Ref. App. E,interview5, ques6)

.....we focus more on the grammar and reading section because it is the part we want to cover.....(Ref. App. E,interview1, ques1)

I teach some of the speaking activities in the student's textbook. I don't teach it like I teach grammar and reading. Because we are making the students for the school living exam and the school living exam has no speaking questions....(Ref. App. E,interview3, ques1)

In this grade level and in teaching speaking the teacher has lots of responsibilities. The teacher is expected to come to class having different speaking activities that are out of the textbook because the textbook is not that rich in speaking activities. However, most of the teachers are not willing to do that. They only teach the textbook and even from the textbook they don't teach the speaking; they want to teach the grammar and the reading part only in order not to have hard work they prefer the easy way. In addition to coming to class with different activities, a teacher is expected to motivate learners and make them get into the task by using different motivational mechanisms or incentives. Meanwhile, they don't make an effort to motivate students to engage in speaking practice. They seem too careless about what is expected from them and they are too lazy to fulfill their responsibility as a teacher.

4.4.2. 1. Ways of teaching

A language teacher should do everything that is required to make learners learn the language. Every language skill has its techniques and strategies to use. So speaking as a language skill has its techniques and strategies to use which better help learners face the language to get themselves in the practice of using the language. Meanwhile, the interview confirms that teachers are not teaching speaking very often. So if they are not teaching there is no way to use the teaching techniques and strategies.

Yes, I teach. But not very often; because we don't have much time to teach speaking we usually teach them topics which help them prepare for their exam.(Ref. App. E,interview1, ques1)

.....we focus more on the grammar and reading section because it is the part we want to cover (Ref. App. E,interview2, ques1)

.....I don't teach it like I teach grammar and reading. Because we are making the students for the school living exam and the school living exam has no speaking questions...(Ref. App. E,interview3, ques1)

Teachers should plan the students learning and come to class with the kind of activity that helps the students learning. So activities speaking activities should be used as a mechanism and different learning strategies should be implemented too. However, because we don't have enough time or other reasons we are not using the mechanisms. Ref. App. E, interview10, ques5)

In addition, the teaching-learning is limited to classroom time. Students should practice the language out of the classroom in their school compound or in the place where they live. In the school compound, the entire school communicates in Amharic so couldn't easily find the person whom they could communicate with and practice. With their friends, teachers, directors, officers,

etc, none of them use English to communicate. In such an environment if one student tries to practice speaking, hard to find someone who replies and even his or her friends make fun of him or her. The school the English department or the mini-media club doesn't prepare any speaking activities.

4.4. 2.2.Teaching Strategies

Klippel (1984:5) says, “learning is more effective if the learners are actively involved in the process.” Secondly, English teachers need to know how to select and design appropriate and authentic language learning materials and activities in consonance with the age, interest level, and language of the learners. According to the data collected from the interview, the teachers confirmed that they don't usually teach speaking. So if they are not teaching it there is no way they use speaking strategies.

I can say I don't teach. Because students don't want the teacher to always speak English in the class. If you always speak English in the class students might hate you. Because students might not understand anything from the teacher sometimes you have to speak Amharic in the class to make them understand something. (Ref. App E,interview5, ques1)

Yes, I teach. But not very often; because we don't have much time to teach speaking we usually teach them topics which help them prepare for their exam. (Ref. App. E,interview1, ques1)

In high school we usually teach lesson topics in relation to the exam they take. So we give much emphasis on grammar and reading, because it is the one that helps them with their exam. Sometimes, I go with speaking activities but students are not that interested in doing the activities .In addition, they are afraid of speaking in front of their friends or they have confidence and background issue. (Ref. App. E,interview8, ques1)

4.4.3. Teaching Materials

For having successful teaching learning process the teaching material is the one and most important thing a teacher can use like the teaching technique he or she uses. In this grade level the teaching material used is a material prepared by the government it has listening reading writing and speaking activities. However this text books it has speaking activities but not that rich like the reading and the grammar questions. Besides teachers are more concerned on the text book .According to the interviews replay teachers teach for preparing student s for exam purpose so they don't bother about coming with their own teaching material. They teach grammar and reading from the text and test the students that grammar and reading. So regarding using appropriate teaching material for speaking teachers performance is not that good.

....with the number of students we have in the classroom it is very difficult to have a kind activity that involves the students. But as a language teacher we have to make students practice I am not saying we don't have to make students we have to .What I am saying the current situation don't allow as do what we want to do. (*Ref. App. E,interview8, ques5*)

.... I never used any mechanism because I didn't teach them speaking and my only focus was only on reading and grammar. But as a language teacher to make students involve in the practice,... (*Ref. App. E,interview5, ques5*)

.....*If you take me for example I teach speaking using only the text book activities from the text nothing more. If a teacher is not taking sufficient activities to practice in the class room students alone may not do a lot..... (Ref. App. E,interview10, ques3)*

4.5: Focus Group Discussion

The focus group discussion held with 10 student participants in two rounds, five students in one round is analyzed. At the time of the discussion, the students discussed the role students should take to improve their speaking, the role teachers should play to improve the students speaking skills, and the teaching strategies teachers use when they teach speaking.

4.5.1. Students' role

In learning a skill learner plays a vital role, because to learn the skill the active involvement of the learner is needed. In the learning of speaking, it is also the same; the involvement of the students is highly required. According to the data taken from the students' focus group discussion, students are interested in having the skill and they are aware that it helps for their academic and future life, but they don't make much effort to make their learning effective.

They raise different reasons that take them back from making an effort like, their background problem, the problem of confidence, teachers' method of teaching, their living environment, etc. However, it is well known that it's the students themselves who maintain their learning. According to their discussion, some of them do have an interest in doing something they don't take the steps it asks.

A lot is expected from us but I never paid attention to it. We are expected to practice in different ways by ourselves even if it is broken. But it seems our laziness won us. (Appel I, FGD 1, que 5, stu, 4)

I tried to practice to improve my speaking skills but the other students used to consider me as I am different, so I couldn't do my practice. When I try to speak in English with my teachers while answering questions they tell me to use the language I know well; this means I have no one to practice with. (Appel I, FGD 1, que 5, stu, 2)

If we try nothing and continue with our previous experience we can not improve our speaking skills. Because one can improve his/her skill at the level of his / her practice. If there is no practice there is no skill improvement. So I believe if I work hard I will improve my skill. So I planned to keep my practice and improve my skills. (Appe I ,FGD 1, que 7, stu, 4)

4.5.1.1. The students' participation

To learn the skill students are expected to participate. According to the information gathered from the focus group discussion students confirmed as they are not practicing the language and they mentioned different reasons. They said as they have peer pressure problems that means when they try to speak other students mock them or don't want to participate. The others also said in the outside environment they have no one to practice with and the students' laziness or carelessness was also mentioned as a reason for their lack of participation.

To tell the truth, I never tried to improve my speaking skills. Because to improve our speaking skills we need to have books that we can refer to or we need to have who can help. If you try to speak with friends they ask you to translate it. When you do the translation you directly go to using the Amharic. When we ask teachers also most of us use Amharic. Even students with good speaking skills by the beginning of the academic year used to speak in English, ask and answer questions in English. However, after a while, they directly started using Amharic like other students. (Appe F ,FGD 1, que 6, stu, 3)

I believe that I am the source of my problem; if I read different books and watch movies which can help improve our language we will improve but the problem is we do not try. (Appe I ,FGD 1, que 6, stu, 1)

4.5.1.2. The students speaking skill

The students who participated in the discussion confirmed that their speaking skills were not good enough. They stated that they have poor backgrounds and do not have enough practice time. As a high school student, the medium of instruction or the teaching-learning language of all their subjects is English but as the students mentioned their teachers teach them in Amharic and they don't get enough exposure from their teachers. In addition, the students themselves didn't give enough attention to the language.

We are not good, because I think the first problem is we are not living in a society that speaks English; the second is we are not given enough time for speaking practice. (*Appe 1, FGD 1, que 1, stu, 4*)

*Students are poor in their speaking skills but they do have speaking needs. When we learn our lessons, the medium of instruction for all lessons is English but our teachers teach us in our local language. The language that we use to communicate with society is also the local language. This also influenced our speaking skills of English. . (*Appe 1, FGD 1, que 1, stu, 2*)*

4.5.2. Teachers' role

Teachers are expected to plan the students learning, which means they plan the kind of activity they have to take to the class to help students learn. However, according to the students' discussion teachers do not go to classrooms with different speaking activities. Instead, they use activities from the textbook. The student's textbook is not that rich in having speaking activities while teachers are not bothered about it and they don't care about the students learning of speaking.

When we see the activities on the student's text book most of the activities are not speaking activities. I think the book by itself has some problems because our speaking ability develops if we speak more. However, the book consists more of other stuff. So the book by itself doesn't lead teachers to teach speaking; I think this is the main reason for the teachers not teaching the skill well. (Appe F ,FGD 1, que 2, stu, 5)

I have no idea about other schools but in this school 100% I can say that there are no activities that help develop speaking skills. Because of this students cannot practice and develop confidence. So the speaking activities you mentioned before (dialogue, report, debate, etc.) we don't use them we usually learn grammar. (Appe I ,FGD 1, que 2, stu, 4)

4.5.3. Teaching Strategies

The teaching strategies teachers are using are not the kind of strategy that involves the learners. As the students stated teachers usually come to class with activities or with the kind of lesson that does not give students enough time and chance to have speaking practice.

The class is not student-centered it is teacher-dominated. The teacher comes to class what he/she thinks is good for the students and the students take that. The activities are more teacher-centered. Activities are given for the learners but the class ends while the teacher talks and the students listen. (Appe I ,FGD 1, que 2, stu, 4)

4.5.4. Teaching Materials

According to the student's discussion the material teachers are using is the student's textbook and the students explained that their textbook is not that rich in speaking activities. Teachers even don't teach the few activities they have in the student's textbook they usually focus on the other lessons like grammar and reading instead of speaking.

When we see the activities on the student's text book most of the activities are not speaking activities. I think the book by itself has some problems because our speaking ability develops if we speak more. However, the book consists more of other stuff. So the book by itself doesn't lead teachers to teach speaking; I think this is the main reason for the teachers not teaching the skill well. (Appe I ,FGD 1, que 2, stu, 5)

When we learn we simply keep on doing what is in the text book no time is given for doing speaking activities specifically. However, while doing the activities from the textbook if we find speaking activities we do them. But the problem is we do them in Amharic not in English. Generally, I can say that there are not many speaking activities, even if there are we simply discuss them in Amharic and pass them. (Appe I ,FGD 1, que 4, stu, 2)

4.6. Triangulation of Quantitative and Qualitative Data

Triangulation of quantitative and qualitative data obtained through data analysis

Quantitative Data	Qualitative Data
Students role in enhancing the students speaking skills	
Students role in enhancing the students speaking skills	Teacher respondents also stated as students are not cooperative in involving in the activities that need the students involvement
Teachers role in enhancing the students speaking skills	
According to the data what teachers are doing is not sufficient enough for improving the students speaking skill's	The quantitative data also implied as teachers are not doing their best for their students learning
Techniques used by the teacher	
As the data shows teachers are not using any of appropriate techniques to help students improve their learning	As it is seen teachers are not using the right techniques for teaching the skill
Speaking strategies	
The respondents reported as teachers are not using any of the speaking strategies	The strategies teachers are using are way different from the speaking strategies
Activities used for teaching speaking	
The data shows as the activities which help students learn were not used	Teachers usually teach other skills not speaking.
Teaching materials	
The teaching material used was only the students text book and which is a kind of book which is not rich in speaking activities.	Teachers are not properly using the right teaching materials which help students learn

4.5. Discussion of overall findings

To study the students' participation and teachers' role in enhancing the students' speaking skills, data was collected using questionnaire interviews and observation. The questionnaire was administered to the students an interview was administered to the teachers and observation of three classes was also made by the researcher. So here the data gathered using the mentioned tools is discussed.

1. Students' role

According to Richards and Rogers (1986), speech was considered to be the basis of language. Good speaking skill lets someone express the idea he /she has in mind to others with no problem. Because as Tarigan (1990: 8) said speaking is a way of communication that influences our individual life strongly and Ladouse (in Nunan, 1991: 23) also said speaking is an ability to express oneself in a situation or to express a sequence of ideas fluently. Of all the four language skills, speaking seems to be important as it is one of the most frequent means of interaction in the teaching and learning process and it is suggested that people who know about a certain language are referred to as 'speakers' of that language (Ur, 1996). So students who learn language learn the four language skills speaking, listening, reading, and writing.

Speaking is learning by doing activity skills; so to learn speaking students are expected to be involved directly in the speaking practice. According to Bygate (1987: 14) teachers are not the only players for the success of the students' speech training in particular and education in general. Students are also primarily concerned with the achievement of their successes and failures. So learners themselves should plan and get in the task for better results.

Students are expected to plan their way of developing speaking skills, should be willing to be involved in speaking activities, speak English outside the classroom, participate in pair and group work, discuss their effective learning ways, and evaluate their weaknesses and strengths in speaking. However, according to the data collected from the questionnaire, interview, and observation the students' participation was found weak.

Students do not frequently participate in speaking activities as most of the teacher respondents said students refuse when they are asked to participate in the practice of speaking. Most of them are afraid of speaking English in front of their friends because if they make a mistake their friends may laugh at them. In addition, they are not having enough motivation and encouragement from their teachers. As Harmer (2010) states students must be encouraged to speak English in the classroom. So, that they can have the opportunity to practice real-life speaking in the classroom atmosphere; where they are likely to feel less anxiety.

Some students might perform less in their oral production, because they may not get sufficient opportunity to practice extended oral interaction, because textbooks may not give more genuine speaking activities with adequate time, or because teachers' teaching techniques or strategies for dealing with oral activities may not generate students' active participation. Consequently, the student's oral proficiency is limited (Bygate, 1987). Students who come to secondary school from different elementary schools have little language experience, so, they may not be active in speaking. If students lack previous speaking experience, they may not dare to speak English in front of their peers (Bygate, 1987).

So students might come from different backgrounds which ended them up with poor performance. As the data shows most of the students are from poor backgrounds, and their prior experience and their prior knowledge of the language is very poor. So in the speaking class when they are given the chance to practice they refuse they don't want to use it.

According to Shumin (1997:9-10), some of the reasons why some students fail to speak English fluently with confidence are: sometimes extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an expected situation, which often leads to discouragement or a general sense of failure and sometimes some students are concerned with how they may be judged by others. They are very cautious about making errors... fear of making mistakes could make them tied up. So because they are afraid of making mistakes in front of their friends and teachers, thinking their friends might laugh at them and mock them they become reluctant to speak practice.

However, still these students are from poor and uneducated families even when they go home there is no one they can practice with, let alone practice speaking English, most of their parents do not have any idea of what their kids learning. So students get no support from the parent side. Speaking practice needs direct and conscious involvement of them, so like their teachers the students don't want to bother themselves they prefer the easy way(Ref.App.D). So they find themselves very lazy, careless, and resistant. Even when some teachers, sometimes, come to class with activities that let students practice they refuse. Unless the teacher used force or another mechanism, it seems hard to find at least a student who participates voluntarily. So the student's background, lack of interest, and unwillingness to move like a hopeful youngster are the main factors under the student factor

2. Teachers' role

Harmer (2010) confirms that Teachers play different roles like learner, facilitator, assessor, manager, evaluator, and role model; by performing various roles, he/ she becomes an ideal guide in shaping the student's future. So it is clear that in any teaching and learning teachers take the lion's share in making the students learning better or worse. In teaching speaking teachers play a vital role by coming to the class with different speaking activities and letting students get in the activity.

High school students are too young to make sure they are learning on their own; so the teacher must be there to facilitate, motivate, encourage, evaluate, and for everything they need to perform their practice. Meanwhile, as the researcher learned from the questionnaire of the students and interview of the teachers(See App. A and D), teachers are not playing their roles properly. Instead of coming up with different activities that help learners practice more they simply teach only the grammar and reading of the student's textbook. Which helps the students speak in no way. They do not even include speaking activities in their lesson plan and the students ' book (teachers 100% use this text) there are speaking activities in every unit but they don't teach the speaking part they leave it.

According to Harmmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as a controller, whereas, in communicative

tasks that demand learner's group or pair interaction, the teacher should act as a facilitator by not intervening frequently. She/he should instead allow students more opportunities to use the language at their disposal. In other words, the teacher should be clear of his tasks and he must not act as controller in both cases. To this effect, the teacher should always be committed in terms of securing such an interactive classroom by way of acting less dominantly. To this effect (Rivers, 1987:9) says "teacher-directed and dominated classrooms cannot by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two ways, three ways, or four ways but never one way."

This shows that students depend on their teachers and teachers have a huge responsibility to ensure the proper way of their students learning. However as the data shows teachers are not doing that; simply they are doing what they find easy to do, because teaching speaking requires the teacher's willingness to help learners, plan different activities, make time for the practice, follow the practice, and give feedback. Unfortunately, the researcher found this inapplicable.

The way teachers teach depends on their beliefs. The basis for teachers' beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers' beliefs about a language may be based on their training, and their teaching experience, or may go back to their own experiences as language learners. Thus, teachers' education beliefs and attitudes are one of the most potential problems that direct their preferences for certain language learning activities Borg (1999) also writes that teachers' language education, and .0training background as teachers influence their beliefs and classroom activities.

In this grade level and in teaching speaking the teacher has lots of responsibilities. The teacher is expected to come to class having different speaking activities that are out of the textbook because the textbook is not that rich in speaking activities. However, most of the teachers are not willing to do that. They only teach the textbook and even from the textbook they don't teach speaking; they want to teach the grammar and the reading part only in order not to have hard work they prefer easy going. In addition to coming to class with different activities, a teacher is expected to motivate learners and make them get into the task by using different motivational mechanisms or incentives. Meanwhile, they don't make an effort to motivate students to engage

in speaking practice. They seem too careless about what is expected from them and they are too lazy to fulfill their responsibility as a teacher. So the teacher factor is the main and the big one that taking students behind.

3. Ways of teaching

A language teacher does everything that is required to make learners learn the language. Every language skill has its techniques and strategies to use. So speaking is a language skill that has its techniques and strategies to use which better help learners face the language to get themselves in the practice of using the language. To improve and develop the speaking ability of students and to make them use the speech pattern of the language they learn, activities must be selected carefully. Besides this, students should be encouraged to go under intensive oral exercises that are designed for communication purposes, such activities give students both confidence and motivation for oral practice. This is true not only for classroom exercises but also for the use of the language outside the classroom (Bygate, 1987).

Different speaking activities can be used in the classroom to make students practice the language well. Like :

Free language activities are activities in which there is control on the part of the teacher which is to let the students work and do any activities on their own freely in the classroom. Dialogues refer to conversations held by two people of different opinions. It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be best suited for practicing spoken language for several reasons. Some of the reasons are listed and stated by Byrne (1987) as follows

Discussion is perhaps the most natural and effective way for learners to practice talking freely. Discussions with comprehensive inputs provide an opportunity for students to activate the language knowledge they have acquired. It can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given to developing students' confidence in speaking at all (Widowson, 1990).

Group work is " part of collaborative strategies" of teaching-learning (kyriacou, 1998:77). It is one of the best ways of encouraging active participation in learning English class by arranging the learners' work together in a group.

Games can be used to provide learners with opportunities to use language rather than simply practice it. Lee (1979) says that games are enjoyable. Enjoying the games decreases the burden and makes learning the language. In addition, games must be meaningful, and all the classroom situations and organization must suit them.

Simulation has been defined as an activity where the learners discuss a problem within a defined setting (Byrne, 1987:125). Simulation is parallel and structural set situations performed in class and reflecting real life (Dougill, 1987: 20). In other words, they are actual and free language norms or conventions of real life. In the classroom, simulations have several advantages for teaching the spoken language. According to Dougill, Simulations are most important for motivation and are helpful for students to get to know one another and help students get rid of their shyness.

Meanwhile, the interview confirms that teachers are not teaching speaking very often. So if they are not teaching there is no way to use the teaching techniques and strategies. To make students practice speaking and improve their language in the classroom, teachers are expected to come to class with activities like dialogue, discussion, group work, pair work, free talk, discussion, and simulation kind of activities. However, according to the data, the right activities which promote speaking are not used in the classroom. Just the old method of teaching was applied; which is teacher-dominant so activities that let students be involved in the learning are not used.

In addition to the classroom, English Students should practice the language outside of the classroom in their school compound or in the place where they live. In the school compound, the entire school communicates in Amharic so couldn't easily find the person whom they could communicate with and practice. With their friends, teachers, directors, officers etc , none of them use English to communicate. In such an environment if one student tries to practice speaking, hard to find someone who replies and even his or her friends make fun of him or her. The school, the English department, or the mini-media club doesn't prepare any speaking activities.

CHAPTER FIVE

5. Summary. Conclusion and Recommendation

5.1. Introduction

This chapter presents the summary, conclusion, and recommendation of the study.. In the summary the study's major findings, the participants of the study, the method of data analysis, the tools employed in the study, the research design, and the major findings are briefly presented. In addition, some major conclusions and recommendations drawn from the findings are presented.

5.2. Summary

This study's primary goal was to find out how the role teachers and students play can help students become more proficient speakers. Finding and reading relevant materials regarding the roles that teachers and students should be expected to play was the first stage in conducting this study. As a result, a large body of literature, both local and worldwide, was examined in order to provide background information for this investigation. Then the background data on the study's subject was provided. Subsequently, the problem statement was clarified to demonstrate the aim of the study. The purpose of the study was to look into the roles that teachers and students play within the framework of the unified theory of speaking instructions. The study's guiding research questions were the following :

1. What is the student's role like in speaking instruction?
2. What does teachers' role in speaking classes look like?
3. Do the ways teachers teach help students improve their speaking skills?

The researcher used a mixed methods study methodology to address the research questions since it gives the best opportunity to use both quantitative and qualitative data to provide answers. The An exploratory sequential mixed methods design was thought to be the best choice for this study because it allowed the researcher to fill in any gaps that might have been caused by the unique

characteristics of each approach. The study aims to explore the role that teachers and students play in improving the speaking skills of the students.

Both qualitative and quantitative approaches of data collection were used in order to obtain the desired outcome of the study and scrutinize the investigation of the topic. As it was previously mentioned, 180 grade 10 students from two government high schools provided the quantitative data and ten students involved in a focus group discussion gave the qualitative data. Ten EFL teachers from two government high schools provided the qualitative data, which was mostly gathered through interviews, and classroom observation.

Ten EFL teachers and 180 students from a government high schools in Addis Ababa, Ethiopia, who were in grade 10 participated in this study. As previously said, in order to accomplish the desired outcome, both quantitative and qualitative methodologies were used. The study set out to find out how well students and teachers were carrying out their tasks while also attempting to identify the challenges that students encounter in their pursuit of skill improvement. By grouping the research objectives students' roles, teachers' roles, teaching strategies, and teaching techniques into teams, the study attempted to achieve its goal.

A convenience sampling strategy was used to choose two schools in order to gather data from the teacher and student respondents. In order to select respondents with ease, the researcher can visit the school on a regular basis. Thus, the researcher used both voluntary and random sampling to choose the respondents after choosing the schools. The teacher respondents were chosen through voluntary sampling, while the student participants were chosen by simple random sampling or lottery method. This indicates that the study only included teachers who expressed a desire to take part. Student participants were selected using a random sampling technique.

The student respondents provided the study's sole quantitative data , which was gathered via a questionnaire. Nevertheless, the study's qualitative data came from both teachers and students. For teacher respondents, interview and classroom observation were used, whereas focus group discussion and questionnaire were used for student respondents.

The information gathered from the interview was verbatim transcribed and then analyzed into broad categories based on themes. The two primary methods used to collect data from teacher respondents were observation and interview. Five kinds of major ideas were chosen and discussed from the generated data. The validity and reliability of the instruments were examined by reviewers and data analysis during the pilot project before the questionnaire and interview questions were used in the main study. Apart from the instruments, the questions' processes and content were also tested in a pilot study to ensure their viability. Before being utilized to gather data for the primary investigation, the instruments underwent several revisions and improvements in light of the lessons learned from the pilot study.

As mentioned above, different analyses and discussions were conducted for the quantitative and qualitative data that were obtained via questionnaire, classroom observations, interviews and focus group discussion. Prior to the presentation of the qualitative data obtained through focus group discussions, interviews, and classroom observations, the quantitative data obtained from the questionnaire were given. The presentation of the classroom observation data analysis took place prior to the interviews. The studies and discussions of these data revealed a variety of results. To obtain a relevant and comprehensive picture of the study, for instance, some crucial data from the classroom observations were evaluated in conjunction with the information collected from the interviews and vice versa. The entire set of data used in this study was analyzed in light of the literature studied about the roles that teachers and students can play in enhancing the students speaking skills. The study's overall goal was to provide answers to the research questions.

5.3. Conclusion

Based on the findings obtained from the study's quantitative and qualitative data about the students' and teachers' role in enhancing the students' speaking skills', an attempt was made to conclude the results persistent to the research questions of the study raised in unit one.

- As it was already mentioned, speaking is a skill or an ability that can be developed with practice. Students are therefore expected to engage in speaking exercises both within and outside of the classroom in order to learn how to talk. Nonetheless, this study indicated that the students' participation was inadequate. They rarely get involved in the opportunity they were given to practice, and even when they do, they usually decline it out of a lack of confidence, and carelessness.
- In order to enhance students' speaking abilities, teachers must also remember that students learn best when they are actively engaged in practice. Therefore, active participation in speaking practice is essential for the students learning to speak. According to what the researcher discovered from the study, students don't always participate fully in class. They do have many issues, such as carelessness, confidence, and background problem. Initially, the majority of government students lack proper training at their lower levels, and their families are not more encouraging of their education, thus they did not receive adequate instruction and assistance in their prior grades. Second, the majority lack the self-assurance to speak and practice the language in public. They don't want to be perceived as weak by others and are terrified of their friend's mockery. Thirdly, students only complete their coursework to obtain points necessary to advance from one grade to the next because they are not evaluated orally on their final school exam. They are unaware that speaking abilities are necessary for a lifetime career.
- As a language teacher, teachers should employ a variety of speaking exercises to help students practice and apply the language. The study has shown that teachers typically don't bring many practice-oriented activities to the classroom. They mostly depend on the students textbook. Although there aren't many diverse speaking exercises in the students' textbook, teachers still solely utilize the ones that are in the students text book. Even though they occasionally teach speaking from the text, they often focus on teaching the grammar and reading parts rather than the speaking parts.

- It is known that teachers are essential to ensuring the students' learning, especially those in high school. The duties of a teacher include organizing the lesson for the class, supervising, motivating, and even setting an example for the students. But as the study's findings show, educators are not doing a good enough job of fulfilling their roles. They don't bring many speaking exercises to class that can encourage students to speak both inside and outside the classroom; instead, they just teach for portion coverage. Not even they use text-based exercises to force students practice speaking. They believe that students are inactive and uninterested in participating in speaking practice, but if the teacher makes an effort to plan an engaging activity and support students, it is evident that they perform their jobs since, as young learners, they imitate their teachers.
- As previously mentioned, educators have primary responsibility for assisting students in developing their speaking abilities. Learners may benefit or not from the way teachers teach. This study indicates that it is quite challenging to conclude that teachers teach speaking in a way that benefits the students. The reason they don't teach speaking is that they don't use a range of speaking activities, they frequently skip over the speaking portion, and they do tend to go through the speaking lesson. Thus, the manner in which they teach does not help the students' speaking abilities.
- The results of the questionnaire and interview indicate that, with the right environment, learning any language is not difficult at all. It is difficult for students to exercise their language skills after school because they do not know anyone with whom they can practice the language. Students speak to each other in their mother tongue in the school compound and with their parents and friends when they get home. Therefore, students have nowhere to practice speaking outside of the classroom. So, it is very clear that the setting of the school and their living environment are unfavorable for the students to practice speaking.

5.4. Recommendation

Based on the conclusions drawn from the findings of the study, the following recommendations are given:

1. English language teachers should try to meet the changing students' needs and update their teaching by coming up with activities that help students practice speaking more. If the way and the material they are using are not helping the students, as a teacher, they have to look for a different material and get ready to teach the students.
2. When we teach language, we teach the four language skills (speaking, listening, reading, and writing) with grammar and vocabulary. So teachers should stop teaching only reading and grammar. Not getting tested on the speaking skill portion of the school living exam doesn't mean they don't need the skill. After all, students learn to get the skills, but not only to pass exams.
3. Like their teachers, students have equal or may be more responsibility to make their learning better .So to learn speaking, the students are expected to participate in speaking practices in the classroom and outside the classroom. In addition, they have to plan their learning.
4. As the classroom observation data depicted, the lack of sufficient teaching speaking material was found to be the main reason for the teacher's lack of teaching speaking activities. So teachers, as professional people, should go further and prepare speaking activities and come to their students.
5. For learning to speak, students should be directly involved in the speaking practices in the school and when they are out.
6. Learners and teachers should know that the time students spend in school is a base for their future educational, professional and personal future life as a whole. So instead of focusing on a short term achievement they have to work on building the whole rounded base.

7.English language departments should see the gap and try to work with teachers and the school administrators for creating awareness about the roles the students and teachers should play to improve the students speaking skills.

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APPENDICES

Appendix - A

የተማሪዎች መጠየቅ

የተወዳዳሪዎች ተማሪዎች

ይህ መጠየቅ የተዘጋጀው ለሶስተኛ ዲግሪ ትምህርቱ ማሟያ ለሚሆን ጥናት መረጃ ለመሰብሰብ ነው። የመጠየቁ አላማም መምህራንና ተማሪዎች የመናገር ክህሎትን ለማዳበር ያላቸውን ሚና እንዴት እየተወጡ እንደሆነ ለማየት ነው። በተጨማሪም የመናገር ክህሎትን በመማር ሂደት ውስጥ ያሉትን ችግሮች ለማየት ይሞክራል።

በመጠየቁ አማካኝነት ከእናንተ የሚገኘው መረጃ ሚስጥራዊነቱ የተጠበቀ ሆኖ ጥቅም ላይ የሚውለው ለዚህ ጥናት ብቻ ይሆናል። ስለሆነም ነፃ ሆናችሁ ተአማኒነት ያለው መረጃ እንድትሰጡ በትህትና እጠይቃለሁ። ስለምትሰጡት መረጃና ለዚህ ጥናት ስለምታደርጉት አስተዋፅኦ በቅድሚያ አመሰግናለሁ።

ትዕዛዝ፡- የሚከተሉት እስትራቴጂዎች ተማሪዎች የመናገር ክህሎታቸውን ለማዳበር የሚጠቀሙት ፍቸው ስለሆነም በደምብ ካነበባችሁ በኋላ ምን ያህል እንደትጠቀሟቸው የራይት ምልክት \N/ በትክክለኛው ሳጥን ውስጥ በማድረግ ግለፁ፡፡

5 . ሁልጊዜ 4 . በተደጋጋሚ 3 .አንዳንዴ 2. አልፎ አልፎ 1. በጭራሽ

ተ.ቁ	ጥያቄ	5	4	3	2	1
1	ከክፍል ውጭ እንግሊዘኛን ለመግባባያነት እጠቀማለሁ					
2	ያልገባኝ ነገር ሲኖር መምህራ ግልፅ እንዲያደርግልኝ በእንግሊዘኛ እጠይቃለሁ					
3	በቡድንና እና በነጠላ አስተላልፋለሁ					
4	በእንግሊዘኛ ንግግር ሲደረግ ያለብኝን ስህተት የክፍል ጓደኞችንና መምህራንን እጠይቃለሁ					
5	ወይይቶችን በማዳመጥ ሪፖርት አቀርባለሁ					
6	በንግግር ሰዓት ስህተት ስሰራ እራሴ አስተካክላለሁ					
7	የእንግሊዘኛ ቋንቋ ክህሎቴን ለማዳበር አቅዳለሁ					
8	የንግግር ክህሎትን የሚያዳብሩ አክትቪቲዮችን ለመስራት ፈቃደኛ ነኝ					
9	ከመምራንና ከተማሪዎች ጋር የንግግር ክህሎትን ለማዳበር ስለሚጠቅሙ ዘዴዎች እና ንግግርን ስንግግር ስለሚገጥሙን ችግሮች እንወያያለን					
10	በንግግር ክህሎት ዙሪያ ያለኝን ጠንካራና ደካማ ጎን እገመግማለሁ					

ከፍልዘ፡ የመምህሩ ሚና

የሚከተሉት ሀሳቦች መምህሩ የተማሪዎችን የመናገር ክህሎት ለሚደበር የሚጠቀማቸውን ሚናዎች የሚገልጹ ናቸው። እነዚህን ሀሳቦች ካነበባቹ በኋላ አሁን እናንተ ያላችሁ የንግግር ክህሎት መምህር ያደረጋቸው እንደሆነ ምን ያህል እንደምትስማሙ የራዬት ምልክት /N/ በትክክለኛው ሳጥን ውስጥ በማድረግ ግለጹ።

5. በጣም አስማማለሁ 4. እስማመለሁ 3.አልወሰንኩም 2.አልስማምም 1.በጣም እቃወማለሁ

ተ.ቁ	መምህራችን	5	4	3	2	1
1	ክፍሉን (መማርማስተማሩ ተማሪ ያማክል የማ ያረገዋል)					
2	ልምምድ ማድረግ ያለብንን የቋንቋ ክህሎት በዘዴ እና ትርጉም ባለው መልኩ ያቀርብልናል					
3	በንግግር ክህሎት አክቲቪቲዎች ውስጥ እንድንሳተፍ እድል ይሰጠናል					
4	በእንግሊዘኛ እንደንናገር ያበረታታናል					
5	ለልምምድ በቂ የሆነ ጊዜ ይሰጠናል					
6	በበቂ ሁኔታ ምንያህል እንደሰራን ይቆጣጠራል					
7	የመነገር ክህሎት የሚያደብሩ አክቲቪዎችን በበቂ ሁኔታ ይሰጠናል					
8	የመናገር ክህሎትን የሚያዳብሩ ዘዴዎችን ያስተምረናል።					
9	የመናገር ክህሎትን ለማዳበር የራሳችንን ዘዴ እንድንጠቀም ያበረታታናል					

ክፍል III: መምህሩ የሚጠቀማቸው ዘዴዎች

የሚከተሉት ሀሳቦች መምህራን የተማሪዎችን የመናገር ክህሎት ለማስተማር የሚጠቀምባቸው ዘዴዎች ናቸው ዘዴዎቹን ከነበቸኋቸው በኋላ የናንተ አስተማሪ እናንተን የመናገር ክህሎት ለማስተማር ምን ያህል እንደሚጠቀምባቸው የራዬት /N/ ምልክት በማድረግ ግለፅ።

5 :ሁልጊዜ 4:በተደጋጋሚ 3: አንዳንዴ 2:አልፎ አልፎ 1 :በጭራሽ

ተ.ቁ	መምህራችን የሚጠቀምባቸው ዘዴዎች	5	4	3	2	1
1	ንግግር					
2	ቃለ መጠይቅ					
3	ትርጉም					
4	የመድረክ ውይይት እና ክርክር					
5	የቃል ሪፖርት					
6	ትረካ /ታሪክ መናገር					

ክፍል IV : የሚከተሉት ሀሳቦች መምህራቹ የተማሪዎችን የመናገር ክህሎት ለማዳበርና የሚጠቀሙባቸው ናቸው የናንተ አስተማሪ እንዲሁምን ያህል እንደሚጠቀሙባቸው ራዬት /N/ በማድረግ ግለፅ

5. በጣም አስማማለሁ 4. እስማማለሁ 3.አልወሰንኩም 2.አልስማምም 1.በጣም እቃወማለሁ

ተ.ቁ	መምህራችን	5	4	3	2	1
1	የትኛው የመሚሪያ ዘዴ ጥሩ እንደሆነ እንድናውቅ ይረዳናል					
2	እንግሊዘኛ ቋንቋን በተለያዩ ተግባራት ውስጥ እንድንጠቀም ይረዳናል					
3	የተለያዩ የመናገር ክህሎቶችን ያሳያል					
4	የተማርነውን በፍጥነት የምናስታውስበትን ዘዴ ያስተምረናል					
5	በንግግር ጊዜ ስህተቶችን በማረም ያግዘናል					
6	ከክፍል ውጪ እንግሊዘኛን እንድናገር ያበረታታናል					
7	ስለሰዋሰው ብዙም እንድንጨነቅ ያግዘናል					

ክፍል V: የመናገር ክህሎትን ለሚደበር የሚረዱ ተግባራት ትዕዛዝ የሚከተሉት ጥያቄዎች የእንግሊዘኛ ቋንቋን በመጠቀም ስለምትፈጽሟቸው ተግባራት የሚጠየቁ ናቸው እነዚህን ተግባራት እንግሊዘኛ ቋንቋን በመጠቀም ምን ያህል እንደምትፈጸሟቸው የራዬት (✓) ምልክት በማድረግ ግለፅ።

5: ሁልጊዜ 4:በተደጋጋሚ 3:አንዳንዴ 2: አልፎ አልፎ 1: በጭራሽ

ተ.ቁ	ምን ያህል ጊዜ እነዚህን ታደርጋላቸው	5	4	3	2	1
1	የመረጃ ልውውጥ አካቲቪቲዎችን በእንግሊዘኛ መስራት					
2	ችግር ፊቺ አካቲቪቲዎች (ፐዘል)					
3	ሮል ፕላይ አካቲቪዎች የሌሎችን ሚና በመውሰድ መጫወት					
4	የግሩፕ ስራ					
5	የመናገር ክህሎትን ለሚደብር ፕሮጀክቶችን መሰረት					
6	ሞኖሎጎችን ማዘጋጀት (እያንዳንዳቸው ስለምትወዱት ነገር 2 ወይም የ3 ደቂቃ ንግግር ማዘጋጀት)					
7	የንግግር (አነድኛ ሰው እየጠየቀ ሌላኛው የሚመልስበት)					
8	የግል አስተያየትን የሚመለከቱ አካቲቪቲዎችን /የግል ስሜቶችንን እና አመለካከቶቻችንን የሚገልፁ					
9	ምክንያታዊ አካቲቪቲዎችን (የነገሮችን ምክንያታዊነት የምንገልፅበት)					
10	ሰእሎችን መግለፅ ወይም መብራራት					

ክፈል VI: ንግግርን ለማስተማር የሚጠቅሙ የመማሪያ ቁሳቁሶች

ትዕዛዝ: የሚከተሉትን ጥያቄዎች ካነበባችሁ በኋላ አዎ ወይም አይደለም በማለት ሳጥን ውስጥ የራይት ምልክት /N/ አድርጉ

1. በመመሪያ ክፍሎች ውስጥ ንግግርን ለመማር የሚያግዙ ተጨማሪ የመመሪያ ቁሳቁሶች አሉ ምሳሌ /ለአዲድ እና ቪዲዮ አይነት/

አዎ

አይደለም

መልሳቹ አዎ ከሆነ የተወሰኑትን ጥቀሱ እና የትኛውን የተሻለ እንደምትወዱ ግለጹ።

2. የመናገር ክህሎታችሁን ለማዳበር መምህሩ ያዘጋጀችው የመማሪያ ቁሳቁስ ትጠቀማላቹ (ስእል ካርታ ሞዴል card.....)

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መልሳቹ አዎ ከሆነ የትኞቹን እንደምትጠቀሙ ጥቀሱ እና በእነሱ እንዴት እንደምትማሩ አብራሩ

3. ከላይ የተጠቀሱት ተጨማሪ የመማሪያ ቁሳቁሶች በቤታችሁ የንግግር ክህሎታችሁን ለማዳበር ትጠቀሟቸዋላቹ

4. አዎ

አይደለም

መልሶቹ አዎ ከሆነ የተወሰኑትን ጥቀሱ እና እንዴት እንደምትጠቀሟቸው አብራሩ

Appendix - B

The English equivalent Questionnaire for Students

Dear Student,

The purpose of this questionnaire is to gather data for my PhD degree study in English Language Teaching (ELT). This study aims at describing your and your teacher's role in enhancing your speaking skill in English Language Teaching classes. It also identifies some problems, if any, which are related to learning speaking skills.

The information you provide through this questionnaire remains confidential throughout and will only be used for this research purpose. Therefore, please be honest and feel free to provide genuine information. Your contribution to the success of this study is highly appreciated.

I thank you for your cooperation.

Part I: Students' role

Instruction: The following are strategies used by learners to develop speaking skills. Read them carefully and decide whether you use them: Please put a tick [√] mark in the appropriate box that matches your position most, according to the following scale

A=Always(5) **U**= Usually (4) **S**= Sometimes (3) **R**= Rarely (2)**N**= Never (1)

No	Questions	A	U	S	R	N
1	I speak English outside the classroom.					
2	I ask my teacher for clarification when I don't understand what he/she says.					
3	I participate in pair and group work.					
4	I ask my teacher or class-mates for correction of errors in my speaking.					
5	I listen to the discussion and report back to the class.					
6	I try to correct myself when I feel that I am not using the correct form while speaking.					
7	I plan my way of developing speaking skills.					
8	I am willing to do speaking activities					
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates					
10	I evaluate my weaknesses and strengths in speaking English					

Part II: Teacher’s Role

Instruction: The following statements are about the role of English teachers in developing your speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark [√] to indicate the degree to which you agree to their role implementation under the appropriate column:

SA= Strongly agree (5) **A=** Agree (4) **U=** Undecided (3) **D=** disagree (2) **SD=** strongly disagree (1)

No	Our teacher:	SA	A	U	D	SD
1	Makes the class room student centered					
2	Presents the language we need to practice in speaking systematically and meaningfully					
3	Gives us chances to participate in speaking activities					
4	Encourages us to say something in English					
5	Gives us appropriate amount of time for practice					
6	Monitors our performance to see how satisfactory it is					
7	Provides us with activities for free expressions					
8	Teaches us speaking strategies					
9	Advises us to use our own strategies to learn speaking					

Part III: Techniques used by the teacher

The following statements are about techniques used by English teachers to teach speaking skills. Read each statement carefully and respond according to your teacher by putting a tick mark [✓] under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you speaking skills. Use:

A=Always(5) **U**= Usually (4) **S**= Sometimes (3) **R**= Rarely (2)**N**= Never (1)

No	Our teacher uses :	A	U	S	R	N
1	Dialogues /conversation					
2	Interview					
3	Translation /interpretation					
4	Panel discussion and debating					
5	Oral report and debate					
6	Story telling					

Part IV. Speaking strategies

Instruction: The following statements are about the strategies that your English teacher use to develop your speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark [√] to indicate the degree to which you agree with the implementation of the strategies mentioned under the appropriate column:

SA= Strongly agree (5) **A**= Agree (4) **U**= Undecided (3) **D**= disagree (2) **SD**= strongly disagree (1)

No	Our teacher:	SA	A	U	D	SD
1	1.Helps me discover what ways of learning work best					
2	2.Helps me use language in different activities					
3	3.Shows or teaches me different speaking strategies					
4	4.Helps me find quick ways of recalling what I have learnt through.....					
5	5.Helps me in error correction					
6	6.Encourages me speak English outside the class room					
7	7.Helps me not too much concerned about accuracy					

Part V: Activities Used for Developing Speaking Skills

Instruction: The following questions are about the kind of activities you perform (do) in the classroom or outside the classroom using the English Language. They ask you how often you do them for practicing or developing speaking skills. Read each questions carefully and put a tick mark [✓] under each column of the measurements by using the scale below:

A=Always(5) **U**= Usually (4) **S**= Sometimes (3) **R**= Rarely (2)**N**= Never (1)

No	Questions	A	U	S	R	N
	How often do you do:					
1	Information gap activities like as sharing ideas with each other in English?					
2	Problem solving activities (puzzles)?					
3	Role play activities (taking the role of the others and acting)?					
4	Group discussions?					
5	Project based activities (performing certain tasks to learn speaking)?					
6	Preparing monologues (in which each of you are asked to prepare a talk about a hobby or personal interest for two or three minutes)?					
7	Drills (dialogues) in which one person asks a question and another gives an answer?					
8	Opinion gap activities, which involve identifying and articulating personal feeling or attitude?					
9	Reasoning gap activities in which you reason out something?					
10	Activities of picture stories?					

Part VI: Teaching materials (Resources) used to teach speaking skills

Instruction: Read the following questions and fill the boxes in front of them by using ‘Yes’ or ‘No’. Please put a tick mark (✓) in the boxes corresponding to your answer. If your answer is “Yes”, write your evidence briefly.

1. Are there supplementary materials (audio-video materials) in the classroom that help you learn English?

Yes No

If ‘Yes’, mention some of them and write briefly the programs you attend or(enjoy).

2. Do you learn speaking skills using teacher-made teaching aids (charts, diagrams, models, maps, flash cards, wall charts, etc)?

Yes No

If ‘Yes’, list some of them and write briefly how you learn with the help of them.

3. Do you use any of the above mentioned materials at your own home to learn speaking skills?

Yes No

If ‘Yes’, list some of them and write briefly how you use them.

Appendix - C

Observation

Classroom Observation Checklists

1. Teacher's Role

N	Does the teacher:	Teacher 1						Teacher -2						Teacher -3						Teacher -4					
		Day						Day						Day						Day					
		O	T	T	O	T	T	One	T	Th	F	Fiv	Six	F	Fiv	Six									
Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
1	arrange and organize																								
2	present the new language																								
3	students need for give students chances																								
4	encourage the																								
5	give appropriate																								
6	monitor their performance																								
7	guide and supervise the																								
8	provide the students with																								
9	teach students																								
10	advise them to use their strategies to learn																								

4. Activities Done in the Classroom

No	Are these for	Teacher 1						Teacher 2						Teacher -3						Teacher -4							
		Day												Day													
		On		Tw		Thr		on		tw		Thr		O		Tw		Thre		one		two		T			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
e		o		e		o		e		o		e		o		e		o		e		o		e		o	
s		s		s		s		s		s		s		s		s		s		s		s		s		s	
1	information gap																										
2	problem solving activities																										
3	role play																										
4	group																										
5	project based																										
6	prepared																										
7	Dialogues																										
8	questions and answers																										
9	opinion gap activities																										
10	reasoning gap																										
11	picture																										
11	others ((if																										

5. Students' Role Implementation

		Teacher 1						Teacher 2						Teacher -3						Teacher -4									
		Day												Day															
		O	T	T	on	tw	Th	O	T	Th	on	two	Thre	O	T	Th	on	two	Thre	O	T	T	on	tw	Th				
Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Do students ask for clarification?																												
2	participate in pair and group																												
3	ask their teacher or classmates for correction																												
4	listen to the discussion and report back to the																												
5	try to correct themselves?																												
6	use physical motions to indicate the																												
7	talk and share ideas about language problems																												
8	participate in role /play drama /panel discussion/																												
	Others																												

6. Materials Used in the Classroom

	Are these	Teacher 1						Teacher 2						Teacher -3						Teacher -4					
		Day												Day											
		O		T		Th		on		tw		Th		On		T		T		one		two		Three	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	text book																								
2	supplement ary books																								
3	Television																								
4	tap-																								
5	CDS, DVD																								
6	charts, maps, diagrams,																								

7. Classroom Organization

	Item	Teacher 1						Teacher 2						Teacher -3						Teacher -4					
		Day												Day											
		On		T		Th		on		tw		Th		O		T		Th		one		two		Thre	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Whole class																								
2	Pair work sitting																								
3	Group work																								



C Speaking

- 1 What type of book do you enjoy reading?
- 2 Think of a book you enjoyed reading over the last two years. Tell your teacher about it and why you enjoyed reading it.

D Language use

- 1 Complete these sentences with *still*, *yet* or *already*. Write them in your exercise book.
 - 1 I have not heard the final score _____, but I hope our team won the match.
 - 2 They have _____ seen the latest film on the TV and don't want to see it at the cinema.
 - 3 My friend is _____ waiting for the results of his exams.
 - 4 We _____ want to go to the football match, even though we missed the first few minutes.
 - 5 My sister has _____ outgrown her school uniform and needs a larger size.
 - 6 I don't know if the star of the show has arrived _____, but the crowd is making a lot of noise.
- 2 Use *who*, *whom*, *whose*, *that* or *which* to join these sentences.
 - 1 The girl is fetching water from the well. She is my friend.
 - 2 This is my aunt. I was telling you about her.
 - 3 Where is the book? I put it on the table.
 - 4 That is the man. His daughter is getting married next week.
 - 5 Do you know the man? They are talking about him.
 - 6 Have you seen the doctor? She saved my mother's life.
 - 7 That is the junction. The accident occurred there.
 - 8 I like bananas. It is why my mother gave me some for lunch.
- 3 Choose the correct option to complete the sentences. Write the answers in your exercise book like this: Example: *f = b*.
 - 1 Coffee _____ in Ethiopia and Uganda.

a are grown	b is grown	c growing
-------------	------------	-----------
 - 2 Amharic _____ in most of Ethiopia.

a speak	b is spoken	c are spoken
---------	-------------	--------------
 - 3 A new hospital _____ last year.

a opens	b was opened	c is opened
---------	--------------	-------------
 - 4 A cow _____ by a crocodile.

a has been eaten	b has eaten	c eats
------------------	-------------	--------
 - 5 The children _____ around the factory by the manager.

a were taken	b was taken	c took
--------------	-------------	--------
 - 6 I _____ Deste today.

a didn't see	b haven't seen	c hasn't seen
--------------	----------------	---------------
 - 7 Where _____? I saw him a minute ago but he has disappeared.

a did Abel go	b is Abel going	c has Abel gone
---------------	-----------------	-----------------
 - 8 Where _____ last night?

a did they go	b have they gone	c do they go
---------------	------------------	--------------
 - 9 Our friend _____ living in Addis Ababa for over forty years now.

a is	b has been	c was
------	------------	-------



A4.6 Speaking: Apologising

1 How would you say sorry to someone? Look at these expressions:

Sorry, I didn't mean to ...
I am sorry but ...
I apologise for ...
I hope you will forgive me but ...
I seem to have made a mistake. I'm really sorry.
I am sorry for the misunderstanding ...
I hope you will understand ...

2 Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologising to someone?

3 Work in small groups. Your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expressions of apology.

4 The class watch the role-plays and discuss the issues involved.



A4.7 Reading: A difficult situation

1 This story is an extract from *The African Child* by Camara Laye. It is a memory of life in a small town in Guinea, West Africa, in the 1930s. It concerns bullying of young boys by older students at the school.

I still remember – my hands and my finger-nails still remember! – what used to be waiting for us on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves.

'Get all that swept up!' the headmaster would tell us. 'I want the whole place cleaned up at once!'

'At once!' There was enough work there, hard work, too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers, our nails.

'Now let's see that it's done properly, and be quick about it,' the headmaster would say to the older pupils, 'or you'll have to answer for it!'

So at an order from the older boys, we would all line up like labourers about to reap a field, and we would set to work like slaves. In the school yard itself, it wasn't too bad; the guava trees were fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and branches. The sun could not penetrate here, and there was a smell of decay even in fine weather.



- 10 I can play the guitar _____. I can't sing.
 a and b but c also
- 11 The children cleaned the house, _____ they worked in the garden,
 a as well b however c and
- 12 _____ I passed my English exam, I didn't pass maths.
 a However b In addition c Although
- 13 Makeda is very _____. She seems to know everything!
 a knowledge b know c knowledgeable
- 14 The forest can be _____ if you don't know what you are doing.
 a dangerous b danger c dangers
- 15 You can _____ on Mohamed. If you ask him to do something, he does it.
 a relied b rely c reliable
- 16 Lishan phoned to say she _____ a birthday party on Saturday.
 a has b will have c is having
- 17 Our teacher _____ the school next month.
 a is going to leave b will leave c is leaving
- 18 I don't know who _____ the next World Cup.
 a will win b is winning c wins
- 19 I _____ my friend after school at the cinema.
 a am meeting b will meet c meet
- 20 If it is very hot this afternoon, we _____ at home.
 a stay b will stay c staying



E Reading

Ayana and Lishan have gone to the library for some information. Weizero Hayat the librarian is there to help them.

Weizero Hayat: How can I help you?

Ayana: Our class is doing projects about different sports and we need some information about tennis.

Lishan: Yes, we're going to give a presentation about it.

Weizero Hayat: I see. Well, you've come to the right place if you want information! The first thing to do is to find out if we have any books about tennis. I'm not sure about this. We have books about sport. How will you find them?

Ayana: Hmm. I suppose we can go to the shelves and look.

Weizero Hayat: Yes you can, but we have a lot of shelves in the library, so where are you going to find them?

Lishan: Maybe there's a section on sport?

Weizero Hayat: That's right, Lishan. The library is divided into two parts: fiction and non-fiction. Do you know the difference?

Ayana: Fiction means things which are not really true. Things like novels and poems.

Lishan: Yes, and non-fiction means books about things that are true.

Weizero Hayat: Yes, like geography, science and sport, of course. So you go to the non-fiction part of the library and then look for the section on sport. Let's see if you can find it.

Lishan: I can see it! There's a whole shelf of books on sport.

Part A

Objectives

By the end of this part of Unit 5 you will be able to:

- discuss the location of advertisements
- listen to advertisements and match them to the products
- express your opinion about products
- use the question words *Who?* and *Why?*
- use extreme adjectives
- read some authentic advertisements
- analyse vocabulary groups
- write a TV or radio advertisement
- compare adjectives and adverbs using modifiers
- analyse advertisements
- practise pronouncing of comparative and superlative adjectives.

A5.1 Introduction: What do you know about advertisements?

People use advertisements to offer something for sale, to find out what is available, to warn or inform others. Advertisements can be found in the newspapers, on the radio and television, on the Internet, in medical leaflets or on public display boards (bill boards).

1 Work with a partner. Discuss these questions.

- 1 Do you look at advertisements? Which advertisements do you like?
- 2 Have you ever bought something because of an advertisement?

2 Match the following kinds of advertisements with places from the box where you might find the advertisement. There may be more than one correct answer.

a newspaper	a travel magazine	an employment agency
a lonely hearts column	a doctor's surgery	a billboard
a magazine for health and beauty	a wanted notice	a local garage
a lost and found column	a bank leaflet	the Internet
a poster	a programme guide	

- 1 A job advertisement
- 2 A government health warning
- 3 A new skin cream
- 4 A personal loan
- 5 An advertisement for a local concert
- 6 An advertisement for a holiday
- 7 A house for sale
- 8 A television series

Unit 5 Advertising

Part A

Objectives

By the end of this part of Unit 5 you will be able to:

- discuss the location of advertisements
- listen to advertisements and match them to the products
- express your opinion about products
- use the question words *Who?* and *Why?*
- use extreme adjectives
- read some authentic advertisements
- analyse vocabulary groups
- write a TV or radio advertisement
- compare adjectives and adverbs using modifiers
- analyse advertisements
- practise pronouncing of comparative and superlative adjectives.

A5.1 Introduction: What do you know about advertisements?

People use advertisements to offer something for sale, to find out what is available or to warn or inform others. Advertisements can be found in the newspapers, on the television, on the Internet, in medical leaflets or on public display boards (billboards).

1 Work with a partner. Discuss these questions.

- 1 Do you look at advertisements? Which advertisements do you like?
- 2 Have you ever bought something because of an advertisement?

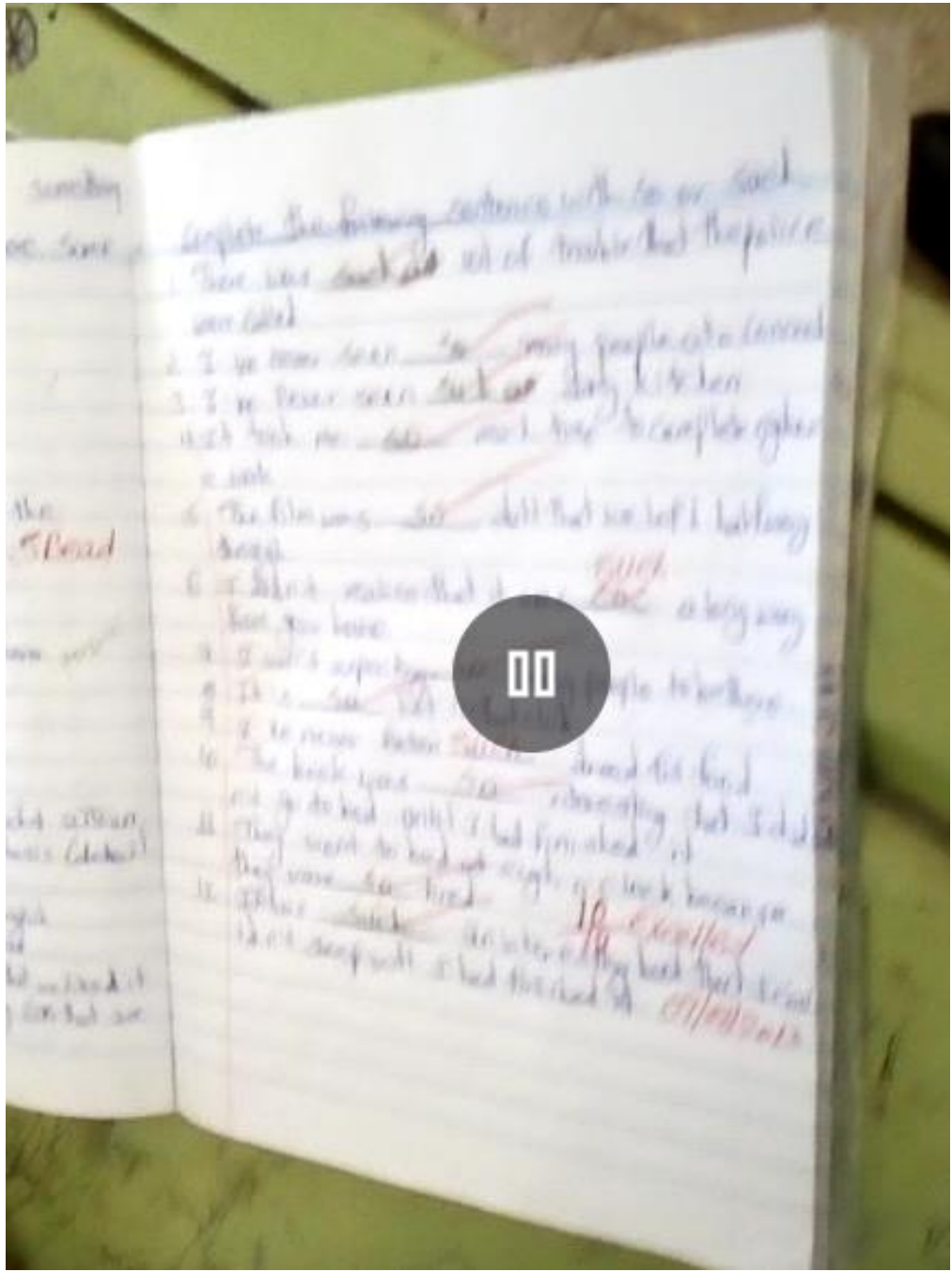
2 Match the following kinds of advertisements with places from the box where you can find the advertisement. There may be more than one correct answer.

a newspaper
a lonely hearts column
a magazine for health and beauty
a lost and found column
a poster

a travel magazine
a doctor's surgery
a wanted notice
a bank leaflet
a programme guide

an employment agency
a billboard
a local government office
the Internet

- 1 A job advertisement
- 2 A government health warning
- 3 A new skin cream
- 4 A personal loan
- 5 An advertisement for a local concert
- 6 An advertisement for a holiday
- 7 A house for sale
- 8 A television series



- Look at the advertisements in your town for smoking and alcohol. List them. In each case find out what the pictures are trying to make you believe.
- Do you know the consequences of smoking, alcohol abuse and taking drugs? Suggest some ideas which your teacher will write on the board, for example, *death, serious illness, addiction, etc.*

A6.2 Reading: What do you know about drug abuse?

- Learn the following words:

illegal:	against the law
addictive:	something you cannot stop doing
peer pressure:	wanting to behave in the same way as your friends
craving:	intense longing
additives:	things added to another thing
withdrawal:	stopping doing an action
symptoms:	signs of something
jangling:	loud and uncontrolled
embrace:	attraction

- Read the following passage, then answer the questions below.

You may have heard people talk about drugs such as speed, LSD, acid, ecstasy, chat, cocaine and hash. These are all dangerous illegal drugs which you know you should not use. Most drugs are addictive and will cause you harm. So it is best to avoid taking them and always say "No!" to a drug dealer or pusher who offers you a free sample.

Perhaps you know someone who has already got the habit. At a party, one of your friends may suggest you give it a try. Peer pressure often makes you feel that you are not part of the group unless you join in. Often young people think "it won't affect me" or "I'll just give it a try". But once you have started, you may never be able to kick the habit, and your need for another 'fix' grows stronger as time passes. You have become a drug addict.

All drugs are dangerous, but heroin is the most addictive. Once you have started injecting heroin into your veins, the craving for another fix will very quickly take hold of you. You will do anything to get enough money to pay the dealer for your next small packet of white powder. You will beg, borrow or even steal from your parents and friends to get the money. And you can never be sure that the powder you are being sold as pure heroin does not also contain other additives such as talcum powder or chalk. When heroin addicts try to break the habit, the withdrawal symptoms when you come off the drug cause you to suffer cold sweats, hot chills, stomach cramps and jangling nerves. You are hooked and cannot escape the dreadful embrace of the drug.

Another danger of drug taking is sharing needles to inject the drug. By this means you could become infected by the HIV virus and get AIDS, so shortening your life by many years. So remember:

DRUGS WILL RUIN YOUR LIFE

- Answer the questions.

- How many illegal drugs can you name?
- Why should you say "No!" to a drug dealer?
- Have you ever had experience of peer pressure?
- Which is the most addictive drug?
- How is this drug used?

A6.5 Writing: Saying 'No' to drugs

In your group, write a scene between a drug dealer, and someone who is refusing to take drugs.

What arguments would the drug dealer choose?

What arguments would you choose to counteract those of the drug dealer?

Then act out your play before the class. You could also invite other classes to watch your performance.

A6.6 Speaking: The anti-drug club

Prepare a short talk for your school's anti-drug club, or a broadcast by the school's media club, about the dangers of drug taking, then read your talk to the other members of your group.

A6.7 Language focus: Modal verbs

1

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1 Modal verbs do not take -s in the third person.

Examples:

- ✦ He can speak Chinese.
- ✦ She should be here by 9:00.

2 You use *not* to make modal verbs negative, even in Simple present and Simple past.

Examples:

- ✦ He should not be late.
- ✦ They might not come to the party.

3 Many modal verbs cannot be used in the past tenses or the future tenses.

Some common modal verbs are:

can	could	may	might	shall
should	must	ought to	will	would

The modals *should* and *ought to* have similar meanings. They are both used to talk about obligation, and to give advice or instructions.

Ought to is very often used when we want to express the idea that it is the right thing to do / the natural helpful thing to do.

Should has less of a moral flavour.

Should / *ought to* can also express probability.

The modals *must* and *have to* are used to express necessity.

Must is stronger than *should* and *ought to* and expresses certainty.

Examples:

- ✦ You should / ought to stop smoking. (A piece of advice.)
- ✦ He should be home now. (It is probable.)
- ✦ You must stop smoking. (A command.)
- ✦ He must be home now. (It is certain.)

Unit 6 Drugs

Complete the sentences with *must, should, shouldn't, ought to, have to*.

- 1 You _____ turn off your mobile phone in class.
- 2 You _____ go swimming after a big meal.
- 3 Did you _____ study German at school?
- 4 You _____ take an umbrella. It's raining heavily.
- 5 I think we _____ go now. It's getting late.
- 6 She _____ see a counsellor.

2 Work in pairs to discuss the possible consequences of each of the following actions, then complete the sentences below, using an *if* clause and a modal verb.

Example:

If you drink alcohol, you may get a headache.

- 1 if you take drugs ...
- 2 if you smoke cigarettes ...
- 3 if you drink too much alcohol ...
- 4 if you do not take exercise ...
- 5 if you don't clean your teeth ...
- 6 if you don't use a condom ...

A6.8 Speaking: Discussing problems

1 When talking about various problems, you can introduce different points by using the following expressions:

- The trouble is ...
- The problem is ...
- The awful / worst / terrible thing is ...
- Don't forget that ...
- In a case like this, ...
- In a situation like this ...
- In this sort of situation ...

2 Working in two teams, each person chooses one of the following problems and notes down some ideas about it:

- Smoking
- Drugs
- Unemployment
- Alcohol
- Stealing
- Learning English
- Forgetting to do your homework

Team A then chooses a topic and Team B has to say a related sentence within a limited time, using one of the above expressions. Your teacher will tell you when your time is up.

Example:

Smoking – The trouble is that you need will-power to stop.

If Team B makes a suitable sentence in the time given, they score a point. Teams then swap roles and the team with the most points at the end is the winner.



B3.10 Writing: Formal and informal letters

- 1 Which of these letters are formal and which are informal? Match the opening with the correct closing for each of the following letters:**
- | | |
|---|--|
| 1 Dear Kedir,
I hope you are doing well at school ... | a With all my love,
Melesse |
| 2 Dear Sir,
I am writing to enquire about ... | b Best wishes to you and your family,
Nishan |
| 3 Dear Ato Tofik,
I would be grateful if you could ... | c I look forward to your reply,
H. Melicot (Ato) |
| 4 Dear Desta,
I am really looking forward to ... | d I would be grateful if you could look into this
with the utmost urgency,
A.Z. Abrahama, Chief Executive |
| 5 My dearest,
It was really good to see you the other day ... | e Your friend,
Selassie |
| 6 Sir,
I am writing to complain about ... | f Yours sincerely,
Weizero Isha |
- 2 An informal letter between friends is written in the same way as you might chat to your friend.**
Notice the following features of an informal letter:
- ◆ where the address goes
 - ◆ the way the date is written and punctuated
 - ◆ the style of opening and closing the letter
 - ◆ the informal style the letter is written in, which mirrors everyday speech, including the use of short forms
 - ◆ the paragraph indentations
 - ◆ the way the letter is set out.
- 3 Write a short informal letter of two to three paragraphs about the main character in one of the stories in this Unit, giving your own opinion of the situation and your advice about it.**
- 4 When you have written the first draft of your letter, exchange it with that of your partner to check each other's layout and style. Pay particular attention to the punctuation and capitalisation.**

Vocabulary

3.4 Vocabulary**Activity 3.11**

Instructions: *Find a word which has the closest meaning with the phrases given below from the above passage.*

1. not to delay
2. old way of saying
3. overlook or make something less important
4. highly important
5. connected or linked to

Activity 3.12

Instructions: *Look at the following words from the passage, try to work out their contextual meanings and construct your own meaningful sentences using each of them.*

1. level-head _____
2. conscious : _____
3. procrastination: _____
4. stamina: _____

3.4.1 Word Formation: Conversion

To communicate in English effectively, it is important to know how the verb, the noun and the adjective forms of a word are used. Noun is a word that we use to name a person or something. Verb is a word that we use to describe an action and an adjective is a word that we use to modify or give additional information about the noun.



Speaking

1. Dr. Sileshi **strongly believes** that using River Nile for mutual benefits is the only solution that enables the downstream countries to use the water equitably.
2. I am a **great believer** that if there is a feeling of supremacy in the mind of any individual or community, it is obvious that there is always a visible or invisible confrontation.
3. Tihitina **definitely thinks that** quality education is the only key to the development and transformation of a nation.
4. Afomia has a **huge belief that** everyone has her/his own unique quality that can never be found in another person's.

Activity 3.6

Instructions: *Be in pairs and express your thoughts or beliefs on each of the following statements.*

1. We, Ethiopians, have to largely depend on our own local products.
2. We are most alive when we are in love.
3. If people are forced to remain silent, they are immigrants.

3.2.3 Using “so” and “neither”

Look at the following conversation between two students using “so” and “neither”.

John: I always prefer to keep quiet to talking with an irrational person.

Emily: *So do I.*

John: My friend hardly speaks any French words.

Emily: *Neither do I.*



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Writing

- 11 Kill him not leave him. (Assume that the purpose of the order is not to kill the person)
- 12 After a good washing and grooming the pup looked like a new dog.
- 13 The ginkgo tree whose leaves turn bright yellow in autumn came to this country from Asia.
- 14 Go to the first traffic light turn left and then look for a yellow brick building on the north side of the street.
That is the house of the new mayor
- 15 Be a person of excuse far-sighted and resourceful but don't hold grudges

I. Using Fullstop, Comma, Semi-colon and Colon

Activity 2.23

Instructions: *Use full stop, comma, semi-colon or colon in the following text where necessary and explain your reasons why you have decided to use each of them.*

When we write in English we use possibly different punctuation marks comma period (full stop) quotation marks question mark exclamation mark hyphen colon semicolon apostrophe etc these punctuation marks are seriously essential in writing because they have the power to change the meaning of idea therefore students must learn how and where to use them and practically apply them into their writing. If we simply see how a comma changes the whole meaning of a sentence let us see the following example **let us first eat mother** if the writer does not put the comma properly at the right place it is difficult or confusing for the reader to get the meaning.



4.2.5 Revision: Giving Opinions

Activity 4.7

Instructions: *Be in pairs and use the expressions given below to ask different opinions from your partner about the most important things you need for travelling as a tourist.*

What do you think of...?, What are your thoughts on...?, How do you feel about...? and What's your opinion on...?

Example: *Tsigie asks opinion from Tikdem: you have told me that you are planning to visit Nech Sar National Park next week. What do you think of the type of transportation you use? why?*

Activity 4.8

Instructions: *The following expressions are important to give oral reports to someone. First, study their meanings, think of any event such as a school day, classroom experience, festivals, games, etc. and give a short report orally to your group members.*

<i>first of all</i>	<i>to begin with</i>	<i>then</i>	<i>after that</i>
<i>finally</i>	<i>to cut a long story short</i>	<i>so in the end</i>	<i>all in all</i>

Example: *Assume that you yesterday you watched a very good football match that you never forget. Now, you want to report the most important events you had watched to your friends. You can begin your report first by thanking them.*

First of all, I would like to thank all of you for giving me the first chance to report the most interesting events that I watched in the yesterday's football match. To begin with, _____

_____ (Continue like this).















Appendix D: Interview Questions

Q1. Do you teach speaking as a skill when you teach English?

Q2. How do you see the students speaking skill?

Q3. How do you see the student's participation?

Q4. What are the factors that affect the students speaking skill?

Q5. What techniques do you think a teacher should use in order to make students interested in speaking practice?

Q 7. As a language teacher what is expected from you to improve the students speaking skill?

Q6. Do you encourage students use English or practice speaking outside the classroom?

Appendix : E

Transcription of Interview with teacher

Interview - one

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question.

Q1. Do you teach speaking as a skill when you teach English?

Res: Yeah ,but not much because in high school most of our focus is preparing students for the school living exam so we focus more on the exam content.

Q2. How do you see the students speaking skill?

Res: Almost it is better to say poor I think. They make so many errors when they speak and most of the time they don't speak because they're afraid of their friends. So it hinders them back.

Q3. How do you see the student's participation?

Res: Again I can say their participation is poor too. It is because you asked me to give rank . I think the reason is most of the students are not that volunteer to speak; which is the origin of their poorness. In speaking skill we cannot say that all the students participate while they are discussing in the class room but there are some students which we encourage them to speak in English but totally they are not that much volunteer to participate in speaking skill because their background doesn't allow them to do so.

As a teacher when you give them a chance to participate in the middle they stop because they are poor and they have shortage of words that help them speak. So because of that in the middle they stop their speaking and next time they don't want to participate

Q4. What are the factors that affect the students speaking skill?

Res: Class size is the first big factor affecting the students speaking skill. As it is known to improve the speaking skill students need to engage in practice, but in the class room if the number of the students is not manageable it is difficult to give them a chance to practice. The other one is

their background. They are not that much experienced of speaking in English. Since most of the students are coming from government schools. Because as it is known most of government school students are not from good families and there are many students who have family problems and even there are many students who are being helped by the teachers to have their lunch in the school. So, even family problem is a big issue. Even when the teacher makes them come to school or when the students are asked to bring their families and when they come to school, they don't even know what their kids were doing out of the classroom, even at home. Their parents are doing their own thing. The students are going here and there not under control of the family system. Some parents are not that much worried about their children. So when we tell them that students are not attending their class properly, they tell us they have no idea.

However, there are some students who came from some private schools. They are by the way better than the rest of the students in speaking. Maybe it is because in private schools they give much emphasis for English language, and even they teach the skill separately, like spoken class, reading class, and writing class. But in government schools they all teach the skills integrated.

In addition, teachers' unwillingness is also a big factor. Teacher honestly speaking prefer and usually teach reading and grammar and even they say the students get tested grammar and reading on their school living exam so they want make them ready only for that. So they don't go to class with speaking activities and there is no way the students can find a chance

of practice. So generally, the students back ground, lack of confidence and teachers' lack of effort to teach speaking are the main factors affecting the students speaking skill.

Q5.What techniques do you think a teacher should use in order to make students interested in speaking practice?

Res: By the way, the teacher has great work to do to make students practice the skill. The first thing is making ready speaking activities in the way that attracts the students to involve in. Because they are very young people so if the speaking activity the teacher comes with is very authentic and in the students level they like it and become interested to participate. Most of the time students deny involving in the speaking practice so the teacher should use different motivational things like giving them bonus marks

Q6. Do you encourage students use English or practice speaking outside the classroom?

Res: Personally, I don't usually encourage them. Because I don't feel students do it and I'm quite sure that to do that activity they use their mother tongue. Even in the class room when they do some speaking activity they use their mother tongue; outside the class where there is no one to watch why they use the targeted language. So I don't feel they do it properly so I don't give them.

Q 7.As a language teacher what is expected from you to improve the students speaking skill?

Res: As an English teacher, in relation to speaking to develop the students speaking skill all the stakeholders are responsible, like teachers, Parents , the school management etc. Especially teachers may have many responsibilities like designing different methods or techniques that help them the language better in the classroom and outside the classroom. If you ask me, my own experience I give different activities that help students develop their speaking skill.

In the class room even we have to use different methods that help students develop their speaking skills. Simply I provide different materials in different situations. . So personally

as a teacher, I have different responsibility to develop their speaking skills, even not only in the classroom but also out of the classroom by giving different practicing exercises , even if the school material and the textbook that we are using is not with sufficient activities and it is full of errors.

There is also evaluation of textbooks. They tell us to evaluate every semester because we are expected to submit textbook evaluation. But nothing has been changed. The teacher's guide gives you information. So teachers should consider everything. Which is given or which is written in that in the teacher's guide, whether it is correctly answered or it is mistaken. Then if it has error as a teacher it is you who should correct. For example, the instruction says fill in the blanks with correct adverb forms but the question might be about adjectives. The instruction and the question may be not related. This time it is just the teachers responsibility to make it correct for the students, not to be confused. So I'm making this all activities. This is what we are doing.

Interview – Two

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question

1. Do you teach speaking as a skill when you teach English?

Res: Not necessarily. We focus more on the grammar and reading section because it is the part we want to cover. In fact, there are few questions regarding the speaking section. Like dialogue, vocabulary completion and other things. But since most of the exam is coming from the reading section and no exam from the speaking part so why we spend our time on it

2. How do you see the students speaking skill?

Res: Generally speaking when we see the students speaking skill, their skill is very low because they don't have any speaking practice at their previous grade levels so that their skill is not as it is expected. So the teacher is expected to try different methods to improve their speaking skills. By motivating, by grouping, by role play activities and so on and so forth. But we teachers our focus is only on portion coverage and we don't most of the time do speaking activities. Generally there are many reasons; So for example, if we take great ten students as an example, and if I am asked just to rate their speaking skills like I said it's already poor or Very low.

Q3. How do you see the students participation in the classroom?

Res: If you mean the speaking skill, other than the other skills, there is classroom participation in listening, reading and writing they are almost better than the speaking section and in the speaking section their participation is very low. They try their best to answer some questions and to ask questions in the classroom but not that much. In Speaking

only few students participate in a section .Because as I have told you they don't have exposure and practice at their previous grade levels . So like their speaking skills, their participation is also low. Below what's expected from.

4. Do you think there are factors that affected the students speaking skill?

Res: Yes there are. One of the reasons can be their previous exposure which is their practice and their communication. This is true they don't practice it as their mother tongue everywhere and they didn't practice it in their previous levels too.

The other thing is they feel shy or afraid to say something in English, and they feel other people or friends may laugh at them. The other thing is they don't read further and they don't practice much because of this reason I think their practice gets very low. Because of lack of further assistance, even at the lower levels influenced their background and their confidence . Maybe even the family background is also included. So I can say that their experience , their background , their confidence and the environment can be taken as factors.

.

Q5. What techniques do you think a teacher should use in order to make the students interested in the speaking practice?

Res: To make them involve in the practice, sometimes we enforce them to say something even if they don't have interest. We try to motivate them by preparing some discussion, group debate etc. So that's really exposing them to speak and we try our best in providing different assistances. But their speaking skill is still very low. I think, we can give them or we can come with different activities. Different techniques like the dialogue the role play etc. Actually I do not use most of the techniques but I encourage them to speak and practice the skills and Sometimes I appreciate them by clapping and sometimes I use bonus marks .Because rewarding may increase their interest. May force them or may motivate them to do better and make them involve in the participation.

Q6. Do you encourage students use English or practice speaking outside the classroom?

Res: Yeah, we encourage them, I tell them as they have to live with English by speaking it in the house at home, with friends and with their parents. We even tell them with some proverbs and encouraging, because it is the master key of other subject. Now I understand that it's effective for further development; even for their future life. Sometimes we see some friends who even can't write applications properly in English. We tell them to practice it everywhere even in the class room when they are giving answers. We allow them to answer some of the answers using their mother tongue. Completely or totally, they don't express themselves by the foreign language or English. Some of them try to speak it everywhere so that they can practice it. However, even if we teachers encourage much to practice outside with friends, family and some other, but it's clear that they do not want to do it. They do not do it. Let alone outside the classroom even when they are in the classroom and when the teacher tell them do many things they do not.

Q7. As a language teacher what is expected from you to improve the students speaking skill ?

Yeah , what's expected from me is like the other skills, I have to try to cop up for this skill with the students . We try our best. To help students formally or informally to help students practice the skill. To develop the skill Using different methods we have said before. To describe something to discuss to debate to explain to converse etc. So what is expected from me is coming with speaking activities and give for the students.

Interview – Three

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question

Q1. Do you teach speaking as a skill when you teach English?

Res: yes I teach. I teach some of the speaking activities on the students' text book. Actually I don't teach it like I teach grammar and reading. Because we are making the students for the school living exam and the school living exam has no speaking questions ;so I give much infancies for the skills that make students have good points on their exam. So my answer is I teach but not like I teach reading and grammar.

Q2. How do you see the students speaking skill?

Res: Especially at present time the speaking skill of the students is very weak. Because most of the times students' come from poor background and no sufficient practice in the class. Not only the students but the teachers are also so careless, so leave the speaking part. So I can say that they have poor speaking skill.

Q3. How do you see the students participation in the classroom?

Res: Just I can say that their participation is low like they don't want to participate or they don't participate. I tried to evaluate the students in the classroom. The students almost lack confidence in general. Because of their background they lack confidence to speak. Just some students try to speak but automatically they get afraid of their classmates by this reason they leave it or kill the time. Just I can say that their participation is low like they don't want to participate or they don't participate.

Q4. Do you think there are factors that affect the students speaking skill?

Res: Yeah there are many factors. The first one is background of the student especially in government schools. Because there is no facilities for teachers, they do not encourage the student in the lower grades due this students do not have enough time to practice the skill.

The second factor is the teachers' carelessness. They just leave the speaking part they don't teach. They say they have shortage of time and the speaking part takes much time.

The third factor is the students' participation. Their participation is low most of the time they don't want to speak in English. The fourth factor is environmental factor the school condition or the parents.

Q5. What techniques do you think a teacher should use in order to make the students interested in the speaking practice?

Res: One of the mechanisms for me, in my opinion the lesson must be attractive for the learners. It has to be fulfilled with the necessary materials and facilities that encourage the students to motivate to speak in the class and also outside the class. Outside the class and inside the classes, a good task that makes students speak must be prepared by the teacher. So coming with interesting activities or attractive lesson is one way to attract the interest of the learners. The other one is appreciation; appreciating them by giving different things. May be rewarding, giving additional marks. Nothing motivates a student than giving marks. So if you say them you are good or excellent or if you even give them candy they may not feel impressed. But if you add one point they become more interested.

Q6. Do you encourage students use English or practice speaking outside the classroom?

Res: Yeah, but not usually. Some students are happy to do that especially the students who came from private schools. But the students from here are not interested because of their back ground. And when I see the students' reluctance I leave it .Actually I don't usually encourage them you know how coul you tell to practice outside the classroom for the student who refuse practicing inside the classroom.

Q7. As a language teacher what is expected from you to improve the students speaking skill ?

Res: The teachers, the school management, the students and parents have equal responsibility for improving the students learning .The teacher should make the lesson well prepared , attractive and interesting for the students. And he/she should see students equally. No differences between the clever and the lower student.

Interview – Four

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question

Q1. Do you teach speaking as a skill when you teach English?

Res: Yes, I teach, but not always . most of the time I teach the reading and grammar. You know students do not have interest . They don't understand as it is for them . When I try to teach speaking the students make very loud noise and they don't use their time properly. So I prefer to teach the other skills.

Q2. How do you see the students speaking skill?

Res: I can say their speaking skill is very weak. There are so many reasons. Some of these reasons are frustration; frustration from speaking the language. They are not interested because of frustration they don't like to speak English at all in the classroom. They fear the language because of this they do not want to speak anything in English class. Due to this their speaking skill became very weak.

Q3. How do you see the students' participation in the classroom?

Res: Like their speaking skill their participation is also weak in the speaking class. I try to encourage them to speak. In so many methods or mechanisms, for example: I tell them as the language is not your mother language so you have to practice it anywhere before you are learning English, so you have to practice it; even if there is a mistake. That mistake is your way of learning. So don't be ashamed to try to speak English in English class I encourage them. Some of them try to receive my advice and say or speak the language but they are few. The majority is still passive. Actually we tried many things but still the students' participation is weak. That is so sad.

Q4. Do you think there are factors that affect the students speaking skill?

Res: As I told you before frustration is the main cause. They are afraid of making mistakes; if they make a mistake their friends might laugh at them. The other thing is lack of interest to speak the language. Unless they speak the language there is no change. So lack of confidence and frustration are the main causes. And the other one is background knowledge: the knowledge they got in their previous grades. They learn grammar, reading but they don't learn speaking. So background knowledge and frustration are the problems. Teachers also have big problem in teaching speaking. We don't want to attain this Speaking program in our class room about anything. The other problem is the curriculum doesn't encourage enough the speaking lesson.

In addition there is lack of adequate time for teaching speaking. Most of our programs will be spent on grammar and reading. So there is lack of adequate time for engaging the speaking class.

Q5. What techniques do you think a teacher should use in order to make the students interested in the speaking practice?

Res: The first thing is motivating the students to increase their motivation. This is the first thing expected from a teacher. As an English teacher we are responsible to lead our learners to a better learning situation. But we usually do not do that. Unfortunately these days if the teachers do that, only some students become interested. From a class full of students only two or three students become interested to involve. That means the rest are passive learners. In case of this, we will not be interested and feel like we are wasting our time.

IntQ6. Do you encourage students use English or practice speaking outside the classroom?

Res: Even in the family, I tell them to speak at least two or three minutes. If the family laugh at them go continue speaking I will tell them. At dinner time or when you watch movie or TV program and at any situation Please speak English only for a few minutes. Actually there are no much activities on the textbook to make students do activities outside the classroom. Even if there we don't teach. We do not use that activity we pass to the comprehension, the reading, and the grammar. Because of lack of time and it is just

comfortable for the teacher. Teaching, the grammar or the reading is much easier for the teacher and the students than speaking.

IntQ7. So as a language teacher what do you think is expected from you in order to make students good speakers?

Res: A very big responsibility is failed down only on teachers. Not on parents, not on the school management and not on every part of the compound. The teacher has a big responsibility for this is speaking skill. Being together with parents the teacher should encourage the students and teach speaking lessons in the class room

Interview 5

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question.

1. Do you teach speaking as a skill when you teach English?

Res: I can say I don't teach . Because students don't want the teacher always speak English in the class .If you always speak English in the class students might hate you. Because students might not understand anything from the teacher so sometimes you have to speak Amharic in the class in order to make them understand something.

Frankly speaking I 100% focus on grammar items .Because I don't have the habit of teaching speaking .The reason why I focus on the grammar is the students don't understand the listening or the speaking items; this is the first problem .The other one is when you teach speaking in the class students shout or make noise in the class and do not understand what the teacher tells them to do. So I immediately leave teaching speaking and jump to grammar. In addition they don't have speaking background or experience. Due to these reasons I don't usually teach speaking. So generally I don't teach speaking because of the noise students make, the students lack of interest to do speaking activities and the number of students in one classroom is above 70 so for me it's very inapplicable.

2. How do you see the students speaking skill?

Res: Only 2 or 3 % percent of the students who came from private schools speak well. The other students who came from government school speak poor. Even let alone speaking they cannot read questions properly to do their exams. So generally speaking only very few students who came from private schools speak well; But the rest of the students hardly speak. So students can be rated as they have poor speaking skill.

3. How do you see the students' oral participation?

Res: As I can see when you ask them questions in the class room they give very short answers which you can't consider as speaking and still only few students do that. So I can say that most of the students' oral participation in the class room is weak. It is due to the teacher or teacher is the main factor because teachers don't focus on that. Because teachers are very busy doing the routine of teaching learning tasks (checking exercise books, planning preparing exams...)

First of all I don't think the teacher gives them a chance. Questions like did the teacher come to class with speaking activities and gave the students? Is the first question to be asked. So I can say that we teachers do not come to class with speaking activities like: debate, panel discussion, individual presentation, role-plays ...; due to this our students are not familiar with speaking activities. So my answer is the reason why they resist is because they did not pass through it and they assume it as it is something difficult to deal with it.

4. What are the factors that affect the students speaking skill?

Res: Their background is the main reason. When we think of students who came from government schools some of them they don't even know how to write their names ; they even don't spell it correctly . They simply jumped from grade to grade and reached grade 10.If they had passed through some kind of practice when they were attending the grades they passed they would have got some kind of experience that can help them try something at this level. So background is the main problem for the students' poor speaking.

5. What techniques do you think a teacher should use in order to make students interested in the speaking practice?

Res: I never used any mechanism because I didn't teach them speaking and my only focus was only on reading and grammar. But as a language teacher to make students involve in the practice, the teacher should come to class with various speaking activities which attract students. In addition students who actively involve should be rewarded to attract the others.

6. Do you encourage students practice speaking the language outside the classroom?

Res: I don't encourage them, I never even thought of it . Because even when they come and ask for something if I speak to them in English I don't feel they understand me and they might feel board. Because they are not interested to hear me talking English ; there target is getting information but if I talk them in English they may not understand it. Even in the classroom when I teach them a given topic using only English they feel confused but when I translate them with their mother tongue they smile and show as they understood.

7. As a language teacher what is expected from you to improve the students speaking skill?

Res: For the teacher in order to teach well the school should fulfill the necessary materials for teaching speaking; like language lab, language club and teaching materials. If the materials needed are fulfilled. However, when the things that are needed for the teaching was not fulfilled there is nothing that a teacher can do. In addition if the students are tested the reading, the grammar and the writing what is the need of wasting time with the speaking. Due to this I don't think even the students want to learn speaking and do activities to improve and students should show the initiation. So generally speaking if they have the motivation to learn I teach otherwise I don't think I have to do anything.

Interview 6

Thank you for your willingness to be part of this study. My name is Dagmawit Tarekegn I am conducting this study for my PhD degree that I am attending at Addis Ababa University. Every information you give me will be used only for the study purpose and its confidential and your identity will not be displayed. After I said so let me pass to the first question

1. Do you teach speaking as a skill when you teach English?

Res: With the number of students we have in the class room it is very difficult to administer speaking lesson. We have 45 minutes the students are 40 and 41 even it is difficult to give one minute for one student. So for me I simply some times use question and answer but other speaking activity.

2. How do you see the students speaking skill?

Res: almost they are not speaking at all and their speaking skill is so bad. The students that I'm currently teaching are passive receivers they don't want to say anything in the classroom. I think it is because in their prior grade their teachers didn't make them speak

3. How do you see the students' oral participation?

Res: Very few students try to participate the rest are passive receivers and don't want to speak English. In a class room there are more than 60 students and when they are asked to speak something most of them just talk to themselves only 2 or 3 students clearly do the speaking. So like their speaking skill I can say that their participation is poor too.

The students who don't want to participate in class do have many reasons ; like they are afraid of making errors (errors like grammar, pronunciation etc...)

4. What are the factors that affect the students speaking skill?

Res: I think the students don't have a role model to improve their English and they are not aware of what to say in the class. English is international language so it should be encouraged from bottom and on the text book there are different parts: the writing, the

reading, the listening and the speaking part .From these parts we teach the reading and the writing part but we don't teach the listening and the speaking part .So the students are not aware of the speaking and the listening skills. They don't even know in the near future this language serves them somewhere.

In addition teachers are expected to be role models for the learners but teachers themselves most of the time are not good models for the learners. Because when they teach lessons in the class room they speak the language very little instead they use their mother tongue a lot. When I start the academic year I asked them their preference just pure English or with translation they all preferred the translation. This shows that they don't need to fully face the language which is a very bad habit that really takes them behind. So if the language teacher is teaching using mother tongue how can the learning of the new language happen. In general I can say that the factors that affect the students speaking skill are the frailer of teachers to be a role model, learners' lack of confidence and lack of speaking experience in their prior grade levels.

5. What techniques do you think a teacher should use in order to make students interested in the speaking practice?

Res: the teacher should give to the students' different awards whenever they speak something in English in order to keep them motivated.

6.Do you encourage students practice speaking the language outside the classroom?

Res: If the students practice it is not bad for them so if they ask me I tell them to use it I mean I encourage them to practice , because it helps them.

7. As a language teacher what is expected from you to improve the students speaking skill?

Res: As a language teacher a lot is expected from me, like helping students in many directions.However with number or the class size we have now I cant do anything let alone speaking I don't even teach the other skills properly. But if the school management minimized the total number I can prepare and go to the students with every kind of speaking activities.

Interview - seven

Thank you for your cooperation, My name is Dagmawit Tarekegn, I'm here for data collection using interview for my PhD study at Addis Ababa University . Thank you very much again. I'm going to ask you some questions about students' participation and teachers' role in enhancing the students' speaking skills. So I'm going to ask you seven questions so let me go to the first question.

1. How do you see the students speaking skill? How do you rate it? Are they good? Are they just moderate? Are they poor?

Res: OK, in speaking skill we cannot say that all the students participate while they are discussing in the class room but there are some students which we encourage them to speak in English but totally they are not that much volunteer to participate in speaking skill because their background doesn't allow them to have that experience. So I can say almost it is better to say poor I think . When I say that we giving the ranks most of the students are not that volunteer in speaking skill that means when you give a rank almost the students are poor.Means when you give them a chance to participate in the middle they stop because they are poor and they have shortage of words that help them speak in that way because of that in the middle they stop their speaking and the next time they don't want to participate

2. How do you see the student's participation ?

Res: Students, again I can say that most students are willing to answer and to participate in English and again they are dependent of the teachers approach. Nowadays each teacher is expected to help students to participate in speaking skills. At that time they are willing. But what I told you is there are shortage of vocabulary and they start to speak and answer to participate at the middle because they have shortage of vocabulary they stop they stack. At this time teachers should understand their problem. I personally appreciate them even if they have problem of vocabulary I want them to continue their speaking and for the word they have lost it, they can use their own interchangeable Amharic word because they are related

Amharic words. So you can insert and do the rest. In that way, I appreciate that and most of them participate but totally as I told you before, their willing is high, but they have shortage of vocabularies at the time they stop in the middle and the next time they are afraid of that and they don't want to participate . At this time teachers should encourage them to participate no matter what that particular world is, simply participate and tell them no one is better than you. Even the teacher is not better than them I tell them at this time. So I can say, because of the teachers' encouragement, students can participate a lot even if they have their own problems.

3. Do you think there are factors that affect the students' participation in a speaking lesson?

Res: No no, by the way at this time because the number of students is minimized it is very good situation for teaching speaking skill . Now, as you told me that, we are making a dialogue. Having considered the previous year, because this one is Yeah . Even though it's very difficult for us to teach. At that time the situation was not good for the students themselves to develop their speaking skills because even you may reach almost three or four or five students as an example, as your model and the rest to develop by themselves out of the classroom or together with their partners, so I think it is not good

The other one is as I told you their background knowledge about speaking, they are not that much experienced of speaking in English. Since most students are coming from government schools but there are some students who came from some private schools. They are by the way better than the rest of the students in speaking. And I think much emphasis is not given for speaking . So one factor is just the number. The other factor is students' background.

In addition, family background as you know, most of government school students are not from good families .

4. What do you do to encourage students speak?

Res: Not always but sometimes I ask them to make a dialogue individually and encourage them to speak English with their friends or any one they meet.

5. what do you think teachers should use as a mechanism in order to make students participate?

Res: As a teacher we have great work by the way you come to my school, I always register students who have no books and who have books. And finally I will change into mark because of this we can say all there's no perfection by the way, you can say the students bring their textbooks, and most students do their home works and some other students who have copied from other students may become afraid of answering that question because I have another question of that answer. Every day, that's great. No loss of Mark, that's great, that's good.

Students are just the only thing that they're interested at is mark. When they make some mistake. I don't punish them with sticks or corporal punishment, simply I register. I may give warning one day today and finally simply I use marks and if the problem goes serious then I let them to bring their parents. Yeah, that's it. That's good. So I make them participate by giving marks.

6. Do you encourage students use English or practice speaking outside the classroom?

Res: I didn't. In order to make them use their language outside the classroom, right, So you can go, for example, you can give them an assignment just to bring kind of report from somewhere, right, Actually, group can be done in the classroom, right, Yeah, but you you kind of ask them, just go interview somebody outside the classroom, right, Interview somebody and come with a report right by telling them. There are some exercises which are found in the text book. Yeah, when they face in that way I will give them. Yeah, in that way you get.

7. As a teacher what do you think is expected from you?

Res: In the class room even we have to use different methods that help students develop their speaking skills. Teachers have many responsibilities, yeah. Management also, even by organizing different language lab, for example, you can see different materials, even for example there is a shortage of Student worksheets I want to give them. But simply I prepare one and give to students to copy. So and in providing different materials and different situations, this is the responsibility of the school. So personally as a teacher, I have different

responsibility to develop their speaking skills, even not only in the classroom but also out of the classroom by giving different practicing exercises , even if the the school material and the textbook that we are using is not with sufficient activities and it is full of errors

Interview - Eight

Thank you very much. My name is Dagmawit, I'm from Addis Ababa University and collecting data using interview for my study on students' participation and teachers role for enhancing their speaking skills. So I thank you. There are 7 questions that I'm going to ask you so.

1. Do you teach speaking as a skill when you teach English?

Res: Yeah, I teach speaking, but not very often. In high school we usually teach lesson topics in relation to the exam they take. So we give much emphasis on grammar and reading, because it is the one that helps them with their exam. Some times, I go with speaking activities but students are not that interested in doing the activities .Inaddition, they are afraid of speaking infront of their friends or they have confidence and background issue.

2. In your years of teaching how do you see the students speaking skill?

Res: Most of the students do have serious language problem. They didn't pass through a very good language practice in their previous classes. I think it is our job to help students improve their language skill. So generally I can say that they do have weak language skill.

3. How do you see the students' participation in the classroom?

Res: The student's participation in the class room is very poor like their language speaking skill. What so ever activity you give only few students do and participate especially if it is speaking task they don't even want to do it. It seems they don't want to be heard speaking in front of their friends. Even if they know they answer they don't say anything. Actually they better participate if the activity they are given is reading, writing or grammar.

4. Are there factors that are affecting the students speaking skills? If so what are the factors?

Res: Ohh sure, there are many factors and I strongly believe it is because of the factors that students got weak speaking skill. Our students are high school students before they come to

us they were in elementary and junior , when they were in their junior there are skills they are expected to acquire but the problem is when they come to us they come with out having the expected skills from their previous grade this one is the big factor. The other one is when it comes to speaking

English students become very shy they don't want to say a word in front of their friends .I think it is because of the fear they have making errors in front of their friends . In addition , the book we are using is the students text book , which is not that rich with speaking activities.

5. What do you think teachers should use as a mechanism in order to make students participate?

Res: To help students improve their speaking skill there are different mechanisms that we can use as a teacher. Like: group work, pair work, home work class work and so on. But the problem is as a teacher we may give activities to make students practice speaking as it is known students are not willing to do the activities . In addition, with the number of students we have in the classroom it is very difficult to have a kind activity that involves the students. But as a language teacher we have to make students practice I am not saying we don't have to make students we have to .What I am saying the current situation don't allow us to do what we want to do.

6. Do you encourage students use English or practice speaking outside the classroom?

Res: To tell you the truth I never did that, actually I only tell as they have to use the language where ever they go but I never gave any kind of speaking activity they can perform outside the class room. My reason is I usually teach reading and grammar this activities are most of classroom activities that students can finish in the class room. The reason why I focus on the reading and grammar activities is because they are parts of the lesson that we use on the students assesment .And as far as I know there is no much of speaking activity questions on the students exams. So I usually focus on encouraging what helps them ready score good on their exam.

7. As a teacher what do you think is expected from you?

Res: As a teacher a lot is expected, because when we go to classroom our students expect a lot from us. So the first thing we have to do is motivating our students, because most of them think as speaking is a difficult skill to learn. So we have to build their mind to make them think if they practice it is not different from any other skills they learn. Next we should give them speaking activities, that means before we go to class we have to plan speaking activities. Speaking activities are not that much like grammar and reading activities on the students' text books so the teacher should sit down and think the kind of activity that students become motivated to do before we go to classroom.

In addition, students should be given home take speaking assignment that should be done with their friends by having communication with their surrounding environment, because this helps them use the language with broad environment and makes spend much time using the language. Lastly if possible it is better if it is included in their exam to make students give focus.

Interview – Nine

Thank you very much. My name is Dagmawit, I'm from Addis Ababa University and collecting data using interview for my study on students' participation and teachers role for enhancing their speaking skills. So I thank you. There are 7 questions that I'm going to ask you so.

1. Do you teach speaking as a skill when you teach English?

Res: Yes I teach, I teach all language skills in addition to grammar. The way I teach speaking is not like the way I teach grammar and reading, because teaching speaking in this level is a little bit difficult. Most of the students are not obedient, you tell them to do something but you find them doing another thing. Students most of them are shy to speak in English in front of their friends. But most importantly if we use most of our time to teach speaking we will not have enough time to teach grammar and reading. So I teach them but not very often like I teach reading and grammar.

2. In your years of teaching how do you see the students speaking skill?

Res: In my years of teaching I observed students not doing much in speaking. They don't speak much even when they try to speak they stop it in the middle due to the fear they have speaking the language in front of their friends. So, I can say that in my teaching time I observed my students a bit weak.

3. How do you see the students' participation in the classroom?

Res: Like their speaking skill their students' participation is not that good. In the class by average we find 35-40 students but when there is something that students need to do in the class room only few students participate. Specially when the activity is speaking the number of participant students reduces. Most of them don't want to say anything.

5. Are there factors that are affecting the students speaking skills? If so what are the factors?

Res: Yes I believe there are many factors, because every thing happens by a reason nothing happens with out a reason. So the same is true for the weakness of their speaking there are many factors like the students background that means their previous training when they

were in lower grades. When students' were in lower grades there knowledge should be developed according to their level. However, when they reach to high school level it seems they are below the level.

The other one is our teachers' problem. That means we most of the time do not go to classrooms with speaking activities, we usually go with reading, grammar and writing activities. Like I said it before we focus more on the lessons we need for exams. So, we teach them mostly the exam lesson parts this also can be a big problem for the students speaking weakness.

5. What do you think teachers should use as a mechanism in order to make students participate?

Res: Generally in teaching learning process students and teachers do have close relationship, because it is a team work they should cooperate. Otherwise only the teacher or only the students can't make the teaching learning happen. If I said these teachers do have full responsibility for their students we are expected to come with different activities that let students learn or practice speaking. So there are activities that can be done in group, pair or individual to make students speak in English; Like : dialogue, presentation , drill, roleplay, debate and so on , we teachers we can go to classrooms to our students having such kind of activities to let students practice inside and outside the classroom .

However , this is what what a speaking teacher can use as a mechanism to teach his students .In my context I am not saying I use and do this activities. To tell the truth I never used most of them because of the reasons I mentioned above.

5. Do you encourage students use English or practice speaking outside the classroom?

Res: I already said it in the previous questions I don't teach them speaking usually my focus is more of on the lessons they need for their exams. So my response is honestly not most of the time but some times I tell them as it is important for them if they practice the language every where.

7. As a teacher what do you think is expected from you?

Res: A lot is expected from a teacher not only a language teacher but from all teachers. We have to encourage them when they try to do something that helps for their lesson, or when they fail to do something also we have to encourage. Not only encouraging as a teacher when students go with a wrong way it is our responsibility to bring them back too. So from teachers a lot is expected.

Specialy as a speaking teacher we have to create a room for students to practice, we have to prepare activities which help students practice speaking, above all as a teacher we have to prepare our selves to help our students' good speakers of the language.

Interview – Ten

Thank you very much. My name is Dagmawit, I'm from Addis Ababa University and collecting data using interview for my study on students' participation and teachers role for enhancing their speaking skills. So I thank you. There are 7 questions that I'm going to ask you so.

1. Do you teach speaking as a skill when you teach English?

Res: As a language teacher I teach all the language skills. I teach the speaking activities from the text book and make students practice. But here there is a problem even if I tell students to do the speaking practice most of them do not use it, only few students involve in the practice most of the students are shy to speak English. So, I try to teach them but students are not much cooperative.

2. In your years of teaching how do you see the students speaking skill?

Res: It is difficult to say they are good. Because a skill to be improved should pass through practice. In my teaching most of the students do not put themselves in the practice as I said they are not willing. So from this it is clear that the students speaking skill can't be good because they didn't put themselves pass through practice.

3. How do you see the students' participation in the classroom?

Res: I have already said it students are not that much willing to involve in the practice. Actually I am not saying students are solely responsible for the language weakness they have or for their lack of involving in the practice. We teachers ourselves do have problems. If you take me for example I teach speaking using only the text book activities from the text nothing more. If a teacher is not taking sufficient activities to practice in the class room students alone may not do a lot.

4. Are there factors that are affecting the students speaking skills? If so what are the factors?

Res: of course there are many factors like the learners background, the classroomside, the students motivation, the teachers readiness, the learning material, and so on are the main

reasons. Students background if it is weak students become fearfull to do the speaking. On the other way if teachers are not ready and willing to teach their students speaking there is no way students can find the speaking practice and practice. In addition the students' motivation also plays the vital role .Speaking practice needs the students high motivation and interest and the learner shoud make effort to put her or himself in the practice .So the factors comes from both teacher and students side.

5. What do you think teachers should use as a mechanism in order to make students participate?

Res: Teachers should plan the students learning and come to class with the kind of activity that helps the students learning. So activities speaking activities should be used as a mechanism and different learning strategies should be implemented too.How ever , because we don't have enough time or other reasons we are not using the mechanisms.

6. Do you encourage students use English or practice speaking outside the classroom?

Res: Usually not, because I encourage my students most on the skill that help students with their exams . Ofcourse when we teach our focus is also on the exam lessons. So I don't encourage them more but some times I may

7. As a teacher what do you think is expected from you?

Res: Ohh, I cant mention and finish here what is expected from a teacher. You know what what is happening now to our students is because of teachers, teachers us. We teachers we have to take care of our responsibilities .There are many problems which are known but even if we hseve lots of problem our students came to class thinking that we give them something. So we have to direct our selves in that direction; I don't want to say a lot but if a teacher is willing to do what he has to do he can do a lot and can bring significant changes.

Appendix: F

የተማሪዎች ፎክስ ግሩፕ ዲስክሽን ጥያቄ

1. እንግሊዝኛን የመናገር ክህሎታች ሁን እንዴት ታዩታች ሁ፡ (ጥሩ ናችሁ፤ መካከለኛ ናችሁ ወይስ ደካማ)
2. የንግግር ክህሎትን ሊያዳብሩ የሚችሉ መልመጃዎችን መምህራችሁ ይዞ ይመጣል ወደ ክፍል የእናንተን የንግግር ክህሎት ለማዳበር?
3. እንግሊዝኛን በምትማሩበት ጊዜ የመማር ማስተማር ሂደቱ ተማሪን ያማከለ ነው?
4. በሰዎች ምን ያህል ክፍል ጊዜ የንግግር ክህሎትን ትማራላችሁ?
5. የመናገር ክህሎታችሁን ለማዳበር ምን ያህል ትጥራላች?
6. የመናገር ክህሎታችሁን ለማዳበር ምን ያህል ትጥራላች?
7. የመናገር ክህሎታችሁን ለማሻሻል ያሠባችሁትን ነገር አለ?

Appendix : G

የተማሪዎች ፎክስ ግሩፕ ዲስክሽን

የተወዳድች ሁ ተማሪዎች ለዲስክሽኑ ፈቃደኛ ስለሆናች ሁ አመሠግናለሁ። ዲስክሽኑ በአማርኛ ነው የምናደርገው ፤ ወደመጀመርያ ጥያቄ አልፋለሁ።

ጥያቄ፤

1. እንግሊዘኛን የመናገር ክህሎታች ሁን እንዴት ታዩታች ሁ፤ (ጥሩ ናችሁ፤ መካከለኛ ናችሁ ወይስ ደካማ)

ተ 04: ጥሩ አይደለንም፤ ምክንያቱም አንደኛ ችግር ነው፤ ብዬ የማስበው እንግሊዘኛን ከሚናገር ማህበረሰብ ጋር አለመኖራችን ሁለተኛ ደግሞ እንግሊዘኛን ለመናገር እምንሰጠው ግዜ ያነሰ ነው

ተ 01: እኔም መልሴ ደካማ ነው የሚለው ነው፤ ምክን ያቱም ከመሰረቱ ጀምሮ በደምብ ተምረን ቢሆን እኛም እያሳደግነው እንሄዳለን በአጠቃላይ የመሰረት ች ግር ነው

ተ 02: ተማሪዎች እንግሊዘኛን መናገር ላይ ደካማ ቢሆኑም ግን የመናገር ፍላጎት አላቸው። ትምህርት ስንማር ሁሉም ትምህርት የተፃፈው በእንግሊዘኛ ነው ግን መምህራኖቻችን የሚያስተምሩን በአማርኛ ነው። ከትምህርት ወጪም ከህብረተሰቡ ጋር የምንግባባው በአማርኛ ስለሆነ እንግሊዘኛን እንድንናገር ተፅእኖ አድግርንል።

ተ 03: ተማሪ 02 እንዳለው አስተማሪዎች የሚያስተምሩን በአማርኛ ነው፤ እንግሊዘኛ አይቀላቅሉም። ነገር ግን በአማርኛ ከሚያስተምሩን በእንግሊዘኛ ቢያስተምሩን ሌሎች ልንናገር የምንችልበትን እድል ቢፈጥሩልን።

ጥያቄ፤

2. የንግግር ክህሎትን ሊያዳብሩ የሚችሉ መልመጃዎችን መምህራችሁ ይዞ ይመጣል ወደ ክፍል የእናንተን የንግ ግር ክህሎት ለማዳበር?

ተ 05: መፅሃፉን በምናይበት ጊዜ በአብዛኛው መልመጃዎች የንግግር ክህሎት መልመጃዎች አይደሉም። መፅሀፍ በራሱ ችግር ያለበት ይመስለኛል። ማለትም

የመናገር ክህሎታችንን ይሚያዳብረው ብዙ በተናገርን ቁጥር ነው። ነገር ግን መፅሀፍ በስፋት ይዞ ያለው ሌሎች ጉዳዮችን ነው። ስለሆነም መፅሀፍ በራሱ ለመምህራን ያንን እድል አይሰጣቸውም በዚህ ምክንያት ብዙም እንደዚህ አይነት መልመጃዎችን አይሰጡንም።

ተ 04: የሎሎች ትምህርት ቤቶችን በደምብ ባናውቅም በዚህ ትምህርት ቤት ዙሪያ ላይ የንግግር ክህሎትን የሚያዳብሩ መልመጃዎች 100% የለም ማለት ይቻላል። በዚህም ምክንያት ተማሪዎች የመለማመድና በራስ መተማመኑን ለማዳበር አይደለም ቅድም የጠየቅሽን ንግ ግር፤ ሪፖርት፤ ክርክር ምናምን የሉም ብዙውን ጊዜ የምንማረው የሠዋሥው/ grammar ትምህርት ነው።

ተ 02: መምህሩ የንግግር ክህሎትን የሚያዳብሩ መልመጃዎች ይዞ እንደመጣ ከተማሪው በኩል ተቀባይነት መኖር አለበት። ከተማሪዎች በኩል ተቀባይነት ስለሚያንስ መምህሩ ይዞ ቢመጣም ነካካ አድርጎ የማለፍ ነገር በአብዛኛው ይታያል። ስለዚህ አሁን እንግሊዝኛን ስንማር መምህሩ እንግሊዝኛን ያነባል በአማርኛ የፈታል ከዚህም ውጪ ምንም የሚደረግ ድርጊት የለም፤

ጥያቄ፤

3.እንግሊዝኛን በምትማሩበት ጊዜ የመማር ማስተማር ሂደቱ ተማሪን ያማከለ ነው?

ተ 04: ክላሱ ተማሪውን ያማከለ ሳይሆን መምህሩን ያማከለ ነው ምክንያቱም መምህሩ የተዘጋጀበትን ይዞ ይመጣል ተማሪው ያንን ይቀበላል። ይዞ የሚመጣውን መልመጃዎችም የመምህሩን ተሳትፎ በአብዛኛ የያዙ ናቸው ለተማሪዎች መልመጃዎች ይሰጣሉ ግን ብዙውን ሰአት መሀሩ እያወራ ተማሪው እመያዳጠ ነው የሚያልፈው

ተ 03: አንዳንድ ጊዜ ጥያቄ እንድንጠይቅ እና ውይይት እንድናደርግ ያደርጉናል ነገር ግን ጥያቄም ስንጠይቅ ውይይትም ስናደርግ በአማርኛ ነው። እንደውም በእንግሊዝኛ ብቻ ትምህርቱ እንዲካሄድ ነገረናቸው እናውቃለን ነገር ግን በማግስቱ ሲመጡ በአማርኛ ቀጠሉ። ፈተና ስንፈተን እራሱ የጥያቄ ትርጉም መሀሩ ቆም በአማርኛ የፈታልናል።። እና ሙሉ ክላሱ በእንግሊዝኛ ይፃፋል እንጂ አማርኛ ነው። ነገር ግን መማር ማስተማሩ ሙሉ በሙሉ በእንግሊዝኛ ቢሆን ተማሪው

እራሱን ለማስተካከል ጥረት ያደርግ ነበር። ሲጀመር ትምህርቱ ስሙ እንግሊዘኛ ሆነ እንጂ የሚካሄደው በአማርኛ ነው።

ተ 02: ተማሪን ያማከለ በሚለው ላይ መምህራን ለተማሪዎች የሚሠጡት የቤት ስራ ብቻ ነው። የቤት ስራን ይሠጣሉ ተማሪው ወይ ሠርቶ ወይ ሳይሠራ ይመጣል ያን የቤት ስራ ተማሪው እንዴት እንደሠራ ተነስቶ ልምዱን እንዲያካፍል ካይደፍርም። መምህሩ የቤት ስራ ሠርታችኋል ብሎ ያንን የቤት ስራ ደሞ በአማርኛ ይሰራዋል። በአጠቃላይ በአንድ ክፍለ ጊዜ አንድም ተማሪ እንግሊዘኛን ሳይናገር ክፍለጊዜው ሊያልቅ ይችላል። ተማሪ 03 እንዳለችው ፈተና ስንፈተንም በአማርኛ የተማርነውን በእንግሊዘኛ ስንፈተን ካልተተረጎመልን ፈተናውን መመለስ አንችልም። እና ተማሪን ያማከለ የሚባለው የቤት ስራ ብቻ ነው እንጂ ሌላውን ሁሉ መምህሩ ነው የሚያደርገው።

ጥያቄ

4. በሳምንት ምን ያህል ክፍል ጊዜ የንግር ክህሎትን ትማራላችሁ?

ተ 04፤ ለንግ ግር ክህሎት ተብሎ መምህሩ የመደበው ክፍለጊዜ ብዙም የለም ብዙዎቹን ክፍለ ጊዜዎች የምንማረው ስዋስው/grammar እና ንባብ/reading ነው።

ተ 03፤ በየክፍለጊዜው ትኩረት እና ጊዜ ተሠጥቶን የምንማረው ንባብ እና ስዋስው ነው። በዚያ መሀል በተለይ ንባብ ስንማር ንባቡን ከመጀመራችን በፊት ጥያቄና መልስ ነገር ይኖራል ነገር ግን በአማርኛ ነው።

ተ 01፤ አንድ አንድ ጊዜ ነው በአብዛኛው የለም ማለት ይቻላል ብዙውን ጊዜ የምናጠፋው በንባብ/reading ት/ት እና በሠዋሠው/grammar ት/ት ነው።

ተ 02፤ እኛ ስንማር መፅሀፍ ላይ ያለውን እየሠራን እንሄዳለን እንጂ ይህ ለንባብ ክህሎት ይህ ለንግግ ር ክህሎ ተብሎ የተከፈለ የለም ዝም ብሎ መፅሀፍ ያለውን እየሠራን ማለፍ ነው። ነገር ግን እየሠራን የንግር ክህሎት መልመጃዎች ጋር ስንደርስም በእንግሊዘኛ ሳይሆን በአማርኛ ተነጋግረንባቸው ነው የምናልፈው እና በአጠቃላይ ብዙም የለም። ከኖረም በአማርኛ ተነጋግረንባቸው ነው የምናልፈው።

ጥያቄ

5.የመናገር ክህሎታችሁን ለማዳበር ምን ያህል ትፈልጋላችሁ?

ተ 02፤ እኔ ብቻ ሳልሆን ብዙ ተማሪዎች ቢናገሩ ደስ ይላቸዋል ግን ሁላችንም በአማርኛ ስለምንገባባ ለምሳሌ አንድ ተማሪ ተነስቶ በአማርኛ ቢናገር ያተማሪ ወጣ እንዳለ ተደርጎ ነው የሚታየው ። እኛ ሁላችን እንግሊዝኛን ለመናገር ፍራቻ ውስጣችን አለ እንጂ አብዛኛው እንግሊዝኛን ቢናገር እና የመናገር ክህሎታቸውን ቢያሻሽሉ ደስተኛ ናቸው።

ቁ 04: አብዛኛው ተማሪ እንግሊዝኛ የመናገር ፍላጎት አለው ነገር ግን አንድ ተማሪ እንግሊዝኛን በሚናገርበት ጊዜ ተማሪዎች እርስበርስ የመፈራራት እንደ አንዴ የመሳቅ ነገር ስላለ ተማሪዎች መናገር እየፈለጉ አይናገሩም እኔ በግሌ በጣም እንግሊዝኛን መናገር እፈልጋለሁ።

ተ 05፥ ማንኛውም ተማሪ እንግሊዝኛን ቢናገር ደስ ይለዋል። አሁን እኔ ተነስቼ እንግሊዝኛን ባወራ ወጣ እንዳልኩኝ ነገር ይታሠባል። በዚህ ምክንያት ማውራት አንችልም ካልተለማመድን ደግሞ የመናገር እውቀት ሊመጣ እየችልም ፍራቻም ስላለ።

ተ02፤ ለምሳሌ መምህሩ ተማሪዎችን ጥያቄ ሲጠይቅ በእንግሊዝኛ ቢሞክር ችግር የለውም በምትችለው ቋንቋ ተናገር ነው የሚለው ስለዚህ ተማሪው አማርኛ ወደ መናገር ነው የሚገባው እንጂ የግድ በእንግሊዝኛ እንዲናገር መምህራኖቹም አይገፋፉም። እንግሊዝኛን እንድንናገር አያበረታቱንም በእንግሊዝኛ በደምብ ከማውራት በአማርኛ ነው ብዙ ነገር የሚያስረዱን መፅሀፍ ብቻ በእንግሊዝኛ ተፃፈ እንጂ ሙሉ ለሙሉ የምንማረው በአማርኛ ነው። ከተማሪዎችም ጋር እርስ በርስ የምንገባባው በአማርኛ ነው ስለዚህ አንድ ተማሪ እንግሊዝኛን ሊናገር ሲነሳ ሌሎች ተማሪዎች ያተማሪ ከነሱ ወጣ እንዳለ ተደርጎ ስለሚቆጠር ሁሉም ዝም ብሎ ነው የሚተወው።

ጥያቄ:

6.የመናገር ክህሎታችሁን ለማዳበር ምን ያህል ትጥራላቹ?

ተ 04፥ ከኛ ብዙ ነገር ይጠበቅ ነበር ነገር ግን በግሌ ለዛ ነገር ብዙም ቦታ አልሠጠሁትም በተለያዩ መንገድ በግላችን ልምምድ ማድረግ ያስፈልጋል ቋንቋው እየተሰባበረም ቢሆን መለማመድ

ይጠበቅብን ነበር ነገር ግን ድካም እና ስንፍና አለብን ብዬ ነው የማሰበው። ስለዚህ ይህንን ፍርሃት አስወግደን ልምምድ ውስጥ መግባት አለብን ብዬ አስባለሁ።

ተ 02፤ ለምሳሌ እኔ ለመለማመድ ሞክራለሁ ለራሴ ለማዳበር ነገር ግን ከተማሪዎች ጋር ለመለማመድ እነሱ ወጣ እንዳልኩ አድርገው ስለሚቆጥሩ አልቻልኩም ከመምህርም ጋር ለመነጋገር ስሞክር በምትችለው ቋንቋ ተናገር ስለሚሉ ከማን ጋር ነው ልምምድ የማደርገው በት/ት ቤት ደረጃ በግዳጅ ካልሆነ በስተቀር በፍላጎት ሲሆን አንድ ሁለት ቀን ተሞክሮ ይቀራል። እነዚህን የመሳሰሉ ፍግሮች ስላሉብን ነው እንጅ ጣናት ብናደርግ ደስ ይለናል።

ተ 03፤ እኔ እውነት ለመናገር ለማዳበር ሞክራ አላውቅም ምክንያቱም ለምሳሌ የንግግር ክህሎትን ለማዳበር መፅሃፍቶች ሊኖሩን የገባል የሚያግዘኝም ሰው ስለሌለ ምንም አይነት ጥረት አድርጌ አላውቅም ከጓደኞቻችሁ ጋር ለማውራት ብትፈልገንም ለምሳሌ አንቺ የሆነ ነገር ብታውቁ ያሰው

ላያውቅ ይችላል በአማርኛ ተርጉሚልኝ ይልሻል ለዛ ሰው በአማርኛ ስታወሪ አንቺም ቀጥታ ወደ አማርኛው ትገቢያለሽ አስተማሪዎችንም ለመጠየቅ አብዛኛው ተማሪ የሚጠይቀው በአማርኛ ነው የመናገር ክህሎት አላቸው ከኔ ይሻላሉ የምትያቸው ተማሪዎች እራሳቸው መጀመርያ ትት ሲጀመር አካባቢ በእንግሊዝኛ ነው የሚያወርት በእንግሊዝኛ ይጠይቃሉ በእንግሊዝኛ ይመልሳሉ። እየቆዩ ሲሄዱ ግን ቀጥታ ወደ አማርኛ ነው የሚገቡት በነዚህ ምክንያቶች ተማሪውም ብዙም ጥረት አያደርግም።

ተ 04፤ እኔ እንግሊዝኛን ለመናገር ማህበረሰቡ በጣም ወሳኝ ነው ብዬ ነው ያማምነው ምክንያቱም አንድ ሠው እንግሊዝኛ መናገር የማይችል ቢሆን እንኳን አብሮት የሚያወራው ማህበረሰብ ስለሚናገር የግድ ለመናገር ጥረት ያደርጋል የኛ ኦፊሻል ቋንቋችን አማርኛ ከመሆኑ አንጻር የግድ ማህበረሰቡ ወደሚናገረው ቋንቋ

እንገባለን። ለምሳሌ እኔ ጓደኛዎን በእንግሊዝኛ ባናገረው ካይ ኣንተ በእንግሊዝኛ ነው የምትናገረው እኔ ደሞ ጆሮዎ ቢቆረጥ እንግሊዝኛ ኣልሰማም ያለኝ ጓደኛ ኣለኝ። እንዲህ ኣይነት ለመማመድ ፍርሃት ውስጥ ያስገባሉ፤

ተ 01፤ እኔ በበኩሌ የራሴ ችግር እራሴ ነኝ ብዬ ነው የማምነው የተለያዩ ለልምምድ የሚያገዙ መፅሃፍት ስናነብ ፍልም ብናይ በተለይ እያስተዋልን ብናይ እናሻሻላለን ብዬ ኣስባልሁ እነ የማምነው ግን ችግሩ የራሴ እንደሆነ ነው ጥረት ኣለማድረጌ

ጥያቄ:

7.የመናገር ክህሎታችሁን ለማሻሻል ያሠባችሁትን ነገር ኣለ?

ተ 04፤ ምንም ኣይነት ጥረት ሳናደርግ በቀድሞ ድካማችን የምንቀጥል ከሆነ የመናገር ክህሎታችን ወደ ኣለመናገር ነው የሚያድገው። ምክንያቱም ኣንድ ሠው ኣንድን ክህሎት ሊያሻሽል የሚችለው በተለማመደው ልክ ነው እና ልምምድ ከሌለ እንግሊዝኛን መናገር ኣይጠበቅበም። ስለዚህ ለወደፊቱ እራሴን ኣለማመድኩኝ እንደምናገር ነው የማምነው። ኣልተለማመድኩ ደግሞ ያው በተቃራኒው ነው ስለዚህ በመናገር ውስጥ ቆይቼ እራሴን ለማለማመድ ኣስባለሁ።

ተ 02፤ እኔ በግሌ ለማዳበር እሞክራለሁ በቅርብ ተለማምጄ ለመናገር እሞክራለሁ መፅሃፍም ኣንብቤ ይሁን የሚናገሩ ሠዎች ጋር ጠጋ ብዬ ለመናገርም እራሴን ለማዳበር እሞክራለሁ።

ተ05፤ እኔ ከዚህ በፊት ሞክራው ኣውቃለሁ ግን በኣካባብዬ ምክንያት መቀጠል ኣልቻልኩም።

ተ 03፤ ከዚህ በኋላ ፊልሞቻንም በማየት ሊሆን ይችላል የተለያዩ የኮንቨርሴሽን መፅሃፍቶችን በማንበብ ከጓደኞችም ጋር በእንግሊዝኛ በማውራት ጥረት ኣደርጋለሁ።

Appendix: H

The equivalent English of the Students Focus Group Discussion

Question 1: How do you see your English language speaking skill (are you good, weak or medium)?

Question 2: Does your teacher come to class with speaking activities which help you improve your speaking skill?

Question 3: When you learn English is the teaching learning system student centered?

Question 4: How many period per week you learn speaking?

Question 5: How much do you need to improve your speaking skill?

Question 6: How much do you try to improve your speaking skill?

Question 7: Is there any thing that you planned to do to improve your speaking skill?

Appendix: I

The equivalent English of the Students Focus Group Discussion

Respected students, thank you for your interest to participate in this focus group discussion

Question 1: How do you see your English language speaking skill (are you good, weak or medium)?

Student 4 : We are not good ,because as I think the first problem is we are not living with a society that speaks English ; the second is we are not giving enough time for the speaking practice .

Student 1: I also say our speaking skill is poor because if we learnt since from lower grade we would have improved it any way it is the problem of our base.

Student 2: Students are poor in their speaking skill but they do have speaking need .When we learn our lessons , the medium of instruction for all lessons is English but our teachers teach us in our local language . The language that we use to communicate with the society is also the local language .This also influenced our speaking skill of English.

Student 3: Like student 2 said our teachers teach us using the local language not in English. However, instead of teaching us in Amharic if they taught us in English and even create other opportunities that help us speak English is good .

Question 2: Does your teacher come to class with speaking activities which help you improve your speaking skill?

Student 5: When we see the activities on the student's text book most of the activities are not speaking activities. I think the book by itself has some problem, because our speaking ability develops if we speak more .However the book consists more of other staffs .So the book by itself doesn't lead teachers teach

speaking ;I think this is the main reason for the teachers not teaching the skill well.

Student 4: I have no idea about other schools but in this school 100% I can say that there are no activities that help develop speaking skills. Because of this students can't not practice and develop confidence. So the speaking activities you mentioned before (dialogue, report, debate etc.) we don't use them we usually learn grammar.

Student 2: When the teacher comes to class with speaking activities the students should be willing to involve in the activity .Because the students are not that much willing to involve teachers do not teach well the activity they came with .So now the way we learn English is the teacher reads and translates it to local language that is all the teacher does

Question 3: When you learn English is the teaching learning system student centered?

Student 4: The class is not student centered it is teacher dominated. The teacher comes to class what he / she thinks is good the students and the students take that. The activities are more of teacher centered .Activities are given for the learners but the class ends while the teacher talks and the students listen.

Student 3: Sometimes they make as ask questions and have discussion. However when we ask questions and when we do the discussion it is in Amharic . Even previously we told them to make the teaching learning in English but when the next day they come they do the same. When we take exams the teacher translates for us the questions ; so it is said the teaching learning is language is English but practically it is Amharic .However if the teaching learning language is English students might try to improve themselves . It is named English but the actual practice is Amharic

Student 2: On the point that says student centered teachers only give home works for the students. They give home works students might come to class getting done

or not done .A student who did the home work do not share his or experience how he or she did the home work and the teacher simply asks whether the students did the homework don't even check and he/ she do it in Amharic again. Generally a period might end the teacher saying no English word. Like student 3 said when we take exams unless it is translated for us in Amharic we cannot do it. The student centered activity that we have is only the homework the rest is teacher centered.

Question 4: How many period per week you learn speaking?

Student 4: There is no much time that is assigned for teaching speaking. Most of the time we learn Grammar and Reading.

Student 3: In every period the lesson that is given time and focus is reading and grammar. Some times before we go to the reading of the passage we do question and answer about the reading but it is in Amharic.

Student 1: Some times, most of the time we learn reading and grammar

Student 2: When we learn we simply keep on doing what is on the text book no time is given for doing speaking activities specifically .However while doing the activities from the text book if we find speaking activities we do them. But the problem is we do them in Amharic not in English . Generally I can say that there are no many speaking activities, even if there are we simply discuss about them in Amharic and pass them.

Question 5: How much do you need to improve your speaking skill?

Students 2: Not only me, most of the students feel happy if they speak English. The problem is we all communicate in Amharic if one student try to speak English the other students consider him as he is different. It is just because we are afraid of speaking the language meanwhile we all are happy to speak the language.

Student 4: Most of the students do have interest of speaking the language, but when one student speaks the other might laugh at .So students want to speak and improve their language but they are scared of each other.

Student 5: Every student feels happy if he/ she is able to speak English. If I start speaking English out of nowhere students might consider me as I am different. Because of this we cannot speak and if we cannot practice we cannot improve.

Student 2: For example when the teacher asks question the student is allowed to answer in any language he wants. Because the target is trying to make the student answer the question not practice the language and even teacher they don't encourage students use the language. Teachers don't encourage us to practice the language instead they themselves prefer to teach us in English. Only the text book is written in English but the teaching learning process is in Amharic. Students communicate each other using English; so if one student starts to speak English the others see him/her as different and do not respond to him or her.

Question 6: How much do you try to improve your speaking skill?

Student 4: A lot is expected from us but I never paid attention to it. We are expected to do practice in different ways by ourselves even if it is broken. But it seems our laziness won us. So I think we have to avoid our fear of speaking the language and get in to practice.

Student 2: For example, I tried to practice to improve my speaking skill but the other students used to consider me as I am different, so I couldn't do my practice .When I try to speak in English with my teachers while answering questions they tell me to use the language I know well; this means I got no one to practice with. Unless the school forced us with our interest our practice don't exceed two three days. Such problems hinder us from doing our practice, but I can say that most of us are happy to do the practice.

Student 3: To tell the truth I never tried to improve my speaking skill .Because to improve our speaking skill we need to have books that we can refer to or we need to have who can help . If you try to speak with friends they ask you to translate it. When you do the translation you directly go to using the Amharic. When we ask teachers also most of us use Amharic .Even students with good speaking skill by the beginning of the academic year used to speak in English, ask and answer questions in English. However after a while they directly started using Amharic like other students.

Student 4: I believe to speak English the society you live in matters. Because even if one is not able to speak the language if the society he/ she living in is speaking , he / she tries to speak the language .In our case our official language is Amharic so we directly go to the language that the society speaks . For example, when I try to speak in English with one of my friend he said to me ‘you speak to me in English and I hear no word of English ‘. Such responses make feel afraid of using the language.

Student 1: I believe that I am the source of my problem; if I read different books watch movies which can help improve our language we will improve but the problem is we do not try.

Question 7: Is there any thing that you planned to do to improve your speaking skill?

Student 4: If we try nothing and continue with our previous experience we can not improve our speaking skill. Because one can improve his/her skill in the level of his / her practice.If there is no practice there is no skill improvement. So I believe if I work hard I will improve my skill. So I planned to keep my practice and improve my skill.

Student 2: I have planned to improve my skill by reading books or by practicing with people who can help.

Student 5: I tried it before but because of my environment I couldn’t proceed.

Student 3: From now on I try to improve my skill by involving in the practice with friends or by reading books.