



**ASTUDY ON THE FACTORES AFFECTING STUDENTS ENGLISH
LANGUAGE SPEAKING SKILL IN DILBER SECONDARY SCHOOL IN
ADDIS ABABA: GRADE NINE IN FOCUS**

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**A Study on the factors affecting students' English Language speaking skill
in Dilber Secondary School in Addis Ababa: Grade Nine in Focus**

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**A Thesis Submitted to Department of Foreign Language and Literature in
Fulfillment of Master's Degree in English Language teaching**

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DECLARATION

This thesis is my original work which has not been presented for a degree in any Other universities and that all sources of material used for the thesis have been duly acknowledged.

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List of Acronyms

ESL	English as second language
L1	First language
L2	Second language
TEL	Teaching English language

Abstract

The purpose of this study was to investigate student related factors leading to speaking difficulties from both learners and their teachers' perspectives. In order to achieve the objectives of the study, a descriptive survey study design with a mixed research method was used. The participants of the study were sixty grade nine students and three grade nine English teachers. Three grade nine English teachers and eight grade nine students for interview was selected by Purposive sampling technique. And fifty two students for questionnaire were selected in simple random sampling techniques. The data required for the study were gathered through questionnaire, interviews and classroom observation. The close ended questionnaire was analyzed by counting numbers and percentage quantitatively whereas qualitative data analysis was used to analyzed semi-structured interview and classroom observation.

The study revealed that lack of adequate vocabulary ,lack of motivation, lack of confidence, anxiety, mother tongue use, lack of exposure to practice are the major factors that lead to poor performance in English speaking skills. Fear of making mistakes, fear of criticism, the tendency to shift to mother tongue and feeling shy and lack of motivation to express for themselves are some of the major manifestations of poor performance.

Based on the research findings, recommendations were made. Teachers have to motivate their students to participate and develop confidence in speaking class. They should also give awareness and advice for students about speaking .They should encourage their students to express themselves in English both in and outside the school. The students should be given enough time to prepare and perform the speaking tasks. Teachers should motivate their learners by asking them to speak about issues that they are highly interested in.

CHAPTER I

1. Introduction

1.1. Back ground of the study

According to British journal of arts and social science (2011), the language is a system of arbitrary vocal symbols, which permit all people in a given culture or other people who have learn a system of that culture, communication or to interact by speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth.

Speaking is an important and interesting language skill. They may contact people, express their needs, ideas wishes and impressions or language is a tool for communication. We communicate with others, to express our ideas and to know others' ideas as well. Communication takes place where there is speech, without speech we cannot communicate with one another. Zaremba and Zhang (2006) hypothesize that, of the four micro English skills, speaking seems to be the most important skill required for communication.

According to international journal of research in English education “speaking is one of the most important skill to be developed and enhanced as means of effective communication; however, speaking skill is regarded one of the most difficult aspects of language learning” (Lai-Mei Leong, 2017). One of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years of studying English language but cannot speak it appropriately and understandably (Bueno, Madrid and Mciaren, 2006).

English language is a global language which can be used for communication with native speakers and nonnative speakers in the world wide, especially in the education section, all university students need it for their studies in order to search information and obtain knowledge; therefore, a lot of university throughout the world need to include English language as one of their educational tool requirements. English is often used as the medium of instruction in higher education (Murray and Christi son, 2010 as cited in Chot Pal, 2015).

According to McKay (2003), knowing English is like possessing the fabled Aladdin's lamp, which permits one to open as it was the linguistic gates to international business, technology, science and travel. In addition, in the world wide political, commercial and social development English is base. In short English provides linguistic power, therefore, English now is used not

only as a means to communicate with native speakers but also more significantly as a language of wider communication among nonnative for a great variety of purpose (McKay, 2003).

One of the factors affecting students' speaking skill in English in Ethiopia is mothers and fathers do not let their children to speak in English in their home. Students only start to learn spoken English in the school. In relation to this Getachew Haile (2001:35) states "English is a global tongue so we should study it because the medium of instruction is English." Similar to Ethiopia in Russia, a number of researchers investigated the learners' English speaking skill and came to the conclusion about students' low level of speaking ability. They have interest to learn confidently and fluently but their lack of confidence and anxiety about making mistakes is the main cause for poor English speaking skill.

Most college students are not confident in their ability to learn to speak; teachers must overcome their reluctance in order to change these situations (Trent, 2009 as cited in Chot Pal, 2015).Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' Shyness (Trent, 2009).

Teachers can use short dialogues in the class rooms to develop their students' speaking skill. Speaking is one of the four basic skills in the English language. It is a communication process of producing and transmitting message to the targeted person .All students want to speak the normal accepted English of today. In most countries of the world English is taught as common subject at elementary schools. However, in high schools and colleges, English is medium of instruction for teaching other subjects (Bashir, Azeem and Dogar, 2011).

In spite of that, students face challenges of learning speaking English particularly for oral communication. In relation to this Getachew Haile (2001: 2) explained that "Ethiopian students spend a great deal of their time in studying English and yet their speaking ability is poor."

According to Getachew Haile (2001) the students should practice communication in particular situation in their home, class and with peers/ friends because; language does not exist without communication. As Cohen (2005) stated, exercising for English speaking skill has been advised over a period of many times. Therefore, speaking skill is the result of practical experience in the class and out of class. Many researchers also added that practicing is hoped in order to prove useful vocabulary words and valuable meaning to communicate in English.

As background has tried to show, there are factors affecting students' English speaking skill. Therefore, the purpose of this research is to find out factors affecting students' English speaking skill particularly in their homes, classes and with their peers/ friends.

1.2. Statement of the Problem

According to Cohen (2005) Ethiopians are likely to interact with a variety of English speaking communities with different linguistic backgrounds of native and nonnative varieties all over the world .English is becoming an essential element and playing crucial role in the country's overall development and hence proficiency in English provides significant advantages and opportunities to Ethiopians. However, many researches express their concern about difficulties that the majority of Ethiopians have in spoken English. Cohen added that the standard of oral fluency and competence in English is low, and many Ethiopian speakers have little confidence in the language for oral purposes (Cohen 2005).

There has been similar concern among parents and teachers, out spoken in local broad cast and casual discussions, for the mismatch between the roles which English is expected to play and the competences of learners (Cohen, 2005).

When we design speaking tasks, one important consideration is the language proficiency level of the students. If we ask them to do task that are above their level, they will simply become frustrated and demotivated. In successful speaking tasks, the students talk a lot in the foreign language (Ur, 1996).

According to Chot Pal (2015) teachers used teacher centered teaching approach which affects students' practice in order to speak English. Abdisa (2011) conducted study on the practice of teaching speaking skill at Ayer Tena secondary school. According to the researcher's finding, the study reveals that the teachers do not play active role in developing speaking skill. They do not present the lessons in a memorable and meaningful way. No maximum amount of practice is given for students. Teachers do not create enough opportunities for students to use English in real life communication. They focused on doing activities in the textbook mainly through drills and dialogues. Generally, teachers are hardly playing their role in presenting their lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production Abdisa (2011).

Even though language teachers are expected to teach speaking skill by using different techniques and strategies, the result shows that, teachers were using the traditional approach. The techniques

mostly used are questions and answers, dialogues, examination and translation (Haile, 1984). The same is true in Dilber Secondary school students. Therefore, this research aims to investigate factors affecting students' English speaking skill.

1.3. Research questions

- * What are the factors affecting students' English Language speaking skill?
- * How does prior knowledge affect students' English Language speaking skill?
- * How often do teachers give additional support to help students in speaking classes?

1.4. Objectives of the study

The study aimed to achieve the following general and specific objectives

1.4.1. General Objective

The main objective of this study was to investigate the factors affecting students' English speaking skill in Dilber secondary School grade nine in focus.

1.4.2. Specific Objectives

The specific objectives of this research were:

- To identify common factors affecting students' English speaking skill.
- To investigate the students' prior knowledge and interest to English Language speaking skill.
- To assess teachers' commitment to teach English speaking skill.

1.5. Significance of the study

The importance of the study is to create awareness to EFL teachers about factors affecting students' English Language speaking skill at secondary level. It also helps teachers who want to apply different motivation of teaching speaking skill by creating awareness about factors affecting students' English speaking skill that are employed in the secondary school level. The study gives a genuine feed back to the school administrators and teachers. The study is helpful to serve as source of direction to those researchers who are interested to carry out further study. It helps the students to be alert to their roles to improve their English Language speaking skill.

1.6. Delimitation of the study

The study area of this research was delimited on the factors affecting students' English speaking skill in selected Dilber secondary school in Gulele sub city in Addis Ababa grade nine in focus. Generally, why the researcher chose this school, because there is not any research done around in

this on factors affect students' English Language speaking skill and this school is chosen due to the existing problem of students' English speaking skill and nearer to destination of the researcher.

1.7. Limitation of the study

The study was conducted only one governmental secondary school in Gulele sub city in Addis Ababa, grade nine in focus and factors affecting students' English speaking skill. The study would have been comprehensible unless those limitations had been limited. However, this could not be done because of shortage of time and finance. Moreover, some of the respondents of students and teachers were unable to give genuine information about some questionnaires and they showed unwillingness to complete the questionnaires and to interview. And other limitation in which researcher faced was lack of internet services on the time.

CHAPTER II:

2. Review of Related Literature

2.1. Introduction

This is a review of related literature related to the topic under study. It provides a theoretical back ground on the concept of the factors affecting students' English speaking skill. The chapter contains the following headings the definition of speaking, theories of speaking, teachers related factors, students -related factors, the role of teachers to help the students, the role of the students to help themselves, the learning environment related factors, and teaching-learning material related factors.

2.2. Definition of speaking

Speaking is the delivery of language through the mouth. It is that human beings create sounds using many parts of the body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four macro skills, which are: listening, speaking, reading and writing. In our own language speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people talk to each other, the conversation is called a “dialogue”. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed as in the delivery of a speech or presentation. Of course, some people talk to themselves. In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal and in formal: informal speaking is typically used with family and friends, people you know well; whereas, formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to. Speaking is interaction between two or more people in changing ideas and arguing something related to the human lives and movement of the world. It is the action of conveying information or expressing one's feeling in speech (oxford English dictionary as cited by Chot Pal2015).

2.3. Concepts of spoken English

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, 2004:3).

According to Nunan (2003) speaking is a very important part of second language learning because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. The scholars add that it is essential in that teachers pay great attention to teach speaking rather than leading students to pure memorization McDonough (2003) stated that speaking as a skill is not the oral production of written language but it involves’ mastery of a wide range of sub-skills which add together constitute of overall competence in the spoken language.

As we can analyze from the above definition, oral production of drills (written language) cannot be considered as the teaching of speaking because it requires learner’s mastery of language in different context (setting). Thus, it seems to me that a teacher must understand the meaning and method of teaching speaking skill. Although speaking has not been given due attention, today’s world requires that the goal of teaching speaking should improve students ‘communicative skills. This is because only in that students can express them and learn how to follow the social, cultural rules appropriate in each communicative circumstance (McDonough, 2003).

2.4. Theories of speaking

2.4.1. Harmer’s Theory

As Harmer (2001) discussed the elements of speaking that are necessary for fluent oral production. He distinguished between two aspects: knowledge of ‘language features’, and the ability to process information on the spot, that is ‘mental-social processing’.

The first aspect, language features, necessary for spoken production involves the following features: connected speech, expressive device, lexis and grammar, and negotiation language. For clearer view of what the individual feature includes, here is a brief overview: connected speech refers to conveying fluent connected speech including assimilation, elision, linking ‘r’ contraction and stress patterning weaned sounds. Expressive device: pitch, stress, speech, volume, physical-nonverbal means for conveying meanings (supper segmental features). Lexis and grammar: supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.). Negotiation language: in order to seek clarification and to show the structure of what we are saying (Harmer, 2001).

The second aspect, mental/ social processing ,necessary for successful language interaction ,(the rapid processing skills ‘includes three features: language processing, interacting with others and putting it in to coherent order, which requires the need for comprehensibility and conveying of meaning retrieval of words and phrases from memory, assembling them in to syntactically and proportionally appropriate sequences. Such as interacting with others including listening, understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. On the spot information processing the information that the listener is told the moment s/he gets it (Harmer, 2001 as cited in Chot Pal 2015).

In order to sum up Harmer’s point of view, the ability to earn successful oral communication is to process knowledge of language features and the ability to process information on the spot. Language features involve four areas: connected speech, expressive device, lexis and grammar, and negotiation language. Processing skills includes three features: language processing, interacting with others and on the spot information processing. Therefore, when the learner processes these micro skills, he/she is likely to achieve successful communication goals (Chot Pal, 2015).

As Goh and Burns (2012) stated that learning contexts are related to various individual differences variable influential in determining what teaching and learning students would choose. They also suggest that an effective way to plan speaking program is identifying the learners’ needs. Therefore, having sufficient understanding about the learning context and certainly be beneficial to identify what language learning theories or techniques would be most relevant to the development of their oral communication skill. This article will address some of the key concepts to implement in this context. These include: interaction and correction, varying learning activities inside or outside the classroom for fluency development, combination of multiple structural framework, using emerging technologies and evaluation (Goh and Burns 2012).

2.4.1.1. Interaction and correction

Many researchers believe that interaction can promote second language learning as (MacKay, 1999)suggests that taking part in interaction can facilitate second language development Mackey and Goh (2007)also suggested that engagement in L1 interaction impacts positively on L2 learning. The reason for this due to learners can get feedback from interacting, in the form of negotiation of meaning, with their teacher and peers. Despite these benefits ,we need to consider the quality of ,exposing learners more to the target language and to have clear and specific

objectives in every language interaction. During oral interaction, learners have opportunities to gain in put (listen to the target language) and produce out puts or use the language in productive (Mackey and Goh, 2007).

When producing the target language, learners may encounter problem leading them to recognize what they do not or partially know (Swin, 1993) suggests that one of the functions, that is to push the learners to move from the semantic possessing to the syntactic possessing. Simply put, producing output allows the learners to move their focus from comprehension to the language production.

2.5. Teachers' related factors towards the subject matter and teaching speaking skill

2.5.1. Teachers' speaking task design factors

In communicative output, 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 communicative strategies that they know activities, the criterion of success is whether the learners get the message across. Accuracy is not a consideration unless the lack of it interferes with the message (Harmer, 1991).

According to British journal of arts and social sciences (2016), in every day communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself in a balance activities approach, the teacher use the variety of activities, from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating and it is also more likely to result in effective language learning.

2.5.2. Minimal response

According to British journal of arts and social sciences (2016), language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them building up a stock of response that they can use in different types of exchanges. Such response can be especially useful for beginners. Minimal responses are predictable, often

idiomatic phrases that conversation participants used to indicate understanding, agreement, doubt, and other response to what another speaker is saying.

2.5.3. Recognizing scripts

According to British journal of arts and social sciences (2016), some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apology compliment, invitations, and other function that are influenced by social and cultural norms often follow patterns or scripts. So do the transaction exchange involved in activities such as obtaining information and making purchase. In these scripts, this relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

2.5.4. Using language to talk about language

According to British journal of arts and social sciences (2016:40), "Language learners are often too embraced or shy to say anything when they do not understand another speakers or when they realize that conversation partner has not understood them." Instructors can help students to overcome speaking skill. This is by assuring them that miss understanding and need for clarification can occur in any type of interaction, whatever the participants' language skill levels. The same is true in high school students.

2.6. Approaches to Teach Speaking

Regarding the development of this skill, various teaching learning approaches have been employed in different times which were proposed by different scholars: the traditional approaches (up to 1960s), classical communicative language teaching (late 1960 to present). As scholars described, traditional approach gives priority to grammatical competence as the basis of language proficiency. In classical communicative language teaching, the focus shifted to the use of language for different communicative purpose. The ultimate goal of current communicative language teaching is to be able to use language learning for both accuracy and fluency. Research findings indicate that traditional approach was not effective was to develop the learners' speaking proficiency. It was failure to be approach that leads to the development of language teaching (Atkins et.al, (1996) and Richards (2006).It also shown that there is relatively little evidence that depends on language use exclusive of language form leads to improved learning or high level of flouncy and accuracy. Atkins et .al (1996) recommended that in Ethiopia context an

approach that promotes both fluency and accuracy is more effective in developing second language learners 'speaking proficiency.

2.6.1. Activities to promote Speaking

2.6.1.1. 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 activities freely in the class room. This approach gives all the students an opportunity to talk while working out the activity. Information gap activity is one of a good example of such a type of activity. (Byren ,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 class room 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 themselves. In relation to this, (Byren 1987:7) says, “Students must be allowed to feel free, otherwise they won’t say, which is the purpose of fluency work. “Activities such as sequencing a serious of picture and jumbled sentences fall in to this category.

2.6.1.2. Dialogues

Dialogue refers to conversation 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 a number of reasons. Some of reasons are listed and stated by Byrne (1987) as follows. They present the spoken language directly in situation in which it is most commonly used. They permit and encourage practices in the language. They create active participation in the lesson.

2.6.1.3. Discussions

Discussion is perhaps the most natural and effective ways for learners to practice talking freely. Discussions with comprehensive in puts provide opportunity for the 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 student 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 student can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widdowson, 1990). Language knowledge they have acquired. Discussion can be used by organizing and assisting. Pair work and small group work in the class. Group seems to be extremely attractive advantageous ideal than others for a numbers 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 student can assist each other, the more independent and self-reliant they are and priorities are given on developing students' confidence in speaking at all (Widdowson, 1990).

2.6.1.4. Games

Games are form of play governed by rules or conventions. Games are play activities in which entertain and at the sometime teach the use of spoken language teaching. Also games are appropriate and useful any age, items for foreign languages learners must be selected and graded. Here 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) supports to role of games in learning speaking and believes that games are enjoyable. By enjoyable it means games minimize burden and make learners ready to listen to language lesson. 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 games tasks.

2.6.1.4. Simulation

Simulation has been defined as "An activity which the learners discuss problem with in a define setting" (Byrne, 1987:125). "Simulation is parallel and structural set situation preformed in class and reflecting real life". (Dougill, 1987:20) in other words, It is actual and free language norm or convection of real life. In the classroom, simulation has a number of advantages for teaching the spoken language. Some of the merits are the following: simulations are most important for motivation. Simulations are helpful for students to get to know one other, Simulation help students to get rid of their shyness and provide teacher with opportunities to know their students to monitor assessor appreciate.

2.6.1.5. Role play

“Role plays are drama like classroom activities in which students interact either as themselves in imaginary situation or as other people in imaginary situation “(Byrne, 1987:115).Role plays help students to develop their speaking ability on takes the role he/she is going to play. In order for role plays to be fully effective, the traditional classroom patterns must be changed and new approach should be practiced in the classroom properly. In other words the teacher control in role plays activities is very limited. The main benefit of a role play is that 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.

2.7. Students’ related factors

2.7.1. The use of mother tongue

The main problem related to the English speaking ability is that when some learners share the same mother tongue, they try to use it in English speaking class because it is very easy for them (Tuan and mai, 2015). According to Harmer (1991), there are some reasons why learners use mother tongue in their speaking class. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language.

The second reason is that the application of mother –tongue is very natural for learners to use. If teachers do not urge their learners to take in English, learners will automatically use their first language to explain something to their class mates Harmer (1991).

As Nunan (1996) and Lamp (1998) note that it is almost impossible to know when and how frequently to use students’ first language; however, they agree that first language use to give brief explanations as grammar and lexis as well as explaining procedures and routines can greatly facilitate the management of learning as cited in (Chot Pal,2015).

As Harmer (2001) agrees with (Nunan and Lamp, 1998) pointing at the fact that it is not wise to stamp out the mother tongue use completely. Hammer (1991) thinks that such an approach will not work and what is more, it may discourage those students who feel the need for it at some stages. Therefore, it should be a teacher’s duty to try and insist on the use of the target language. On the other hand, it is appropriate to be more relaxed about using the target language in other pedagogic situation; the teacher should continue to encourage students to try to use it as often as possible Harmer (1991).

Teachers are principal sources of comprehensible input playing an important part in language acquisition, therefore, the teacher should speak in the target language as much as possible in the class, especially since if he or she does not, students will not see the need to use the target language either at lower levels of mother tongue may help both the teacher and students, such in an explanation or discussion of methodology or giving announcements to communicate the meaning more easily (Harmer,2001).

In relation to mother tongue use, Byrne (1991) says that it is natural for students to use their mother tongue if they want to communicate, especially if they get excited. In addition Ur (1996) concludes by admitting the fact that it can be uneasy to persuade some students 'particularly the less displayed or motivated one' to make use of the target language .in order to avoid students using their mother tongue, (Harmer,2001) suggests several actions to promote the use of the target language. Firstly, the teacher need to 'set clear guidelines'', making it straight forward when mother tongue is permissible and when it is not.

Secondly, it is important to 'choose appropriate task', that is tasks which the students, at their level, are capable of doing and the target language. Harmer points out that it is not wrong to stretch students with challenging activities which engage them, but it is clearly counterproductive to set their tasks they are unable to perform. Use of mother tongue in the context of foreign or second language learning is unavoidable Harmer (2001).

Harmer (1991) outlines some of the reasons why the students use mother tongue in class. First, at the point when students are gotten some information about a subject they are not linguistically armed for discussing in the outside language.

Another reason is that the utilization of native language is a characteristic thing to. In addition, some students may resort to the first language to disclose something to others if there is no support from instructors to stick to utilizing the target language. Finally, at the point when teachers every now and again use the students' first tongue, students will consequently feel good to utilize it Harmer (1991).

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to (Baker and Westrup 2003: 12), "Barriers to learn can occur if the students knowingly or unknowingly transfer the cultural rules from their mother tongue to foreign language." Therefore, the learners will not be able to use the foreign language correctly if

they keep on being influenced by the use of their mother tongue. Lacks of the vocabulary of the target language usually leads learners to borrow words from their native language West Rup (2001).

2.7.2. Sociocultural Factor

Many cultural characteristics of a language also affect foreign language learning. From pragmatic perspective, “Language is a form social action because linguistic communication in the context of structured inter personal exchange. And meaning is thus socially required.

As Samp, S (2002) implied that to speak a language, one must know how the language is used in social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on her/his conversational pattern. Because the influence or interference of their own cultural norms, it is hard for nonnative speakers to show the norms appropriate to certain situations.

2.7.3. Habits

A speaker’s skill and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expect patterns of specific discourse, situation. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback or redirecting Burns & Joyce (1997). For example, a learner involved in the exchange with the sales person, must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. “The learners must choose the correct vocabulary to describe the item of sought, rephrase words and clarify the description” (Burns & Joyce, 199).

Other skills and knowledge that instruction might address include the following Burns & Joyce,(1997) produce the sounds, stress patterns rhythmic structures, and intonations of the language, using grammar structures accurately, assessing characteristics of the target audience including shared knowledge or shared points of reference, statues and power relations of participates, interest levels, or differences in perspective.

Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed ,and the setting in which the speech act occurs, applying strategies to enhance comprehensibility such as emphasizing key words, rephrasing, or checking for the listener comprehension, using gestures or body language, and paying attention to the success of the interaction and adjusting component of speech such as a vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement

(Brown,1994).Teachers should monitor learners ‘speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Safage (1994) and Lewis (1997) offer suggestion for activities that can address different skills.

2.7.4. Factors positively affecting students’ English speaking skill

A factor positively affecting students’ English speaking skill is using a wide variety of resources. It is a type of learning which engages learners, have good relationship, clear communication and trust between all participants. If the teachers give their students structured class where they can interact with each other, the teachers should organize their class with the presentation, practice and production method Cotter (2007) said that this method in his work should be three stages in any language class room and they are the first one is preparation to allow the students to prepare for the tasks ahead with an effective warm up. This gives everyone in the class ample opportunity to get their English wheels turning. The second one is Presentation which is the main part of presenting the prepared one. In this part target grammar or vocabularies are presented in order to motivate the learners. The third/ final one is practicing after the presentation; students need to practice the new material. It is unfair to expect them to make use of the new language without adequate practice (Cotter, 2007).

2.7.5. Factors negatively affecting students’ English speaking skill.

There are some factors negatively affecting students’ English speaking skill that can teachers come across in helping students to speak in the class room. These are in habitation, lack of topical knowledge, low participation, and mother tongue use (Tuan and Mai, 2015).In habitation is the first problem that the students encounter in class. When they want to say something in the class room they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves. Little woods (2007) expressed that a language class room can also create in habitation and apprehension for the students.

The main problem related to the English speaking ability is that when some learners share the same mother tongue. They try to use it in English speaking class because it is very easy for them (Tuan and Mai, 2015).According to Harmer (1991) there are some reasons why learners use mother tongue in their speaking class. The first reason is that when teachers ask their learners to take about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother –tongue is very natural for learners to use. If

teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their class mates Harmer (1991).

According to Woodrow (2006), anxiety has a negative effect on the English communication. Adults are very careful at making errors in whatever they tell in their opinion, errors show a kind of unawareness which can hinder them to speak in English in front of other people. Speaking English an anxiety may originate from a class room condition with the different abilities of language learners. Learners are divided in to two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which lead to their silence during the whole class activities.

The basic problem in foreign language is to prepare the learners to be able to communicate English language as speaking skill need practice. (Bygate, 1995:86) states that “person should possess appropriate skills to speak the language needs the knowledge of grammar and its syntactic structure and ability to use the language.”

According to (Bygate, 1995:88) “vocabulary is on the other hand in dispensable part of the language that the language needs knowledge.” Rivers and Temper comment on this, as cited in Bygate that “The ability to speak the language driven from the syntactic study of grammar, phonology and lexicon. Language use can occur only after the learner has learn the grammar and the vocabulary of the language (Rivers and Temper, 1995: 56).

2.7.5.1. Language Anxiety

Nascent (2001) argues that among other affective variables students’ anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences in learning language Anxiety can be also defined as “a feeling of apprehension, worry, tensions or nervousness” (Nascent, 2001).

Ellis (1994) argues that learners with high level of anxiety are less likely to take risks and be active participants. So, anxiety has a decisive effect on students’ relations to others and their oral performance in group work. Therefore, paying attention to this factor of learning should also be taken into consideration. The factor that anxiety plays an important role in students’ learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students’ performance. It can influence that quality of oral language production and make individuals appear less fluent that they really are. This explanation suggests that teachers should make an attempt to create a

learning atmosphere which gives students more comfortable situation in their learning activities. So, anxiety has a decisive effect on students' relations to others and their oral performance in group work.

Therefore, theoretical performance in group work should also be taken in to consideration. The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individual appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives more comfortable situation in their learning activities.

Many teachers in Tzu's (1995) reported that their students were afraid of committing mistakes and being laughed by their peers. This lack of confidence leads them to develop language anxiety. Tzu's add the following, the students feel so dumb in the class. So, they want to sit at the back of the class room. Because it may be not get called to speak when they know they are going to be asked something, they spend the time at the back of the class. The students think that when they sit in front of the class, the teacher may call them to speak in English in front of the class. Therefore, it still does not come out right (Tzu's, 1995).

2.8. Factors hindering the students' interest in order to practice English Language speaking skill

Even though students are aware of the importance of participating in class activities, they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities (Ramirez, 2010).

Students are reluctant to speak inside and outside the classroom in the target language, they feel afraid of using English outside class, and in some way they are unenthusiastic to use English inside classroom (Lin,1998) showed that students are reluctant to actively participant participate in the class, they still considered the teacher as the authority figure. The findings of Chowdhury (2001) explain that students are facing themselves to a new world, since they received passive grammar translation method where the teacher is center of the class; they encounter themselves with new experience that in some cases could be frustrating. Some students are not willing to speak in English; therefore, this can badly affect their speaking skills. Moreover, as a rule, being

willing to communicate is part of becoming fluent in a second language, which often is the ultimate goal of language learners.

The basic problem in foreign language is to prepare the learners to be able to communicate English language as speaking skill needs practice. (Bygate, 1995:87) states that “person should possess appropriate skills to speak the language needs the knowledge of grammar and its syntactic structure and ability to use the language.”

2.8.1. Psychological factors affecting students’ English Language speaking skill

According to (Yousouf Haidara,2016:1505) expresses about the students ‘reluctance of speaking English skill “the students are affected by the following problems; such as being anxious, being nervous, being worried of making mistakes, feeling shy, feeling frustrated while performing in English for the communicative purpose.”

Psychological factors negatively affecting students’ English speaking skill are the fear of making mistakes, shyness, hesitation, and the lack of confidence. Most of the students who learn English as foreign language are afraid not to be laughed and mocked by their friends in the case of mispronouncing some words. Most of the students in the world think that their English speaking skill is bad since they do not sound like native English speaker as a matter of fact they kept silent until they are convinced for sure that what they have to say a really correct and well pronounced as native English speakers’ English (Yousouf Haidara, 2016).

2.8.2. Lack of motivation

With the regard to the issues of motivation in learning, Nunan (1999) stress that motivates is important to notice in that it can affect students’ English reluctance to speak English. In this sense motivation is a key consideration in determine the preparedness of learners to communicate. In relation to this, Zua (2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to success can persist in learning and gain better scores than those who have weaker motivation of success showing that building students’ motivation to learn is urgent for every teacher. On this part, Babu (2010) argues that lack of motivation in learning causes students’ hesitation to speak in English in the class room. He says that the background of this situation is that students are not motivated by the teachers towards the communications in English. In other words, students’ motivation is really influenced by teachers’ teaching performance. Therefore, it is important that teachers should try to improve their teaching

performance so as to give the students a motivation towards learning and speaking English in particular Babu (2010).

In connection to this, Dornyei (2011:77) strongly argues that “It is necessary to make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks people usually enjoy a task if they play an essential part in”. With respect to the causes of lack of motivation Gardner in Nunan (ibid) states the cause of the students’ lack of motivation; e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four causes as he further says, very often become source of students’ motivation. In this context, a monotonous teaching in many cases reduces it he students’ motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

2.8.3. Lack of adequate vocabulary

Students fell extreme anxiety or become tongue tied when they face shortage of words in unexpected situation. This may discourage their attempt to speak more, and enforce them to lose confidence in their speech, and become suddenly silent in the middle of a classroom discussion. (UR, 1996, 121) pointed out that as “...you often hear learners complain that they cannot think of anything to say; that have no motivation 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 students feel extreme anxiety or become tongue tied when they face shortage of words in unexpected situation.

This may discourage their attempt to speak more and enforce them to lose confidence in their speech, and become suddenly silent in the middle of a classroom discussion. They cannot think anything to say; that have no motivate to express themselves beyond that Ur (1996).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 students feel extreme anxiety or become tongue tied when they face shortage of words in unexpected situation.

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This may discourage their attempt to speak more, and enforce them to lose confidence in their speech and become suddenly silent in the middle of a classroom discussion(Ur,1996).

2.9. The role of the students to help themselves.

Beside the teachers' role, students play a great role in assigning teaching speaking skill. They are expected to participate in teaching learning process in different ways. One of the most important outcomes of the moment towards more communicative oriented language learning and teaching has been the enhancement the role of the learner in the language learning process (Wended, 1991).

As Hedge (2000) agrees that an autonomous learner is one who is motivate, one who takes the initiatives, one who, has a clear idea of what he or she wants to learn and one who has his or her own plan for pursuing and achieving his goal. Kohonen et al (2001) insists that learners need to develop the following kinds of capacities, confidence, curiosity, intentional, self-control: ability to modulate and control one's action appropriately. Relatedness: ability to engage with others. Communication: the ability to exchange idea, feelings and experience with others, developing trust in others. Cooperation: balancing one's needs with those of others in group situations. However, students will never learn a language unless they aim to learn outside as well as the class time. This is because language learning is too complex to learn in the class room (Harmer, 2001).

2.10. Importance of Speaking Skill

As Efrizal (2012), expressed that speaking is a great significance for the people's interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in a real communication and ask them to do the same processes. Speech is as old as our species and is found in all human civilizations; reading and Writing are newer and less widespread. Speaking is one of the four basic macro skills in English language .It is the process of producing and understanding message .However, most educated people can read and write very well but are unable to speak fascinating English communication skill. It is because they do not have the opportunity to practice speaking skill. When the students meet non English speakers they communicate with their own language that fully realize their adequacy. In addition to the above expression their families never allow their children to speak in English at their home (Hidrech, 2001).

Speaking is mental process which involves the interpretation of signs through sense organs. In reality, many people who learn English especially for beginners' level are often faced with problem of speaking mastery. They cannot just comprehend and master well (Hidreth, 2001). In our daily life, we produce or speak about a number of issues.

Samp (2002) states the following importance of speaking. In our social life, we use our speaking skill to share our thoughts, wants, accomplishments and feelings with others. We also ask questions to gain information and show internal interest by using speaking skill. Speaking may be face to face or by telephone or computer. In our educational life for asking questions, for summarizing, for presenting lessons, expressing ideas are an important part of speaking skill. Our spoken feedback tells to our instructor what information we understand and what information needs clarification in our speaking skill will help us to master the speech. In our professional life, communicating by speaking is an important skill in the world work. We exchange information with our coworkers, students and with the whole community we live in. Speaking is an excellent way that people use to transmit information among one another through the words of mouth. And the communication skill the people will probably use the most is speaking. Speaking is a skill that we use to provide feedback, letting the speaker know and understand the idea by offering advice and asking for more details.

CHAPTER III

3. Research Design and Methodology

As mentioned in chapter one, the objective of this study is to assess factors affecting the students' English Language speaking skill in Dilber secondary school students. This research was conducted in Gullele sub city in A.A; Grade nine in focus.

3.1. Research Design

The research design is conceptual framework that one intends to conduct the research. In order to achieve the intended objectives of the study, descriptive survey method with mixed approach was used to answer the research questions. According to (Best & Khan, 1999) using both qualitative & quantitative approaches are appropriate to address the given objective accurately.

According to Martyn (2008) the qualitative research design is the most flexible to get rich data. The researcher used classroom observation and semi structured interview data collecting tools to gather information from the English teachers and students about factors affecting students English speaking skill in Dilber secondary school and interpreted with qualitative research design. In addition the research was combined qualitative approach with quantitative approach to get information from English teachers and students about factors affecting students' English speaking skill during English classroom.

3.2. Research Type

3.2.1. Descriptive survey study

The researcher chooses descriptive survey type of research, because it describes the phenomena as they exist. It is used to identify and obtain information on the characteristics of particular issue (Daniel Zewde, 2010). Conducting descriptive survey is one form of primary research, which is gathering first hand data from its sources. Survey is useful in describing the characteristics of a large population. The broad area of descriptive survey encompasses any measurement procedures that involve asking questions of respondents Susan E (2012).

3.3. Data collecting instruments

The data was collected through questionnaire, interview and observation and analyzed by using both quantitative and qualitative approaches. These instruments help the researcher in order to observe the conditions about factors affecting students' English speaking skill in Dilber secondary school in Gulele sub- city in Addis Ababa: Grade nine in focus.

3.3.1. Classroom Observation

According to Khan (1999), observation is an accurate occurrence as what happen in the classroom. As the study focuses on factors affecting students' English speaking skill,, the researcher intends to observe what EFL teachers actually invite students in order to practice speaking English in the class room. It might help the researcher to collect genuine data by using standard checklist. The researcher first asked the willingness of teachers before the observation was conducted. During the observation, the researcher used the standard check list in order to gather activities of the teachers in regard to practices of speaking English.

3.3.2. Semi- structured Interview

The researcher prepared semi structured interview because semi structured interview enables the researcher to get required information and saves time for the interviewee. And semi-structured interview enables the researcher was not have to use a strict set of questions but the interviewee has central theme to explore and get required information.

This tool is used for the purpose of gaining qualitative data (James, 1997). (Best and khan, 2006), stated that people tend to be more interested to talk than to write: hence they are likely to provide detailed information when they are asked orally. According to the above statement such detailed information was gathered through interview. Therefore, the data that were collected through interview were qualitative.

3.3.3. Questionnaire

Questionnaire was used as one of the tools for this research because this tool is important to collect information from the students on a variety of issues related to factors affecting the students' English speaking skill in relatively short time. The researcher used questionnaire in order to distribute the same questions at the same time for simple randomly selected students .The researcher used both close ended and open ended questions because they might help to strengthen one item to compliment and to get the required information (Daniel Zewde, 2010).

The questions were prepared based on specific objectives, research questions and review literature. Each item in the questionnaire was prepared by taking the level of the respondents in to consideration. The questionnaire was translated in to Amharic language in order to make it more understandable for students. The questionnaire contained the following items. Yes or No questions, multiple choice and opened ended questions.

3.4. The Research Setting

The study was conducted in Gulele sub-city Dilber secondary school which is located in north of Addis Ababa .The researcher selected this school in purposive sampling technique because of the fact that is nearer to researcher's destination to get enough data and there is not any research done about factors affecting students' English speaking skill.

3.5. Participants of the Study

The participants of this study were 3 ELT teachers among them male(2) and female(1) and total number of students were 248 students from them male (121) and female(127) in Dilber Secondary school. Students for questionnaire were selected in simple random sampling method and 3 ELT teachers for interview were selected by using purposive sampling techniques. The purpose for taking the English language teachers was that the researcher believed that they gave genuine information related with the problem and researcher take 60 students by using simple random sampling technique was to minimize bias and to maximize validity and reliability of data .The researcher selected 4 sections from total number of 10 sections in simple random sampling technique and each section had 62 students. Among them he selected for questionnaire 52 students and for interview 8 students. Students for interview were selected in purposive sampling techniques who were representative of each section .students for questionnaires were selected in simple random sampling technique.Researcher used simple random sampling technique because to minimize bias and maximize reliability and validity of data and to give equal opportunity or chance for all participants.

3.6. Sampling size and sampling Techniques

The researcher collected the data from 3 English language teachers and 60 students in Dilber Secondary School using simple random sampling technique and purposive sampling technique respectively. ELT teachers were selected by using purposive sampling technique because it helped to researcher to gather genuine data and students for questionnaire were selected by using simple random sampling technique because it was helped to minimize bias and maximize validity and reliability of data and to give equal opportunity or chance for all participants and students for interview were selected by using purposive sampling technique because in order to get genuine data.

3.7. Data Collection Procedures

First, the researcher asked permission of Dilber secondary School principal and ELT teachers for having data to this study. Before the final distribution of the questionnaire, a pilot study was carried out to assess the content, logical flows and clarity of the questions. As a result, students' questionnaire was piloted ten students. Based on the inputs obtained in the pilot study some adjustments were made and orientation about how to mark the items was given. Finally, the students' questionnaire which was prepared depends on the objectives and research questions were ready and distributed to 52 students. The researcher himself distributed and collected the questionnaires. Next to this, the researcher intended to collect data through semi-structured interview from selected ELT teachers and selected grade nine students. In addition, the researcher collected the data through classroom observation.

Mainly data for this study were collected through observation which means that the researcher observed based on standard check list from grade nine class rooms for about 6 hours while the teachers performing speaking activities. Finally, the researcher decided to observe four classes for two periods of each class about factors affecting students' English Language speaking skill.

3.8. Data Analysis Procedure

First, the data that were collected through questionnaire, interview and observation were analyzed quantitatively and qualitatively. Moreover, the data obtained through questionnaire were quantified. That is, the information described in numbers and percentage using tables whereas the data collected through interview and observation were also described and analyzed qualitatively using words. Finally, from the research findings the recommendation was drawn.

3.9. Ethical Consideration

It is obvious that ethical consideration is as essential as other aspects in the process of conducting a research for it significantly affect the success of the study. In this regard, a researcher needs to consider ethical standards of the host school community on which the research be conducted. Therefore, the researcher considered the social and cultural norms of the host School community on whom the research was carried out. To do so, first the ethical approval and clearance obtained from Addis Ababa University, department of foreign language and literature, then contact with Dilber secondary School principals to get permission after permission is obtained from them, the objective and purpose of the research will clearly communicate to participants.

While writing the report, the researcher refrained from using unnecessary terminologies that might disappoint the participants of the study and the researcher try to avoid personal biases. Confidentiality and anonymity ensured and therefore it is impossible to know who said what. The interest of participants given due place in the process and nothing is made that harm the participants physically, socially, psychologically. The relationship between the researcher and the participants is based on secret.

CHAPTER IV

4. Data Analysis and Interpretation

The aim of this chapter was so as to present the data gathered through students' questionnaire, students' and teachers' interview and classroom observation. The findings were organized into three major sections. The first section was analyzed quantitatively the students' questionnaire, the second section was presented qualitatively the students' and teachers' interview. The last section was analyzed the classroom observation in order to triangulate the data. In addition, the findings were presented to address the objectives of the study and the research questions. Likewise students' related factors affecting their English Language speaking skill, teachers' related factors affecting students' English Language speaking skill, environmental factors and material related factors affecting students' English Language speaking skill were also presented in this chapter.

4.1. The Discussion of the Students' Questionnaire, interview and classroom observation

In this theme, teachers related factors, students' related factors, environmental related factors and material related factors affecting students' English speaking skill are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

4.1.1. Analysis of teachers' related factors affecting students' English Language speaking skill

In this theme, the teaching techniques used by the teacher in order to teach English speaking skill are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

4.1.1.1. Techniques used by the Teacher

The following responses are about the techniques used by the teacher to teach English speaking skill.

Table 1: Reflections on the teachers' use of teaching techniques

No	Items	Alternatives						Total
			Always	usually	Sometime	Rarely	Never	
1	Questioning and answering.	No	15	15	12	8	2	52
		%	29	29	23	15	4	100
2	Pairs or groups discussion.	No	8	13	14	13	4	52
		%	15	25	27	25	8	100
3	Conversations& Dialogues	No	3	3	12	16	18	52
		%	6	6	23	31	35	100

According to table1 item1 above 15(29%) of the students said that their teachers always use questioning and answering teaching techniques in order to teach English speaking skill. The other 15(29%) of the students replied that their teachers usually use questioning and answering teaching techniques to teach English speaking skill. Likewise 12(23%) of the students replied that their teachers sometimes use questioning and answering teaching techniques to teach English speaking skill .Whereas 2(4%)of the students also replied that their teachers rarely use questioning and answering teaching techniques so as to teach English speaking skill. The remaining 8(15%) of the students also answered that their teachers never use questioning and answering teaching techniques so as to teach English speaking skill.

We can understand from the students' response that majority of the teachers' use questioning and answering teaching techniques in order to teach English speaking skill. Majority of the students also gave the same response during the interview that their teachers always use questioning and answering teaching techniques so as to teach English speaking skill.

The researcher also observed the same thing likewise the above expressions from the classroom observation. From the above expression one can understand that using questioning and answering is so nice so as to enhance students' English speaking skill; however, 23% and 15% of the students responded that their teachers rarely and never respectively use such activities to teach English speaking skill. Therefore, using questioning and answering to teach English speaking skill might be negatively affects students' English speaking skill.

As illustrated in table 1 item 2 above 8 (15%) of the students said that their teachers always use pairs or groups discussion teaching techniques to teach English speaking skill. Whereas 13 (25%) of the students said that their teachers usually use pairs or groups discussion teaching techniques to teach English speaking skill. Majority 14 (27%) of them said that their teachers sometimes use pairs or groups discussion teaching techniques to teach English speaking skill. The other 13(25%) of the students replied that their teachers rarely use pairs or groups discussion teaching techniques to teach English speaking skill. Minority 4(8%) of them said that their teachers never use pair or group discussion teaching techniques to teach English speaking skill.

It can be understood that from the students' response, majority of the teachers only sometimes used pairs or group discussion teaching techniques in order to teach English speaking skill. Majority of the students also gave the same response during the interview that their teachers only sometimes use pairs or group discussion teaching techniques to teach English speaking skill.

Generally, as we can see from the students' questionnaire and interview the teachers' used of pair work or group work is low. Exposing the students to practice pair work or group work is very important since it encourages the students to practice their English speaking skill. In relation to the issue Vygotsky (1978) stated that "Discussion is primary determiner for knowledge construction and it has purpose with substantive comments that build off each other does a meaning full exchange between students that results to promote deeper understanding." He examined that language learning takes place through the interaction that students have with their peers, teachers and other experts Vygotsky (1978).Therefore, the teachers should give enough time to pair work or group work to practice English speaking skill through discussion, collaboration and feedback.

According to table1 item3 minority 4(8%) of them said that their teachers always use conversations and dialogues teaching techniques to teach English speaking skill. Likewise 5(4%) of the students replied that their teachers usually use conversations and dialogues so as to teach English speaking skill. The others 12(23%) of the students replied that their teachers sometimes use conversations and dialogues so as to teach English speaking skill. Whereas 16(31%) of the students replied that their teachers rarely use conversations and dialogues so as to teach English speaking skill. Majority 18 (35%) of the students responded that their teachers never use conversations and dialogues to teach English speaking skill.

As illustrated above majority of the students answered that most of the teachers never use conversations and dialogues in order to teach English speaking skill. In addition most of the students told that during the interview they have been never invited so as to converse with their friends in order to enhance their English speaking skill. The researcher also observed during his observation that many teachers used neither conversations nor dialogues in order to increase learners' active involvement so as to learn English speaking skill. So, lack of such activities could be one of the factors negatively affecting students, English speaking skill. Because of without such activities no one could develop speaking skill. In relation to this Bashir, Azeem, and Dogar (2011) stated that teachers should use short dialogues and conversations in the class rooms to develop their students' English speaking skill. Since speaking skill requires more practice than other macro skills, teachers should use them. Although conversations and dialogues are the backbone of speaking lesson in order to inspire learners' English speaking skill, most of the teachers never use these activities to encourage the students' English speaking.

Table 2: Reflections on the teachers' use of teaching techniques

No	Items	Alternatives						Total
		My English teacher uses:	Always	Usual	Some times	Rarely	Never	
4	Role playing and drama.	No	5	3	14	10	20	52
		%	10	6	27	19	38	100
5	Picture description.	No	6	6	9	10	21	52
		%	12	12	17	19	40	100
6	Debating.	No	4	5	6	17	20	52
		%	8	10	12	33	38	100

According to Table 2 item4 above 5(10%) of the students replied that their teachers always use role playing and drama teaching techniques in order to teach English speaking skill. Minority 3(6%) of the students replied that their teachers usually use role play and drama teaching techniques in order to teach English speaking skill. The others 14(27%) of the students replied that their teachers sometimes use role playing and drama teaching techniques in order to teach English speaking skill. Whereas 10 (19%) of the students replied that their teachers rarely use

role-playing and drama teaching techniques in order to teach English speaking skill. Majority 20 (38%) of the students replied that their teachers never use role playing and drama in order to teach English speaking skill.

From the above students' reflections related to their teachers use of teaching techniques to teach English speaking skill, we could understand that majority of the teachers never use role playing and drama to teach English speaking skill. Interviewees also confirmed the same answer like that of the questionnaire they were asked above. Therefore, lack of such activities influence the students' practicing English speaking skill. The classroom observation also shows that many teachers did provide neither role playing nor drama during speaking class. From the students' interview and classroom observation most of the teachers never use role playing and drama to encourage the learners' interest so as to teach English speaking skill.

Therefore, lack of practicing such English speaking activities using role playing or drama may be one of the factors which affect students' English speaking skill. Because practicing English speaking skill using role playing or drama can develop the learners' confidence to practice English speaking.

According to Table 2 item 5 above 4(8%) of the students replied that their teachers always use picture description teaching techniques in order to teach English speaking skill. Likewise 5(10%) of the students replied that their teachers usually use picture description teaching techniques in order to teach English speaking skill. The others 6 (12%) of the students replied that their teachers sometimes use picture description teaching techniques in order to teach English speaking skill. Whereas 17 (33%) of the students replied that their teachers rarely use picture description teaching techniques in order to teach English speaking skill. Majority 20 (38%) of them replied that their teachers never use picture description to teach English speaking skill.

From the above students' reflections related to their teachers use of teaching techniques to teach English speaking skill, we could understand that majority of the teachers never use picture description to teach English speaking skill. Interviewees also confirmed the same answers like that of the questionnaires they answered above. Therefore, lack of such activities might influence the students' participation in order to develop their English speaking skill. According to the students' interview and classroom observation most of the teachers never use picture description activities to enhance the learners' interest so as to practice English speaking skill.

According to Table 2 item 6 above 6 (12%) of the students replied that their teachers always use debating teaching techniques in order to teach English speaking skill. Likewise 6 (12%) of the students replied that their teachers usually use debating teaching techniques in order to teach English speaking skill. Whereas 9 (17%) of the students replied that their teachers sometimes use debating teaching techniques in order to teach English speaking skill. Majority 21 (40%) of the students replied that their teachers rarely use debating teaching techniques in order to teach English speaking skill. The other 10 (26%) of the students replied that their teachers never use debating in order to teach English speaking skill.

From the above students' reflections related to their teachers use of teaching techniques to teach English speaking skill, it could be understood that majority of the teachers rarely use debating to teach English speaking skill. The learners' interview also confirmed the same answer like that of the questionnaire they answered above. Even if practicing debate is important to enhance the students' English speaking skill, they like learning only grammar. Some students said that during the interview unless they learn English grammar frequently, learning speaking and listening is considered as waste of time. Therefore, students still need to learn grammar and vocabulary words instead of practicing English speaking skill.

As it was seen during classroom observation no one taught English speaking skill using debating activities. Therefore, lack of such activities could negatively influence the students' participation in order to increase their English speaking skill. According to the students' interview and classroom observation most of the teachers rarely use debating activities to teach speaking skill.

Table 3: Reflections on the teachers' use of teaching techniques

No	Items	Alternatives						Total
		My English teacher uses:	Always	Usually	Sometimes	Rarely	Never	
7	Story telling	No	4	6	10	13	19	52
		%	8	12	19	25	37	100
8	Peers interview.	No	3	7	9	13	20	52
		%	6	13	17	25	38	100

Based on Table 3 item7 above 4 (8%) of the students replied that their teachers always use story telling teaching techniques in order to teach English speaking skill. Whereas 6 (12%) of the students replied that their teachers usually use story telling teaching techniques in order to teach English speaking skill. The others 10(19%) of the students replied that their teachers sometimes use story telling teaching techniques in order to teach English speaking skill. 13(25%) of the students replied that their teachers rarely use story telling teaching techniques in order to teach English speaking skill. Majority 19(37%) of the students replied that their teachers never use storytelling to teach English speaking skill.

Based on the above findings, one can understand that most of the teachers never use story telling teaching techniques so as to teach English speaking skill. Therefore, lack of using story telling teaching techniques may affect students' English speaking skill. In relation to the above reflection, interviewed students also blamed their teachers that they never use storytelling activities to enhance the learners English speaking skill.

In relation to interviewed questions one student blamed his teacher as follows "Instead of inviting the students to practice English speaking skill by giving activities like storytelling, he /she translates the grammatical structures and gives vocabulary meanings using vernacular language." Likewise the classroom observation also indicated that most of the teachers only hardly use story telling activities in order to teach English speaking skill.

Generally, using activities such as storytelling are very important to develop the students' English speaking skill. If the teacher does not use the target language to teach English speaking skill, it can be one of the factors that affect the students' English speaking skill. Therefore, the teachers should encourage students by providing story telling activities in the class in order to raise their capacity of English speaking skill.

As it can be seen in Table3 item8 above 3(6%) of the students replied that their teachers always use peers interview teaching techniques in order to teach English speaking skill. Likewise 7(13%) of the students replied that their teachers usually use peers interview teaching techniques in order to teach English speaking skill. The others 9(17%) of the students replied that their teachers sometimes use peers interview teaching techniques in order to teach English speaking skill. Whereas 13(25%) of the students replied that their teachers rarely use peers interview teaching techniques in order to teach English speaking skill. Majority 20(38%) of the students replied that their teachers never use peers interview in order to teach English speaking skill.

Based on the above findings, it could be understood that most of the teachers never use peers interview teaching techniques so as to teach English speaking skill. Therefore, lack of using peers teaching techniques may negatively influence students' English speaking skill. In relation to the above reflection, interviewed students blamed their teachers that they never use peer interview activities to enhance the learners participation to practice English speaking skill.

In regard to interviewed questions two students criticized their teacher as follows “Our English teacher gives more emphasis for the grammatical translation, instead of providing activities like peers interview to the students to practice English speaking skill.” Likewise the classroom observation also indicated that most of the teachers hardly use peers interview activities in order to teach English speaking skill. Generally, using activities such as peer interview are very important to develop their English speaking skill. Unless the teacher uses the target language or English language to teach English speaking skill, it might be one of the factors that negatively affect the students' English speaking skill. Because English language is foreign language (L2) by itself; therefore, the students should practice using different techniques like peers interview activities in the class in order to enhance their English speaking ability.

Table 4: Reflections on the teachers' use of teaching techniques

No	Items	Alternatives						Total
			Always	usually	Someti mes	Rarely	Never	
9	brain storming	No	19	12	11	4	6	52
		%	37	23	21	8	12	100
10	Listening to the records on the video and present the report back to the class.	No	3	5	10	13	21	52
		%	6	10	19	25	40	100

According to Table4 item9 above the majority 19(37%) of the students replied that their teachers always use brain storming teaching techniques in order to teach English speaking skill. 12(23%) of the students replied that their teachers usually use brain storming teaching techniques in order to teach English speaking skill. The others 11(21%) of the students replied that their teachers sometimes use brain storming teaching techniques in order to teach English speaking skill. Likewise 4 (8%) of the students replied that their teachers rarely use brain storming teaching techniques in order to teach English speaking skill. Whereas 6(12%) of the students replied that their teachers never use brain storming to teach English speaking skill.

As one can understand from the students' reflection, majority of the students responded that their teachers use brain storming to teach English speaking skill. Majority of the teachers use brain storming in order to warm up the students' interest to practice English speaking skill, whereas some teachers never use brain storming teaching techniques to teach English speaking skill. As a result it may be one factor which negatively affects the students' English speaking skill.

Based on Table4 item10 above 3(6%) of the students replied that their teachers always use listening to the records on the radio and present the report back to the class teaching techniques in order to teach English speaking skill. 5(10%) of the students replied that their teachers usually use listening to the records on the radio and present the report back to the class teaching techniques in order to teach English speaking skill. Likewise 10(19%) of the students replied that their teachers sometimes use listening to the records on the radio and present the report back to the class teaching techniques in order to teach English speaking skill. Whereas 13(25%) of the students replied that their teachers rarely use listening to the records on the radio and present the report back to the class teaching techniques in order to teach English speaking skill. The majority 21(40%) of the students replied that their teachers never use listening to the records on the radio and present the report back to the class in order to teach English speaking skill.

According to the above students' reflection, we can understand that the majority of the teachers never use activities like instructing their students to bring different very important data from the radio or from the television and invite them to present in front of the class in order to develop English speaking skill. The students' interview also shows that the same as the answer found from the questionnaire. Even though practicing such kind of activities are very important, most of the teachers do not use such activities to teach English speaking skill. If the teachers use such kinds of activities, the students may develop their English speaking skill. Because of English is the target language not only for teaching English speaking skill, but also for other subjects. The researcher also got the same result from the classroom observation. As classroom had been observed almost all of the teachers never instructed their students' in order to listen to the radio or watch to the television and recorded them to present in front of the class to develop their English speaking skill. As a result, lack of such activities could be the factors that affect the learners' English speaking skill.

4.1.2. Analysis of Students' related factors

In this theme, factors affecting students' English speaking skill are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

4.1.2.1. Factors affecting students' English speaking skill

Table 5: Reflections on the factors affecting students' English speaking skill.

No	Items	Alternatives							Total
		No	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
11	I am feeling shy while speaking in English.	No	19	18	7	4	4	52	
		%	37	35	13	8	8	100	
12	I do not know enough English vocabulary.	No	16	16	9	6	5	52	
		%	31	31	17	12	10	100	

According to Table 5 item 11 above 19(37%) of the students replied that they strongly agree that they are feeling shy while speaking in English. Other 18(35%) of the students replied that they agree that they are feeling shy while speaking in English. Whereas 7(13%) students said that they neither agree nor disagree that they are feeling shy while speaking in English. 4 (8%) students said that they disagree that they are feeling shy while speaking in English. Likewise 4(8%) of the students said that they strongly disagree that they are feeling shy while speaking in English.

As it can be understood from the students' response majority of the students are feeling shy while speaking in English. The students' interview also supported the above expressions. According to the interviewees the students are feeling shy because of that fear of making mistakes while speaking in English. One student said that during the interview "When I try to speak in English the students laughed. Even some students said me 'First you should learn your first language properly before you are going to learn L2.' During that time I am very ashamed and prefer keeping silent." From the students' interview and questionnaire we can understand that the main factor why the students are feeling shy is fear of making mistakes while speaking in English. Therefore, the students keep silent because they do not want to make mistakes and being laughed by their friends. Regarding of this, Baygate (1987) stated that if the students are

feeling shy while speaking English, they may not dare to speak in English in front of their peers. As a result, the students' English speaking skill becomes limited.

From the classroom observation the researcher has seen that the students are feeling shy while speaking in English. Generally, the students' shyness while speaking in English and assuming that making mistakes and being laughed as bad are factors affecting students' English speaking skill.

According to Table 5 item 12 above 16(31%) of the students replied that they strongly agree that they do not know enough English vocabulary. Likewise 16(31%) of the students replied that they agree that they do not know enough English vocabulary. Whereas 9(17%) of the students said that they neither agree nor disagree that they do not know enough English vocabulary. Others 6(12%) of the students said that they disagree that they do not know enough English vocabulary. 5(10%) of the students said that they do not know enough English vocabulary.

As it can be seen from the students' response majority of the students strongly agree that they do not know enough vocabulary to speak in English. The students' interview also supported the above expressions. According to the interviewees the students do not know enough English vocabularies in order to communicate with their partners. In relation to the problem one student said that during the interview,

I have enough vocabulary to speak in English because my parents inspire me to speak in English. Even if I have enough vocabulary and interest to communicate in English, no one could speak with me. Even English teacher uses Amharic to teach English speaking skill. So, some students said me 'Are you better than the teacher?', 'First you should speak your first language properly. During that time I am very ashamed and prefer keeping silent.

From the students' interview and questionnaire we can understand that the main factor why the students do not know enough English vocabulary to speak in English is lack of practicing and lack of encouragement in order to speak in English. Classroom observation also shows the same result like that of students' questionnaires and interviews. On the basis of the result findings, we can conclude that lack of vocabulary is one of the factors that make students silent listeners rather than active participants during English speaking class. The same findings also shared by Ballard (1996 as cited in JIN Yan-hua,2007) who finds that students fail to join in the English

discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak in English well.

Table 6: Reflections on the factors affecting students' English speaking skill.

No	Items	Alternatives							Total
		No	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
13	I am not confident enough to present in English in front of the class.	No	20	18	6	5	3	52	
		%	38	35	12	10	6	100	
14	I do not accept learner-centered approach.	No	4	10	10	4	24	52	
		%	8	19	19	8	46	100	

According to Table6 item13 above 20(38%) of the students replied that they strongly agree that they are not confident enough to present in English in front of the class. Likewise 18 (35%) of the students replied that they agree that they are not confident enough to present in English in front of the class. Whereas 6(12%) students said that they neither agree nor disagree that they are not confident enough to present in English in front of the class. 5(10%) students said that they disagree that they are not confident enough to present in English in front of the class. 3(6%) students said that they strongly disagree that they are not confident enough to present in English in front of the class.

As it can be seen from the students' response majority of the students strongly agree that they are not confident enough to present in English in front of the class. The students' interview also supported the students' reflection from the questionnaire. According to the interviewees the students are not enough confident so as to present in English in front of the class. In relation to the above reflection one student forwarded her opinion in connection the problem:

I have not enough confidence to present in English in front of the class because the teacher himself speaks in Amharic to teach English speaking skill. So the students mocked me Oh! Your speech is like native speaker. During my presentation the students watch me to find faults what I said during my presentation. After my presentation they laughed and mocked

by remembering what I said during my presentation. Gradually I prefer to keep silent.

From the students' interview and questionnaire we can understand that the main factor why the students are not enough confident to present in English in front of the class is that fear of making mistakes while speaking in English in front of the class. Because of the students assume that they are being laughed and mocked by their friends when they make mistakes. Classroom observation also shows the same result like that of students' questionnaires and interviews. In relation to this, Tsui as cited in Nunnan (1999) stated that students who lack of confidence about themselves to speak in English is necessarily suffer from communication apprehension.

According to Table6 item14 above 4(8%) of the students replied that they strongly agree that they do not accept learner centered approach. Whereas 10 (19%) of the students replied that they agree that they do not accept learner centered approach .Likewise 10(19%) of the students said that they neither agree nor disagree that they do not accept learner centered approach. The other 4(8%) of the students said that they disagree that they do not accept learner centered approach. 24(46%) of the students said that they strongly disagree that they do not accept learner centered approach.

As we can understand from the above students' reflection most of the students don't accept student center teaching learning approach. Only few students strongly agree that student center teaching approach or method is not necessary and they deny it. However, majority of the learners accept that student center teaching learning approach as important method to learn English speaking skill. In spite of the students' reflection, the researcher from the classroom observation has seen that the students were not eager to participate actively while the teacher was providing chance for free speaking so as to practice English speaking skill. As the researcher observed in his observation only few students were active to express their opinion freely.

Table 7: Reflections on the factors affecting students' English speaking skill.

No	Items	Alternatives					Total	
		No	Strongly agree	Agree	Neither agree nor disagree	Disagree		Strongly disagree
15	I am feeling hesitated when I speak in English.	No	19	18	6	5	4	52
		%	37	35	12	10	8	100
16	I am feeling Worried about making mistakes while speaking in English.	No	20	17	7	5	3	52
		%	38	33	13	10	6	100

According to Table7 item15 above 19(37%) of the students replied that they strongly agree that they are feeling hesitated when they speak in English. Whereas 18 (35%) of the students replied that they agree that they are feeling hesitated when they speak in English. Others 6(12%) of the students said that they neither agree nor disagree that they are feeling hesitated when they speak in English. 5(10%) of the students said that they disagree that they are feeling hesitated when they speak in English. 3(6%) of the students said that they strongly disagree that they are feeling hesitated when they speak in English.

As we can understand from the above students' reflection most of the students strongly agree that the students are feeling hesitated while English speaking. In relation to this, students' interview answers supported the cause of hesitation is fear of making mistakes. One interviewee said that related to the problem.

When I was elementary I was interested to practice English speaking skill without feeling hesitated; however, at the beginning of this year subconsciously I have started hesitation and prefer keeping silent. Because my peers gave me nickname using one error that I made during my speech. So, at the moment I am only passive listener because of fear of making mistakes.

Therefore, the students do not practice English speaking skills freely, instead they prefer keeping silent, because they never want to make mistakes and being laughed by their peers.

From the students' interviews and questionnaires we can understand that the main factor why the students are feeling hesitated is fear of making mistakes while speaking in English. Therefore, the students keep silent because they do not want to make mistakes and being laughed by their friends. Regarding of this, Baygate (1987) stated that if the students are feeling hesitated while speaking English; they may not dare to speak in English in front of their peers. As a result, the students' English speaking skill becomes limited Baygate (1987).

From the classroom observation the researcher has seen that the students are feeling hesitated while speaking in English. Generally, the students' hesitation while speaking in English and assuming that making mistakes and being laughed as wrong are factors negatively affecting their English speaking skills. Therefore, in order to avoid students' hesitation the teachers should encourage students that making mistakes is consider as natural and without making mistakes no one masters her/his English speaking skill.

According to Table7 item16 above 20(38%) of the students replied that they strongly agree that they are feeling worried about making mistakes while speak in English. Whereas 17 (33%) of the students replied that they agree that they are feeling worried about making mistakes while speaking in English. Others 7 (13%) of the students said that they neither agree nor disagree that they are feeling worried about making mistakes while speak in English. 5(10%) of the students said that they disagree that they are feeling worried about making mistakes while speak in English. 3(8%) of the students said that they strongly disagree that they are feeling worried about making mistakes while speak in English.

As we can understand from the above students' reflection most of the students strongly agree that they are feeling worried about making mistakes while they speak in English. In relation to this, students' interview supported the cause of worrying is fear of making mistakes. Therefore, the students keep silent, because they never want to make mistakes and being laughed by their peers.

From the students' interview and questionnaire we can understand that the main factor why the students are feeling worried is fear of making mistakes while speaking in English. Therefore, the students keep silent because they do not want to make mistakes and being laughed by their friends. Regarding of this, Horwitz (2001 as cited in Bosena Baymot, 2017) stated that worrying is a feeling of tension, apprehension, anxious and nervousness associated the situation of learning foreign language.

From the classroom observation the researcher has seen that the students are feeling worried while speaking in English. Generally, the students' worrying while speaking in English and assuming that making mistakes and being laughed as wrong are factors negatively affecting students' English speaking skill. According to a few authors, worrying is uncontrollable manner that results from a proactive cognitive risk. In order to avoid students' worrying the teachers should encourage the students that making mistakes is consider as right and without making mistakes no one can master English speaking skill. From the above data reflection one can think that worry (anxiety) can affect the quality of English speaking skill.

4.1.2.2. Analysis of techniques used by the students so as to practice English speaking skill

In this theme, techniques used by the students in order to practice English speaking skill are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

4.1.2.2.1. Students role so as to practice English speaking skill

Table 8: Reflections on the students' roles to practice English speaking skill.

No	Items	Alternatives						
			always	often	Someti mes	rarely	never	total
17	I speak in English with my partner in the class.	No	3	4	6	19	20	52
		%	6	8	12	37	38	100
18	I practice speaking in English not only in the class but also outside.	No	5	6	9	12	20	52
		%	10	12	17	23	38	100

According to Table8 item17 above 3 (6%) of the students replied that they always speak in English with their partner in the class. Likewise 4 (8%) of the students replied that they often speak in English with their partner in the class. Others 6(12%) of the students said that they sometimes speak in English with their partner in the class. Whereas 19(37%) of the students said that they rarely speak in English with their partner in the class. Majority 20(38%) of the students said that they never speak in English with their partner in the class.

As it can be seen from the above students' reflection most of the students replied that they never speak in English with their partners in the class. In relation to this, students' interview also

supported the cause why they do not speak in English in the class is fear of making mistakes. Therefore, the students keep silent, because they never want to make mistakes and being laughed by their peers. From the students' interviews and questionnaires we can understand that the main factor why the students do not speak in English might be fear of making mistakes while speaking in English. So, the students keep silent because they do not want to make mistakes and being laughed by their friends. In relation to the problem, interviewed students said that "Our teachers hardly let us to speak in English with our peers in order to develop English speaking skill. That is why the students do not speak in English even though English is the target language for all subjects." Other students also added that "We do not speak in English with peers because; we have not enough English vocabularies."

From the classroom observation the researcher has seen that the students did not participate actively in the class. During the classroom observation the researcher has seen when the teacher let them to speak in English so as to practice English speaking skill, they tried to speak in Amharic language. Generally, lack of letting the students in order to speak with their peers could be the factor affecting students' English speaking skill. In relation to this Getachew Haile (2001) stated that most of the students do not want to practice communication in English in a particular situation in their home, class and with peers/ friends. As a result their English speaking skill is poor. So, in order to avoid the problem the students should practice English communication with their peers because; language does not exist without communication. Getachew Haile (2001) also supported that, exercising for English speaking skill has been advised over a period of many times. Therefore, speaking skill is the result of practical experience in the class and out of class. "Practicing is hoped in order to prove useful vocabulary words and valuable meaning to communicate in English" (Getachew Haile, 2001).

According to Table8 item18 above 5(10%) of the students replied that they always practice speaking in English not only in the class but also outside. Whereas 6(12%) of the students replied that they often practice speaking in English not only in the class but also outside. Others 9(17%) of the students said that they sometimes practice speaking in English not only in the class but also outside. 12(23%) of the students said that they rarely practice speaking in English not only in the class but also outside. Majority 20(38%) of the students said that they never practice speaking in English not only in the class but also outside the class.

As it can be seen from the above students' reflection most of the students replied that they never practice speaking in English outside. In relation to this, students' interview also supported the cause why they do not speak in English outside the class is there is not exposure which facilitates the students to communicate in English. Therefore, the students keep silent, because if they speak in English outside the classroom, they are being laughed and mocked by their peers and other communities.

From the students' interviews and questionnaires we can understand that the main factor why the students do not speak in English outside the classroom may be fear of the peers and communities who are living there. Therefore, the students speak only using vernacular language because they do not want to be magniloquent and mocked by communities. Some students from their' interview said that "We have not enough vocabulary to speak in English outside with our peers in order to develop English speaking skill." Generally, we can understand that lack of practicing English outside is one of the factor negatively affecting students' English speaking skill.

Table 9: Reflections on the students' roles to practice English speaking skill.

No	Items	Alternatives						total
			always	Often	sometim es	rarely	never	
19	I participate actively in the class and like to present my group's ideas to the whole class in English.	No	3	5	10	15	19	52
		%	6	10	19	29	37	100
20	I can evaluate my own weakness and strengths of English speaking skills.	No	2	4	11	15	20	52
		%	4	8	21	29	38	100

According to Table9 item19 above 3(6%) of the students replied that they always participate actively in the class and like to present their group's ideas to the whole class in English. Whereas 5(10%) of the students replied that they often participate actively in the class and like to present their group's ideas to the whole class in English. Others 10 (19%) of the students said that they sometimes participate actively in the class and like to present their group's ideas to the whole class in English. 15 (29%) of the students said that they rarely participate actively in the class and like to present their group's ideas to the whole class in English. Majority 19 (37%) of the

students said that they never participate actively in the class and like to present their group's ideas to the whole class in English.

As it can be seen from the above students' reflection most of the students replied that they never participate in the class and they do not like to present their group's ideas in order to improve English speaking skill with their partners in the class. In relation to this, students' interview also supported the cause of why they are not active participant may be that fear of making mistakes when they present in front of the class. Therefore, the students keep silent, because they never want to make mistakes and being laughed by their peers.

From the students' interview and questionnaire we can understand that the main factor why the students do not participate actively and not like to present the group's ideas in English is fear of making mistakes while speaking in front of the class. During the students' interview one student said that "during group discussion no one speak in English about the issues which is given by the teacher in order to discuss in English so as to develop English speaking skill. Instead my group members discuss in Amharic; therefore, it is very difficult to present in English what we have discussed in Amharic." Another student added that "When I speak in English the group members mock me 'where do you come? London or USA so, at that time I am discouraged by my members and I start to speak like them in Amharic instead of speaking in English."

From the classroom observation the researcher has seen that the students do not participate actively in the class. During the classroom observation the researcher has seen when the teacher let them to speak in English so as to practice English speaking skill, they tried to speak and present in Amharic language. Generally, mocked and laughed by their peers might be some of the factors negatively affecting students' English speaking skill. Getachew Haile (2001) also supported that, exercising for English speaking skill has been advised over a period of many times. Therefore, speaking skill is the result of practical experience in the class and out of class. "Practicing is hoped in order to prove useful vocabulary words and valuable meaning to communicate in English.

According to Table9 item20 above 2(4%) of the students replied that they always can evaluate their weakness and strengths of English speaking skill. Whereas 4(8%) of the students replied that they often can evaluate their weakness and strengths of English speaking skill. Others 11 (21%) of the students said that they can sometimes evaluate their own weakness and strengths of English speaking skill. Likewise 15 (29%) of the students said that they can rarely evaluate their

weakness and strengths of English speaking skill.20(38%) of the students said that they can never evaluate their weakness and strengths of English speaking skill.

From above students’ reflections majority of the students only rarely evaluate their own weakness and strengths. As a result, lack of blaming their own weakness could be one of the factors that affect students English speaking skill.

Table 10: Reflections on the students’ roles to practice English speaking skill.

No	Items	Alternatives								Total
			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree			
21	I am confident enough while I am speaking in English.	N	4	4	6	16	22	52		
		%	8	8	12	31	42	100		
22	I am eager to learn English speaking skill.	N ₀	8	6	7	11	20	52		
		%	15	12	13	21	38	100		
23	I prefer to speak in mother tongue.	N ₀	20	12	10	4	6	52		
		%	38	23	19	8	12	100		

According to Table10 item21 above 4(8%) of the students replied that they strongly agree that they are confident enough while they are speaking in English. Likewise 4 (8%) of the students replied that they agree that they are confident enough while they are speaking in English. Whereas 6(12%) of the students said that they neither agree nor disagree that they are confident enough while they are speaking in English. Other 16(31%) students said that they disagree that they are confident enough while they are speaking in English. the majority 22(42%) of the students said that they strongly disagree that they are confident enough while they are speaking in English.

As it can be seen from the students’ response majority of the students strongly agree that they are not confident enough to speak in English. The students’ interview also supported their reflection from the questionnaires. According to the interviewees the students are not enough confident so as to speak in English. In relation to the above reflection one student forwarded her opinion in connection to the problem:

I was confident enough to speak in English anywhere when I was lower grades. Because when I was lower grades I have been encouraged by the teachers to speak in English and the students never mocked and laughed even I had spoken miss structured grammar; however, in grade nine the teacher does no encourage me to practice English anywhere.

From the students' interview and questionnaire we can understand that the main factor why the students are not enough confident to speak in English could be that fear of making mistakes in front of their peers. Because of they do not want being laughed and mocked by their friends. Classroom observation also shows the same result like that of students' questionnaire and interview.

According to Table 10 item 22 above 8 (15%) of the students replied that they strongly agree that they are eager so as to learn English speaking skills. Others 6 (12%) of the students replied that they agree that they are eager so as to learn English speaking skills. Whereas 7 (13%) of the students said that they neither agree nor disagree that they are eager so as to learn English speaking skills. 11 (21%) of the students said that they disagree that they are eager so as to learn English speaking skills. Minority 20 (38%) of the students said that they strongly disagree that they are eager so as to learn English speaking skill.

As it can be seen from the students' response majority of the students strongly agree that they are eager so as to learn English speaking skills, but they are not confident enough to speak and to practice in English. The students' interview also supported the students' reflection from the questionnaire. According to the interviewees the students are eager to learn and to know English like native speakers. In relation to the above reflection one student forwards her opinion in connection to the problem: "In spite of I am so eager to practice English speaking skills, my peers are laughing and mocking to me while I am practicing in English. As a result, even if I have interest to speak in English, I will prefer to be silent."

From the students' interview and questionnaire we can understand that even if the students are so eager to know English, their English speaking skill is still very poor. This shows that the main factor why the students are not fluent enough is fear of being laughed and mocked by their friends. Apart from the students' questionnaire and interview, classroom observation also shows that the students are hardly eager to know English speaking skill. Why the researcher said that

the students are not eager because of his observation some of the students were talking frequently by using their mother tongue. Therefore, this is a little bit different from the above expressions.

According to Table 10 item 23 above 20(38%) of the students replied that they strongly agree that they prefer to speak in mother tongue. Other 12(23%) of the students replied that they agree that they prefer to speak in mother tongue. Whereas 10(19%) of the students said that they neither agree nor disagree that they prefer to speak in mother tongue. 4(8%) of the students said that they disagree that they prefer to speak in mother tongue. Minority 6(12%) of the students said that they strongly disagree that they prefer to speak in mother tongue.

As it can be seen from the students' response majority of the students strongly agree that they use mother tongue to learn English speaking skill. The students' interview also supported their reflection from the questionnaire. According to the interviewees the students are hesitated a lot as a result they first construct message into L1 then translated it in to English. In relation to this problem one of interviewed students revealed the same answer as follows "It has a great role when we are ordered to do English activities, we use Amharic language instead of the target language. When we try to speak in English, we are afraid of making mistakes. So, before, we speak in English, we construct our sentences in Amharic then we translate it in to English." Some interviewees also said that why they use dominantly mother tongue is because of they have not adequate English vocabulary and poor sentence building skill.

Generally, it implies that the use of mother tongue (L1) affects the development of learners' English speaking skill. Likewise the domination of mother tongue can be the reason for falling of the development of students' English speaking skill. In relation to this Baker and Westrup (2003:12) argued that "Barriers to learn can occur if the students knowingly or unknowingly transfer the cultural rules from their mother tongue to foreign language." Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Finally, the researcher can put his opinion from the above expression and his observation that lack of vocabulary of the target language often leads learners to borrow words from their indigenous language.

4.1.3. Analysis of learning environmental factors

In this theme, learning environmental factors are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

Table 11: Students reflection related to learning environmental factors

No	Items		Yes	No	total
24	In your class, are there more than fifty (50) students?	No	52	-	52
		%	100	-	100
25	Is your classroom arranged in the way that facilitates your learning English speaking skills?	No	20	32	52
		%	38	62	100
26	Is your class equipped with modern resources?	No	15	37	52
		%	29	71	100

According to Table11 item24 above 52 (100%) of the students replied that there are more than fifty (50) students in a single class. Whereas non of the students answered that there are less than fifty (50) students in class.

As illustrated above we can seen from the students' responses all of the students said that there were more than 50 students in a single class. The students' interview also supported the students' reflection from the questionnaire. In relation to this problem one student said that "In my class at the beginning of this year there were 64 students but two students stopped learning. So now there are 62 students in my class." From classroom observation the researcher has observed that in average there are 62 students in a single class. We can understand that learning more than 62 students in one class may be the factor that affects students' English speaking skill. Because teaching speaking skill with large amount of the students in a single class is very difficult.

According to Table11 item25 above 20(38%) of the students replied that their classrooms are arranged in the way that facilitates their learning English speaking skill .Whereas 32 (62%) of the students answered that their classrooms are not arranged in the way that facilitates their learning English speaking skill.

As it can be seen above students' questionnaire most of the students answered that their class is not arranged in the way that facilitates English speaking skill. From the classroom observation it was also seen that the classroom arrangement is not comfortable to learn English speaking skill. Therefore, lack of conducive, environment may be one factor that negatively affects students' English speaking skill.

According to Table11 item26 above 15(29%) of the students replied that their classrooms are equipped with modern resources. Whereas 37 (71%) of the students answered that their classrooms are not equipped with modern resources.

As we can seen from above expression majority of the learners replied that their classrooms were not equipped with modern resources in order to practice English speaking skill. This is also supported by students' interview, which the students said that there is plasma in the class, but they never learn with plasma. The researcher has seen from his observation that none of the teachers teach English using any other resources. Even the technical parts of the plasma are lost. Therefore, lack of modern equipment may one of factors negatively affect students' English speaking skill.

4.1.4. Analysis of learning- materials related factors

In this theme, learning materials related factors are discussed based on the data gained from the students' questionnaire, interview and classroom observation.

Table 12: Reflection related to learning- materials related factors

No	Item		yes	no	Total
27	Are there varieties of audio and video materials in the classroom that you use as a model for speaking skills?	No	15	37	52
		%	29	71	100
28	Does your teacher use teaching aids which are related to the day's lesson so as to teach English speaking skills?	No	22	30	52
		%	42	58	100

According to Table12 item27 above 15(29%) of the students replied that there are varieties of audio and video materials in their classrooms that they use as a model for speaking skill. Whereas 37 (71%) of the students answered that there were not varieties of audio and video materials in their classrooms that they use as a model for speaking skill.

As it can be seen from the students' questionnaire majority of the students replied that they have not varieties of audio and video materials in the classroom which help as model for students to learn English speaking skill. Classroom observation also shows that there were not any materials without useless plasma.

According to Table12 item28 above 22(42%) of the students replied that their teachers use teaching aids which are related to the day's lesson so as to teach English speaking skill. Whereas

30(58%) of the students answered that their teachers did not use teaching aids which are related to the day's lesson so as to teach English speaking skill.

As it can be seen from the students' reflections majority of the teachers never use teaching aids which are related with the day's lesson. As a result, lack of using teaching aids which are closely related with the day's lesson may one of the factors negatively affect learners English speaking skill.

4.2. The Discussion of the teachers' interview and classroom observation.

In this theme, teachers related factors; students' related factors, environmental related factors and material related factors are discussed based on the data gained from the teachers interview and classroom observation.

4.2.1. Analysis of teachers related factors

In this theme, the teaching techniques used by the teacher in order to teach English Language speaking skill are discussed based on the data gained from the teachers' interview and classroom observations.

4.2.1.1. Teaching techniques used by the Teacher

The following responses are about the teaching techniques used by the teacher to teach English speaking skill.

Teachers interview responses on their use of teaching techniques

On the questioning and answering, pair or group discussion, conversation or dialogue

As majority of teachers said that during interview they always use questioning and answering teaching techniques in order to teach English speaking skill. And one respondent replied that he rarely use questioning and answering teaching techniques to teach English speaking skill.

We can understand from the teachers response that majority of them use questioning and answering teaching techniques in order to teach English speaking skill. As they said that learners use English as target language when they are instructed to speak in English only for few minutes; however, after a few minutes they continue to speak in Amharic. Therefore, this may be the factor affecting the students English speaking skill. Because of it is difficult to learn English speaking skill without practice. Majority of them said that they sometimes use pairs or groups discussion teaching techniques to teach English speaking skill.

It can be understood that from the teachers' response, majority of them sometimes use pairs or groups discussion teaching techniques in order to teach English speaking skill. Majority of the

teachers also gave the same response during the interview that they only sometimes use pairs or groups discussion teaching techniques so as to teach English speaking skill. As the teachers replied during their interview why they sometimes use pairs or groups discussion because when the students are instructed in order to discuss about some issues in English, they discuss about the issue in Amharic. During classroom observation the researcher also observed that during their group discussion, they were talking in their vernacular language instead of using target language. From the above teachers' interview and classroom observation we can understand that using vernacular language while they are discussing in pairs or groups affects English speaking skill. Because of without practicing with the target language, it is impossible to learning English speaking skill.

As majority of the teachers responded that during the interview, they are usually inviting their students so as to converse with their friends in order to enhance their English speaking skill, but students were unwillingness to speak. One teacher added that although I thought that conversations and dialogues are very important in order to improve students English speaking skill, but learners have not willingness to enhance their English speaking skill.”

From above teachers' interview and classroom observation, we can understand that students' unwillingness to use English conversations and dialogues might affect their English speaking skill.

Responses on the teachers' use of teaching techniques

On the role play and drama, picture description and debating.

As all teachers replied that they rarely use role playing teaching techniques so as to teach English speaking skill.

From the above teachers' response related to their use of teaching techniques, we could understand that majority of the teachers rarely use role playing and drama to teach English speaking skill. As the researcher's observation, the teachers did not use role-plays or drama to teach English speaking skill.

Therefore, lack of such activities may influence the students' English speaking skill. From the teachers' interview and classroom observation the teachers have not willingness to prepare such kinds of activities to encourage the learners' participation so as to learn English speaking skill.

From the interview as teachers' responded that to use their teaching techniques to teach English speaking skill they rarely used picture description teaching techniques, so we could understand

that majority of the teachers rarely use picture description to teach English speaking skill. However, the researcher from his observation never has seen the teacher who invites the students in order to describe any figure. All of the teachers replied during interview as they never use debating teaching techniques so as to teach English speaking skill.

From the above as teachers' responded that related to their use of teaching techniques to teach English speaking skill, it could be understood that all of the teachers never use debating to teach English speaking skill. From the teachers' interview confirmed the same answer like that of the researcher's classroom observation they answered above. Therefore, lacks of such activities have negative implications to the students' participation in order to enhance their English speaking skill.

Responses on the teachers' use of teaching techniques

About storytelling, peers interview

As interviewed teachers told that their students are not voluntary to practice storytelling activities to enhance their English speaking skill. Therefore, majority of the teachers prefer to teach vocabulary and grammar translation.

Likewise the classroom observation also indicated that majority of the teachers didn't use story telling activities in order to teach English speaking skill. Generally, using activities such as story telling are very important to develop students' English speaking skill. Unless the teacher uses story telling activities with the target language to teach English speaking skill, it can be one factor that affects the students' English speaking skill. As a result, the teachers should encourage students by providing story telling activities in the class in order to raise their capacity of English speaking skill.

Responses on the teachers' use of teaching techniques

On the brain storming, listening to the records on the video and present the report back to the class.

During interview teachers replied that they sometimes instruct the learners to listen to the radio or watch video then report back to the classmates teaching techniques so as to teach English speaking skill. And majority of the teachers replied that they never instruct their students to listen to the radio or watch video then report back to the classmates teaching techniques so as to teach English speaking skill.

According to the above teachers' as responded that, we can understand that the majority of the teachers never use activities like ordering the students to bring different articles from the radio or from the television and invite them to present in front of the class in order to develop their English speaking skill. The teachers' interview also shows that the same as the interviewer's class room observation. Even though practicing such kind of activities is very important, most of the teachers did not use them to teach English speaking skill. If the teachers used such kinds of activities, it may develop English speaking skill. Because of English is the target language not only for teaching English speaking skill, but also for other subjects.

The researcher also got the same result from the classroom observation. As classroom had been observed almost all of the teachers never instructed their learners in order to bring something from their listening to the radio or watching to television and record them to present in front of the class to develop their English speaking skill. Therefore, lack of such activities may be one factor which affects the learners English speaking skill.

4.2.2. Analysis of Students' related factors

In this theme, factors affecting students' English speaking skill are discussed based on the data gained from the teachers' interview and classroom observation.

4.2.2.1. Factors affecting students' English speaking skill

Teachers' response on factors affecting students' English speaking skill

On the feeling shy while speaking in English, do not know enough English vocabulary.

During interview teachers replied that they strongly agree that their students are feeling shy while speaking in English. Majority of the teachers replied that they agree that their students are feeling shy while speaking in English. Whereas one teacher said that he neither agrees nor disagree that their students are feeling shy while speaking in English.

According to majority of interviewees the students are feeling shy because of that fear of making mistakes while speaking in English. In addition to that one teacher said that during the interview "When I try to avoid that making mistakes is nothing and no one could be perfect without making mistakes. Therefore, making mistakes during speaking in English is considered as right. However, the students are not still volunteers to speak in English freely because of fear of being laughed by their peers. Instead of that they prefer keeping silent."

From the teachers' interviews and researcher's class room observation we can understand that the main factor why the students are feeling shy could be fear of making mistakes while speaking

in English. Therefore, the students keep silent because they do not want to make mistakes and being laughed by their friends. Regarding of this, Baygate (1987) stated that if the students are feeling shy while speaking English, they may dare to speak in English in front of their peers. As a result, the students' English speaking skill becomes limited.

From the classroom observation the researcher has seen that the students are feeling shy while speaking in English. Generally, the students' shyness while speaking in English and assuming that making mistakes as wrong and being laughed are factors negatively affecting students' English speaking skill. According to the interviewees the students did not know enough English vocabularies in order to communicate with their partners.

As majority of interviewee said that

We forced the students to speak in English but they simply stand alone the chalk board. Because of that they did not know what to say and kept silent due to the insufficient vocabulary. Other students also feel nervous when they were ordered to speak in English because of shortage of vocabulary and poor English speaking background.

From the teachers' interview we can understand that the main factor why the students do not know enough English vocabulary to speak in English might be lack of practicing and lack of encouraging the students in order to speak in English. Classroom observation also shows the same result like that of teachers' interviews. On the basis of the above results, we can conclude that lack of vocabulary to speak is the factors that make students silent listeners rather than active participants in English speaking class. The same findings also shared by Ballard (1996 as cited in JIN Yan-hua,2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak in English well.

As interviewees response on the factors affecting students' English speaking skill

Students are not confident enough to present in English in front of the class; did not accept learner-centered approach. According to the interviewees most of the students are not enough confident so as to present in English in front of the class. As they responded that one teacher forwarded his opinion in connection to the problem: "Majority of the students' feel fear to make mistakes, and feel shy because they lack confidence."

From the teachers' interviews we can understand that the main factor why the students are not enough confident to present in English in front of the class is that fear of making mistakes in front of the class. Because they assumed that they are being laughed and mocked by their friends. Classroom observation also shows the same result like that of teachers' interview. In the relation to this, Tsui as cited in Nunan (1999) stated that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

As researcher observed from the classroom observation also has seen that the students were not eager to participate actively while the teacher was providing chance for free speaking so as to practice English speaking skill. As the researcher observed in his observation only few students were active to express their opinion freely. Therefore, denying student-centered approach might be one of the factors that affect students' English speaking skill because without gradual practice no one can improve foreign language like English. So, the teacher should force students to use student-center approach in order to practice English speaking skill freely.

Response of the teachers on the factors affecting students' English speaking skill

On the students feeling hesitated when they speak in English, are feeling worried about making mistakes while speaking in English

From the teachers' interview we can understand that the main factor why the students were feeling hesitated may be fear of making mistakes while speaking in English. Therefore, the students keep silent because they did not want to make mistakes and being laughed by their friends. Regarding of this, Baygate (1987) stated that if the students are feeling hesitated while speaking in English; they may not dare to speak in English in front of their peers. As a result, the students' English speaking skill becomes limited Baygate (1987).

From the classroom observation the researcher has seen that the students are feeling hesitated while speaking in English. Generally, the students' hesitation while speaking in English and assuming that making mistakes as wrong and being laughed by their peers are factors negatively affecting students' English speaking skill. Therefore, in order to avoid students' hesitation the teachers should encourage them that making mistakes is consider as right and without making mistakes no one masters English speaking skill.

Teachers' interview supported the cause of worrying is fear of making mistakes. Therefore, the students keep silent, because they never want to make mistakes and being laughed by their peers.

From the teachers' interview we can understand that the main factor why the students are feeling worried could be fear of making mistakes while speaking in English. As a result, the students keep silent because they do not want to make mistakes and being laughed by their friends. Regarding of this, Horwitz (2001, as cited in Bosena Baymot, 2017) stated that worrying is a feeling of tension, apprehension, anxious and nervousness associated with the situation of learning a foreign language.

From the classroom observation the researcher has seen that the students are feeling worried while speaking in English. Generally, the students are feeling worried while speaking in English and assuming that making mistakes and being laughed as wrong are factors negatively affecting students' English speaking skill. Even if worrying is uncontrollable manner that results from a proactive cognitive risk, in order to avoid students' worry, the teachers should encourage them that making mistakes is consider as right and without making mistakes no one develops English speaking skill. From the above data reflection one can think that worry (anxiety) can affect the quality of English speaking skills Horwitz (2001).

4.2.2.2. Analysis of techniques used by the students so as to practice English speaking skill

In this theme, techniques used by the students in order to practice English speaking skill are discussed based on the data gained from the teachers' interview and classroom observation.

4.2.2.2.1. Students role so as to practice English speaking skill

Teachers' response on the factors affecting students' English speaking skill

Can students speak in English with their partner in the class? Can they practice speaking in English not only in the class but also outside?

From the teachers' interview as majority of teachers stated that one can understand that the main factor why the students did not speak in English is fear of making mistakes while speaking in English. Therefore, the students keep silent because they did not want to make mistakes and being laughed by their friends.

From the classroom observation the researcher has seen that the students did not participate actively in the class room. During the classroom observation the students were observed that when the teacher let them to speak in English so as to practice English speaking skill, they tried to speak in Amharic language. Generally, fear of making mistakes and worried being laughed,

lack of letting the students in order to speak in English with their peers are some of the factors negatively affecting students' English speaking skill.

According to interview as one teacher replied that their students rarely practice speaking in English not only in the class but also outside. Whereas majority of the teachers replied that their students never practice speaking in English outside the classroom.

From the teachers' interview we can understand that one of the main factors why the students did not speak in English outside the classroom was fear of the peers and communities who are living there. Therefore, the students speak only using vernacular language because they did not want to be magniloquent and mocked by communities. Generally, we can understand that lack of practicing English outside might be one of the factors negatively affecting students' English speaking skill.

The students' role to practice English speaking skill

Are students participate actively in the class and like to present their group's ideas to the whole class in English, can evaluate their own weakness and strengths of English speaking skill?

According to interview as one teacher replied that their students sometimes participate actively in the class and like to present their group's ideas to the whole class in English. Whereas majority of the teachers replied that their students rarely participate actively in the class and like to present their group's ideas to the whole class in English.

From the teachers' interview we can understand that the main factor why the students do not participate actively and do not like to present the group's ideas in English is fear of making mistakes while speaking in English in front of the class.

From the classroom observation the researcher has seen that the students did not participate actively in the class. During the classroom observation the researcher has seen when the teacher let them to speak in English so as to practice English speaking skill, they tried to speak and present in Amharic language. Generally, being mocked and laughed by their peers is one of the factor affecting students' English speaking skill.

Based on the teachers interview all teachers said that their students can never evaluate their own weakness and strengths of English speaking skill.

Interviewees' responses on the factors affecting students' English speaking skill

Are students confident enough while speaking in English, are eager so as to learn English speaking skill, and prefer to speak in their mother tongues?

According to interview the teachers said that students are sometimes confident enough while speaking in English. Likewise majority of the teachers said that as their students are not enough confident while speaking in English.

According to the interviewees the students are not enough confident so as to speak in English. During classroom observation the researcher observed that most of students didn't participate in English class in order to improve their English speaking skill.

Classroom observation shows that the students are not eager to know English speaking skill. Why the researcher said that the students were not eager because of during his observation some of the students were talking frequently by using their mother tongue.

According to the interviewees the students are hesitated a lot in order to express their ideas using English language as a result they prefer to express their ideas in their vernacular language. In relation to this problem one interviewee revealed the same answer as follows "Use of mother tongue has a great impact in order to practice English tasks .Why the students use Amharic language when they are ordered to discuss about some issues using target language is lack of enough English vocabularies and worried making mistakes while speaking in English."

Generally, it implies that the use of mother tongue (L1) affects the development of learners' English speaking skill. Likewise the domination of mother tongue can be the reason for falling of the development of students' English speaking skill. In relation to this Baker and Westrup (2003:12) argued that "Barriers to learn English can occur if the students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Finally, the researcher can put his opinion from the above expression and his observation that lack of vocabulary of the target language often leads learners to borrow words from their indigenous language so as to express their ideas.

4.2.3. Analysis of Learning Environmental Factors

In this theme, learning environmental factors are discussed based on the data gained from the teachers' interview and classroom observation.

Teachers' responses on the teaching environmental factors

In your class, are there more than fifty students, is your classroom arranged in the way that facilitates your students learning English speaking skill, are there varieties of video and audio materials in the classroom that you use as a model for teaching English speaking skill?

As the teachers' interview supported that there are sixty two students in one single class. In relation to this problem one teacher said that "In my three classes three of them consist in average sixty two students. Many students in one class have negative implication so as to practice English speaking skill. Because to control all students how they are discussing if they are using target language or not it is difficult in order to monitor all." From classroom observation the researcher has observed that in average there are sixty two students in a single class. We can understand that learning more than sixty two students in one class may be the factor that negatively affects students' English speaking skill. Because teaching speaking skill with large amount of the students in a single class is very difficult.

According to interview as one teacher replied that their classrooms are arranged in the way that facilitates their students learning English speaking skill. Whereas majority of the teachers answered that their classrooms are not arrange in the way that facilitates their students' learning English speaking skill.

As it can be seen above teachers' interview most of them answered that their classes are not arranged in the way that facilitates learners' English speaking skill. From the classroom observation it was also seen that the classroom arrangement is not comfortable to practice English speaking skill. Therefore, lack of conducive, environment may be one factor that negatively affects students' English speaking skill.

According to interview of the teachers replied that there are not varieties of audio and video materials in the classroom that they use as a model for teaching English speaking skill with modern resources in order to practice English speaking skill. The researcher has seen . As one can seen from above expression all of the teachers replied that the classrooms are not equipped, his observation that even if there is plasma in the class, it is damaged by the students and some technical parts of its are lost. Therefore, lack of modern equipment may one of factors negatively affecting students' English speaking skill.

4.2.4. Analysis of learning- materials related factors

In this theme, learning materials related factors are discussed based on the data gained from the teachers' interview and classroom observation.

Interviewees' responses on the learning materials related factors

Do you use teaching aids which are related to the day's lesson so as to teach English speaking skill?

According to interview, majority of teachers replied that they didn't use teaching aids which are related to the day's lesson so as to teach English speaking skill. Whereas one teacher answered that he did use teaching aids which are related to the day's lesson so as to teach English speaking skill.

One can understand from above expression as majority of the teachers replied that teachers didn't use teaching aids which are related to the day's lesson so as to teach English language speaking skill and researchers classroom observation shows that the same results.

CHAPTER V

5. Conclusion and Recommendations

5.1. Conclusion

The main purpose of this study was to assess the factors affecting students' English language speaking skill in Dilber secondary school. The specific objectives of the study were:

- ❖ Identify factors affecting grade nine students' English speaking skill.
- ❖ Investigate problems of grade nine students' English speaking skill.
- ❖ Assess what teachers do to assist students to be engaged in English speaking lesson.

In order to attain the intended objectives, the researcher used three data collection tools, those are students' questionnaire, students' and teachers' interview and classroom observation were employed. Classroom observation was used as the main data collection tool and questionnaire and interview were employed as supporting tools. Descriptive survey method was employed to carry out the study.

The data collecting procedure was firstly, the questionnaire was administered to 52 students. Secondly, the data were obtained from the three English language teachers. Thirdly, grade nine students and teachers were interviewed through semi structured interview. Fourthly the data was obtained from class room observation. The gathered data were analyzed and interpreted by using both quantitative and qualitative approaches. The data obtained from questionnaires were analyzed using quantitatively whereas, the data which were obtained through semi structured interview were analyzed qualitatively.

As it can be seen from the students' response the main factors affecting students' English speaking skill are lack of enough English vocabulary, the use of mother tongue, lack of confidence to practice in front of their peers, fear of making mistakes during their presentation, they are not want to be laughed and mocked by the students and the teachers use grammar translation teaching techniques which affects students' English speaking skill.

According to teachers' interview as they responded that majority of the students want to speak using their vernacular language that is Amharic. The students have not enough vocabulary to speak in English. Therefore, lack of vocabulary also discourages them to speak. They are not eager to practice in English with their peers. Some students also prefer keeping silent instead of practicing in the class to present.

5.2. Recommendations

Based on the discussions made, the researcher would like to recommend the following ways to reduce the factors that affect grade 9 students' English language speaking skill in Dilber secondary school.

- ❖ Students should be given enough time to be prepared and performed English speaking tasks by creating cooperative classroom environment to help students to overcome in habitation and shyness.
- ❖ Motivating students to speak in English encourages them to be active participant in English speaking class.
- ❖ Advice students not to worry about making mistakes and give them clear instructions and guidance.
- ❖ Personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their choice of the topics.
- ❖ Speaking skill should be included in tests and exams because the students pay more attention to English speaking skill.
- ❖ Students should be given more opportunities to speak in English using some tasks
- ❖ Students should be encouraged to participate and practice with their friends to strengthening their speaking confidence.
- ❖ Teachers should create an English speaking environment by encouraging the students to use English in the class room to make it a habit.
- ❖ Initiate them to watch films or news in English so that the students have more exposure to the language.
- ❖ In general speaking, teachers should assess speaking problems faced by their students and provide more solutions to improve their speaking skill.
- ❖ Elic training should be provided all subject teachers. Because English teachers are not only responsible for students' poor English speaking skill ability, but also other subject teachers are also responsible. According to interview, other subject teachers do not use target language to teach their subject. As a result, the students were not exposed to practice English speaking skill. Other subject teachers give only due to emphasis for their subject without using target language.

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APPENDIXES

Appendix: A

Questionnaires for students

Dear respondents,

The purpose of this questionnaire is to gather information about factors affecting students' English speaking skill. This study is conducted as fulfillment of Master's Degree of teaching English language (ELT) at Addis Ababa University. As your response is very crucial for the over- all result of the study, you are kindly requested to provide your genuine response for the successful completion of this research.

Thank you very much for your cooperation!

I. Background Information

School.....

Sex: male [] female []

Year

Part-1: Teacher-related factors

1.1. How often does your English teacher use the following techniques?

Direction: The following statements are about techniques used by your English teacher to facilitate your English speaking skill. Please read each statement through carefully and respond by putting a tick (√) mark in the column corresponding to your answer, to indicate how frequently your teacher uses them in your classroom. Use the rating scales below. The responses range from “always” to “never”.

1. Always 2.usually 3.sometimes 4.rarely 5.never

No	Items	Alternatives				
	My English Teacher Uses:	1	2	3	4	5
1	Questioning and answering.					
2	Pair or group discussion.					

3	Conversations or dialogues.					
4	Role play and drama.					
5	Picture description.					
6	Debating.					
7	Storytelling					
8	peers interview					
9	brain storming					
10	Listening to the records on the radio or video and present the report back to the class.					

Part-2.students related factor to speak in English speaking skill

2.1. Factors affecting students' English speaking skill.

Direction: The following statements are about the factors affecting students' English speaking skill. Please read them through carefully and put a tick mark (√) in the column corresponding to your answer to indicate the degree to which you agree. Use the measurement scales below. The responses range from strongly agree to strongly disagree".

1. Strongly agree 2.agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

No	Items	Alternatives				
		1	2	3	4	5
11	I am feeling shy while speaking English.					
12	I do not know enough vocabulary.					
13	I am not confident enough to present in English in front of the class.					
14	I do not accept learner-centered approach.					
15	I am feeling hesitated when I speak in English.					
16	I am feeling Worried about making mistakes while speaking English.					

2.2. How often do the students use the following techniques to learn English speaking skills?

Direction: Read the following statements through carefully, they are about the techniques students use to learn English speaking skills. Decide how frequently you use them in your classroom or outside classroom. Please put a tick (√) mark in the column corresponding to your answer. Use the rating scales below. The responses range from “always” to “never”.

1. Always 2.usually 3.sometimes 4.rarely 5.never

No	Items	Alternatives				
		1	2	3	4	5
17	I speak in English with my partner in the class.					
18	I practice speaking in English not only in the class but also outside.					
19	I participate actively in the class and like to present my group’s ideas to the whole class in English.					
20	I can evaluate my own weakness and strengths of English speaking skills.					

2.3. Students’ role so as to learn English speaking skills.

Direction: Read the following statements through carefully, they are about role in learning English speaking skills. Please put a tick (√) mark in the column corresponding to your answer.

1, strongly agree 2.agree 3. Neither agree nor disagree 4.disagree 5. Strongly disagree

No	Items	Alternatives				
		1	2	3	4	5
21	I am confident enough while I am speaking in English.					
22	I am eager so as to learn English speaking skill.					
23	I always tend or prefer to speak in mother tongue.					

Part-3: Learning environmental factors

Direction: The following questions are about learning environmental factors. Please read the following questions through carefully and respond by putting a tick (√) mark in the column corresponding to your answer.

No	Items	Yes	No
24	In your class, are there more than fifty (50) students?		
25	Is your classroom arranged in the way that facilitates your learning English speaking skill?		
26	Is your class equipped with modern resources?		

Part 4. Learning-materials related factors

Direction: Read the following questions through carefully, they are about learning _materials you use to develop your English speaking skill. Please place a tick (√) mark in the column corresponding to your answer that best represent your opinion.

No	Item	yes	no
27	Are there varieties of audio and video materials in the classroom that you use as a model for speaking skill?		
28	Does your teacher use teaching aids which are related to the day’s lesson so as to teach English speaking skill?		

29. If you have any other ideas.....

APPENDIX: B

Interview items for students

1. How often does your teacher let you to learn English speaking through pairs/groups discussion, dialogues, role play, picture description, debating, storytelling, peers interview, and listening to the records on the radio or video and present the report back to the class?
2. What are the problems affecting students' English speaking skill?
 - a. Are the students feeling shy?
 - b. Do the students know enough vocabulary?
 - c. Are the students confident enough to present in English in front of the class?
 - d. Do the students accept learner-centered approach?
 - e. Are the students feeling hesitated?
 - f. Are the students feeling Worry about making mistakes while speaking English?
3. What are the problems affecting your learning English speaking related to the learning environment?
4. What are the materials-related factors that affect your learning English speaking skill?

APPENDIX: C

Interview items for teachers

1. How often do you let your students to practice English speaking through pairs/groups discussion, dialogues, role play, picture description, debating, storytelling, peers interview, and listening to the records on the radio or video and present the report back to the class?
2. What are the problems affecting students' English speaking skill?
 - a. Are the students feeling shy?
 - b. Do the students know enough vocabulary?
 - c. Are the students confident enough to present in English in front of the class?
 - d. Do the students accept learner-centered approach?
 - e. Are the students feeling hesitated?
 - f. Are the students feeling Worry about making mistakes while speaking English?

3. What are the problems affecting students' learning English speaking skill that arise in relation to the learning-environment?

4. What are the materials-related factors that affect the students' English speaking skill?

APPENDIX: D

Classroom Observation Checklist

Factors arise in relation to the teachers, students, learning –environment, and resources used in the classroom.

1. Teachers related factors

1.1. Techniques used by the teacher

No	Does the teacher use:	Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		yes	no	yes	no	yes	no	ye	no	yes	no
1	Questioning and answering?										
2	Pairs or group discussion?										
3	Dialogues?										
4	Role playing?										
5	Picture description?										
6	Debating?										
7	Storytelling?										
8	Peers interview?										
9	brain storming										
10	Listening to the records on the radio or video and present the report back to the class?										

Part 2. Students' related factors to learn English speaking skill

2.1. The factors affecting the students' English speaking skill.

No	Students	Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		Ye s	no	yes	No	yes	no	yes	no	yes	no
11	Are feeling shy while speaking English.										
12	Do not know enough vocabulary.										
13	Are not confident enough to present in English in front of the class.										
14	Do not accept learners – centered approach.										
15	Are feeling hesitated while speaking in English.										
16	Are feeling Worried about making mistakes while speaking English										

2.2. How often do the students use the following techniques to learn English speaking skill?

No	students:	Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		Ye s	no	yes	No	yes	no	yes	no	yes	no
17	Can speak in English with their partner in the class.										

18	Can make dialogue with their friends in English in the class.										
19	Are active participate in the group discussion and like to present their group's ideas to the whole class in English.										
20	Can evaluate their own weakness and strengths in Learning English speaking skill.										

2.3. Students' role so as to learn English speaking skill.

No	students:	Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		Yes	No	yes	No	yes	no	yes	no	yes	no
21	Have high confidence during their English speaking.										
22	Are eager to practice English speaking skills.										
23	Prefer to speak in mother tongue instead of speaking in English during English lesson.										

Part-3: Learning environmental related factors

No		Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		Ye s	No	yes	No	yes	no	yes	no	Ye s	No
24	Are there more than fifty (50) students in a single?										
25	Is the classroom arranged in the way that facilitates students'										

learning English speaking skills?										
-----------------------------------	--	--	--	--	--	--	--	--	--	--

Part-4: Learning-materials related factors

No		Week days									
		1 st		2 nd		3 rd		4 th		5 th	
		Ye s	No	yes	No	yes	no	yes	no	Ye s	No
26	Are there varieties of audio and video materials in your school that you use as a model for teaching speaking skill?										
27	Does the teacher use teaching aids which are related to the day's lesson so as to teach English speaking skill?										

APPENDIX :E

የተማሪዎች መጠይቅ

የዚህ መጠየቅ ዋና አላማ የተማሪዎች የእንግሊዝኛ ንግግር ክህሎቶች ላይ ተጽእኖ የሚያደርጉ ነገሮችን በመዳሰስ መረጃ ለመሰብሰብ ነው። ጥናቱም የሚካሄደው በአዲስ አበባ ዩኒቨርሲቲ በወጭ ቋንቋዎች ና ስነጽሑፍ (ELT) ለማስተርስ ዲግሪ ማሟያነት ነው። በዚህ መጠይቅ የምትሰጡት መልስ ለጥናቱ ትልቁን ሚና ስለሚጫወት ታላላቅነት ያለውን መረጃ እንድትሰጡ በትህትና እጠይቃለሁ።

ሰለትብብራችሁ ከወዲሁ አመሰግናለሁ!

ግለ መረጃ

ት/ቤት.....
 ጾታ ወ..... ሴ.....
 ዓ/ም.....

ክፍል 1: መምህራንን የተመለከቱ ተጽእኖዎች

1.1. መምህሩ የሚጠቀማቸው የማስተማር ስነ ዘዴዎች

የሚከተሉት ዓ/ነገሮች ስለመምህሩ የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል የሚጠቀሙባቸው የማስተማር ስነ ዘዴዎችን በተመለከተ ነው። ስለዚህ እባካችሁ ዐ/ነገሮችን በጥንቃቄ ካነበባችሁ በኋላ መምህሩ ክፍል ውስጥ የተማሪዎችን እንግሊዝኛ

ቋንቋ ክህሎትን ለማሻሻል ለሚከተሉት ዐ/ነገሮች ምን ያህል ጊዜ እንደሚጠቀሙባቸው (✓) ምልክት ዐ/ ነገር በሚያመለክትበት ቦታ በማስቀመጥ አሳዩ።

- 1.ሁልጊዜ 2.በዙውን ጊዜ 3.አንዳንድጊዜ 4.አልፎአልፎ 5.ምንም ጊዜ

ተ.ቁ	ዝርዝርሀሳቦች	አማራጮች				
		1	2	3	4	5
	የእንግሊዝኛ መምህሩ ሲያስተምር የሚጠቀማቸው፡					
1	ጥያቄ ና መልስ					
2	የጥንድና የቡድን ስራ					
3	ወይይት ና ጭውውት					
4	አስመስሎ መጫወትና ቲያትር					
5	ስእሳዊ መግለጫ					
6	ክርክር					
7	ተረት ና ምሳሌ					
8	የአቻ ቃለ መጠይቅ					
9	ሀሳብ ማፍለቅ					
10	በሬዲዮ ያዳመጡትን ወይም በቲቪ ያዩትን የእንግሊዝኛ ፕሮግራም በመመዘን በመልሰው ለክፍል ጓደኞቻቸው እንዲያቀርቡ ማድረግ።					

2. ክፍል 2:ተማሪዎች ጋር የተያያዙ ተጽእኖዎች

2.1. በተማሪዎች የእንግሊዝኛ ንግግር ክህሎት ላይ ተጽእኖ የሚያሳድሩ ነገሮች

የሚከተሉት ዐ/ነገሮች በተማሪዎች የእንግሊዝኛ ቋንቋ የንግግር ክህሎት ላይ ተጽእኖ የሚያሳድሩ ነገሮችን በተመለከተ ነው። ስለዚህ እባካችሁ ዐ/ነገሮችን በትክክል ካነበባችሁ በኋላ በተስማማ ችሁት ቁጥር ትይዩ(✓) ምልክት በማስቀመጥ አሳዩ ።

- 1.በጣም እስማማለሁ 2.እስማማለሁ 3.መወሰን አልችልም 4.አልስማማም 5.አጥብቄ እቃወማለሁ

ተ.ቁ	ዝርዝርሀሳቦች	አማራጮች				
		1	2	3	4	5
11	በእንግሊዝኛ ቋንቋ በምናገርበት ጊዜ አፍራለሁ።					
12	በቂ የእንግሊዝኛ ቃላት አላወቅም።					
13	በክፍል ውስጥ በተማሪዎች ፊት በእንግሊዝኛ ለማስረዳት በራሴ እተማመናልሁ።					
14	ተማሪ ተኮር የማስተማር ዘዴን አልቀበልም።					
15	በእንግሊዝኛ ስናገር አልረጋጋም።					
16	በእንግሊዝኛ ቋንቋ ስናገር አስቀድሜ እሳሳታለሁ ብዬ እጨነቃለሁ።					

2.2.ተማሪዎች የሚከተሉትን ዐ/ነገሮች ምን ያክል ያውቋቸዋል?

የሚከተሉት ዓ/ነገሮች ተማሪዎች የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል የሚጠቀሙባቸው ዘዴዎችን በተመለከተ ነው። ስለዚህ እባካችሁ ከታች ያሉትን ዐ/ነገሮች በትክክል ካነበባችሁ በኋላ የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል ምን ያክል እንደምትጠቀሙ (✓) ምልክት ዐ/ ነገር በሚያመለክትበት ቦታ በማስቀመጥ አሳዩ።

1. ሁልጊዜ 2. ብዙውንጊዜ 3. አንዳንድጊዜ 4. አልፎአልፎ 5. ምንም ጊዜ

ተ.ቁ	-ዝርዝርሀሳቦች	አማራጮች				
		1	2	3	4	5
17	በእንግሊዝኛ ቋንቋ ከጓደኛ ጋር በክፍል ውስጥ መናገር እችላለሁ።					
18	በእንግሊዝኛ ቋንቋ በክፍል ውስጥ ብቻ ሳይሆን ከክፍል ውጭም እለማመዳለሁ።					
19	በክፍል ውስጥ በመሳተፍ የቡድኑ ተማሪዎች ያቀረቡትን ሃሳብ ለክፍሉ ተማሪዎች በእንግሊዝኛ አቀርባለሁ።					
20	የእንግሊዝኛ አነጋገር ድክመትን እና ጥንካራን በራሴ እገመግማለሁ።					

2.3.ተማሪዎች እንግሊዝኛ ቋንቋን ለመማር ያላቸው ሚና

የሚከተሉት ዐ/ነገሮች ተማሪዎች በእንግሊዝኛ ቋንቋ የንግግር ክህሎትን ለማሻሻል ያለውን ሚና በተመለከተ ነው። ስለዚህ እባካችሁ ዐ/ነገሮችን በትክክል ካነበባችሁ በኋላ ተማሪዎች በክፍል ውስጥ የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል ምን ያክል እንደ ሚጠቀሙ (✓) ምልክት ዐ/ ነገሩ በሚያመለክትበት ቦታ በማስቀመጥ አሳዩ ።

1. በጣም እስማማለሁ 2. እስማማለሁ 3. መወሰን አልችልም 4. አልስማማም 5. አጥብቄ አልስማማም

ተ.ቁ	ዝርዝርሀሳቦች ተማሪዎች	አማራጮች				
		1	2	3	4	5
21	በእንግሊዝኛ ቋንቋ ስናገር በራሴ እተማመናለሁ።					
22	እንግሊዝኛ ቋንቋን ለመማር ፍላጎት አለ።					
23	በአፍመፍቻ ቋንቋ መናገርን እመርጣለሁ።					

ክፍል 3: እንግሊዝኛ ቋንቋን ለመማር የአካባቢ ተጽእኖ

የሚከተሉት ጥያቄዎች ተማሪዎች የእንግሊዝኛ ቋንቋን ለመማር የአካባቢ ተጽዕኖን በተመለከተ ነው። ስለዚህ እባካችሁ የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነበባችሁ በኋላ ይህንን (✓) ምልክት ጥያቄው በሚያመለክትበት ቦታ በማስቀመጥ አሳዩ።

ተ.ቁ	ዝርዝርሀሳቦች	አማራጮች	
		አዎ	አደለም
24	በምትማሩበት ክፍል ዉስጥ ከ 50 በላይ ተማሪዎች አሉ?		
25	የምትማሩበት ክፍል እንግሊዝኛ ቋንቋን ለመማር ምቹ ነዉ?		
26	የምትማሩበት ክፍል ለ1ለ5 ጥናት ምቹ ነዉ?		

ክፍል 4. የመማሪያ መሳሪያዎች ጋር የተያያዙ ተጽዕኖች

የሚ ከተሉት ጥያቄዎች ስለተማሪዎች የእንግሊዝኛ ቋንቋን ለማሳደግ የሚጠቀሙ ባቸው መ ሳሪያዎችን በተመለከት ነው። እባካችሁ የሚ ከተሉትን ጥያቄዎች በጥንቃቄ ካነበባችሁ በኋላ (✓) ምልክት በተሰጠው ቦታ አስቀምጡ።

ተ.ቁ	ዝርዝርሀሳቦች	አማራጮች	
		አዎ	አደለም
27	በክፍል ዉስጥ እንግሊዝኛ ቋንቋን ለመማር እንደ ሞዴል የሚሆኑ የሚደመጡና የሚታዩ ቁሳቁሶች አሉ?		
28	መምህሩ እንግሊዝኛ ቋንቋ ከህሎትን ለማስተማር የአለቱን ትምህርት የሚደግፉ መርጃ መሳሪያዎች አሉ?		

29. ተጨማሪ ሀሳብ ካላችሁ

.....?

APPENDIX :F

የተማሪዎች ቃለ መጠየቅ

የዚህቃለ መጠየቅ ዋና አላማ የተማሪዎች የእንግሊዝኛ ንግግር ከህሎቶች ላይ ተጽእኖ የሚያደርጉ ነገሮችን በመዳሰስ መረጃ ለመሰብሰብ ነው። ጥናቱም የሚካሄደው በአዲስ አበባ ዩኒቨርሲቲ በወጭ ቋንቋዎች ና ስነጽሑፍ (TEFL) ለማስተርስ ዲግሪማሟያነት ነው። በዚህ ቃለ መጠይቅ የምትሰጡት መልስ ለጥናቱ ትልቁን ሚና ስለሚጫወት ታላማነት ያለውን መረጃ እንድትሰጡ በትህትና እጠይቃለሁ።

ስለትብብራችሁ ከወዲሁ አመሰግናለሁ!

ግለ መረጃ

ት/ቤት.....

ዓ/ም.....

ክፍል 1: መምህራንን የተመለከቱ ተጽእኖዎች

2.2. መምህሩ የሚጠቀማቸው የማስተማር ስነ-ዘዴዎች

የሚከተሉት ዓ/ነገሮች ስለመምህሩ የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል የሚጠቀሙባቸው የማስተማር ስነ-ዘዴዎችን በተመለከተ ነው። ስለዚህ መምህሩ የእንግሊዝኛ ቋንቋ ክህሎትን ሲያስተምር የሚከተሉትን ዓ/ነገሮች ምን ያክል ይጠቀማቸዋል?

1. የእንግሊዝኛ መምህሩ ሲያስተምር የሚጠቀማቸው
 - a. አስመስሎ መጫወትና ቲያትር
 - b. ክርክር
 - c. የአቻ ቃለ መጠይቅ
 - d. ተረት ና ምሳሌ

ክፍል 2. ተማሪዎች ጋር የተያያዙ ተጽእኖዎች

1.1. በተማሪዎች የእንግሊዝኛ ንግግር ክህሎት ላይ ተጽእኖ የሚያሳድሩ ነገሮች

የሚከተሉት ዓ/ነገሮች በተማሪዎች የእንግሊዝኛ ቋንቋ የንግግር ክህሎት ላይ ተጽእኖ የሚያሳድሩ ነገሮችን በተመለከተ ነው።

- a. በእንግሊዝኛ በምናገርበት ጊዜ አፍራሰሁ።
- b. በቂ የእንግሊዝኛ ቃላት አላውቅም።
- c. በክፍል ውስጥ በተማሪዎች ፊት ቁሜ በእንግሊዝኛ ለማስረዳት በራሴ እተማመናለሁ።
- d. **2.2.ተማሪዎች የሚከተሉትን ዓ/ነገሮች ምን ያክል ያውቋቸዋል?**

የሚከተሉት ዓ/ነገሮች ተማሪዎች የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል የሚጠቀሙባቸው ዘዴዎችን በተመለከተ ነው። ስለዚህ የእንግሊዝኛ ቋንቋ ክህሎትን ለማሻሻል ምን ያክል ትጠቀማላችሁ?

- a. በእንግሊዝኛ ቋንቋ ከጓደኞች ጋር በክፍል ውስጥ መናገር እችላለሁ።
- b. በእንግሊዝኛ ቋንቋ በክፍል ውስጥ ብቻ ሳይሆን ከክፍል ውጭም እለማመዳለሁ።
- c. በክፍል ውስጥ በመሳተፍ የቡድኑ ተማሪዎች ያቀረቡትን ሃሳብ ለክፍሉ ተማሪዎች በእንግሊዝኛ ቋንቋ አቀርባለሁ።

ክፍል 3 እንግሊዝኛ ቋንቋ ለመማር የአካባቢ ተጽእኖ

የሚከተሉት ጥያቄዎች ተማሪዎች የእንግሊዝኛ ቋንቋን ለመማር የአካባቢ ተጽዕኖን በተመለከተ ።

- a. በምትማሩበት ክፍል ውስጥ ከ 50 በላይ ተማሪዎች አሉ?
- b. የምትማሩበት ክፍል እንግሊዝኛ ቋንቋን ለመማር ምቹ ነው?

ክፍል 4. የመማሪያ መሳሪያዎች ጋር የተያያዙ ተጽእኖዎች

የሚከተሉት ጥያቄዎች ስለተማሪዎች የእንግሊዝኛ ቋንቋን ለማሳደግ የሚጠቀሙባቸው መሳሪያዎችን በተመለከተ ነው።

- a. በክፍል ውስጥ እንግሊዝኛ ቋንቋን ለመማር እንደ ሞዴል የሚሆኑ የሚደመጡ ና የሚታዩ ቁሳቁሶች አሉ?

የተማሪዎች ቃለ መጠየቅ ሲብራራ

ተ.ቁ	የተማሪዎች ቃለ መጠየቅ ጥያቄዎች	የተማሪዎች ቃለ መጠየቅ ሲብራራ
1	መምህሩ የእንግሊዘኛ ቋንቋ ሲያስተምር አስመስሎ መጫወትንና ቲያትርን ይጠቀማል?	<p>ተ1: አንድም ቀን በከፍላችን ዉስጥ በእንግሊዘኛ ክፍለ ጊዜ ቲያትርን ተጠቅሞ አያውቅም ነገር ግን አልፎ አልፎ አስምስሎ መጫወትን ይጠቀማል።</p> <p>ተ4: አንደዚህ አይነት መልመጃዎችን መምህሩ ቢጠቀም የእንግሊዘኛ ቋንቋ የንግግር ክህሎት ማሳደግ እንችል ነበር ነገር ግን አንድም ቀን ተጠቅሞ አያቅም።</p>
2	መምህሩ የእንግሊዘኛ ቋንቋ ሲያስተምር ክርክርን ይጠቀማል?	<p>ተ3: መምህሩ የእንግሊዘኛ ቋንቋ የንግግር ክህሎትን ለማሳደግ አንድም ቀን ክርክርን ተጠቅሞ አያቅም።</p> <p>ተ1: በአመት አንድ ቀን አከራክሮናል።</p>
3	መምህሩ የእንግሊዘኛ ቋንቋ የንግግር ክህሎትን ለማሳደግ የአቻ ቃለ መጠይቅ ይጠቀማል?	<p>ተ3: የእንግሊዘኛ ቋንቋ የንግግር ክህሎትን ለማሳደግ አልፎ አልፎ የአቻ ቃለ መጠይቅን ይጠቀማል። ነገር ግን ተማሪዎች እንደዚህ አይነት መልመጃዎችን ስለማይወዱ አሁን ብራሱ ሰዋሰዉን ያስተምራል።</p>
4	መምህሩ የእንግሊዘኛ ቋንቋ ሲያስተምር ተረት ና ምሳሌ የማስተማር ስነ-ዘዴ ይጠቀማል?	<p>ተ2: አያስተምርም፣ ተምሪም አላውቅም።</p> <p>ተ3: ተማሪዎች በራሳቸው ተረት ና ምሳሌ ለመማር ፈቃደኛ አይደሉም።</p>
5	በእንግሊዘኛ በምናገርበት ጊዜ አፍራሊሁ።	<p>ተ4: በእንግሊዘኛ በምናገርበት ጊዜ አፍራሊሁ። ምክንያቱም ከተሳሳትኩ ተማሪዎች ስለሚስቁብኝ ነዉ።</p> <p>ተ2: በእንግሊዘኛ በምናገርበት ጊዜ አፍራሊሁ። ለምን ተማሪዎች ስህተትን እይፈለጉ መሳቂያ ስለሚያደረጉኝ ነዉ። እኔ ደግሞ መሳቅ አልፈልግም።</p>
6	በቂ የእንግሊዘኛ ቃላት አላውቅም።	<p>ተ1: በቂ የእንግሊዘኛ ቃላት አላውቅም። ነገር ግን ለማወቅ ፍላጎት አለኝ። በቂ የእንግሊዘኛ ቃላትን የማላወቀዉ ምክንያትም መምህሩ በራሱ የሚያወራወዉ በአማረኛ ስልሆነ እኔ በእንግሊዘኛ ስናገር ተማሪዎች ከመምህሩ በለጥሲዉ እያሉ ሙድ ስለሚይዙብኝ ነዉ ።</p> <p>ተ2: ዘጠነኛ ክፍል እንደ መሆኔ በቂ የእንግሊዘኛ ቃላት አላውቅም።</p>

7	በክፍል ውስጥ በተማሪዎች ፊት ቁጫ በእንግሊዘኛ ለማስረዳት በራሴ እተማመናለሁ።	ተ4: በክፍል ውስጥ በተማሪዎች ፊት ቁጫ በእንግሊዘኛ ለማስረዳት በራሴ አልተማመንም። ምክንያቱም በቂ የእንግሊዘኛ ቃላትን ስለማላወቅ እሳሳታለሁ ብዬ ስለማስብ ነዉ። ተ2: ታች ክፍል እያለሁ በራሴ እተማመን ነበር። ነገር ግን 9 ክፍል ስገባ በራስ መተማመን ጠፋ። ምክንያቱም ተማሪዎች አንድን ስህተት ይዘዉ ቅጥያ ስም ይሰጡኛል።
8	በእንግሊዘኛ ቋንቋ ከጓደኞች ጋር በክፍል ውስጥ መናገር እችላለሁ።	ተ1: አንድም ቀን በእንግሊዘኛ ቋንቋ ከጓደኞች ጋር በክፍል ውስጥ አወርቼ አላወቅም። ምክንያቱም ተማሪዎች በእንግሊዘኛ ቋንቋ ስናገር ከየት መጣስ ከእንግሊዘ ነዉ ወይስ ከአሜሪካ? እያሉ ሙድ ስለሚይዙ ጭራስም አልሞከረዉም። እንግሊዘኛ ቋንቋን ለመለማመድ ፍላጎት አልኝ ነገር ግን ከመሳቅ አይበልጥም ብዬ ዝም እላለሁ።
9	በእንግሊዘኛ ቋንቋ በክፍል ውስጥ ብቻ ሳይሆን ከክፍል ውጭም እለማመዳለሁ።	ተ3: አንድም ቀን በእንግሊዘኛ ቋንቋ ከክፍል ውጭ አወርቼ አላወቅም። ምክንያቱም ተማሪዎች ብቻም ሳይሆኑ የሰፈራችን ሰዎችም መሳቂያ ነዉ የሚያረጉኝ ። በእንግሊዘኛ ቋንቋ ስናገር ሙድ ስለሚይዙ ዝምታን እመርጣለሁ። እንግሊዘኛ ቋንቋን ለመለማመድ ፍላጎት አልኝ ነገር ግን ከመሳቅ አይበልጥም ብዬ ዝም እላለሁ።
10	በክፍል ውስጥ በመሳተፍ ተማሪዎች ያቀረቡትን ሃሳብ ለክፍሉ ተማሪዎች በእንግሊዘኛ አቅርባለሁ።	ተ1: በመጀመሪያ ተማሪዎች ጋር የምነወያየዉ በአማረኛ ቋንቋ ነዉ። ስለዚህ የቡድኑ ተማሪዎች በአ ማረኛ ያቀረቡትን ሃሳብ እንደገና ለክፍሉ ተማሪዎች በእንግሊዘኛ ማቅረብ ከባድ ነዉ። ምክንያቱም የቡድኑ ተማሪዎች በእንግሊዘኛ መናገር ስለማይፈልጉ እኔም በ አማረኛ አቅርባለሁ። ተ4: የምንወያየዉም በአማርኛ የምናቀርበዉም በአማርኛ ነዉ። በእንግሊዘኛ ማቅረብ ግን አልችልም።
11	በምትማሩበት ክፍል ውስጥ ከ 50 በላይ ተማሪዎች አሉ?	ተ1: ተ2: ተ3: ተ4: እኛ ት/ቢት በሁሉም ክፍሎ የተማሪዎች ቁጥር ከ50 በላይ ነዉ።
12	የምትማሩበት ክፍል እንግሊዘኛ ቋንቋን ለመ ማ ር ምቹ ነዉ?	ተ3: ተ4: የምንማርበት ክፍል እንግሊዘኛ ቋንቋን ለመ ማ ር ምቹ አይደለም። ምክንያቱም በተማሪዎች ቁጥር አንዳር ሲታይ እንግሊዘኛ ቋንቋን ለመማር አይመችም።