



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM**  
**AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**FACTORS HINDERING STUDENTS' ENGLISH INTERACTION IN**  
**ESL/EFL SPEAKING CLASSROOM - WOLAITA SODDO**  
**PREPARATORY SCHOOL GRADE 11 IN FOCUS.**

**BY:**

**ENDALE ENDRIAS**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN**  
**PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE**  
**DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A**  
**FOREIGN LANGUAGE (TEFL)**

**JUNE 2014**

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## **Declaration**

I, the under signed, declare that this thesis is my original work, has not been presented for a degree in any other university and that all source of materials used for the thesis have been duly acknowledged.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## **ABSTRACT**

The aim of this study was to investigate factors hindering students' English interaction in ESL/EFL speaking classroom with particular reference to grade 11 of Wolaita Soddo Preparatory School. Also, the causes that account for these factors were attempted to be examined. Therefore, the study included 310 students out of 1,488. This makes 20.8% of the targeted population. It also included all English teachers of grade 11. The sample students were selected using simple random sampling technique. The data gathering instruments this study employed were questionnaire, interview and classroom observation. To gather data from the students, close-ended questionnaire of 27 items was designed and distributed, and interview of 4 items were employed. Again close-ended questionnaire of 24 items were prepared to gather data from the teachers, and interview of 4 items were employed. Also an observation checklist with 16 items was used to observe the real classroom. To achieve the objectives, descriptive method being the main design of the research, both qualitative and quantitative methods of data analysis were used.

The findings showed that factors hindering students' English interaction in ESL/EFL speaking classroom were related to students, teachers, classroom environment and class size and instructional materials. These were: students' lack of confidence, preference of grammar and vocabulary than speaking, excessive use of mother tongue, poor speaking background, shortage of vocabulary, teachers' emphasis on grammar and vocabulary, teacher centered way of teaching, large class size, lack of access to teaching aids, shortage of text books and references. Each of these factors were also caused by different factors such as: laughter of classmates when one makes a mistake while speaking, lower grade teachers focusing on grammar than speaking, focusing of exam questions mainly on grammar and vocabulary than speaking, nature of the English text book, having less periods for English language subject than it has to get, teachers' experience of teaching, text books distribution problem at Regional Ministry of Education level, lack of enough classrooms and the school's financial problems. Finally, the recommendations were forwarded based on the findings and the conclusions.

## **LIST OF ACRONYMS**

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**SL:** Second Language

**FL:** Foreign Language

**ESL:** English as a Second Language

**EFL:** English as a Foreign Language

**No:** Number

**TL:** Target Language

**f:** frequency

**%:** Percentage

**Tr:** Teacher

**Ss:** Students

**SNNPR:** South Nations Nationalities and Peoples' Region

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Background of the Study**

English has become the Lingua Franca for communication, business and education. It has become the centre of communication of economic and technological factors in the world and is a vital device for communication in all fields in general. The final goal of studying English is to master this language in communicating. The mastery of speaking skills in English is a priority for many second language (SL) or foreign language (FL) learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken English proficiency (Richards 2008:19).

The purpose of teaching speaking is to enable students interact/talk the language using the target language. Also, according to (Luu and Nhu 2010:29) the main aim of learning a language is to use it in communication in its spoken or written form. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings, or ideas between two or more people. (Rivers 1987: 4) says "*through interaction, students can increase their language store as they listen or read authentic linguistic material...in interaction students can use all they possess of the language.*" People speak to exchange information and also ease the performance of transactions. They also speak to maintain existing social practices and to make new ones. It is obvious that speaking is used for many different purposes. When students are able to exchange their ideas and opinions in English without much difficulty, we can say they can speak English. Therefore, communication/interaction is the main purpose of teaching speaking.

The main purpose of communicative language teaching is to make use of real-life situations that necessitate communication. It provides opportunities in the classroom for students to engage in real-life communication in the target language. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The

real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Throughout my experience as EFL (English as a Foreign Language) teacher, I have found that speaking is one of the most desirable skills that English learners want to develop. (Bygate 1987) also claims that speaking deserves more attention due to its importance in students' current lives. (Bailey and Savage, 1994:7) also argue that speaking is seen as the centre skill and the most demanding of the four skills.

A study by (Le Thi Mai in 2011) showed that there were three main factors hindering students' interaction. The factors come from teachers: like teaching methods, and teacher' roles, students related factors: like their interest, personalities, learning style, lack of confident, attitude and teaching and learning condition related factors: like a large-class size.

In short, according to this study, the classroom interaction of the students was strongly affected by different factors as previously mentioned above. The factors were internal and external ones. The internal came from students themselves and the external factors were from teachers and class-size as well as classroom climate.

Another research conducted by (Olansa 2011) found that students' interaction/speaking is affected by lack of confidence, emphasis to learn grammar, and vocabulary than speaking, hesitation to participate in pair and group works, poor speaking background, frequent use of their mother tongue, lack of adequate vocabulary and less effort to practice speaking English. Teachers' focusing on vocabulary and grammar and failing to provide appropriate speaking activities, large number of the students.

Wolaita Zone is located in South Western part of Ethiopia, and Soddo Preparatory School is located in the Soddo town - which is serving as the capital for the zone. English speaking class is seen being affecting by the students' poor English interaction with their classmates and their teacher in this particular school. Proper attention was not given to the study of these factors that hinder students' English language interaction so far. Therefore, the purpose of this research is to investigate factors hindering students from interacting in English and the causes that account for these factors in this particular school.

## **1.2. Statement of the Problem**

The students' oral interaction in discussion, questions, giving responses in the target language is very low in English speaking classroom in Wolaita Soddo Preparatory School. As (Sisay 1999:2), states if we take a thorough look at the practice in the teaching of speaking skill in English that is going on in Ethiopia high schools today, we may observe multi faceted and deep-rooted problems such as focusing on the grammatical aspects of language and inability to communicate orally. (Middleton 2009), also argues that most EFL/EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

Due to deficiency of interacting in English, the students in Wolaita Soddo Preparatory School encounter different challenges in their learning. Most of the students do not exchange their ideas in English in the classroom. They do not ask questions when they do have questions and doubts. As a result, the teaching-learning of speaking skill encounters the challenge. Since teaching-learning process is a two way practice, if students do not ask their teacher what is not clear for them and do not share their ideas between themselves, we can say that the teaching-learning process of this skill is not at all successful as it is expected to be so.

They feel shy and unwilling to speak English in class even if they are forced by their teacher. It is very common to see that only few students are brave to answer teacher's questions, interact with their classmates confidently to share their ideas in English.

Most students use their mother tongue or keep quite during pair and group discussions; When the teacher tries to move around and observe while the students are discussing (exchanging their ideas) using the target language, students pretend that they are using the target language (TL); in fact they are not using it. They use their mother tongue or other languages to ask (if the teacher allows) in English classes. The students' poor English interaction will not affect only learning the speaking skill in fact, but also it affects learning other subjects. However, this study will focus on ESL/EFL speaking skill classes.

If a teacher uses only the target language in his/her instruction, he/she will not get a lot of students discussing, responding and asking questions using English. Most students during group discussions find it difficult to interact in English. Very few students try to use English.

To sum up the discussion, students' lack of interaction in English obviously affects the students' learning in different ways. It affects the interaction between student to student, student to teacher and student to school community and people outside the school. It hinders not to share their ideas, feelings, questions. This limitation adversely affects not only speaking skill at this class level but also learning of other subjects and the future of the learners, too. Thus, this research explores factors hindering the students' English interaction in speaking classroom and the causes that account for those factors.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective of the Study**

- ✓ The general objective of this study is to examine the major factors hindering students from interacting in English during speaking classroom and the causes that account for these factors.

#### **1.3.2. Specific Objectives of the Study**

Based on the general objective, the study attempts to explore:

- ✓ factors related to learners that hamper students' English interaction and their causes.
- ✓ factors related to teachers that impede students' English interaction and their causes.
- ✓ factors related to the teaching-learning environment and class size that adversely affect students' English interaction and their causes.
- ✓ factors related to instructional materials that impede students' English interaction and their causes.

### **1.4. Research Questions**

#### **1.4.1. General Research Questions**

This study is intended to answer the following general research question:

- ✓ What are the major factors hindering students from interacting in English in the speaking classroom and the causes that account for these factors?

#### **1.4.2. Specific Research Questions**

- ✓ What are factors related to learners that hamper students' English interaction in speaking classroom and their causes?
- ✓ What are factors related to teachers that impede students' interaction in English and their causes?
- ✓ What are factors related to the teaching-learning environment and class size that adversely affect students' interaction in English and their causes?
- ✓ What are factors related to instructional materials that obstruct students' English interaction in speaking classroom and their causes?

#### **1.5. Significance of the Study**

It is obvious that English is the medium of instruction in high schools and higher institutions in Ethiopia. Teachers and students use it for many practical purposes. However, there are various problems that hamper students' interaction in English. Therefore, this study is designed to explore major factors hindering students from interacting/speaking in English in English Language classes in Wolaita Soddo Preparatory School grade 11. Hence, this study could have the following contributions to the concerned beneficiaries:

- It helps the beneficiaries to see factors hindering students' English interaction ESL/EFL speaking classroom.
- It helps in revealing the causes for factors hindering the students from interacting in English in the study site proposed;
- It may contribute in minimizing educational problems that happen among students and teachers due to lack of interaction in English;
- It may alleviate the students' problem of speaking in English and likely will increase their interaction in English;
- It may motivate the students to acquire a better communication in English;

- Other researchers may use it as a reference for further investigation in the area.

### **1.6 Scope of the Study**

First, the subjects of this study are grade 11 students at Wolaita Soddo Preparatory School. Second, the study covers only factors hindering students' English interaction/speaking and causes behind these factors. Third, the study focuses on finding out factors related to students, factors related to teachers and factors related to teaching-learning environment and class size and factors related to instructional materials hindering students from speaking in English.

### **1.7. Limitation of the Study**

The major limitations of this study were mainly shortage of time and financial constraints to include all the targeted population at Wolaita Soddo Preparatory School.

## CHAPTER 2

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Classroom Interaction

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as *"reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another"* (Moumene 2010:9). Therefore, interactions do not occur from one side; there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too; it is an essential part in the teaching-learning processes.

#### 2.2. The importance Oral Interaction

Student- student interaction, students-teacher interaction is very essential in English speaking teaching-learning classroom. as (Esubalew 2011:14) quoted from (Rivers, 1981),

*...through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed in real life exchanges where expressing their real meaning is important to them. They thus have experience in creating messages from what they hear, since comprehension is a process of creation and in creating discourse that conveys their intentions (P.160-2)*

#### 2.3. Interaction as a type of CLT Frameworks

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For (Allwright 1984), it is important to keep learners active in the classroom, which means reducing the amount of teachers' talk time in classroom and increasing the learners' talk time. Naturally,

they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach. CLT relies mainly on the value of interaction, person to person encounters.

#### **2.4. Theory of Communicative Language Teaching**

As (Efrizal 2012:128), cited from (Richards and et al, 1999: 69), Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence. CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill (Harmer, 1998: 84)

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative Competence (CC) includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, context, and appropriateness (Efrizal 2012:128).

#### **2.5. Teaching and Learning Activities in Communicative Language Teaching**

According to (Harmer, 1998: 1) in (Efrizal 2012:128) during learning process of CLT, students’ are hoped to communicate orally and conquer all components of communicative

competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English

Learning activities in CLT focus on real oral communication with variety of language without too much focus on form of grammatical patterns.

## **2.6. Theoretical background of speaking**

### **2.6.1. Definition of Speaking**

Speaking is a skill which language teachers, quite rightly, believe is particularly important. By speaking, individuals can express needs, opinions and feelings, understand and ask questions.

According to (Donough and Shaw 1993), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationships.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

### **2.6.2. The Importance of Speaking Skill**

It is difficult to say which skill is the most important among four language skills. However, speaking seems the most important and the closest to the goal of language teaching. (Pattison 1992) confirms that when people know or learn a language, they mean

being able to speak the language. Besides that, (Ur 1996:120) states, “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important.”

### **2.6.3. Nature of Speaking**

The nature of speaking has been discussed by many researchers. (Byrne 1976:8) clarifies, “speaking is a two-way process between speakers and listeners involving the productive skills of understanding”.

Also, (Bygate 1987) shows that in order to be able to speak a foreign language, learners not only need to understand some grammar, vocabulary but also know how to use knowledge as well as language on deciding what to say and how to say. One more thing concerning the ability to speak is that of fluency and accuracy.

## **2.7. Factors that may affect students' English interaction**

According to (Latha, 2012: 2) some of the learner centered factors affecting students' speaking skills are: Lack of proper vocabulary, Mother-tongue influence and its excessive use, family background, rural background. Let us look at the discussion on each of them.

### **2.7.1. Lack of proper vocabulary**

The next problem that encounter ESL/EFL learners is that they often have to search for an appropriate word. They do not find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements. Vocabulary is the cornerstone of the English skills. Without a large vocabulary, even the best understanding of English grammar will not allow one to speak English.

### **2.7.2. Mother-tongue influence and its excessive use**

The meddling of mother tongue language can affect the learning and/or speaking of another language. (Golabiyoska, 1990:1), states that:

One of the most difficult challenges in teaching foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom.

Wolayttattoo has a particular pattern of pronunciation, intonation, stress-pattern and phonology which has an obvious impact on acquiring another language. The changes in the patterns used in English and that of Wolayttattoo often create confusion in the learners. This influence of mother-tongue often becomes a major hurdle in the learning process.

There are basic differences in these two languages (English and Wolaitattoo). To mention few, in Wolaitattoo to form a statement Subject + Object + Verb rule is followed opposite to English in which Subject + verb + Object rule is followed to form a simple statement. Regarding the pronunciation, Wolaitattoo has no a single word that begins with /f/ sound, whereas English has a lot words that begin with /f/ sound. These and other differences negatively affect the learners' English speaking skill in the school.

Learners generally tend to make an excessive use of their mother-tongue when it comes to the activities in productive skills namely- speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

### **2.7.3. Poor Speaking Background**

As quoted in (Buzayehu 2011:28), (Tusi 1996) and (Bygate 1987) state that if students lack previous speaking experience, they may not dare to speak English in front of their peers. (Teshome 1988), also states that students who come to college from different parts of the country have low language speaking experience, and so, they may not be active in oral interaction. Most students in high schools of Ethiopia obviously have very poor experience of English interaction. It would not be very simple for them to talk/interact in English in their classrooms since they didn't come through using it from their lower grades. In the same way, (Huang 2010) also found that frequency of speaking English outside the classroom was strongly related to students' use of oral interaction.

### **2.7.4. Teaching-learning environment**

(Baird 2002: 30) suggested that the atmosphere for teaching and learning is also a major factor to promote students to learn. A good and encouraging atmosphere can promote students' language learning. The Suggestopedia method, (Richards & Rodgers, 1986: 142) helps to create a good atmosphere. Classroom atmosphere should be relaxed and comfortable. Under certain conditions, a positive effect manipulation leads to higher performance on a creative task. The researcher assumes that if students feel more relaxed or comfortable while learning, they feel more confident to speak English. In conclusion, this researcher realized that promoting the students' positive attitude towards language learning was assisted by providing positive atmosphere.

Teacher's good relation with the learners is essential to make the learning atmosphere friendly. The learning process becomes easy and effective in a friendly atmosphere which also strengthens the bond between the learner and teacher. This will make the learners feel free and express their views and enable to shed their shyness and inhibitions. The teaching learning atmosphere should not be boring; it should be fun.

### **2.7.5. Students' Confidence in Language Learning**

Students' confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals. In language learning, especially speaking, students' confidence is one of the factors to improve their learning (Kelly and Watson, 1986:4). (Dornyei 2001) also suggested the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety.

Gander (2006: 13-14) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. Also (Heyde, 1979) states that high self-confidence can be positively correlated with oral performance. Further, highly anxious learners might deal with their target language task differently from one another, depending on their self-confidence.

### **2.7.6. Attitudes**

An attitude can be defined as 'a feeling... towards a fact or someone's opinions and feelings' (Webster's New Universal Dictionary of the English Language). According to Gagne's taxonomy of learning outcomes, attitudes relate to choosing personal action based on internal states of understanding and feeling. Learners' performance depends on their understanding and feelings. In this project, feelings towards language learning, people and events were investigated in terms of positive, negative or neutral views. O' Grady observed that the hardest thing to change is a hardening of attitudes: nothing kills change faster than attitudes that resist it. High self-esteem results from making small positive changes in spite of fear. confidence comes from conquering fear of change as cited in (Edison, 2005: 30)

(Nunan and Benson 2004: 155-156) observed that "language learning practices and attitudes towards learning are unstable and change over time." Therefore in my project, I had to try to help and encourage students to reach their goal, particularly at their own pace, as much as possible to enhance stable and positive attitudes towards language learning, especially speaking. Lack of recognition and a feeling of under achievement can cause stress and affect language learning (Howarth, 2002:42). (Elyildirim and Ashton 2006:2) reported that most members of the language

teaching profession realized that their students' learning potential increased when attitudes were positive and motivation ran high. (Saetan 1991: 8) reported that relaxed and comfortable students can learn more in shorter periods of time and the less anxieties the learners have, the better language acquisition proceeds. However, if learners have negative attitudes towards learning, this can make it more difficult to learn (Aik & Tway, 2006: 30).

Gardner stated that attitudes were one of the main factors that made students successful or not. They influenced students' language learning, especially speaking as cited in (Stern, 1983:379). (Stern 1983: 386) identified the value of positive attitudes towards language learning, "learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes." If students have positive attitudes towards language learning, they will probably want to learn the language, especially speaking.

#### **2.7.7. Motivation**

The key to learning is motivation (Edge, 1993: 15). Motivation emphasizes basic human need, which is replaced by 'goal' in the current research. It is like an inspiration to drive the process of successful action (Dornyei, 2001: 25).

According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. The Gardnerian theory of L2 learning motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985). In this definition motivation is described as goal-directed; the learners' immediate goal is to learn the language. Gardner proposed that in order to understand why learners were motivated, it is necessary to understand the learners' ultimate goal or purpose for learning the language.

#### **2.7.8. Anxiety**

Anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Scovel 1978:134). Anxiety is one of the most negatively

influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance. One of the personal factors, which are highly correlated with anxiety, is self-confidence. Self-confidence involves judgments and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language (Hyesook and et al 2004: 197).

Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English as (Latha and et al 2012:3).

### **2.7.9. Problems Perceived due to Large classes**

According to Dalal (2013:51) even if there is no consensus definition in literature to what constitutes a large class, (Hess 2001) assumed that a class is considered large if it has 30 students or more. As regard to Saudi context, a class of 45 students is considered to be large while in Far East countries: Japan, China, Pakistan and India a class of 80 students and more is deemed to be large and etc.

Having many students in one class can cause some problems that affect the teachers and students. Some commonly comments heard by teachers are: There is no communication, the class is out of control, lack of individual attention and difficult to set effective group activities. Other teachers always emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. Participants in (Al Jarf's 2006:24) study commented that "Due to the size of the class, they do not have enough time to pay attention to each and give every student a chance to speak and participate (Dalal 2013:50).

On the contrary, teachers in small classes are able to pay great attention to their students and the benefit from the presented activities is considered to be high. From that we can say that it is abundantly evident that English teachers encounter great challenges when teaching large classes as they encounter difficulties in knowing all students in the class, having time for all individuals, or presenting effective activities and therefore, many students especially the weak ones, tend to lose concentration.

Another problem which was borne out in the words of the teachers and hinders the learning process in large classes is identifying and controlling students who tend to distract their classmates from concentrating on the lesson. (Lazear 2003) assumes that if a student misbehaves and begins to disturb the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and demolish the capacity of others to learn. Therefore, in large classes, more time is needed for non-academic activities related to administrative and organizational procedures.

#### **2.7.10. Methods of teaching**

According to (Latha 2012:10), it is essential that the teacher adopts different methods of teaching to suit the diverse needs of the learners. There are numerous methods of teaching language like audio-lingual method, translation method, direct method etc. It is necessary to modify the teaching method according to the diverse needs and styles of the learners. It must be an attractive and interesting method which would keep the learners involved and motivated so that they use in their real-life situations.

Desire to make the acquisition of a second/foreign language as effective and efficient as possible is the one common aim of the numerous theories and approaches of language teaching. One such approach of teaching English Language is *task-based approach*, where in the learners have to actively engage in the process of acquiring the language in order to achieve a goal or complete a given task. Tasks can easily be related to learner's real-life language. They create contexts that facilitate second/foreign language acquisition and focus on form. Learners are more likely to develop intrinsic motivation in a task-based approach. This enables the teacher to see the progress in the learner's ability to communicate in English.

According to Mary Spratt, Alan Pulverness and Melanie Williams in (Latha 2012:10), "Tasks and less controlled practice activities give more opportunity than controlled activities for learners to practice, communicate, interaction and fluency" One of the major benefits of this approach is that it is learner-centered. Unlike other traditional approaches, here the learner performs the task and takes an active part while the teacher happens to be a guide, mentor and facilitator and correct the mistakes when needed, thereby remaining passive. This approach, when used in teaching speaking skills enables in minimizing teacher talk time and maximizing learner talk time, resulting in the progress in learners speaking skills.

As said by Sarah Philpot: "Learners learn better when they are engaged, relaxed and having fun". The task based approach makes the learners engaged, relaxed and as they get involved into the task/activity, they derive fun out of it. Thus the entire learning process becomes enjoyable and efficient. These are a few problems and remedies of learning English language as a second/foreign language. There are many more factors pertaining to phonological, grammatical and other linguistic aspects which create a lot of problems in the process of language acquisition. Following a proper teaching strategy in the class would resolve many problems.

According to Jon Taylor: "Learning necessarily takes place through trial and error. Students need therefore, plenty of opportunity for such trial". Speaking is one of the central elements of communication. Effective instruction derived from the careful analysis of this area, efficient language input and speech promotion activities, which will enable chances to speak English fluently and appropriately. Teaching English as a second/foreign language can be fun if it is done in the right way. According to peter Watkins "Teachers need to provide a variety of speaking activities to reflect the variety of speaking activities learners will engage in real life.

## **2.8. The Roles of Teachers and Students**

### **2.8.1. The Role of Teachers**

The teacher is a "facilitator of learning", and may need to perform a variety of specific roles, separately or simultaneously. These include the following as to (Littlewood 1991) states in (Buzayehu 2011:20):

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

### **2.8.2. The Role of Students**

As quoted in Buzayehu (2011:21), (Hill 1994:34-42) states that students should be aware of that everybody is responsible to initiate talk in their groups, give and ask for information, and being able to challenge and negotiate meanings to have clear understandings of the topic under focus. Moreover Hill has listed the important roles that every student should know to ensure their group's effectiveness. The first is *encourager*: the ability to praise or appreciate other's effort and contributions. The second is: *harmonizer*: the skill to settle agreement between ideas that seem conflicting or the ability to bring members' ideas into a whole through providing a mediating or a negotiating idea, and the ability to maintain a conversation when a speaker faces shortage of words, or unable to express what he really wants to say. The third role is: *compromiser*: the

ability to accept one's mistakes or misunderstanding and try to compensate that by restating paraphrasing or raising negotiable ideas. The fourth role is: *expeditor*: the ability to motivate and facilitate the pace of the interaction and participation of members: it also includes the skill to monitor time and try to complete a task quickly. The fifth role is: *observer*: that is being able to record or take short notes of the group's discussion, and giving discussion, and giving feedback or correction when it is necessary.

The last role is: *follower*: he/she attends each point raised in the discussion and moves according to the group's pace of learning by accepting the group's decisions, by registering the key points raised and the final mutual understanding of the whole members. By doing so, every member of a group plays his/her roles (Wright 1987;Nunan 1988).

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

#### **3.1. Design of the Study**

The main aim of this study was to investigate factors hindering students' English interaction in speaking classroom and the causes that account for these factors in grade 11 at Wolaita Soddo Preparatory School. To conduct this study, mainly the descriptive research design was used. Descriptive study is useful when a researcher wants to look into a phenomenon or a process by its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in simulated or an artificial setting, (Seiliger and Shohamy 1989). To clearly express the ideas and feelings of the people, to show the situations and conditions as they currently exist, this method is acceptable. To examine factors hindering students' English interaction in speaking classroom, on the basis of the study design, namely descriptive, both qualitative and quantitative methods were used. The reason for this basis itself on the idea of (Hamberman 1994) cited in (Bemnet 1996) which says to investigate issues in education, which is a human endeavor using qualitative method seems justifiable. Using this method, the ideas and feeling of the students and teachers, the real classroom situation, teachers' teaching methods used in the classroom and the students behavior were revealed.

#### **3.2. Sources of Data and Sampling Techniques**

##### **3.2.1. The Sources of Data**

Grade 11 students of Wolaita Soddo Preparatory School, and English teachers were the sources of data for this study. The other source was classroom observation of the real teaching learning of the speaking skill.

##### **3.2.2. Sample Population**

The target population of the research were students of grade 11 (social and natural science streams) in Wolaita Soddo preparatory school. The sample size of the study were 310 students out of 1,488. This makes 20.8% of the targeted population. It also included all English teachers

of grade 11. The sample students were selected using simple random sampling technique. In each class there were about 62 students in average. The sample students were selected using simple random sampling because it is this technique that would represent the target population of the study. Totally, 310 students and 12 English teachers for the questionnaire, 14 students and four English teachers for the interview were taken.

### **3.2.3. Sampling Procedure**

The school was selected purposefully due to its familiarity, convenience and the school was where the problem was openly observed. Though the school was selected purposely, simple random sampling technique was employed in selecting the samples. The reason for selecting the school was also the researcher believed the research setting has not been too much explored like other areas such as Addis Ababa and the nearby schools.

## **3.3. Research Instruments and Procedures of Data Collection**

### **3.3.1. Instruments**

The researcher used questionnaire, interview and the classroom observation, to gather the data. The questionnaire was designed as a main instrument of data gathering tool from both students and teachers. The researcher also used interview and classroom observation as the method to collect data from teachers and students. The questionnaire and interview were translated from English to Wolaitattoo and Amharic in order to enable the subjects choose the language they understand better.

#### **3.3.1.1. Questionnaire**

Questionnaires were used to get the factors, most of the students and teachers believe, that are affecting students' classroom English interaction. They were developed as main data gathering tool containing a series of closed-ended questions that are assumed to be hindering factors. To gather data from the students, closed-ended questionnaire of 27 items was prepared in three

languages (English, Wolaitattoo & Amharic) and distributed (See Appendix I, II, III), and for the teachers, closed-ended questionnaire of 24 items was designed in English (See appendix IV).

### **3.3.1.2. Interview**

Interview was used to gather more information, including feelings, attitudes and understanding of the factors that hinder the students' English interaction in the speaking classroom, and the causes behind these factors. It is an important tool to understand deep feeling, beliefs, perceptions, values or the other way people interpret the world around them. There were four open ended interview questions (See appendix V & VIII ) that help selected students and teachers generate descriptive answers regarding the problem.

### **3.3.1.3. Classroom Observation**

In order to see what the actual classroom of speaking skill looked like, structured observation checklist was used (See appendix XI). In support of this idea, (Sarandakos 2005) claimed that structured observation is a type of observation that employs a formal and strictly organized procedure with a set of well-defined observation categories and is subjected to high levels of control and standardization. In addition, the sample actual speaking classroom lessons were recorded and transcribed (See appendix XV).

## **3.4. Data Collection Procedures**

In collecting the data, first, the actual classroom observation was employed to see the real teaching learning classroom of the speaking skill and to make an acquaintance with the students and the teachers. Next, to obtain genuine information from the subjects of the study, the purpose and importance of the research was explained to the subjects of the study briefly. Next, the questionnaire was distributed and collected. Finally, the interview was conducted with instructors and students.

### **3.5. Methods of Data Analysis and Presentation**

Both qualitative and quantitative methods of data analysis were used in this study. Suitably, tabulation methods, percentage value and frequency counts/distributions were used to analyze the items of questionnaire. And the data that was obtained through interview and classroom observation was described qualitatively. After the data was collected, analyzed and discussed, some conclusions were drawn and recommendations were made in the thesis.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

#### 4.1. Analysis of Questionnaire for factors hindering students' English interaction in ESL/EFL speaking classroom

##### 4.1.1. Analysis of students' questionnaire

**Table 1.** Students' questionnaire responses for students related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
1.1	I have the confidence to speak English freely in the class without fear of making mistakes and criticism of friends.	28	9	86	27.7	63	20.3	97	31.3	36	11.6
1.2	I prefer to learn grammar and vocabulary than speaking English	84	27	108	34.8	41	13.2	52	16.8	25	8
1.3	I prefer teacher's explanation than practicing speaking activities by myself	100	32.3	104	33.5	41	13.2	41	13.2	24	7.7
1.4	I like to participate in speaking activities (e.g. presentation, group or pair work) using English.	160	51.6	66	21.3	41	13.2	25	8	18	5.8
1.5	I have poor English speaking background.	73	23.5	100	32.3	33	10.6	57	18.4	47	15.2
1.6	Most of the time I use my mother tongue when I am asked to do activities in pairs (groups) in English class.	113	36.5	84	27	32	10.3	44	14.2	37	11.9
1.7	My mother tongue language pronunciation interference affects my English, so I don't speak .	57	18.4	80	25.8	50	16.1	54	17.4	69	22.3
1.8	I have adequate vocabulary (words) to express my ideas or opinions in English	37	11.9	59	19	102	32.9	57	18.4	55	17.7
1.9	I like practicing speaking in English in and outside the classroom.	146	47	77	25	42	13.5	31	10	14	4.5
1.10	I like to talk/interact in English with my class friends	56	18.2	61	19.8	39	12.7	101	32.8	51	16.6
1.11	I like to talk/interact in English with my teacher	48	15.5	84	27	64	20.6	69	22.3	45	14.5

1.12	I have a positive attitude towards English Language	142	45.8	101	32.6	34	11	18	5.8	15	4.8
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*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

As Table 1, item 1.1 above clearly shows (42.9%) responded that they are not confident enough to speak English freely in the class without fear of making mistakes and criticism of their class friends. As the teachers' and students' interview confirm, the cause for students' fear is that they may make mistake when speaking and their class friends may laugh and mock at their mistakes. Therefore, the students prefer to keep silent, or they use their mother tongue.

As we can see Table 1, item 1.2, 61.8% responded that they prefer to learn grammar and vocabulary than speaking. As students' interview proves, the reason for this is the tests and examinations mainly focus on grammar and vocabulary questions, and their teachers do not give them any speaking activities or tests because they have time constraints. In the next item (item 1.3) 65.8% of the total sample students responded that they prefer teacher's explanation than practicing speaking activities by themselves. As we know nothing can teach students the speaking skill as practicing the language by themselves, but here we observe the reverse.

In item 1.5, 55.8% of the respondents acted in their response that they do have poor English speaking background. Their interview evidently shows that the cause for this is the classes they passed through did not give any attention to the speaking skill.

Again in item 1.6, 63.5% of the respondents indicated that most of the time, they use their mother tongue (Wolaitatto) when they are asked to do activities in pairs (groups) in English speaking class. Their interview responses (see part 4.1.3), indicated that the reason for this is that they were not used to interact in English before this level, and teachers simply give pair works and group works, and they do not check whether the students use the target language or not. In item 1.7. again 44.2% of the respondents reacted that their mother tongue pronunciation interference affects their English, as a result they don't speak English.

Regarding item 1.8, which asks if students do have adequate vocabulary (words) to express their ideas or opinions in English, 36.1% said they do not have adequate vocabulary to express their ideas and opinions in English.

Students prefer to talk/interact more with teachers than students using English. in (item 1.10) 49.4% of the students responded that they do not like to talk/interact in English with their class friends, but in item 1.11, 42.5% responded that they like to talk/interact in English with their teachers. From this we can say students prefer to interact with their teachers than their class friends using English. As the interview clearly shows, this is because their classmates laugh/mock if they make mistakes while talking. Finally, in item 1.12, 78.4% responded that they have a positive attitude towards the English Language.

**Table 2.** Students' questionnaire responses for teachers related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
2.1.	My English teacher often gives emphasis to grammar than speaking.	75	24.2	77	24.8	70	22.6	51	16.5	37	11.9
2.2.	My English teacher often prefers to explain and demonstrate than to create condition for the students to practice speaking.	84	27	86	27.7	53	17	47	15.2	40	12.9
2.3.	My English teacher often prefers teacher-centered way of teaching than student centered in English speaking class.	75	24.2	90	29	46	14.8	55	17.7	44	14.2
2.4.	My English teacher encourages us to use the language in and outside the class	115	37	88	28.4	48	15.5	35	11.3	24	7.7
2.5.	My English teacher provides us with the opportunity to practice speaking in pairs and groups in class	98	32	63	20	46	15	55	18	48	15
2.6.	My English teacher is proficient enough in English to help us as needed.	93	30.3	85	27.7	68	22.1	30	9.8	31	10

2.7.	My English teacher provides us activities that promote our speaking skills in the class.	32	10.3	72	23.2	41	13.2	105	33.9	60	19.4
2.8.	My English teacher uses teaching aids and authentic materials in the classroom to promote our speaking skills	38	12.3	68	21.9	67	21.6	91	29.4	46	14.8
2.9.	My English teacher usually corrects our errors while we are speaking.	106	34.2	109	35.2	40	12.9	37	11.9	18	5.8
2.10	My English teacher usually evaluates our speaking performance through objective questions: like multiple choice than oral presentation	62	20	105	33.9	52	16.8	56	18	35	11.3

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

As it can be seen in table 2, item 2.1, 49% of the students responded that their English teachers often give emphasis to grammar than speaking. According to students' interview (see appendix XIV), teachers go for only grammar and vocabulary because there is shortage of time, and the English text for grade 11 is too bulky to complete in a given academic year. In the next item (item 2.2), 54.7% of the respondents indicated that their English teachers often prefer to explain and demonstrate than to create conditions for them to practice speaking.

In item number 2.3, 53.2% of the sample respondents, showed that their English teachers often prefer teacher-centered way of teaching than student centered way of teaching in English speaking class. As the classroom observation results also assure that most of the teachers teach only the expressions; they do not let learners take time and use the expressions. Regarding student centred way of teaching, Lightbown and Spada (1999: 85) state that A learner centred activity such as group work which forces pupils to talk to each other spontaneously, asking each other questions and responding in a natural way, is one example of how this can be practiced.

For item 2.7, 53.3% of the students responded that their English teachers do not provide them activities that promote their speaking skill in the class. With regard to the usage of teaching aids, in item 2.8, 44.2% of the sample students responded that their English teachers do not use teaching aids and authentic materials in the classroom to promote their students speaking skill due to causes that are discussed under 'students' interview results (4.1.3). Again in item 2.9, 69.4% of the students responded that their English teachers usually correct their errors while they are speaking.

For the last item (item 2.10) 53.9% of the students responded that their English teachers usually evaluate their speaking performance through objective questions: like multiple choice than oral presentation.

**Table 3.** Students' questionnaire responses for classroom environment and class size related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
3.1	English speaking class is entertaining	64	20.6	66	21.3	51	16.5	73	23.5	56	18
3.2	There are large number of students in the class, so I don't get a chance to speak English.	67	21.6	74	23.9	61	19.7	53	17	55	17.7
3.3	The seats are suitable for group or pair works	66	21.3	85	27.4	50	16.1	59	19	50	16.1

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

As it is clearly indicated in Table 3, item 3.2 above, with their reflection 45.5% of the students responded that there are large number of students in their classes, so they don't get a chance to speak English. Also, in item 3.3, 48.7% responded that the seats are suitable for group or pair works.

**Table 4.** Students' questionnaire responses for instructional materials related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
4.1	There is shortage of English text book in our school	105	33.9	55	17.7	40	12.9	50	16.1	60	19.4
4.2	There is access to get teaching aids that promote speaking in our school	35	11.3	57	18.4	44	14.2	101	32.6	73	23.5

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

Table 4, item 4.1, above clearly depicts that 51.6% of the respondents pointed out that there is shortage of English text books. Again, for item 4.2, 56.1% responded that they do not have access to get teaching aids that promote their speaking skill in the school.

#### **4.1.2. Analysis of Teachers' Questionnaire for factors hindering students from interacting in English during ESL/EFL classes**

**Table 5.** Teachers' questionnaire responses for students related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
1.1.	Learners do have confidence to speak freely in the class as they are not afraid of making mistakes and criticism of friends	1	8.3	0	0	2	16.7	5	41.7	4	33.3
1.2.	Students prefer to learn grammar and vocabulary than to learn speaking	6	50	5	41.7	0	0	0	0	1	8.3
1.3.	Learners prefer teacher's explanation than practicing speaking activities by	6	50	4	33.3	0	0	2	16.7	0	0

	themselves										
1.4.	Students think they learn English when they work in pairs or groups	1	8.3	1	8.3	1	8.3	5	41.7	4	33.3
1.5.	Students like to participate in speaking activities (e.g. presentation, group or pair work) using English.	1	8.3	2	16.7	0	0	5	41.7	4	33.3
1.6.	Students do have poor speaking background.	10	83.3	0	0	1	8.3	1	8.3	0	0
1.7.	Students excessively use their mother tongue language when they are asked to do activities in pairs (groups) in English class.	8	66.7	2	16.7	1	8.3	1	8.3	0	0
1.8.	Students' mother tongue language pronunciation interference affects their English, so they don't speak .	4	33.3	6	50	0	0	2	16.7	0	0
1.9.	Students do have adequate vocabulary (words) to express their ideas or opinions in English	0	0	1	8.3	1	8.3	5	41.7	5	41.7
1.10	Learners like practicing interacting/speaking in English in and outside the classroom.	0	0	0	0	3	25	7	58.3	2	16.7

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

As we can see Table 5, item 1.1, 75% of the respondents believe that their learners do not have confidence to speak in English freely in the classroom without being afraid of making mistakes and criticism of their friends. In item 1.2, 91.7%, almost all teachers, responded that their students prefer to learn grammar and vocabulary than speaking. In the same way, item 1.3. shows 83.3% of the teachers indicated that learners prefer teachers' explanation than practicing speaking activities by themselves. Teachers in their interview added that their students are not ready for pair and groups works in the English classes rather they like to listen to their teachers (See Appendix XIII). When students work in pairs and groups, they do not think they are learning English as indicated in item 1.4. as 75% of the respondents believe.

Even though the students in their questionnaire (in table 1, item 1.4) responded that they like to participate in speaking activities (e.g. presentation, group or pair work), 75% of the teachers in

item 1.5 responded their students do not like to take part in speaking activities. Again, as mentioned in item 1.6, 83.3% of the teachers believe that students do have poor speaking background.

With regard to the students' mother tongue, in item 1.7, 83.4% of the teachers pointed out that students excessively use their mother tongue when they are asked to do activities in pairs (groups) in English class. In the same way teachers' interview also assures that they always choose to use their mother tongue in English speaking class. In this way students leave the TL and go for their first language (See Appendix XIII). In addition to this, 83.3% of the teachers agree that students' mother tongue language pronunciation interference affects their English interaction/speaking, so they don't interact/speak in English (see item 1.8).

In item 1.9, 83.4% of the respondents believe that their students do not have adequate vocabulary (words) to express their ideas or opinions in English. Also, in the last item, 75% of the teachers responded that their learners do not like practicing interacting/speaking in English in and outside the classroom.

**Table 6.** Teachers' questionnaire responses for teachers related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
2.1	I have been adequately trained in communicative language teaching to help students as needed.	3	25	9	75	0	0	0	0	0	0
2.2	I often give emphasis to teach language forms and structure than to teach speaking.	0	0	8	66.7	1	8.3	2	16.7	1	8.3
2.3	I often prefer to explain and demonstrate than creating condition for the students to practice speaking	0	0	5	41.7	1	8.3	4	33.3	2	16.7
2.4	I often prefer teacher-centered way of teaching than student centered.	0	0	4	33.3	3	25	2	16.7	3	25
2.5	I provide students with the opportunity to practice speaking in pairs and groups in class because there is enough time.	0	0	5	41.7	2	16.7	3	25	2	16.7

2.6	I have a good language proficiency to help students as needed in speaking class	0	0	9	75	3	25	0	0	0	0
2.7	I use teaching aids like tape recorders, cassettes, radio programme and other authentic material in speaking class to promote students' speaking skills	0	0	2	16.7	2	16.7	2	16.7	6	50
2.8	I usually correct my students' error during fluency activity	0	0	8	66.7	1	8.3	2	16.7	1	8.3
2.9	I usually evaluate my students language performance through objective questions like multiple choice than oral presentation tests.	0	0	8	66.7	3	25	1	8.3	0	0

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

In the above table, item 2.1, though all the teachers, 100%, responded that they are adequately trained in communicative language teaching, in item 2.2, 66.7% of the teachers responded that they often give emphasis to teach language forms and structure than to teach speaking.

For item 2.3, 50% responded that they often prefer to create conditions for the students to practice speaking than to explain and demonstrate. However, the students responded opposite to this, saying their teachers prefer to explain and demonstrate than to create conditions for them (See table 2, item 1.2). 41.7% of the teachers also responded that they often prefer student centered way of teaching than teacher-centered (see item 2.4) though classroom observation results show the opposite (See Appendix XII) .

In item 2.7, 66.7% of the teachers responded that they do not use teaching aids like tape recorders, cassettes, radio programs and other authentic materials in speaking class to promote students' speaking skills.

Again, in item 2.8, 66.7% of the teachers responded that they usually correct their students' errors during fluency activity. Furthermore, in item 2.9, 66.7% of the teachers also responded that they usually evaluate their students language performance through objective questions like multiple choice than oral presentation tests.

**Table 7.** Teachers' questionnaire responses for classroom environment and class size related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
3.1	I make English class entertaining as I teach speaking skill	0	0	6	50	4	33.3	2	16.7	0	0
3.2	There is a large number of students in a class, so students do not get equal chance to practice speaking.	9	75	0	0	0	0	3	25	0	0
3.3	The seats are suitable for group and pair works	1	8.3	0	0	2	16.7	2	16.7	7	58.3

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

The data in the above table 4 depicts classroom environment and class size related factors hindering students from interacting in English. In item 3.1, 50% of the teachers responded that they make English class entertaining as they teach speaking skill. 75% of the respondents strongly agreed in item 3.2 that there are large number of students in their classes, so students do not get equal turn to practice speaking. Though students in their questionnaire (See Table 3, item 3.3) responded that the seats are suitable for pair and group works, 75% of the teachers responded the seats are not suitable for forming group and pair works (see item 3.3).

**Table 8.** Teachers' questionnaire responses for instructional material related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
4.1	There is shortage of English text book in school.	4	33.3	6	50	0	0	1	8.3	1	8.3
4.2	There is access to teaching aids that promote speaking.	0	0	1	8.3	2	16.7	4	33.3	5	41.7

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

Table 8 clearly indicates that 83.3% of teachers believe that there is shortage of English text book in school. According to the teachers' interview (See Appendix XIII), even students who do have English text book do not bring to the class because it is bulky and again their class friends think that it is silliness to carry text books to class. In item 4.2, again, 75% of the respondents agree that in the school, there is no access to teaching aids that promote the students speaking skill.

Generally speaking, from the whole discussion, the results in students' and teachers' questionnaires exposed that students poor classroom English interaction emerges from factors related to students, teachers, classroom environment and large class and instructional materials such as: lack of confidence to speak English in the classroom, giving more attention to grammar and vocabulary than speaking, having poor English speaking background and inadequate vocabularies, and teacher related factors such as: giving much emphasis to teach grammar and vocabulary, choosing teacher centred way of teaching, not giving time to practice speaking and the like. Students' classroom English interaction is also negatively affected by large class size and by instructional material related factors like shortage of student text books and lack of access to get teaching aids that promote their speaking skills.

#### **4.1.3. Students' interview responses for the major factors hindering students from interacting in English**

Fourteen selected students were asked interview questions with four items (See Appendix-V for items of interview questions) and offered the following responses. As it is difficult to deliver the recorded cassettes of the interview as an evidence, I tried to attach shorter interview responses (ideas) taken while transcribing from the audio cassette (See Appendix XIII & XIV).

All of the interviewed students 100% responded that students do not interact in English during speaking classroom. According to the interview result, this is mainly because students fear that they may make mistakes so that their class friends will laugh and mock at them. Therefore, students use their mother tongue or keep silent. The second reason is students didn't come through interacting in English in their lower grades; they do have very poor background of interacting/speaking in English. They said this happened for the reason that teachers at lower grades did not encourage them to use the target language (TL). One of the respondents said *"When a student comes late, Our teacher asks in English why he/she is late, but that students doesn't respond but keeps silent because he/she lacks practice or he/she doesn't have speaking background, of course he/she may know the response."*

The students also responded that lack of attention for speaking in government schools is the other reason why students cannot interact/talk in English at this level. They indicated that students who tend to have a better experience in English interaction are students who are from private schools. Students are not willing to work in groups. One of the respondents said "We have 1 to 5 grouping. when we are given a group assignments, only the selected leader does the assignment; he does not call us and discuss with us, but he does by himself and writes our names". "In this way without knowing the entire content of the assignment we get marks". The student suggests *"1 to 5 grouping is not practical. It is by far better if we are given independent works, it increases dependency of weak students on the clever students"*. Another respondent says " I don't use English in English speaking classroom because my class friends do not use it; but if the class friends don't laugh, but if they encourage when even I make mistake, I will try to speak". Two of the students said that most of the students are not attentive. They stay out of the English classroom especially if there is a presentation, they do not get in to the class.

Regarding teacher related factors hindering students from interacting in English, almost all the interviewed students responded that teachers' focusing on grammar and vocabulary is the main reason. The cause for teachers' focusing on grammar and vocabulary is that the focus area for the mid semester and final examinations (including entrance exam) is grammar and vocabulary than speaking. one of the respondents pointed out saying *"I have never experienced English class in which we learned speaking. We were never given a situation in which we stand up and practice*

*speaking/interacting in English in the classroom" the same student added that " Teachers hurry only to finish the book because the English text book is bulky and if the teachers do not finish it, they will be accused by the office".*

The other teacher related factor hindering students from interacting in English according to the students interview is that teachers translation in mother tongue. Most of the teachers write notes on the board and do not explain it using the target language. They translate is using the students' mother tongue. The reason for this as interviewed students are: First, teachers think that students do not understand unless they translate in students' mother tongue. Teachers do this aiming to make the lesson clearer. One of the respondents said *" Our teacher thinks that we do not understand if he explains using only English."* Second, this is the way how teachers came through in their teaching experience.

The other teacher related factor is that they don't give their students pair and group works in the classroom. Most of the teachers do not do this because of shortage of time. Teachers think that they can cover very wide portion in a shorter time. They think that it is wastage of time. Again even if teachers give pair and group works, the students do not use the target language.

One of the respondents said *"Our teacher do not insist us to use English; If he push us to interact only English in the class we will use it any way". "Almost all other subjects' teachers as well write in English but most of the time explain in our mother tongue".* The same student also said. Another responded said *"Our teacher does not insist us to interact in English because he thinks that it is not our mother tongue and we are not good at it."*

The other factor hindering students from interacting in English is that teachers jump the speaking activities because they think it is unnecessary, and students do not take speaking tests. The other student responded *"Our teacher jumps the speaking activities saying that speaking activities like dialogues etc are taught in lower grades not at this level."*

One of the respondents said *"Our teacher does not encourage us/help us to use English; rather he prefers to explain and demonstrate. He never gives us a chance to practice speaking."* The same student suggested *"It was good if our teacher gives us an activity to discuss in pairs and*

*groups, but he doesn't.*" Most of the interview respondents also said their teachers do not encourage them to use only the target language.

As to the respondents, almost all teachers do not give any attention to the speaking skill. Secondly, most of the teachers do not push their students to use English during English classroom.

Another student responded *"Students are many in number in our class; always the same few students get the chance to speak English."* If teachers try to ask others too, students may be motivated and participate. One of the respondents also responded *"Our teacher gives chances to only 5 or 6 students who are active and can try to answer in English. He asks the same students always. If the teacher also forces students who do not rise their hands, they may get prepared thinking that the teacher may ask him/her suddenly"*.

With regard to classroom environment and class size related factors hindering students from interacting in the target language, the interview showed most of the respondents responded that their teachers do not try to make the English lesson entertaining. One of the respondents said *"I don't think our teacher tries to teach us the speaking lesson in an entertaining way to motivate us; he just explains what we have to say when we are asked in some way."* On the contrary one student said *"Our teacher tries to make the speaking class entertaining so that not only our class students but also other class students want to join our English class."* She added that it is really a motivating classroom situation for her.

The other problem hindering students from interacting in the TL speaking class is the large number of students in the class according to the interview results. Even if students indicated that there is better student number this year, there is still a problem. They informed that there were 100 and more students in a class last year and before, but it is good now that there are 60 up to 65 students in a class. Even if this is a big change, the respondents indicated that the number is still a problem for the speaking class.

Another student mentioned *"the larger the students' number, the less the students want to use the target language because of the fear; There is no time for the teacher to give a chance to each*

*student or present or make dialogues in the class."* Almost all of the interviewed students agree that the large number of the learners is one of the major factors hindering the students' English interaction. *"As the result of the students' large number, most students are dependent on the clever ones. Only the leader does the assignment and he/she presents it. Other passive students who did not contribute for the assignment but whose names are written will get equal point to the presenter. In this way students are experiencing this kind of situation; they cannot do independent works."* the interviewed student explained.

The teaching learning is highly dominated by the teacher. One of the respondents said *"Students do not understand when our teacher continuously presents in English. Only a few students understand. All other students come to understanding when the teacher revises it in our mother tongue. The teacher takes almost all the time to talk by himself."* This student believes that 40 minutes may allow only about 10 students to stand up and practice. He added that the only place students use English in the classroom.

The respondents also indicated that as it is a government school, the classes do not run in line with the school's schedule. The class does not begin timely (in September and do not go up to the end of June). It begins late and ends before the planned time. Again there is a lot of interruption in the middle. As one of the respondents informed, *"if there is a festival, the class stays closed to the whole week because most of the students are from country side, classes do not start until they return."* In this case, the teachers' annual plan, weekly plan is highly interrupted. For the reason that teachers miss a lot of classes, they rush to complete the text book than calmly presenting what is useful for the learners. As both teachers' and students' interview assures, if a teacher does not finish the text book, he/she will be accused by the office. Again because of the students' large number in the classroom, teachers cannot give chance to all learners.

According to the students' interview, the other factor hindering students' English classroom interaction was a problem related to instructional material. In a similar way to students' and teachers' questionnaires, the interview results also showed that there is shortage of student English text book in the school. They also explained that the students borrow text books from other students when they are given home works and assignments. They indicated that there are only a few English text books even in the library even though most students are not accustomed

to reading in the library. The reason for the shortage as the interview and teachers is the distribution problem at regional, zonal level and school level.

The other instructional material related factor the interview results indicated was lack of reference books in the library. One of the respondents said *"There are no reference books that really motivate us to learn/practice the skill. There is a serious shortage of references in our school."* Other respondents also spoke *"The references in the library are not sufficient; There is also shortage of English text books; in our class we have it in pairs and groups."* Another student added that *"We depend on the text book only. Our teacher doesn't use other references that can help us.."* Another student indicated that there was an English lab equipment that was used to listen to conversations done in real life situations; it was really lovely, but it stopped immediately after its arrival. Having explained that, there is shortage of references in their school, one student said *"I don't believe that students do not interact in English because of the shortage of references; it is mainly because teachers do not give attention for the speaking skill. Leave alone the reference books, we do not have enough English student text book. In our class about only 10 students have the English text."* The reason for shortage of the references according to the interviewed students is the school's financial problem.

The students also mentioned that almost all students who have the English text do not bring them to the class because the books are bulky and carrying the book to the class is assumed as silliness among the students.

The respondents criticized the speaking activities in the text. one student said *"The speaking activities in the text are not motivating to practice conversation since they are not in a dialogue form. It simply tells the situation. Therefore, no one wants to deal with it."* They suggested it would be nice if the activities do not have only instructions, but good if they are supported by enough dialogue to make us practice.

#### **4.1.4. Teachers' Interview Responses for the major factors hindering students from interacting in English speaking classroom**

Four selected English teachers were asked interview questions with four items (See Appendix-VIII for items of interview questions) and offered the following responses. The notes taken during transcription from the tape recorder are attached evidently (See Appendix XIII).

Regarding the student related factors hindering students' classroom English interaction, teachers' interview clearly showed that most of their students do not interact in English in speaking class because they fear. One of the respondents responded *"May be about only 5% of the total students in a class may tend to have the confidence to interact in English during speaking classroom."* According to the teachers, the reasons for the fear are first, mainly students fear because they might make mistakes so that their class friends will laugh at them. This is felt as a discouragement from their class friends. Therefore, the students use their mother tongue. one respondent said *"Since English is our students' 2<sup>nd</sup> or 3<sup>rd</sup> language, students may possibly make mistakes when they speak. As a culture, we Ethiopians think that when we make mistakes, we feel guiltiness. So we fear."* Secondly, the interview showed that students did not come through the system that enables them interact in English, or they do not have English speaking background. One of the teachers said *"Students fear because English is not their first language, but if teachers teach in English, encourage and support their students to use English starting from the lower grades, they will get exposures, and this problem could have been minimized."* Students who tend to use the target language in the class are the once that come from private schools. Students from private schools use English because teachers supported and encouraged them to use the TL. One of the teachers said *"In private schools, there are less number of students in the class, and they are given special attention from their teachers to use the target language."* The interviewees also agreed that students do not interact in English because they do not have enough vocabulary to express their ideas and feelings in the TL. The reason for this as to them is that they use translated dictionaries from English to Wolaitattoo or from English to Amharic. Most of the students do not use the dictionaries like Oxford, Macmillan and the like that define in English. They also indicated that mother tongue pronunciation interference affects their students not to interact in English.

The other student related problem is that students prefer grammar and vocabulary than speaking. They choose teachers who teach more of the language form and structure. According to one respondent, students think that whether they speak English or not, if they study the grammar they think they will pass the exam. Perhaps only 3 to 5 speaking questions may come in their entrance exam; all other items will be grammar and vocabulary.

As teachers related factors hindering students' classroom English interaction, almost all the interviewed teachers responded that English teachers do not use only the TL in the English classroom. They usually translate to students' mother tongue. Teachers do this in order to make the lessons clearer to the students. According to one of the respondents, not only English teachers but also other subject teachers do this. He said *"Even if the medium is English at this level, all other subject teachers, too, practiced translation. They write notes in English on the board but they use Wolaitattoo and Amharic to translate and explain. This is because the teachers think that their students will not understand otherwise. but the test/exam is in English."* One of the respondents who has the greatest experience also indicated that as an English teacher when he speaks in English to his staff (English teacher) during break, English teachers respond to him in mother tongue. He also adds that *"I am not sure even English teachers can speak/interact in English without any problem."* The teacher explains that the problem of describing or expressing their ideas as they want in English is not only the students' problem but also teachers'.

The interview also revealed that teachers do not give attention to practice students to interact/talk using English. They do not push their students. There is no enough support and follow up from the teachers side the interviewees said. One respondent said *"When students are given pair/group works, students use their mother tongue; teachers do not walk around in the class during pair/group works and do not insist the students to use the target language because the teachers are reluctant about this, and they pretend."* Another teacher also indicated that there is no testing for speaking but for grammar and vocabulary. This may be for saving time. The same teacher also suggested *"If teachers take the names of the students who do have a good classroom participation or who use English and give some points at the end, other students may be motivated for that purpose and may start to use it."*

As to the interview, the other teacher related problem is that most of the time teachers do not teach the speaking activities part. They jump it because they think that what students will get in their final examinations or in Entrance examinations is not speaking rather it is more of grammar and vocabulary. Teachers jump the speaking part because they must finish the book which has 12 units, otherwise they will be accused by the office.

In relation to the classroom environment and class size related factors the respondents informed that last year and before, the students number in a class was too much, but this year, there are about 62-65 students in a class in average. This is a better number, but still challenging to teach the speaking, they spoke. The reason why most of the teachers do not let each student stand up and practice speaking is because of large class size and the text is very broad. In 40 minutes time, the teachers cannot give chance to every student to speak. Therefore, they go for students who raise their hands only. One of the teacher respondents said *"I cannot pair/group students and evaluate them speaking; their large number is very challenging. There is shortage of time, and there are only four periods a week."*

There is a problem related to the seats, One of the respondents explained *"It is not possible to group students in larger groups (a group of 4, 5 or 6); because the seats are desks; so we what we call a group is that three students seating is a desk. It is not suitable to move the desks from place to place."*

Again most of the teachers responded that they try to make their English speaking class entertaining as much as they can. However, most of the interviewed students responded they are not sure that their teachers try to make the speaking class entertaining.

With regard to instructional materials related factors, teachers' interview depicted that there is shortage of the student English text book in the school. Also there are classes that do not have any English text book. The respondents said the reason may be distribution problem at regional, zonal or school level. The other instructional material related factors is that the nature of the text book. The text book is bulky/big in volume. Therefore, even students who do have it fail to bring it to their classes. The reason may be because it is bulky, and it is considered as silliness among

youths to carry texts to class. The teachers believe that this can affect the students' classroom English speaking activities. This in turn harms their classroom English interaction.

The other problem the interview disclosed was the problem related to the speaking activities in the text book. Most of the activities lack Ethiopian context. The names of the cities etc are foreign. One respondent, for example, informed *"There is a poem written in Indian context; the language is not clear."* There are words which students cannot pronounce easily. Again, most of the speaking activities are not given in dialogue forms. The activities simply instruct the students telling them the situation. These students who have shortage of English vocabularies cannot do them. One of the respondents added *"The text itself is not edited; There are some mistakes/errors in the text, but as a teacher, I try to correct consulting other staff members."* The reason for problems related to the above is related to the people who wrote/ prepared the text.

As instructional material related factors, lack of references is also indicated by the interview. In the library, there are not enough reference books. Even if there are some books, they are not in line with the new curriculum. They are not recently purchased; they are old books.

#### **4.1.5. Classroom Observation Results**

The total of fifteen sessions were observed in five random sections (three different sessions in each section) to triangulate/cross check what actually was happening in practical classrooms with the information obtained through questionnaire and interview. The classroom observation results are discussed below. The data obtained through direct classroom observation was summarized in one check list and attached (See Appendix XII).

In the fifteen sessions observation, the following results are found in a summarized way (See Appendix XII) way. The classroom observation shows that the speaking classroom activities do not promote speaking. Again, observation checklist item 2, indicates, the speaking activities do not encourage the students to interact to each other in pairs/groups. As students mentioned in their interview, (See Appendix XIV), the reason for this is that the activities are not prepared as convenient for dialogue. Most of the activities, instruct, than giving the tasks in a dialogue form.

According to the classroom observation, when we see the assessment of activities (roles) related to teachers performance during classroom observation when they teach speaking lesson, the teachers do not carry out the activities like role play, games, simulation etc; (See Appendix XII, item 3 for the observation result summary). The teachers give much emphasis to grammar and vocabulary than oral practice (See Appendix XII, item 4). They do not give time for oral practice activities. As the observation confirms, almost no time is given to oral practice. In the same way as students' interview and questionnaire indicates, the classroom observation also shows that the teachers prefer to explain and demonstrate than to provide activities (See Appendix XII, item 6).

The observation sessions also indicated that the teachers do not encourage their students to participate in group or pair works. Let alone the encouragement, the teachers did not group their students throughout the observed sessions (See Appendix XII, item 7). The teachers do not use teaching aids like tape recorder, cassettes, and other authentic materials in the class, and they use teacher centered method of teaching (See Appendix XII, items 8 & 9).

Regarding the assessment of students overall behavior during the classroom observation in speaking lesson, students do not have the confidence to speak freely in the class (See Appendix XII, item 11). The students were not using the TL (English) in the classroom even when the teachers asked. Most of the teachers didn't give pair/group works to their students to make their students interact/speak in English (See Appendix XII, item 12). Students were using their mother tongue. Again it was observed that students seemed to have inadequate vocabulary as the observation assures. As a result, students only attempted to answer individual short oral questions (See Appendix XV).

Finally, it was clearly observed that there was large number of students in each of the classes. In the classes there were 62 students in average. There was also shortage of seats. Three or four students seated on a desk. Moreover, the seats were not easily movable to organize groups (See Appendix XII, items 15 & 16).

According to the sample transcription of the speaking classroom and the students' interview responses, most of the teachers jump the speaking activities and move to grammar (See Appendix XV).

## **4.2. Discussion of the Findings**

In this part, the findings will be briefly discussed. The data gathered through different tools has been subjected to both qualitative and quantitative methods of data analysis. The data gathering has been carried out to identify the factors hindering students' classroom English interaction in speaking classroom. The discussion is based on the results obtained through qualitative and quantitative methods of data analysis.

### **4.2.1. Factors hindering students' English interaction in speaking classroom at Wolaita Soddo Preparatory School**

As the data revealed in all results sections, factors hindering students' English interaction in speaking classroom in Wolaita Soddo Preparatory School emerge from four major factors. These are problems related to students, teachers, classroom environment and class size and instructional materials.

#### **4.2.1.1. Students related factors**

According to the students' and teachers' questionnaire responses, again students' and teachers' interview as well as classroom observation proof, there are various students related factors hindering students' English interaction in speaking classroom at Wolaita Soddo Preparatory School. The data from teachers, students and the classroom observation showed that most of the students do not have the confidence to speak English freely in the class because they are afraid of making mistakes and criticism of their friends. When students try to speak in English, they commit mistakes as it is not their mother tongue. As a result, their class friends laugh and mock at them, so the students feel discouraged and they do not speak in English. The study also found that students prefer to learn grammar and vocabulary than to learn speaking. There are different reasons for this. First, the tests and examinations focus on grammar and vocabulary than

speaking. Second, teachers go for only grammar and vocabulary because there is shortage of time, and the English text for grade 11 is too bulky to complete in a given academic year. If a teacher does not complete the text in a given time, he would be accused by the director's office.

Also English teachers often prefer to explain and demonstrate than to create conditions for the students to practice speaking. The cause for this is shortage of time and the examinations focus on grammar and vocabulary. Even if the students in their questionnaire responded that they like to participate in speaking activities (e.g. presentation, group or pair work) using English, as I tried to triangulate through the students' interview, teacher's interview and classroom observation, they do not like to do speaking activities. The reasons for this are, first, the students do not have speaking background starting from lower grades. Second, they do have inadequate shortage of vocabularies. Also students think that it is enough if they do have good knowledge of grammar and vocabulary. They consider they will pass the tests/exams without any difficulty, and there will be only 3-5 speaking questions even in entrance examination.

The other students related factor is that they do have poor English speaking background. Most of the students do not have experience in using English in their speaking classroom in their lower grades. Because the teachers in lower grades did not give any attention for the speaking skill, and lack of exposure to use the language. Most of the time the students use their mother tongue when they are asked to do activities in pairs (groups) in English speaking class. This is because the students' mother tongue pronunciation interference affects their English, the students lack enough vocabulary to express their ideas and feelings, and again the teachers do not insist them to use the TL in the classroom.

The findings also showed that students prefer to interact with their teachers than interacting with their class friends. The cause for this is that they face discouragement from their class friends, while most of the teachers try to encourage them to use the TL. The study also indicated that the students do have a positive attitude towards the English Language.

#### **4.2.1.2. Teachers related factors**

With regard to teachers related factors, the findings evidently showed that English teachers often give emphasis to grammar and vocabulary than speaking. Teachers' focus areas are grammar and vocabulary because there is shortage of time to make students in groups and give time to practice speaking, and the English text for the grade is too bulky to complete in a given academic year. If a teacher does not complete the book in a given time, he/she would be accused by the office. The ESL/EFL teachers often prefer to explain and demonstrate than to create conditions for the students to practice speaking. The causes for this is teachers do not want to waste their time in grouping, and they feel that students always pretend; they do not use the target language to interact with one another. Furthermore, the examinations' focus areas are rather grammar and vocabulary than speaking.

According to the findings, the other teachers related factor was teachers way of giving instruction. Most English teachers at Soddo Preparatory school often prefer teacher-centered way of teaching than student centered in English speaking classroom. Rather than giving time for students to practice interacting in English, they simply rush to cover the portion. The teachers dominate the class; they are the only speakers. Students are subjected to only short (yes/no) questions and the like. Some teachers usually jump the speaking and listening activities in the text book because they think that they are not important, and they have only four periods in a week.

Though students questionnaire result shows that their English teachers provide them with the opportunity to practice speaking in pairs and groups in class, the teachers' and students' interview as well as teacher's questionnaire results show that most teachers do not give the students chance to practice English in pairs and groups as they have shortage of time to do so. In speaking classroom, group works and pair works are very important, but teachers do not give pair and group works to their students (See Appendix XII item 7 &XIV). In support of this, (Lightbown and Spada 1999: 85). say that "Through group work, students produce not only a greater quantity but also a greater variety of language functions (for example, disagreeing, hypothesizing, requesting, clarifying and defining)". In this way students get a greater chance to practice the TL.

The findings indicated that the teachers neither provide their students activities that promote their speaking skill nor use teaching aids and authentic materials in the classroom to promote students' speaking skill. According to the interview results, this is because there is lack of resources and financial problem in the school.

As student questionnaire indicates, their English teachers usually correct their errors while they are speaking. As we know when students are corrected while they are speaking, they feel faultiness/guiltiness, so students do not dare to speak out the TL.

As both teachers' and students' questionnaires as well as the classroom observation results clearly indicated, English teachers usually evaluate their students' speaking performance through objective type of questions: like multiple choice than oral presentations.

#### **4.2.1.3. Classroom environment and class size related factors**

The findings undoubtedly showed that there are large number of students in each class, so the students do not get equal chance to practice the TL (See Table 3, item 3.2). Again, the seats are suitable to form pairs and groups of threes. Because the seats are desks, but they are not easily movable and not suitable to make students in larger groups. As students' and teachers' interview show, the school does not have financial freedom to purchase better seats like arm chairs etc.

#### **4.2.1.4. Instructional materials related factors**

The results also clearly depict that there is shortage of English text book in Soddo Preparatory school. In some classes the books were given in pairs, in other classes they were given in groups and some sections were not given at all, as the students' interview assures (See Appendix XIV). The library in the school has no enough references that help the learners develop the skill. There are only old guides purchased many years ago. The students do not have access to get teaching aids that promote their speaking skill in the school. There are no language laboratories, no radios, tape recorders, recent books on spoken English to help them develop their speaking skill.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter has three sections. The first section presents the summary of the objectives and methodology of the study. The second section deals with conclusions, and the third section presents recommendations as possible solutions to the problem.

#### 5.1. Summary

The study attempted to explore the major factors hindering students from interacting in English during speaking classroom and the causes that account for these factors in grade 11 of Wolaita Soddo Preparatory School.

This study is intended to answer the following general research question:

- ✓ What are the major factors hindering students from interacting in English in the speaking classroom and the causes that account for these factors in grade 11 of Wolaita Soddo Preparatory School?

Again, the specific research questions also try to pose students related factors, teachers related factors, teaching-learning environment and class size related factors and finally, instructional materials related factors hindering students' English interaction in ESL/EFL speaking classroom and their causes. In order to answer these questions, the descriptive research design was used. Wolaita Soddo Preparatory School was purposively selected as the study site for the reason that the problem was practically observed at the school and due to its familiarity for the researcher. The major sources of data for the this study were grade 11 students in Soddo Preparatory School and the ESL/EFL teachers. Therefore, the study included 310 students out of 1,488. This makes 20.8% of the targeted population. It also included all English teachers of grade 11. The sample students were selected using simple random sampling technique.

In order to achieve the intended research objectives by gathering valid, relevant and reliable information from the pertinent sample of the target population, questionnaire, interview, and classroom observation were used as instruments of data collection. Two sets of questionnaire were employed in the study including the assumed factors hindering students' classroom English interaction. The first one was used to elicit information from the students, which had 27 close

ended items while the second one was used to obtain information from teachers, which had 24 close ended items. Besides the questionnaire, face-to-face interview and the classroom observation supported by a checklist were used to obtain the pertinent data from both teachers and students with the assumption that both are expected to play a crucial role by offering the relevant information for study. Furthermore, 15 sessions of direct classroom observations were carried out while the students were learning to triangulate the data. There was also transcription of the real speaking classroom.

Using the tools, pertinent data were carefully gathered and were analyzed in an integrated manner using different statistical tools and narration. Thus, frequency counting, percentage for quantitative data and narration for qualitative data were applied to analyze and interpret the data. And then, based on the findings obtained, conclusions and recommendations were forwarded.

## **5.2. Conclusions**

The overall aim of this study was to examine factors hindering students' English interaction in speaking classroom and causes that account for these factors in Wolaita Soddo Preparatory School. Based on the findings, there are various factors which hinder students' English interaction in speaking classroom coming from students themselves, teachers, classroom environment and class size and instructional materials.

Most of the students do not have the confidence to speak English freely in the speaking classroom. This is because the students are afraid of making mistakes and criticism of their friends. Their class friends laugh and mock at them reminding their faults. The mistakes they commit while speaking/ interacting in the ESL/EFL are considered as a guiltiness by their class friends. This is a barrier that hinders the students from interacting in the target language.

The students prefer to learn grammar and vocabulary than to learn speaking. The first cause for this is the tests and examinations focus on grammar and vocabulary than speaking. Second, teachers also prefer to teach grammar and vocabulary because there is shortage of time to teach speaking lessons. Most of the students and teachers think that the speaking skill is not as important as grammar and vocabulary. There are only four periods for English in a week, and the

English text with 12 units is too bulky to complete in a year. Teachers rush simply to complete the text book they do not give the students time to practice interacting in the TL in the speaking classroom. This situation worsens the learners' English interaction problem in the speaking classroom.

The shortage of time and focusing of the examinations on grammar and vocabulary made English teachers prefer to explain and demonstrate than to create conditions for the students to practice speaking. Because the students do not have speaking background in their lower grades and the students do have shortage of vocabulary, again, because the students think they will pass any exam if they do have enough knowledge of grammar and vocabulary, the students do not like to practice speaking activities by themselves.

Because the teachers in lower grades did not give any attention for the speaking skill, and the students lack exposure to use the target language in and outside the classroom, the students at Wolaita Soddo Preparatory School do have poor English speaking background. Therefore, they do not interact using English in speaking classroom, rather they use their mother tongue when they are asked to do activities in pairs/groups in English speaking classroom. The reason why the students do not use the target language is that their mother tongue pronunciation interference affects their English, and they lack enough vocabulary to express their ideas and feelings. Farther more, the teachers do not insist their students to interact using only TL no matter whatever mistakes they commit in the speaking classroom. Other non English teachers using mother tongue instead of English to explain a lesson is inappropriate and has a negative influence on the students' English interaction.

English teachers give great emphasis for grammar than speaking because the examinations focus on grammar than speaking. Most of the time the speaking activities were skipped because English text is too bulky, the teachers rush just to complete in a given academic year. Since the teachers' way of giving instruction is teacher centered, the students do not get any opportunity to use the TL in pairs and groups.

The ESL/EFL teachers neither provide their students activities that promote their speaking skill nor use teaching aids and authentic materials in the classroom to promote students' speaking skill. They also correct their students' errors while they are speaking. Also they evaluate their

students' speaking performance through objective type of questions. Therefore, this doesn't facilitate for the students to use the TL.

Also, there are large number of students in each class, for this reason, students do not get equal turn to use the language. Again, although the seats are good to form small groups, they are not suitable to form large groups. They cannot be easily moved from one place to the other as they are desks.

There is shortage of English student text book in Soddo Preparatory School. In the school's library, there are no enough references to promote the learners speaking skill. The students do not have access to get teaching aids that promote their speaking skill. All the above mentioned problems contributed to poor students' English interaction in speaking classroom in Soddo Preparatory School.

### **5.3. Recommendations**

Based on the discussions and conclusions made above, the following recommendations are forwarded:

1. SNNPR Education Bureau and/or other concerned bodies should work in giving continuous in service trainings for English teachers in different approaches/Methods of teaching the speaking skill, and they should work in qualifying them.
2. Teachers should create awareness, and students should understand that laughing and mocking at their class friends who try to interact in English and make mistakes is inappropriate. They should rather encourage and help their friends who try to use the target language (English). Students should strive to use only English during the speaking classroom group or pair works. They should also give attention to learn speaking as they prefer to learn grammar and vocabulary.

3. The ESL/EFL teachers at lower grades should know that speaking skill is so important, and its foundation is in lower grades. They should give time for speaking activities that promote students' speaking skill and make the learners practice interacting with one another.
  
4. The ESL/EFL teachers should advance student centered way of teaching (group and pair works, oral presentations etc) than teacher centered way of giving instruction to involve the students actively in the speaking activities. As they focus on teaching grammar and vocabulary, they should also focus on the ways that can promote students' English speaking/interaction. They should also assess their students English speaking skill.

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## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the Study

English has become the Lingua Franca for communication, business and education. It has become the centre of communication of economic and technological factors in the world and is a vital device for communication in all fields in general. The final goal of studying English is to master this language in communicating. The mastery of speaking skills in English is a priority for many second language (SL) or foreign language (FL) learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken English proficiency (Richards 2008:19).

The purpose of teaching speaking is to enable students interact/talk the language using the target language. Also, according to (Luu and Nhu 2010:29) the main aim of learning a language is to use it in communication in its spoken or written form. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings, or ideas between two or more people. (Rivers 1987: 4) says "*through interaction, students can increase their language store as they listen or read authentic linguistic material...in interaction students can use all they possess of the language.*" People speak to exchange information and also ease the performance of transactions. They also speak to maintain existing social practices and to make new ones. It is obvious that speaking is used for many different purposes. When students are able to exchange their ideas and opinions in English without much difficulty, we can say they can speak English. Therefore, communication/interaction is the main purpose of teaching speaking.

The main purpose of communicative language teaching is to make use of real-life situations that necessitate communication. It provides opportunities in the classroom for students to engage in real-life communication in the target language. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The

real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Throughout my experience as EFL (English as a Foreign Language) teacher, I have found that speaking is one of the most desirable skills that English learners want to develop. (Bygate 1987) also claims that speaking deserves more attention due to its importance in students' current lives. (Bailey and Savage, 1994:7) also argue that speaking is seen as the centre skill and the most demanding of the four skills.

A study by (Le Thi Mai in 2011) showed that there were three main factors hindering students' interaction. The factors come from teachers: like teaching methods, and teacher' roles, students related factors: like their interest, personalities, learning style, lack of confident, attitude and teaching and learning condition related factors: like a large-class size.

In short, according to this study, the classroom interaction of the students was strongly affected by different factors as previously mentioned above. The factors were internal and external ones. The internal came from students themselves and the external factors were from teachers and class-size as well as classroom climate.

Another research conducted by (Olansa 2011) found that students' interaction/speaking is affected by lack of confidence, emphasis to learn grammar, and vocabulary than speaking, hesitation to participate in pair and group works, poor speaking background, frequent use of their mother tongue, lack of adequate vocabulary and less effort to practice speaking English. Teachers' focusing on vocabulary and grammar and failing to provide appropriate speaking activities, large number of the students.

Wolaita Zone is located in South Western part of Ethiopia, and Soddo Preparatory School is located in the Soddo town - which is serving as the capital for the zone. English speaking class is seen being affecting by the students' poor English interaction with their classmates and their teacher in this particular school. Proper attention was not given to the study of these factors that hinder students' English language interaction so far. Therefore, the purpose of this research is to investigate factors hindering students from interacting in English and the causes that account for these factors in this particular school.

## **1.2. Statement of the Problem**

The students' oral interaction in discussion, questions, giving responses in the target language is very low in English speaking classroom in Wolaita Soddo Preparatory School. As (Sisay 1999:2), states if we take a thorough look at the practice in the teaching of speaking skill in English that is going on in Ethiopia high schools today, we may observe multi faceted and deep-rooted problems such as focusing on the grammatical aspects of language and inability to communicate orally. (Middleton 2009), also argues that most EFL/EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

Due to deficiency of interacting in English, the students in Wolaita Soddo Preparatory School encounter different challenges in their learning. Most of the students do not exchange their ideas in English in the classroom. They do not ask questions when they do have questions and doubts. As a result, the teaching-learning of speaking skill encounters the challenge. Since teaching-learning process is a two way practice, if students do not ask their teacher what is not clear for them and do not share their ideas between themselves, we can say that the teaching-learning process of this skill is not at all successful as it is expected to be so.

They feel shy and unwilling to speak English in class even if they are forced by their teacher. It is very common to see that only few students are brave to answer teacher's questions, interact with their classmates confidently to share their ideas in English.

Most students use their mother tongue or keep quite during pair and group discussions; When the teacher tries to move around and observe while the students are discussing (exchanging their ideas) using the target language, students pretend that they are using the target language (TL); in fact they are not using it. They use their mother tongue or other languages to ask (if the teacher allows) in English classes. The students' poor English interaction will not affect only learning the speaking skill in fact, but also it affects learning other subjects. However, this study will focus on ESL/EFL speaking skill classes.

If a teacher uses only the target language in his/her instruction, he/she will not get a lot of students discussing, responding and asking questions using English. Most students during group discussions find it difficult to interact in English. Very few students try to use English.

To sum up the discussion, students' lack of interaction in English obviously affects the students' learning in different ways. It affects the interaction between student to student, student to teacher and student to school community and people outside the school. It hinders not to share their ideas, feelings, questions. This limitation adversely affects not only speaking skill at this class level but also learning of other subjects and the future of the learners, too. Thus, this research explores factors hindering the students' English interaction in speaking classroom and the causes that account for those factors.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective of the Study**

- ✓ The general objective of this study is to examine the major factors hindering students from interacting in English during speaking classroom and the causes that account for these factors.

#### **1.3.2. Specific Objectives of the Study**

Based on the general objective, the study attempts to explore:

- ✓ factors related to learners that hamper students' English interaction and their causes.
- ✓ factors related to teachers that impede students' English interaction and their causes.
- ✓ factors related to the teaching-learning environment and class size that adversely affect students' English interaction and their causes.
- ✓ factors related to instructional materials that impede students' English interaction and their causes.

### **1.4. Research Questions**

#### **1.4.1. General Research Questions**

This study is intended to answer the following general research question:

- ✓ What are the major factors hindering students from interacting in English in the speaking classroom and the causes that account for these factors?

#### **1.4.2. Specific Research Questions**

- ✓ What are factors related to learners that hamper students' English interaction in speaking classroom and their causes?
- ✓ What are factors related to teachers that impede students' interaction in English and their causes?
- ✓ What are factors related to the teaching-learning environment and class size that adversely affect students' interaction in English and their causes?
- ✓ What are factors related to instructional materials that obstruct students' English interaction in speaking classroom and their causes?

#### **1.5. Significance of the Study**

It is obvious that English is the medium of instruction in high schools and higher institutions in Ethiopia. Teachers and students use it for many practical purposes. However, there are various problems that hamper students' interaction in English. Therefore, this study is designed to explore major factors hindering students from interacting/speaking in English in English Language classes in Wolaita Soddo Preparatory School grade 11. Hence, this study could have the following contributions to the concerned beneficiaries:

- It helps the beneficiaries to see factors hindering students' English interaction ESL/EFL speaking classroom.
- It helps in revealing the causes for factors hindering the students from interacting in English in the study site proposed;
- It may contribute in minimizing educational problems that happen among students and teachers due to lack of interaction in English;
- It may alleviate the students' problem of speaking in English and likely will increase their interaction in English;
- It may motivate the students to acquire a better communication in English;

- Other researchers may use it as a reference for further investigation in the area.

### **1.6 Scope of the Study**

First, the subjects of this study are grade 11 students at Wolaita Soddo Preparatory School. Second, the study covers only factors hindering students' English interaction/speaking and causes behind these factors. Third, the study focuses on finding out factors related to students, factors related to teachers and factors related to teaching-learning environment and class size and factors related to instructional materials hindering students from speaking in English.

### **1.7. Limitation of the Study**

The major limitations of this study were mainly shortage of time and financial constraints to include all the targeted population at Wolaita Soddo Preparatory School.

## CHAPTER 2

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Classroom Interaction

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as *"reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another"* (Moumene 2010:9). Therefore, interactions do not occur from one side; there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too; it is an essential part in the teaching-learning processes.

#### 2.2. The importance Oral Interaction

Student- student interaction, students-teacher interaction is very essential in English speaking teaching-learning classroom. as (Esubalew 2011:14) quoted from (Rivers, 1981),

*...through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed in real life exchanges where expressing their real meaning is important to them. They thus have experience in creating messages from what they hear, since comprehension is a process of creation and in creating discourse that conveys their intentions (P.160-2)*

#### 2.3. Interaction as a type of CLT Frameworks

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For (Allwright 1984), it is important to keep learners active in the classroom, which means reducing the amount of teachers' talk time in classroom and increasing the learners' talk time. Naturally,

they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach. CLT relies mainly on the value of interaction, person to person encounters.

#### **2.4. Theory of Communicative Language Teaching**

As (Efrizal 2012:128), cited from (Richards and et al, 1999: 69), Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence. CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill (Harmer, 1998: 84)

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative Competence (CC) includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, context, and appropriateness (Efrizal 2012:128).

#### **2.5. Teaching and Learning Activities in Communicative Language Teaching**

According to (Harmer, 1998: 1) in (Efrizal 2012:128) during learning process of CLT, students’ are hoped to communicate orally and conquer all components of communicative

competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English

Learning activities in CLT focus on real oral communication with variety of language without too much focus on form of grammatical patterns.

## **2.6. Theoretical background of speaking**

### **2.6.1. Definition of Speaking**

Speaking is a skill which language teachers, quite rightly, believe is particularly important. By speaking, individuals can express needs, opinions and feelings, understand and ask questions.

According to (Donough and Shaw 1993), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationships.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

### **2.6.2. The Importance of Speaking Skill**

It is difficult to say which skill is the most important among four language skills. However, speaking seems the most important and the closest to the goal of language teaching. (Pattison 1992) confirms that when people know or learn a language, they mean

being able to speak the language. Besides that, (Ur 1996:120) states, “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important.”

### **2.6.3. Nature of Speaking**

The nature of speaking has been discussed by many researchers. (Byrne 1976:8) clarifies, “speaking is a two-way process between speakers and listeners involving the productive skills of understanding”.

Also, (Bygate 1987) shows that in order to be able to speak a foreign language, learners not only need to understand some grammar, vocabulary but also know how to use knowledge as well as language on deciding what to say and how to say. One more thing concerning the ability to speak is that of fluency and accuracy.

## **2.7. Factors that may affect students' English interaction**

According to (Latha, 2012: 2) some of the learner centered factors affecting students' speaking skills are: Lack of proper vocabulary, Mother-tongue influence and its excessive use, family background, rural background. Let us look at the discussion on each of them.

### **2.7.1. Lack of proper vocabulary**

The next problem that encounter ESL/EFL learners is that they often have to search for an appropriate word. They do not find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements. Vocabulary is the cornerstone of the English skills. Without a large vocabulary, even the best understanding of English grammar will not allow one to speak English.

### **2.7.2. Mother-tongue influence and its excessive use**

The meddling of mother tongue language can affect the learning and/or speaking of another language. (Golabiyoska, 1990:1), states that:

One of the most difficult challenges in teaching foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom.

Wolayttattoo has a particular pattern of pronunciation, intonation, stress-pattern and phonology which has an obvious impact on acquiring another language. The changes in the patterns used in English and that of Wolayttatto often create confusion in the learners. This influence of mother-tongue often becomes a major hurdle in the learning process.

There are basic differences in these two languages (English and Wolaitattoo). To mention few, in Wolaitattoo to form a statement Subject + Object + Verb rule is followed opposite to English in which Subject + verb + Object rule is followed to form a simple statement. Regarding the pronunciation, Wolaitattoo has no a single word that begins with /f/ sound, whereas English has a lot words that begin with /f/ sound. These and other differences negatively affect the learners' English speaking skill in the school.

Learners generally tend to make an excessive use of their mother-tongue when it comes to the activities in productive skills namely- speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

### **2.7.3. Poor Speaking Background**

As quoted in (Buzayehu 2011:28), (Tusi 1996) and (Bygate 1987) state that if students lack previous speaking experience, they may not dare to speak English in front of their peers. (Teshome 1988), also states that students who come to college from different parts of the country have low language speaking experience, and so, they may not be active in oral interaction. Most students in high schools of Ethiopia obviously have very poor experience of English interaction. It would not be very simple for them to talk/interact in English in their classrooms since they didn't come through using it from their lower grades. In the same way, (Huang 2010) also found that frequency of speaking English outside the classroom was strongly related to students' use of oral interaction.

### **2.7.4. Teaching-learning environment**

(Baird 2002: 30) suggested that the atmosphere for teaching and learning is also a major factor to promote students to learn. A good and encouraging atmosphere can promote students' language learning. The Suggestopedia method, (Richards & Rodgers, 1986: 142) helps to create a good atmosphere. Classroom atmosphere should be relaxed and comfortable. Under certain conditions, a positive effect manipulation leads to higher performance on a creative task. The researcher assumes that if students feel more relaxed or comfortable while learning, they feel more confident to speak English. In conclusion, this researcher realized that promoting the students' positive attitude towards language learning was assisted by providing positive atmosphere.

Teacher's good relation with the learners is essential to make the learning atmosphere friendly. The learning process becomes easy and effective in a friendly atmosphere which also strengthens the bond between the learner and teacher. This will make the learners feel free and express their views and enable to shed their shyness and inhibitions. The teaching learning atmosphere should not be boring; it should be fun.

### **2.7.5. Students' Confidence in Language Learning**

Students' confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals. In language learning, especially speaking, students' confidence is one of the factors to improve their learning (Kelly and Watson, 1986:4). (Dornyei 2001) also suggested the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety.

Gander (2006: 13-14) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. Also (Heyde, 1979) states that high self-confidence can be positively correlated with oral performance. Further, highly anxious learners might deal with their target language task differently from one another, depending on their self-confidence.

### **2.7.6. Attitudes**

An attitude can be defined as 'a feeling... towards a fact or someone's opinions and feelings' (Webster's New Universal Dictionary of the English Language). According to Gagne's taxonomy of learning outcomes, attitudes relate to choosing personal action based on internal states of understanding and feeling. Learners' performance depends on their understanding and feelings. In this project, feelings towards language learning, people and events were investigated in terms of positive, negative or neutral views. O' Grady observed that the hardest thing to change is a hardening of attitudes: nothing kills change faster than attitudes that resist it. High self-esteem results from making small positive changes in spite of fear. confidence comes from conquering fear of change as cited in (Edison, 2005: 30)

(Nunan and Benson 2004: 155-156) observed that "language learning practices and attitudes towards learning are unstable and change over time." Therefore in my project, I had to try to help and encourage students to reach their goal, particularly at their own pace, as much as possible to enhance stable and positive attitudes towards language learning, especially speaking. Lack of recognition and a feeling of under achievement can cause stress and affect language learning (Howarth, 2002:42). (Elyildirim and Ashton 2006:2) reported that most members of the language

teaching profession realized that their students' learning potential increased when attitudes were positive and motivation ran high. (Saetan 1991: 8) reported that relaxed and comfortable students can learn more in shorter periods of time and the less anxieties the learners have, the better language acquisition proceeds. However, if learners have negative attitudes towards learning, this can make it more difficult to learn (Aik & Tway, 2006: 30).

Gardner stated that attitudes were one of the main factors that made students successful or not. They influenced students' language learning, especially speaking as cited in (Stern, 1983:379). (Stern 1983: 386) identified the value of positive attitudes towards language learning, "learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes." If students have positive attitudes towards language learning, they will probably want to learn the language, especially speaking.

#### **2.7.7. Motivation**

The key to learning is motivation (Edge, 1993: 15). Motivation emphasizes basic human need, which is replaced by 'goal' in the current research. It is like an inspiration to drive the process of successful action (Dornyei, 2001: 25).

According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. The Gardnerian theory of L2 learning motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985). In this definition motivation is described as goal-directed; the learners' immediate goal is to learn the language. Gardner proposed that in order to understand why learners were motivated, it is necessary to understand the learners' ultimate goal or purpose for learning the language.

#### **2.7.8. Anxiety**

Anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Scovel 1978:134). Anxiety is one of the most negatively

influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance. One of the personal factors, which are highly correlated with anxiety, is self-confidence. Self-confidence involves judgments and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language (Hyesook and et al 2004: 197).

Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English as (Latha and et al 2012:3).

### **2.7.9. Problems Perceived due to Large classes**

According to Dalal (2013:51) even if there is no consensus definition in literature to what constitutes a large class, (Hess 2001) assumed that a class is considered large if it has 30 students or more. As regard to Saudi context, a class of 45 students is considered to be large while in Far East countries: Japan, China, Pakistan and India a class of 80 students and more is deemed to be large and etc.

Having many students in one class can cause some problems that affect the teachers and students. Some commonly comments heard by teachers are: There is no communication, the class is out of control, lack of individual attention and difficult to set effective group activities. Other teachers always emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. Participants in (Al Jarf's 2006:24) study commented that "Due to the size of the class, they do not have enough time to pay attention to each and give every student a chance to speak and participate (Dalal 2013:50).

On the contrary, teachers in small classes are able to pay great attention to their students and the benefit from the presented activities is considered to be high. From that we can say that it is abundantly evident that English teachers encounter great challenges when teaching large classes as they encounter difficulties in knowing all students in the class, having time for all individuals, or presenting effective activities and therefore, many students especially the weak ones, tend to lose concentration.

Another problem which was borne out in the words of the teachers and hinders the learning process in large classes is identifying and controlling students who tend to distract their classmates from concentrating on the lesson. (Lazear 2003) assumes that if a student misbehaves and begins to disturb the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and demolish the capacity of others to learn. Therefore, in large classes, more time is needed for non-academic activities related to administrative and organizational procedures.

#### **2.7.10. Methods of teaching**

According to (Latha 2012:10), it is essential that the teacher adopts different methods of teaching to suit the diverse needs of the learners. There are numerous methods of teaching language like audio-lingual method, translation method, direct method etc. It is necessary to modify the teaching method according to the diverse needs and styles of the learners. It must be a attractive and interesting method which would keep the learners involved and motivated so that they use in their real-life situations.

Desire to make the acquisition of a second/foreign language as effective and efficient as possible is the one common aim of the numerous theories and approaches of language teaching. One such approach of teaching English Language is *task-based approach*, where in the learners have to actively engage in the process of acquiring the language in order to achieve a goal or complete a given task. Tasks can easily be related to learner's real-life language. They create contexts that facilitate second/foreign language acquisition and focus on form. Learners are more likely to develop intrinsic motivation in a task-based approach. This enables the teacher to see the progress in the learner's ability to communicate in English.

According to Mary Spratt, Alan Pulverness and Melanie Williams in (Latha 2012:10), "Tasks and less controlled practice activities give more opportunity than controlled activities for learners to practice, communicate, interaction and fluency" One of the major benefits of this approach is that it is learner-centered. Unlike other traditional approaches, here the learner performs the task and takes an active part while the teacher happens to be a guide, mentor and facilitator and correct the mistakes when needed, thereby remaining passive. This approach, when used in teaching speaking skills enables in minimizing teacher talk time and maximizing learner talk time, resulting in the progress in learners speaking skills.

As said by Sarah Philpot: "Learners learn better when they are engaged, relaxed and having fun". The task based approach makes the learners engaged, relaxed and as they get involved into the task/activity, they derive fun out of it. Thus the entire learning process becomes enjoyable and efficient. These are a few problems and remedies of learning English language as a second/foreign language. There are many more factors pertaining to phonological, grammatical and other linguistic aspects which create a lot of problems in the process of language acquisition. Following a proper teaching strategy in the class would resolve many problems.

According to Jon Taylor: "Learning necessarily takes place through trial and error. Students need therefore, plenty of opportunity for such trial". Speaking is one of the central elements of communication. Effective instruction derived from the careful analysis of this area, efficient language input and speech promotion activities, which will enable chances to speak English fluently and appropriately. Teaching English as a second/foreign language can be fun if it is done in the right way. According to peter Watkins "Teachers need to provide a variety of speaking activities to reflect the variety of speaking activities learners will engage in real life.

## **2.8. The Roles of Teachers and Students**

### **2.8.1. The Role of Teachers**

The teacher is a "facilitator of learning", and may need to perform a variety of specific roles, separately or simultaneously. These include the following as to (Littlewood 1991) states in (Buzayehu 2011:20):

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

### **2.8.2. The Role of Students**

As quoted in Buzayehu (2011:21), (Hill 1994:34-42) states that students should be aware of that everybody is responsible to initiate talk in their groups, give and ask for information, and being able to challenge and negotiate meanings to have clear understandings of the topic under focus. Moreover Hill has listed the important roles that every student should know to ensure their group's effectiveness. The first is *encourager*: the ability to praise or appreciate other's effort and contributions. The second is: *harmonizer*: the skill to settle agreement between ideas that seem conflicting or the ability to bring members' ideas into a whole through providing a mediating or a negotiating idea, and the ability to maintain a conversation when a speaker faces shortage of words, or unable to express what he really wants to say. The third role is: *compromiser*: the

ability to accept one's mistakes or misunderstanding and try to compensate that by restating paraphrasing or raising negotiable ideas. The fourth role is: *expeditor*: the ability to motivate and facilitate the pace of the interaction and participation of members: it also includes the skill to monitor time and try to complete a task quickly. The fifth role is: *observer*: that is being able to record or take short notes of the group's discussion, and giving discussion, and giving feedback or correction when it is necessary.

The last role is: *follower*: he/she attends each point raised in the discussion and moves according to the group's pace of learning by accepting the group's decisions, by registering the key points raised and the final mutual understanding of the whole members. By doing so, every member of a group plays his/her roles (Wright 1987;Nunan 1988).

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

#### **3.1. Design of the Study**

The main aim of this study was to investigate factors hindering students' English interaction in speaking classroom and the causes that account for these factors in grade 11 at Wolaita Soddo Preparatory School. To conduct this study, mainly the descriptive research design was used. Descriptive study is useful when a researcher wants to look into a phenomenon or a process by its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in simulated or an artificial setting, (Seiliger and Shohamy 1989). To clearly express the ideas and feelings of the people, to show the situations and conditions as they currently exist, this method is acceptable. To examine factors hindering students' English interaction in speaking classroom, on the basis of the study design, namely descriptive, both qualitative and quantitative methods were used. The reason for this basis itself on the idea of (Hamberman 1994) cited in (Bemnet 1996) which says to investigate issues in education, which is a human endeavor using qualitative method seems justifiable. Using this method, the ideas and feeling of the students and teachers, the real classroom situation, teachers' teaching methods used in the classroom and the students behavior were revealed.

#### **3.2. Sources of Data and Sampling Techniques**

##### **3.2.1. The Sources of Data**

Grade 11 students of Wolaita Soddo Preparatory School, and English teachers were the sources of data for this study. The other source was classroom observation of the real teaching learning of the speaking skill.

##### **3.2.2. Sample Population**

The target population of the research were students of grade 11 (social and natural science streams) in Wolaita Soddo preparatory school. The sample size of the study were 310 students out of 1,488. This makes 20.8% of the targeted population. It also included all English teachers

of grade 11. The sample students were selected using simple random sampling technique. In each class there were about 62 students in average. The sample students were selected using simple random sampling because it is this technique that would represent the target population of the study. Totally, 310 students and 12 English teachers for the questionnaire, 14 students and four English teachers for the interview were taken.

### **3.2.3. Sampling Procedure**

The school was selected purposefully due to its familiarity, convenience and the school was where the problem was openly observed. Though the school was selected purposely, simple random sampling technique was employed in selecting the samples. The reason for selecting the school was also the researcher believed the research setting has not been too much explored like other areas such as Addis Ababa and the nearby schools.

## **3.3. Research Instruments and Procedures of Data Collection**

### **3.3.1. Instruments**

The researcher used questionnaire, interview and the classroom observation, to gather the data. The questionnaire was designed as a main instrument of data gathering tool from both students and teachers. The researcher also used interview and classroom observation as the method to collect data from teachers and students. The questionnaire and interview were translated from English to Wolaitattoo and Amharic in order to enable the subjects choose the language they understand better.

#### **3.3.1.1. Questionnaire**

Questionnaires were used to get the factors, most of the students and teachers believe, that are affecting students' classroom English interaction. They were developed as main data gathering tool containing a series of closed-ended questions that are assumed to be hindering factors. To gather data from the students, closed-ended questionnaire of 27 items was prepared in three

languages (English, Wolaitattoo & Amharic) and distributed (See Appendix I, II, III), and for the teachers, closed-ended questionnaire of 24 items was designed in English (See appendix IV).

### **3.3.1.2. Interview**

Interview was used to gather more information, including feelings, attitudes and understanding of the factors that hinder the students' English interaction in the speaking classroom, and the causes behind these factors. It is an important tool to understand deep feeling, beliefs, perceptions, values or the other way people interpret the world around them. There were four open ended interview questions (See appendix V & VIII ) that help selected students and teachers generate descriptive answers regarding the problem.

### **3.3.1.3. Classroom Observation**

In order to see what the actual classroom of speaking skill looked like, structured observation checklist was used (See appendix XI). In support of this idea, (Sarandakos 2005) claimed that structured observation is a type of observation that employs a formal and strictly organized procedure with a set of well-defined observation categories and is subjected to high levels of control and standardization. In addition, the sample actual speaking classroom lessons were recorded and transcribed (See appendix XV).

## **3.4. Data Collection Procedures**

In collecting the data, first, the actual classroom observation was employed to see the real teaching learning classroom of the speaking skill and to make an acquaintance with the students and the teachers. Next, to obtain genuine information from the subjects of the study, the purpose and importance of the research was explained to the subjects of the study briefly. Next, the questionnaire was distributed and collected. Finally, the interview was conducted with instructors and students.

### **3.5. Methods of Data Analysis and Presentation**

Both qualitative and quantitative methods of data analysis were used in this study. Suitably, tabulation methods, percentage value and frequency counts/distributions were used to analyze the items of questionnaire. And the data that was obtained through interview and classroom observation was described qualitatively. After the data was collected, analyzed and discussed, some conclusions were drawn and recommendations were made in the thesis.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

#### 4.1. Analysis of Questionnaire for factors hindering students' English interaction in ESL/EFL speaking classroom

##### 4.1.1. Analysis of students' questionnaire

**Table 1.** Students' questionnaire responses for students related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
1.1	I have the confidence to speak English freely in the class without fear of making mistakes and criticism of friends.	28	9	86	27.7	63	20.3	97	31.3	36	11.6
1.2	I prefer to learn grammar and vocabulary than speaking English	84	27	108	34.8	41	13.2	52	16.8	25	8
1.3	I prefer teacher's explanation than practicing speaking activities by myself	100	32.3	104	33.5	41	13.2	41	13.2	24	7.7
1.4	I like to participate in speaking activities (e.g. presentation, group or pair work) using English.	160	51.6	66	21.3	41	13.2	25	8	18	5.8
1.5	I have poor English speaking background.	73	23.5	100	32.3	33	10.6	57	18.4	47	15.2
1.6	Most of the time I use my mother tongue when I am asked to do activities in pairs (groups) in English class.	113	36.5	84	27	32	10.3	44	14.2	37	11.9
1.7	My mother tongue language pronunciation interference affects my English, so I don't speak .	57	18.4	80	25.8	50	16.1	54	17.4	69	22.3
1.8	I have adequate vocabulary (words) to express my ideas or opinions in English	37	11.9	59	19	102	32.9	57	18.4	55	17.7
1.9	I like practicing speaking in English in and outside the classroom.	146	47	77	25	42	13.5	31	10	14	4.5
1.10	I like to talk/interact in English with my class friends	56	18.2	61	19.8	39	12.7	101	32.8	51	16.6
1.11	I like to talk/interact in English with my teacher	48	15.5	84	27	64	20.6	69	22.3	45	14.5

1.12	I have a positive attitude towards English Language	142	45.8	101	32.6	34	11	18	5.8	15	4.8
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*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

As Table 1, item 1.1 above clearly shows (42.9%) responded that they are not confident enough to speak English freely in the class without fear of making mistakes and criticism of their class friends. As the teachers' and students' interview confirm, the cause for students' fear is that they may make mistake when speaking and their class friends may laugh and mock at their mistakes. Therefore, the students prefer to keep silent, or they use their mother tongue.

As we can see Table 1, item 1.2, 61.8% responded that they prefer to learn grammar and vocabulary than speaking. As students' interview proves, the reason for this is the tests and examinations mainly focus on grammar and vocabulary questions, and their teachers do not give them any speaking activities or tests because they have time constraints. In the next item (item 1.3) 65.8% of the total sample students responded that they prefer teacher's explanation than practicing speaking activities by themselves. As we know nothing can teach students the speaking skill as practicing the language by themselves, but here we observe the reverse.

In item 1.5, 55.8% of the respondents acted in their response that they do have poor English speaking background. Their interview evidently shows that the cause for this is the classes they passed through did not give any attention to the speaking skill.

Again in item 1.6, 63.5% of the respondents indicated that most of the time, they use their mother tongue (Wolaitatto) when they are asked to do activities in pairs (groups) in English speaking class. Their interview responses (see part 4.1.3), indicated that the reason for this is that they were not used to interact in English before this level, and teachers simply give pair works and group works, and they do not check whether the students use the target language or not. In item 1.7. again 44.2% of the respondents reacted that their mother tongue pronunciation interference affects their English, as a result they don't speak English.

Regarding item 1.8, which asks if students do have adequate vocabulary (words) to express their ideas or opinions in English, 36.1% said they do not have adequate vocabulary to express their ideas and opinions in English.

Students prefer to talk/interact more with teachers than students using English. in (item 1.10) 49.4% of the students responded that they do not like to talk/interact in English with their class friends, but in item 1.11, 42.5% responded that they like to talk/interact in English with their teachers. From this we can say students prefer to interact with their teachers than their class friends using English. As the interview clearly shows, this is because their classmates laugh/mock if they make mistakes while talking. Finally, in item 1.12, 78.4% responded that they have a positive attitude towards the English Language.

**Table 2.** Students' questionnaire responses for teachers related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
2.1.	My English teacher often gives emphasis to grammar than speaking.	75	24.2	77	24.8	70	22.6	51	16.5	37	11.9
2.2.	My English teacher often prefers to explain and demonstrate than to create condition for the students to practice speaking.	84	27	86	27.7	53	17	47	15.2	40	12.9
2.3.	My English teacher often prefers teacher-centered way of teaching than student centered in English speaking class.	75	24.2	90	29	46	14.8	55	17.7	44	14.2
2.4.	My English teacher encourages us to use the language in and outside the class	115	37	88	28.4	48	15.5	35	11.3	24	7.7
2.5.	My English teacher provides us with the opportunity to practice speaking in pairs and groups in class	98	32	63	20	46	15	55	18	48	15
2.6.	My English teacher is proficient enough in English to help us as needed.	93	30.3	85	27.7	68	22.1	30	9.8	31	10

2.7.	My English teacher provides us activities that promote our speaking skills in the class.	32	10.3	72	23.2	41	13.2	105	33.9	60	19.4
2.8.	My English teacher uses teaching aids and authentic materials in the classroom to promote our speaking skills	38	12.3	68	21.9	67	21.6	91	29.4	46	14.8
2.9.	My English teacher usually corrects our errors while we are speaking.	106	34.2	109	35.2	40	12.9	37	11.9	18	5.8
2.10	My English teacher usually evaluates our speaking performance through objective questions: like multiple choice than oral presentation	62	20	105	33.9	52	16.8	56	18	35	11.3

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

As it can be seen in table 2, item 2.1, 49% of the students responded that their English teachers often give emphasis to grammar than speaking. According to students' interview (see appendix XIV), teachers go for only grammar and vocabulary because there is shortage of time, and the English text for grade 11 is too bulky to complete in a given academic year. In the next item (item 2.2), 54.7% of the respondents indicated that their English teachers often prefer to explain and demonstrate than to create conditions for them to practice speaking.

In item number 2.3, 53.2% of the sample respondents, showed that their English teachers often prefer teacher-centered way of teaching than student centered way of teaching in English speaking class. As the classroom observation results also assure that most of the teachers teach only the expressions; they do not let learners take time and use the expressions. Regarding student centred way of teaching, Lightbown and Spada (1999: 85) state that A learner centred activity such as group work which forces pupils to talk to each other spontaneously, asking each other questions and responding in a natural way, is one example of how this can be practiced.

For item 2.7, 53.3% of the students responded that their English teachers do not provide them activities that promote their speaking skill in the class. With regard to the usage of teaching aids, in item 2.8, 44.2% of the sample students responded that their English teachers do not use teaching aids and authentic materials in the classroom to promote their students speaking skill due to causes that are discussed under 'students' interview results (4.1.3). Again in item 2.9, 69.4% of the students responded that their English teachers usually correct their errors while they are speaking.

For the last item (item 2.10) 53.9% of the students responded that their English teachers usually evaluate their speaking performance through objective questions: like multiple choice than oral presentation.

**Table 3.** Students' questionnaire responses for classroom environment and class size related factors hindering them from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
3.1	English speaking class is entertaining	64	20.6	66	21.3	51	16.5	73	23.5	56	18
3.2	There are large number of students in the class, so I don't get a chance to speak English.	67	21.6	74	23.9	61	19.7	53	17	55	17.7
3.3	The seats are suitable for group or pair works	66	21.3	85	27.4	50	16.1	59	19	50	16.1

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

As it is clearly indicated in Table 3, item 3.2 above, with their reflection 45.5% of the students responded that there are large number of students in their classes, so they don't get a chance to speak English. Also, in item 3.3, 48.7% responded that the seats are suitable for group or pair works.

**Table 4.** Students' questionnaire responses for instructional materials related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
4.1	There is shortage of English text book in our school	105	33.9	55	17.7	40	12.9	50	16.1	60	19.4
4.2	There is access to get teaching aids that promote speaking in our school	35	11.3	57	18.4	44	14.2	101	32.6	73	23.5

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

Table 4, item 4.1, above clearly depicts that 51.6% of the respondents pointed out that there is shortage of English text books. Again, for item 4.2, 56.1% responded that they do not have access to get teaching aids that promote their speaking skill in the school.

#### **4.1.2. Analysis of Teachers' Questionnaire for factors hindering students from interacting in English during ESL/EFL classes**

**Table 5.** Teachers' questionnaire responses for students related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
1.1.	Learners do have confidence to speak freely in the class as they are not afraid of making mistakes and criticism of friends	1	8.3	0	0	2	16.7	5	41.7	4	33.3
1.2.	Students prefer to learn grammar and vocabulary than to learn speaking	6	50	5	41.7	0	0	0	0	1	8.3
1.3.	Learners prefer teacher's explanation than practicing speaking activities by	6	50	4	33.3	0	0	2	16.7	0	0

	themselves										
1.4.	Students think they learn English when they work in pairs or groups	1	8.3	1	8.3	1	8.3	5	41.7	4	33.3
1.5.	Students like to participate in speaking activities (e.g. presentation, group or pair work) using English.	1	8.3	2	16.7	0	0	5	41.7	4	33.3
1.6.	Students do have poor speaking background.	10	83.3	0	0	1	8.3	1	8.3	0	0
1.7.	Students excessively use their mother tongue language when they are asked to do activities in pairs (groups) in English class.	8	66.7	2	16.7	1	8.3	1	8.3	0	0
1.8.	Students' mother tongue language pronunciation interference affects their English, so they don't speak .	4	33.3	6	50	0	0	2	16.7	0	0
1.9.	Students do have adequate vocabulary (words) to express their ideas or opinions in English	0	0	1	8.3	1	8.3	5	41.7	5	41.7
1.10	Learners like practicing interacting/speaking in English in and outside the classroom.	0	0	0	0	3	25	7	58.3	2	16.7

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

As we can see Table 5, item 1.1, 75% of the respondents believe that their learners do not have confidence to speak in English freely in the classroom without being afraid of making mistakes and criticism of their friends. In item 1.2, 91.7%, almost all teachers, responded that their students prefer to learn grammar and vocabulary than speaking. In the same way, item 1.3. shows 83.3% of the teachers indicated that learners prefer teachers' explanation than practicing speaking activities by themselves. Teachers in their interview added that their students are not ready for pair and groups works in the English classes rather they like to listen to their teachers (See Appendix XIII). When students work in pairs and groups, they do not think they are learning English as indicated in item 1.4. as 75% of the respondents believe.

Even though the students in their questionnaire (in table 1, item 1.4) responded that they like to participate in speaking activities (e.g. presentation, group or pair work), 75% of the teachers in

item 1.5 responded their students do not like to take part in speaking activities. Again, as mentioned in item 1.6, 83.3% of the teachers believe that students do have poor speaking background.

With regard to the students' mother tongue, in item 1.7, 83.4% of the teachers pointed out that students excessively use their mother tongue when they are asked to do activities in pairs (groups) in English class. In the same way teachers' interview also assures that they always choose to use their mother tongue in English speaking class. In this way students leave the TL and go for their first language (See Appendix XIII). In addition to this, 83.3% of the teachers agree that students' mother tongue language pronunciation interference affects their English interaction/speaking, so they don't interact/speak in English (see item 1.8).

In item 1.9, 83.4% of the respondents believe that their students do not have adequate vocabulary (words) to express their ideas or opinions in English. Also, in the last item, 75% of the teachers responded that their learners do not like practicing interacting/speaking in English in and outside the classroom.

**Table 6.** Teachers' questionnaire responses for teachers related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
2.1	I have been adequately trained in communicative language teaching to help students as needed.	3	25	9	75	0	0	0	0	0	0
2.2	I often give emphasis to teach language forms and structure than to teach speaking.	0	0	8	66.7	1	8.3	2	16.7	1	8.3
2.3	I often prefer to explain and demonstrate than creating condition for the students to practice speaking	0	0	5	41.7	1	8.3	4	33.3	2	16.7
2.4	I often prefer teacher-centered way of teaching than student centered.	0	0	4	33.3	3	25	2	16.7	3	25
2.5	I provide students with the opportunity to practice speaking in pairs and groups in class because there is enough time.	0	0	5	41.7	2	16.7	3	25	2	16.7

2.6	I have a good language proficiency to help students as needed in speaking class	0	0	9	75	3	25	0	0	0	0
2.7	I use teaching aids like tape recorders, cassettes, radio programme and other authentic material in speaking class to promote students' speaking skills	0	0	2	16.7	2	16.7	2	16.7	6	50
2.8	I usually correct my students' error during fluency activity	0	0	8	66.7	1	8.3	2	16.7	1	8.3
2.9	I usually evaluate my students language performance through objective questions like multiple choice than oral presentation tests.	0	0	8	66.7	3	25	1	8.3	0	0

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

In the above table, item 2.1, though all the teachers, 100%, responded that they are adequately trained in communicative language teaching, in item 2.2, 66.7% of the teachers responded that they often give emphasis to teach language forms and structure than to teach speaking.

For item 2.3, 50% responded that they often prefer to create conditions for the students to practice speaking than to explain and demonstrate. However, the students responded opposite to this, saying their teachers prefer to explain and demonstrate than to create conditions for them (See table 2, item 1.2). 41.7% of the teachers also responded that they often prefer student centered way of teaching than teacher-centered (see item 2.4) though classroom observation results show the opposite (See Appendix XII) .

In item 2.7, 66.7% of the teachers responded that they do not use teaching aids like tape recorders, cassettes, radio programs and other authentic materials in speaking class to promote students' speaking skills.

Again, in item 2.8, 66.7% of the teachers responded that they usually correct their students' errors during fluency activity. Furthermore, in item 2.9, 66.7% of the teachers also responded that they usually evaluate their students language performance through objective questions like multiple choice than oral presentation tests.

**Table 7.** Teachers' questionnaire responses for classroom environment and class size related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
3.1	I make English class entertaining as I teach speaking skill	0	0	6	50	4	33.3	2	16.7	0	0
3.2	There is a large number of students in a class, so students do not get equal chance to practice speaking.	9	75	0	0	0	0	3	25	0	0
3.3	The seats are suitable for group and pair works	1	8.3	0	0	2	16.7	2	16.7	7	58.3

*f=frequency    %=percentage*

*SA=Strongly Agree =5 Ag=Agree =4 Un=Uncertain=3 DS=Disagree=2 SD=Strongly Disagree=1*

The data in the above table 4 depicts classroom environment and class size related factors hindering students from interacting in English. In item 3.1, 50% of the teachers responded that they make English class entertaining as they teach speaking skill. 75% of the respondents strongly agreed in item 3.2 that there are large number of students in their classes, so students do not get equal turn to practice speaking. Though students in their questionnaire (See Table 3, item 3.3) responded that the seats are suitable for pair and group works, 75% of the teachers responded the seats are not suitable for forming group and pair works (see item 3.3).

**Table 8.** Teachers' questionnaire responses for instructional material related factors hindering students from interacting in English during ESL/EFL speaking classroom

No	Items	SA		Ag		Un		Ds		SD	
		f	%	f	%	f	%	f	%	f	%
4.1	There is shortage of English text book in school.	4	33.3	6	50	0	0	1	8.3	1	8.3
4.2	There is access to teaching aids that promote speaking.	0	0	1	8.3	2	16.7	4	33.3	5	41.7

*f=frequency    %=percentage*

*SA=Strongly Agree =5    Ag=Agree =4    Un=Uncertain=3    DS=Disagree=2    SD=Strongly Disagree=1*

Table 8 clearly indicates that 83.3% of teachers believe that there is shortage of English text book in school. According to the teachers' interview (See Appendix XIII), even students who do have English text book do not bring to the class because it is bulky and again their class friends think that it is silliness to carry text books to class. In item 4.2, again, 75% of the respondents agree that in the school, there is no access to teaching aids that promote the students speaking skill.

Generally speaking, from the whole discussion, the results in students' and teachers' questionnaires exposed that students poor classroom English interaction emerges from factors related to students, teachers, classroom environment and large class and instructional materials such as: lack of confidence to speak English in the classroom, giving more attention to grammar and vocabulary than speaking, having poor English speaking background and inadequate vocabularies, and teacher related factors such as: giving much emphasis to teach grammar and vocabulary, choosing teacher centred way of teaching, not giving time to practice speaking and the like. Students' classroom English interaction is also negatively affected by large class size and by instructional material related factors like shortage of student text books and lack of access to get teaching aids that promote their speaking skills.

#### **4.1.3. Students' interview responses for the major factors hindering students from interacting in English**

Fourteen selected students were asked interview questions with four items (See Appendix-V for items of interview questions) and offered the following responses. As it is difficult to deliver the recorded cassettes of the interview as an evidence, I tried to attach shorter interview responses (ideas) taken while transcribing from the audio cassette (See Appendix XIII & XIV).

All of the interviewed students 100% responded that students do not interact in English during speaking classroom. According to the interview result, this is mainly because students fear that they may make mistakes so that their class friends will laugh and mock at them. Therefore, students use their mother tongue or keep silent. The second reason is students didn't come through interacting in English in their lower grades; they do have very poor background of interacting/speaking in English. They said this happened for the reason that teachers at lower grades did not encourage them to use the target language (TL). One of the respondents said *"When a student comes late, Our teacher asks in English why he/she is late, but that students doesn't respond but keeps silent because he/she lacks practice or he/she doesn't have speaking background, of course he/she may know the response."*

The students also responded that lack of attention for speaking in government schools is the other reason why students cannot interact/talk in English at this level. They indicated that students who tend to have a better experience in English interaction are students who are from private schools. Students are not willing to work in groups. One of the respondents said "We have 1 to 5 grouping. when we are given a group assignments, only the selected leader does the assignment; he does not call us and discuss with us, but he does by himself and writes our names". "In this way without knowing the entire content of the assignment we get marks". The student suggests *"1 to 5 grouping is not practical. It is by far better if we are given independent works, it increases dependency of weak students on the clever students"*. Another respondent says " I don't use English in English speaking classroom because my class friends do not use it; but if the class friends don't laugh, but if they encourage when even I make mistake, I will try to speak". Two of the students said that most of the students are not attentive. They stay out of the English classroom especially if there is a presentation, they do not get in to the class.

Regarding teacher related factors hindering students from interacting in English, almost all the interviewed students responded that teachers' focusing on grammar and vocabulary is the main reason. The cause for teachers' focusing on grammar and vocabulary is that the focus area for the mid semester and final examinations (including entrance exam) is grammar and vocabulary than speaking. one of the respondents pointed out saying *"I have never experienced English class in which we learned speaking. We were never given a situation in which we stand up and practice*

*speaking/interacting in English in the classroom"* the same student added that *" Teachers hurry only to finish the book because the English text book is bulky and if the teachers do not finish it, they will be accused by the office"*.

The other teacher related factor hindering students from interacting in English according to the students interview is that teachers translation in mother tongue. Most of the teachers write notes on the board and do not explain it using the target language. They translate is using the students' mother tongue. The reason for this as interviewed students are: First, teachers think that students do not understand unless they translate in students' mother tongue. Teachers do this aiming to make the lesson clearer. One of the respondents said *" Our teacher thinks that we do not understand if he explains using only English."* Second, this is the way how teachers came through in their teaching experience.

The other teacher related factor is that they don't give their students pair and group works in the classroom. Most of the teachers do not do this because of shortage of time. Teachers think that they can cover very wide portion in a shorter time. They think that it is wastage of time. Again even if teachers give pair and group works, the students do not use the target language.

One of the respondents said *"Our teacher do not insist us to use English; If he push us to interact only English in the class we will use it any way". "Almost all other subjects' teachers as well write in English but most of the time explain in our mother tongue"*. The same student also said. Another responded said *"Our teacher does not insist us to interact in English because he thinks that it is not our mother tongue and we are not good at it."*

The other factor hindering students from interacting in English is that teachers jump the speaking activities because they think it is unnecessary, and students do not take speaking tests. The other student responded *"Our teacher jumps the speaking activities saying that speaking activities like dialogues etc are taught in lower grades not at this level."*

One of the respondents said *"Our teacher does not encourage us/help us to use English; rather he prefers to explain and demonstrate. He never gives us a chance to practice speaking."* The same student suggested *"It was good if our teacher gives us an activity to discuss in pairs and*

*groups, but he doesn't.*" Most of the interview respondents also said their teachers do not encourage them to use only the target language.

As to the respondents, almost all teachers do not give any attention to the speaking skill. Secondly, most of the teachers do not push their students to use English during English classroom.

Another student responded *"Students are many in number in our class; always the same few students get the chance to speak English."* If teachers try to ask others too, students may be motivated and participate. One of the respondents also responded *"Our teacher gives chances to only 5 or 6 students who are active and can try to answer in English. He asks the same students always. If the teacher also forces students who do not rise their hands, they may get prepared thinking that the teacher may ask him/her suddenly"*.

With regard to classroom environment and class size related factors hindering students from interacting in the target language, the interview showed most of the respondents responded that their teachers do not try to make the English lesson entertaining. One of the respondents said *"I don't think our teacher tries to teach us the speaking lesson in an entertaining way to motivate us; he just explains what we have to say when we are asked in some way."* On the contrary one student said *"Our teacher tries to make the speaking class entertaining so that not only our class students but also other class students want to join our English class."* She added that it is really a motivating classroom situation for her.

The other problem hindering students from interacting in the TL speaking class is the large number of students in the class according to the interview results. Even if students indicated that there is better student number this year, there is still a problem. They informed that there were 100 and more students in a class last year and before, but it is good now that there are 60 up to 65 students in a class. Even if this is a big change, the respondents indicated that the number is still a problem for the speaking class.

Another student mentioned *"the larger the students' number, the less the students want to use the target language because of the fear; There is no time for the teacher to give a chance to each*

*student or present or make dialogues in the class."* Almost all of the interviewed students agree that the large number of the learners is one of the major factors hindering the students' English interaction. *"As the result of the students' large number, most students are dependent on the clever ones. Only the leader does the assignment and he/she presents it. Other passive students who did not contribute for the assignment but whose names are written will get equal point to the presenter. In this way students are experiencing this kind of situation; they cannot do independent works."* the interviewed student explained.

The teaching learning is highly dominated by the teacher. One of the respondents said *"Students do not understand when our teacher continuously presents in English. Only a few students understand. All other students come to understanding when the teacher revises it in our mother tongue. The teacher takes almost all the time to talk by himself."* This student believes that 40 minutes may allow only about 10 students to stand up and practice. He added that the only place students use English in the classroom.

The respondents also indicated that as it is a government school, the classes do not run in line with the school's schedule. The class does not begin timely (in September and do not go up to the end of June). It begins late and ends before the planned time. Again there is a lot of interruption in the middle. As one of the respondents informed, *"if there is a festival, the class stays closed to the whole week because most of the students are from country side, classes do not start until they return."* In this case, the teachers' annual plan, weekly plan is highly interrupted. For the reason that teachers miss a lot of classes, they rush to complete the text book than calmly presenting what is useful for the learners. As both teachers' and students' interview assures, if a teacher does not finish the text book, he/she will be accused by the office. Again because of the students' large number in the classroom, teachers cannot give chance to all learners.

According to the students' interview, the other factor hindering students' English classroom interaction was a problem related to instructional material. In a similar way to students' and teachers' questionnaires, the interview results also showed that there is shortage of student English text book in the school. They also explained that the students borrow text books from other students when they are given home works and assignments. They indicated that there are only a few English text books even in the library even though most students are not accustomed

to reading in the library. The reason for the shortage as the interview and teachers is the distribution problem at regional, zonal level and school level.

The other instructional material related factor the interview results indicated was lack of reference books in the library. One of the respondents said *"There are no reference books that really motivate us to learn/practice the skill. There is a serious shortage of references in our school."* Other respondents also spoke *"The references in the library are not sufficient; There is also shortage of English text books; in our class we have it in pairs and groups."* Another student added that *"We depend on the text book only. Our teacher doesn't use other references that can help us.."* Another student indicated that there was an English lab equipment that was used to listen to conversations done in real life situations; it was really lovely, but it stopped immediately after its arrival. Having explained that, there is shortage of references in their school, one student said *"I don't believe that students do not interact in English because of the shortage of references; it is mainly because teachers do not give attention for the speaking skill. Leave alone the reference books, we do not have enough English student text book. In our class about only 10 students have the English text."* The reason for shortage of the references according to the interviewed students is the school's financial problem.

The students also mentioned that almost all students who have the English text do not bring them to the class because the books are bulky and carrying the book to the class is assumed as silliness among the students.

The respondents criticized the speaking activities in the text. one student said *"The speaking activities in the text are not motivating to practice conversation since they are not in a dialogue form. It simply tells the situation. Therefore, no one wants to deal with it."* They suggested it would be nice if the activities do not have only instructions, but good if they are supported by enough dialogue to make us practice.

#### **4.1.4. Teachers' Interview Responses for the major factors hindering students from interacting in English speaking classroom**

Four selected English teachers were asked interview questions with four items (See Appendix-VIII for items of interview questions) and offered the following responses. The notes taken during transcription from the tape recorder are attached evidently (See Appendix XIII).

Regarding the student related factors hindering students' classroom English interaction, teachers' interview clearly showed that most of their students do not interact in English in speaking class because they fear. One of the respondents responded *"May be about only 5% of the total students in a class may tend to have the confidence to interact in English during speaking classroom."* According to the teachers, the reasons for the fear are first, mainly students fear because they might make mistakes so that their class friends will laugh at them. This is felt as a discouragement from their class friends. Therefore, the students use their mother tongue. one respondent said *"Since English is our students' 2<sup>nd</sup> or 3<sup>rd</sup> language, students may possibly make mistakes when they speak. As a culture, we Ethiopians think that when we make mistakes, we feel guiltiness. So we fear."* Secondly, the interview showed that students did not come through the system that enables them interact in English, or they do not have English speaking background. One of the teachers said *"Students fear because English is not their first language, but if teachers teach in English, encourage and support their students to use English starting from the lower grades, they will get exposures, and this problem could have been minimized."* Students who tend to use the target language in the class are the once that come from private schools. Students from private schools use English because teachers supported and encouraged them to use the TL. One of the teachers said *"In private schools, there are less number of students in the class, and they are given special attention from their teachers to use the target language."* The interviewees also agreed that students do not interact in English because they do not have enough vocabulary to express their ideas and feelings in the TL. The reason for this as to them is that they use translated dictionaries from English to Wolaitattoo or from English to Amharic. Most of the students do not use the dictionaries like Oxford, Macmillan and the like that define in English. They also indicated that mother tongue pronunciation interference affects their students not to interact in English.

The other student related problem is that students prefer grammar and vocabulary than speaking. They choose teachers who teach more of the language form and structure. According to one respondent, students think that whether they speak English or not, if they study the grammar they think they will pass the exam. Perhaps only 3 to 5 speaking questions may come in their entrance exam; all other items will be grammar and vocabulary.

As teachers related factors hindering students' classroom English interaction, almost all the interviewed teachers responded that English teachers do not use only the TL in the English classroom. They usually translate to students' mother tongue. Teachers do this in order to make the lessons clearer to the students. According to one of the respondents, not only English teachers but also other subject teachers do this. He said *"Even if the medium is English at this level, all other subject teachers, too, practiced translation. They write notes in English on the board but they use Wolaitattoo and Amharic to translate and explain. This is because the teachers think that their students will not understand otherwise. but the test/exam is in English."* One of the respondents who has the greatest experience also indicated that as an English teacher when he speaks in English to his staff (English teacher) during break, English teachers respond to him in mother tongue. He also adds that *"I am not sure even English teachers can speak/interact in English without any problem."* The teacher explains that the problem of describing or expressing their ideas as they want in English is not only the students' problem but also teachers'.

The interview also revealed that teachers do not give attention to practice students to interact/talk using English. They do not push their students. There is no enough support and follow up from the teachers side the interviewees said. One respondent said *"When students are given pair/group works, students use their mother tongue; teachers do not walk around in the class during pair/group works and do not insist the students to use the target language because the teachers are reluctant about this, and they pretend."* Another teacher also indicated that there is no testing for speaking but for grammar and vocabulary. This may be for saving time. The same teacher also suggested *"If teachers take the names of the students who do have a good classroom participation or who use English and give some points at the end, other students may be motivated for that purpose and may start to use it."*

As to the interview, the other teacher related problem is that most of the time teachers do not teach the speaking activities part. They jump it because they think that what students will get in their final examinations or in Entrance examinations is not speaking rather it is more of grammar and vocabulary. Teachers jump the speaking part because they must finish the book which has 12 units, otherwise they will be accused by the office.

In relation to the classroom environment and class size related factors the respondents informed that last year and before, the students number in a class was too much, but this year, there are about 62-65 students in a class in average. This is a better number, but still challenging to teach the speaking, they spoke. The reason why most of the teachers do not let each student stand up and practice speaking is because of large class size and the text is very broad. In 40 minutes time, the teachers cannot give chance to every student to speak. Therefore, they go for students who raise their hands only. One of the teacher respondents said *"I cannot pair/group students and evaluate them speaking; their large number is very challenging. There is shortage of time, and there are only four periods a week."*

There is a problem related to the seats, One of the respondents explained *"It is not possible to group students in larger groups (a group of 4, 5 or 6); because the seats are desks; so we what we call a group is that three students seating is a desk. It is not suitable to move the desks from place to place."*

Again most of the teachers responded that they try to make their English speaking class entertaining as much as they can. However, most of the interviewed students responded they are not sure that their teachers try to make the speaking class entertaining.

With regard to instructional materials related factors, teachers' interview depicted that there is shortage of the student English text book in the school. Also there are classes that do not have any English text book. The respondents said the reason may be distribution problem at regional, zonal or school level. The other instructional material related factors is that the nature of the text book. The text book is bulky/big in volume. Therefore, even students who do have it fail to bring it to their classes. The reason may be because it is bulky, and it is considered as silliness among

youths to carry texts to class. The teachers believe that this can affect the students' classroom English speaking activities. This in turn harms their classroom English interaction.

The other problem the interview disclosed was the problem related to the speaking activities in the text book. Most of the activities lack Ethiopian context. The names of the cities etc are foreign. One respondent, for example, informed *"There is a poem written in Indian context; the language is not clear."* There are words which students cannot pronounce easily. Again, most of the speaking activities are not given in dialogue forms. The activities simply instruct the students telling them the situation. These students who have shortage of English vocabularies cannot do them. One of the respondents added *"The text itself is not edited; There are some mistakes/errors in the text, but as a teacher, I try to correct consulting other staff members."* The reason for problems related to the above is related to the people who wrote/ prepared the text.

As instructional material related factors, lack of references is also indicated by the interview. In the library, there are not enough reference books. Even if there are some books, they are not in line with the new curriculum. They are not recently purchased; they are old books.

#### **4.1.5. Classroom Observation Results**

The total of fifteen sessions were observed in five random sections (three different sessions in each section) to triangulate/cross check what actually was happening in practical classrooms with the information obtained through questionnaire and interview. The classroom observation results are discussed below. The data obtained through direct classroom observation was summarized in one check list and attached (See Appendix XII).

In the fifteen sessions observation, the following results are found in a summarized way (See Appendix XII) way. The classroom observation shows that the speaking classroom activities do not promote speaking. Again, observation checklist item 2, indicates, the speaking activities do not encourage the students to interact to each other in pairs/groups. As students mentioned in their interview, (See Appendix XIV), the reason for this is that the activities are not prepared as convenient for dialogue. Most of the activities, instruct, than giving the tasks in a dialogue form.

According to the classroom observation, when we see the assessment of activities (roles) related to teachers performance during classroom observation when they teach speaking lesson, the teachers do not carry out the activities like role play, games, simulation etc; (See Appendix XII, item 3 for the observation result summary). The teachers give much emphasis to grammar and vocabulary than oral practice (See Appendix XII, item 4). They do not give time for oral practice activities. As the observation confirms, almost no time is given to oral practice. In the same way as students' interview and questionnaire indicates, the classroom observation also shows that the teachers prefer to explain and demonstrate than to provide activities (See Appendix XII, item 6).

The observation sessions also indicated that the teachers do not encourage their students to participate in group or pair works. Let alone the encouragement, the teachers did not group their students throughout the observed sessions (See Appendix XII, item 7). The teachers do not use teaching aids like tape recorder, cassettes, and other authentic materials in the class, and they use teacher centered method of teaching (See Appendix XII, items 8 & 9).

Regarding the assessment of students overall behavior during the classroom observation in speaking lesson, students do not have the confidence to speak freely in the class (See Appendix XII, item 11). The students were not using the TL (English) in the classroom even when the teachers asked. Most of the teachers didn't give pair/group works to their students to make their students interact/speak in English (See Appendix XII, item 12). Students were using their mother tongue. Again it was observed that students seemed to have inadequate vocabulary as the observation assures. As a result, students only attempted to answer individual short oral questions (See Appendix XV).

Finally, it was clearly observed that there was large number of students in each of the classes. In the classes there were 62 students in average. There was also shortage of seats. Three or four students seated on a desk. Moreover, the seats were not easily movable to organize groups (See Appendix XII, items 15 & 16).

According to the sample transcription of the speaking classroom and the students' interview responses, most of the teachers jump the speaking activities and move to grammar (See Appendix XV).

## **4.2. Discussion of the Findings**

In this part, the findings will be briefly discussed. The data gathered through different tools has been subjected to both qualitative and quantitative methods of data analysis. The data gathering has been carried out to identify the factors hindering students' classroom English interaction in speaking classroom. The discussion is based on the results obtained through qualitative and quantitative methods of data analysis.

### **4.2.1. Factors hindering students' English interaction in speaking classroom at Wolaita Soddo Preparatory School**

As the data revealed in all results sections, factors hindering students' English interaction in speaking classroom in Wolaita Soddo Preparatory School emerge from four major factors. These are problems related to students, teachers, classroom environment and class size and instructional materials.

#### **4.2.1.1. Students related factors**

According to the students' and teachers' questionnaire responses, again students' and teachers' interview as well as classroom observation proof, there are various students related factors hindering students' English interaction in speaking classroom at Wolaita Soddo Preparatory School. The data from teachers, students and the classroom observation showed that most of the students do not have the confidence to speak English freely in the class because they are afraid of making mistakes and criticism of their friends. When students try to speak in English, they commit mistakes as it is not their mother tongue. As a result, their class friends laugh and mock at them, so the students feel discouraged and they do not speak in English. The study also found that students prefer to learn grammar and vocabulary than to learn speaking. There are different reasons for this. First, the tests and examinations focus on grammar and vocabulary than

speaking. Second, teachers go for only grammar and vocabulary because there is shortage of time, and the English text for grade 11 is too bulky to complete in a given academic year. If a teacher does not complete the text in a given time, he would be accused by the director's office.

Also English teachers often prefer to explain and demonstrate than to create conditions for the students to practice speaking. The cause for this is shortage of time and the examinations focus on grammar and vocabulary. Even if the students in their questionnaire responded that they like to participate in speaking activities (e.g. presentation, group or pair work) using English, as I tried to triangulate through the students' interview, teacher's interview and classroom observation, they do not like to do speaking activities. The reasons for this are, first, the students do not have speaking background starting from lower grades. Second, they do have inadequate shortage of vocabularies. Also students think that it is enough if they do have good knowledge of grammar and vocabulary. They consider they will pass the tests/exams without any difficulty, and there will be only 3-5 speaking questions even in entrance examination.

The other students related factor is that they do have poor English speaking background. Most of the students do not have experience in using English in their speaking classroom in their lower grades. Because the teachers in lower grades did not give any attention for the speaking skill, and lack of exposure to use the language. Most of the time the students use their mother tongue when they are asked to do activities in pairs (groups) in English speaking class. This is because the students' mother tongue pronunciation interference affects their English, the students lack enough vocabulary to express their ideas and feelings, and again the teachers do not insist them to use the TL in the classroom.

The findings also showed that students prefer to interact with their teachers than interacting with their class friends. The cause for this is that they face discouragement from their class friends, while most of the teachers try to encourage them to use the TL. The study also indicated that the students do have a positive attitude towards the English Language.

#### **4.2.1.2. Teachers related factors**

With regard to teachers related factors, the findings evidently showed that English teachers often give emphasis to grammar and vocabulary than speaking. Teachers' focus areas are grammar and vocabulary because there is shortage of time to make students in groups and give time to practice speaking, and the English text for the grade is too bulky to complete in a given academic year. If a teacher does not complete the book in a given time, he/she would be accused by the office. The ESL/EFL teachers often prefer to explain and demonstrate than to create conditions for the students to practice speaking. The causes for this is teachers do not want to waste their time in grouping, and they feel that students always pretend; they do not use the target language to interact with one another. Furthermore, the examinations' focus areas are rather grammar and vocabulary than speaking.

According to the findings, the other teachers related factor was teachers way of giving instruction. Most English teachers at Soddo Preparatory school often prefer teacher-centered way of teaching than student centered in English speaking classroom. Rather than giving time for students to practice interacting in English, they simply rush to cover the portion. The teachers dominate the class; they are the only speakers. Students are subjected to only short (yes/no) questions and the like. Some teachers usually jump the speaking and listening activities in the text book because they think that they are not important, and they have only four periods in a week.

Though students questionnaire result shows that their English teachers provide them with the opportunity to practice speaking in pairs and groups in class, the teachers' and students' interview as well as teacher's questionnaire results show that most teachers do not give the students chance to practice English in pairs and groups as they have shortage of time to do so. In speaking classroom, group works and pair works are very important, but teachers do not give pair and group works to their students (See Appendix XII item 7 &XIV). In support of this, (Lightbown and Spada 1999: 85). say that "Through group work, students produce not only a greater quantity but also a greater variety of language functions (for example, disagreeing, hypothesizing, requesting, clarifying and defining)". In this way students get a greater chance to practice the TL.

The findings indicated that the teachers neither provide their students activities that promote their speaking skill nor use teaching aids and authentic materials in the classroom to promote students' speaking skill. According to the interview results, this is because there is lack of resources and financial problem in the school.

As student questionnaire indicates, their English teachers usually correct their errors while they are speaking. As we know when students are corrected while they are speaking, they feel faultiness/guiltiness, so students do not dare to speak out the TL.

As both teachers' and students' questionnaires as well as the classroom observation results clearly indicated, English teachers usually evaluate their students' speaking performance through objective type of questions: like multiple choice than oral presentations.

#### **4.2.1.3. Classroom environment and class size related factors**

The findings undoubtedly showed that there are large number of students in each class, so the students do not get equal chance to practice the TL (See Table 3, item 3.2). Again, the seats are suitable to form pairs and groups of threes. Because the seats are desks, but they are not easily movable and not suitable to make students in larger groups. As students' and teachers' interview show, the school does not have financial freedom to purchase better seats like arm chairs etc.

#### **4.2.1.4. Instructional materials related factors**

The results also clearly depict that there is shortage of English text book in Soddo Preparatory school. In some classes the books were given in pairs, in other classes they were given in groups and some sections were not given at all, as the students' interview assures (See Appendix XIV). The library in the school has no enough references that help the learners develop the skill. There are only old guides purchased many years ago. The students do not have access to get teaching aids that promote their speaking skill in the school. There are no language laboratories, no radios, tape recorders, recent books on spoken English to help them develop their speaking skill.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter has three sections. The first section presents the summary of the objectives and methodology of the study. The second section deals with conclusions, and the third section presents recommendations as possible solutions to the problem.

#### 5.1. Summary

The study attempted to explore the major factors hindering students from interacting in English during speaking classroom and the causes that account for these factors in grade 11 of Wolaita Soddo Preparatory School.

This study is intended to answer the following general research question:

- ✓ What are the major factors hindering students from interacting in English in the speaking classroom and the causes that account for these factors in grade 11 of Wolaita Soddo Preparatory School?

Again, the specific research questions also try to pose students related factors, teachers related factors, teaching-learning environment and class size related factors and finally, instructional materials related factors hindering students' English interaction in ESL/EFL speaking classroom and their causes. In order to answer these questions, the descriptive research design was used. Wolaita Soddo Preparatory School was purposively selected as the study site for the reason that the problem was practically observed at the school and due to its familiarity for the researcher. The major sources of data for the this study were grade 11 students in Soddo Preparatory School and the ESL/EFL teachers. Therefore, the study included 310 students out of 1,488. This makes 20.8% of the targeted population. It also included all English teachers of grade 11. The sample students were selected using simple random sampling technique.

In order to achieve the intended research objectives by gathering valid, relevant and reliable information from the pertinent sample of the target population, questionnaire, interview, and classroom observation were used as instruments of data collection. Two sets of questionnaire were employed in the study including the assumed factors hindering students' classroom English interaction. The first one was used to elicit information from the students, which had 27 close

ended items while the second one was used to obtain information from teachers, which had 24 close ended items. Besides the questionnaire, face-to-face interview and the classroom observation supported by a checklist were used to obtain the pertinent data from both teachers and students with the assumption that both are expected to play a crucial role by offering the relevant information for study. Furthermore, 15 sessions of direct classroom observations were carried out while the students were learning to triangulate the data. There was also transcription of the real speaking classroom.

Using the tools, pertinent data were carefully gathered and were analyzed in an integrated manner using different statistical tools and narration. Thus, frequency counting, percentage for quantitative data and narration for qualitative data were applied to analyze and interpret the data. And then, based on the findings obtained, conclusions and recommendations were forwarded.

## **5.2. Conclusions**

The overall aim of this study was to examine factors hindering students' English interaction in speaking classroom and causes that account for these factors in Wolaita Soddo Preparatory School. Based on the findings, there are various factors which hinder students' English interaction in speaking classroom coming from students themselves, teachers, classroom environment and class size and instructional materials.

Most of the students do not have the confidence to speak English freely in the speaking classroom. This is because the students are afraid of making mistakes and criticism of their friends. Their class friends laugh and mock at them reminding their faults. The mistakes they commit while speaking/ interacting in the ESL/EFL are considered as a guiltiness by their class friends. This is a barrier that hinders the students from interacting in the target language.

The students prefer to learn grammar and vocabulary than to learn speaking. The first cause for this is the tests and examinations focus on grammar and vocabulary than speaking. Second, teachers also prefer to teach grammar and vocabulary because there is shortage of time to teach speaking lessons. Most of the students and teachers think that the speaking skill is not as important as grammar and vocabulary. There are only four periods for English in a week, and the

English text with 12 units is too bulky to complete in a year. Teachers rush simply to complete the text book they do not give the students time to practice interacting in the TL in the speaking classroom. This situation worsens the learners' English interaction problem in the speaking classroom.

The shortage of time and focusing of the examinations on grammar and vocabulary made English teachers prefer to explain and demonstrate than to create conditions for the students to practice speaking. Because the students do not have speaking background in their lower grades and the students do have shortage of vocabulary, again, because the students think they will pass any exam if they do have enough knowledge of grammar and vocabulary, the students do not like to practice speaking activities by themselves.

Because the teachers in lower grades did not give any attention for the speaking skill, and the students lack exposure to use the target language in and outside the classroom, the students at Wolaita Soddo Preparatory School do have poor English speaking background. Therefore, they do not interact using English in speaking classroom, rather they use their mother tongue when they are asked to do activities in pairs/groups in English speaking classroom. The reason why the students do not use the target language is that their mother tongue pronunciation interference affects their English, and they lack enough vocabulary to express their ideas and feelings. Farther more, the teachers do not insist their students to interact using only TL no matter whatever mistakes they commit in the speaking classroom. Other non English teachers using mother tongue instead of English to explain a lesson is inappropriate and has a negative influence on the students' English interaction.

English teachers give great emphasis for grammar than speaking because the examinations focus on grammar than speaking. Most of the time the speaking activities were skipped because English text is too bulky, the teachers rush just to complete in a given academic year. Since the teachers' way of giving instruction is teacher centered, the students do not get any opportunity to use the TL in pairs and groups.

The ESL/EFL teachers neither provide their students activities that promote their speaking skill nor use teaching aids and authentic materials in the classroom to promote students' speaking skill. They also correct their students' errors while they are speaking. Also they evaluate their

students' speaking performance through objective type of questions. Therefore, this doesn't facilitate for the students to use the TL.

Also, there are large number of students in each class, for this reason, students do not get equal turn to use the language. Again, although the seats are good to form small groups, they are not suitable to form large groups. They cannot be easily moved from one place to the other as they are desks.

There is shortage of English student text book in Soddo Preparatory School. In the school's library, there are no enough references to promote the learners speaking skill. The students do not have access to get teaching aids that promote their speaking skill. All the above mentioned problems contributed to poor students' English interaction in speaking classroom in Soddo Preparatory School.

### **5.3. Recommendations**

Based on the discussions and conclusions made above, the following recommendations are forwarded:

1. SNNPR Education Bureau and/or other concerned bodies should work in giving continuous in service trainings for English teachers in different approaches/Methods of teaching the speaking skill, and they should work in qualifying them.
2. Teachers should create awareness, and students should understand that laughing and mocking at their class friends who try to interact in English and make mistakes is inappropriate. They should rather encourage and help their friends who try to use the target language (English). Students should strive to use only English during the speaking classroom group or pair works. They should also give attention to learn speaking as they prefer to learn grammar and vocabulary.

3. The ESL/EFL teachers at lower grades should know that speaking skill is so important, and its foundation is in lower grades. They should give time for speaking activities that promote students' speaking skill and make the learners practice interacting with one another.
  
4. The ESL/EFL teachers should advance student centered way of teaching (group and pair works, oral presentations etc) than teacher centered way of giving instruction to involve the students actively in the speaking activities. As they focus on teaching grammar and vocabulary, they should also focus on the ways that can promote students' English speaking/interaction. They should also assess their students English speaking skill.

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## APPENDICES

### APPENDIX - I

#### Questionnaire for students in English



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND**  
**COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

#### Questionnaire for students in English

**Dear Students,**

I am conducting a research on factors hindering students from interacting/speaking in English in English language classroom in grade 11. Your genuine response to the questions will help me gather reliable data about the problem being investigated. Thus, you are kindly requested to answer each question carefully.

**You are not required to write your name.**

Indicate your answer by putting a tick (✓) under the alternatives given as: strongly agree, agree uncertain, disagree and strongly disagree.

**Key: 5. Strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree**

**Some of the factors hindering students' interaction/speaking in English:**

No.	Assumed factors	Responses category				
		5	4	3	2	1
<b>1</b>	<b>Student related factors</b>					
1.1.	I have the confidence to speak English freely in the class without fear of making mistakes and criticism of friends.					
1.2.	I prefer to learn grammar and vocabulary than speaking English					
1.3.	I prefer teacher's explanation than practicing speaking activities by myself					
1.4.	I like to participate in speaking activities (e.g. presentation, group or pair work) using English.					
1.5.	I have poor English speaking background.					

1.6.	Most of the time I use my mother tongue when I am asked to do activities in pairs (groups) in English class.					
1.7.	My mother tongue language pronunciation interference affects my English, so I don't speak .					
1.8.	I have adequate vocabulary (words) to express my ideas or opinions in English					
1.9.	I like practicing speaking in English in and outside the classroom.					
1.10	I like to talk/interact in English with my class friends					
1.11	I like to talk/interact in English with my teacher					
1.12	I have a positive attitude towards English Language					
<b>2</b>	<b>Teachers related factors</b>					
2.1.	My English teacher often gives emphasis to grammar than speaking.					
2.2.	My English teacher often prefers to explain and demonstrate than to create condition for the students to practice speaking.					
2.3.	My English teacher often prefers teacher-centered way of teaching than student centered in English speaking class.					
2.4.	My English teacher encourages us to use the language in and outside the class					
2.5.	My English teacher provides us with the opportunity to practice speaking in pairs and groups in class					
2.6.	My English teacher is proficient enough in English to help us as needed.					
2.7.	My English teacher provides us activities that promote our speaking skills in the class.					
2.8.	My English teacher uses teaching aids and authentic materials in the classroom to promote our speaking skills					
2.9.	My English teacher usually corrects our errors while we are speaking.					
2.10	My English teacher usually evaluates our speaking performance through objective questions: like multiple choice than oral presentation					
<b>3</b>	<b>Classroom environment and class size related factors</b>					
3.1.	English speaking class is entertaining					
3.2.	There are large number of students in the class, so I don't get a chance to speak English.					
3.3.	The seats are suitable for group and pair works					
<b>4</b>	<b>Instructional material related factors</b>					
4.1.	There is shortage of English text book in school					
4.2.	There is access to teaching aids that promote speaking skill					

(Adopted from Olansa Duguma 2011: App. B)

## APPENDIX - II

### Questionnaire for students in Wolaitattoo



#### ADDISAABA YUNBBURSHSHIYA ASUMMAA, DOONAA PILGGETTAA, JORNAALIZIMIYAANNE MEETIYA KOLLOOJJIYAAN

#### KARE BIITAA DOONATUNNE HAYYO XAAFO BILAA TIMIRTTE SHAAHUWA

#### Tamaaretussi shiiqida oyshata

#### Aymalee al'o tamaaretoo,

Taani, "tamaareti kifile gidдон Ingilizatto Doonan issoy issuwara haasayennaadan xubbiyaabati aybee?" giya ano qofan 11<sup>ta</sup> kifiliyan pilggettaa oosuwa oottaydda beettays.

Intte kifiliyan beettiyaa **tumu hanotaa** yootiyoogee ha pilggetta oosoy hoolliya shocanawu keehi gitaba, Hegaa gishshawu, kaallidi imettida oyshata hayyanintta wozanappe issuwa issuwa akeekan nabbabidi zaarana mala ashkкетettan oychchays.

#### Sunttaa xaafiyooгаа koshshenna.

Imettida "*Keehi maayettays, Maayettays, Erettenna, Maayettikke, Keehi maayettikke*" giya doorotu gidдoppe intte zaarota beeriyaa malaataa (✓) wottiyooған bessite.

*Birshshettaa: 5. Keehi maayettays 4. Maayettays 3. Erettenna 2. Maayettikke 1. Keehi maayettikke*

Tamaaretu Ingilizatto Doonaa haasayaa xubboosona geetettidi qofettidabatuppe amaridaageeta

Pa.	Xube gidoosona geetettidi qofettidabata	Zaaruwaa Doorota				
		5	4	3	2	1
1	<b>Tamaare naatuura ohettida metota</b>					
1.1.	Balaa meruwaanne ta laggetu boriya yayyennan Ingilzattuwa kifile gidдон la'an haasayiyo xalay taayyo de'ees.					
1.2.	Taani Ingilizattuwa haasayaappe aattada giraameriyaanne qaalata tamaariyoogaa dosays.					
1.3.	Ingilizattuwa haasayaa kifile oosota ta barkki ootta meezetiyooгаappe asttamaaree immiyo qonccissuwa ezggiyoogaa dosays.					
1.4.	Ingilizattuwa haasayaa meezetun hashetiyooгаа dosays, Lm. (denddi eqqi tamarissiyooгаа, waatta oosuwa, cita oosowa)					
1.5.	Hagaappe kase Ingilizattuwa haasayiyo meezee taayyo baawa.					
1.6.	Ingilizatto kifiliyan waatta oosotinne cita oosoti de'iyо wodiyan darotoo ta koyro doonaa (mother tongue) go'ettays.					

1.7.	Ta koyro doonay (mother tongue) Ingilizattuwa qaalata xeesiyo wode xubbees; hegaayyo Ingilizattuwa haasayikke.					
1.8.	Ta qofaa Ingilizattuwan qonccissanawu taayyo Ingilizatto qaalatu gida eray de'ees.					
1.9.	Kifile giddooninne kifiliyaappe kareera Ingilizattuwa haasaya meezetiyoogaa dosays.					
1.10	Ingilizattuwa haasayiyoogaa ta dosiyoy ta kifile laggetuura.					
1.11	Taani Ingilizattuwa ta astamaariyaara haasayiyoogaa dosays					
1.12	Taayyo Ingilizattuwassii lo'o xeelay de'ees.					
<b>2</b>	<b>Astamaariyaara ohattida metota</b>					
2.1.	Nu astamaaree haasayaappe aattidi graamariya tamarissuwan wudees					
2.2.	Ta astamaaree tamaareti haasayaa meezetanaadan hanotata injjeiyoo gaappe aattidi qonccissidi yootiyoogaanne ootti bessiyoogaa dosees					
2.3.	Ta astamaaree Ingilizattuwa haasayaa tamarissiiyo kifiliyan tamaaree oottiyo (student-centered) tamarisso hiillaappe aattidi astamaaree oottiyo (teacher centered) tamarisso hiillaa go'ettees.					
2.4.	Nu astamaaree nuuni kifiliyan gidin kifiliyaappe kareera Ingilizattuwa haasayanaadan minttettees					
2.5.	Ta Ingilizattuwa astamaaree nuuni kifile giddon waattaaninne citan gididi Ingilizattuwa haasayaa meezetanaadan qaadaa immees.					
2.6.	Ta Ingilizatto astamaariyawu nuna eran kaafanawu ayyo keehi gida eray de'ees.					
2.7.	Nu astamaaree nu haasayaa qaratettaa dichchiyaa meezeta nuuyyo shiishshes					
2.8.	Ta astamaaree nu Ingilizattuwa haasayaa qaratettaa tamarissuwaa kaafiyaa miishshatanne (teaching aids) tumu polettida hanotata (authentic materials) go'ettidi tamarisses.					
2.9.	Nu Ingilizattuwa astamaaree darotoo nu haasayiididi de'ishin nu balaa giigissees.					
2.10	Nu Ingilizattuwa astamaaree ubbatoo nuna paacciyoy nu dendi eqqidi adussa haasayaa oottiyo hanotan gidennan qantta zaaruwa koyyiya oyshatuuna. Leemisuwawu, dooruwa malatiya oyshatuuna.					
<b>3</b>	<b>Kifile giddo hanotaaranne naatu payduwaara ohattida metota</b>					
3.1.	Ingilizatto kifiliyan miicciiddi kaa'iiddi tamarettees.					
3.2.	Cora tamaareti nu kifiliyan de'iyoo gishshawu taani Ingilizattuwa haasayaa meezetanawu qaadaa demmikke.					
3.3.	Nu uttiyo oydeti waatta oosotuyyonne cita oosotuyyo injjetoosona					
<b>4</b>	<b>Tamaariyo miishshatuura ohattida metota</b>					

4.1.	Timirtte keettan tamaariyo maxaafaa pacatettay de'ees.					
4.2.	Nu timirtte keettan tamarissuwa kaafiya miishshata (teaching aids) demmiyo qaaday nuuyyo de'ees					

(Baasettidoy Dugguma Olanssa (2011: App. B))

**APPENDIX - III**

**Questionnaire for students in Amharic**



**አዲስ አበባ ዩኒቨርሲቲ**

**የሥነ ሰብዥና ቋንቋ ጥናት፣ ጆርናሊዝም እና ኮሚዩኒኬሽን ኮሌጅ**

**የወጭ ቋንቋዎችና ሥነ ጽሁፍ ዲፓርትመንት**

**ለተማሪዎች የቀረበ መጠየቅ**

**ወድ ተማሪዎች፦**

(ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ምክንያቶች) በሚል 11ኛ ክፍል ላይ ጥናታዊ ጽሁፍ እየጻፍኩ እገኛለሁ። በመሆኑም የእናንተ ትብብር ትልቅ ፋይዳ አለው። ስለዚህ ሁሉንም ጥያቄዎች በጥንቃቄ አንብባችሁ እንድትመልሱልኝ በትህትና እጠይቃለሁ። ስለ ቀና ትብብራችሁም በቅድሚያ አመሰግናለሁ።

**ሥም መጻፍ አይጠበቅባችሁም**

ከተሰጡ አማራጮች " በጣም እስማማለሁ ፣ እስማማለሁ ፣ እርግጠኛ አይደለሁም ፣ አልስማማም ፣ በጣም አልስማማም "

በማለት ምርጫችሁን ከተሰጡት አማራጮች መካከል ይህን (✓) ምልክት በመጠቀም አንዱን ምረጡ።

**ቁልፍ፦ 5. በጣም እስማማለሁ 4. እስማማለሁ 3. እርግጠኛ አይደለሁም 2. አልስማማም 1. በጣም አልስማማም**

**ተማሪዎች በእንግሊዝኛ ቋንቋ እንዳይነጋገሩ አሉታዊ ተጽዕኖ ያሳድራሉ ተብለው የታሰቡ ነጥቦች ፦**

ተ.ቁ.	የታሰቡ ነጥቦች	ምርጫዎች				
		5	4	3	2	1
1	ከተማሪ ጋር የተያያዙ ችግሮች					
1.1.	እንግሊዝኛ ስናገር ልሳሳት እችላለሁ ብዬ ሳልሸማቀቅና የጓደኞቼን ትችት ሳልፈራ ክፍል ወስጥ በነፃነት የመናገር ድፍረት አለኝ					
1.2.	እኔ የእንግሊዝኛ ንግግር ከመማር ይልቅ ግራመር እና የተለያዩ ቃላትን መማር እወዳለሁ					
1.3.	እኔ የእንግሊዝኛ ንግግር መልመጃዎች በግሌ ከመለማመድ ይልቅ የመምህራን ገለጻ እፈልጋለሁ					
1.4.	በንግግር መልመጃዎች ማለትም፦ በፕረዘንቴሽን፣ በቡድን ሥራዎች መሳተፍ እወዳለሁ					
1.5.	ከዚህ በፊት እንግሊዝኛን የመናገር ልምድ የለኝም					
1.6.	ብዙ ጊዜ መልመጃዎችን በእንግሊዝኛ ክፍለ ጊዜ በጋራ እና በቡድን ስራ የአፍ መፍቻ ቋንቋዬን እጠቀማለሁ					
1.7.	የአፍ መፍቻ ቋንቋዬ እንግሊዝኛ ስናገር ጣልቃ እየገባ ስለምያደናቅፈኝ እንግሊዝኛ አልናገርም					
1.8.	ሀሳቤን በእንግሊዝኛ ለመግለጽ በቂ የእንግሊዝኛ ቃላት እወቀት አለኝ					

1.9.	ክፍል ዉስጥና ከክፍል ዉጭ የእንግሊዝኛ ቋንቋ ንግግር መለማመድ እወዳለሁ						
1.10	በእንግሊዝኛ መነጋገር የምወደዉ ከክፍል ጓደኞቼ ጋር ብቻ ነዉ						
1.11	በእንግሊዝኛ መነጋገር የምወደዉ ከመምህራ ጋር ብቻ ነዉ						
1.12	ለእንግሊዝኛ ቋንቋ ጥሩ አመለካከት አለኝ						
<b>2</b>	<b>ከአስተማሪ ጋር የተያያዙ ችግሮች</b>						
2.1.	መምህራ ከንግግር ይልቅ ለግራመር ትኩረት ይሰጣል						
2.2.	መምህራ ለተማሪዎች የእንግሊዘኛ ንግግር እንዲለማመዱ ሁኔታዎችን ከማመቻቸት ይልቅ ገለፃ ማድረግና ሰርቶ ማሳየትን ይመርጣል						
2.3.	መምህራ ከተማሪ ተኮር የማስተማር ሥነ ዘዴ ይልቅ መምህር ተኮር የማስተማር ዘዴን ይመርጣል						
2.4.	መምህራ በክፍል ዉስጥ ይሁን ከክፍል ዉጪ እንግሊዝኛ ቋንቋን እንድጠቀም ያበረታታኛል						
2.5.	መምህራችን ክፍል ዉስጥ በጋራና በቡድን የእንግሊዝኛ ንግግር እንድንለማመድ ዕድል ይሰጠናል						
2.6.	መምህራችን እኛን በዕውቀት ለመርዳት አስተማማኝ የእንግሊዝኛ ዕውቀት አለዉ						
2.7.	መምህራችን የእንግሊዝኛ የንግግር ክህላትንን እንድናሻሽል የሚረዱ የተለያዩ መልመጃዎችን ያሰራናል						
2.8.	የእንግሊዝኛ መምህራችን የንግግር ክህላትንን እንድናሻሽል የሚረዱ የትምህርት መርጃ መሳሪያዎችንና የገህዱ ዓለም እዉነታዎች ይጠቀማል						
2.9.	የእንግሊዝኛ አስተማሪዎችን ብዙ ጊዜ እንግሊዝኛ ቋንቋን እየተናገርን እያለን ስህተታችንን ያርማል						
2.10	የእንግሊዝኛ ቋንቋ መምህራችን የንግግር ችሎታችንን/ብቃታችንን የሚፈትኑን አጭር መልስ ስጥ በሚል ጥያቄ ነዉ። ለምሳሌ ከፕረዘንቲቭን ይልቅ በምርጫ ዓይነት ጥያቄዎች ይፈትኑናል።						
<b>3</b>	<b>ከክፍል ዉስጥ ሁኔታ እና ከተማሪ ቁጥር ጋር የተያያዙ ችግሮች</b>						
3.1.	በእንግሊዝኛ ክፍለ ጊዜ እየተዘናናን እንማራለን።						
3.2.	በክፍላችን ዉስጥ ብዙ/በርካታ ተማሪዎች አሉ፤ ስለዚህ የመናገር ዕድል አላገኝም						
3.3.	መቀመጫዎቻችን ለጋራ እና ለቡድን ስራዎች አመቺ ናቸዉ						
<b>4</b>	<b>ከማስተማሪያ መሳሪያዎች ጋር የተያያዙ ችግሮች</b>						
4.1.	ትምህርት ቤታችን ዉስጥ የእንግሊዝኛ መማሪያ መጽሐፍት እጥረት አለ						
4.2.	የንግግር ክህላትንን እንድናሻሽል የሚረዱ የትምህርት መርጃ መሳሪያዎችን እናገኛለን						

(Adopted from Olansa Duguma 2011: App. B)

## APPENDIX - IV

### Questionnaire for teachers



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND**  
**COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

### Questionnaire for teacher in English

Dear teachers, this questionnaire is designed for purposes of research study, Its aim is to study factors hindering students' English Language speaking in English classroom. in Grade 11. The success of this study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly and frankly. Your identity will remain anonymous and your cooperation will be highly appreciated . Thank you for your cooperation.

Indicate your answer by putting a tick (√) under the alternatives given as strongly agree, agree uncertain, disagree and strongly disagree.

**Key: 5. Strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree**

### Some of the factors hindering students' interaction of English:

No.	Assumed factors	Responses category				
		5	4	3	2	1
<b>1</b>	<b>Student related factors</b>					
1.1.	Learners do have confidence to speak freely in the class as they are not afraid of making mistakes and criticism of friends					
1.2.	Students prefer to learn grammar and vocabulary than to learn speaking					
1.3.	Learners prefer teacher's explanation than practicing speaking activities by themselves					
1.4.	Students think they learn English when they work in pairs or groups					
1.5.	Students like to participate in speaking activities (e.g presentation, group or pair work) using English.					
1.6.	Students do have poor speaking background.					
1.7.	Students excessively use their mother tongue language when they are asked to do activities in pairs (groups) in English class.					
1.8.	Students' mother tongue language pronunciation interference affects their English, so they don't speak .					

1.9.	Students do have adequate vocabulary (words) to express their ideas or opinions in English					
1.10	Learners like practicing interacting/speaking in English in and outside the classroom.					
<b>2</b>	<b>Teachers related factors</b>					
2.1.	I have been adequately trained in communicative language teaching to help students as needed.					
2.2.	I often give emphasis to teach language forms and structure than to teach speaking.					
2.3.	I often prefer to explain and demonstrate than creating condition for the students to practice speaking					
2.4.	I often prefer teacher-centered way of teaching than student centered.					
2.5.	I provide students with the opportunity to practice speaking in pairs and groups in class because there is enough time.					
2.6.	I have a good language proficiency to help students as needed in speaking class					
2.7.	I use teaching aids like tape recorders, cassettes, radio programme and other authentic material in speaking class to promote students' speaking skills					
2.8.	I usually correct my students' error during fluency activity					
2.9.	I usually evaluate my students language performance through objective questions like multiple choice than oral presentation tests.					
<b>3</b>	<b>Classroom environment and class size related factors</b>					
3.1.	I make English class entertaining as I teach speaking skill					
3.2.	There is a large number of students in a class, so students do not get equal chance to practice speaking.					
3.3.	The seats are suitable for group and pair works					
<b>4</b>	<b>Instructional material related factors</b>					
4.1.	There is shortage of English text book in school that help speaking					
4.2.	There is access to teaching aids that promote students' speaking skill					

(Adopted from Olansa Duguma, 201: App. A)

## **APPENDIX - V**

### **Interview questions for students in English**



**ADDIS ABABA UNIVERSITY**

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

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

### **Interview for students in English**

Dear student, the objective of this interview is to find out factors hindering students from interacting in English in English language classes in grade 11. As your information can enrich this research, you are kindly requested to respond to the following interview questions.

**Thank you very much!**

- 1) What are the major students related factors that affect students' interaction in English? What are the causes for each of these factors?
- 2) What do you think are the major teachers related factors that affect students' interaction in English class? What are the causes for each of these factors?
- 3) What are the major classroom environment and class size related problems that impede students' English interaction in the lessons? What are the causes for them?
- 4) What are the major instructional material related factors that hinder students' interaction in English? What are the causes for each of these factors?

## APPENDIX - VI

### Interview questions for students in Wolaitattoo



#### ADDISAABA YUNBURSHSHIYAA

#### ASUMMAA, DOONAA PILGGETTAA, JORNAALIZIMIYAANNE MEETIYA KOLLOOJJIYAA

#### KARE BIITTAA DOONAT UNNE HAYYO XAAFO BILAA TIMIRTTE SHAAHUWA

#### Tamaaretussi shiiqida Oychchi zaaruwa

#### Aymalee al"o tamaariyawu/ree,

Taani, "tamaareti kifile gidдон issoy issuwara Ingilizatto Doonan issoy issuwara haasayennaadan xubbiyaabati aybee?" giya ano qofan 11<sup>ta</sup> kifiliyan pilggettaa oosuwa oottaydda beettays.

Intte kifiliyan beettiyaa **tumu hanotaa** yootiyoogee ha pilggetta oosoy hoolliya shocanawu keehi gitaba, Hegaa gishshawu, kaallidi imettida oyshata hayyaninta wozanappe zaarana mala ashkкетettan oychchays.

#### Ta oyshaassikka Eenada yiido gishshawu wozanappe galatays.

- 1) Tamaareti kifile gidдон issoy issuwara Ingilizattuwan haasayennaadan tamaariyaara ohettida xube gidiyaabati/ tamaaree medhdhiyo metoti aybee aybee? Hageetussi gaasoy ayba gidana gaada qoppay?
- 2) Tamaareti kifile gidдон issoy issuwara Ingilizattuwan haasayennaadan asttamaariyaara ohettida xube gidiyaabati/ asttamaaree medhdhiyo metoti aybee aybee? Hageetussi bayratiya gaasoy ayba gidana gaada qoppay?
- 3) Tamaareti kifile gidдон issoy issuwara Ingilizattuwan haasayennaadan kifile gidдо hanotaaranne tamaaretu coratettaara ohettida xube gidiyaabati/ merettiya metoti aybee aybee? Etassi bayra gaasoy ayba gidana gaada qoppay?
- 4) Tamaareti kifile gidдон issoy issuwara Ingilizattuwan haasayennaadan tamaariyo miishshatuura ohettida xube gidiyaabati/ Eeti medhdhiyo metoti aybee aybee? Hageetussi bayratiya gaasoti ayba gidana gaada qoppay?

**APPENDIX - VII**

**Interview questions for students in Amharic**



**አዲስ አበባ ዩኒቨርሲቲ**

**የሥነ ሰብዥን ቋንቋ ጥናት፣ ጆርናሊዝም እና ኮሚዩኒኬሽን ኮሌጅ**

**የወጭ ቋንቋዎችና ሥነ ጽሁፍ ዲፓርትመንት**

**ለተማሪዎች የቀረበ መጠይቅ**

**ዉድ ተማሪዎች፡-**

(ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመዉ እንዳይነጋገሩ የሚያደርጉ ምክንያቶች) በሚል 11<sup>ኛ</sup> ክፍል ላይ ጥናታዊ ጽሁፍ እየጻፍኩ እገኛለሁ። በመሆኑም የእናንተ ትብብር ትልቅ ፋይዳ አለዉ። ስለዚህ ሁሉንም ጥያቄዎች በጥንቃቄ አንብባችሁ እንድትመልሱልኝ በትህትና እጠይቃለሁ። ስለ ቀና ትብብራችሁም በቅድሚያ አመሰግናለሁ።

**ለቃለ መጠይቅ ፈቃደኛ ሆነህ/ሽ ስለመጣህ/ሽ ከልብ አመሰግናለሁ።**

- 1) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመዉ እንዳይነጋገሩ የሚያደርጉ ከተማሪዎች ጋር የተያያዙ ችግሮች ምንድናቸዉ ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸዉ
- 2) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመዉ እንዳይነጋገሩ የሚያደርጉ ከመምህራን ጋር የተያያዙ ችግሮች ምንድናቸዉ ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸዉ
- 3) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመዉ እንዳይነጋገሩ የሚያደርጉ ከክፍል ዉስጥ ሁኔታና ከተማሪ ቁጥር ጋር የተያያዙ ችግሮች ምንድናቸዉ ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸዉ
- 4) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመዉ እንዳይነጋገሩ የሚያደርጉ ለመማሪያ ከምትጠቀሙባቸዉ ግብዓቶች ጋር የተያያዙ ችግሮች ምንድናቸዉ ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸዉ

## **APPENDIX - VIII**

### **Interview questions for teachers in English**



**ADDIS ABABA UNIVERSITY**

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

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

Dear teacher, the objective of this interview is to find out factors hindering students from interacting in English in English language classes in grade 11. As your information can enrich this research, you are kindly requested to respond to the following interview questions.

**Thank you very much!**

- 1) What are the main students related factors that hinder students' English interaction in the lesson? What do you think are the main causes for them?
- 2) What are some of the major teachers related factors that hinder students' English interaction in the English class and what are the main causes for them?
- 3) What are some of classroom environment and class size related factors that hinder students' English interaction in English class and what causes them?
- 4) What are the major instructional material related factors that hinder students' interaction in English? What are the main causes for each of these factors?

**APPENDIX - IX**

**Interview for teachers in Amharic**



**አዲስ አበባ ዩኒቨርሲቲ**

**የሥነ ሰብዓዊ ጭንቋ ጥናት፣ ጆርገሊዝም እና ኮሚዩኒኬሽን ኮሌጅ**

**የወጭ ቋንቋዎችና ሥነ ጽሁፍ ዲፓርትመንት**

**ለመምህራን የቀረበ መጠይቅ**

**ወደ መምህር፦**

(ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ምክንያቶች) በሚል 11<sup>ኛ</sup> ክፍል ላይ ጥናታዊ ጽሁፍ እየጻፍኩ እገኛለሁ። በመሆኑም የእናንተ ትብብር ትልቅ ፋይዳ አለው። ስለዚህ ሁሉንም ጥያቄዎች በጥንቃቄ አንብባችሁ እንድትመልሱልኝ በትህትና እጠይቃለሁ። ስለ ቀና ትብብራችሁም በቅድሚያ አመሰግናለሁ።

**ለቃለ መጠይቅ ፈቃደኛ ሆነህ/ሽ ስለመጣህ/ሽ ከልብ አመሰግናለሁ።**

- 1) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ከተማሪዎች ጋር የተያያዙ ችግሮች ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸው
- 2) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ከመምህራን ጋር የተያያዙ ችግሮች ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸው
- 3) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ከክፍል ውስጥ ሁኔታና ከተማሪ ቁጥር ጋር የተያያዙ ችግሮች ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸው
- 4) ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ እንግሊዝኛን ተጠቅመው እንዳይነጋገሩ የሚያደርጉ ለመማሪያ ከምትጠቀሙባቸው ግብዓቶች ጋር የተያያዙ ችግሮች ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ ለነዚህስ ዋና ዋና ምክንያቶች ምንድናቸው

## APPENDIX - X

### Interview questions for teachers in Wolaitattoo



#### ADDISAABA YUNBURSHSHIYA

#### ASUMMAA, DOONAA PILGGETAA, JORNAALIZIMIYAANNE MEETIYA KOLLOOJJIIYAA

#### KARE BIITAA DOONAT UNNE HAYYO XAAFO BILAA TIMIRTTE SHAAHUWA

#### Astamaaretussi shiiqida Oychchi zaaruwa

#### Aymalee al"o tamaariyanttoo/renttoo

Taani, "tamaareti kifile gidдон Ingilizatto Doonan issoy issuwaara haasayennaadan xubbiyaabati aybee?" giya ano qofan 11<sup>ta</sup> kifiliyan pilggetaa oosuwa oottaydda beettays.

Intte kifiliyan beettiyaa **tumu hanotaa** yootiyoogee ha pilggetta oosoy hoolliya shocanawu keehi gitaba, Hegaa gishshawu, kaallidi imettida oyshata hayyaninta wozanappe zaarana mala ashkкетettan oychchays.

#### Ta oyshaassikka Eenada yiido gishshawu wozanappe galatays.

- 1) Tamaareti kifile gidдон issoy issuwaara Ingilizattuwan haasayennaadan tamaariyaara ohettida xube gidiyaabati/ tamaaree medhdhiyo metoti aybee aybee? Hageetussi gaasoy ayba gidana gaada qoppay?
- 2) Tamaareti kifile gidдон issoy issuwaara Ingilizattuwan haasayennaadan astamaariyaara ohettida xube gidiyaabati/ astamaaree medhdhiyo metoti aybee aybee? Hageetussi bayratiya gaasoy ayba gidana gaada qoppay?
- 3) Tamaareti kifile gidдон issoy issuwaara Ingilizattuwan haasayennaadan kifile gidдо hanotaaranne tamaaretu coratettaara ohettida xube gidiyaabati/ merettiya metoti aybee aybee? Etassi bayra gaasoy ayba gidana gaada qoppay?
- 4) Tamaareti kifile gidдон issoy issuwaara Ingilizattuwan haasayennaadan tamaariyo miishshatuura ohettida xube gidiyaabati/ Eeti medhdhiyo metoti aybee aybee? Hageetussi bayratiya gaasoti ayba gidana gaada qoppay?

## APPENDIX - XI

### Classroom Observation Checklist

No.	List of Activities	Yes	No	Undecided
<b>1.</b>	<b>Activities</b>			
a.	There are activities that promote speaking			
b.	The activities encourage the students to interact to each other in pairs/groups			
<b>2.</b>	<b>Assessment of activities (roles) related to teachers performance during classroom observation when they teach speaking lesson</b>			
a.	The teacher carries out the activities like role play, games, simulation etc.			
b.	The teacher gives much emphasis to grammar and vocabulary than oral practice			
c.	The teacher gives much time for oral practice activities			
d.	The teacher prefers to explain and demonstrate than to provide activities			
e.	The teacher encourages his/her students to participate in group or pair works			
f.	The teacher uses teaching aids like tape recorder, cassettes, and other authentic materials in the class			
g.	The teacher uses teacher centered method of teaching			
h.	The teacher uses the target language very well			
<b>3.</b>	<b>Assessment of students overall behavior during the classroom observation in speaking lesson</b>			
a.	Students do have the confidence to speak freely in the class			
b.	Students work in pair/group using the target language			
c.	Students seem to have inadequate vocabulary			
d.	Students only attempted to answer individual short oral questions			
<b>4.</b>	<b>The condition of the classroom</b>			
a.	There are large number of students in the class			
b.	The desks and tables are easily movable to organize groups.			

(Adopted from Nunan 1989; 135-137)

## APPENDIX - XII

### Classroom Observation Results all in one

Classroom observation results for factors hindering students' classroom English interaction in Wolaita Soddo Preparatory School. 15 observation sessions summary.

No	List of Activities	Yes		No	
		f	%	f	%
1.	There are activities that promote speaking	3	20	12	80
2.	The activities encourage the students to interact to each other in pairs/groups	2	13.3	13	86.7
3.	The teacher carries out the activities like role play, games, simulation etc.	0	0	15	100
4.	The teacher gives much emphasis to grammar and vocabulary than oral practice	15	100	0	0
5.	The teacher gives much time for oral practice activities	0	0	15	100
6.	The teacher prefers to explain and demonstrate than to provide activities	15	100	0	0
7.	The teacher encourages his/her students to participate in group or pair works	0	0	15	100
8.	The teacher uses teaching aids like tape recorder, cassettes, and other authentic materials in the class	0	0	15	100
9.	The teacher uses teacher centered method of teaching	15	100	0	0
10.	The teacher uses the target language very well	13	86.7	2	13.3
11.	Students do have the confidence to speak freely in the class	0	0	15	100
12.	Students work in pair/group using the target language	0	0	15	100
13.	Students seem to have inadequate vocabulary	15	100	0	0
14.	Students only attempted to answer individual short oral questions	13	86.7	2	13.3
15.	There are large number of students in the class	15	100	0	0
16.	The seats are easily movable to organize groups.	0	0	15	100

*f=frequency    %=percentage*

## **APPENDIX - XIII**

### **Teachers' Interview Responses Transcription**

This interview was conducted in Amharic, but it is purposely translated to English. Only the main points the respondents wanted to give were taken. For the convenience, the responses of all the teachers' are written together under each question.

#### **1) What are the major student related factors that affect their' interaction in English? What are the causes for each of these factors?**

##### **Teacher (1)**

I think there are mainly two students related factors. First, When I speak this my 2nd or 3rd language in front of my class friends, I may make mistake When I make mistakes students laugh at me. It scares me. As a culture, when people laugh, we fear. Second, mother tongue interference influence affects the students English. Thirdly, students don't use the target language dictionary. They use dictionaries that are translated from English to mother tongue. They also expect translations from their teachers. Students are not ready for group and pair works. they rather prefer listening to the ir teachers.

##### **Teacher (2)**

It is necessary for students to interact in English since students are learning it. Except few students most of them do not dare to speak because they fear. Because students did not come through the system that enables them interact in English. Students who tend to use English are the once come from private schools. This is because teachers support and encourage the students to use the language. As we know, in private schools, there are less number of students in a class, and they are given special attention from the teachers to use the target language. They are students learned in private schools we see using English in our school. Teachers give support and make students use English.

But when we see students who come from government schools, they don't dare to use English because of thinking that they will make mistakes while speaking.

- They have no enough vocabulary knowledge,
- They don't have a background /practice of interacting in English in lower grades.
- They focus on grammar only
- They are not interested when they are given speaking activities in the classroom. They are very shy.
- They don't use the target language rather they use their mother tongue.

### **Teacher (3)**

As I have a lot of experience in teaching English, There are about three main factors that affect students' classroom interaction.

- it is fear that makes students not use English in/outside the classroom. Students may laugh at me if I make mistakes, as I researched.
- They didn't come through their lower grades using the target language to explain their ideas and opinions. That is because lower grade teachers usually use Wolaitatto in English classroom, so that this affects students' speaking in English.
- What makes the students laugh when students talk is the pronunciation since there is mother tongue interference. They try to keep grammar rules while speaking this is another barrier.

To improve their interaction of English, the students should not bother about grammatical rules. They have to be free to practice speaking English.

### **Teacher (4)**

- Lack of experience- not practicing to interact in English

They use their mother tongue because when teaching, teachers do not use only English they use mother tongue too. Students expect the mother tongue translation. Students get exposure to use English only for 40 minutes in the classroom. They don't use it outside.

- When they try to speak, there is discouragement from their class friends (laughing/mocking) if I make a mistake.
- The other is lack of vocabularies.
- Even other courses such as Geography, Biology, mathematics etc all are in English except Wolaitatto and Amharic but teachers use mother tongue to explain. But the exam is in English.
- Therefore the students also use their mother tongue in the classroom activities.
- they simply prefer to listen to teachers.

But if the teacher encourage or initiate students to use English, this problem won't exist.

It is fear that makes students not use English. Because English is not our students' first language . If teachers teach in English, starting from lower grades, they will get exposures.

- They assume teacher as the only knowledgeable persons and themselves, as they are not able to speak .
- Mother tongue pronunciation interference affects them not to use English/interact in English.

## **2) What do you think are the major teacher related factors that affect students' interaction in English class? What are the causes for each of these factors?**

### **Teacher (1)**

- As English teachers, they don't always use only English in English Speaking Classroom. they use mother tongue and students because to make the content clear for the learners.
- Even if the medium is English in this level, all other subject teachers even practiced translation. They write notes on the board, then using mother tongue, and Amharic the teachers translate because they think that their students won't understand otherwise.

### **Teacher (2)**

- It is the teacher who has a greater responsibility to make students use English in the speaking classroom. Teachers do not give attention to practice students to interact using English. Teachers do not push student to use English.
- When students are given pair/group works, students use their mother tongue.
- Teachers do not follow whether they use the target language or not. They do not insist Use English because teachers are reluctant/careless towards this. There is no enough follow up from the teachers.
- There is no test for speaking rather in grammar and vocabulary or something that is submitted in a written form. Listening skill is also never tested.
- Taking active participants names and giving them some marks for their participation may motivate students to use the English.

### **Teacher (3)**

Trs side to mother tongue while they are teaching English. even a teacher in break when i speak to English trs in English, they respond in mother tongue /Amh. we tried to establish English club in the school, but when we tried to celebrate the English days in which every body has to speak in English. we couldn't have support from trs. Even in English class trs use Wolaitato /Amharic that English. Except Wolaitato and Amharic all other subjects are in English, but even English teachers translate in Wolaitato. this is perhaps b/c to make the lesson clear for sts. i am not sure even English trs can speak in English as expected. expressing their idea as they want. the problem of describing, freely interacting in English is not only students problem, but also teachers.

### **Teacher (4)**

Tr related factor not giving opportunity. even when trs give the chance the same sts tend to use the language. speaking tebelo sate bisete.....

- most of the time teachers don't teach the speaking activities part. The focus on grammar. b/c what they will get in their final exam, or iteration is not speaking part rather the majority is grammar. they sts think that whether they speak or not, if they study the grammar they will pass the exam. they choose trs who teach more of grammar. only 3 - 5 questions of speaking may come on their iteration. all other will be grammar and vocabulary.
- Trs don't give sts opportunities; the text which has 12 units the reason is 1) they rush to finish if a teacher doesn't finish the office will accuse.
- there are a lot of things sts can gain if tr teach with attention.
- May be 5% of the total sts have confidence to speak English in class. very few the same sts.

### **3) What are the major classroom environment and class size related problems that impede students' English interaction in the lessons? What are the causes for them?**

#### **Teacher (1)**

Last year and before, sts number in a class was too much, but this year, there are about 62 st in a class in average. this is better number. but still challenging to teach speaking.

I try to make St centered, to group Sts and make them learn from one another to learn collaboratively.

#### **Teacher (2)**

The reason I don't let each St stand and practice speaking is .....

- Large class size and the text is very broad, I cannot pair /grp Sts and evaluate them speaking in English. their large number is very challenging. book broad time per week is 4 periods. there is no enough time. I can't make all Sts practice and I can't evaluate each of them in that way. b/c of large no.

#### **Teacher (3)**

- That makes Sts laugh is the pronunciation since there is mother tongue interference. They try to keep grammar ruler while speaking this is another barrier.
- To improve their interaction of English students should not bother about grammar rules. they have to be free to practice speaking English.

#### **Teacher (4)**

- In 40 minute can't give chance to all Sts and they are few Sts who put up their hands. so I go for Sts who raise their hands. If you ask silent Sts, there are Sts who respond "I don't know" so there will be a situation in which you 50 with the active once.

- I try to make my lesson entertaining. if a teacher has confidence in his lesson (subject matter knowledge he tries to entertain his class.

**4) What are the major instructional material related factors that hinder students' interaction in English? What are the causes for each of these factors?**

**Teacher (1)**

- There are 50 English text books distributed in my class but I can see only 10 in the class. the reason may be b/c it is bulky or it is considered as silliness among youths to carry texts to class. this affects the speaking class.

**Teacher (2)**

- Each St should have English text at level. otherwise it is not convenient to learn d/t skills. there are class that did not have any English text. there is shortage of English text.....the reason may be distribution problem.

**Teacher (3)**

- The text book is very bulky.
- Examples in text book are out of our context and words which Sts cannot pronounce easily. The names of the cities/ towns are all foreign for example, there is a perm written in Indian language. the context is Indian the language is not clear.
- The speaking activities are not given in dialogue form. It simply instructs the Ss tells students the situation and it instructs them make a dialog up. The text itself is not edited. There are some mistakes to in the text as a teacher I try to correct as i teach.
- In the library there is no enough references. if there are books, they are not in line with the new curriculum. The no of the Sts and the books in the library are don't match.
- 1 - 5 grouping as I a teacher I say it is good. students learn cooperatively. In our school context it is completely non applicable. some clever Sts. are not willing to support others. generally students don't do work together in their 1 - 5 grouping rather they pretend. It is only for a show. It is not applicable.

**Teacher (4)**

- text big in volume Sts collect their books and fail to bring to classes. that may affect their class room speaking activities' work.

## **Appendix - XIV**

### **Students Interview Responses Transcription**

Abrivations

Q-Question

B/c- Because

Tr: Teacher

S: Student

Q1) St 1. The reason why students do not interact in English is that they do not have confidence to use the target language. Fear of the criticism from their freinds, lack of vocabulary knowlege, fear of making mistakes, negatively affects students' English interaction.

1) uneffective 1 –to 5 grouping

2) Unwillingness to work in groups. they are students who come from private schools who tend to have better interaction.

Q2) Tr related: Trs should have emphasized on using English in lower classes

- It would have been good if the teachers insist the students to use only English in speaking classroom. Teachers came across using the mother tongue than the target language in English classroom.
- There is shortage of student text
- teachers are careless to teach speaking.
- Teachers do not give group and pair works.

Q3) class room: there is a large number of students in each class, and this does enable them to make presentations within 42 minutes. there is a serios shortage of time.

Q4) Teaching aids: There is shortage of text books. No reference books only student text available in the library. There are sections that couldn't get text books. They borrow from other class sts. Few books even in the library cannot take in the books to the library.

- The cause for this is the schools budget any /financial problem.

### **Section 2**

Q1) Poor background English: - Causes: 1) most of the sts dependent on clear sts come being

- This is government school and most ss here are from country side, they find it difficult to interact in English.

- Students do not interact in English because of fear of making mistakes. "Thinking that what would my class friends say if I commit a mistake while speaking. What would my teacher say if I do a mistake while speaking."

Because students mock. When the teacher leaves the class, reminding his/her mistake the students laugh and mock.

Q2) Teacher related problems: 1) Trs Think that teaching conversations is taught in lower classes they thing tray think sts should learn or and vocabulary at this level. Trs do not let us stand up in the classroom and practice conversation in pairs/groups.

They think the conversation is left somewhere in grades 7 and 8 in our school as it is government school.

Q3) The class doesn't big in timely in September and doesn't go up to June. There is a lot of interruption. If there is a (festival) as many sts are from rural area the class doesn't start until two weeks for this reason after teachers they think they may not miss a lot of classes they rush to finish the portion finance the book they hurry or jump unless they will be accused/ by the director. b/c of sts' large number trs do not give chance to sts to practice interacting/speak English in pairs.

Are English speaking classroom entertaining?

Q 4) The lessons in the text are not motivating sts to practice conversation. It is good if a separate class is arranged for speaking otherwise we are not learning the skill. There are no references that motivate us to learn/ practice the skill. There is shortage of references in the library.

The speaking activities are not clear and not supported by enough examples

There is shortage of English text

### **Student 3**

Q 1) Sts don't talk/ interact in English. They are shy b/c their friends laugh if they make mistakes while speaking. The teachers at lower classes did not make the students use English. so students do not use English. The interview says he remember how his English teacher discouraged him while he was in grade 6. Even now I am afraid of speaking English both with my tr and class friends.

Q2) The Tr teaching now is good.

Q3) He tries to make the class entertaining. So that not only our class sts but also other section sts want to join our class.

➤ B/c there is not enough time to give a chance to sts the tr asks one/2 person in a line.

Q4) I don't think there is shortage of English text. There are references in the library.

### **St 4**

Q1) It is fear. Fear to speak in front of the students and the teacher.

Q2) There are teachers who do not let you use English in the class. There are teachers who take for the whole period and doesn't give any chance to the learners. There is no time in which teachers leave grammar and teach speaking/ make sts practice/ talk in English. They always prepare us for the examinations which usually focus on grammar and vocabulary. I have never experienced English class in which we learned speaking. There is no situation in w/c class given to practice speaking. Rather the trs focus on exam question. Which mainly aims to evaluate grammar and vocabulary. The team only what is important for their examines. The book for grade 11 is bulky, so they have shortage of time. They hurry to finish the text.

Q3) There is 1 to 5 grouping in the school. But sts are reluctant to work together in that group in outside the classroom.

- The larger the students' number the more they fear to speak. If trs give test on speaking in English, sts will try but trs don't b/c of time. If the trs force us to use English sts may use English in the discussions, but trs do not insist. Group/ pair works are never given to us. If trs gave us, are would do.

Q4) English book are, reference they tell us there are ref in the library.

Student 5

Q1) 1) It is fear because students laugh and mock at mistakes

2) lack of experience of students didn't come through from their early grades b/c teachers didn't give emphasis and the some even now especially government school.

- 1 – 5 grouping is killing sts if a home is given a clever st does only it.

Q2) most of the teachers do not encourage their sts to use English. Even in lower grades they didn't encourage us. Teachers shift to other language. Sts even expect the tr to use mother tongue. The trs go for grammar than speaking. They focus on exams. There are teachers who teach grammar only. Ours is better. Teachers do not have the initiation.

Most of the trs team English in amhsd. They don't teach us dialogues and etc.

- Trs do not give us group pair works even if trs give pair /grp works sts don't use the target language.

Q3) I don't think that there is st number problem. There are only around 50/60 sts in a class. There were 100 of sts in a class.

Q4) There is shortage of text of course. The text itself doesn't give attention to speaking.

- There was sts like English lab – that students list end to “conversations done in real situations” but it stopped immediately.

**Student 6**

Q1) students do not have a base/background.

- Teachers do not push the students to use the target language.
- Teachers explain using Wolaitattoo sometimes Amharic
- 1 – 5 grouping sts do not really participate pretend
- The fear. Students do not have experience in using English

Our tr do not give pair /group works. He givesly the assignment and a leader in 1 – 6 group presents gives other ways.

Q2) 1) Teachers do not give support to the students. They simply write the notes on the blackboard, translate then into mother tongue and leave at the class. The teachers translate into mother tongue to make the lesson clearer to the learners and this is how they experienced to teach English.

Some trs try to spend the lesson time only. b/c they think it is their duty they don't care for sts. Not try to help sts.

Q3) I don't think our teacher tries to make the speaking class enjoyable /entertaining.

Q4) We depend on the text only. The tr doesn't use other references. May be there are sufficient amount of references is sts try to read in the library.

### **Student 7**

They are out during the lesson.

- Most of the student do not attend regularly

Q1) only our English teacher tries to use English in the class. We learn almost all other subjects in Wolaitato and sometimes Amharic. In 1 to 5 grouping only the clever ones ½ sts try to do the activities others don't.

- Students do not use English due to fear of making mistakes and laughter from their class freinds. :
- When there is presentation some sts become silent b/c they fear.

Q2) If the tr ask us in English /insist us use English we would try but he doesn't insist. They most of the time ask us in mother tongue. b/c trs think that their sts don't understand if they use only English.

Q3) Students are many in number only few common clear sts get a chance.

Q4) In library there is not sufficient reference but I don't tink there is shortage st text.

### **Student 8**

Q1) It is not our mother tongue, when I speak I possible make a mistake, so sts may laugh at me so I fear to speak.

Q2) Trs do not insist even in English class to use English this is b/c the tr thinks that since it is not our mother we are not good at it.

Q3) There is no time to make sts present or make dialogues in the class.

Q4) There are a few references in the library not sufficient. English text book is given in pairs / there is shortage.

Student 9

Q1) Students do not interact in English because their classmates laugh at them if they commit mistakes while speaking.

- Sts are reluctant not attentive stay out of class
- Students did not come across using English starting from lower grades.
- This is b/c of the trs do not encourage them use English.

Q2. Our teachers do not teach us the speaking skill:: speaking lesson/activities are jumped. Trs do not teach properly what is written in the st text because they think it is unnecessary and does not have test. I was in a private school that speaking is given more attention. But here .....

- Our tr focuses on grammar.

Q3) There are about 65 students in each class. It is unthinkable to give each st a chance to talk.

Q4) Text available, but no up to date references that can help us there are old guides in the library.

Student 10

Q1) Sts are not willing to participate in pair group works given in the class, don't do h/w b/c they want to write the answer when the tr does the answer.

- Fear of making mistakes and the criticism of class freinds.

Q2) Teachers use mother tongue most of the time. Therefore, we also use our mother tongue to ask questions. Teachers use mother tongue in order to help us understand the points in a better way. Our teacher encourages us to use the target language, but because he uses MT most of the time, we also use our mother tongue.

Q3) It is better now that there are about 60 students in each class. Students number is high to make each present in 40 minutes. There are only 4 periods for the English Language subject.

Q4) Some students do have the text individually, but most of the students don't have it.

There are no very helpful references in the library.

Because most students do not use library, they cannot get different books.

### **Student 11**

Q1) Starting from the lower classes, students did not come using English Language.

- Thinking that their class freinds would laugh if they make mistake while speaking English.
- Students do not endeavor to speak b/c trs do not insist.

Q2) Our teacher writes on the board and explain it, he doesn't make us English in pairs and groups.

Q3) Sts are many in number that ss don't get equal chance.

- Our teacher tries to intertain us while teaching so that we get motivated.

Q4) No text book problem: there are some references

- Most sts don't use libraries.

### **Student 12**

Q1) The students are not confident to interact in English because they are afraid of making mistakes in front of their freinds.

- Even in 1 – 5 organization, sts don't interact. Only the leader tries to guide and do the works by himself.
- Sts use their mother tongue.

Q2) Trs focus on only some 5/6 clever sts who re active. Trs focus on sts only who are able to speak English.

Q3) Most sts are dependent on clever sts. Each student cannot get a chance to use English in the classroom due to large number of the students and there are only 4 periods a week.

Q4) There is shortage of English text even the students who do have the text do not bring to the class b/c it is bulky and 2) friends think it is foolishness to carry books to class.

### **Student 13**

Q1) Sts use Wolayttato or Amharic.

In private schools Trs insist, here trs do not insist, sts do not use English most of the time.

- Frightness –sts laugh if I make mistakes.

Q2) Teachers teaching us new seems good. If a st comes late, he asks in English but the st keeps silent. He may know the answer, but b/c he lacks practicing speaking, he doesn't do. He advices us to use English.

- Trs do not encourage.

Q3) The teacher dominates the class and few sts go with him. But I don't think he makes the lesson entertaining enjoyable to motivate us.

b/c sts are many our tr makes us in groups for an assignment. He says "assign a leader who will present tomorrow" so, only one person will get a chance to present. All sts cannot participate no time for that. If he randomly chooses someone to present, that person fails, so that only a clever one has to do it.

Q4) There is serious shortage of text book in our class.

#### **Student 14**

Q1) Sts do not have speaking background. From lower grades

- I cannot speak b/c its don't use it. There is 1 to 5 grouping but it is not practical.
- I am afraid of making mistakes. My friends laugh at me; even the tr. As the result, I don't want to try. If freinds do not laugh and support, I will try to use the target language.

Q2) Trs do not encourage /help us speak English in the classroom.

- Conducts the class writes on the board explains and demonstrates, he never gives us a chance to and practice English in the classroom.
- There is no spoken English day. We learn English from Monday to Friday except Wednesday. It is good if one day is the day we practice speaking /interacting only in English.
- Gud if our tr gives us 'topic' to disuss using English but he doesn't do so.
- Trs do not give us group works continuously. Even if we take an assignment to do in groups, only a leader shoulders the responsibility. He doesn't call the group and discuss, he does it alone and writes our names. We don't participate. If was good if we focus on individual independent works.

Q3) Sts don't understand when our tr continuously presents in English. Only few abt 5% sts understand. All mother gangue. The tr takes almost all the time, 42 minute may allow only about 10 sts to stand up and practice/make dialogue. But if the tr takes the last 10 minutes and to make us speak and it was nice.

Q4) There is shortage of references, but I don't believe that sts don't interact in English b/c there is shortage of references.

Trs don't give attention for speaking. It is true that leave alone the reference we don't have enough st text book. In our class about only 10 sts who have the English text.

## **Appendix - XV**

### **Classroom Transcription 1 (Section C)**

To show the real classroom of speaking skill evidently, transcriptions were done in the two random sections (Section 'C' & 'D'). Two different transcription were done in each section. The transcriptions show teacher dominant classroom and how speaking was ignored and grammar got focus.

#### **Symbols used in the transcriptions**

\*\*\* Under recorded voice

**Tr:** teacher

**S:** student

**Ss:** Students

Transcription - 1

Transcription of classroom events 1

Section 'C' observation lesson

Name of the school: Soddo Preparatory School

Date of observation: 15/Apr/2014

Time of observation: 45 min 4:00-4:45

Tr: How are you?

Ss: Fine

Tr: How was your Easter holiday?

Ss: very nice

Tr: was it?

Ss: yes

Tr: Did you enjoy it?

Ss: yes

Tr: It is about Jesus Christ our savior died for our sin.

Tr: Ok, now let us return to our lesson.

Tr: Today's lesson you can find in your what? student text page 213. two hundred thirteen.

Tr: The title says what? Language focus " I wish" study expressions we use to express our wishes. the title 'I wish'.

Tr: When do we use the word 'wish'?

Tr: To express your wish for present and future.

Tr: When we the wishes to express our present and what?

Ss & Tr: Future

Tr: No past. Not the past.

Tr: For example: 'I wish I were good at maths" what does it mean?

Tr: I wish I were good at maths.

Tr: What do you understand about this?

Tr: What do you understand about this sentence?

Tr: I wish I were good at maths

Tr: What do you understand about this?

Ss: It is hope

Tr: Is that hope? Is that hope?

yes, this is a problem of our students.

Tr: Sometimes you are confusing what? wishes and hope. But we can see after this the differences.

Tr: Ok rich man.

Tr: May I read it a gain the sentence?

Ss: (rich man) yes

Tr: Listen carefully

Tr: I wish I were good at maths

Ss: I were good at what?

Tr: I wish I were good at maths.

Tr: I it talking about past or the future? or now?

Ss: Future

S: past

Tr: Ok. Now.....you are saying this because of 'were'.

Ss: yea, it is past.

Tr: But in the wish we are using this verb.

Tr: I wish I were good at maths means, he is talking about now. Not the past. not the future. This person is what he is talking about his condition now.

Tr: He is what? wishing what? probably he is good in what? in geography and history. and what he is saying to his friends now. probably he is .....

Tr: Yes, he is confused about the word the verb but, when we are using wishes now, what it says, to express your wishes at the present and future not to the past.

Tr: And then I wish I were good at maths means I am not capable to do mathematics so. I am not good. I am ..... but he is.....he is wanting to become what?

Tr: Good

Tr: Is that possible? I don't think so.

Tr: Ok, now let's come to the next one.

Tr: Don't confuse wishes. yea. It is a problem for us

Tr: Sometimes we are what? wishes and hopes we are saying you know the same meaning. The same use but different. hopes are possibilities. hopes are what? possibility and most wishes are what? impossibilities.

Tr: Now you are what? a social student

Tr: you are what?

Ss and Tr: social students

Tr: Now you will be a good lawyer for the future. you will be. I hope you will be a good low yes. Is that? possibilities or impossibilities.

Ss: Possibilities

Tr: Possibilities

Tr: Ok. what about me? I hope I will be a good lawyer. Is that possible?

Ss: Impossible.

Tr: Impossible. my age is over fifty. I am becoming weak. I am becoming..... My power of mind is what? decreasing now. Because of the age

Tr: Now what? I wish I become a lawyer wishing what? Impossibilities..... he can say I hope I will be a lawyer.

Tr: Yes he will be. you have what? possibilities. have you understood the differences?

Ss: Yes

Tr: Have you understood me?

Ss & Tr: Yes

Tr: Hoping is what? a possibility for the future. I hope you will be one of the leaders for the future of Ethiopia. you will be.

Tr: What about me? I am wishing. I wish I will be for Ethiopia. Is that possible?

Ss: Not possible

Tr: I am not a good cadre.

Ss: Laughing

Tr: Yea, it is impossible because i am not a good cadre now. so, for you? yea. it is possible. for you, to take this the country. yea. you can say, i hope i will be a leader. yes you will. you will be.

Tr: Have you understood the differences?

Ss: Yes

Tr: Ok, Now let us see. how do you see the comparison ..... i hope i become a doctor. this person says what? I hope i become a doctor.

Tr: What does it mean? It may be ..... but i may. ...

Tr: I think you will be... I hope you will become what? a good a wyes. it .....what? a hard worker. if you work hard, you will be.

Tr: Now this person says "I hope i will become a doctor. probably is very good at biology or he is what? in a he is learning university.

Tr: He is registering for medicine. and he is studying now, what he says, i hope i will become a doctor. or probably he will be what a ..... he is a natural science student. he says 'I hope I will become a doctor. He will be if he works hard.

Tr: But only what talking. this is hoping what? possibilities now. I hope now hope possibility.

Tr: And let us come to the next one. I wish I could be a doctor. I am doing smoothening else at this time. this is not possible.

Tr: probably one of the merchants say" I hope i will be a doctor:. He is a merchant; he is what? He is a shop keeper there.

Tr: Probably, hes can be very safe. and he says I wish I will become a doctor, is that possible?

Ss: No.

Tr: Impossible because he has a plents of money in the pocket in the bank etc

Tr: But he couldn't be a doctor.

Tr: Probably he is learning in a part time in a free time. yea, probably he will be.

Tr: But giving a priority for his study.

Tr: Now hoping is what? possibilities? wishes? what?

Ss: Possibility

Tr: Have you understood?

Ss: Yes

Tr: Now who can tell me. now tell me about your hope.

Tr: Give me a sentence by using 'hope'

Tr: tamene, give me your hope for the future.

S: I hope I will be ambassador for Ethiopia.

Tr: Ok.

Ss: Language.....

Tr: Yea, you will be ambassador by only talking?

Ss: No

Ss & Tr: Or by sleeping?

Tr: How you will become an ambassador for Ethiopia?

Ss: By hardworking

Tr: By hard working. what kind of work? can you tell me? now express. what kind of work? by digging the land?

Ss: No

Tr: By reading all the books without sleepin?

Tr: Tell me? How could you become an ambassador?

S: By .....

Tr: By what?

S: By ....

Tr: I didn't hear you. loud your voice please.

S: By studying .....

Tr: By studying what?

S: Different what? Educational books.

Tr: Ok. After that what?

S: Ambasadar.

Tr: You become ambassador, you have to support the previous, the prey the present government. other it is Impossible.

Ss: yea.

Tr: If you are what? opposing this government are you becoming an ambassador?

S: I don't think so.

Tr: I hading will not give you a place for that. because i hading is very strong.

Tr: Ok. Now this is his your hope.

Tr: Ok others. rich man?

S: Ethiopian FB team will pass again for African Shampion.

Tr: What ....What? Ok. say it again please.

S: Ethiopian football team will pass again for African Shampion.

Tr: for African shampion. for next year. isn't it? for 2015, isn't it?

Ss: yea.

Tr: We are hoping. I think you know. we have a rumor about what? we have a coach for Ethiopian team you know? he is a foreigner. isn't he?

Ss: yes.

Tr: Have you heard about him?

Ss: Yes

Tr: I think you will hear you know? But I heard about the information. I don't know which one. It's in radio.

Tr: And one of the foreigners..he is .....for Ethiopian team you know? And the salary monthly is what? Eighteen thousand dollars purely but the total salary is what? 25,300 dollars. When we convert it to our currency, it is 450,00 in a month.

Tr: Ok. now Rich man you know? you.....about that.

Tr: Ok. now you are wishing our team become what? The best team now in Africa.

Tr: Ok. we .....wish ok.

Tr: Now the next one.

Tr: Amanuel?

S: Yes

Tr: Would you try your hopes about the future?

Ss: Ishi. \*\*\*\*\*

S: Set yiwedal.

Tr: Laughing.....

Tr: Amanuel, I am waiting you.

Ss: Teacher, I am studying for lawyer.

Tr: You are saying now. I hope I become what?

Ss: a good lawyer.

Tr: Yes. Ok.

Tr: Dereje.

S: I hope I become an economist.

Tr: You hope you become economist. Good. Alright. Economist. You have studied what? You are a social science student.

Tr: Ok. Others, Tsegab.

S: I hope I become a manager.

Tr: YOu hope you become a good manager. For what for one organization.

Tr: Asrat

S: I hope I become a journalist.

Tr: A journalist?

S: Yes.

Tr: Are you a good chatter box

S: Yes.

Tr: Are you a good.....(laughing).....ok.

S: I don't know your .....

Tr: Emmm? Ok, Abel. I heard when you were speaking in Wolaytigna. Ok.

S: I hope I .....

Tr: What?

S: I hope I become a sociologist.

Tr: Do you know about sociology really?

\*\*\*\*\*

## **Classroom Transcription 2 (Section C)**

Transcription - 2

Transcription of classroom events 2

Section 'C' observation lesson

Name of the school: Soddo Preparatory School

Date of observation: 18/Apr/2014

Time of observation: 42 min 2:00-2:45

**Tr:** When we accept this primary social impact as practice yes or no question. It is the question which we do not. ask as or. we don't ask this question in order to get personal information.

**Tr:** But simply we expect the answer. When we ask someone. alright we, expect or you or I expect alright that the listener we ask.

**Tr:** So, in the second case, right,.....it is an usual right to use, alright all questions. whole statements ..... yes/no question. That means we answer yes/no questions. In what form? In short form. In short form.

**Tr:** For example, Do you like.....?

**Tr:** Yes, I do or? No ?

**Ss & Tr:** I don't we can say that

**Tr:** do you like dancing? Yes or No.

**Tr:** Or yes I do or

**Ss & Tr:** No I don't

**Tr:** We can say that

**Tr:** Are you ready? Yes, I am ready.

No, I am not ready. You can say that.

**Tr:** So, the second one is using 'so' using 'so'.

**Tr:** After some words such as: think alright? after some verbs like:..... support, expect, like hope, we usually use short form in order to avoid repetition. or when we don't want to repeat part of a

sentence.... to give a short answer. for example: are those people Americans? (the teacher writes on the board) if they are Americans, we can say Emm.....

**Ss:** Yes

**Tr:** I think so.

**Tr:** Yes, I think so. we can say yes, I think so. this means, yes, they are Americans.

**Tr:** If we say no. Ehhh..... I don't think so. that means, No they are not Americans. so, if it is are these people Americans? I think, so I don't think so.

**Tr:** I think so' here means. yes, they are Americans. I don't think so means they are not Americans. we can say that.

**Tr:** Will you be at home tomorrow morning? (the teacher is writing on the board) we can say that? Ehhh?

**Tr:** I expect so. we can say that I expect so. that means i expect i will be at home tomorrow morning. this is a positive reply. the negative form is?

**Ss & Tr:** No, I don't expect so.

**Tr:** Right, because I don't expect so. right i don't expect so. or we can say what? I expect not. so, here the negative form are in two ways. we can say 'I don't expect so' or 'I expect not' these are negative, the first one is positive.

**Tr:** Ok now the second one, there are a lot of examples here. the second question is 'wh' question. 'wh' question what is it? what is 'wh' question? Ehhh.....what is 'wh' question? Sometimes we call it information question.

**Tr:** Dibora

**Ss:** Wh questions that need explanations.

**Tr:** 'Wh' questions are question. Ehhhh..

Ok, it that be answered with?

**Ss:** 'Wh' words

**Tr:** Yes, 'wh' questions. especially we answer with what? it begins most of the time with 'wh' words like: what when, how, where, how much, how many, how long, how far, how often, how old, these all are 'wh' questions we call.

**Tr:** They are questions which begin with a question word. such as: which, why, what, where, when, who, how, whom, Ehhh..... whose, how much, how many, how old, how far, how long and so on.

**Tr:** Clear

**Ss:** Yes

**Tr:** Alright

**Tr:** Example, why are you laughing?

(the teacher writing on the black board)

**Tr:** This is 'wh' question. The example of 'wh' question.

**Tr:** When someone asks you like this: why you are laughing. sorry. 'wh' are you laughing?" He/ She asks you in order to get information about what?

**S:** Reason

**Tr:** Ok good about the reason. clear? about the reason alright.

**Tr:** When will you come? Ehhh? When will you come? Yes. He/ She asks this question in order to get what information?

**Ss:** Time.

**Tr:** About time. information about the time.

**Tr:** Where do you come from? This is He / She asks this question in order to get information about?

**Ss:** Place

**Tr:** Ok ..... this is about? i think you are clear with this topic.

**Ss:** Yes

**Tr:** Right that means 'wh' questions. correct Yes, so, 'wh' questions .....\*\*\*\*\*

**Tr:** 'wh' words such as: who, why when, where.....

\*\*\*\*\*

**Tr:** Is it? Yes this is a question about what? the question about 'how often'.

**Tr:** Right, How often, whose, who, where,..... how often do you visit your parents?

**Tr:** The phrase is used in the question. which someone asks, Ok to get the information about frequency. right ? about frequency.

**Tr:** That means the answer to this question is 'once a week' every day' ..... 'twice a week'.... every month', we can say. yes?

**Ss:** Yes

**Tr:** Alright

**Tr:** The second one is: using 'how far'

**Tr:** writes on the board: 'how far is your home from the school?' we can say. how far is your home from the school. this is about?

**Ss:** Distance

**Tr:** Distance, yea

**Tr:** We can say that two miles', ten miles, five miles, two kilometers, one km. like newu?

**Ss:** Yes

**Tr:** So, this is how far is your home from the school? this is the question someone asks in order to get the information about distance. Ok. about distance.

**Tr:** How long sorry. How long have you studied? alright how long have you studied? this is the question someone asks to get information about what? about what?

**Ss:** Duration, time

**Tr:** Duration. about duration. about duration. meaning for an hour, two hours, three hours, for a week, two week. the duration. the length about time. that is it.

**Tr:** Ok. let me add. you about one or two examples. (teacher writes on the board)

**Tr:** How many people will attend the meeting? this is the question. alright? Someone asks. Ok? this is in order to get the information about what?

**Ss:** Number

**Tr:** How many right you see? how many people will attend the meeting. this is a question someone asks to get the information about what about? the countable noun. very nice. about countable noun. right.

**Tr:** Do you know about countable noun? countable nouns are? Ehh..... nouns are.

**Tr:** Yes, Kidist. what is countable noun?

**Tr:** Can we count students?

**Ss:** Yes

**Tr:** Can we count students?

**Ss:** Yes

**Tr:** Ok. Tesfahun, what is countable noun?

**S:** Nouns that we can count.

**Tr:** Ok. Countable nouns are nouns that can be counted. yes how can we count? countable nouns? by using numbers one, two, three etc. one teacher, two teachers one students, two students the like.

**Tr:** With countable nouns we can use numbers we can also use indefinite article a/an with a countable noun. a student, a teacher, a nurse, a doctor, an umbrella, an egg, clear?

**Ss:** Yes

**Tr:** These all countable nouns. in addition to this, countable nouns are the plural form, the singular form. students, teachers, nurses, classes and so on they are plural form.

**Tr:** Alright, so we can see 'how much money do you need for the project?'

**Tr:** This is a question what? this is the question about what? about?

**Ss:** Amount.

**Tr:** About ?

**Ss:** Amount

**Tr:** About? Yes Dibora

**S:** Amount

**Tr:** How much, you see the difference b/n how many and how much?

**Tr:** 'how many people will attend the meeting?' this is countable noun. then 'how much money do you need for the project?' this is about un countable noun. right. un countable noun. un countable about noun.

**Tr:** Right, what is un countable noun? what is un countable noun?

**S:** They are cannot be counted , we count them by measurement.

**Tr:** Alright. Yes Ok. Thank you

**S:** A noun that cannot be counted

**Tr:** A noun that cannot be counted. Right excellent, Dibora.

**Tr:** Alright. Ok now it expressed not number but amount. excellent.

**Tr:** Yes, Mulualem. what do you think about un countable nouns?

**S:** They are nouns..... that cannot be counted .

**Tr:** Ok, they are nouns that cannot be counted.

**Tr:** Can you give me. Sosina, just one example about un countable noun?

**Tr:** Un countable noun. Example?

**Tr:** One example at least? \*\*\*\*\* cont'd.

## **Classroom Transcription 1 (Section G)**

Transcription - 1

Transcription of classroom events 1

Section 'G' observation lesson

Name of the school: Soddo Preparatory School

Date of observation: 21/Apr/2014

Time of observation: 42 min 9:00-9:45

Tr: How are you?

Ss: Fine

Tr: How was your Easter holiday?

Ss: very nice

Tr: was it?

Ss: yes

Tr: Did you enjoy it?

Ss: yes

Tr: It is about Jesus Christ our savior died for our fin.

Tr: Ok, now let us return to our lesson.

Tr: Today's lesson you can find in your what? student text page 213. two hundred thirteen.

Tr: The title says what? Language focus " I wish" study expressions we use to express our wishes.  
the title 'I wish'.

Tr: When do we use the word 'wish'?

Tr: To express your wish for present and future.

Tr: When we use wishes to express our present and what?

Ss & Tr: Future

Tr: No past. Not the past.

Tr: For example: 'I wish I were good at maths' what does it mean?

Tr: I wish I were good at maths.

Tr: What do you understand about this?

Tr: What do you understand about this sentence?

Tr: I wish I were good at maths

Tr: What do you understand about this?

Ss: It is hope

Tr: Is that hope? Is that hope?

yes, this is a problem of our students.

Tr: Sometimes you are confusing what? wishes and hope. But we can see after this the differences.

Tr: Ok rich man.

Tr: May I read it a gain the sentence?

Ss: (rich man) yes

Tr: Listen carefully

Tr: I wish I were good at maths

Ss: I were good at what?

Tr: I wish I were good at maths.

Tr: I it talking about past or the future? or now?

Ss: Future

S: past

Tr: Ok. Now.....you are saying this because of 'were'.

Ss: yea, it is past.

Tr: But in the wish we are using this verb.

Tr: I wish I were good at maths means, he is talking about now. Not the past. not the future. This person is what he is talking about his condition now.

Tr: He is what? wishing what? probably he is good in what? in geography and history. and what he is saying to his friends now. probably he is .....

Tr: Yes, he is confused about the word the verb but, when we are using wishes now, what it says, to express your wishes at the present and future not to the past.

Tr: And then I wish I were good at maths means I am not capable to do mathematics so. I am not good. I am ..... but he is.....he is wanting to become what?

Tr: Good

Tr: Is that possible? I don't think so.

Tr: Ok, now let's come to the next one.

Tr: Don't confuse wishes. yea. It is a problem for us

Tr: Sometimes we are what? wishes and hopes we are saying you know the same meaning. The same use but different. hopes are possibilities. hopes are what? possibility and most wishes are what? impossibilities.

Tr: Now you are what? a social student

Tr: you are what?

Ss and Tr: social students

Tr: Now you will be a good lawyer for the future. you will be. I hope you will be a good low yes. Is that? possibilities or impossibilities.

Ss: Possibilities

Tr: Possibilities

Tr: Ok. what about me? I hope I will be a good lawyer. Is that possible?

Ss: Impossible.

Tr: Impossible. my age is over fifty. I am becoming weak. I am becoming..... My power of mind is what? decreasing now. Because of the age

Tr: Now what? I wish I become a tawzer wishing what? Impossibilities..... he can say I hope I will be a lawyer.

Tr: Yes he will be. you have what? possibilities. have you understood the differences?

Ss: Yes

Tr: Have you understood me?

Ss & Tr: Yes

Tr: Hoping is what? a possibility for the future. I hope you will be one of the leadders for the future of Ethiopia. you will be.

Tr: What about me? I am wishing. I wish I will be for Ethiopia. Is that possible?

Ss: Not possible

Tr: I am not a good cadire.

Ss: Laushing

Tr: Yea, it is impossible because i am not a good cadre now. so, for you? yea. it is possible. for you, to take this the country. yea. you can say, i hope i will be a leader. yes you will. you will be.

Tr: Have you understood the differences?

Ss: Yes

Tr: Ok, Now let us see. how do you see the comparison ..... i hope i become a doctor. this person says what? I hope i become a doctor.

Tr: What does it mean? It may be ..... but i may. ...

Tr: I think you will be... I hope you will become what? a good a wyes. it .....what? a hard worker. if you work hard, you will be.

Tr: Now this person says "I hope i will become a doctor. probably is very good at biology or he is what? in a he is learning university.

Tr: He is registering for medicine. and he is studying now, what he says, i hope i will become a doctor. or probably he will be what a ..... he is a natural science student. he says 'I hope I will become a doctor. He will be if he works hard.

Tr: But only what talking. this is hoping what? possibilities now. I hope now hope possibility.

Tr: And let us come to the next one. I wish I could be a doctor. I am doing smoothening else at this time. this is not possible.

Tr: probably one of the merchants say" I hope i will be a doctor:. He is a merchant; he is what? He is a shop keeper there.

Tr: Probably, hes can be very safe. and he says I wish I will become a doctor, is that possible?

Ss: No.

Tr: Impossible because he has a plents of money in the pocket in the bank etc

Tr: But he couldn't be a doctor.

Tr: Probably he is learning in a part time in a free time. yea, probably he will be.

Tr: But giving a priority for his study.

Tr: Now hoping is what? possibilities? wishes? what?

Ss: Possibility

Tr: Have you understood?

Ss: Yes

Tr: Now who can tell me. now tell me about your hope.

Tr: Give me a sentence by using 'hope'

Tr: tamene, give me your hope for the future.

S: I hope I will be ambassador for Ethiopia.

Tr: Ok.

Ss: Language.....

Tr: Yea, you will be ambassador by only talking?

Ss: No

Ss & Tr: Or by sleeping?

Tr: How you will become an ambassador for Ethiopia?

Ss: By hardworking

Tr: By hard working. what kind of work? can you tell me? now express. what kind of work? by diging the land?

Ss: No

Tr: By reading all the books without sleepin?

Tr: Tell me? How could you become an ambassador?

S: By .....

Tr: By what?

S: By ....

Tr: I didn't hear you. loud your voice please.

S: By studying .....

Tr: By studying what?

S: Different what? Educational books.

Tr: Ok. After that what?

S: Ambassador.

Tr: You become ambassador, you have to support the previous, the prey the present government. other it is Impossible.

Ss: yea.

Tr: If you are what? opposing this government are you becoming an ambassador?

S: I don't think so.

Tr: I hading will not give you a place for that. because i hading is very strong.

Tr: Ok. Now this is his your hope.

Tr: Ok others. rich man?

S: Ethiopian FB team will pass again for African Shampion.

Tr: What ...What? Ok. say it again please.

S: Ethiopian football team will pass again for African Shampion.

Tr: for african shampion. for next year. isn't it? for 2015, isn't it?

Ss: yea.

Tr: We are hoping. I think you know. we have a rumour about what? we have a coach for Ethiopian team you know? he is a foreigner. isn't he?

Ss: yes.

Tr: Have you heard about him?

Ss: Yes

Tr: I think you will hear you know? But I heard about the information. I don't know which one. It's in radio.

Tr: And one of the foreigners..he is .....for Ethiopan tean you know? And the salary monthly is what? Eighteen thousand dolars purely but the total salary is what? 25,300 dolars. When we convert it to our currency, it is 450,00 in a month.

Tr: Ok. now Rich man you know? you.....about that.

Tr: Ok. now you are wishing our team become what? The best team now in Africa.

Tr: Ok. we .....wish ok.

Tr: Now the next one.

Tr: Amanuel?

S: Yes

Tr: Would you try your hopes about the future?

Ss: Ishi. \*\*\*\*\*

S: Set yiwedal.

Tr: Laughing.....

Tr: Amanuel, I am waiting you.

Ss: Teacher, I am studying for lawyer.

Tr: You are saying now. I hope I become what?

Ss: a good lawyer.

Tr: Yes. Ok.

Tr: Dereje.

S: I hope I become an economist.

Tr: YOU hope you become economist. Good. Alright. Economist. You have studied what? You are a social science student.

Tr: Ok. Others, Tsegab.

S: I hope I become a manager.

Tr: YOU hope you become a good manager. For what for one organization.

Tr: Asrat

S: I hope I become a journalist.

Tr: Ajournalist?

S: Yes.

Tr: Are you a good chatter box

S: Yes.

Tr: Are you a good.....(laughing).....ok.

S: I don't know your .....

Tr: Emmm? Ok, Abel. I heard when you were speaking in Wolaytigna. Ok.

S: I hope I .....

Tr: What?

S: I hope I become a sociologist.

Tr: Do you know about sociology really?

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## **Classroom Transcription 2 (Section G)**

Transcription - 2

Transcription of classroom events -2

Section 'G' observation lesson

Name of the school: Soddo Preparatory School

Date of observation: 24/Apr/2014

Time of observation: 42 min 9:00-9:45

Tr: Ok I think adjectives and adverbs are not new for you

Tr: Is that clear?

Ss: No

Tr: No, it's not because when you started in first classes you learning it.

Tr: When you are learning English, you are used to it. Isn't it?

Tr: You know what adjectives mean what are adjectives Deginet?

S: adjectives are words that modify a noun.

Tr: Yea adjectives modify what?

Ss & Tr: noun

Tr: Isn't it? Ok

\*\*\*\*\*

(The teacher writes on the black board).

Tr: AS we know objectives what? Used before what? A noun. Adjectives can be used before noun. For example. Man is a noun. Isn't it?

Ss: Yes

Tr: Big man. Big is what? Adjective.

Tr: Ok, also what? They can also be used with after certain verbs. (come in). these are main verbs. Verbs which ..... For example. He became famous.

Tr: He became what?

Ss: Famous

Tr: The word pronoun, is what? Subject.

Tr: Yea, this .....

Tr: The word 'famous' is what?

Ss: Adjective.

Tr: Adjective. What about 'became'?

Ss: A verb

Tr: Verb, yea. It's verb. Isn't it?

Tr: 'Became' is what? If is a verb.

Tr: 'He became famous' he is talking about what? He is talking about 'famous' or the person?

Ss: The person

Tr: The person. Yea. Now this..... is talking about this one. What doe's famous 'mean'?

Ss: Popular

Tr: A popular, yea a popular person, isn't it? A know person.

Tr: The other thing. I will give another one.

Tr: Again, she was rich.

Tr: Who is rich?

Ss: She

Tr: She yea 'she' is what?

Ss: Subject

Tr: Subject and rich is what?

S: verb

Tr: What?

Ss: Adjective.

Tr: Verb? Ok Again.... Like this

Tr: Subject + Verb + Adjective. Can you give me another example?

Tr: Seble

Ss: He is clever

Tr: He is? He is clever? Yea. Ok He is clever. Can I write here? ( teacher writes on the board)

Tr: He is what?

Ss: Clever.

Tr: 'clever' is what?

Ss: Adjective

Tr: Adjective. 'He' is what?

Ss & Tr: Subject. 'is; is what?

Ss: Verb

Tr: Ok. If you understood one, let us come to this one.

Tr: Adjectives can also be used after verb of feeling and appearance.

Tr: Adjectives can also be used after verb of feeling and appearance. What is the word feeling means?

Tr: Tsegab? Hana?

Ss: Inside desire.

Tr: Inside what? In side desire. A feeling is what? Your desire. Isn't it? What you feel. Your desires. And what is 'appearance'?

Tr: What does the word appearance means?

Tr: Alemtsehay? What does the word appearance means?

Tr: You don't know the word appearance mulu?

Tr: You don't know OK. Kibreab?

S: Appearance means something .....student appearance .....invisible.

Tr: What? What? Appearance. Appearance is visible or invisible? Appearance is ....isn't it? Your appearance, are you fall? Are you short? Beautiful? Like that.

Tr: Ok, now I will give you an example here. (writing a sentence)

Tr: Ok, who can read me a sentence. Sable read me a sentence on black board.

S: 'She looked be carful.'

Tr: "She looked beautiful". She looked beautiful. What about this one. What is that?

S: Verb

Tr: Verb, isn't it?

Ss: Yes

Tr: And 'beautiful is what?

Ss: adjective

Tr: She is what?

Ss: Subject

Tr: Now 'she looked beautiful' this sentence talking about what? Feeling or appearance?

Ss: Appearance

Tr: How do you know? How do you know this is appearance? Instead of feeling?

Ss: Beautiful is appearance.

Tr: Yea, because the person is talking about what? Beautiness. That is not feeling

Tr: Ok now this one is what? Adjective? And this one dis subject. And this one is verb. "looked" is what?

Ss: Verb

Tr: Ok. The next one. (writes on the black board)

Tr: The doro wat tasted delicious.'

Ss: Feeling

Tr: Ok. 'doro wot' is what?

Ss: Subject.

Tr: Subject

Tr: 'Fasted' is verb and delicious' is what?

Ss: Adjective

Tr: Adjective. What is that. Is that appearance. Doro wot? Or the person is what telling us his feeling now.

Ss: Feeling

Tr: He is telling about what? His what? Appreciation about what? The doro wot is cooked be carefully. Isn't it? Or delicious. Ok.

Tr: Who can, who can give me another example? Yea. Who can give me another example? The same as this sentence?

Tr: Samrawit word like to give me? Give me.

S: like that one?

Tr: yea like this one

S: Fire is absolutely be carfuls.

Tr: Very good. (Writing on the black board)

S: Teacher, absolutely; verb?

Tr: Ok, let's discuss. Fire is absolutely be careful she said. Is that a good example for this one?

Ss: No, it is not subject.....

Tr: Ok, Ashenafi.

Ss: The verb..... is not.....

Tr: Can you correct this sentence in other way?

Ss: Firehiwot looked be carful

Tr: Firehiwot looked beautiful. Yea. Ok now.....

S: Teacher is it not correct

Tr: Five hiwot, I accepted your idea, but doesn't like the same as that.

Ss: Appreciation aydelem? Betam appreciate adergalehu mallet new.

Tr: Yea, but ..... it is not the same as that one. Of course you are right you can say firehiwot is absolutely absolutely be careful.

\*\*\*\*\*

Tr: The room has horrible smell morrible. Do you know the word horrible?

S: Which means very unpleasant smell.

Tr: Yea, unpleasant smell. When you smell a perfume what kind of smell can smell it?

Ss: Be careful.

Tr: Sweet smell isn't it. But what about the smell of hospital? When you are coming from the Christian hospital, can you smell a good smell there?

Ss: No that kind of smell. What we call a horrible smell. Exactly, for example,

Tr: when we go to hospital, a wounded people patients there. When you eat food with the patient there and there is fresh air. Is that a good place? Smell like perfume? Or opposite?

Ss: Opposite

Tr: And room is what? Subject. Smell' is verb 'horrible' is adjective.

Tr: Ok, now this is all about what? About adjective. What about adverb? Adverb. What is adverb?

Ss: To describe verb.

Tr: To describes what?

Ss: verb

Tr: To describe verb.

Ss: verb

Tr: Ok, can you give me an example? Deginet.

S: She sings sweetly.

Tr: Sings sweetly. Yea. Ok.

Tr: She sings sweetly. Now Ok She – is?

Ss: Subject

Tr: Sweetly is what?

Ss: Adverb

Tr: Yea subject, verb adverb. What are you telling now. Deginet, she sings sweetly. What you are telling?

Ss: I am telling that the quality she is singing.

Tr: The quality / the way she is singing. You are telling other or to your friends she sings one sweetly. You heard her saying and you are telling about what?

The way what she sings.

Tr: For example .....

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# Appendix XVI

## Administrative Map of Wolaita Zone

