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ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES,

JORNALISM AND COMMUNICATION

**DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**A STUDY ON THE PROBLEMS THAT AFFECT TEACHING ENGLISH
SPEAKING SKILL INCASE OF TEJI SENIOR SECONDARY SCHOOL
GRADE NINE AND TEN IN FOCUS.**

BY; ADANE AREGA

AUGUST 2024

ADDIS ABABA, ETHIOPIA.

**A STUDY ON THE PROBLEMS THAT AFFECT TEACHING ENGLISH
SPEAKING SKILL TEJI SENIOR SECONDARY SCHOOL IN FOCUS.**

BY; ADANE AREGA

**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN
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AND LITERATURE**

This is to certify that the thesis prepared by Adane Arega entitled: A Study on the Problems That Affect Teaching English Speaking Skill: Teji Senior Secondary School In Focus; function and submitted in fulfilment of the requirements for the Degree of Masters of Arts (MA) in Teaching English as a Foreign Language (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

BY; ADANE AREGA

Approved By Examining Committee

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List of Abbreviations/ Acronomy

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
FL	Foreign Language
MOE	Ministry of Education
TEFL	Teaching English as a Foreign Language
BA	Degree Bachler of Art
TSSS	Teji senior secondary school.

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Abstract

The objective of this research was to investigate problems that affect teaching English speaking skill in Teji Senior Secondary School of South West Shoa Zone Ilu woreda. To this end, a descriptive method was employed by using both quantitative and qualitative approach. The sample population of the study includes 100 students and 5 teachers of the target school. They were selected using simple random sampling techniques. The data were gathered through questionnaire, interview and classroom observation. The questionnaire were used to study the current students' participation level and teachers' proficiency standard of the skill, classroom and instructional material related constraints, with respect to the teaching and learning of English speaking skills. The interview and classroom observation supplemented the data obtained through the questionnaires. Statistical tool such as number and percentage were used to analyse the collected data. The outcomes of the study revealed that the current level of the students' participation in English speaking skill class of the target grade is low, the teachers were uninterested to teach the speaking skill lesson and the class were mostly teacher dominated. Accordingly, it was found the majority of students were supposed to listen to their teachers' talk rather than actively involved in various classroom speaking activities. Besides, the main factors influencing the teaching & learning of English speaking skills in the target grade level were found to be the problems related to teachers, students, classroom and instructional materials. Finally, on the basis of the findings, it was recommended that in order to improve students' participation, above all, students have to practice speaking in the target language by participating in pair or group and individual activities in the classroom. To this end, teachers also ought to play prominent role. That is, they should use modern methodologies which give room for students' active participation. On the other hand, to promote students' learning of English speaking skill, both English teachers and students have to play their appropriate role, students' learning of English speaking skills. Besides, the concerned bodies such as MOE, School administrators and curricular need to deal with the problem of large class size and instructional materials related factors to alleviate the problem.

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

As stated by (Harmer, 1991; Nunan, 1988; Bygate, 1987), The goal of teaching a language in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes. Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. He also states that it is a crucial part of second language learning and teaching. Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. However, today's world requires that the goals of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

In relation to this, second language ability can be developed through using the target language for communication. This communicative use is not only the goal but also a means of learning a foreign language (Littlewood, 1981).

In Ethiopia, English has been used as the medium of instruction in all secondary and preparatory schools, colleges and universities. It has also been used to the medium for scientific research, international business, diplomatic relations and transfer of information. Since it gives such a wide services, the effort to improve its teaching and learning has been given much attention from time to time. The present Ethiopia education policy has mainly given strong focus to the improvement of the teaching and learning process of English in general and for speaking skills in particular.

Recently, particularly, since the design of the new education and training policy in 1994, due attention has been given to change the text books and introducing methods that bring the learners to the centres of the learning. To do this, the ministry of education published series of textbooks entitled English for Ethiopia to be used in all schools in the country.

These textbooks differ greatly in content and approach from the previous text books (its predecessors).For example in the English for Ethiopia new curriculum for grade 9 to 12 in

2022, Language skill that was given less attention from the previous textbook speaking has been given the highest maximum teaching emphasis.

Table 1: Lessons allotted to skills in the new curriculum syllabuses- MOE. 2022

	Lessons allotted to grade 9 in a year	No. of lessons	Lessons allotted to grade 10 in a year	No. of lessons
A	Reading	27	Reading	35
B	Listening	19	Listening	23
C	Grammar	33	Grammar	37
D	Vocabulary	38	Vocabulary	26
E	Speaking	47	Speaking	39
F	Writing	24	Writing	28
G	Total	188	Total	188

As the above table shows, speaking which has been given the highest/maximum lesson 47 and 39, in both syllabuses. Grammar which has been given the second position, while the rest skills are given the minimum lessons. Especially this depicts the speaking has been the maximum teaching emphasis. On top of this a variety of activities that are believed to give learners opportunities to practice speaking in classroom are also suggested in the textbook. Moreover apart from the communicative activities specifically designed for teaching speaking, pair or group activities that provide practice in speaking have been suggested.

This implies that to what extent an approach that brings learners to the centre of learning English language in general and speaking skill in the particular has been introduced in the English for Ethiopian series of the new syllabuses.

In addition to this, it has been reported on several workshops and seminars that English teachers have been given exposure or orientation to the communicative way of teaching English language through long or short term trainings so that they can bring change in the quality of language teaching (Alemu, 2004). However, experience that such effort, exposure and orientation haven't borne fruit as expected. Secondary school students in particular, are noted to have great difficulties in expressing themselves and for their poor speaking skill. Thus a problem in English is still a problem that needs to be well addressed.

1.2. Statement of the problems

Education is communicated to the learner through English in most part of the world. According to MOE (2002), English has played a prominent role in the field of education. Thus English is not only one of a world language, but it is also thought in Ethiopia at all schools and higher institution. It is a medium of instruction in high schools to higher learning institutions. In addition it is also used for practical purposes of communication. It service as the language of education, science and technology and as a necessary link with the outside world. Thus, students who are in different levels of education are required to use productive skill such as speaking and writing effectively in order to meet the above goals.

In spite of such broad coverage given to English language as a subject and medium of instruction in the curriculum, the students' proficiency in the language is not adequate to meet the demands of their classroom. Especially, most of the learners at senior secondary schools levels have problems with spoken English. Concerning this, MOE also say that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. Although the problem is common for all language skills, the problem of the speaking skill is worth noticing.

Regarding this issue, different local researchers that there are factors that have caused the above mentioned problems. For example, Tamene (2000), states that teachers do not encourage students to use the language skills creatively. Olansa (2011), states that teachers do not force to evaluate their students' language performance through oral presentation test. On the other hand, Mendida's findings (2001) looked at the problems relating it with large class size.

In addition to the above mentioned findings and the different studies done on similar issues, my teaching experience in government senior secondary school for nine years also convinced me that students' speaking skill was not adequate enough to meet the demands of their classroom problems needs to be studied further. Thus, this research, in this study also tried to study the problems that affect teaching English speaking skill at high school level.

1.3. Research Questions

1.3.1. General Research Questions

Generally, this research was intended to answer:

- What are the problems that affect teaching English speaking skills in the study site?

1.3.2. Specific Research Questions

- To achieve the above objectives, the present study attempted to answer the following questions.
- What are the teachers' related problems that affect teaching English speaking skill at the selected senior secondary school?
- What are the students' related problems that affect teaching English speaking skill at the selected senior secondary school?
- What are the instructional material related problems that affect teaching English speaking skill at the selected senior secondary school?
- What are the classroom related problems that affect teaching English speaking skills at the selected senior secondary school?

1.4. Objectives of the study

1.4.1. General Objectives;

The main objective of the study was to examine and describe the problems that affect teaching English speaking skills in the study site proposed.

1.4.2. Specific Objectives

Especially, the study attempted to assess:

- Teachers related problems that affect teaching English speaking skill at selected senior secondary school.
- Students' related problems that affect teaching English speaking skill at selected senior secondary school.
- Instructional material related problems that affect teachers' and students' English speaking skills at selected senior secondary school.
- Classroom related problems that affect teaching English speaking skills at selected senior secondary school.

1.5. Significance of the Study

As English is a language serving as a medium of instruction in senior secondary school and higher institution level. However, there are different problems which hinder the teaching and learning of English speaking. On the bases of this assumption, an attempt is made to study some main problems that affect teaching English speaking skill of grade 9 up to 12 students in this study. Thus, the study could have the following contribution to the concerned beneficiaries.

- It contributes its share in solving the problems regarding English speaking skill. In other words, the finding of the study may be used to make useful practical contributions in anticipating the possible ways of alleviating the existing main problems with the learning process of English speaking skills.
- It provides further information to the teachers and students in order to cope with the problems that affect teaching and learning speaking skill.
- It create ways of upgrading the teaching and learning of spoken English skills.
- It helps on the same or related topic as reference.

1.6. Scope of the Study

This study focused the problems that affect teaching English speaking skill in English classroom. In studying speaking skills, many complex things need to be considered and investigated, but this paper does not claim a task of such nature. The study was those factors that affect learners' English speaking skills. The study did not, however, extend to other areas of studies or fields like listening, reading and writing skills. The subject of the study was restricted to English language teachers and students of Teji senior secondary school in South west shoa zone.

1.7. Limitation of the study

The study was conducted in one senior secondary school of Ilu woreda south west shoa zone, because of time, financial and others resource materials constraints. i.e., there was no sufficient time and money. The study would have been more comprehensive and general, if more schools had been included from other areas, south west shoa zone.

But this could not be done because of shortage of time and materials. Most of the participants were confused regarding some questions and were in difficult to provide relevant information. They were also unenthusiastic to complete the questionnaire during administration assuming that the study had negative side effect on them.

1.8. Organization of the Study

This paper consists of five chapters. The first chapter is the introduction under which the background, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study and organization of the study are presented. The second chapter is the review of related literature which provides the reader with information that relate to the teaching or learning of English speaking skills and the factors that affect it. The third chapter deals with research design and methodology such as the research setting, sources of data, data collection instruments, and data analysis procedure. The fourth chapter comes with discussion and analysis. In this chapter data collected through questionnaires, interview and classroom observation are analysed and discussed. The fifth and the last chapter present the findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The main concern and objective of language teaching is to enable the students develop their ability to use the language for variety of the communication purposes. Therefore, students should be thought the four major language skills: listening, speaking, reading, and writing. Particularly, teaching the speaking skill is vitally important because it is the skill which engages learners to participate in the process of oral communication (Harmer, 1991; Nunan, 1989 and Bygate, 1987).

However, the traditional way of teaching English language concentrated on making students aware of the aspects of the target language. That is making them aware of the aspects of the language such as the phonological and morphological features of the vocabularies of the language. This resulted in teaching learners with no practice in the encoding and using the language for communication purposes. As a result, language was usually taught in a written form until recently. However, the written code has not been found to be of great use for oral communication purposes intended to be met. In relation to this point, Rivers (1987:187) writes, “it is too elaborate and cumbersome. It is also too intellectually demanding for informal communication. It is less redundant than the spoken code.” Thus, the teachers’ unwillingness to change their methodology together with the nature of the written code made the emphasis to continue on language as product and the written code to acquire a certain prestige as the standard which the spoken code should be evaluated (River, 1987:189).

Rivers (1987) argues that teachers mention the nature of speaking skill as one of the reasons for them to be unwilling to change the pattern of their instruction, preferring to concentrate on the written code and discussing the content of foreign language texts. That is the speaking skill is taken as more demanding than the other skills.

In recent years, however, the increase requirement of the language at all levels has brought a need for a new approach which enables the students learn how the language system is used for communication purposes. As a result, English teaching has been intended to provide learners with the ability to use the language to convey information associated with their studies (Brmfit and Johnson, 1979).

2.2. The Concept of Teaching Spoken English

According to Nunan (2003) speaking is a very important part of second language learning because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. The scholars add that it is essential in that teachers pay great attention to teach speaking rather than leading students to pure memorization. The scholars consolidate the above idea by indicating how and why speaking must be taught.

According to Chaney (1998) Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues.

This definition also strengthen the idea of the above educators indicating that speaking is very important, undervalued and taught in the way it could not be developed. Still another educator's tress that speaking as a skill is not the oral production of written language but it involves learners' mastery of a wide range of sub-skills which add together constitute of overall competence in the spoken language (McDonough, 2003).

According to Harmer (1983) and Brown(1994) and Nunan (2003); teaching speaking is to teach ESL learners: to produce the English speech sound patterns and rhythm of second languages; to select appropriate words according to the appropriate social settings, audience situation and subject matter, to organize and use their thought in meaningful and social sequence and use the language quickly and confidently with few unnatural pauses(fluency).

2.3. Different Views about Teaching Speaking

Researchers have different views about speaking. Conventionally, written language was given higher prestige than spoken language (Wilkins,1972). In relation to this view, the respect given to an educated person was based on the knowledge to understand the written language. However, a study on the speaking has provided evidence that academic talk can be taken as the heart of teaching-learning experience (Florez, 1999).

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

1996). As Floriez (1999), speaking can help students to express themselves to negotiate relationships, to define their thoughts and to be aware of their world. Oral practice is the natural part of language skill, which may help the learners to develop the ability to understand and respond quickly (Lewis and Hill, 1985). These researchers have confirmed that oral practice will be enhanced when teachers give opportunities for their students to practice speaking through communicative activities. As to Brown (1994) and Florez (1999), speaking is an interactive process, which involves producing, receiving and processing the information to construct meaning in the context of teaching-learning environment.

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

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

2.4. Goals of Teaching Speaking

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

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

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

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

For the purpose of this research, goal, related to motivation as proposed by Harmer (2002) is considered. He has point out that goals can be long and short term in their application. Long term goals refer to the mastery of English and to be successful in passing an exam at the end of the year. Short term goals are related to the learning of new language items within a short period of time may be for a week. So, in accordance with Harmer's view, short term goals are closer to the students' day to day reality and easier to focus on the end of the week than the end of the year. If teachers help students in the achievement of short term-goals, they will be motivated in their learning. Language learning, therefore, needs goals oriented effort of the teacher, which may enable the students to know the purpose of their learning and consequently, students can be motivated.

It is widely believed that motivated learners that motivated learners are more likely to be encouraged for improving their oral proficiency within the shortest possible time compared to those learners who are not motivated.

2.5. Approaches to Teaching Speaking

Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditional considered most difficulty; because in the past, written language was given more attention than speaking. Besides, speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (shumin1997). Most scholars, for example Brown and Yule (1981) believe that spoken language production, learning to talk in the foreign language, for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding.

Bygate (1987) also consider that one of the main problems in foreign language teaching is to make learners be able to use the language. Regardless of these problems of teaching speaking skills, recent studies suggest that teachers can help students in developing their speaking skills. Firstly, English teacher should know that speaking is an interactive process requiring much effort and practice on the part of the learners. Supporting this view, Klippel (1984:5) says, "Learning is more effective if the learners are actively involved in the process." Secondly, English teachers need to know how to select and design appropriate and authentic

language learning materials and activities in consonance with the age, interest level, and language of the learners.

As teachers face some problems in motivating learners to speak in the target language, the activities in the classroom should be aimed at maximizing individual language use. In other words, to help students achieve some kind of communicative skill in the foreign language, real communicative situations have to be created Klippel, (1984). It is generally agreed that small group interaction allows more talk for each of the students and greater variety of talk. It should be known that taking short turns are generally easier than long turns. The teacher should support and develop the students' ability to use language communicatively over a range of situations (Brown and Yule 1983).

2.6. Activities to Promote Speaking

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

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

Communicative tasks are designed so that students have a reason or a purpose for speaking: they are bridging an information or opinion gap; they are asking for giving real information or finding out about the opinions of their fellow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real life interactions.

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

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

2.6.1. Kinds of Speaking Activities

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

2.6.1.1. Free Language Activities

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

During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not intervene in pair or group work. Of course, he may do to give feedback or to make gentle correction obliquely rather than directly, so that the learners perceive their mistakes for themselves. In relation to this, Byrne (1987:7) says,

“Students must be allowed to feel free, otherwise they won’t say, which is the purpose of the fluency work.” Activities such as sequencing a series of pictures and jumbled sentences fall in to this category.

2.6.1.2. Dialogues

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

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

2.6.1.3. Problem solving

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

2.6.1.4. Discussions

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

Discussion can be used by organizing and assigning pair work and small group work in the class. Group work seems to be extremely attractive and advantageous ideals than others for a number of reasons. In relation to this Harmer (1983:207) says: “it increase the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.’

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

2.6.1.5. Group work

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

This strategy involves students discussing issues with many of their follow classmates in turn. Beforehand, prepare discussion questions. In class, groups are arranged in a large circle or square formation. Give students a question and suggest that each person take a turn answering. Now introduce a new, slightly more difficult question. These groups involve

students engaging in short, informal discussion, often in responses to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-5 neighbours to discuss any difficulties in understanding, answers with prepared question, define or give examples of key concepts, or guess on what will happen next in the class (Silberman,1996:140).

2.6.1.6. Games

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

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

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

2.6.1 .7. Simulation

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

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

2.6.1.8. Peer - teaching

Peer- teaching is a participatory, active and democratic strategy integrated in to the students' own experience; that results in deep learning. Peer-teaching involves occasionally use of students in the class who have experiences because of their good background in particular area. "Peer-teaching is also an appropriate strategy to be applied in teacher training program." it can solve the problem of large class size and it may release teacher educators' time for personal research or for producing resource based learning materials (Bennet et al, 1996: 86).

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

2.6.1.9. Role play

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

In order for role plays to be fully effective, the traditional classroom patterns must be changed and the new approach should be practiced in the classroom properly. Students must be free to play the role as they see them property. In other words the teachers control in role plays activities is very limited.

According to Dongil, the main benefit of a role play is that it enables a fellow of language in which might otherwise be different or impossible to be produced. Such activities help to recreate the language used in different situation and allow students to practice for and proactive the language they probably use outside the classroom.

2.7. What Is Perception?

Perception is the awareness, understanding, sensing, and thinking about the environment: the way in which we observe the world. And, the researcher means environment in the largest possible sense; everything. While it is true that perception is one of the many aspects of intelligent systems studied by 'cognitive scientists', it also true that there are many aspects to perception (Morgan, 1986:133). Moreover, perception studies may be verbal, written or electronic and can range in length. The primary distinction of a perception study is that it is

intended to discover opinions rather than factual data. Unlike other types of studies that focus on actions and behaviours, such as shopping and buying habits, a perceptions study seeks to uncover what people think.

This data will be predominantly qualitative, meaning it is based on opinion rather than fact. Questions can be presented as yes/no or multiple choice or participants could be given a scale of descriptors, such as “good, better, best” from which to choose. Other questions may be open-ended, meaning that the respondent can answer in her own words Borich(1984:138). Finally, this indicates that teachers’ and students’ perceptions in the process of active learning in communicative English skill classes.

2.7.1. Teachers’ and Students’ Perception

For successful performance of any new perception of teaching and learning English speaking skill, “it is apposite attitude to the issues and good attitude and skills in the area are very important.” The fundamental ideas, concepts, advantages and disadvantages of the new approach evidently understand by teachers and students. The perceptions of teachers and students will be seen in this review. Strategies like decision-making, organization, and content are largely determined by the students’ needs and perceptions. Even assessment may be influenced or determined by the students. The instructor acts as coach and facilitators. In many respects, the goal of this type teaching is the development of the student’s cognitive abilities Little Wood (1992:141).

Relating to this assumption, some researchers notice that unless learners consider the practice of the ideas there in their own lives and decide to act, know and believe in the ways; they are likely to adopt a passive assent to the teachers’ knowledge structure. Eventually, researchers have stressed the “importance of learners’ past experience,” which is a transformative rather than passive accumulation of knowledge (Dary and Terry, 1993: 77).

A lot of studies have been undertaken in recent years regarding “teachers’ perceptions of their function in academic institutions.” Some researchers have made a distinction between perceptions focused on the instructor regarding the transmission of knowledge and information, perceptions focused on the teachers-student relations, and perceptions focused on the student’s activities and the development of understanding and conceptualization (Plass, 1998:201).

2.8. The Concept of 'Role' and the Role of the Teacher and Student

2.8.1. The Concept of Role

What is role? The concise oxford dictionary (1980) as cited in Wright (1986: 3) defines role as, "an actor's part in play and a function that a person or thing typically has or expected to do." According to Richards and Lock Hart (1996:97) a role can be define as "the part taken by a participant in act of communication." Widdowson (1990: 182) explains role that "it can be defined, generally, as a part people play in the performance of social life."

Based on the above definitions and explanations a role can be taken as a duty, responsibility, function or part that somebody can perform or is expected to perform in a particular position or activity. All behaviour may lead to conflict if roles do not interrelate. In this sense, Argyle (1969: 200) as quoted in Wright (1986) says "the people must agree on the role-relation between them if one is a student the other must be a teacher."

2.8.1.1. The Teachers' Role

In order for the teacher to explore better possibilities for his own teaching from communicative approach he/she is expected to adopt varied appropriate roles for managing variety of classroom activities. For example, while planning accession, the teacher should be able to act in accordance with what objectives each activity does entail. Accuracy and fluency activities for example determine two distinct teacher's roles. According to Harmmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learner's group or pair interaction, the teacher should art as facilitator by not intervening frequently. She/he should instead allow students more opportunity to use the language at their disposal. In other words, the teacher should be clear of his tasks where he must not act as controller in both cases. To this effect, the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect (Rivers, 1987:9) says "teacher directed and dominated classrooms cannot by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two ways, three ways, or four ways but never one way."

Thus, giving the learners a different role (such as greater initiative in the classroom) requires the teachers to adopt a different role. To this end, according to Breen and Candlin (1980) as cited Nunan (1989:87), the teacher has three main roles in the communicative classroom. The first is to act as a "facilitator" of the communicative process," the second is to act as

“participant” and the third is to act as “observer and learner” (ibid). In general terms, according to Larsen-freeman (1986), Little Wood, (1981); Harmer (1991) in communicative oriented classroom, the teacher should act as ‘counsellor’, ‘facilitator’, organizer, participant, prompter, resource, etc. instead of being an actor of the stage. In general, it can be seen that in oral communicative classroom the teacher in most cases possess the role of facilitator rather than controller.

2.8.1.2. The Role of Learners

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

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

- The learners’ role in acquiring a new language can be assessed by considering the following learner’s role suggested by Richards and Rodgers (1986). These are,
- The degree of control learners have over the context of learning
- The patterns of learners grouping adopted.
- The degree to which learners influence the learning of others and the views of the learners as processor, performer, initiator, problem solver (p.23).

Similarly, with in the above context writers like Breen and Candling (1980) cited in Richards and Rodger (1986) have defined possible roles that meet the demands of CLT in the following ways:

The role of the learners as negotiators – between the self, the learning process, and the objective of learning emerges from interacts with the role of joint negotiators within the group and within classroom procedures and activities which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and there by learn in an independent way (1980:110).

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

- The learner is an integration negotiator and who is capable of giving as well as talking.
- The learners are involved in a process of personal growth.
- Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn (Nunan, 1989:80).

2.9. Problems that Affect Students' English Speaking Skill

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

2.9.1. Teachers' Related Problems

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

2.9.1.1. Teachers' Educational Background

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

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

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

It is possible to draw a conclusion that such philosophy of teaching grammar is also prevailed in most Ethiopian English language teachers. This tendency of teaching English grammar

will also lead to teacher dominated or teacher fronted classroom activities than student-centered activities, which requires learners to use skills knowledge by relating to their own ideas, needs feeling and experiences. Besides, the above ideas, although teachers teach the way they were taught, it is also true that teacher teach the way they learned best in schools.

One study in Ethiopia context held by Girma Gezahegne (2003) indicated that teacher classroom practice deviated from the communicative approach he observed that there were mismatch between what teachers expressed and what they actually did in their classroom practices. Most teachers conducted their lesson in a teacher fronted way.

2.9.1.2. Teachers' Beliefs about Language Learning/Teaching

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

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

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

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

As a result of their education and training and the characteristics of the society in which they were brought up, many teachers believe in the authoritarian role of the teachers with the

student as a passive receptive. In the Ethiopian context, Abdulkadir Ali (1983) in his finding indicated that the English classes are teacher dominated. That is, the students do not have a chance to use the language in different situations. English is taught just like other subjects where the learners have to listen to whatever the teacher says. In such a case, the introduction of a learner centred will be indirect conflict with teachers' attitudes and beliefs that hold about language learning. Thus, teachers' beliefs towards language teaching and learning are vital elements for the implementation of communicative activities.

2.9.1.3. Teachers' Proficiency

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

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

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

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

2.9.1.4. In Ability to Balance Classroom Oral Activities In Line With Real Life Communication Needs

It would seem that in some EFL classes, students practice the target language for the purpose of learning about the language. Put another way, they are made to learn the language for the sake of its knowledge, in the expense of real communicative purposes. Consequently, the students get fewer chances to practice how to communicate their own ideas or intentions

appropriately in the real life situations. Supporting this idea Hedge (2000: 44-45) has stated this point as follows:

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

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

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

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

2.9.1.5. Teaching Methodology

The methods by which students are taught have some effect on their learning. The traditional approaches to language teaching were primarily depending on the structure of the language. It didn't consider the functions of language for communication purpose. The goals of learners in such instruction are often to pass an examination rather than to use the language for daily communication. In explaining this Atkins et al (1995:150) states that:

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

From the information stated above, it seems that most of the teachers in secondary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication.

With regard to the methods of language teaching in the past, Atkins et al (1995:203) further indicate that , “one experience Ethiopia, shows that an exclusively grammar based approach to teaching does not guarantee that students develop high levels of accuracy and linguistic knowledge. In fact it is, often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in students who are inhibited and will not take chances in using their knowledge for communication.”

2.9.1.6. Error Treatment

As expressed by Little Wood (1984), “Errors have traditional been regarded as signs of failure on the part of both teacher and the learner. Because of this, making errors has led to a sense of demoralization. Now, however, as Little Wood further states are realize more clearly that they represent the normal stages the development of communicative skills’ (1984:85). The teacher should develop positive attitude to learners’ error by accepting their options the classroom participation and encourage them to learn from their errors other than creating an interruption due to correction (Byrne: 1987). The way, in which teachers correct their students, when they do fluency activities will have a significant effect on how well they perform at the time of correction, and in their future (Harmer, 2002). As Harmer’s view, tolerance of errors in fluency activity will be greater than it is during controlled sessions.

2.9.1.7. Teachers’ Language Testing System

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

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

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

Madson (1983) also states that tests back up students in learning language. He put his ideas as follows: A properly made English test can help create positive attitudes towards instruction by giving students a sense of accomplishment a feeling that the teachers evaluation of them matches to what he has taught them ... test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve. In a more comprehensive manner, institute for curriculum development and research (ICDR) (1999) describes benefits of testing to the teaching as follows:

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

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

2.9.2. Students Related Problems

2.9.2.1. Background of the Students'

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

2.9.2 .2. Poor Background Speaking Experience

Student failure to participate during oral activities could be the result of their poor background speaking practice. That is it would seem that many students learn English

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

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

2.9.2.3. Their Beliefs about Language Learning

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

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

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

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

2.9.2.4. Lack of Confidence

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

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

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

As indicated, students may feel insecure, and become psychologically affected as they attempt to express their ideas especially in front of their classmates. That is to say, students lack self-confidence they may be worried about making mistakes or errors or may be concerned about their own status is in the eyes of others. As a result, they may utter disorganized ideas or even become speechless. These problems are indicated in the following ways: lack of adequate vocabulary: it is also pointed out by Ur (1996:121) as "... you often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking." This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivated to speak in the target language. Mother tongue use: can be a problem in developing speaking skills of the students especially, in classes where all or a number of the learners share the same mother tongue. Students may tend to use it, because they feel that is difficult and unnatural to speak to one another in a foreign language.

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

2.9.3. Classroom Related Problem

2.9.3.1. Large Class Size

Teaching and learning process demands well planned preparation in all aspects to provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. According to Monore (1956:212) cited in Desta (2001) class size refers to the number of pupils regularly schedule to meet in the administrative and instructional unit, known as class or section, usually under the guidance of a single teacher. However, class size can vary from country to country, from subject to subject. The current standard set for Ethiopian secondary schools recommends a class size of 40 students in a room with a total area of 46.00m². But it is not practical in our secondary schools and as much as 80 and more students are being overcrowded in a classroom whose area is mentioned above (MOE, 1995:3). On the other hand class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the students and teachers. The class size has its own impact in facilitating or hindering activities of teaching and learning. Concerning this Kumerra (2004:40) states the size of the class has great role in creating a conducive environment for the process of teaching and learning. Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

2.9.3.2. The Pattern of Seating Arrangements

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

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

On a similar point, Byrne (1986:79) states; It is sometimes argued that lazy students will take the advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities than in regular class work.

Laziness is not likely to increase. In relation to grouping students for oral interaction activities, the size of class has a big effect. Byrne (1986) remarks that organizing a classroom to suit speaking activities will influence the interaction and the success of the activity of enormously. Thus, a good arrangement is needed for students to speak in pair and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books.

2.9.4. Instructional Materials Related Problems

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

2.9.4.1. Shortage of Textbooks

Textbook play a very crucial role in the realm of language teaching and learning is considered one of the important factors in the second/foreign language classroom (All Wright, 1999). It is psychologically essential for student since many students working with a textbook feel secure and has a sense of progress and achievement. It serves as the basis of the content of the lessons, the balance of skills taught, and the kinds of language task students actively use. Thus, textbook provides ready-made text and learning tasks which are likely to be of an appropriately level for most of the class (Ur, 1996). It is also viewed by All Wright (1999:25) as it is a resource book for ideas and activities rather than as instructional materials. Hence in the process of language teaching teachers mostly depend on the text books designed for this particular purpose. However, effectiveness of the teaching-learning process can be determined by the contents of the textbooks prepared at different grade level.

2.9.4.2. Lack of Access to other Instructional Materials

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

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

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

The objectives of using various instructional materials are to create teaching learning atmosphere in the class. This can be achieved to certain extents if the instructional materials are properly selected to meet the specific objectives of a given lesson.

In supporting this, Nunan (1998:98) demonstrate that,... a range of materials which can be exploited in a variety of ways is more useful than a comprehensive package, as the focus will be on assessing learners to do in class what they will need to be able to do outside, the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text sources as well as the students activities and tasks. The materials should also foster independent learning by raising the consciousness of the learners and making them aware of the learning process.

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

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The research attempts to describe a study on the problem that affect Teaching English speaking skill at Teji senior secondary school. Descriptive method was employed by using both qualitative and quantitative approach. Thus, mixed method approach is chosen as methodology of this research. According to Onwuegbuzie and Leech (2004) mixed-research method are important and useful to draw from the strength and minimize the weakness of in both single research studies and across studies. The methods would legalise each other.

To have clear concept of the problems (the problems that affect teaching English speaking skill). The relevance of this method for such purpose has been confirmed by authorities such as Koul (1988:405) and Best (1977:116-117). Furthermore, the study focused on recording, describing, analysing and interpreting the problems that prevail in the school in relation to problem that affect teaching English speaking skills.

3.2. The Research Setting

The target population for this study the researcher would conduct in grade 9& 10 students' and their respective teachers of South west shoa zone Teji Senior Secondary School. The school was selected purposefully because it has been closer to the researcher's working place and accustomed with respondents and also nine years' experience as a teacher.

In addition to this, grade nine and ten students were chosen and they are required to communicate effectively in English with the teachers of the other subjects and their classmates. Thus, it is the level where most of the learners experience difficulties in learning. I preferred to study spoken English because English was my major area of specialization during my undergraduate, and I was also aware of the problems as I have professional experiences on the area. Thus, the skills I learned enabled me to see the learning English at the level. I then used different inquires to see the problems from different angles. Moreover, I could secure adequate cooperation from school directors and teachers because of my familiarity with them during my service in the school.

3.3. Sources of Data and Sampling Procedure

3.3.1. The classroom

The classrooms were taken as one of the sources of the data. It was here that where observations were made to see what really happened in the classroom. In order to select them, the list of was selected using the lottery system. Using this sampling procedure, eight classrooms out of sixteen were taken.

3.3.2. Teachers

Teachers are one of the most crucial elements in the teaching and learning process. Therefore, teachers were considered to be rich sources of data. With this in mind, the researcher used the simple random sampling techniques to choose the teacher respondents. Hence all the five (5) English teachers who were involved in teaching English language in grade nine and ten were taken.

3.3.3. Students

Students had also taken as source of data to provide important information relevant to the problem at hand. At Teji senior secondary school, there are a total number of 1242 students. Each student is distributed across sixteen sections for the academic year 2023/24 There is an average of 78 students in each section. Thus, out of the entire sections 8 sample sections were taken by using simple random sampling techniques to conduct the study. In order to decide the size of the students from each of the eight sections, again random sampling technique was used. Therefore, ten (10) students were randomly taken from each sample sections. Hence, out of the total number of 1242 students, 80 students were taken as representative of the target study. The sample size of the population of this study was taken to be small because of the following factors. If the target population is homogeneous then it is likely that the sample can be small (Sarantakos, 2005), and a matter of time.

3.3.4. Sampling Procedures

In this study simple random sampling techniques selected the subject of the study. This technique would be used to obtain best representative sample of a population using this sampling procedure.

3.4. Instruments for Data Collection

In order to collect data from the samples for the target populations, the researcher employed three instruments: questionnaire, interview and classroom observation.

3.4.1. Questionnaire

A questionnaire was one of the vital data gathering tools for this study. It would be employed two sets of questionnaire items were designed for both teachers and students in English. The two questionnaire were the same on contents with the exception of minor difference in wordings. The items in the questionnaire were all closed ended. This was done mainly because the researcher sensed that it would be easy to collect and summarize the data.

3.4.1.1. Teachers' Questionnaire

As stated earlier, the items in the teachers' questionnaire were closed ended. The questionnaires were distributed to all five English teachers at the target grade level. The distribution of the questionnaire was done only by the researcher himself. Then all of the teachers filled in the questionnaire.

3.4.1.2. Students' Questionnaire

The items in the students' questionnaires had also closed ended for the purposes mentioned in the teachers' questionnaire. These questionnaires are designed in English. The questionnaire was finally distributed to a total of 80 students from the total populations.

3.4.2. Interview

The second method of data collection employed in this study was structured interview. Ten interview items were to interview students. Structured interview was employed to get first hand and unaffected information from the respondents. Interview as data collection instruments, enables together in depth information, free or flexible responses that would not easy to obtain by other tools; (Selinger and Shoham, 1989). Thus, the interview questions for this study were prepared in such a way that they support the data that would be obtained through questionnaire.

It was conducted right after the classroom observation and questionnaire is over. The interview questions were carefully designed to meet the main objectives of the study and notes had been seriously taken while interviewing.

3.4.2.1. Teachers' Interview

From the total of five English teachers of grade nine and ten who teach in the target school all of them are involved in the interview. Accordingly, structured interview items be would prepared and conducted with the teachers in the target school.

3.4.3. Classroom Observation

Classroom observation was conducted to investigate how tasks were being introduced in communicative English speaking classes. Classroom observation describes what really in the classroom during instructions. It helped to see the actual classroom teachers and students role. In other words, speaking classroom out to be better seen through direct observation as roles usually observable in the actual teachers and learners interaction during different oral communication activities. This was mainly because the researcher believes that what the participants self-report about their role perception may not always be what the actual do in the classroom condition. Thus, direct observation helped to generate observational data to be through the other instruments i.e. the questionnaire and the interview. Therefore, for this study, an observation scheme in the form of check list was used during the classroom observation.

The checklist was slightly adapted from Wajnryb's (1992:121). "Checklist of the classroom observation tasks." It is designed to examine communicative language task/ not specific for oral language. Thus, the researcher has taken only the items which have direct importance with the study. The checklist contains four parts.

The first part examined the effectiveness of activities on facilitating oral speaking and the second part was classroom teachers' role, while the third part cleared the role of the students and the fourth part examined the situation of the classroom set up.

After this, the researcher adapted them into a table form. Besides, these items were assessed using a tick (√) mark under yes, no, and undecided classified during speaking skill lesson. The total number of tick marks (√) given to the observed teachers were used to analysed and interpret the data. Generally, all of grade 9 and 10 English teachers of the target school were observed four items while they are teaching the speaking lesson.

3.5. Procedure of Data Collection

In order to conduct the study, the following procedure of data collection were followed. Above all, the researcher established a report with the directors, unit leaders and teachers of the respective sections to facilitate the research activities. The necessary information about the number of students in each section and the arrangement of time was done in collaboration with the school administrators (directors) and English teachers.

To produce the adequate information from the subject of the study, first, the purpose and importance of the research was explained to the subject of the study briefly. Then, the

observation was made first to avoid the occurrence of some artificial behaviours and acts which can be excited by teachers and students after they get information from questionnaire. The observation was made when the actual teaching learning process of speaking lesson was going on. Secondly, the questionnaire prepared for the students and teachers were administered following the observation of speaking skill lesson. After that, these questionnaires were collected in the same session. Finally, the interview was made at the end after identifying possible issues that were not well addressed through the questionnaire and observation.

3.6. Data Analysis and Interpretation

The data collected through classroom observation, questionnaire and interview were analysed, and the description of quantitative and qualitative data analysis method was used. Besides this, data interpretation of students' questionnaire was worked out using percentages. Since the target of the study was to describe the existing problems, the researcher perceived that percentage was an appropriate statistical procedure. However, data interpretation of teachers' questionnaire was worked out simply by writing in numbers. Thus, to accomplish this, first responses of teachers and students were organized and tabulated into numerical data to be analysed quantitatively. Then, the results of the interview and classroom observation were analysed. They are mainly used to circular the results of the students' responses to the questionnaire at different levels.

CHAPTER FOUR

4. Data Analysis and Discussion

4.1. Introduction

As indicated in the earlier chapter, the main objective of this study was a study on problems that affect Teaching English speaking skill. In order to achieve this objective, the specific research questions mentioned earlier need to be answered.

So as to answer those questions, the researcher used both quantitative and qualitative data analysis methodology. In this chapter, the data were organized, as well as the results and discussions were presented. Three data gathering instruments were used. These were questionnaire, interview and classroom observation were interacted with the process of data interpretation and analysis.

As a result, data obtained from questionnaire, interview and observation were presented and discussed in an integrated manner. Discussion of the findings of the both groups of respondents was dealt with in a separate section for the sake of suitability. Accordingly the teachers' responses to the items in questionnaire and interview were analysed counter to finding obtained from the classroom observation first, and then the data collected from the students were treated in the same manner.

4.2. Data from the Teachers' Questionnaire

4.2.1. Background of the Teachers

Background information of the subjects of a given study is important. It helps to reveal the present status of individual or groups which direct the researcher to reach on the right findings. Hence, part one of teachers' questionnaire was designed together data on teachers' background. The teachers were asked to provide data about their personal back ground and professional background experience.

Table 2: Descriptions of teachers background information

No	items	Number of responses in figures
1	Sex	
	a. Male	4
	b. Female	1
	Total	5
2	Grade they teach	
	a. 9	3
	b. 10	2
	Total	5

3	Academic qualifications	
	a. Diploma	-
	b. Degree	4
	c. MA	1
	Total	5
4	Work experience in years	
	a. 1-5	1
	b. 6-10	3
	c. 11-15	1
	d. 16 and above	-
	Total	5

As shown in table 2 above, 4 of the teachers who were involved in this study were male, whereas 1 of them was female. This clearly shows that the majority of the English language teachers in the target grade level were men.

In connection with they teach, 3 of the teachers shown that they teach at grade 9 while 2 of them are teaching at grade 10.

In respect of qualification, 4 of the teachers are BA Degree holders and 1 teacher was MA holder.

Whereas regarding teachers' work experience, the data in the above table might suggest that the majority of the teachers do not have rich experience in teaching. In the table most of the teachers have below 10 years' experience.

Regarding the number of students in a, as indicated in the table above, the minimum number of students in a class is 60-69 while the maximum number is 70-79. This clearly shows that the over crowdedness classes in the target secondary school. Data from classroom observation also support what teachers report in the above table shows. However, from the given data in the Table, it is also possible to conclude that the majority of the teachers had been to teachers training colleges and universities after 2005. The year in which the teacher training materials that are currently in use in college and universities were published, and colleges, and universities started training English teacher according to the understandings gained from applied theories. This implies that almost all of the teachers have received training in BA.

4.2.2. Analysis of Teachers Responses on Students Related Problems

In order to study the problems that affect students English speaking skills an attempt was made. For instance, item 9.1.1-9.1.9 of the questionnaire is about the problems related

students. Accordingly, the teachers were asked whether they agree or disagree with the problems described. Thus, their responses were as shown in the table below.

4.2.2.1. Lack of students confidence

If students have developed poor perception of their oral ability, they will tend to restrain their speech. Stated differently, when students lack self confidence in their oral production skills, they are less likely to speak out of the express their ideas or feelings in front of the others. Hence, to study whether the learners have confidence to speak freely in the class the following statement related to the idea were included in the questionnaire (Fisseha, 2006).

Table 3: Teachers’ responses on students’ confidence.

Item	Statement	Response category					Total
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	
9.1.1	Learners have the confidence to speak freely in the class as they afraid of making mistakes and criticisms of friends.	1	3	1	-	-	5

As illustrated in table 3, four of the teachers responded positively to item 9.1.1. That is they indicated that students have not the confidence to speak freely in the class they making mistakes and criticism of friends. The respondents during the interview also confirmed that the learners lack the confidence to speak freely in English during speaking activities. They said that making mistakes and criticism of friends. The classroom observations provide a similar result. That is some of the students stumbling while speaking. This seems that they lack confidence because they making mistakes (see Appendix E-2).

4.2.2.2. Students’ Beliefs about Language Learning

As indicated in chapter two of this paper, one of the problems that affect students’ English speaking skill is related to their beliefs about language learning. Thus to study the teachers’ view about students’ beliefs of language learning the following statements related to the idea were included in the questionnaire.

Table 4: Teacher Responses on Students Beliefs about Language Learning.

Item	Statement	Response category					
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.1.2.	Learner prefer to learn grammar and vocabulary than doing speaking	2	3	-	-		5
9.1.3	Learners prefer teacher explanation than doing the activities by themselves.	-	4	-	1	-	5
9.1.4.	Students do not think that they learn English when they work in pairs or groups.	-	3	2	-	-	5

The information in Table 4 above shows that most of the teachers responded positively to item 9.1.2, 9.1.3 and 9.1.4. That is, all of them replied that learners prefer to learn grammar and vocabulary than speaking. Whereas the majority of them indicated that learners prefer teacher explanation than doing activities by themselves. Besides, the majority of them also show that the students do not think that they learn English when they work in pairs or groups. This indicates that to what extent students beliefs about language learning is also contradicted with how one can learn English language speaking skill mentioned in the literature review of this paper.(p.27).

In the same way, the majority of the respondents during the interview also mentioned that students prefer teacher explanation than doing different oral activities in pairs or groups to develop their speaking skill (see Appendix c-1). It was also observed that most of the students gave special attention to teachers' explanations and follows him actively. But, they prefer silence when the teacher asks them even short oral questions (see Appendix E-2). Thus, it can be inferred that students' beliefs about language learning made them reserved from involving themselves in speaking activities.

4.2.2.3. Lack of Participation and Poor Speaking Background

As Ur (1996:20) participation is the characteristics of successful speaking. However, students hesitate to participate in speaking activities. This can also limit their speaking performance. Thus, to study whether the students like to participate or not the following statement related to the idea were included in the questionnaire.

If the students lack the prior speaking experience, they may not dare to speak English in front of their peers (Bygate, 1987). As a result, students speaking skill is limited. Therefore, the following table deals with whether the students have poor speaking background or not.

Table 5: Teachers’ Responses on students’ participation and speaking background

Item	statement	Response category					
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.1.5	Students do not like to participate in speaking activities(e.g. Presentation, group/pair work) in class.	1	3	1	-	-	5
9.1.6	Students have poor speaking background.	4	1	-	-	-	5

As can be seen from table 5, item 9.1.5, the teachers responded positively. That is most of the teachers in the questionnaire confirmed that students hesitate to participate in speaking activities like presentation, group or pair work in the class. According to the respondents’ explanation during the interview, it seemed that students become reluctant to participate since most of them have not such experience in prior grade level. It was also observed learners hardly took the initiative to start doing the group tasks provided to them in the classes. Most of them preferred to listen to teachers’ talk than participate (see Appendix E-2).

Item9.1.6. in Table 5, as mentioned above one of the determinant problem that influences students’ ability of English speaking skill is related to their poor background speaking practice. Thus, as a result item 9.1.6 Table 5 shows that all of the respondents highly approved the existence of the problems. That is, students were not willing to talk freely in the class as they were not familiar with speaking in the previous classes.

4.2.2.4. Mother Tongue Use, Shortage of Vocabulary and Lack of Practice

In carrying out speaking activities, students feel less exposed if they are speaking in their own language. Thus, in order to prove whether the students use their mother tongue in various activities, the following statement related to the idea was added to the questionnaire.

Students feel extreme anxiety or become tongue tied when they face shortage of words in unexpected situation. This may discourage their attempt to speak more, and enforce them to lose confidence in their speech, and become suddenly silent in the middle of a classroom discussion. Regarding to this, in the following item 9.1.8, teachers were asked to report whether the students have problems or not.

Students learn to speak by speaking (Rivers, 1981). Supporting this view, Klippel (1983:5) says learning is more effective if the learners are actively involved in the process. Thus, to check whether the students practice speaking in and outside the class the following statement related to the idea was included in the questionnaire (9.1.9).

Table 6: Teachers’ Responses on Students’ Mother Tongue Use, Lack of Vocabulary and Practice

Item	Statement	Response category					
		S. Agree	Agree	Uncertain	Disagree	S.Disagree	Total
9.1.7	Students use their mother tongue language when they are asked to do activities in pairs or groups in English classes.	-	4	1	-	-	5
9.1.8	Students do not have adequate vocabulary (words) to express their ideas or options in English.	2	3	-	-	-	5
9.1.9	Learners do not like practicing speaking in English in and outside of the class.	-	4	1	-	-	5

The data in Table 6, item 9.1.7 shows, the idea of students’ mother tongue use while doing pair or group activities received the majority’s agreement. In addition to this, almost all of the subjects in the interview said that when the students did pair and group tasks their participation would be less to speak in English. Thus, the majority of the students reverted to their mother tongue to express themselves. On top of this, as the respondents indicated students felt at ease when teachers let them interacted in their mother tongue.

This problem was confirmed by the classroom observation. Although the students were started doing the speaking activities in English, they were observed to use their mother tongue after a while. Thus, it seems that the students’ preference in using their mother tongue

in doing speaking activities takes their practice time to speak in English. This brings impacts on the development of students' speaking skill.

As illustrated in Table 6 above, all of the respondents responded positively to item 9.1.8. Thus, it would appear sound to say that all the respondents indicated the prevalence of this inhabiting problem even though the degree of its prevalence varies from students to students. In this respect, if the students confront such problem frequently, they may fail to be; or make their speech uncomfortable to listen to and eventually become speech less, this can create breakdown in communication.

To confirm this, the interview result reflects that some students tend to prefer silence, or be unwilling or reluctant to present their group discussion. As far as the result of the interview is concerned, when they are forced to speak, they start speaking. But soon end with fragment of unrelated ideas or shift the target language to their L1; or become silent without conveying their ideas or options. On top of this, the classroom observation result also ratified that students were observed while they were speaking with fragments of unrelated words (see Appendix E-2).

The data in the Table 6 above reveals that, the majority of the respondents responded positively to item 9.1.9. That they depicted that student did not like practicing speaking in English in and outside of the class. Most of the respondents confirmed this idea during the interview. According to the respondents' explanation, it seemed that students become reluctant to participate since most of them thought that speaking in English is difficult to them. Besides, the classroom observation also provided this. It was observed that majority of the students used their mother tongue in the English class (see Appendix E-2).

4.2.3. Analysis of Teachers' Perception on Teachers' Related Problems

4.2.3.1. Lack of Training

They cannot be achieved through instructional methods without the professional quality of the teachers. Thus, to have competent and skilful teachers who can handles and practice communicative language teaching effectively, teachers should be trained /taught in the same way. Accordingly, in the following table, teachers were asked to report if they had received any sort of training in CLT.

Table 7: Teachers Perception on Their Training.

Item	statement	Response category					
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.2.1	I have not been adequately trained in communicative language teaching to help students as needed.	-	-	-	5	-	5

As indicated on Table 7, for item 9.2.1, all of the respondents responded negatively. That is teachers have been adequately trained in communicative language teaching. So they can help students as needed. Besides this, it was indicated in the table 5 of teachers' work experience, majority of the teachers teaching at a given grade level had been to teachers training collage and universities after 2003- the years in which collage and universities started training English teacher according to the insights gained from applied (ALT) theories. Hence, this implies that almost all of the teachers have received training in applied (ALT) in the pre-service training that would enable them to teach the target grade level as needed.

4.2.3.2. Teachers' Beliefs about Language Teaching and Teaching Methodology

Learners and teachers meet for the first time, they bring with them different expectations concerning not only the learning process in general but also concerning what will be learned in a particular course and how it will be learned (Brindley 1984: 95). He also added that teachers' belief and attitudes towards language teaching and learning are indispensable elements for the implementation of communicative activities. Thus, in the following table, teachers were asked to report about their beliefs on language teaching.

Teaching methodology is mentioned many time in different parts of this paper, one of the determinant problems that affect students' English speaking skill is related to the teacher's method of teaching. Thus, in the following section, teachers were asked to report what kind of teaching method they would more.

Table 8: Teachers' Perception about Their Belief on Language Teaching and Teaching Methodology.

Item	statement	Responses category					
		S. agree	Agree	Uncertain	Disagree	S. Disagree	Total
9.2.2	I often give emphasis to teach language forms and structure than speaking.	1	4	-	-	-	5
9.2.3	I often prefer to	1	3	-	1	-	5

	explain and demonstrate than creating condition for the students.						
9.2.4	I often prefer teacher fronted wayof teaching than student centred	1	3	-	1	-	5

Based on the information in Table 8, items 9.2.2 and 9.2.3, we can observe that most of the teachers responded positively to each items. That is, all of the teachers give emphasis to teach language form and structure (grammar) than. The majority of the teachers during the interview also confirmed this idea. Accordingly, they explain that the amount of time given and the number of students in the class as well as students' beliefs about language learning did not enable them to implement the above mentioned ideas as needed (see Appendix C-1), In addition to this, the classroom observation also approved the above mentioned ideas. That means: the teachers simply gave explanation in the class on the given speaking lesson (see Appendix E-1).

As illustrated in table 8 above, the majority of the respondents responded positively to item 9.2.4. That is, they indicated that they often prefer teacher fronted method of teaching than student centred. For the 'why' question raised from the researcher. During the interview, the respondents explained that it is the easiest way of presenting lessons to students and it is also means to finish the textbook on time. In addition, the respondents explained that there was resistance from students to student centred method of teaching.

However, one of the respondents disagrees with the idea of teacher-fronted method of teaching in the questionnaire and interview; the classroom observation disproved their confirmation related to their method of teaching. They were observed during classroom observation while they simply gave explanation in the class on the daily lesson (see AppendixE1).

4.2.3.3. Inability of Teachers to Balance Classroom Oral Activities In Line With Real Communication Needs and Teachers' Proficiency.

In order to use the target language effectively in the real world, students need plenty of opportunity to practice the language in situation that encourage them to communicate their needs, ideas options(Hedge,200: 44-45). In view of this, Byrne (1986:2) noted that no real learning should be assumed to take place until the students are able to use the language for themselves, and unless opportunities are available for them to do this in and outside the

classroom. In line to this, in the following table teachers were asked to report whether they provide students with the opportunity to practice speaking or not.

As proficiency, one of the determinant factories that influence students' ability to learn English speaking skill is related to teachers' proficiency of the target language. In relation to this, in table 13, teachers were asked to report if they have a good English language proficiency to help students as needed.

Table 9: Teachers' perception whether they give opportunity to practice speaking and language proficiency.

Item	Statement	Response category					
		S. agree	Agree	Uncertain	Disagree	S. Disagree	Total
9.2.5	I do not provide students with the opportunity to practice speaking in pairs and groups.	-	-	1	4	-	5
9.2.6	I have not a good language proficiency to help students as needed in speaking class.	-	-	-	4	1	5

The information in table 9 depicted that all of the teachers replied that they provide students with the opportunity to practice speaking in pairs and groups. During the interview, the respondents also add that they provided students with the opportunity to practice speaking in pairs and groups in spite of its in adequacy. According to the respondents, the reasons for the in adequacy of pair and group work were due to large number of students in a class and shortage of time to let each and every individual to practice in pairs and groups.

On the other hand, the classroom observation also disclosed this idea. Accordingly, the classroom oral activities are not that much adequate to improve students' speaking skills. In general, it was recognized that however most of the teachers attempted to perform some appropriate roles like organizing students in pair and groups for practicing speaking they never do it adequately.

As the above information illustrated one of the determinant problems that influences students' ability in English speaking skill is related to teacher proficiency of the language. Thus, as result shows in table 9, all of the teacher respondents gave similar reactions to the item 9.2.6. All of them replied negatively to the idea that they have not a good language proficiency to help students as needed in speaking class. That is, they told that they have

good language proficiency. But, this idea is quite disproved during classroom observation. The majority of teachers observed in the classroom did not seem to be proficient enough to help students as needed. For example, some of the teachers had been observed while they faced difficulty in giving relevant examples with clear instruction (see Appendix E-1).

4.2.3.4. Use of Teaching Aids and Correction of Error

Teaching aids is an auxiliary instructional device intended to facilitate learning process. Using teaching aids lead to a more effective learning, greater interest or a higher level of motivation, and in general teaching with teaching aids enables the teacher to do better his job (Richards and Rodgers, 1998). Thus, in the following item, teachers were asked to report whether they use different teaching aids in English speaking classes or not.

Students should not be directly corrected if they make mistakes during language practice and correction should be systematic, indirect and friendly at all levels of speaking practices so that they will develop interest and confidence. As to Harmer's view, tolerance of errors in fluency activity will get greater than it is during controlled session. In relation to this, the following table deals with how teachers correct their student's errors during fluency activity.

Table 10: Teachers' Perception Whether They Use Teaching Aids or Not And Means of Error- Correction.

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
9.2.7	I do not use teaching aids like tape recorders, cassettes, radio program and other authentic materials in speaking class to promote students speaking skill.	2	3	-	-	-	5
9.2.8	I usually correct my students' errors during fluency activity.	1	3	-	1	-	5

Regarding to item 9.2.7, all of the respondents were replied positively to the idea that whether they use teaching aids like tape recorders, cassettes, radio program and other authentic material in speaking class to promote students' speaking skills. According to Table 10 above, all of them replied that they did not use teaching aids motioned here. The interviews made with the respondents also strengthen this idea. They told that they did not use teaching

aids because they had not the access to it (See Appendix C-1). Besides, during classroom observation the teachers were also seen while they taught speaking lesson without any teaching aids (See Appendix E-1).

Item 9.2.8, as table 10 indicates, the majority of the respondents agreed to the idea that whether they usually correct their students' error or not. That is, the majority or four of them replied that they usually correct their students' errors during fluency activity. The interview also provide a similar result in that the teachers told that they provided feedback soon to enable students to produce grammatically correct and meaningful sentences. A similar result was disclosed by the classroom observation (See Appendix E-1). It was observed that the majority of the teacher tended to evaluate performances of active students only and this done through giving immediate feedback for their performances. However, one of the respondents replied negatively to item 9.2.8. The interview provided a similar result in that the teacher said that they did not provide feedback during fluency activities. They mentioned that the effort of speaking in English was most important to communicate than producing correct language forms. They said that they did not want to interrupt students while they were speaking to correct the grammatical errors they made in their sentences.

By contrast, majority of the teachers were observed during the classroom observation giving corrections by interrupting and students were found to be reserved in speaking practices because of fear of criticisms from the teacher. Thus, one can infer that teachers' frequent intervention of error correction seemed to hinder the learners' participation in speaking.

4.2.3.5. Teachers' Language Testing System

Teaching and testing language cannot be viewed isolation. In supporting this view, Alemu (2004) noted that if students are not assessed for what they do in the classroom, they did not give credit to the activities they teach. Thus, if we teach these skills (speaking in this case) we have to give appropriate credit both in school and nations exams to justify the teaching input. Thus, in the following Table, teachers were asked if they give oral presentation test for the students.

Table 11: Teachers' perception on evaluating students' language performance

Item	statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
9.2.9	I usually evaluate my student's language performance through objective questions like multiple choices than oral presentation test.	1	4	-	-	-	5

As indicated in Table 11, the questionnaire result shows that all of the teachers agreed that they usually evaluate student's performance only through objective questions like multiple choice than oral presentation test. The respondents in the interview also expressed a similar idea mentioning some of the reasons not to let students to take oral presentation test. They said that since there are large numbers of students in a class. Therefore, instead of oral presentation, we use reading comprehension, vocabulary; grammar questions in the form of multiple choices to evaluate our students' language performance (See Appendix C-1).

4.2.4. Teachers Perceptions on Classroom Related Problems

4.2.4.1. Large Class Size and Unsuitable Seating Arrangement

The classroom is the other constraints for students' English speaking skill in the class. That is, a class with a large number of the students is found to be inconvenient for teachers to help all the students in speaking activities. Thus, in conjunction with this, in the following item teachers were asked to report if there is problem in this respect.

Table 12: Teachers' Perception on Classroom Related Problems

Item	statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
9.3.1	There are large numbers of students in a class.	3	2	-	-	-	5
9.3.2	Seats are not suitable for group and pair work.	1	4	-	-	-	5

As indicated in table 12 above, all of the respondents were replied positively with items mentioned. That is, they responded that there are large numbers of students in a class. Besides they also depicted that seats are not suitable for group and pair works.

In the same way, all of the respondents during the interview also explained that it was impossible for them to help students by giving different oral activities in pairs and group due to large class size and unsuitable seating arrangement. They told that since there are more than 65 students in a class and were fixed desks which are not comfortable to organize students in groups and in pairs; they would be reserved to use teacher-fronted way of teaching. A similar result was gained from the classroom observation results. Classes were characterized by large number of student, overcrowded spaces and unmovable desks (see Appendix E-2).

4.2.5. Teachers Responses on Instructional Materials Related Problems

4.2.5.1. Shortage of Text Books and Teaching Aids

As Amare (1999: 53) says instructional materials are related to all forms of materials with which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. Teaching without instructional materials boils down to teach without technology. Thus, the degree to which teacher utilize teaching materials has become one of the challenge in the field of education. This is because teaching materials have its own roles in the effectiveness of teaching learning process. Consequently, assuring its accessibility and assessing the extent to which teacher utilize teaching materials during instructions becomes crucial.

Table 13: Teachers’ Reflection on Text Books and Teaching Aids

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
9.4.1	There is shortage of English text book in the school.	-	-	-	3	2	5
9.4.2	There is no access to use teaching aids in the school.	4	1	-	-	-	5

As the above table shows, for item 9.4.1, all of the teachers replied that there is no shortage of English text book in the school. That is, students have adequate access to English text books.

This was also confirmed by the respondents during the interview that the students have a 1:1 ratio access to text books. In contrary to this, all of the respondents responded negative to item 9.4.2, by indicating that there is no access to use teaching aids in the school. During the interview, the respondents also added that they did not use teaching aids like tape recorders, radio, television and other authentic materials such as newspaper and magazines that can promote students' speaking skills. Thus, they only reserved themselves to students' English textbook to develop students' speaking skills. The classroom observation also confirmed this idea (see Appendix E-1).

4.3. Analysis of Data from Students' Questionnaire

4.3.1. Students' Responses on Students Related Problems

4.3.1.1. Lack of Confidence

Based on the given information in the literature review of this paper, one of the determinant problems that affect students' English speaking skill is related to their confidence report. Concerning this, in table 14 below, students were asked to report whether they have the confidence to speak freely in the class or not.

Table 14: Students' Perceptions on Their Confidence

Item	statement	Response category					
		S. agree	Agree	Uncertain	Disagree	S. Disagree	Total
2.1.1	I have no confidence to speak freely in the class as I afraid of making mistakes	33%	38%	-	20%	9%	100%

The data in the above table shows that more than half of the respondents (71%) of them responded that they did not speak freely in the class as they have no confidence to do so. This is happened as they have afraid of making mistakes. The respondents during the interview also confirmed that they lack confidence to speak freely in English because they afraid of making mistake and criticisms of friends. However, 29% of the respondents indicated that they have the confidence to do so. In spite of this, the classroom observation also indicated that the students do not have the confidence to speak freely in the class. Even, during activities which involve only short answer, the students simply interrupted their speech in between. This shows that they lack confidence to speak freely in the class as they afraid of making mistakes.

4.3.1.2. Students' Beliefs about Language Learning

In language education the literature shows that learners particularly, adult learners, have explicit belief about L2 learning. These can beliefs can influence their learning behaviour and how learner learn the target language. Concerning this, in the following items students were asked to report their beliefs about language learning.

Table 15: students' Reflection on their Beliefs about language learning

Item	statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
2.1.2	I prefer to learn grammar and vocabulary to speaking.	33%	67%	-	-	-	100%
2.1.3	I prefer teachers' expansion to doing the activities myself.	25%	42%	9%	24%	-	100%

As it can be seen in table 15, Item 2.1.2 got the highest proportion (100%). That is, the students revealed that they prefer to learn grammar and vocabulary to speaking. This indicated that the most of students needed the teachers' closer attention and support by explaining and giving instruction before doing the activities. This, as the interview result showed has an effect on the effectiveness of a given task. That is, students failed to participate in the activities that the teacher simply told to do. As the respondents explained, they need to learn grammar and vocabulary mainly because these are the items that appeared in the exams. Thus, they prefer these items simply to score good points and to pass the exams (See Appendix D-2). The classroom observations also strengthen this idea. The students in the observed sections were seen while they were attending actively the teachers' explanation of a given lesson. Concerning item 2.1.3 most of the respondents (67%) of them showed that they prefer teachers' explanation to doing the activities by themselves. The interview result also clearly shows this. They told that they prefer teachers' explanation that it is the easiest way of understanding the subject matter of a given lesson. On the other hand, 33% of the respondents also replied negatively to the item 2.1.3. However, majority of the students in the observed sections were seen while they were attending actively teaches explanation than doing the activities themselves (See Appendix E-2).

Therefore, it can be inferred that students' beliefs about language learning made them reserved from involving themselves in speaking activities.

4.3.1.3. Lack of Participation, and Poor Speaking Background

Without active participation of learners, teaching and learning is meaningless. In conjunction with this, to promote the learning of English learning speaking skills, above all, students have to practice speaking in the target language in the class by involving themselves actively in pair or group and individual activities in and out the class. If students lack previous speaking experience, they may not dare to speak English in front of their peers (Bygate, 1987). As a result, students' skill is limited. Therefore, the following tables deal with it whether students like to participate in speaking activities, and if students have poor speaking background or not.

As illustrated in table 16 below, most of the students responded negatively item 2.1.4. That is (61%) of them are against it. This implies that they like to participate in speaking activities like oral presentation, group work, pair work etc. using English. However, less than half of them (39%) indicated do not like to make participation in speaking activities oral presentation, group work, pair work etc. using English. This is also approved by the interview result that the students hesitated to participate speaking activities because they did not have such experience in the previous grade levels. The other reasons are they thought that expressing themselves in English freely is difficult for them.

The class room observation result also supports this idea as students did not make active participation in speaking activities (See Appendix D-2).

Table 16: Students' Perception on Their Participation and Speaking Background

Item	statement	Response category					Total
		S. agree	Agree	Uncertain	Disagree	S. Disagree	
2.1.4	I do not like to participate in speaking activities(e.g. oral presenting, group work, pair work etc.) using English.	15%	24%	-	36%	25%	100%
2.1.5	I have poor speaking background.	27%	73%	-	-	-	100%

Concerning students' speaking background the data in the above table 16 shows that all of the respondents (100%) of them replied that they have poor speaking background. That mean, they did not have the exposure to speak in English in lower classes. They also indicated in the interview that they were not familiar with speaking in the proceeding classes because their lower grade teachers did not make them to practice on the speaking area. They also added that their past English learning experience have an effective on their present way of learning English speaking skills. That is, in lower classes they learned English focusing on its grammar and vocabulary items. This resulted in giving less attention to speaking activities now days. Hence, they lacked the practice of talking freely in front of others (See APPendixD-2).

4.3.1.4. Mother Tongue, Shortage of Vocabulary and Lack of Practice

The information mentioned in the literature review of this paper indicated that one of the determinant problems that affects English speaking skills of students are related to the frequent use of mother tongue language in the class. Thus, in conjunctions with this, in the following table, students were asked to report whether they use their mother tongue in various activities of speaking classes. The knowledge of the target language words is very essential in developing ones speaking skills. Because if the students have to knowledge of words, they unable to use the language. In line with this, the students were asked to report if they have adequate vocabulary to express their opinions or ideas in English. A skill is learnt by practice; the teacher is merely auxiliary. The teaching and learning of language speaking skills need practice.

Actual practice makes students use the language for their needs. In line for this, students were asked to report whether they practice speaking in English as the following table.

Table 17: Students' Reflection Whether They Use Mother Tongue L1 in the Class, They have adequate Vocabulary or Not and They Practice Speaking In and Outside of the Class.

Item	Statement	Response category					Total
		S. agree	Agree	Uncertain	Disagree	S.Disagree	
2.1.6	I use my mother tongue language, whenever I asked to do activities in pairs or groups in speaking class.	9%	37%	-	10%	44%	100%
2.1.7	I do not have adequate vocabulary (words)	28%	61%	-	11%	-	100%

	to express my ideas, opinions in English.						
2.1.8	I do not like to practice speaking in English in and outside of the class.	30%	53%	-	11%	6%	100%

In the above, table 17 shows that the majority of the respondent (54%) of them responded negatively to the item 2.1.6. That is, the use English whenever they asked to do activities to in pairs or groups rather than their mother tongue language. On the other hand, the minority of the respondents (46%) of them agreed with the idea that they use their mother tongue language whenever they asked to do activities in pairs or groups in speaking class.

In addition to this, the majority of the respondents in the interview also expressed that group they felt free to express their ideas with their members when they used their first language than speaking in English. The classroom observation also proved the same result, that most of the students were observed to make no effort to speak in English (See Appendix E-2)

Therefore, from this we inferred that the students need of translating English to their mother tongue and use it most dominantly in doing interaction activities influence their performance to speak English.

The information in table 17 indicated the majority of the respondents (89%) responded positively to item 2.1.7. That is, they strongly indicated that they do not have adequate vocabulary (words) to express their ideas, opinions in English. In relation to this the interview results also reflect that some students tend to prefer silence, or be unwilling or reluctant to present their group's discussion.

As table17 above shows, the majority of the students (83%) responded positively to item 2.1.8. This indicates that they do not like to practice speaking in English in and outside of the class. However, 17% of the respondents revealed that they like to practice speaking in English in and outside of the class.

On top of this, the respondents during the interview also indicated that they did not practice speaking English in and outside of the class. They expressed that they had no exposure to the language speaking society. Consequently, they do not practice it so often. Besides, the classroom observation result also strongly supports these ideas. A few students were observed when they rarely practice speaking in English in the classes.

4.3.2. Analysis of Students' Responses on Teachers Related Problems

4.3.2.1. Teachers Beliefs about Language Teaching

Belief and attitudes of teachers towards language teaching and learning is one of the problems that affects students' English speaking skill. In conjunction with this, students were asked to report about their teachers' beliefs on language teaching in the following ways.

Table 18: Students' Responses on Teachers' Beliefs about Language Teaching

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
2.2.1	My English teacher often gives emphasis to teach language forms and structures than speaking.	34%	66%	-	-	-	100%
2.2.2	My English teacher often prefers explaining and demonstrating to creating conditions for the students to practice speaking.	44%	56%	-	-	-	100%

As indicated in Table 18, for both items: 2.2.1 and 2.2.2 all the students (100%) of them responded positively. That is, they indicated that their English teacher often gives emphasis to teach language forms and structure than speaking as well as they often prefer to explain and demonstrate to creating conditions for the students. The interview result from students and the classroom observation also strongly confirmed this idea.

Teachers were seen while they explained and demonstrated language forms and structure than creating conditions for the students to practice speaking (See Appendix E-1).

Therefore, from these points, it can be inferred that teachers' beliefs about language learning make students to be reserved from involving themselves in speaking activities. This brings impact on the development of their speaking skills.

4.3.2.2. Teachers' Teaching Methodology

As it is taught teachers are also make the learning of spoken English difficult through their methods that make learning teacher-centred. Hence, the learners are hardly exposed to practice. Thus, in table below students were asked to report what kind of methods their English teacher used in the speaking class.

Table 19: Students' Reflection on Teachers' Teaching Methodology

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
2.2.3	My English teacher often prefers teacher-fronted way of teaching to student-centred in speaking class.	26%	43%	11%	20%	-	100%

As illustrated in table 19 of above, the majority the respondents (69%) were responded positively to the item 2.1.3. That is, they indicated teachers often preferred teacher- fronted way of teaching than students-centred. By contrast, (31%) of the respondents were replied negatively to the item. That is they revealed their teachers did not often use teacher –fronted method of teaching. Again as the interview result with respective students showed, majority of them confirmed that most of the time the teachers' talk dominated the class and that their duty is simply listening to their teacher explanation rather than making active participation. This is also mentioned in the different analysis part of this paper that teachers were also seen while they used teacher-fronted way of teaching than interesting the students.

4.3.2.3. Inability of Teachers to Balance Classroom Oral Activities in Line with Real Communication Needs

Among the features of modern techniques of teaching speaking skill one is that it provides learners with great opportunity for oral interaction in the target language as a means of developing their speaking skill. Thus, to assess to teachers provide students with the opportunity to practice speaking or not students were asked to report the following statement.

Table 20: Students' Responses whether their Teachers encourage them to use the Language in and outside the Class it, and Teachers provide them the Opportunity to Practice Speaking.

Item	Statement	Response Category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
2.2.4	My English teacher does not encourage us to use the language in and outside the class.	26%	51%	3%	11%	9%	100%
2.2.5	My English teacher does not provide us	20%	44%	-	17%	19%	100%

	with the opportunity to practice speaking in pairs and groups.						
2.2.6	My English teacher does not provide us activities that promote our speaking skills in the class.	38%	44%	-	11%	7%	100%

With respect to table 20, for item 2.2.4, most of the respondents (77%) positively to the idea mentioned in the table to indicate that their teacher did not encouraged them to use the language in and outside the classroom. On the other hand, 20% of the respondents indicated that their teacher encourage them to use the language in and outside the classroom.

However, the respondents during the interview explained that teachers do not encourage their students' adequately. On top of this, the classroom observation also confirms that teachers' encouragement for their students is very low.

Based on the given information in table 20, for items 2.2.5, the majority of the respondents (64%) responded positively to the idea mentioned there to indicate that their teacher did not provide them with the opportunity to practice speaking in pairs and groups. However, 36% of the respondents indicated their teacher provide them with the opportunity to practice speaking. The respondents during the interview also expressed that the activities given are in rare cases and were too inadequate. The classroom observation also provides that the opportunity given to practice speaking in pairs and groups were very inadequate.

With respect to item 2.2.6, In Table20 above, it was also observed that the majority of the respondents (82%) of them showed that their English teachers did not provide those activities that promote their speaking skills. This was also supported by the classroom observation results. The students were not provided with activities like role play, drama, discussion, simulation etc. Those are assumed to promote students' speaking skills. However, 19% of the respondents were indicated teachers provide them the opportunity to practice speaking skill. Thus from the above mentioned points, it can be inferred that the absence of classroom oral activities is one of the problems that influence students' English speaking skill.

4.3.2.4. Teachers Proficiency and Use of Teaching Aids

Shortage of proficiency in language of instruction at secondary and preparatory schools are not only problems of students but also it is the problems of teachers too. In conjunction with this, students were asked to report on their teachers' English language proficiency.

The use of teaching aids, here in this part, students were asked to report whether their teacher use various teaching aids in the classroom to promote their speaking skills.

Table 21: Students’ Reflection Towards their Teachers’ Proficiency And whether their English Teachers Use Teaching Aids in the Class.

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
2.2.7	My English teacher is not proficient enough in English to help us as needed.	-	23%	-	43%	34%	100%
2.2.8	My English teacher does not use teaching aids and authentic materials in the classroom to promote our speaking skills.	57%	43%	-	-	-	100%

It was thought that one of the determinant problems that influence students’ English speaking skill is related to teachers’ proficiency in the target language. However, as result in the above table 21 shows, the majority of the respondents (77%) of them responded positively to item 2.2.7. That is, they revealed that their teachers are proficient enough in English to help them as needed. However this idea disproved during classroom observation. The majority of teachers observed in the classroom did not seem to be proficient enough to help their students from the perspective of communicative language teaching. They did not provide students with activities that made them to communicate each other. As illustrated above on table 21, all of the respondents (100%)of them responded positively to item 2.2.8, to show how much their teachers use teaching aids and authentic in the classroom in order to promote students’ speaking skills. That is, all of them revealed that their English teachers did not use teaching aids and authentic materials in the speaking classes. The interview result made with both teachers and students also confirmed this. Both of them expressed that teachers did not use teaching aids like tape recorder, cassettes, radio programs and other authentic materials in the classroom because there is no access to them in the school. On top of this the classroom observation strongly confirmed the above point.

4.3.2.5. Error Correction and Language Testing System

It is thought that errors are common and unavoidable during learning process; teachers shouldn't correct every mistake of the learners. Especially, the immediate error treatment may inhibit the learners' willingness to speak at all. In conjunction with this, students were asked to report how their English teachers correct their mistake.

As illustrated in chapter two of this paper, if students are not assessed for what they do in the classroom, they did not give credit to the activities they were taught. Thus, if we teach this skill we have to give appropriate credit both in school and national exams to justify the teaching input. Thus, in the following item, students were asked whether their teacher assessed their language performance through oral presentation test or not.

Table 22: Students Responses on the way Teachers correct their Error and How Teachers Evaluate their Language performance.

Item	Statement	Response category					Total
		S. agree	Agree	Uncertain	Disagree	S. Disagree	
2.2.9	My English teacher usually correct out errors while we are speaking.	48%	21%	-	26%	5%	100%
2.2.10	My English teachers usually evaluate our language performance through objective question like multiple choices than oral presentation test.	54%	46%	-	-	-	100%

As Table 22, item 2.2.9 above indicates, 69% of the respondents were responded positively whereas the remaining 31% responded negatively. Besides as the respondents during the interview tried to express, however the teacher corrected their error during fluency activity to make them to produce grammatically correct sentences. They explained that they did not need such kind of interference. They also added that this kind of interference did not enable them to participate freely. Thus, from this one can infer that teachers' frequent intervention of error correction hinder the students' participation in speaking.

As indicated on table 21 above, the results indicate that all of the students (100%) of the respondents positively to the item 2.2.10. that is the students expressed that their teachers usually evaluate their language performance through objective questions. On top of this, the respondents during the interview revealed that their teacher did not give emphasis to oral presentation test rather they are forced to give more emphasis to grammar, vocabulary reading comprehension items because these are the items which usually appeared in exams. Thus, from the above points, it can be concluded testing that teachers' language testing system made students to focus only on linguistic competence than fluency activities. Consequently, this brings direct influence on the students' English speaking skill.

4.3.3. Students Responses on Classroom Related Problem

Below students were asked to report classroom related problems with respect to students' English speaking skills.

4.3.3.1. Large Class Size and Seating Arrangement

Table 23: Students Responses on Classroom Related Problems

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	
2.3.1	There are a large numbers of students in the class.	34%	56%	10%	-	-	100%
2.3.2	Seats are not suitable for group and pair works	35%	61%	4%	-	-	100%

Regarding items 2.3.1, and 2.3.2, most of the respondents responded positively to each item. This is provided in the table to show that 90% and 96% of the respondents responded to show the existence of the problems respectively. On top of this, the majority of the respondents in the interview were strongly confirmed with the availability of the problem mentioned. The classroom observation result also strongly supports these points. It was observed that there were more than 65 students in a class. Because of this, seats are not suitable for group and pair works as well as for any communicative activities. Thus, students were not given adequate interactive activities.

4.3.4. Students Responses on Instructional Material Related Problems

To have successful teaching and learning process instructional material has its own role. Therefore, assuring its accessibility and assessing the extent to which teacher utilize teaching

materials during instruction become significant. In conjunction with this, below students were asked to report whether there is problem in this respect.

4.3.4.1. Shortage of Textbooks and Teaching Aids

Table 24: Students’ Responses on the Availability of Textbooks and Teaching Aids

Item	Statement	Responses category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
2.4.1	There is shortage of English textbook in school.	-	-	10%	67%	23%	100%
2.4.2	There is no access to teaching aids.	24%	67%	9%	-	-	100%

As it can be illustrated from table 24 above for item 2.4.1, 80% of the respondents were replied negatively and 10% of them were ‘uncertain’ with the item. In other expression this shows almost all of the respondents revealed that there is no shortage of textbook in the school. The respondents during the interview also explained that they have a 1:1 ratio access to textbook and have no problems in this regard. On the other hand, for item 2.4.2, 91% of the respondents were answered positively and 9% of them were ‘uncertain’. Thus, the majority of respondents revealed that they have no access to use teaching aids. On top of this the interview result with the students revealed that they do not use any teaching materials except the textbooks. This also confirmed while the classroom observations were carried out (See Appendix E-1).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The objective of this study was to studies the problems that affect Teaching English speaking skill, with particular reference to grade nine and ten Teji senior secondary school to suggest alternative solution to the problems. Hence, to achieve this objective, the study was focused on finding answers to the following basic questions:

- What are the teachers' related problems that affect teaching English speaking skill at the selected school?
- What are the students' related problems that affect teaching English speaking skill at the selected school?
- What are the instructional materials related problems that teaching English speaking skill at the selected school?
- What are the classroom related problems that affect teaching English speaking skill at the selected school?

So as to answer these research questions and carry out the study, descriptive method with quantitative and qualitative approach was employed. To collect the required information different data collecting instruments, such as questionnaires, interview and classroom observation were used. Then the data collected using these instruments were analysed, interpreted, and discussed in an integrated manner.

The possible sources of the data were classroom observation, grade 9 and 10 English teachers and students of Teji Senior secondary school. Among the total population of 1242 students, 80 of them were selected by using simple random sampling techniques for the questionnaire. 5 teachers and 7 students of the target grade level were interviewed. Besides, five English teachers were observed four times while they were teaching speaking lesson. The study has revealed problems related to teachers, students, classroom and instructional materials, with respect to students English speaking skill.

Finally, the data was analysed using statistical tools such as figures and percentage. Then in conjunction with the basic questions, the results of the analysed data have indicated the following major findings:

5.1.2. Teachers' Related Problems

Some of the teachers' related problems that affect teaching English speaking skill as indicated by the study are;

- Teachers' more emphasis on grammar and vocabulary items was found to be the main problem for students to learn English speaking skill.
- Failure of teachers to provide students with appropriate speaking activities was also found to be as one problem.
- Only teachers explanations and lecture of a given linguistic code nothing to do with improving teaching English speaking skill. Therefore, teachers' failure to modify their method of teaching has been found to be the other problem.
- Activities which involve only short questions and answers were not adequate to teach English speaking skills. Hence, teachers' failure to organize students in pairs and groups to practice the language in the class has also been found as one problem.
- Lack of using different teaching aids to make the teaching and learning process smooth.
- Failure of teachers to evaluate their students' language performance through classroom oral presentation test also let students not to give emphasis to speaking.
- Teachers' frequent interference to correct students' errors while speaking.

5.1.3. Students Related Problems

Teaching English speaking skill can also be affected by the students. Thus, the study indicates some of the problems related to students' English speaking skill as follows:

- The absence of self-confidence to speak freely in the class, which comes from being afraid of making mistakes and criticism of friends.
- The students' emphasis to learn only grammar and vocabulary than speaking.
- In using the target language, students' participation in pair and group work activities is low at the selected grade level.
- Poor speaking background of students which comes from prior educational background or from the students themselves.
- Students' frequent use of mother tongue language during English speaking classes.
- Lack of adequate vocabularies that help the students to express their ideas or opinions without any difficulty.
- Less effort of the students' to practice speaking in English in and outside of the class.

5.1.4. Instructional Material Related Problems

Instructional material is related to all forms of materials in which both students and teachers interact with it for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. The degree to which teacher utilizes teaching materials has become one of the challenges in the field of education (Amare, 1999:53). In relation to this problem, as revealed in this study, lack of access to teaching aids has also been found as the other problem that affect students' English speaking skill in the target school.

5.1.5. Classroom Related Problems

The condition of the classroom was also the other constraints for the students' English speaking skill in the class. That is, a class with a large number of students was considered to be inconvenient for teachers to help all the students to promote their speaking skill. Consequently, this indicated that the absence of adequate classroom and seating arrangement were directly or indirectly related with the problem of students' English speaking skill in the target school.

5.2. Conclusions

This section presents the conclusions that the researcher reached English language speaking classrooms are most likely devoid of students' active participation in the target grade level though some investigators in the field recommend oral interaction as something good to happen in the classroom. It was discovered that the classroom activities were dominated by teacher fronted (lecture) method. This made the learners passive recipient instead of actively involved in the speaking activities.

On top of this, the researcher revealed that there is a mismatch between what ESL classroom oral interactions theory claims and what is actually practiced in the classroom. As seen from the results, teachers put less emphasis on using the language for oral communication (that is much emphasis was given to the teaching of grammar and vocabulary items). This has a direct influence on the students' learning of English speaking skills. Similarly, teachers' inability to create opportunities for learners to interact in the target language is due to their beliefs about language teaching and preference of teacher-centred method of teaching. However, as mentioned in the literature, one important feature of modern techniques of teaching speaking is that it provides learners with great opportunity for oral interaction

(speaking) in the target language as a means of developing their speaking skill. So, the attention given to oral communication is not encouraging.

The study also illustrated that teachers' proficiency, their language testing system and teachers' interrupting students while speaking for error correction was found to be discouraging for the students to learn English speaking skills.

The study, furthermore, assessed that there is a disparity between students' belief about language learning, their classroom practice and what scholars in the field claimed about how one can learn speaking. As revealed in the literature, speaking is best learned by speaking. Besides, the study also depicted that lack of confidence, poor speaking background, and frequent use of mother tongue in English speaking lesson and low practice of the language in and outside of the class was among the students' related problems that affect their English speaking skills.

Moreover, a large number of students in a small classroom, inconvenient students arrangement and shortage of teaching materials were also considered as some of the classroom and instructional material related problems that affect directly or indirectly students English speaking skill respectively.

In general, the failure of both teachers and students to play their appropriate roles during English speaking classes, their beliefs about language teaching and learning, inadequacy of the number of speaking activities, psychological problems, and inconvenience of classroom environment and lack of access to teaching materials were among the major problems encountered in the teaching English speaking skill.

5.3. Recommendations

Based on the finding of the study, the researcher forward the following recommendations for the improvement of students learning process of English speaking skill and teachers teaching English speaking skill, in the target grade level:

The study revealed that teaching and learning is meaningless without active participation of learners. Thus, to improve students' participation, above all, students have to practice speaking in the target language in the class by participating actively in pair or group and individual activities. To this end, teachers also have to play grate (important) roles. This means that they should use modern methodologies which give classroom for students' active participation. In the development of speaking skills, students should be given a chance to

speak. Thus, they must be provided with opportunities to interact with their peers or their teachers.

Efforts should be made to give learners at lower levels in sufficient exposure to practice English in meaningful context in general and pair or group discussion in particular to build good background for the higher level.

Language teachers, as much as possible, should be created a free environment in which students are willing to participate in classroom oral interaction. Teachers are advised not to interfere when students make errors or mistakes while they are speaking.

Teachers are advised to include speaking test in the tests of English language at the target grade level to rein force the learners towards the speaking skill.

To enable the students to speak English with confidence, and avoid stage fright, fear of making mistakes and criticisms of classmates, it would be better to provide a whole class discussion or warm up talks related to the topic they are going to discuss a head of pair/group work in order to help the students receive information from others and think fresh.

Teachers should be aware of the fact that students come up with their own beliefs, attitude and various background experiences (i.e. social, cultural life and academic background experiences) of language learning and with their own views of when and how to participate and express their feelings or opinions in the classroom interactions. As a result, classroom behaviour requires better care and progressive evaluation for better performances and feedback.

Students are advised to make practice speaking in English both in and outside the class.

The problems of large class size and inconvenient seating arrangement need to be improved by the concerned bodies. The teaching materials for speaking lessons should be designed in such a way that they should be related to the context of the learners' exposures. These may increases students' interest and efforts of involving in both fluency and accuracy developing activities as well as spoken English.

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Appendix-A

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENTS OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire for Teachers' in English.

Dear Teacher,

This questionnaire is designed for purpose of the research study. Its main aim is to study problems that affecting Teaching English speaking skill in grade 9 and 10. The success of the study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly and frankly. Your identity will remain secret and your cooperation will be highly appreciated. You do not need to write your name.

Thank you for your cooperation!

Part one

Instruction: provide necessary information about the following.

1. Name of your school _____
2. Zone _____
3. Sex: Male _____ Female _____
4. At what grade level are you teaching? Please tick (×)
Grade 9 _____ Grade 10 _____
5. Total number of students in a class (average) _____
6. Academic qualification: Diploma Degree MA
7. Your field of study: Major _____ . Minor _____
8. Teaching experience in years:
1-5 6-10 11-15 16 and above

Part two

Instruction: For the problems affecting teaching English speaking skill. Some suggestions are written as shown below. Thus, for questions 9.1.1-9.4.2, 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

No	Assumed problems	1	2	3	4	5
9.1	Student related problems					
9.1.1	Learners have not the confidence to speak freely in the class as they afraid of making mistake and criticism to friends.					
9.1.2	Learners prefer to learn grammar and vocabulary than speaking					
9.1.3	Learners prefer teacher's explanations than doing the activities by themselves					
9.1.4	Students' do not think that they learn English when they work in pair or group.					
9.1.5	Students do not like to participate in speaking activities (e.g. presentation, group or pair work) using English.					
9.1.6	Students have poor speaking background.					
9.1.7	Students use their mother tongue language when they asked to do activities in pair or groups in English class.					
9.1.8	Students do not have adequate vocabulary (words) to express their ideas or opinions English.					
9.1.9	Learners do not like practicing speaking in English in and outside of the class.					
9.2	Teacher related problems					
9.2.1	I have not adequately trained in communicative language teaching to help students as needed					
9.2.2	I often give emphasis to teach language forms and structure than speaking.					
9.2.3	I often prefer to explain and demonstrate than creating condition for the students to practice speaking.					
9.2.4	I often prefer teacher-fronted way of teaching than student centred					
9.2.5	I do not provide students with the opportunity to practice speaking in pairs and group in class as there is shortage of time.					
9.2.6	I have not a good language proficiency to help student as needed in speaking skill.					
9.2.7	I do not use teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote students speaking skill.					
9.2.8	I usually correct my students' errors during fluency activity.					
9.2.9	I usually evaluate my students' language performance through objective questions like multiple choices than oral presentation test.					
9.3	Class size related problems					

9.3.1	There are a large number of students in a class					
9.3.2	Seats are not suitable					
9.4	Instructional material related problems					
9.4.1	There is shortage of English text book in school.					
9.4.2	There is no access to use teaching aids.					

Appendix-B

ADDIS ABABA UNIVERSITY

COLLAGE OF HUMANITIES, LANGUAGE OF STUDIES,

JOURNALISM AND COMMUNICATION

DEPARTEMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire for students in English

Dear Students,

The purpose of this questionnaire is a study on problems that affect students' English speaking skill in grade 9 & 10. Your genuine response to the questions will help me together reliable data about the problems is being investigated. Thus, you are kindly requested to answer each question carefully. Thank you!

You are not required to write your name.

Part One

Instructions: provide necessary information about the following.

1. Write your personal information about the following.

1.1. Name of school _____

1.2. Grade: _____

1.3. Sex: Male_____ Female _____

Part two

Instruction: please read the following statements and then indicate your responses by using the scales are given below Put a tick (×) the given alternative: strongly agree, agree, uncertain, disagree and strongly disagree. Key: 5. strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree

2. Some of the problems affecting Teaching English speaking skill.

No	Assumed problems	1	2	3	4	5
2.1.	Students related problems					
2.1.1	I have not the confidence to speak freely in the class as I afraid of making mistake and criticism to friends.					
2.1.2	I prefer to learn grammar and vocabulary than speaking					
2.1.3	I prefer teacher explanations than the activities myself					
2.1.4	I do not like to participate in speaking activities (e.g. presentation, group work, pair work etc.) is using English.					
2.1.5	I have poor speaking background.					
2.1.6	I use my mother tongue language whenever I asked to do activities in pairs or groups in English speaking class.					
2.1.7	I do not have adequate vocabulary (words) to express my ideas or options in English.					
2.1.8	I do not like practicing speaking in English in and outside of the class					
2.2	Teacher related problems					
2.2.1	My English teacher often gives emphasis to teach language forms and structure than speaking.					
2.2.2	My English teacher often prefers to explain and demonstrate than creating condition for students to practice speaking.					
2.2.3	My English teachers often prefer to teacher is fronted ways of teaching than student centred teaching in speaking skill.					
2.2.4	My English teacher does not encourage us to use the language in and outside the class.					
2.2.5	My English teacher does not provide us with the opportunity to practice speaking in pairs and groups.					
2.2.6	My English teacher is not proficient enough to help us as needed.					
2.2.7	My English teacher does not provide as activities that promote our speaking skills in the class.					
2.2.8	My English teacher does not use teaching aids and authentic materials in the classroom to promote our speaking skills					
2.2.9	My English teacher usually corrects our errors while we are speaking.					

2.2.10	My English usually evaluate our language performance through objective questions like multiple choices than oral presentation.					
2.3	Class size related problems					
2.3.1	There are a large number of students in the class					
2.3.2	Seats are not suitable					
2.4.	Instructional material related problems.					
2.4.1	There is a shortage of English text book in school.					
2.4.2	There is no access to use teaching aids.					

Appendix-C
Addis Ababa University
College of Humanities, Language of studies, Journalism and
Communication
Department of Foreign Languages and Literature

Teachers' Interview Questions.

Dear teacher,

I am presently working my thesis a study on the problems that affect teaching English speaking skill at grade 9 and 10 level. I thank your cooperation and willingness to my interview. As your information can enrich this research, so your genuine opinion or response has its own contribution to my study and I kindly request you to give me the require information, therefore, I would like to thank you again for expensive your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

1. Which skills of English do you like to teach most? Why?
2. Do you think that you have adequate English proficiency to help your students as needed?
3. What types of exercises do you employ to improve the speaking ability of your students?
4. How do you find students' participation in the different kinds of speaking activities used in English class?
5. Which types of instructional method do you employ in English speaking class? Why? 6. What are some of the students' related problems that affect students' English speaking skills?
7. Would you tell me some of the teachers' related problems that affect students' English speaking skill?
8. What are some of the classroom and instructional material related problems that affect students' English speaking skill?
9. How would you give corrections to students when they make mistakes while speaking? 10. Do you give oral presentation test for your students to assess their language proficiency? If not, why?
11. Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials in English speaking class? If not, why?

Appendix C-1

Summary of Teachers' Responses in the Interview

Question 1. which skills of English do you like to teach most? Why?

Teacher 1: usually I give attention to teach language forms and structure than speaking. Because grammar is one of the skills that frequently appeared in exams, and reason it is the skills which students like to learn that other skills. On top of this, it can be easily presented to the students compared to other skills.

Teacher 2: As to me I prefer to teach grammar to other skills because it is the part that students like to learn more.

Teacher 3: All right, I think the two important skills I give more emphasis than other skills, such skills are grammar and writing as these are the skills which are very suitable to teach in the class.

Teacher 4: To me it is right to teach the four language skills as integrative; however, I would like to give more focus to grammar or structure.

Teacher 5: I like most to teach grammar part because this is the skill which I accustomed too.

Question2. Do you think that you have adequate English proficiency to help your student as needed?

Based on question number two, three of the teachers replayed positively where as two of them replayed negatively towards the given question.

Question3. What type of exercises do you employ to improve the speaking ability of your students?

Teacher 1: I sometimes permit students to discuss in group and pair focusing on the instruction in the text book. This time, only clever students report the result. That means, only few students are participated.

Teacher 2: I often encourage them to discuss in groups for the oral activities in their text book. However; they are not ready to practice rather they talk either in A/oromo or Amharic language during English lesson except few of them. They expect everything from me. They do not have care for speaking. The activity requires students to talk freely but they do not

want. This indicates that maybe speaking does not appear in exams or perhaps they lack the confidence.

Teacher 3: It is hardly to say that I use different activities to improve students' speaking skills. The reason is that different problems such as class size, students' English learning background, students' beliefs about language learning etc. bring impact. Hence, I reserved myself in order not to use varieties of activities.

Teacher 4: As to me using variety of speaking activities is difficult. I often prefer teachers led interaction in the class as the size of the class determines me.

Teacher 5: From my experience students are not willing to talk in pairs and groups in English. This indicated that they did not familiarise to practice speaking at low grades. On top of this, students' poor proficiency is also the other problem to carry out the oral activities in their text book. Thus, I often forced to change my teaching methodology to explanation.

Question 4: Which type of instructional methods do you employ in English speaking class? Why?

Teacher 1: As to me teacher fronted way of teaching is preferable to student centred because it is the simplest way of presenting lesson to large number of students in a class. Teacher 2: In our school students centred method of teaching is not common. This is happened because of large class size. As a result the class is exposed to teacher dominated way of teaching.

Teacher 3: To cover the portion allotted for the semester I usually use teacher fronted way of teaching.

Teacher 4: As students have resistance towards student centred method of teaching I usually use teacher fronted-method of teaching.

Teacher 5: To me, teacher-fronted way of teaching is convenient because it is the easiest way of presenting a given lesson to students.

Question 5: How do you find students' participation in the different kinds of speaking activities used in English classes?

Teacher 1: Students want to listen only teachers talk. Thus, they are not volunteers to make participation.

Teacher 2: Students' participation in most activities is very low.

Teacher 3: Most of the time there is resistance from students to participate in speaking classes.

Teacher 4: Students do not like to make participation in speaking classes.

Teacher 5: There is less participation of students when they are exposed speaking activities.

Question 6. What are some of the students' related factors that affect the learning of English speaking skill?

Teacher 1: Students' language learning preference, use of mother tongue in English classes, lack of practices etc.

Teacher 2: Use of mother tongue, lack of exposure to the language, learners believe about language learning and their poor background in English etc.

Teacher 3: In fact, there are numerous students' related factors that affect the learning of English speaking skills. Among, some of them are lack of practice, resistance to class participation, lack of confidence to speak in front of students and low language proficiency are some of them.

Teacher 4: I think students may lack confidence in speaking English.

Teacher 5: He repeatedly expressed the factors that are listed by T1, T2, T3 and T4 respectively.

Question 7: Would you tell me some of teachers' related problems that affect the learning of English speaking skills of students?

Teacher 1: Lack of proficiency to help students as needed and teachers' beliefs about language teaching are some of the problems.

Teacher 2: Methods of teaching, beliefs about language teaching and error corrections are the major problems that affect students' English speaking skill.

Teacher 3: The way teachers carry out language testing is one of the problems related with them. That is to say as when teachers use grammar and reading comprehension question, students do not give emphasis to speaking.

Teacher 4: Teachers beliefs about language teaching with their language testing method and lack of language proficiency to help students as need are some of the problems. Teacher 5:

lack of giving adequate classroom oral activities and beliefs about traditional method of language teaching are among these problems.

Question 8: What are some of the classroom and instructional material related problems that affect the learning of English language speaking skills of students?

Teacher 1: As to me this includes problems such as large class size, fixed seating arrangement and shortage of teaching aids.

Teacher 2: It is too difficult to permit students to exercise speaking in overcrowded seating arrangement and large class size. On top, there is no access to teaching aids to help the students to enhance their speaking skill. Thus, I always forced to use English textbook.

Teacher 3: With respect to instruction materials students have a 1:1 ratio text book. But, there are no other teaching aids. Hence, I use always English text book to help students.

Teacher 4: Although there is a 1:1 ratio access textbook, there is no access to other teaching aids. In the same way, the class is uncomfortable to the teaching learning process.

Teacher 5: it is impossible for me to help by students providing different oral activities, to promote their speaking skills as there are large numbers of students in a class. In addition to this, the seating arrangements in the class are not suitable to do so. On the other hand, there is no access to teaching aids except English textbook.

Question 9: How would you give corrections to students when they make mistakes while speaking?

Teacher 1: I always give correction to students' error immediately. Hence, I believed errors should be corrected in the spot.

Teacher 2: My focus is usually to correct oral errors. Particularly, that is grammar and written exercises. Thus, my attention is mostly stressed on teaching grammar and vocabulary.

Teacher 3: I often try to correct some of the errors indirectly because students might be discouraged and inhibited if I correct every error.

Teacher 4: I feel that the effort of speaking in English is more to communicate than producing correct language forms. Thus, I do not want to correct the grammatical errors they made in their sentences or speech.

Teacher 5: usually, I correct students' mistakes immediately. This is done to permit them to produce meaningful sentences.

Question 10: Do you give oral presentation test for your students to assess their language proficiency? If not, why?

With respect to this question all the five teachers explained that they did not evaluate student's language performance through oral presentation test. Instead they use grammar, vocabulary, and reading comprehension test in the form of multiple choices. This is due to the fact that multiple choice exams are the easiest way to administer and to score large number of students.

Question 11: Do you use teaching aids like tape-recorder, cassettes, radio and authentic materials in English speaking class? If not, why?

Regarding for this question again all the five English teachers explained that they did not use the above listed teaching aids. The reason they forwarded for this is, that they have no access to use these teaching aids.

Appendix-D

Addis Ababa University

College of Humanities, Language studies, Journalism and Communication

Department of Foreign Languages and Literature

Class room Observation Checklist.

Name of the school-----Teacher -----

Date of the observation----- Grade and section-----

Topic of the lesson----- Time -----

Number of students-----

Instruction: please, mark a tick (×) in the column that belongs to the statement.

No	List of activities	Yes	No	Undecided
1	Activities			
1.1	The activities let students to do individual			
1.2	The activities are designed to the students level of understandings			
1.3	The activities encourage the students to interact to each other in pairs/groups			
1.4	There are activities that promote speaking			
2	Assessment of activities (roles) related to teachers performance during classroom observation when the teach speaking lesson			
2.1	Introduce the lesson and clarifies the learning objectives			
2.2	Arranges students for oral interaction (speaking) either in pair/groups			
2.3	Carries out the activities like role play, games, simulations etc.			
2.4	Gives much emphasis grammar and vocabulary than oral practice			
2.5	Gives much time for oral practice activities			
2.6	Prefers to explain and demonstrate than providing activities			
2.7	Encourages his/her students participation in group/pair work			
2.8	Uses teaching aids like tape recorder, cassettes and			

	authentic material in the class.			
2.9	Gives immediate and direct correction			
2.10	Uses teacher fronted method of teaching			
2.11	Uses the target language very well	yes	no	undecided
3	Assessment of the students overall behaviour during the class room observation in speaking lesson			
3.1	Have the confidence to speak freely in the class			
3.2	Use in their mother tongue in pair/group work			
3.3	Work in pair/group using the target language			
3.4	Make active participation indifferent oral interaction activities			
3.5	Need their teachers explanation than doing the activities themselves			
3.6	Have low language proficiency			
3.7	Seem to have inadequate vocabulary			
3.8	Only attempted to answer individual short oral question			
3.9	Are fluent enough to express their ideas options in English			
3.10	Are cooperative in doing a given tasks in the classroom and practice speaking in English.			
4	The condition of the classroom			
4.1	There are large number of students in the class			
4.2	There is enough space for interaction in group s or pairs			
4.3	The disks and tables are not easily moveable to organize groups			

(Adapted from Nunan 1989: 135-138)

Appendix D-1

Checklist result for classroom observation regarding teachers.

NO	Listed observations	Teacher sort of tick (√) provided by the researcher to individual teachers.																			
		Teacher1			Teacher2			Teacher3			Teacher4			Teacher5			Total				
		Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U		
1	Activities																				
A	The activities let students to do individually	-	√	-	√	-	-	√	-	-	-	-	√	-	-	√	2	1	2		
B	The activities are designed to the students' level of understandings.	√	-	-	-	-	√	√	-	-	-	√	-	-	√	-	2	2	1		
C	The activities encourage the students to interact to each other in pairs/groups.	-	√	-	-	√	-	-	√	-	-	-	√	-	-	√	3	-	2		
D	There are activities that promote speaking	-	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-		
2	Assessment of activities (roles) related to teachers' performance during classroom observation when they teach speaking lesson.																				
A	Introduce the lesson and clarified the learning objectives.	-	-	√	√	-	-	-	√	-	-	-	-	√	-	√	-	4	1		
B	Arranges students for oral interaction either in pairs or groups.	√	-	-	-	√	-	-	√	-	-	√	-	-	√	-	1	4	-		
C	Carries out the activities like role play, games, simulation, discussion etc.	-	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-		
D	Gives much emphasis to grammar and vocabulary than oral practice.	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-	-		
E	Gives much time for oral practice activities.	-	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-		
F	Prefer to explain and demonstration than providing activities.	-	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-		
G	Encourage his/her students to participate in groups or pairs work.	√	-	-	√	-	-	√	-	-	√	-	-	-	-	√	4	-	1		
H	Using teaching aids like tape recorders, cassettes and other authentic materials In a class.	-	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-		
I	Gives immediate and direct correction.	√	-	-	-	√	-	√	-	-	√	-	-	√	-	-	4	1	-		

J	Uses teachers' fronted method of teaching	√	-	-	√	-	-	√	-	-	√	-	-	√	-	-	5	-	-
k	Uses the language very well.	-	√	-	-	√	-	-	-	√	-	-	√	√	-	-	1	2	2

Appendix D-2

Checklist Result for Classroom Observation Regarding Students.

No	Listed observation	The sort of tick (√) provided by the researcher to individual students			
		Y	N	U	Total
3	Assessment of students overall behaviour during the classroom observation in speaking lesson.	-	√	-	
A	Make active participation in different oral interaction activities.				
B	Need their teachers' explanation than doing the activities themselves.	√	-	-	
C	Are fluent enough to express their ideas, opinions in English.	-	√	-	
D	Are cooperative in doing a given tasks in the classroom and practice speaking in English.	-	√	-	
E	Use their mother tongue in pair/group work.	√	-	-	
F	Have low language proficiency.	√	-	-	
G	Seem to have inadequate vocabulary	√	-	-	
H	Only attempted to answer individual short oral question	√	-	-	
I	Work in pair/group using the target language	-	√	-	
J	Have the confidence to speak freely in the class.	-	√	-	
4	The condition of the classroom				
A	The desks and tables are not easily movable to organize groups	√	-	-	
B	There is enough space for interactions in groups	-	√	-	
C	There are large number of students in the class	√	-	-	

DECLARATION

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

Name: _____

Signature: _____

Date: _____