

ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH (TEFL)
(GRADUATE PROGRAMME)

**EXTENT OF STUDENTS' PARTICIPATION IN CLASSROOM
SPEAKING ACTIVITIES: GRADE TEN STUDENTS IN ABOMSA
SENIOR SECONDARY SCHOOL IN FOCUS**

BY

SULTAN ALIYI BOKU



MAY 2011

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Abstract

This study was mainly aimed at examining the extent of students' participation in classroom speaking activities at grade ten level during lesson and exploring problems students face in their attempt to participate in lesson. Abomsa senior secondary school was selected as the study setting based on the researcher intention of getting the required assistance from school since he was the member of staff before. To gather data for the study, three types of tools namely classroom observation, questionnaire and interview were used. First, classroom observation was conducted on three sections based on their three teachers, that is, one section was selected from every of those teachers sections and the questionnaire was employed on 87 students who were selected randomly from 216 students of the three observed sections. Then interview was employed on the three available teachers of grade ten English to triangulate the findings of observations and questionnaires. The gathered data were analyzed using both quantitative and qualitative method of data analysis. The study showed that grade ten students participate to a limited extent in speaking during classroom interaction. It also indicated that learners face lack of words and expressions, over domination by peers, low opportunity of speaking and support, difficulty of activities and inadequacy of time to do activities as main problems. Furthermore, in relation to students poor background knowledge, lack of self-confidence, fear of making mistakes, lack of motivation and interest and wash back effect of test were found to be causes for poor learners' participation. In relation to teachers teacher-fronted method of teaching which involved too much teacher, talk lack of teachers guide etc might influence learners' interaction. Other factors such as large class size, rigidity of seats in forming different groups and moving freely in classes, lack of supplementary materials and incapability of school principal to encourage teachers were found to be causes or factors either hindering directly or indirectly students' participation. Finally, based on the finding recommendations were made for the students, teachers, schools and the concerned bodies.

Chapter One

Introduction

1.1 Background of the Study

In Ethiopia, English is taught in all grade levels starting from primary schools to high schools as well as in colleges and in universities. In addition, it is used as a medium of instruction in secondary schools, and in higher institutions, and also used as an official language in some governmental sectors, in public organizations and in some private organizations. Moreover, speaking English as fluently as possible is becoming an essential issue since it is spoken nearly all over the world for different purposes such as technology, trade, investment, education and others. Burtness (1962) states that "... distinct human activities depend on language. Language is not only tool we use. It is also reflection of our thoughts, our hopes and our values" P.2. All these functions of language can be practiced in classroom and applied in real life mainly through speaking.

However, many secondary school students in the local context are unable to use English language for communication. For instance, some local research work that has been done on different aspects of communicative language proves the problem. To begin with, Aberash (2005) concludes that satellite television provides the learners with various speaking opportunities, but the students' participation is hindered by much teacher talk, the speed of the plasma teacher and lack of clarity in speaking activities. In addition, according to Ayele (2008) classroom oral interaction most likely is devoid of learners' active participation since classes are mainly teacher fronted. These and other local studies focus on how teachers teach speaking, the factors that affect students in learning speaking (Fisaha, 2006 & Daniel, 2007) and perceptions of teachers and students on communicative language teaching (Beyene, 2008 & Yemane 2007). But, the next research pays attention primarily to students' participation in speaking tasks and explores the problems students face during learning in their attempt to participate. Therefore, the study concentrates on

problems students face in speaking activities during classroom interactions at Abomsa Senior Secondary School. What makes this study a little different from those previous works is that it focuses first on examining the extent of students' interactions in non-plasma (non-televised) classroom in speaking activities and observes classroom interaction mainly from students' point of view rather than teacher point of view. The rationale behind this is that the students' active involvement in purposeful classroom activities enables them to focus on communication through task completion, cooperative learning and skills integration process (Richards & Rodgers, 2001).

Therefore, this research is planned to study the extent of students' involvement in speaking activities during classroom interaction and to explore problems they face in their attempt to involve in the activities. Then the major causes of the problem are assessed in order to suggest some possible ways and techniques that might be applied by teachers in supporting their students to deal with the problem.

1.2 Statement of the Problem

The general aim of teaching language at classroom level is to encourage learners to be able to use what they learn in the classroom in the real world (outside the classroom). For instance, Krashen and Terrell (1983) point out that classroom language teaching is aimed at providing learners with opportunities to use the language outside the classroom as they are able to apply both the classroom language and the outside world for their further development. Similarly, the purpose of teaching English as a foreign/second language in Ethiopian high school is to help students cope with their academic work through integrating all skills (listening, reading, writing and speaking) and to help student developing communicative skills in English. This implies that the role of language teachers' is to help students deal with integration process as means of develop communicative skills in English and to help students achieve

understanding of the course content of other subjects. Thus students should participate actively in learning to achieve these goals (Atkins, Hailom, & Nuru, 1995).

People learn language in classroom to develop the learning skills (study skills) and the language skills (macro skills). Among the language skills, speaking is one of the macro skills that can assist the students to get interaction function-which is primarily concerned with the transfer of information. According to Byrne (1986) the purpose of speaking skills is to enable students to use the target language to cope with the basic interactive skills such as greeting, apologizing, expressing needs and so on. The purpose of teaching and learning speaking skills may be to enable the learners to use the language for a variety of communicative purposes both in the classroom and outside the school in real life situations. McDonough (1993) reveals that the purpose of speaking involves expressing opinions, expressing desire to something; negotiating or solving practical problems; establishing or maintaining social relationship and friendships.

In classroom context students may use language for academic purposes that include asking for clarification, giving opinions, making comments, completing tasks, asking for information, sharing information and etc. To achieve these speaking purposes, learners need to involve in speaking activities. Nunan (1989) reveals that activities/ tasks are a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex lengthy activities such as a group problem solving or simulations and decision making. Carrying out these group activities can give students the opportunity to practice communication through cooperative learning. As a result, students can develop speaking skills with other skills in an integrative way. But sometimes students may fail to achieve these learning out comes because of different factors. Some local studies conclude teacher-centred method of teaching, speed of plasma teacher, affective variable or affective emotional were the major influential factors in preventing

students' participation in speaking skills (Aberash, 2005; Ayele, 2008; Daniel, 2007; &Fisaha, 2006).

However, none of these studies tried to focus on the extent of students' participation in speaking. So this gap is motivated the present researcher to conduct a study on extent to which grade ten students participate in speaking activities during learning. Therefore, this study differs from the above studies in that it primarily focuses on determining the extent of students' participation in speaking activities in non-plasma classes and observing problems they face (if any) in their attempt to participate during lesson. If students are seen facing difficulties (problems) in their attempt to speak, possible causes of the difficulties are focused on. Thus the identification of the main causes of the problem may enhance the suggestion of some possible ways of helping students cope with the problem. To this end, the researcher stated the following basic questions to be answered by the study.

1. To what extent do grade ten students' participate in speaking activities in classroom?
2. What problems do they face (if any) in their attempt to participate?
3. What might cause the problems?
4. What can be done to help students cope with the problems?

1.3 Objectives of the Study

The main objective of this study is to determine the extent to which grade ten students' participate in speaking during lessons.

Specific objectives

- ~ To find out the extent to which students' get involved in speaking tasks.
- ~ To explore the problems students face in their attempt to participate in classroom speaking activities.
- ~ To investigate the major causes of the problems.

- ~ To suggest the possible ways of encouraging learners' to increase their communicative abilities in target language.

1.4 The Significance of the Study

The investigation of the extent of learners' involvement in classroom interactions and problems they face (if any) during interactions in lesson is expected to serve many stake holders. To begin with, it may indicate the extent of students' participation in speaking, the problems they face in their attempt to participate and possible causes of the problems in the study context to the readers (teachers, students and others) who may get chance to read it. It may recommend the gap for the further study. So, it may serve as starting point for researchers who are going to conduct a further study on the topic.

1.5 The Scope of the Study

The study was conducted at Abomsa Senior Secondary School, particularly on grade ten students to see extent to which they participate in speaking activities and to explore problems they face during participation.

1.6 Definition of Operational Terms

The following terms have been used throughout this thesis according to the definitions given below.

1. *Problems* - are difficulties or factors that can hinder the students from fully involvement in classroom speaking activities during classroom interaction.
2. *Activities* - are pedagogical tasks which are planned to be carried out by the students in the classroom for the purpose of developing speaking skills. Discussions, role plays, simulations, information gap, story telling, debating, reporting, picture describing, language games, problem solving and the like activities are used with the sense of speaking activities.

Chapter Two

Review of Related Literature

This chapter discusses important literature related to the topic under consideration. That is, the scholars work in line with speaking skills is assessed under the following five subtopics. In the first section the purpose of teaching speaking skills begins with defining speaking and ends with providing purpose of teaching and learning speaking. The second part discusses the intended level of students' participation. The third section deals with the problems students face in their attempt to participate in classroom speaking activities that may appear in relation to students, teachers, materials, schools and time factors. The fourth section explains causes of problems and the last section concerned itself with the way of increasing students' participation through using different teaching methods, organizing classroom interaction patterns, using effective classroom activities, and improving ways of giving feedback.

2.1 The Purpose of Teaching Speaking Skills

Borwn (1994), Burns and Joyce (1997) define speaking as an interactive process of constructing meaning concerned with producing, receiving and processing information. Teaching speaking may have different purposes as its definition includes many things. The primary purpose of teaching speaking skills is to enable the students to use the language for communication. Several second language acquisition researchers (Long, 1990; Swain, 1985 & Van Patten 1990 as cited in Shehaden 1991) argue that the purpose of second language learners' production is not only to enhance fluency and indirectly generate more comprehensive input but also to facilitate second language learning by providing learners with opportunities to produce comprehensible output. Hoque (2010) asserts that the goal of teaching speaking in today's English foreign language world is to improve students' communicative skills.

In addition to oral communication purpose, speaking is taught for the goal of academic purpose in our contexts. As speaking skill is one of the macro skills, it promotes integrative learning and teaching process. In language skill integration refers to the combination macro skills (speaking, listening and writing) and linguistic elements (grammar and vocabulary). For instance, in learning speaking students listen to instruction, then speaks and may write or read something. Canale and Swain (1980) acknowledge that recent communicative language teaching gives emphasis for communicative competence which includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence in combination. As the evidence indicates the purpose of teaching speaking is not only teaching language skills but also teaching learning skills. That is, speaking skills enable students to use the language for understanding of course content of different subjects. Atkins, Hailom and Nuru (1996) confirm:

The basic role of English teacher is to help students to deal with the skills integration process, not only as means of developing communicative skills in English, but also to help them achieve deeper understanding of the course content of other subjects. The teaching of language by integrating the skills is thus not an invented pedagogic technique. It is rather a basic principle drawn from an understanding of the classroom context and language for academic purposes (p. 228).

In classroom students may use speaking in an integrative way. When they listen to a lecture, they can take notes (in writing); then they read their notes and supplementary materials and ask their teacher for clarification or support.

2.2 Expected Level of Students Involvement

The level of students' performance can depend on the objective of the language learning in general and the objective of the activities in particular. The purpose of language teaching is to offer learners chance to learn language skills (reading, writhing, speaking and listening) together with language elements

(vocabulary and grammar) and learning skills (study skills). The assumptions behind classroom activities are that the learners learn language by interacting communicatively and purposefully while they engage in the activities and tasks (Freez 1998). So, students should engage in activities as the intended objective of the activities proposed in the lessons. For instance, the objective may say that after opinion gap activities the students will be able to express their feeling in target language fluently and accurately. Therefore, students should at least fulfill the expectation of the educational objectives.

When students use various possibilities of speaking, extent of their involvement increases. As a result, they may develop their language proficiency. Brown (1994) concludes the language proficiency is promoted as the students get the opportunity to work with the target language in different context. Furthermore, learners' participation is high when they talk a lot and when every student get chance of speaking in his/her groups through discussion by asking questions, giving answers to the questions, showing interest to participate, and taking responsibility of their own learning cooperatively (Edge, 1993; Harmer, 1991; Richards & Rodger, 2001 & Ur, 1996).

2.3 Problems of Students with Classroom Speaking Activities

In their attempt to involve in classroom speaking activities, students can face problems. The problems may exist in relation to students, teachers, materials, school and time in which activities are done.

2.3.1 Learner related problems:

2.3.1.1 Lack of words and linguistic elements

Sometimes students may not find words or forms of expressions to say something. This may resulted from poor student background knowledge of words and their experiences in doing collaborative activities. According to Nunan (1991) the kind of assumption we make about the world depends on what we have got from our experiences. This knowledge may include the

learners' awareness of words and grammars, their psychological make-ups to involve in activities and their experiences in learn-centered learning approaches. Wilkins (1974) argues that without grammar a little can be conveyed but without vocabulary nothing can be conveyed. From the evidence, even if we use vocabulary mainly for speaking, the role of grammar in communication is also high. Harmer (1987) reveals that the students should learn grammar not only focused on form and structure but also they should focus mostly on the process, that is, on skill of working out the rules from the activities on how grammar is used for meaning and self-expression a grammar for communication.

2.3.1.2 Over-domination by peers

In some groups, low competent learners may stop participation and simply take role of listener. These students may feel fear of ridicule from others. Nunan (1991) indicates that students with inefficient speaking skills show little involvement in interactive sessions and in group discussions throughout the class only students with better English dominate the class. Young (1991) suggests that teacher should help over-dominated students in groups by finding out what they are anxious about and then assisting them by easing some of their fears and by teaching them certain techniques such as self-talks and doing relaxation exercises to deal with their fears. He also adds many students tend to talk more with their close friends; so, teacher should allow students to choose who they are going to work with in forming groups.

2.3.1.3 Mother-tongue use

Learners may use mother tongue if they may feel they can't say something in English or when they worried about making mistakes. Learners of the same mother tongue may tend to use their mother tongue in classroom as they feel unnatural to speak to one another in a foreign/second language (Brown, 1994 & Stern, 1983). Using first language can help learning in many ways. For example, students can use their cognitive maturity, and concept of how

language works from their first language knowledge in learning second/foreign language. However, second/foreign language learners usually feel nervous when they asked to speak in second/foreign language and their language of first language can also lead them to make incorrect guesses about how second/foreign language works (Ellis, 1986). Totally, although using first language has some benefits, over-using of first language during second/foreign language learning can interfere with target language and can reduce learners' chance of involvement in learning second/foreign language.

2.3.1.4 Poor Learners' Participation

Learners participation can be lower when the activities are beyond the students experience and ability or when the students are demotivated to involve (Nation, 2000 & Young, 1991).

2.3.1.5 Disruptive Behavior

Some students may make other learners off-task by talking about unrelated issues, or interrupting or acting out violently (Wright, 1987). For this behaviors Harmer (1991) explains three possible reasons that is the teachers, the students and the institutions.

2.3.2 Material-related problems

This may include unclearness of instruction, difficulty of the activities and shortage of textbook and other supplementary materials. In addition to text books using authentic materials (Poems, advertisements, menus), maps, newspapers, audio and videotapes etc. allow students to experience real life situations or what is happening in the world (Nunan, 1989 & River, 1987). Without authentic materials it may be impossible for students to observe nonverbal behaviors on how to initiate and sustain a conversational exchange.

2.3.3 Teacher-related problems

2.3.3.1 Too much teacher's talk

Atkins, Hailom and Nuru (1996) identified two basic types of teacher's belief, that is, a teacher who believes learning as the transmission of knowledge and the teacher who believes learning as the interpretation of knowledge. The teacher who believes learning as a transmission of knowledge may use teacher-centered approach in which teacher focus on more teacher talk and error correction as his main role. Thus learners may not get opportunities to speak.

2.3.3.2 Teacher's proficiency

This refers to the teacher's knowledge and skills that can be obtained by training, experience or practice of teachers. Wenden (1991) point out that no techniques/methods and no devices/materials can guarantee success but only teacher can do this. He also comments that the teachers should given opportunities to educate themselves in theoretical and in classroom applications of research-based educational innovation. It is clear that the implementation of methods and materials depends on the professional knowledge of the teachers. This means the quality of education depends on the quality of the teachers.

2.3.3.3 Teacher's motivation

In addition to proficiency, teacher's motivation, teacher's personality and rapport in creating good relationships between learning and students or between the teacher and students can play influential role in classroom interaction. Teacher's preparation and the way in which he/she gives feedback can inhibit learners' involvement.

2.3.4 School-related problems

This may include classroom condition, class size, and uncomfortable seats arrangement in classroom and external noises. Lang (1999) explains the classroom interaction among learners and teachers, the physical and organizational condition of school like fatigue, heat or cold, noise or distraction, overcrowding of learners, lack of premises, books, equipment etc. can inhibit successful learning teaching process. In our context the large number of students in class can have negative consequence on students learning. Atkins, Hailom and Nuru (1996) point out that among the major problems many students face in large classes are frustration, fear of ridicule from others and overall negative self-image are the major problems.

2.3.5 Shortage of time

In local contexts where learning speaking is possible mainly in the classroom, learners usually complain that the time given for classroom activities is not sufficient. Brown (1994) suggests that in learning second language learners are affected by their degree of being able to analyze language and the time it takes to process linguistic data. That is, available time for learning language (doing activities) should be planned by considering learners ability level.

2.4 Possible Causes of the Problems

The causes for many problems may be different in different situations. For instance, among problems learners face in learning foreign/second language, such as lack of expression may be caused by low learner exposure to the language. Other problems, for instance, over domination by peers may be resulted from influence of extrovert learners over the introvert learners or shy learners. Similarly, the ways in which teacher give feedback can influence shy learners. From scholars' view of foreign/second language acquisition, the main causes of learner related problems are the cognitive variation and the affective

variables. The cognitive variation in learning a second language refers to variations in learning style that differs across individuals and variations in strategies employed by individual to attack particular problems in that setting.

The second cause of the learner problem in learning a second/foreign language is an affective variables or personality factors within a person that contribute in some way to the success of language learning. These variables are inhibition, risk-taking, anxiety, ages, empathy, extroversion, motivation and learners' attitudes or interest toward learning and etc. (Brown, 1994; Krashen, 1985 & Stren, 1983). Among these affective or emotional variables anxiety and motivation seem influential factors. Cheng, Schallert and Horwitz (1999) confirm that foreign/second language classroom is strongly affected by classroom anxiety. Concerning motivation, Lightbown and Spada (1999) argue that in the process of foreign/second language learning, motivation is the most important factor to bring about effective language learning. Hedge (2000) also adds that "Any individual may be influenced by a variety of motivation which will affect such things as anxiety, attitude or willingness to try new learning strategies" P.22. Thus, motivation seems the greatest factor in foreign/second language learning. In other words, if learners' motivation increases their success in learning also increases.

Secondly, the causes for teacher related problems may be teacher's belief of language teaching and teacher's qualification in teaching and his/her respect for the profession. Teachers' beliefs about teaching speaking skills can be different based on their personal experiences, their knowledge of theoretical assumptions of teaching and learning languages in general and language skills in specific. Some views of teaching communicative skills in line with teaching English as a foreign/second language is discussed as follows. To begin with a traditional belief of language teaching as a teaching grammar rule can lead teaching and learning to accuracy-oriented approach which is mainly concerned with teaching grammatical rules as the most important features of a language. In this view a goal of teaching language is believed to be mastery of

language structures, and so, the emphasis is given to forms of language and vocabulary items. Here the role of teacher is error correcting and explaining correct grammar rules and word meanings and students are seen as passive learners. For this reason, this view is opposed by many scholars. For example, Krashen (1981) says that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Similarly Buhary (2009) adds that we do not need a good knowledge of grammar to obtain our aim across in English.

Another belief of language teaching is a view of language teaching as a communication. This view comes into existence as an emphasis in teaching language shifted from accuracy-oriented-approach to fluency-oriented-approach which gives stress to the meaning rather than the form. In this view the important aspect of language is expressing our ideas fluently in target language. According to Ebsworth (1998) too much emphasis on correcting small grammatical or pronunciation errors is considered harmful since it may impede the natural acquisition of spoken skills. Similarly, Makagawa (n.d) suggests that learners should make themselves understood regardless of the grammatical mistakes in target language. A belief of language as communication or a communicative language teaching approach gives priority to meaning in real-life situation and the use of language for communication purpose hence learners interaction is influential than teacher-centered learning. However, the fluency-oriented approach is not free of fault. For instance, Nation (1989) argues that fluent-oriented approach can make learners develop fossilization errors that have become stable part in the manner a learner speaks.

The third belief of teaching language is teaching language as integrative approach. In this view suggest the principal goal of teaching is to realize combined goals, permit restructuring, and focus on some draw backs of both accuracy-oriented views and the fluently-oriented views. Brumfit (1984) reveals that accuracy and fluency are not opposites, but are complementary; however,

materials and activities often devised as if they are in conflict. In addition, Brown (1994) makes the point that the language teacher should create situation by fashioning an integrated and cohesive understanding of how learners acquire the ability to communicate clearly and effectively in a second language. The evidences imply that both fluency and accuracy are important. Therefore, students need to involve in meaning-based communicative interactions and form-based activities that focus on meaning and use under the guidance of teachers.

Generally, the causes for teacher related problems may be teacher belief of language teaching teacher's proficiency, teacher's motivation and attitudes, his/her preparation of lessons, and the way in which she/he corrects errors. Atkins, Hailom and Nuru (1996) suggest that the better teacher's questioning techniques the better the students' participation behavior is, the better the teaching and learning process will be. Conversely, by showing in different or negative reactions to participation teachers can significantly inhibit the quantity and effectiveness of students' participation.

Totally, in relation to students, teachers and activities, Seime (1996) explains that the factors that may inhibit/facilitate the quality and the effectiveness of students participation as follows. Among the learners factors he points out the students' preferred learning styles (i.e., by interaction, asking/being asked and listening to a teacher); students' personality traits (shyness, extroversion, self-confidence, self-esteem or lack of self-esteem); students' perception of their roles and of the importance of participation; and students' proficiency in language, that is, the more proficient the students is, the more his/her willingness to interact may be increase as the interaction is less stressful. In relation to teacher, his/her teaching style, personality rapport with students and teacher's perceptions of his/her role and finally the types of learning tasks are likely to have a profound impact on the effectiveness of learning in the classroom. Therefore, teachers should have an awareness of their negative effects on students' participation.

Next, school-related problems might be caused by physical appearance of classroom like rigid seats that can influence learners movement in activities such as role-play and group discussion, the forms of the group in which some students might be disruptive in behavior and some extra noises can also influence classroom interactions.

Finally, shortage of time may be caused by a lot teacher's talk, when instructions of activities lack clarity and when sometimes of the day may not be comfortable for learners.

2.5 Ways of Maximizing Students' Participation

Once the main problems that might face learners during classroom interaction are identified and the possible causes of the problems are discovered, reducing the causes may make learners feel free to participate. Here teachers can play a key role to increase students' involvement in activities. According to Collie and Stephen (1992) the teacher is best placed to find and choose the right materials for particular students. In preparing classroom activities, teacher need to consider the purposes, the stages and the difficulty of activities in relation to students' level of performance, ages, interests and the ways in which feedback is given. Atkins, Hailom and Nuru (1995) conclude teacher should find ways of promoting a more positive self-image for every student by encouraging a culture of active cooperation in the classroom instead of individualized and competitive learning.

2.5.1 Using Different Methods of Teaching Speaking Skills

Brown (1994) defines that "Teaching Methods are the applications of theoretical findings and positions" P.14. Others, Richards and Rodgers (2001) define methods as an over all plan for the orderly presentation of learning materials no parts of which contradicts and all which is based up on the selected approach. Both definitions show that method is a procedure in which we put theories and

beliefs into practice and our choice of methods, may depend on different things such as theories, assumptions of teaching and learning languages, the goal of teaching and learning, the needs and the proficiency level of students, the nature of the skills to be taught and the like. Recently, one of the hottest issues in the field of foreign/second language learning and teaching is how to converse fluently in the target language. Therefore, the traditional approaches of form-based teaching and learning changed to meaning-based approach.

Many scholars conclude that opportunities for comprehensible input and output are equally important in language throughout interaction (Pical et al 1996; Shehaden, 1991; Swain & Lapkin, 1995). Similarly, the interactions, where the negotiations of meaning between learners are prevalent are also important for production of comprehensible output (Doughty, 1988; Gas & Varanis, 1985). The evidences reveal importance of learners' interaction on the negotiation of meaning through activities. Johnson (1982), Brumfit (1994) and Widdoson (1990) suggest that the interactions should include the involvement of students into activities of problem solving, decision making, opinion exchange, picture dictation, jigsaw tasks and all standard communicative exercises for developing fluency in the target language.

On the other hand, others support the integration of form focused exercises with meaning-focused for developing communicative ability (Atikns, Hailom & Nuru 1991).As some methods focus on fluency, or on accuracy separately and other stress the combination of both forms and meanings, we can not find the best method for teaching speaking skills. Nunan (1991) suggests:

It has been realized that there never was and probably never will be a method for all and the focus in recent years has been on the development of classroom tasks and activities which are constant with what we know about second language acquisition's and which are also in keeping with the dynamics of the classroom itself(P.228).

From different suggestions of research findings we can understand the complexity of teaching language skills because we can not find best method of teaching. Therefore, eclectic's approach which is 'compromise method' can be used by language teachers, Brown (1994) indicates "... the complexity of language learners in multiple world wide contexts demands an eclectic blend of tasks each tailored for a particular group of learners in a particular place, studying for particular purposes in a given amount of time" P. 160.

In this connection, communicative language teaching approach seems rich in a theoretical base that helps in selecting different principles. As approaches and theories of language teaching are general or wide, methods can be developed on the basis of those theoretical assumptions. Stern (1983) recommends that a good language teaching theory will be strive to provide a principle for identifying all factors relevant in language teaching and the relationship between those factors and for giving effective direction to the practice of language teaching that supported by the essential research and enquiry. This implies that teachers should have adequate knowledge of theoretical assumptions and research findings. Brown (1994) suggests that the best teacher is the teacher who devices classroom methods and techniques that drives from a comprehensive knowledge of the total process of language and what is happening within the learner and within the teacher and the interaction between the two. Therefore, teacher should plan the lesson by selecting different methods for a variety of activities to promote their learners' development of speaking skills interactively in a classroom context.

2.5.2 Patterns of classroom interaction

In Richards and Platt (1985) classroom interaction is the pattern of verbal and non-verbal communication and the type of social relationships which occurs with in classrooms. A social relationship in a classroom context implies the relationship that can exist between a teacher and a student or between students and students. A good interaction between a teacher and students

arouse the students' interest to communicate in the classroom. Stern (1983) suggests that creating successful classroom environment needs careful planning and organizing the formal group of the learner, the teacher and other participants involved in the interaction. The well known type of classroom interaction is 'IRF' (Initiation-Response-Feedback) type in which the teacher initiates an exchange most of the time in the form of a question and the one of then student gives answer and finally the teacher provides feedback. Sometimes, in activities like guessing game students may initiate and the teacher may give answer. Other patterns of classroom interaction include:

1. Lockstep: It is a mode of delivery where all students are working with the teacher or locked into the same rhythm and pace, the same activity (River, 1987).
2. Choral-responses: In this pattern the teacher gives a model which is repeated by all the class in the chorus.
3. Pair-works: Here two students do the activities together.
4. Group-work: Students join in the small groups to involve in activities of discussion type.

Although different situation calls for different patterns of interactions, speaking activities seem best carried out in a pair or a group work. Nation (1989) suggests that group work and pair work enable students to learn communication strategies and enable them to develop fluency in the use of language they have already learned and in the use of new items. Pair work and group work enable students to exploit the meaning potential of a text; gives learners the opportunity to learn communication strategies and enable them to develop fluency in the use of language they have already learned and in the use of new items. Pair work and group work, in a good classroom interaction can also reduce learners' anxiety in a communication of second language. Atiks, Hailom and Nuru (1995) suggest that the group work which used in combination with individual and teacher-centred work is a valuable in addition to the variety of activities which encourage the second/foreign language

development of high school students. Thus teachers should arrange student into small groups or pairs to promote them carryout activities that invite them to talk with one another in their pairs or groups. As a result, they become active-participant, cooperative-learner and motivated to take-risks in their learning.

Thus to promote more learner opportunities of involvement, teachers can used the next form of classroom interaction.

1. Student-student Interaction: Students get more chance of speaking in pairs as they take turns through consistent and meaningful activities Rivers (1987) suggests that language teachers should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner-learner interaction.
2. Small group discussion: Small groups refer to groups in which numbers of participants are reduced to three to six in order to increase the chance each student's gets to speak. Some evidences suggest that odd-sized groups work is better than even-sized group. Richards and Rodgers (2001) confirm that Small group provides greater intensity of involvement as teachers gives learners more opportunities, adequate guidance, monitoring and supportive feedback. In small group the setting is more natural than that of whole class, for the size of the group resembles that the normal conversation groups removing the figure of authority and grouping the students themselves reduce the problem of speaking because the teacher is not there to give correction for every mistake they made.

The evidence seems strong that small groups' can make learners free from fear of making mistakes and can give chance of speaking for every member. As a result, they can develop independent learning, self-confidence and cooperative learning.

2.5.3 Using Effective Classroom Activities

Under this subsection, the definition of classroom activities, the effectiveness of activities, the nature of activities and the value of interaction in classroom activities are discussed. Different definitions are given by various scholars for activities. For instance, Harmer (1991) defines activities as a term used to give description of what will happen in the class, that is, items of language, what generally and physically, the students are going to do. Harmer also gives examples of activities like a game, simulation, introducing new language, parallel writing, story reconstructing, listening, information gap-task, social talk, oral composition and so on. Others Prhabu (1987), Richards and Platt (1985) use the words 'task' and 'activity' interchangeably and define 'task' as an activities or action which is carried out as the result of processing or understanding language (i.e., as response). They also give some examples of tasks or activities such as drawing map while listening to a tape, listening to an instruction and performing a command. Nunan (1989) describes 'activities' as a component of a task and views communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meanings rather than form. Nunan also adds that the task should have a sense of completeness, being able to stand alone as a communicative act in its own right. Totally, activities are a designed language learning effort with a particular objective, suitable content, detailed working procedure and different outcomes for the students or for those who engage in the activities.

In relation to their nature classroom activities should have particular objectives, appropriate content, a specified working procedures and a range of outcomes for those who undertake it. Nunan (1989) develops three ways of characterizing activities such as authenticity, skill getting and skill using, and that combined accuracy and fluency. First authenticity implies the nature of activities which is rehearsal for the real world. That is, as activities concentrate on the genuine message and proposed in a parallel way to a real world and

students can use it outside the classroom. Second skill getting relates to controlled practice activities in which students manipulate the forms of a language, whereas the skill using relates to transfer activities in which students apply their acquired knowledge into production. Finally, accuracy and fluency are both important elements that would be developed by a type of activities which assist their development.

When we consider effectiveness of classroom activities, effective classroom activities are prepared on the basis of their suitability to the level of learners' competence, the purpose of language teaching and language skills, and the content of the subject matter and so on. Classroom communicative activities include the following principles.

- a. **Meaningfulness:** the activities should allow the learners to focus first on meanings in contexts hence learners exchanging meanings to complete the task.
- b. **Some focus on language form:** effective language use involves achieving harmony between form and function (Skehan 1996a)
- c. **Authenticity:** Nunan (1989) suggests that in designing a task, we have to deal with the relationship between its authenticity and the content in the texts in the way that learners can practice language naturally. Here, authentic inputs refers to spoken and written languages that have been written for the other purposes' than the language teaching purposes while non-authentic inputs are materials that have been written for the purposes' of classroom use. Long and Crookes (1992) suggest we can make tasks authentic through the following points.
 - find out the genuine purpose for the language to be learned;
 - pedagogic activities must be related to real-world target tasks;
 - classroom interactions creates situation for authenticity; and
 - Learners' engagement makes the task more authentic.
- d. **Reasonable Task difficulty:** Tasks can be difficulty or easy based on learners ability, content, purpose and support availability (Nunan 1989)

e. *Based on gap principles:*

- i) **Opinion-gap:** an opinion gap activity involves identifying and articulating a personal preference, feeling or attitude.
- ii) **Information-gap:** language students should be involved in as many situations as possible where one of them has some information and other doesn't but has to get it, in other words, situations containing an information-gap between the participants. Without information-gap classroom activities could be artificial (Richards & Platt 1992).
- iii) **Reasoning gap activity:** activity that involves deriving some new information from given information through the process of inference or deduction and the perception of relationships of patterns (Prabhu, 1987 PP.46-7).

f. **Task principle:** Here activities becomes an instrument of communication rather than being an end itself, that is, students use language as a vehicle of communication where their main purpose is to complete some kind of communication task (Harmer, 1991)

Ur (1996) recommends that the successful speaking activities are activities in which:

1. Learners talk a lot;
2. participation is even ,i.e., every students must get opportunities of speaking in group (without being dominated by extroverts);
3. motivation is high, learners are eager to speak as they interested in task to achieve its objective; and
4. Language is of an acceptable level.

To sum up the effectiveness of activities implies its benefit of being means of interaction. In other words, the assumption behind classroom communicative activities is a real communication that involves information gap in which participants convey a message, obtain information and express their opinions. Like authentic communication, classroom activities assumed to be effective in enabling learners use a language for achieving the purpose of activities in

which they may have to clarify their meaning or ask for confirmation of their own understanding. Thus teachers need to combine structured communicative output activities which allow the error corrections and increased accuracy with communicative output activities that give students' chances to practice language use more freely than traditional structured drills. Therefore, learners should involve actively in the classroom activities to develop their speaking skills. As we can see in different resources, recent researches of second language acquisition give emphasis to the developing of comprehensible input and communicative output in genuine communicative context through learner-centred instruction interactively in away that considers learners interests and motivation (Brown, 1994; Harmer, 1991 & Nunan, 1991). Activities enable learners to use language for purpose of task completion rather than bothering about language forms.

Students achieve facility in using a language when their attention is focused on conveying and receiving authentic message; that is, messages that contains information of interest to both speaker and listener in a situation of importance for both. In addition activities which are appropriate to learners' interest and ability promote active involvement of learners. Activities improve students' ability to communicate and they are also place for controlled presentation of finely-tuned input and semi-controlled language practice. Teachers' guidance in enhancing students' skill development may be applied at early stage of activities. Later, as learners develop confidence they use language freely for the purpose of doing task. Furthermore, activities like information gap, role play, task-based, etc. can increase learners' involvement and reduce anxiety.

Generally, for effective involvement of learners, teacher should play vital roles by encouraging students and raising their awareness of integrating skills in different stages of activity through supportive and guided peer interaction.

2.5.4 Improving Way of Giving Feedback

The way in which teachers give feedback can affect learners' interest in speaking activities. Harmer (1991) states that feedback is a response of items about the result of activity done by someone or it is the way of checking whether students' perform well or not and the way of making necessary improvements by comparing with the intention of the goal. Brown (1994) also suggests that the teacher task is to value learners, prize their attempts to communicate, and then provide optimal feedback until learners are communicating meaningfully and clearly in target language. Too much error correction can affect the learners' confidence and motivation negatively. So, it seems better if teacher gives first chance to students self-correction by drawing their attention to persistent errors, then they can do it. Next, peer-correction is also possible in collaborative activities. As both accuracy and fluency are important element of language learning, teachers should give some correction especially when errors are almost shared by all students.

From his experimental study of extra class activities, Biniam (2008) concludes extra class activities tend to have an important role on the improvement of students English language speaking and listening skills. He also recommends that classroom language should be supported by extra class activities. Thus, teachers should assist and motivate students by creating awareness in students about the role of activities on English language skills improvements. Institution should also help teachers to initiate and encourage students' activity programmes. Although such activity demands fund and extra time, it may be helpful in increasing learners' opportunity of using target language in addition to classroom time (periods).

Generally, in addition to teachers, school administration, parents and societies should assists the ways of improving students learning typically by facilitating learning environments ad providing necessary supplementary equipment.

Strevens (1982) concludes that:

Maximum rates of achievement in the learning and teaching of a foreign/second language are typically produced when skilled and devoted teachers are encouraged by society and their profession to cherish willing learners P.25.

Therefore, the success of learners in learning is the responsibilities of the learners, the teacher, the school administrations and the whole societies.

Chapter Three

Research Methodology

3.1 Introduction

This chapter discusses the research design, the subjects of the study, the sampling techniques, data gathering tools, data collection procedures and method of data analysis and interpretation.

3.2 The Research Design

The main aim of this study is to examine the extent of students' participation and to assess the problems students' face in their attempt to participate in classroom speaking activities during lessons at grade ten level. A descriptive research design including both quantitative and qualitative methods has been used. This is because a descriptive survey and observation are important in describing the nature of the existing conditions of phenomena.

3.3 The Subjects of the Study

The subjects of the study were 216 students of grade ten who were learning in three sections in Abomsa senior secondary school and three English teachers who were teaching the students in the semester data collected.

3.4 Sampling Techniques

The school was selected purposefully based on the researcher's intention of getting necessary support from the school since he was a member of staff. Then grade ten students were selected randomly. There were 906 grade 10 students grouped in to 13 sections in the school. It is cost and time consuming to include all of the 13 sections of students. Because of this, three sections were selected for observation based on three English teachers who were teaching

grade ten students. That is, sections 10A-10D, 10E-10I, and 10J-10M (in number 4, 5 and 4 sections) were taught by teacher-one, teacher-two and teacher-three respectively. So, one section was taken randomly for observation from the sections that were taught by each of the three teachers.

From total 906 students of grade ten in the school, the observed three sections had 216 students. Among those 216 students 40% (87 students i.e. 29 from each three sections) were selected by simple random sampling method to respond to questionnaire.

Finally, all three available English language teachers were taken totally as a comprehensive sampling technique to be interviewed.

3.5 Data Gathering Tools

Three types of data collecting tools, namely, classroom observation, questionnaire and interview were used to gather the required information.

3.5.1 Observation

Using observation, it is possible to study certain behavior as it actually occurs since it gives direct experience. Best and Kohan (1989) indicate that observation gives first hand account of situations under study and it can be used to check and supplement information obtained from others sources. Thus the information given by students about their participation through questionnaire and the information given by teachers through interview on the students' involvement and problems students face during participation can be compared with the results of classroom observation. Therefore, the researcher prepared classroom observation checklist to collect information and substantiate the results obtained through students' questionnaire and teachers' interviews. The checklist has five parts concerning on the problems students face in relation to students, teachers, materials and activities, school, and time. The checklist was prepared online with literature review that made in chapter

two and by adapting its format from Nunan (1989:135-37), Nolasco and Arthur (1989) and Parrot (1993).

As discussed under section 3.3, the selection of three sections for observation from total thirteen sections of grade ten students based on their three teachers. That is, one teacher taught five sections and two teachers taught four sections each. Therefore, from sections of each of the three teachers, one section was selected randomly to be observed. This enabled the researcher to see the difference that may occur in students who were taught by different teachers. Every section was observed three times which were totally nine observations conducted for about six and half hours or 378 minutes (42'x9). The observation was carried out before the distribution of the questionnaire and conducting teachers' interview in order to modify some questions of interview and questionnaire based on experience of classroom observation and to ignore the occurrence of some artificial behaviors by respondents. The observation made without disturbing the teaching-learning process.

3.5.2 Questionnaire

Questionnaire can be used to collect data from large groups of individuals within a short period of time. It is also easy to administer to a large number of subjects in one place at a time (Best & Kahan, 1989). So, the questionnaire in this research was designed and administered to gather data from students because of their large number.

The questionnaire contained mainly closed-ended questions and few open-ended questions in four parts. The first part aimed at gathering the students' response on their experience of speaking both in the classroom and outside their classes and their opinion on the extent of their involvement in classroom activities using rating scales (question 1-4). The second part of a questionnaire was intended to check the presence /absence of some problems or behaviors (Items 1-9) using checklist of true/false (Yes/No) options. This second section

also contained two open-ended questions in order to enable students add other problems they face in learning (items 10 and 11). The third part was aimed at collecting data for two reasons, that is, first to strengthen the result of part one (the extent of students involvement) (Items 1, 2, 3.1-3.3), and second to support the causes of problems that students face which they had mentioned under part two question 10 and 11 and by using (Items 4.1-4.6, 5.1-5.4 and 6.1-6.3) systematically through verbal frequency or rating scale ranging from 'Always' to 'never'. Finally, the last part (IV) concerned with the students attitude in learning speaking through five points likert scale ranging from 'strongly agree' to 'strongly disagree' since students attitude toward learning speaking can influence their learning either positively or negatively (IV, (1-5).

3.5.3 Interview

Interview was used to fill the gaps of other tools and to add the reliability of the results. This is because every tool can have its own strength and weakness. For instance, observation provides direct experience and actual behavior as it is. However, it may not give the cause of those behaviors. Thus, interview is very valuable tool to explore the reasons why and how things happen in a certain condition. In addition, what I can't observe might be observed by others. Therefore, 12 interview questions were used to obtain deep understanding of the topic researched. Moreover, interview was conducted on three teachers those who were observed during learning-teaching process. So interview provided a chance to raise questions on the things that had been seen during observation. The interview was recorded by tape-recorder and then transcribed into text (see Appendix D1-D3) and used to substantiate and crosscheck the data obtained from observation and questionnaire.

3.6 Data collection Procedures

After first draft of observation checklist, questionnaires and interview questions were prepared. Comments from advisor and colleagues were used to modify and rearrange these tools. The modification of tools was based on the objective of the study and on the idea obtained from the reviewed literature.

Before final study, pilot test was made on a questionnaire and observation checklist at Arboye high school which is about 24 km far from the sample school. This helped me to make some correction on the items that were not understood by students and maintain the validity of the tool. The questionnaire was tested on 35 students of Arboye high school after two observations were made in single class.

Finally, the actual study was conducted on Abomsa senior secondary school in a time of three weeks. In first week, the researcher contacted the school director and then he ordered the unit leaders and department head to cooperate me. Then after I had made rapport with the teachers who teach English at grade ten levels, they convinced to be observed and I took their schedules.

In conducting the work, observation was made first in a second week. That was made purposefully to avoid the occurrence of some behaviors or acts which could be exhibited by teachers and students after they got information from the tools. In third week or after observation was made on three section of grade ten for three times on each when learning-teach process was going on, then the questionnaire were administered on 87 students of grade ten. That was done after orientations were given to 87 students who were selected from the sections' observed before. Then, all responses were collected in the same session. That is, all respondents returned the responses of questions once.

Finally, the interview was made after rearrangement and modification of some questions on the bases of classroom observation in order to add or obtain the issues that were not well addressed by observation and questionnaire.

3.7 Methods of Data Analysis and Interpretation

The gathered data were analyzed using both quantitative and qualitative methods of data analysis. The data collected through observation was analyzed by using the number of ticks (✓) from observation checklists and by using the researcher's short notes on classroom events in connection to other tools. The data gathered through students' questionnaire were tabulated after the tallying process and then its interpretation was carried out using simple statistical techniques such as frequency, percentage and mean values. Finally the data gathered through audio-taped interview were transcribed, interpreted and analyzed to strength the results obtained from observation and questionnaire. At the end based on the results conclusions and recommendations were made.

Chapter Four

The Data Analysis and Interpretation

4.1 Introduction

This chapter presents the analysis and interpretation of the data gathered through classroom observation, questionnaire and interview. The chapter has three major sections. The first section discusses classroom observation, the second section deals with the analysis of students' responses to the questionnaire and the last section presents teachers responses to the interview.

4.2 Discussion of Classroom Observation

The discussion of classroom observation was made on the results of observation checklist by looking at the number of ticks (✓) that indicate the fully observed, partially observed and unobserved events in the classroom. In addition, the researcher's short notes on the classroom conditions were used to supplement the data obtained through observation checklist.

From the total of nine classroom observations made in three sections, all three sections were observed three times and most of the observation was made during teaching and learning speaking skills. Six observations were carried out during speaking lesson sections, two observations were made during grammar lessons and one observation was made during a writing lesson.

The discussion of this observation checklist result (See appendix B) is intended to see:

- The extent of students' participation in classroom speaking activities.
- Problems students face in their attempt to participate in relation to students, teachers, materials, school and time factors.

4.2.1 The Extent of Students Involvement

In this section, an attempt was made to examine the extent of students' participation in classroom speaking activities during lesson. The scale of students' involvement in these activities can range from a very great extent to a limited extent. Learners' participation is high when every student gets opportunities of speaking in their groups through discussion, asking questions, giving responses to the questions, showing interest to participate, taking responsibility of their own learning cooperatively, and generally, when the students talk a lot (Edge, 1993; Harmer, 1991; Richards & Rodgers, 2001 & Ur, 1996).

In connection to this, the extent of students' involvement was discussed according to the results of the observation checklist. To begin with, the students' participation in asking questions was partial (please see Appendix B, Item I:1). In their response to item 3.1 students also confirmed that they use English to ask their classmate/ teacher for clarification "sometimes" (see Table 7, Item 3.1). On the other hand, the observation checklist indicated that students keep silent until the teacher forces them to participate (see Appendix B Item I: 13). In addition, students didn't actively participate in pairs/groups, in engaging themselves in activities willingly, in sharing responsibilities and in learning from each other (see Appendix B Item 2,3,4 and 5 of part I). Moreover, students didn't feel free and confident in speaking, in reflecting on their work and in working with each other and hence student participation is low (Appendix B item 6,7,12 and 10).

Furthermore, the students' response to the extent of their involvement confirmed the same idea (Appendix C, item 4). Similarly, the teachers' response of interview confirmed what has been discussed above. Therefore, it is possible to say the extent of students' participation in classroom speaking activities is low.

4.2.2 Problems Students face in their attempt to Participate

This section tries to discuss the problems students face in their attempt to involve in classroom speaking activities during lesson in relation to students, materials, teachers, school and time factors.

First, in relation to students the over use of mother tongue by many group members can influence the others discussion and can hamper the goal of the target language learning. In addition, most of the participants in different groups were dominated by few students (see Appendix B, items I: 8 and 9). Moreover, students trusted the above facts and they added that they face lack of words and expressions to speak (see Table 5, Item 1-3). But the disruptive behavior was not seen except on few students who were seen playing mobile games, talking about unrelated issues and doing home works of other subjects (Appendix B, item I: 11 and 14). Similarly, majority students responded that there was no disruptive behavior (please refer to Table 5item 4).

Second, in relation to supplementary materials such as teaching aids, authentic materials, audiovisual materials were not used during observation (see Appendix B, items II: 2, 3, 4). Although absence of the additional material is not a direct problem, the proper usage of these resources allows students to experience real life situations as they are happening outside the classroom (Nunan, 1989 & River,1987). As a result, students were motivated to actively participate. Regarding the difficulty of activities that activities were difficult for the students for instance, in unit 11 of the textbook under speaking section, 'panel discussion' was tried only by few groups of students. In addition, students explained that the activities were difficult and not interesting (see Table 5, item 6 and 7). That was because the topic didn't seem familiar to students and their teacher also didn't provide students with clear instruction or how to make discussion and necessary input/ specific guidelines that students need in discussions. Concerning textbook, all students had a text book (refer to Appendix B, item II: 1). Students also provided the same response (see Table 5

item 5). However, the availability of text book didn't play influential role in increasing learner participation. As discussed above other reasons such as difficulty of activities, unclear instructions, unfamiliarity of topic with students' knowledge and etc. might demotivate students' interaction. For example, some activities those given under speaking sections in a text book provide learners with a topic and few questions to be discussed. Here students might lack knowledge on the given topic or might not understand instructions. Wenden (1991) argues that no techniques, no methods or no devices can guarantee success but only teacher can do this. So, teachers should assist learners by providing cooperative guidance or necessary inputs and by reducing difficulty of activities by creating familiar situations.

Third, the problems students faced in relation to teachers were too much teacher's talk, teachers' provision of low opportunity to students, interrupting learners' speaking (See Appendix B, items II: 6, 13). Teachers were seen organizing students into pairs/groups by asking three students to turn back to other three students who sit behind them since in every combined desk and table all students sit in a row of three in front of the teacher and the blackboard. The groups had from 5-6 members in such a constant group form. Thus it seems difficult to form a group of mixed abilities. Although teacher was observed usually forming groups, they immediately started to interrupt students talk and explicitly give explanation of every aspect through lecture method instead of moving in rows of groups and encouraging students interaction with each other (Appendix B, item III: 2,9). Students also confirmed that their teacher didn't give them chance to speak (see Table 5 item 8). In addition, the teachers added they don't fully support the students during interaction because of the large number of students (See Appendix D, item 6). Thus, teachers didn't provide students with necessary input. For example, during the activity of "panel discussion" students even didn't know what 'panel discussion' is. Moreover, teachers didn't tell the students the purpose and procedures in doing activities (see Appendix B, III: 4). Furthermore, teachers'

support in giving clear instructions, in confirming students' understanding of instructions, in motivating students' interaction and in asking students' to reflect on their work were not satisfactory (see Appendix B, items III: 5,7,8 and 10). Students also provided the same response to open-ended questionnaire (see Appendix C, item 10).

Teachers didn't criticize students so much for making mistakes while they were giving feedback and correction (See Appendix B, items III: 11 and 12). The response given by the students showed the same implication (See Table 8, items 4.5 and 4.6). However, teachers gave feedback and correction rarely and they also didn't facilitate self-correction and peer-correction which can assist cooperative learning in such a large class size. Teacher argued the difficulty of helping every individual learner because of large number of students in a class, thus they can only advice and tell students to learn from each other (See Appendix D, item 7).

Fourth, regarding school facilities and resources the main problems were large class size that contained above 70 students in each single section. In addition, the combined desks and tables were heavy and immovable to form the groups and the seating arrangements were not appropriate to move freely in between the rows of groups (See Appendix B, items IV: 1 and 7). In responding to interview, teachers also confirmed that the number of students is too large to help every student (Appendix D, Item 7). They also commented to the school that it should provide teachers with teachers guide and some teaching aids such as audiovisual materials (See Appendix D, items 12.3).

Finally, regarding the time, student couldn't use the time effectively in doing the activity and thus time adequacy in developing speaking skill of the students seems insufficient (Appendix B, items V: 1-3). Teachers also agreed that the time was not sufficient for students' participation and to develop their speaking skill since many students were slow learners (See Appendix D items 7 and 10).

4.3 Presentation and Discussion of Students' Responses

All 87 copies of the questionnaire which were distributed to the sample students were filled out properly and returned. The result of the students' responses to questionnaire is tabulated and analyzed as follows. As the questionnaire contained four parts, the discussion was made below in four sections on the basis of the objective of study. So an attempt is made to examine;

- The extent of students' participation in classroom speaking activities,
- Problems they face in their attempt to participate and
- What might cause the problems.

4.3.1 Students Responses Regarding Extent of their Participation

In this section, an attempt is made to examine the students' participation in speaking by starting from their experience of outside classroom speaking and by focusing on their own classroom speaking experience in order to see their view on extent of their involvement. Brown (1994) suggests that the language proficiency is promoted as the students get the opportunity to work with the target language in different context. In connection to this, the students' response to items (1-4) is presented in table 1-4 below.

Table 1: Students' Responses to a question designed to see whether or not they speak in English outside the classroom

No	Question	Responses				Total	
		Yes	%	No	%	7	%
1	Do you often speak in English outside the classroom?	50	57.5	37	42.5	87	100

Item 1 asked if the students speak in English outside the classroom. According to the data in the Table 50 (57.5%) of the respondents confirmed they speak in English outside the classroom. But 37 (42.5%) of them do not speak in English outside their classes (see Table 1). Thus, the majority of the students speak

English outside their classes. However, the range between those who speak in English outside classes and those who do not speak is narrow.

Table 2: Students' Responses Regarding to who they speak in English outside their classes

No	Question	Responses		
		Options	Frequency	Percentage
2	If your answer to question 1 is "Yes" who do you usually speak to?	A. To my parents	6	12%
		B. to my friends	30	60%
		C. to both	14	28%
		D. to others _____	-	-
		Total	50	100

Table 2 indicates from total students whose response is 'yes' to item 1 or those who speak English outside the classroom, 6(12%) responded they speak to their parent, 30(60%) speak to their friends and the rest 14(38%) speak to both their parents and their friends.

Table 3: Students Responses to questions about who they speak to English in classroom

No	Question	Responses		
		Options	Frequency	Percentage
3	In classroom, whom do you often speak to in English?	A. to my classmates in groups	35	40
		B. to my teacher	6	7
		C. to the whole class	15	17
		D. never speak	31	36
		E. if others _____	-	-
		Total	87	100

As can be seen from Table 3, 35 (40%) of the respondents replied they speak to their classmates during groups activities, 6(7%) speak to their teacher, 15 (17%) speak to the whole class and 31 (36%) never speak in classroom. From the data, the largest number of respondents often speaks to their classmates. But this was not observed during classroom observation. The second large number of students replied they do not speak during classroom interaction. Thus, these students need teacher's assistance during lesson.

Table 4: Students Responses regarding the extent of their involvement in classroom speaking activities

No	Question	Responses		
		Options	Frequency	Percentage
4	To what extent do you think you often participate in speaking activities during classroom interaction?	A. to a very great extent	5	6
		B. to a great extent	6	7
		C. to some extent	36	41
		D.I participate rarely	30	34
		E. I never participate	10	12
		Total	87	100
		Mean	295	3.4

Students' participation is considered to be good when every student gets a chance of speaking in different contexts (Brown, 1994; Edge, 1993 &Ur, 1996). In connection to this, Table 4 shows 5 (6%) of the students responded that they participate to a very great extent and 6 (7%) of the students said that they participate to a great extent. Next 36 (41%) and 30 (34%) of the students responded that they participate to some extent and to a limited extent respectively. Lastly, 10 (12%) of respondents believed that they often do not participate. In conclusion of the responses, the mean value of item 4 (3.4) incline towards average, that is "to some extent". Similarly, the data obtained from teachers' interview indicates that the extent of students' involvement in the classroom speaking activities was very low (see Appendix D, item 5). In addition, the result of classroom observation confirmed the same the same thing.

From the above discussion, it is possible to say that the extent of students' involvement in speaking activities is to some extent.

4.3.2 Students' Responses about Problems They Face in their attempt to participate during lesson

Table 5: Students Responses to question related to problems which they may face in learning

No	Items	Response					
		True		False		Total	
		F	%	F	%	F	%
1	I usually use my mother tongue	69	79	18	21	87	100
2	I lack words to speak	67	77	20	23	87	100
3	Only few students speak in groups	66	76	21	24	87	100
4	Some students disturb me	38	44	49	56	87	100
5	I don't have text book	6	7	81	93	87	100
6	Speaking activities are difficult	49	56	38	44	87	100
7	Speaking activities are not interesting	45	52	42	48	87	100
8	My teacher does not give me chance to speak	37	43	50	57	87	100
9	My teacher does not help me	35	40	52	60	87	100

F=frequency, % = percentage

As Table 5 shows that majority respondents or 69(79%), 67 (77%), 66 (76%), 49 (56%) and 45 (52%) of them admitted their over use of mother tongue, lack of expression to speak, over dominance by peers, difficulty of activities. They also felt activities not interesting whereas the minority respondents or 18 (21%), 20 (23%), 21 (24%), 38 (44%) and 42 (48%) of them denied the presence of these problem in their response to items 1,2,3,6 and 7 respectively. But the result of classroom observation confirms what majority said (please refer to Appendix B, items I: 8,9,10 and II:5). In addition, in their responses to interview, the teachers admitted the presence of these problems (see Appendix D, items 5 and 8). Concerning the absence of the problems, 81 (93%) of respondents denied the shortage of text book but only few or 6(7%) said they don't have books (Table 5 item 5). Like the responses of the majority of students, the result of classroom observation showed that all students have text book (Appendix B, item II: 1). Thus, as discussed under section 4.2.2 learners participation might be

hampered by other factors. However, except text book, additional materials were not used during classroom observation (see Appendix B, item II: 2, 3 and 4). The teachers' responses to interview also confirmed the absence of some resources like teachers' guide, audiovisual materials and the like (Appendix D, item 12.3).

Regarding disruptive behavior, 38 (44%) of students responded that some students' disturb them but 49 (56%) respond there was no disturbance (See Table 5 item 4). Observation data also agrees with the data displayed here (See Appendix B, items I: 11 and 13).

Concerning teachers support, 50 (57%) and 52 (60%) of respondents replied that their teacher gives them more chance to speak and helps them whereas nearly below half of the respondents or 37(47%) and 35(40%) said that their teacher does not give them more chance to speak than giving lecture and does not help them respectively. The results of observation and the interview data also confirm what the minority said in the above statement. During classroom observation teachers were seen using more teacher-centred approach through giving more explanation and providing help rarely during interaction (see Appendix B, items III: 5,6,7,8,9 and 10). Similarly, teachers' responses to interview question show the difficulty of helping students because of their large number. The interviewed teachers confirmed that they usually use lecture method of teaching (Appendix D, Item 5).

In their responses to open-ended questions, students also added they face many problems during classroom speaking in their attempt to participate. They listed that the main problems were fear of making mistakes, lack of vocabulary, over dominance by peers, lack of experience, low teacher's help, difficult of activities and shortage of time. They also explained that because of these problems they are forced to use their mother tongue or to keep silent during discussion (see Appendix C, item 10).

Therefore, from the discussion made above it is possible to say the students' opportunity of speaking in classroom and the teachers' support is low.

4.3.3 Students Responses Concerning Causes of the Problems

Seime (1996) explains the factors that can inhibit /facilitate the quality and the effectiveness of the learners' participation in relation to students, teachers and tasks. Learners' factors include students' preferred learning style, students personality traits such as shyness, extroversion, anxiety, self confidence, self-esteem or lack of self-esteem and students proficiency in language, that is, the more proficient the student is the more his/her willingness to interact may be increase since classroom interaction is less stressful. In relation to teachers, his/her teaching styles, his/her personality and rapport with students, can affect /facilitate learning. Similarly the kind of learning task can have impact on effectiveness of learning in the classroom.

Concerning the causes of the problems they face, students mentioned their low language proficiency, lack of self-confidence, lack of sufficient assistance from their teacher, lack of motivation and interest as major factors (see Appendix C-item 11).

Table 6: Students Responses to questions on their free participation in speaking during lesson

No	Statements	Responses										Total		Mean	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	I speak freely during classroom speaking activities	15	17	15	17	37	43	16	18	4	5	87	100	282	3.2
2	I prefer to speak more freely in small groups than I speak to whole class	21	24	31	35	26	30	6	7	3	4	87	100	322	3.7

5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never

As can be seen from table 6 the mean of item 1(3.2) falls in the "sometimes" region. This implies that the subjects do not always or usually speak freely

during classroom speaking activities. Classroom observation checklist also shows the students do not feel free and confident in speaking (see Appendix B, item I: 6).

In relation to students' preference of interaction mode in speaking, the mean value of item 2 in Table 6 is 3.7, and it falls in the 'usually' region. That is, they usually prefer to speak more freely in small groups/pairs than to speak to the whole class. Richards and Rodgers (2001) comment small group gives greater intensity of involvement; make learners' feel free from fear of making mistakes since a teacher is not there to correct every mistakes they made. So, they can develop independent learning, self-confidence and cooperative learning. Thus the students' preference may enable them to learn from each other if teachers organize the students into small groups.

Table 7: Students' Responses to items concerning their use of English for purpose

No	Statements	Responses										Total		Mean		
		5		4		3		2		1		f	%		%	
		f	%	f	%	f	%	f	%	f	%					
3	I use English															
3.1	To ask my teacher/classmate for clarification	13	15	20	23	33	38	18	21	3	3	87	100	283	3.3	
3.2	To answer oral questions and to give information	10	12	22	25	35	40	16	18	4	5	87	100	279	3.2	
3.3	To do classroom activities in pairs/groups	13	15	14	16	36	41	19	22	5	6	87	10	272	3.1	

5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never

Long and Crookes (1992) suggest tasks can be made authentic by finding out the genuine purpose for the language to be learned and classroom interactions creates situation for actual learning through learners' engagement. As learners find out the real purpose of learning language, they use the language for that end. In this connection, the response of learners to items related to their purposes of using language such as to ask questions, to give answer to oral questions and to give information and to do classroom activities in pairs/groups, the mean values are 3.3, 3.2 and 3.1 respectively. All these points incline towards 'sometimes'. This roughly agree with the students replies to the question asked to determine the extent of their involvement in speaking activities (see Table 4 item 4) and the observation results (Appendix B, item I: 10) and the teachers' responses to interview (see Appendix D, item 5). Therefore, appears be possible to say learners do not usually or always involve themselves in asking question, in providing responses and in doing pairs/group activities.

Table 8: Students' Response concerning the causes of problems

No	Statements	Responses										Total		Mean	
		5		4		3		2		1		f	%	f	%
		f	%	f	%	f	%	f	%	f	%				
4	During speaking lesson I face difficulties to participate in activities because: The activities are difficult	24	28	29	33	18	21	13	15	3	3	87	100	319	3.7
4.1															
4.2	I do not have good relationship with group members	9	10	10	12	13	15	21	24	34	39	87	100	200	2.3
4.3	I do not have motivation to speak	15	17	24	28	19	22	16	18	13	15	87	100	273	3.1
4.4	My language proficiency level is low	20	23	31	35	19	22	13	15	4	5	87	100	311	3.6
4.5	My teacher comes without preparation	9	10	14	16	33	38	10	12	21	24	87	100	241	2.7
4.6	My teacher criticizes me when I make errors	10	12	14	16	29	33	17	19.5	17	19.5	87	100	244	2.8

5= Always, 4= Usually, 3= Sometimes 2 = Rarely 1= Never

The statements in Table 8 were designed to examine the cause of the problems students face during classroom interaction through frequency of how often those causes occur. So, according to Table 8 the mean value of students responses to the difficulty of activities and to the lowness of their language proficiency level are 3.7 and 3.6 respectively (see Table 8 items 4.1 and 4.4).

Both points incline towards 'usually'. Similarly, the responses of students to open-ended question (item 11) admitted the difficulty of activities and the students low language proficiency affect their participation.

Second, the mean values 3.1, 2.7 and 2.8 for items 4.3, 4.5 and 4.6 respectively fall in "sometimes" region (see Table 8). These show sometimes learners lacked motivation, teachers' preparation was poor and teacher criticized the students when they made errors. Thus, these factors may decrease the level of students' involvement in learning speaking. But teacher's criticism was not seen during observation (Appendix B items III, 11 and 12).

Concerning the relationship between the 'students the mean value of item 4.2 shows 2.3 which falls to the region of "Rarely". The classroom observation result also indicated that there were no serious disruptive behaviors; however, during observation except few students who were seen playing mobile games, talking about unrelated issues and doing the home work of other subjects in classes. Wright (1987) says some students may make other learners off-task by talking about unrelated issues or by acting out violently.

Table 9: Students' Responses regarding the reasons for their low participation

No	Statements	Responses										Total		Mean	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
5	I keep silent when														
5.1	The activities are difficult	24	27	28	32	18	21	12	14	5	6	87	100	315	3.62
5.2	I lack what to say in English	25	29	27	31	15	17	15	17	5	6	87	100	313	3.6
5.3	I do not get chance in groups/pairs	20	23	25	29	15	17	15	17	12	14	87	100	272	3.1
5.4	I fear making mistakes	23	26	25	29	16	18	18	21	5	6	87	100	304	3.5
6	When the activity is difficult:														
6.1	I use my mother tongue	24	28	28	32	20	23	10	11	5	6	87	100	311	3.64
6.2	I do not participate/speak	7	8	13	15	26	30	18	21	23	26	87	100	224	2.6
6.3	I ask my classmates/teacher for clarification	14	16	17	20	29	33	21	24	6	7	87	100	273	3.1

5= Always, 4= Usually, 3= Sometimes 2 = Rarely 1= Never

As Table 9 shows the mean value of items 5.1, 5.2 and 5.4 are 3.62, 3.6 and 3.5 respectively. All these mean values incline towards 'usually'. Thus, the reason for students keeping silent during speaking involvement could be the difficulty of activities, learners' poor knowledge of words/expressions and learners' fear of making mistakes. Students also added they sometimes do not get chance in groups (see Table 9 item 5.3). Students could be demotivated by difficulty of the activities; as a result, their participation might be low. According to Table 9 the mean score of items 6.1 (3.64) falls in the "usually" category. Hence students' usually use their mother tongue when activities were difficult. In addition, the mean values of items 6.2 and 6.3 are 2.6 and 3.1

respectively. These scores incline towards “sometimes”. Thus from discussion of item 6 of Table 9, when the activities are difficult, students usually use their mother tongue and they sometimes do not participate. They also sometimes ask their classmates/teachers. Although using mother tongue, keeping silent, asking other are communicative strategies, difficulty of activities may demotivate learners’ participation.

Table 10: Students’ Responses concerning their attitude of learning English

No	Items	Responses										Total		Mean	
		5		4		3		2		1		f	%	f	%
		f	%	f	%	f	%	f	%	f	%				
1	Learning speaking skill is more difficult than learning other skills	51	58	32	37	4	5	-	-	-	-	87	100	395	4.54
2	I do not like to speak until I can use English accurately	27	31	27	31	14	16	12	14	7	8	87	100	316	3.63
3	I learn speaking better when my teacher helps me to speak freely	41	47	29	33	9	10	5	6	3	4	87	100	361	4.2
4	I learn English to pass examination and to get job opportunities in the future	52	59	31	36	1	1	3	4	-	-	87	100	393	4.51
5	I learn English to speak fluently with native speakers in my future life.	27	31	23	26	21	24	12	14	4	5	87	100	318	3.7

SA= Strongly agree, A= Agree, No= No Opinion, DA= Disagree, SDA= Strongly Disagree

The students' attitude toward learning language can be expressed in a range of behaviors because their values are the basis for their attitudes. Learners whose perception of learning is positive will try to become more responsible in their learning and those whose perception is negative will not (Brown, 1994; Wenden, 1991 & Wright, 1987). To this end, item 1 of Table 10 asked about the attitude of students towards difficulty of learning speaking skills. In responding to this item, the mean score 4.54 indicates the inclination of the students' response is towards "strongly agree". Thus students' believe that learning speaking skills is more difficult than learning other skills.

As shown in Table 10 the mean value of students' response to item 2 which is 3.63 falls in the "Agree" region. That means students do not prefer to speak until they could use English accurately. Similarly, according to Table 10 item 3 the mean value of students' responses falls in the "Agree" region. In this response learners feel that they learn speaking better when they are helped to speak freely by their teacher.

As far as the students' purpose of learning English is concerned, Table 10 shows that the mean values of items 4 and 5 are 4.51 and 3.7 respectively. Here the first incline towards "strongly agree" and the second inclines towards "Agree". Although both responses incline toward positive, there is a range between them. The first response shows that students learn English mainly to pass the examination and to get job in the future and in their next response they learn the language to speak fluently with native speakers in the future. The students who learn for first purpose can have extrinsic motivation and those who learn for the second purpose can have intrinsic motivation. Hence motivation can lead them to success.

4.4 Discussion of Teachers' Responses

As indicated in chapter three, the interview was conducted to strengthen the results of other data gathering tools. The interview data in this study was discussed under four subsections. In the first subsection an attempt was made

to examine the extent of students' participation in speaking activities. The second section was focused on the problems students face in their attempt to participate. Both the first and the second sections tried to strengthen the result of the data gathered through classroom observations and students' questionnaire. The third section was designed to supplement the data gathered through students questionnaire that is, on the causes of the problems. Finally, the fourth section was designed to see the teachers' suggestions on the possible ways of improving the students' participations.

4.4.1 Teachers' Responses about Extent of Students Involvement

This subsection is concentrated on assessing the extent of students participation by asking the teachers the type of activities, the difficulty level of the activities, modes of classroom interaction used in increasing learners opportunities of speaking and ways of learners' assessment used and the teachers' belief on the extent of their students participation on the basis of the results of those assessments. The discussion is made as follows.

As can be seen from appendix D, item 1, all teachers explained that they usually implement the activities which are given under speaking section of a textbook. But, teacher one and teacher two said that they sometimes use additional activities (see Appendix D1, and D2 item 1). Regarding the difficulty level of those activities, all respondents elaborated that difficulty of activities depends on the students background knowledge and thus for active learners the activities match the level of students competence; however, for large number of passive learners the activities are difficult. Students also confirmed that most of the speaking activities were difficult and not interesting (See Table 5 items 6 and 7). As far as mode of classroom interaction concerned, teachers responded that they often organize students into pairs and small groups to promote students' participation in speaking activities. However, what was seen during observation, although teachers organized students into groups, they

change the mode of delivery into teacher- fronted lecture methods immediately (See Appendix B, III: 6, 13).

In relation to assessment of students' participation, teacher one and teacher two (Appendix D1, and D2) explained that because of the large number of students in a single class, the students assessment was difficult. However, all teachers said that they try to assess their students through oral questions by asking few students from different rows (Appendix D item 4). Totally all respondents confirmed that the extent of students involvement in speaking activities was very low and teacher-three added only around 10% of students' participate well (See Appendix D, and D3 item 5). The checklist of classroom observation and the students' responses all shows the same result (See Appendix B, items I: 2-7, 10 and 12 and Table 4 item 4).

4.4.2 Teachers' Responses Regarding the Problems Students Face in their Attempt to Participate

In this sub-section, an attempt was made to assess some problems students face during speaking lesson in their attempt to get involved in interaction. As can be seen from Appendix D item 5, all respondents explained that the major problems students faced during their attempt to participate includes the difficulty of activities, poor vocabulary knowledge of students, inadequacy of the skills in expressions, learners' fear of making mistakes, over domination of few students, poor teachers' support because of the large number of students, inconvenient seating arrangements that hinders forming different groups and free movement in classroom. They also added other hindrance such as inability of learners' in using the time given effectively, inadequacy of time to developing students speaking skills, difficulties in correcting and giving feedback to every students as a result of their large number (See Appendix D item 8,9,10 and 11). Students also trusted these problems in their responses to items 1-3 in Table 5 and item 10 in part II.

4.4.3 Teachers' Responses about the Causes of the Problems

Question 6 in the interview asked the teachers about what might cause the students low participation and the problems students face in their attempt to involve in speaking. In responding to this question, the teachers explained that the main causes of the problems are learners' lack of motivation to speak freely, lack of confidence, fear of making mistakes, weakness of many students and the large class size that avoids the students from obtaining necessary assistance from their teachers. In addition, teacher one and two elaborated that the students' expectation of learning can influence their involvement in speaking; i.e., students' intended to learn more from the teacher. They also added that the students' desire of achieving high grade in general quality assurance examinations makes their purpose of learning more grade-oriented than learning for general knowledge. As a result they prefer to learn from teacher instead of trying to participate in activities.

Concerning the help they provide to their student to cope with the problems, all teachers emphasized the difficulty of helping every student because of their large number in a classroom. As a result, they were forced to use the lecture method and to give students some advise to learn from each other and to study relevant sources from the library. Teacher two also added he provides students with the answer to exercises after few students tried the exercise (See Appendix D2, Item 7).

4.4.4 Teachers' Suggestions of Solutions to the Problems

In question 12 of the interview, teachers were asked to suggest what the roles of students, teachers and the school administration should be in promoting students speaking skills. In responding to the question, teacher-one and two suggested that students' should be active, should have interest and motivation to participate in speaking activities. They should speak freely and confidently without fear of making errors. They should develop self-learning habits and the habit of learning from each other cooperatively. Teacher-three added that

students should pay attention to learning speaking like their study of other skills and other subjects. He also suggested students should plan their own time not only to study reference materials but also to speak with their friends and others (See Appendix D, item 12.1).

In connection with their own role as language teachers, the interviewed teachers said they should motivate the students to speak freely and make them aware about the importance of their practice by providing goals, purposes and procedures of activities. Teacher-two also added that teachers' shouldn't use lecture methods; instead they should give students some examples and expressions by simplifying the activities (see Appendix D, item 12.2).

Finally, regarding school administration, all teachers suggest that the school should make the number of students' appropriate and manageable in all sections. They argued that schools should encourage teachers to organize students in English language improvement programs, English language clubs, off-class tasks, and make up classes like other subjects and should fulfill educational materials such as teacher's guide, syllabuses and audiovisual materials. In addition, teacher-two suggested that school supervisors' and unit leaders should not force teachers to finish the course books since this hinders a teacher from adapting activities which match the ability of students (See Appendix D, item 12.3).

Chapter Five

Conclusion and Recommendations

This chapter deals with the conclusions made from the major results of the study and the recommendations suggested on the basis of the conclusions.

5.1 Summary of Findings and Conclusion

The finding of this study indicates that poor learner participation can result from a number of sources including students, teachers, materials, school and time factors. Below is a summary of the main finding and the conclusion made in the context of this study. The main objective of this study was to explore the extent of students' involvement in classroom speaking activities at grade ten levels. The study specifically attempted to answer the following research questions.

1. To what extent do grade ten students' participate in speaking activities in classroom?
2. What problems do they face in their attempt to participate?
3. What might cause the problems?
4. What can be done to help students' cope with the problems?

Thus based on the results of the data obtained from classroom observation checklist, students' responses to questionnaire and teachers' responses to interview the following conclusions were drawn.

1. Many grade ten students participate to a limited extent in speaking activities during classroom interaction. Thus they might not express their ideas, feeling or opinions orally.
2. Students made clear that they face lack of words and forms of expressions, over domination by peers, lack of sufficient opportunities, lack of support, difficulty of activities, and lack of sufficient time in doing speaking activities as considerable problems. The factors for low learners' participation include

the cognitive variations among students' affective variables and personality factors (inhibition, risk taking, anxiety, age, empathy) extroversion, motivation learners' attitude and interest towards learning (Brown, 1994; Krashen, 1985 & Stern, 1983). Similarly, students listed that the major causes for their low participation are their poor language proficiency, lack of self-confidence, fear of making mistakes and speaking, lack of sufficient support from their teacher, lack of motivation and interest. Teachers also added that the students' expectation and preference for learning more from teacher to achieve high score in general quality assurance examination of grade ten may demotivate students' participation in speaking activities.

3. Teachers taught the students mainly in lecture method. Instead of giving more speaking chance to the students and providing assistance to the students, the teachers were seen talking too much to the whole class, interrupting the students speaking as soon as students start interacting. Although teacher might interrupt learners with intentions of helping them, the students' opportunity of speaking in classroom and a support given by the teachers' was minimum. Using teacher-fronted approach results in using more speaking time and giving low assistance to students in speaking. This may reduce learners' opportunity of interaction.
4. From the activities given in the text books some activities may be difficult to students and may not motivate them. So, adopting other activities from authentic materials, using teaching aids and audiovisual materials allow students to experience real life situations as they are happening outside the classroom (Nunan, 1989 & River, 1987). Moreover, these materials can reduce the difficulty of activities and can increase the students' motivation in interaction. However, this study showed that the teachers hardly used activities from different sources, teaching aids, authentic materials, and equipment in teaching speaking skills. Teachers also frequently used teacher correction in providing feedback and correction.

5. The class has 72 students in a fixed arrangement of immovable combined desks and tables. This is not suitable for group and pair work. In addition, every observed class has 24 desks and tables in which every of seat was occupied by three students and these students' turned back to join the back three students to form a constant group of six. Thus it was difficult to form a group of different members. The hindrances in relation to school includes large class size, uncomfortable seats in forming different groups, lack of teachers guide and audiovisual materials, incapability of school administration to encourage teachers to use extra class activities, language clubs, and make up classes by planning extra time. In addition, teachers made clear that the school supervisors pay more attention to covering the text book than cooperating teachers on teaching-learning process.
6. The time given for activities was not used effectively by the students. Students also complained that the time is inadequate to complete the activities and to develop their speaking skills. This may result from poor learners' participation, difficulty of activities, low teacher support and improper time plan.

5.2 Recommendations

Based on the above conclusions, the following recommendations are forwarded.

1. Students need to be made aware of the importance of active participation, taking-risk of their own learning. Students also should be provided with supportive input (vocabularies and expression), guiding questions or matching of events, tables, charts etc. which they need in speaking activities by their teacher.
2. It would be advisable for the teachers to provide maximum opportunity to students to speak freely in the target language during classroom interaction by organizing students in to small groups, by providing clear instructions and supportive input before hand. Teachers also should use teaching aids and authentic materials or activities, diagnose problems students face in

expressions during interaction, and facilitating collaborative and cooperative activities in learning among students. Teachers also should apply students' self-correction and peer-correction rather than giving correction by themselves.

3. Text book based speaking activities could be difficult to students. So it seems better if the level of difficulty is reduced at the beginning and then increased over time as learners' involvement develops. Moreover, it would be advisable for teachers to adapt additional activities from variety of authentic sources which may motivate students. In addition to motivating students, these authentic activities may allow learners the advantage of applicability in their real life out side classes. Furthermore, it seems better if teachers allow students to join group of their interest since some students tend to talk more confidently with their close friends in groups.
4. School administration should plan on how to reduce the number of students in a class and should fulfill necessary teaching materials such as teachers guide, teaching aids, and audiovisual materials. Furthermore, school administration should facilitate classroom environment for learning by changing the rigid and fixed seats, providing teachers with assistance in teaching through plan of extra time or extra class activities. Off class activities such as language clubs, make up classes, project works may help to increase the students' opportunity of interaction.
5. Finally, the students included in this study seem to need more from teachers instead of participating in speaking activities. This could perhaps arouse from the intention of getting good grades in general quality assurance examination of grade ten. Concerned bodies such as the Ministry of Education or Organization of General Quality Assurance Examination need to search ways of reducing such wash back effect of this trend.

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Appendices

Appendix A: Classroom observation checklist

Name of the school _____

Subject _____

Grade and section _____

Lesson Topic _____

Observer _____

Date _____

Teacher's code _____

Time: Form _____ to _____

Responses Key: 1 = Observed 2= Partially observed 3= Not observed

No	The behaviors to be observed	Response		
		1	2	3
I	<u>In relation to Students</u>			
1	Asks question for clarification			
2	Actively participate in pairs/groups			
3	Engages in activities willingly			
4	Shares responsibilities			
5	Learn from each other			
6	Feels free and confident in speaking			
7	Reflects on their work			
8	Over uses mother tongue			
9	Over dominated by peer s			
10	Participation is low			
11	Disrupts group discussion			
12	Works with partner freely			
13	Keeps silent until teachers force them			
14	Talks about unrelated issue			
II	<u>Materials and Activities</u>			
1	Students have textbooks			
2	Uses authentic materials			
3	Uses teaching aids (pictures, maps...)			
4	Uses audio visual materials			
5	activities are difficult			
6	Activities are authentic			
III	<u>In relation to Teachers</u>			
1	Introduces the topic and goal of lesson			
2	Organizes students into pairs/groups			
3	Lets students join group of their interest			
4	Tell purpose and procedures of activities			

5	Gives clear instructions			
6	Gives learners more speaking opportunities			
7	Checks students understanding			
8	Motivate students interaction			
9	Encourages when students face problems			
10	Asks students to reflect on their work			
11	Gives feedback and correction positively			
12	Criticizes the students when they make error s			
13	Interrupts students talk			
IV	In relation to school			
1	Large class size			
2	Desks and tables are movable			
3	Seats arrangement is appropriate to move			
4	Libraries sources are available			
V	Time			
1	Used effectively by students			
2	Sufficient to complete activates			
3	Sufficient to develop speaking skills			

Other comments

Appendix B: Results Classroom Observation

No	Behaviors to be observed	Teacher – one									Teacher - Two									Teacher- Three									Total			Total			
		I			II			III			I			II			III			I			II			III									
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
1			✓				✓			✓			✓			✓			✓			✓			✓			✓			✓	2	4	3	9
2			✓				✓			✓			✓			✓			✓			✓			✓			✓			✓	-	5	4	9
3			✓				✓			✓			✓			✓			✓			✓			✓			✓			✓	-	4	5	9
4				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	-	1	8	9
5				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	-	2	7	9
6				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	-	4	5	9
7				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	1	5	3	9
8		✓					✓			✓			✓			✓			✓			✓			✓			✓			✓	4	4	1	9
9		✓					✓			✓			✓			✓			✓			✓			✓			✓			✓	6	2	1	9
10		✓					✓			✓			✓			✓			✓			✓			✓			✓			✓	8	1	-	9
11				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	1	2	6	9
12				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	1	5	3	9
13		✓					✓			✓			✓			✓			✓			✓			✓			✓			✓	6	3	-	9
14				✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	2	7	-	9

Key: I, II, III- Periods of observation 1 = Observed 2 = partially observed 3 = not observed

See the items under “behaviors to be observed” are in Appendix A.

No	Behaviors to be observed	Teacher – one									Teacher - Two									Teacher- Three									Total			Total									
		I			II			III			I			II			III			I			II			III			1	2	3										
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3										
10			✓				✓					✓					✓					✓					✓					✓						-	5	4	9
11			✓				✓					✓					✓					✓					✓					✓						2	5	2	9
12		✓					✓					✓					✓					✓					✓					✓						2	1	6	9
13		✓				✓					✓					✓					✓					✓					✓							4	4	1	9
IV																																									
1		✓				✓					✓					✓					✓					✓					✓							9	-	-	9
2				✓			✓					✓					✓					✓					✓					✓						--	-	9	9
3				✓			✓					✓					✓					✓					✓					✓						-	-	9	9
4			✓			✓					✓					✓					✓					✓					✓							-	9	-	9
4			✓			✓					✓					✓					✓					✓					✓							-	9	-	9
V																																									
1			✓			✓					✓					✓					✓					✓	✓				✓							1	2	6	9
2			✓			✓					✓					✓					✓					✓	✓				✓							-	3	6	9
3				✓			✓					✓					✓					✓					✓					✓						-	-	9	9

Key: Key: I, II, III- Periods of observation 1 = Observed 2 = partially observed 3 = not observed

See the items under "behaviors to be observed" are in Appendix A.

Appendix C: Questionnaire to be filled by the students

Dear students,

This questionnaire is designed for gathering information about extent of the students' involvement and the problems students face in speaking activities during English lesson classes at grade ten. You are chosen as one of the stake holder of the problem, because you can provide a reliable response than any other person. So, you are kindly requested to give your genuine response to the questionnaire.

Notice: you do not need to write your name on the questionnaire

For personal information: Sex: Male/female (underline yours)

Residence; Rural/urban (underline yours)

Age: _____ (write in number).

Direction I: For the following questions, please circle the letter(s) of your choice (if your answer is more than one circle all your choices)

1. Do you other speak English out side the classroom? A) Yes B) No
2. If your answer to question No. 1 is 'yes' , to who do you usually speak?
A) To my parents B) to my friends C) to both
If any other please mention _____
3. In classroom, whom do you often speak to in English?
A) To my classmate in groups B) to my teacher C) to the whole class
D) I never speak
4. To what extent do you think you participate in speaking activities during classroom interaction?
A) To a very great extent C) to some extent
B) To a great extent D) to a limited extent E) I never participate

Direction II: Below is a list of problems students face in speaking English during lesson. Read each items and put a tick (✓) against the problem that is 'True' for you and an 'X' against the problem that is 'Not true' for you.

No	Items	True
1	I usually use my mother tongue	
2	I lack words in speaking	
3	Only few students speak in groups	
4	Some students disturb me	
5	I don't have text book and other materials	
6	Speaking activities are difficult	
7	Speaking activities are not interesting	
8	My teacher does not give me chance to speak	
9	My teacher does not help me	

10. If you face other problems in your attempt to participate in classroom speaking activities, please list three of the major problems.

1. _____
2. _____
3. _____

11. What do you think might cause, the problems which are listed or which you have mentioned above?

Direction III: How often are the ideas mentioned below applied when you learn speaking during English periods? Please, Put a tick (✓) mark under the appropriate box. Key: '5'= always, '4'= usually, '3'= sometimes, '2'= rarely, '1'= never

No	Items :	Rating scale				
		5	4	3	2	1
1	I speak freely during classroom speaking activities.					
2	I speak more freely in small groups than I speak to the whole class.					
3	I use English					
3.1	To ask my teacher/classmate for clarification.					
3.2	To answer oral questions and give information.					
3.3	To do classroom activities in pairs and groups.					
4	During speaking lesson I face difficulties to run activities because:					
4.1	The activities are difficult					
4.2	I do not have good relationship with group members					
4.3	I do not have motivation to speak					
4.4	My language proficiency level is low					
4.5	My teacher comes without preparation					
4.6	My teacher criticizes me when I make errors					
5	I keep silent when					
5.1	The activities are difficult					
5.2	I lack what to say in English					
5.3	I do not get chance in groups/pairs					
5.4	I fear making mistakes					
6	When the activity is difficult:					
6.1	I use my mother tongue					
6.2	I do not participate/speak					
6.3	I ask my classmates/teacher for clarification					

Direction IV: Please read the statements below and put a tick (✓) mark in the appropriate box that represents your idea accurately.

Key, SA= Strongly agree, A= Agree, NO= No opinion, DA= Disagree, SDA= Strongly disagree

No	Statement	Alternatives				
		SA	A	NO	DA	SDA
1	Learning speaking skills is more difficult than learning other skills					
2	I do not like to speak until I can use English accurately					
3	I learn speaking better when my teacher helps me to speak freely					
4	I learn English to pass examination and get job opportunities in the future					
5	I learn English to speak fluently with native speakers in my future life					

Thank you very much for your cooperation!

Appendix D: Interview Items for the Teacher

1. What types of activities do you often implement teaching speaking skills?

Do you think these text book activities match the level of students' competence in difficulty?
2. How do you facilitate the students' participation in these activities?
3. How do you often assess the extent of the student participation?
4. From your assessment, to what extent do they participate in a given activities?
5. What problems do you think do they face in their attempt to participate?
6. What do you think might cause these problems?
7. How do you help them cope with these problems?
8. Do you think that do the students use in time given for group/pair discussion effectively?
9. Do you think that is the time sufficient for developing students speaking skills?
10. Do you think that is the time sufficient for developing students speaking skills?
11. How do you give correction and feedback during students' interaction?
12. Generally, what should be the role of students, teachers and the school in promoting students speaking skills development?
 - 12.1 What type of cooperation should be fulfilled by the school administration?
 - 12.2 What roles could you play as an English language?
 - 12.3 Please, first what should be the students' role?

Appendix D1-3: Teachers' Response to Interview Questions

Appendix D1: Teacher One

1. To start our interview, the first question is what type of activities do you often implementing teaching speaking skills?

Answer-Yah, I usually implement directly the activities that given under speaking section of each units in the text books. But sometimes I use activities like games, role plays, puzzles and other. Students also practice speaking during learning reading and listening specially at pre reading activities.

Do you think these text book activities match the level of students' competence in difficulty?

Ans- It depends on the students' background knowledge. For some top learners it seems good. But for a large number of passive learners it is difficult.

2. How do you facilitate the students' participation in these activities?

Ans- Most of the time I organize the students into groups and pairs. Then I move in groups and encourage them

3. How do you often assess the extent of the student participation?

Ans- It is difficult to assess the participation of all because there are many students in a class. However, I try to ask few students some oral question and to report what they have done in their groups to the whole class

4. From your assessment, to what extent do they participate in a given activities?

Ans- as you have seen in the class, the participation of many students is low, only few students participate well. But others simply keep silent, they do not speak, even they do not ask what is not clear in the activities.

5. What problems do you think do they face in their attempt to participate?

Ans- They can face many problems. The activities can be difficult for students. They also lack meanings of words, experience to speak in English, lack of interest and lack of teachers support because of their large number

6. What do you think might cause these problems?

Ans- different factors can cause the problem. For example, the large number of students in class can affect necessary support, the learners' background knowledge, lack of sufficient practice of speaking fear of speaking freely, low learners motivation. In this school, many students are weak but clever students are few. However, even these few clever students do not have

interest to learn speaking. Because they expect more from the teacher they always ask me to teach them the knowledge of language that can help them in doing general quality assurance examination. They pay attention for achieving of high grade than to speak fluently.

7. How do you help them cope with these problems?

Ans- I initiates their interest, aware them the importance of speaking and order them to learn from each other and to ask me and to read some reference books in library that can help them in doing national exams.

8. How do you think do they use their mother tongue? Why?

Ans- majority students use mother langue because of poor experience, lack of knowledge, anxiety, fear to speak in English

9. Do you think that do the students use in time given for group/pair discussion effectively?

It depends on the nature of activities and the group members. But generally they do not use their time

10. Do you think that is the time sufficient for developing students speaking skills?

- No, it is not sufficient
- What could be done to increase their time?
- There should be off class task activities, clubs and others

11. How do you given correction and feedback during students' interaction?

- I usually comment on general ideas and aware them to learn from each other. Because it is difficult to correct every students response

12. Generally, what should be the role of students, teachers and the school in promoting students speaking skills development?

12.1 Please, first what should be the students' role?

- Students should have interest to involves in speaking freely without any fear and they should develop self-learning habit

12.2 What roles could you play as an English language ?

- Teachers should motivate the students, aware the importance of speaking skill the purpose and the goal of activities in assisting their learning

12.3 What type of cooperation should be fulfilled by the school administration?

- The school should make the number of students appropriate and manageable in all sections should bring teachers guide for teaches and should encourage teachers to organize students into language clubs, class ranks and additional make up classes like other subjects.

Appendix D2: Teacher Two

1. To start our interview, the first question is what types of activities do you often implementing teaching speaking skills?

The various for example, role-plays, games, rearranging jumbled sentence, asking direction and giving directions: what do you think about the difficulty for activities to the students.

- What do you think about the difficulty of activities to the student?
 - It seems difficult because only few students try to do activities
2. How do you facilitate the students' participation in these activities?
 - They practice speaking in class through pair and group interaction. But a few students try to participate and most of them keep silent.
 3. How do you often assess the extent of the student participation?
 - I evaluate them through some oral questions and observation
 4. From your assessment, to what extent do they participate in a given activities?
 - To a very small extent
 5. What problems do you think do they face in their attempt to participate?
 - First of all it is impossible to help every student because there are many students in class. Second, some students can not express their opinion. If, they took activities which are difficult they do not try, the classrooms do not allow free movement in forming groups.
 6. What do you think might cause these problems?
 - Most students do not have motivation in learning speaking. They also can to get enough correction from teacher since their number is many. Weakness of students, fear of speaking and shyness can influence their learning speaking.
 7. How do you help them cope with these problems?
 - It is difficult to support all students since they are about 70 students in one section. So I often give them the answers of exercises after few students tried it and then I advice them to study words and to try speaking freely.

8. How do you think do they use their mother tongue? Why?
- Yes, they usually use it if they think the activity is difficult and can not express that in English
9. Do you think that do the students use in time given for group/pair discussion effectively?
- They do not they usually can not finish the discussion before a given time
10. Do you think that is the time sufficient for developing students speaking skills?
- It is not sufficient because students can not get chance to practice speaking outside the school and also we do not given more chance to students because we give more emphasis to covering of the portion of the lessons.
11. How do you given correction and feedback during students' interaction?
- I usually give them the response if exercise since I can not see the work of every students
12. Generally, what should be the role of students, teachers and the school in promoting students speaking skills development?
- 12.1 Please, first what should be the students' role?
- Students should be active and they must speak freely without fear. They should learn from their classmates
- 12.2 What roles could you play as an English language?
- Teachers' should not use lecture method although students are passive, the teachers should motivate them by giving some examples and expression or by simplifying the activities
- 12.3 What type of cooperation should be fulfilled by the school administration?

Administrations should decrease the number of students, should support teachers in providing make up classes, and should facilitate extra time for students' practice of speaking from English language clubs and language improvement programs. Secondly, the school supervisors and unit leaders should not force teaches to finish the text books. Because teacher can adapt different activities that matches the ability if level of students

Appendix D3: Teacher Three

1. To start our interview, the first question is what types of activities do you often implementing teaching speaking skills?
 - Teacher that activities that given in text book
2. How do you facilitate the students' participation in these activities?
 - I usually organize them into small groups to allow every student an opportunity to speak
3. How do you often assess the extent of the student participation?
 - As you know it is difficult to assess every student during speaking. But I usually ask some students to reflect on the procedure and the decision of their work.
4. From your assessment, to what extent do they participate in a given activities?

We can divide our students into three parts

1st few students are clever and actively participate

2nd some students lay between clever and passive learners

3rd the majority students are passive learners. Therefore, during classroom interaction only few active learners rise their hand again and again to answer and report their work. The other nearly 90% are passive participant

5. What problems do you think do they face in their attempt to participate?

- They face many problems. They do not participate fear to speak in class and even few clever students prefer to learn more from teacher those than doing for themselves other can not understand contents

6. What do you think might cause these problems?

- The causes can different factors students do not have confidence to involve freely because they lack experience and knowledge of expressing their feeling

7. How do you help them cope with these problems?

- Although the number of students is large in a class, I try to organize them into pairs and groups to allow them help each other and also I help them during their discussion

8. How do you think do they use their mother tongue? Why?

- Many students use their mother tongue always because they can not express some events in English
9. Do you think that do the students use in time given for group/pair discussion effectively?
- Most groups do not use their time effectively. But few groups do
10. Do you think that is the time sufficient for developing students speaking skills?
- It is obvious it is not sufficient
 - It should take responsibility for their learning
11. How do you give correction and feedback during students' interaction? I usually prefer to focus on their involvement than speaking accurately. So, I provide some general direction
12. Generally, what should be the role of students, teachers and the school in promoting students speaking skills development?
- 12.1 Please, first what should be the students' role?
- Students should pay attention to speaking like their study of other language skills and other subjects
- 12.2 What roles could you play as an English language?
- Teachers should raise students awareness on the importance of their practice and should motivate the students to speak freely than to focus on grammar and accuracy
- 12.3 What type of cooperation should be fulfilled by the school administration?
- School heads should fulfill necessary materials such as teachers guide, syllabuses, and audiovisual materials and similar should encourage teachers to plan extra class activities and make up class like other subjects. The number of students should be standardized.

Thank you for your cooperation

Appendix E: List of Speaking Activities from Textbook

Unit	Topic of units	Pages	Topics of speaking activities	Suggested modes of interaction	Context/situations	Clues/aids	Page
1	Wildlife in danger	1	Rules and regulations A. expressing necessity B. expressing permission	Pair/as a class	<ul style="list-style-type: none"> • Photograph clubs in school • Science lab • National park 	Polite expression	15
2	The computer network	23	Asking for and giving directions	Pairs/Dialogue/	<ul style="list-style-type: none"> • Places in town 	Maps of buildings and places	90
3	Women and HIV/AIDS	99	Advising someone what to do	Pairs/small groups/	<ul style="list-style-type: none"> • AIDS clubs in school 	-	64
4	Early humans and Ethiopian archaeology	72	Disrobing pictures pule and problem solving	Pairs	<ul style="list-style-type: none"> • Football match 	Table to fill score/goal	85
5	Natural disasters	88	Discussion causes of famine in Ethiopia	Groups	<ul style="list-style-type: none"> • People and government role in Ethiopian drought 	Questions for discussion	98
6	Save our trees	104	Group work. Discussion benefits of trees	Groups /repot to class	-	-	116
7	Problems of life in town	118	Asking for information and following directions, role-play	Paris /conversation/ pair work	City/town	Maps of city	129
8	Keeping in touch	133	Part 1: speaking on the telephone Part 2: sport the difference	Pair (conversation) pair	Hotel, commercial bank	-	145
9	Courage	152	Part 1: "Help!" A. ways of asking for help B. offering help and accepting	Pair	Visitors in river bank market	-	166

DECLARATION

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

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