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**TEACHERS' AND STUDENTS' PERCEPTIONS OF
ENGLISH SPEAKING SKILLS, CLASSROOM
PRACTICES, AND CHALLENGES IN SPEAKING
INSTRUCTION: THE CASE OF BESHALE HIGH
SCHOOL, ADDIS ABABA, ETHIOPIA**

**BY:
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Approval Sheet

Title: Teachers' and Students' Perceptions of English Speaking Skills, Classroom Practices, and Challenges in Speaking Instruction: The Case of Beshale High School, Addis Ababa, Ethiopia

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DECLARATION

By my signature below, I declare and affirm that this **THESIS** is my own work. I have followed all ethical principles in the preparation, data collection, data analysis, and completion of this thesis.

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DEDICATION

This thesis is dedicated to my daughter, Bethlehem Teshome, my son, Dawit Teshome , my nephews, Getachew Assefa, Solomon Assefa and Amare Assefa for their unwavering support, patience, and encouragement throughout my academic journey. I also dedicate this work to all English language teachers in Ethiopian secondary schools who strive daily to help their students find their voices in English.

ABSTRACT

This study examined teachers' and students' perceptions of English speaking skills, classroom practices, and challenges affecting speaking instruction at Beshale High School in Addis Ababa, Ethiopia. It specifically aimed to explore students' self-perceived speaking abilities, teachers' evaluations of students' performance, instructional practices used in speaking classes, and key challenges in teaching and learning speaking.

A descriptive qualitative design was employed to obtain in-depth insights into participants' experiences. The study involved eleven Grade 11 students and four English teachers selected through purposive sampling. Data were collected using open-ended questionnaires, semi-structured interviews, and classroom observations. Thematic analysis based on Braun and Clarke (2006) was used to analyze the data, and observation findings were used for triangulation.

Findings showed that students generally perceived their speaking ability as weak, particularly in fluency, pronunciation, vocabulary use, and confidence. Students reported fear of making mistakes, anxiety, and peer criticism as major barriers to participation. Teachers similarly rated students' speaking proficiency as low and attributed this to limited practice, low motivation, mother tongue interference, large class sizes, limited time, and teacher-centered instruction. Although communicative activities such as role plays, dialogues, presentations, debates, and storytelling were reported, observations revealed that classroom practice remained largely teacher-dominated with minimal student interaction.

The study concludes that speaking difficulties are shaped by linguistic, psychological, instructional, and contextual factors. It identifies a mismatch between teachers' reported practices and actual classroom implementation. The study recommends increased communicative activities, greater exposure to spoken English, establishment of English clubs, use of audio-visual materials, and creation of supportive classroom environments to enhance students' confidence and participation.

Keywords: *English speaking skills, EFL learners, classroom practices, speaking challenges, qualitative study*

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LIST OF ABBREVIATIONS

AAU: Addis Ababa University

CLT: Communicative Language

Teaching EFL: English as a

Foreign Language ELT: English

Language Teaching

L1: First Language (Mother

Tongue) L2: Second Language

MoE: Ministry of Education

(Ethiopia) SCT: Sociocultural

Theory

ZPD: Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Speaking is a fundamental skill in learning English as a foreign language (EFL). It allows learners to communicate ideas, participate actively in academic discussions, and interact effectively in social and professional settings (Brown, 2007; Harmer, 2007). Unlike receptive skills such as reading and listening, speaking is a productive skill that requires the simultaneous integration of vocabulary, grammar, pronunciation, and fluency. This complex cognitive and linguistic process can be particularly challenging for learners in EFL contexts where exposure to authentic English is limited (Ur, 2012; Richards, 2008).

The importance of English speaking proficiency extends beyond the classroom. In an increasingly globalized world, oral communication in English facilitates international collaboration, higher education access, and employment opportunities. For students in Ethiopia, where English serves as the medium of instruction from secondary school onward, speaking skills are not merely an academic requirement but a practical necessity for accessing content knowledge across all subjects (Ministry of Education [MoE], 2015).

1.1.1 The Concept of Perception in Educational Research

Understanding perceptions is essential in educational research because perceptions shape behavior, influence learning outcomes, and determine how students and teachers respond to instructional practices. Perception, in educational contexts, refers to an individual's interpretation, understanding, or meaning-making of their experiences, including beliefs, attitudes, and evaluations (Patton, 2002). Perceptions are not passive reflections of reality but active constructions influenced by prior knowledge, cultural background, social interactions, and personal experiences (Denzin & Lincoln, 2018).

In language learning research, perceptions play a crucial role in determining both teaching effectiveness and learning outcomes. Students' perceptions of their own speaking abilities influence their motivation to participate in oral activities, their willingness to take risks in communication, and their persistence in developing speaking skills (Dörnyei, 2005). Similarly, teachers' perceptions of students' abilities shape instructional decisions, feedback practices, and classroom interaction patterns (Richards & Rodgers, 2014). When teachers perceive students as capable communicators, they are more likely to provide

opportunities for meaningful oral interaction. Conversely, when teachers hold low expectations, they may reduce speaking opportunities or provide less challenging tasks.

The study of perceptions is particularly important in EFL contexts where students often experience foreign language anxiety, low confidence, and negative self-perceptions of speaking ability (MacIntyre & Gregersen, 2012). Students who perceive themselves as poor speakers tend to avoid speaking opportunities, creating a self-fulfilling prophecy that limits their development. Teachers' perceptions are equally significant: if teachers perceive that speaking skills cannot be effectively taught in large classes or with limited resources, they may deprioritize oral instruction.

1.1.2 Speaking Difficulties in EFL Contexts

Research conducted globally has documented numerous obstacles that EFL learners encounter when developing speaking skills. For instance, students who fear making mistakes, being laughed at, or receiving negative evaluation often remain silent, which limits their practice opportunities and slows fluency development (MacIntyre & Gregersen, 2012). In addition, foreign language anxiety, low self-confidence, and reliance on memorized dialogues have been shown to significantly affect speaking ability in various EFL contexts (Chen, 2010; Lee, 2012).

Zheng (2008) critically reviewed the literature on anxiety in second/foreign language learning, examining how anxiety manifests in language classrooms, how it is measured, and how it relates to other affective factors. Drawing on cognitive, curriculum, and cultural perspectives, Zheng explored the causes and effects of language anxiety and its relationship to learning outcomes. The review indicated that anxiety is not merely an add-on element but a significant construct that affects cognitive processing, vocabulary retrieval, and overall speaking performance.

Teacher-centered instruction, large class sizes, and limited opportunities for interactive practice further exacerbate these difficulties. Richards (2008) emphasized that even when teachers recognize the importance of speaking, structural constraints such as overcrowded classrooms and exam-oriented curricula often push speaking to the periphery of language instruction.

1.1.3 Perceptions and Speaking Difficulties in African Contexts

In African contexts, similar patterns emerge alongside specific contextual challenges. Ojo (2014) analyzed Nigerian secondary school classrooms and found that students relied heavily on memorized dialogues rather than producing spontaneous speech. Large class sizes and limited resources reduced meaningful interaction, hindering fluency development. Yidana (2015) reported that Ghanaian students lacked vocabulary and pronunciation skills, and teacher feedback was inconsistent. Kibet (2016) documented that Kenyan students improved oral skills when role-plays and group activities were implemented, but curricula often constrained opportunities for spontaneous speaking.

Studies of teacher perceptions in African contexts have revealed important insights. Teachers often perceive students' speaking difficulties as stemming from limited exposure to English, inadequate resources, and large class sizes (Asmare, 2016). These perceptions influence teachers' instructional decisions, often leading them to adopt teacher-centered approaches that further limit student speaking opportunities. Students' perceptions of their own abilities are equally influential. Research suggests that African EFL students often hold negative self-perceptions of their speaking abilities, which reduces their willingness to participate in oral activities (Ojo, 2014; Yidana, 2015).

1.1.4 The Ethiopian Context: Perceptions, Practices, and Challenges

In Ethiopia, English is a compulsory subject beginning in primary school and becomes the medium of instruction from secondary school (MoE, 2015). Despite years of English language study, research consistently shows that secondary school students' speaking abilities remain weak. Tadesse (2014) investigated secondary school students and reported frequent hesitation, limited fluency, and heavy reliance on memorization. He also found that examinations focused predominantly on reading and writing, reducing attention to speaking skills. Asmare (2016) examined teachers' perspectives and found challenges including large class sizes, insufficient instructional materials, and students' weak vocabulary knowledge and low confidence. Desta (2018) reported that curricula emphasized reading comprehension and grammar acquisition while neglecting oral vocabulary development. Negash (2017) emphasized that classroom anxiety significantly influenced oral participation and performance.

However, existing Ethiopian studies on speaking skills exhibit several limitations. First, they rarely investigate both teachers' and students' perceptions within the same study. Most studies examine either student performance and perceptions or teacher challenges and perspectives, but rarely both

simultaneously. This separation limits understanding of how teacher and student perspectives may align or diverge regarding the same classroom reality. Second, many Ethiopian studies have employed quantitative methods, primarily surveys and questionnaires, which provide valuable data on the prevalence of particular challenges but do not capture the rich, contextualized experiences that qualitative methods can reveal. Third, none of the reviewed Ethiopian studies on speaking skills included direct classroom observation. Studies rely on self-reported practices from teachers or students, which may differ from what actually occurs in classrooms. Fourth, limited attention has been given to student-generated solutions for improving speaking opportunities.

1.1.5 Research Gap and Justification for the Present Study

Given the limitations of existing research, there is a clear gap in understanding how teachers and students at Ethiopian secondary schools perceive English speaking skills, what classroom practices are actually implemented, and what challenges are experienced. This gap is particularly significant at Beshale High School in Addis Ababa, where limited research has been conducted specifically on speaking instruction. While general challenges in Ethiopian secondary education have been documented, the specific contextual factors affecting speaking development at Beshale High School remain unexplored.

Furthermore, previous studies have not systematically examined how perceptions, classroom practices, and challenges interact to shape students' speaking development. Understanding these interactions is essential for developing effective interventions. The present study addresses these gaps by integrating students' and teachers' perceptions with direct classroom observation and by focusing specifically on the contextual realities of Beshale High School.

1.1.6 The Present Study

The present study, therefore, aims to examine teachers' and students' perceptions of English speaking skills at Beshale High School in Addis Ababa, Ethiopia. Specifically, the study investigates students' perceptions of their speaking abilities, teachers' perceptions of students' speaking abilities, classroom practices used to support speaking development, and challenges perceived by both groups in the teaching and learning of speaking. By integrating multiple perspectives and including direct classroom observation, this study contributes to a more comprehensive and empirically grounded understanding of English speaking skill development in Ethiopian secondary schools.

1.2 Statement of the Problem

English speaking skills are essential for academic success, professional communication, and social interaction in an increasingly globalized world. Despite the growing importance of English globally, and its status as the medium of instruction in Ethiopian secondary schools, many students in Ethiopia continue to face serious challenges in developing adequate speaking skills. However, the nature and extent of these challenges, as well as how they are perceived by teachers and students, remain insufficiently understood.

1.2.1 The Research Problem

The central problem this study addresses is the lack of comprehensive understanding of teachers' and students' perceptions of English speaking skills at Beshale High School, particularly regarding how these perceptions relate to classroom practices and the challenges encountered in speaking instruction. While research has documented general difficulties with English speaking in Ethiopian secondary schools (Tadesse, 2014; Asmare, 2016; Desta, 2018; Negash, 2017), there has been limited investigation of how teachers and students at specific schools perceive these difficulties and how their perceptions influence classroom practices.

This problem manifests in several ways. First, students at Beshale High School exhibit weak oral proficiency despite years of English language instruction, but the factors contributing to this weakness—including perceptions, instructional practices, and contextual challenges—have not been systematically examined. Second, while teachers report efforts to develop students' speaking skills, there is limited understanding of what classroom practices are actually implemented and whether these practices align with teachers' stated beliefs. Third, the specific challenges encountered in teaching and learning speaking at Beshale High School—including psychological barriers, instructional constraints, and environmental factors—have not been comprehensively documented.

The problem is further compounded by the assessment system. Most secondary school examinations prioritize reading and writing over oral communication (Tadesse, 2014; Desta, 2018). The national examination contains no speaking component, and teachers do not formally assess speaking on midterm or final examinations. Consequently, teachers and students focus on memorization and written tasks at the expense of oral practice, reinforcing the marginalization of speaking skills.

1.2.2 The Research Gap

Although several studies in Ethiopia have examined aspects of English speaking skills, their approaches are fragmented and insufficient. Some focus solely on students' performance or perceptions (Tadesse, 2014; Negash, 2017), while others investigate teachers' challenges and perspectives (Asmare, 2016), but few consider both perspectives simultaneously. This separation limits understanding of how teacher and student perspectives may align or diverge regarding the same classroom reality. Moreover, these studies rarely incorporate direct classroom observations, relying instead on self-reported practices that may not reflect actual classroom behaviors. None of the reviewed Ethiopian studies have systematically examined how students' and teachers' perceptions, classroom practices, and challenges interact at a specific school.

1.2.3 Local Significance

At Beshale High School specifically, there is anecdotal evidence that students struggle with English speaking, but the specific perceptions, practices, and challenges have not been systematically investigated. Teachers report that students are reluctant to speak English, but the reasons for this reluctance—including perceptions, anxiety, and classroom environment—remain unexplored. School administrators have expressed concern about students' oral proficiency, but without research-based evidence, they cannot develop targeted interventions. Therefore, this study is needed to provide a comprehensive, context-specific understanding of English speaking instruction at Beshale High School.

1.2.4 The Aim of This Study

This study aims to address this gap by examining teachers' and students' perceptions of English speaking skills at Beshale High School, describing classroom practices used to support speaking development, and identifying challenges perceived by both groups. By integrating multiple perspectives and including direct classroom observation, this study seeks to provide a more comprehensive understanding of English speaking skill development in this specific context and to generate evidence-based recommendations for improvement.

1.3 Objectives of the Study

The general objective of this study is to examine teachers' and students' perceptions of English speaking skills, classroom practices used in speaking instruction, and challenges affecting the teaching and learning of speaking at Beshale High School, Addis Ababa, Ethiopia.

1.3.1 Specific Objectives

1. To describe students' perceptions of their English speaking abilities at Beshale High School.
2. To describe teachers' perceptions of students' English speaking abilities at Beshale High School.
3. To describe classroom practices used to support the development of students' English speaking skills at Beshale High School.
4. To describe challenges perceived by teachers and students in teaching and learning speaking at Beshale High School.

1.4 Research Questions

1. What are students' perceptions of their English speaking abilities at Beshale High School?
2. What are teachers' perceptions of students' English speaking abilities at Beshale High School?
3. What classroom practices are used to support speaking skill development at Beshale High School?
4. What challenges are perceived by teachers and students in teaching and learning speaking at Beshale High School?

1.5 Significance of the Study

This study is significant in several ways. First, it provides support for teachers by offering empirically grounded insights that can guide the design and implementation of more effective English speaking instruction. Second, it helps students gain a better understanding of the factors that affect their speaking skills, enabling them to engage more actively in classroom activities. Third, the findings may inform school administrators and policymakers in enhancing curriculum design, teaching methods, and

assessment strategies. Finally, the study contributes to the existing literature on English speaking skills in Ethiopian secondary schools, addressing a gap in research that integrates students' and teachers' perceptions with direct classroom observation.

1.6 Scope of the Study

This study focused on examining teachers' and students' perceptions of English speaking skills, classroom practices used to support speaking development, and challenges affecting the teaching and learning of speaking at Beshale High School in Addis Ababa, Ethiopia. The study specifically involved Grade 11 students and English language teachers who were directly engaged in the teaching and learning of speaking skills.

The research concentrated on four major areas: (1) students' perceptions of their English speaking abilities, (2) teachers' perceptions of students' speaking abilities, (3) classroom practices used to support speaking skill development, and (4) challenges affecting the teaching and learning of speaking skills.

Methodologically, the study employed a qualitative descriptive and interpretive research design. Data were collected through open-ended questionnaires, semi-structured interviews, and classroom observations. The participants of the study were eleven Grade 11 students and four English teachers, selected through purposive sampling. Classroom observations were conducted during four English lessons to understand actual classroom practices related to speaking instruction.

Delimitations: This study was delimited to Beshale High School located in Addis Ababa, Ethiopia. It focused only on Grade 11 students and English language teachers and did not include students from other grade levels or teachers of other subjects. The study was further delimited to English speaking skills and did not investigate other language skills such as reading, writing, or listening in detail. In addition, the study emphasized participants' perceptions, classroom practices, and challenges rather than measuring students' actual speaking proficiency through formal speaking tests. The study employed a qualitative approach only; therefore, quantitative methods and statistical analyses were not included. Classroom observations were limited to four English lessons conducted over three days due to time constraints and school scheduling conditions.

1.7 Limitations of the Study

The following limitations should be considered when interpreting the findings of this study.

First, the study employed a qualitative research design with a relatively small number of participants (eleven students and four teachers). While this was appropriate for achieving depth of understanding, the findings cannot be generalized to all secondary schools in Ethiopia. The study provides contextual insights rather than statistically generalizable conclusions.

Second, the study was conducted at only one school in Addis Ababa. Therefore, the findings reflect the specific context of an urban Ethiopian secondary school and may not represent the realities of schools in rural areas or other regions of the country.

Third, classroom observations were limited to four English lessons over a short observation period (three days). This limited observation window may not have captured the full range of classroom practices used in speaking instruction. Extended observation might have provided a deeper understanding of classroom interaction patterns and speaking practices.

Fourth, interviews were documented through written notes rather than audio recordings. While detailed notes were taken, some nuance in participants' responses—including tone, emphasis, and exact phrasing—may not have been fully captured.

Fifth, some students responded to questionnaires in Amharic, and the responses were translated into English for analysis. Although care was taken during translation, including consultation with a bilingual expert, some meanings or cultural nuances may have been slightly affected during the translation process.

These limitations do not diminish the value of the study's findings but should be considered when interpreting the results and applying them to other contexts.

1.8 Definition of Key Terms

Speaking skill: The ability to communicate orally in English with fluency, accuracy, and appropriateness in a given context (Brown, 2007).

Perception: An individual's understanding, interpretation, or meaning-making of their experiences, including beliefs, attitudes, and evaluations (Patton, 2002).

Classroom practices: The methods, activities, interaction patterns, and instructional strategies used by teachers to facilitate learning (Richards & Rodgers, 2014).

Fluency: The ability to speak smoothly, naturally, and continuously without undue hesitation or pauses (Harmer, 2007).

Pronunciation: The production of speech sounds, including articulation, word stress, sentence stress, and intonation patterns (Celce-Murcia, Brinton, & Goodwin, 2010).

Classroom anxiety: Drawing on cognitive, curriculum, and cultural perspectives, it is the possible causes and effects of language anxiety and the relationship between anxiety and second/foreign language learning (Y. Zheng, 2008)

1.9 Organization of the Study

This thesis is organized into five chapters.

Chapter One presents the introduction of the study. It includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and delimitation of the study, limitations of the study, organization of the study, and definition of key terms. Chapter Two reviews related literature relevant to English speaking skills. It presents the theoretical perspectives, empirical studies conducted in global, African, and Ethiopian contexts, the conceptual framework of the study, and identified research gaps. Chapter Three describes the research methodology employed in the study. It includes the research design, instruments of data collection, participants and sampling techniques, data analysis procedures, and ethical considerations. Chapter Four presents and discusses the findings obtained from questionnaires, interviews, and classroom observations. The findings are organized according to the major research questions and interpreted in relation to relevant literature and theoretical perspectives.

Chapter Five provides the conclusions and recommendations of the study based on the findings. It also presents recommendations for teachers, students, school administrators, curriculum designers, and future researchers.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the theoretical and empirical literature relevant to English speaking skills in EFL contexts. It presents theoretical perspectives that inform the study, reviews empirical studies conducted in global, African, and Ethiopian contexts, describes the conceptual framework that guided data collection and analysis, and identifies gaps in the existing research.

2.2 Theoretical Perspectives

2.2.1 Communicative Language Teaching (CLT)

Communicative Language Teaching emerged as a response to earlier methods that prioritized grammatical form over meaningful communication (Richards, 2006). CLT emphasizes that the goal of language learning is communicative competence—the ability to use language effectively and appropriately in real-world situations. For speaking instruction, CLT has several key implications. First, interaction is both the means and the goal of learning (Littlewood, 2004). Second, classroom activities should be task-based and authentic, requiring students to use language for meaningful purposes. Third, the teacher's role shifts from knowledge transmitter to facilitator who creates opportunities for communication and provides support. Fourth, fluency is valued alongside accuracy, and students are encouraged to take risks in using the target language. This study uses CLT as a framework for evaluating classroom practices and understanding the gap between teachers' reported practices and observed implementation.

2.2.2 Sociocultural Theory (SCT)

Sociocultural Theory, based on the work of Vygotsky and extended to second language acquisition by Lantolf and Thorne (2006), explains how speaking ability develops through social interaction. The central concept is the Zone of Proximal Development (ZPD): the gap between what a learner can do independently and what they can achieve with guidance. In speaking instruction, learners benefit from scaffolding—structured support that is gradually withdrawn as competence increases. This theory highlights the importance of peer interaction, collaborative learning, and teacher mediation in developing speaking skills. SCT is particularly relevant to understanding how classroom practices—including pair work, group discussions, and teacher-student interaction—can facilitate speaking

development. It also explains why limited interaction opportunities (as observed in teacher-centered classrooms) inhibit speaking development.

2.2.3 Perceptions Theory in Education

Perception, as defined in educational psychology, refers to the process by which individuals interpret and make meaning of their experiences (Patton, 2002). Perceptions are shaped by prior knowledge, beliefs, expectations, cultural background, and social interactions (Denzin & Lincoln, 2018). In educational contexts, perceptions influence behavior, motivation, and learning outcomes. For students, perceptions of their own abilities (self-efficacy) affect their willingness to participate in challenging tasks (Bandura, 1997). For teachers, perceptions of students' abilities influence instructional decisions, expectations, and feedback practices (Brophy, 1983). This study draws on perceptions theory to understand how students and teachers at Beshale High School perceive English speaking abilities and how these perceptions influence classroom behaviors.

2.3 Empirical Review

2.3.1 Global Studies

Studies conducted in various EFL contexts have documented the challenges learners face in developing speaking skills. MacIntyre and Gregersen (2012) demonstrated that anxiety impairs cognitive processing: anxious learners have difficulty retrieving vocabulary and monitoring their speech, leading to breakdowns in fluency. This finding is significant for understanding the psychological barriers that Ethiopian students experience. Chen (2010) reported that low self-confidence and dependence on memorized dialogues significantly affected speaking ability among Chinese EFL learners. This study also found that students who perceived themselves as poor speakers were less likely to participate in classroom discussions, creating a cycle of limited practice and slow improvement. Lee (2012) found that teacher-centered instruction limited opportunities for spontaneous speaking in South Korean classrooms. Students in teacher-centered classrooms had fewer opportunities for oral practice and developed lower confidence in speaking.

Perceptions studies globally have also examined how teacher and student beliefs affect language learning. Dörnyei (2005) argued that students' self-perceptions of their language abilities significantly influence their motivation and persistence. Students who perceive themselves as capable language learners are more likely to engage in challenging speaking activities. Similarly, Richards (2008)

emphasized that teachers' perceptions of their students' abilities shape instructional decisions, with teachers who hold low expectations providing fewer speaking opportunities.

Zheng (2008) comprehensively reviewed the literature on language anxiety and found that anxiety is not a peripheral factor but a central construct affecting cognitive processing, vocabulary retrieval, and overall speaking performance. The review highlighted that anxiety can be triggered by various factors including fear of negative evaluation, communication apprehension, and test anxiety. Educational implications of anxiety research include the need for supportive classroom environments where students can practice without fear of criticism.

2.3.2 African Studies

Studies from African contexts reveal both common challenges and specific contextual factors affecting speaking skill development. Ojo (2014) analyzed Nigerian secondary school classrooms and found that students relied heavily on memorized dialogues rather than producing spontaneous speech. The study identified large class sizes and limited resources as major constraints on meaningful interaction. Teachers in the study reported that students were reluctant to speak in English due to fear of making mistakes and negative peer evaluation. Ojo also noted that teachers' perceptions of students' abilities influenced instructional decisions, with teachers who perceived students as weak providing less challenging speaking tasks.

Yidana (2015) reported that Ghanaian students lacked vocabulary and pronunciation skills, and teacher feedback was inconsistent. The study found that students perceived their English speaking ability as low, which reduced their motivation to participate in oral activities. Teachers perceived that students' difficulties stemmed from limited exposure to spoken English and inadequate practice opportunities. Yidana recommended increased use of communicative activities and more consistent teacher feedback.

Kibet (2016) documented that Kenyan students improved oral skills when role-plays and group activities were implemented, but curricula often constrained opportunities for spontaneous speaking. The study also found that teachers' perceptions of the importance of speaking skills influenced how much time they allocated to oral activities. Teachers who perceived speaking as less important than reading and writing reduced speaking instruction.

2.3.3 Ethiopian Studies

Research in Ethiopia has documented persistent challenges in English speaking instruction. Tadesse (2014) investigated secondary school students and reported frequent hesitation, limited fluency, and heavy reliance on memorization. The study found that examinations focused predominantly on reading and writing, reducing attention to speaking skills. Tadesse recommended increased emphasis on speaking in both instruction and assessment. Asmare (2016) examined teachers' perspectives and found challenges including large class sizes, insufficient instructional materials, students' weak vocabulary knowledge, and low confidence. Teachers reported that students were reluctant to participate in speaking activities due to fear of making mistakes. Desta (2018) reported that curricula emphasized reading comprehension and grammar acquisition while neglecting oral vocabulary development. The study found that teachers spent minimal time on speaking activities and provided limited feedback on pronunciation and fluency. Negash (2017) found that 67% of students reported moderate to high speaking anxiety, and this anxiety was negatively correlated with classroom participation. Students who experienced high anxiety were less likely to volunteer for speaking activities and more likely to avoid oral communication.

However, these Ethiopian studies have important limitations. First, none examined both teachers' and students' perceptions within the same study. Second, all relied on self-reported data without classroom observation to verify actual practices. Third, few explored the relationship between perceptions, practices, and challenges. Fourth, the studies were conducted across multiple schools, limiting contextual depth.

2.3.4 Studies on Perceptions of Speaking Skills

Studies specifically examining perceptions of speaking skills are limited but informative. Student perceptions of their speaking ability—often measured through self-assessment—correlate significantly with actual speaking performance (Brown, 2007). Students who accurately perceive their strengths and weaknesses are better able to set appropriate learning goals. However, many EFL students underestimate their speaking ability due to perfectionism, anxiety, or unrealistic expectations (Dörnyei, 2005). Teacher perceptions also significantly affect speaking instruction. Teachers who perceive their students as capable communicators provide more speaking opportunities, more challenging tasks, and more

constructive feedback (Brophy, 1983). Conversely, teachers who hold low expectations may inadvertently limit students' speaking development.

In Ethiopian contexts, studies on perceptions are particularly limited. Most studies focus on performance or challenges rather than how teachers and students perceive speaking skills. The limited research available suggests that both teachers and students hold generally negative perceptions of speaking abilities, but these perceptions have not been systematically examined, particularly in relation to classroom practices.

2.4 Conceptual Framework

The conceptual framework for this study consists of four interconnected constructs corresponding to the four research questions: (1) students' perceptions of their speaking abilities, (2) teachers' perceptions of students' speaking abilities, (3) classroom practices supporting speaking, and (4) challenges in teaching and learning speaking. These constructs interact within the context of Beshale High School. The framework is descriptive rather than causal; it does not assume a linear relationship among the constructs but rather views them as interconnected aspects of the same educational reality. The framework guided data collection and analysis by ensuring that all four dimensions were systematically investigated and that relationships among them were explored.

2.5 Research Gaps

Based on the review of literature, the following research gaps were identified:

1. Lack of integrated teacher-student perception studies in Ethiopia. Most existing Ethiopian studies examine either student performance and perceptions or teacher challenges and perspectives, but rarely both within the same study. This separation limits understanding of how teacher and student perspectives may align or diverge regarding the same classroom reality.
2. Predominance of quantitative methods. Many Ethiopian studies have employed surveys and questionnaires as primary data collection methods. While these provide valuable data on the prevalence of particular challenges, they do not capture the rich, contextualized experiences and meanings that qualitative methods can reveal.
3. Absence of classroom observation. None of the reviewed Ethiopian studies on speaking skills included direct classroom observation. Studies rely on self-reported practices from teachers or students,

which may differ from what actually occurs in classrooms. The present study addresses this gap by including structured classroom observation to triangulate interview findings.

4. Limited school-specific contextual studies. Several Ethiopian studies aggregate data across multiple schools, which may mask important contextual differences. The present study focuses on a single school to provide depth of contextual understanding.

5. Insufficient attention to student-generated solutions. Much research focuses on identifying problems without systematically exploring participants' own ideas for improvement. This study includes a specific interview question eliciting students' suggestions for enhancing speaking opportunities.

By addressing these gaps, this study contributes to a more comprehensive and empirically grounded understanding of English speaking skill development in Ethiopian secondary schools.

CHAPTER THREE: RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This chapter presents the research methodology employed to investigate students' and teachers' perceptions of English speaking skills at Beshale High School. It describes the research design, instruments of data collection, participants and sampling techniques, data analysis procedures, and ethical considerations used in the study. Research methodology provides the framework that guides the systematic collection, analysis, and interpretation of data (Creswell & Creswell, 2018).

3.2 Research Design

This study employed a descriptive and interpretive qualitative research design. A descriptive design was appropriate because the study aimed to provide a detailed account of participants' perceptions, classroom practices, and challenges related to English speaking skills. According to Creswell (2013), qualitative research is useful for exploring and understanding the meanings individuals or groups ascribe to social or human problems. Similarly, interpretive qualitative research enables researchers to understand how participants construct meaning from their experiences within natural settings (Denzin & Lincoln, 2018).

The qualitative design was chosen specifically because the study aimed to explore perceptions, which are subjective and context-dependent. Perceptions cannot be adequately captured through quantitative instruments alone; they require open-ended exploration that allows participants to express their views in their own words. The study's focus on understanding participants' meanings, experiences, and interpretations made a qualitative approach most appropriate.

The study integrated multiple sources of qualitative data, including questionnaires, interviews, and classroom observations, to obtain a comprehensive understanding of the phenomenon under investigation. The use of multiple instruments also enhanced triangulation and credibility of findings (Patton, 2015).

3.3 Instruments of Data Collection

Data were collected using three instruments: open-ended questionnaires, semi-structured interviews, and classroom observation.

Questionnaire

An open-ended questionnaire was administered to all eleven student participants (S1-S11). The questionnaire contained seven questions addressing students' self-assessed speaking ability, difficulties in speaking English, classroom participation, facilitators and barriers, teacher support, confidence, and suggestions for improvement. The questionnaire was developed based on the research questions and the review of relevant literature, particularly studies by Tadesse (2014), Asmare (2016), and Negash (2017) that explored similar topics in Ethiopian contexts.

The questionnaire was intentionally designed as open-ended rather than closed or Likert-scale format because the study aimed to capture participants' perceptions in their own words. Open-ended questionnaires are valuable in qualitative research because they allow participants to express their opinions and experiences freely without being constrained by predetermined response categories (Cohen, Manion, & Morrison, 2018). Students were allowed to respond either in English or Amharic to ensure clarity and comfort in expressing their views.

Semi-Structured Interviews

Semi-structured interview guides were prepared separately for students and teachers. The student interview guide consisted of seven questions, while the teacher interview guide contained six questions. The interview guides were developed based on the research questions and were pilot-tested with two non-participant students and one non-participant teacher to check clarity and appropriateness. Minor revisions were made based on the pilot test.

Interviews were conducted in English and lasted approximately 30-45 minutes. Responses were recorded through detailed written notes. Semi-structured interviews are widely used in qualitative research because they provide flexibility for probing and clarification while maintaining focus on the research objectives (Kvale & Brinkmann, 2009). This instrument enabled the researcher to gain deeper insights into participants' perceptions, experiences, and classroom realities concerning English speaking skills.

Classroom Observation

Classroom observation was conducted over three consecutive days in February 2026. Four Grade 11 English lessons taught by four teachers (T1-T4) were observed. A structured observation checklist

guided the process, focusing on classroom environment, teacher practices, student participation, speaking skill indicators, and challenges encountered during speaking activities. The observation checklist was developed based on the research questions and relevant literature on classroom observation in language teaching (Richards & Rodgers, 2014). The researcher took detailed field notes during observations, recording both observed behaviors and contextual information.

3.4 Participants and Sampling Techniques

3.4.1 Participants

Students: Eleven Grade 11 students (S1-S11) enrolled in English classes at Beshale High School participated in the study. All eleven students completed the open-ended questionnaire. The decision to include eleven students was based on the principles of qualitative research, which prioritize depth and richness of data over statistical representativeness. In qualitative research, sample size is determined by data saturation—the point at which additional data no longer yield new insights (Morse, 2000). For this study, eleven students were considered sufficient because: (a) the study aimed for in-depth understanding rather than breadth, (b) participants were purposively selected to represent diverse perspectives, and (c) data from multiple instruments (questionnaires, interviews, observations) provided triangulation. Previous qualitative studies on similar topics in Ethiopian contexts have used comparable sample sizes (Asmare, 2016; Negash, 2017).

Teachers: Four English language teachers (T1-T4) who taught Grade 11 English classes participated in semi-structured interviews. These teachers were selected because of their direct involvement in teaching speaking skills and interacting with the target students.

3.4.2 Sampling Technique

The study employed purposive sampling. Purposive sampling is a non-probability sampling technique in which participants are selected based on their relevance to the research objectives (Etikan, Musa, & Alkassim, 2016). This technique is appropriate for qualitative research because it enables the researcher to select participants who can provide rich, relevant information about the phenomenon under investigation.

For student participants, teachers identified learners with varying levels of oral participation so that diverse perspectives could be represented. Students with high, medium, and low participation levels

were included to ensure a range of views. For teachers, all Grade 11 English teachers were included because they possessed direct experience related to the study focus. The small number of teachers (four) reflects the fact that the study focused on a single grade level at one school.

3.5 Measures to Ensure Objectivity and Credibility

Several measures were taken to ensure objectivity and minimize researcher bias in data collection and analysis:

Triangulation: Multiple data sources (questionnaires, interviews, observations) were used to corroborate findings. This allowed cross-checking of information and reduced the risk of bias from any single source (Patton, 2015).

Member checking: Preliminary findings were shared with participants to verify that their views had been accurately represented. This helped ensure that interpretations aligned with participants' intended meanings.

Reflexivity: The researcher maintained a reflective journal throughout the study, documenting personal assumptions, biases, and decisions. This allowed critical self-examination of how the researcher's position might influence data collection and interpretation.

Detailed description: Rich, contextual descriptions were provided so that readers could assess the transferability of findings to other contexts (Lincoln & Guba, 1985).

Peer debriefing: The researcher discussed findings and interpretations with colleagues and the thesis advisor to obtain external perspectives and challenge assumptions.

3.6 Techniques of Data Analysis

The collected qualitative data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). The six phases included familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Thematic analysis was appropriate because it enables researchers to identify, analyze, and interpret patterns of meaning across qualitative data sets.

The analysis process was systematic and transparent. First, all questionnaire responses and interview transcripts were read multiple times to achieve familiarity. Second, initial codes were generated by identifying meaningful segments of text. Third, codes were grouped into potential themes based on patterns and relationships. Fourth, themes were reviewed and refined to ensure they were coherent and distinct. Fifth, themes were defined and named clearly. Finally, the findings were written up with illustrative quotations.

Observation data were analyzed descriptively and triangulated with findings from interviews and questionnaires to improve credibility and depth of interpretation.

3.1 Ethical Considerations

Ethical principles were carefully observed throughout the study. Participants were informed about the purpose of the research before data collection began. Informed consent was obtained from all participants, and participation was voluntary. Participants were informed of their right to withdraw from the study at any stage without penalty.

Confidentiality and anonymity were maintained through the use of pseudonyms such as S1–S11 for students and T1–T4 for teachers. The researcher also ensured minimization of harm and maintained respect for the school environment and participants throughout the research process. Ethical considerations are essential in qualitative research to protect participants' rights, dignity, and well-being (Orb, Eisenhauer, & Wynaden, 2001).

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study based on the four research questions. Data were collected through open-ended questionnaires administered to eleven Grade 11 students (S1–S11) and four English teachers (T1–T4), semi-structured interviews, and classroom observations conducted across four Grade 11 English lessons over three days in February 2026. The classroom observations focused on lessons related to “Speaking Skill on Global Warming.”

Five students responded in English, while six students responded in Amharic. Responses originally written in Amharic were translated into English for analysis, and the original Amharic texts were omitted. All teacher responses were written in English. Verbatim responses are presented exactly as written, including grammatical and spelling errors.

The findings are organized according to the major research questions of the study. The chapter includes students’ perceptions of their speaking abilities, teachers’ perceptions of students’ speaking performance, classroom observation findings, discussion of the findings, and chapter summary.

4.2 Students’ Perceptions of Their English Speaking Abilities

Students were asked: “How would you assess your ability to speak English in class?” Thematic analysis of the responses revealed four major themes: low speaking confidence, speaking ability connected to practice, partial communicative competence, and awareness of the need for improvement.

4.2.1 Self-Assessed Speaking Ability

Students were asked: "How would you assess your ability to speak English in class?" Thematic analysis of the responses revealed four major themes: low speaking confidence, speaking ability connected to practice, partial communicative competence, and awareness of the need for improvement. The full verbatim responses are presented in Appendix.

Theme 1: Low Speaking Confidence (7 of 11 students)

Most students evaluated their English speaking ability negatively. The majority described their speaking skills as "poor," "weak," or "inadequate." Representative comments include:

- S4: "The ability to speak English in the compound is very low"
- S7: "very poor because students do not try to speak"
- S9: "I cannot speak very well"

These responses indicate that many students lacked confidence in their oral English ability and perceived speaking as the most difficult language skill compared to writing or listening.

Theme 2: Speaking Ability Connected to Practice (5 of 11 students)

Another major theme was the relationship between speaking ability and classroom participation. Students who participated more frequently tended to evaluate their abilities more positively. S3 explained: "I assess my speaking skill by practice in answering the teachers." S1 associated speaking ability with "presenting and making dialogue or conversation with my partners and teachers."

These findings suggest that students believed speaking ability could improve through active classroom interaction, regular practice, and teacher support.

Theme 3: Partial Communicative Competence (3 of 11 students)

Some students believed they possessed limited but functional speaking ability. S2 described their ability as "satisfactory," while S10 stated, "I believe I have the ability to ask and answer questions." These responses indicate that a few students considered themselves capable of basic communication despite weaknesses in fluency or participation.

Theme 4: Awareness of the Need for Improvement (6 of 11 students)

Several students demonstrated awareness that their speaking skills needed improvement. S6 admitted, "I don't often speak in the classroom, but I should do." S5 emphasized the need for "more participation and help." This finding suggests that students understood the importance of practice and active participation in improving speaking skills.

Overall Interpretation: The findings indicate that most students perceived their English speaking ability as weak or limited. Lack of confidence, insufficient practice, and low participation emerged as major 2: Limited Participation

Many students described their participation as irregular or limited. S4 responded “sometimes,” while S11 stated, “I don’t participate very often.” S10 explained, “I participate when necessary.”

These responses indicate that many students were passive during speaking activities. Theme

3: Participation Depending on Opportunities

Several students linked participation to specific classroom opportunities such as presentations or classroom tasks. S6 explained, “during presentation we often do practice,” while S8 referred to “using English speaking opportunities.”

This finding suggests that participation increased mainly during structured classroom activities.

Theme 4: Lack of Practice

S9 directly stated, “I don’t practice.”

This response indicates complete lack of oral participation and suggests low confidence or low motivation.

Overall Interpretation

Overall, students’ participation in classroom speaking activities varied considerably. While a few students participated actively, many participated only occasionally or rarely.

4.2.1 Factors Affecting Speaking Ability

Students were asked: “What factors make it difficult or easy for you to speak English in class?” Student

Verbatim Responses:

S1 “Speaking skill makes it easier, even the writing skill will make it easy because when we write

we will read it more practice it.”

S2 “Note preparation will make it easy.” S3

“Difficulty is in pronunciation.”

S4 “We don’t have the confidence to speak English because they make fun of us.” S5

“All teachers talk in Amharic that is why we don’t speak English fluently.”

S6 “It makes it easy while speaking every day and practice our English.”

S7 “The mocking behavior of students.”

S8 “Teacher’s help makes it easier and lack of self-confidence makes it more difficult.” S9

“Maybe I didn’t study hard or lack of following-up and lack of interest.”

S10 “New words are challenging to me; and it’s easy when I practice and present it.” S11

“Mocking behavior of students makes it difficult.”

Theme 1: Practice and Preparation

Many students explained that practice and preparation made speaking easier. S6 emphasized daily speaking practice, while S2 explained that “Note preparation will make it easy.”

These findings suggest that repeated practice and preparation positively influenced speaking confidence.

Theme 2: Fear of Mockery and Lack of Confidence

Several students reported fear of ridicule from classmates. S4 explained, “We don’t have the confidence to speak English because they make fun of us.” S7 and S11 also mentioned mocking behavior.

These findings indicate that fear of criticism reduced students’ willingness to speak English.

Theme 3: Teacher Influence

S5 stated that teachers' use of Amharic reduced opportunities to practice English. In contrast, S8 reported that "Teacher's help makes it easier."

This finding suggests that teachers played an important role in encouraging or limiting English speaking opportunities.

Theme 4: Linguistic Difficulties

Pronunciation and vocabulary difficulties were also identified as barriers. S3 explained that pronunciation created difficulty, while S10 stated that "New words are challenging."

Theme 5: Motivation and Personal Effort

S9 emphasized lack of effort and interest by stating, "Maybe I didn't study hard or lack of following-up and lack of interest."

This finding indicates that personal motivation also influenced speaking ability.

Overall Interpretation

Overall, speaking ability was influenced by practice, confidence, teacher support, vocabulary knowledge, pronunciation ability, motivation, and classroom environment.

4.2.2 Teacher Support

Students were asked: "How do your teachers support your speaking development?" Student

Verbatim Responses:

S1 "They usually allow us to present dialogue and other speeches." S2

"By pushing us to present and practice in front of my peers."

S3 "They support us by making dialogues and public speeches in the classroom." S4

“The do support us to some extent.”

S5 “Our English teacher supports us, others speak Amharic.” S6

“By teaching and preparing us for a dialogue.”

S7 “The teachers give us activities in different situations.”

S8 “By making short dialogues.” S9

“They teach us very well.” S10 “The

teacher tries to help us.” S11 “I think

it is good.”

Theme 1: Use of Communicative Activities

Teachers mainly supported speaking development through dialogues, presentations, speeches, and classroom speaking activities.

Theme 2: Encouragement and Participation

Students explained that teachers encouraged them to present and practice in front of classmates. Theme

3: Positive Perceptions of Teacher Support

Many students viewed teachers as supportive and helpful in improving speaking ability. Theme

4: Concern About Use of Amharic

Some students believed that excessive use of Amharic reduced opportunities to practice English. Overall

Interpretation

Overall, students generally viewed teachers as supportive, particularly through communicative activities and encouragement.

4.2.3 Confidence Level

Students were asked: “How confident do you feel when speaking English in front of your classmates?”

Student Verbatim Responses:

S1 “As to me, I feel very comfortable and very confident.”

S2 “I feel very confident and I don’t think I lack speaking skills.” S3

“I feel 90% confident when I speak in classroom.”

S4 “I don’t have the confidence.”

S5 “I try my best but I don’t feel comfortable.”

S6 “I feel too much confidence because we are encouraged.” S7

“We lack confidence because we have the fear to speak.” S8 “I

have 50% confidence.”

S9 “I have 100% confidence.”

S10 “I have full confidence.”

S11 “I don’t have the confidence.”

Theme 1: High Confidence Among Some Students

Several students reported strong confidence and comfort while speaking English.

Theme 2: Fear and Lack of Confidence

Other students expressed fear, discomfort, and low confidence during speaking activities. Theme

3: Moderate Confidence

Some students demonstrated mixed confidence levels depending on classroom conditions.

Overall Interpretation

Overall, confidence levels varied among students. Teacher encouragement and practice opportunities appeared to increase confidence, while fear and anxiety reduced participation.

4.2.4 Students' Suggestions for Improving Speaking Skills

Students were asked: "Can you suggest ways to improve speaking opportunities in your class?" Student

Verbatim Responses:

S1 "I suggest free presentation and practice with peers would be better." S2

"I suggest that only to speak English in the classroom is good."

S3 "I recommend watching movies and series would help a lot."

S4 "I suggest reading passages and communication with peers would be good."

S5 "I suggest that always trying to understand what the teacher says would help me improve my English."

S6 "Yes, but, it's not a common practice."

S7 "I suggest trying to improve my language skill would be important." S8 "I suggest the use of mass media."

S9 "I cannot suggest since I don't have the interest."

S10 "I suggest watching films, practicing with peers, and teaching as a teacher."

S11 “I suggest watching films and making practice before students who have mocking behavior.”

Theme 1: Increasing Speaking Practice

Students emphasized the importance of increasing classroom speaking opportunities.

Theme 2: Peer Interaction

Several students highlighted the importance of practicing with peers and collaborative learning. Theme

3: Use of Media Resources

Students suggested films, movies, and mass media as ways to improve speaking ability. Theme

4: Motivation and Participation

Some students emphasized learner effort and active participation. Theme

5: Supportive Classroom Environment

Students highlighted the need to reduce mocking behavior and fear.

Overall Interpretation

Overall, students recommended increased communicative activities, peer interaction, media use, and supportive classroom environments to improve speaking skills.

4.3 Teachers’ Perceptions of Students’ English Speaking Abilities

Four English teachers (T1–T4) participated in questionnaires. Their verbatim responses are presented below.

Questionnaires for Teachers one (T1)

1. How do you evaluate your students’ English speaking abilities? “In my view it is too much low and they are reluctant to engage in speaking lesson.”
2. What challenges do you encounter when teaching speaking skills? “Lack of interest”

“Interference (mixing) their mother reference (language)” “Shortage of time to involve achieving the intended objective”

3. What classroom practices or activities do you use to improve speaking skills? “Role playing, debating, public speech” “Expression of themselves”
4. How do you support students’ fluency, vocabulary, and pronunciation? “By writing from audio especially during listening lesson” “The classroom teacher should speak natural English as much as possible”
5. How do students respond to oral activities and feedback? “It is not good / it is poor.”
6. What strategies could enhance speaking skills in your classroom? “By driving students to make competition” “By providing rewards for those who communicate / express the expression better”

Questionnaires for Teachers two (T2)

1. How do you evaluate your students' English speaking abilities? "Our students' speaking ability is very poor due to hardly having speaking skill practice environment"
2. What challenges do you encounter when teaching speaking skills? "Lack of enough time for speaking class" "There is no speaking time environment" "Students' worries of the feelings about their error"
3. What classroom practices or activities do you use to improve speaking skills? "Public speech, Presentation, telling story" "Conversation"
4. How do you support students' fluency, vocabulary, and pronunciation? "Displaying, showing, demonstrating some more speaking samples through audio / video devices" "inviting guests who have a fluent performance in speaking."
5. How do students respond to oral activities and feedback? "Students do not want to talk in English while they are attending English classes."

6. What strategies could enhance speaking skills in your classroom? “Giving enough time opportunity and environment to participate students each other without any worry about their mistakes”

Questionnaire for Teachers three (T3)

1. How do you evaluate your students' English speaking abilities? “Some of the students from each section have the ability to speak what they want to say.”
2. What challenges do you encounter when teaching speaking skills? “Most of the students do not have the interest in this skill.” “There is lack of experience or exposed to the skill.”
3. What classroom practices or activities do you use to improve speaking skills? “Encouraging the students to participate (to present) their speech using different topics (formats)”
4. How do you support students' fluency, vocabulary, and pronunciation? ”By giving them new terms and their meaning” “Encouraging them to say whatever they want”
5. How do students respond to oral activities and feedback? “Some of the students have positive feeling.”
6. What strategies could enhance speaking skills in your classroom? “I encourage the students to present their speech: individually, in pairs, and in groups.”

Questionnaire for Teachers four (T4)

1. How do you evaluate your students' English speaking abilities? “I think it is not up to the standard since students are reluctant to practice speaking skills. However, a few students are so proficient at spoken skills.”
2. What challenges do you encounter when teaching speaking skills? “It's difficult to enhance students' fluency because of large class-size. “Students lack courage to practice speaking skill.” “Poor syllabus design”

3. What classroom practices or activities do you use to improve speaking skills? “Problem solving activity, Role playing, and Debating”

4. How do you support students' fluency, vocabulary, and pronunciation? “I present vocabulary with all its features.” “I recommend students to record new words using flash card.” “Lessons related to Phonetics should be always at the center of our discussion.”

5. How do students respond to oral activities and feedback? “It seems on promising progress.”

6. What strategies could enhance speaking skills in your classroom? “Information-gap activities and reasoning-gap activities are so formidable.”

Thematic analysis: Thematic analysis of teachers' questionnaire responses revealed several interconnected themes regarding students' English speaking abilities, challenges in teaching speaking, classroom practices, teacher support strategies, students' responses to oral activities, and suggested improvements for speaking instruction.

4.3.1 Teachers' Evaluation of Students' Speaking Abilities

Theme 1: Generally Low Speaking Ability Most teachers evaluated students' English speaking ability as weak or below expected standards. T1 stated, “In my view it is too much low and they are reluctant to engage in speaking lesson.” Similarly, T2 explained that students' speaking ability was “very poor due to hardly having speaking skill practice environment.” T4 also commented, “I think it is not up to the standard since students are reluctant to practice speaking skills.” These responses indicate that teachers perceived students' oral English proficiency as inadequate. Students were viewed as struggling with active participation and communicative competence.

Theme 2: Limited Participation and Reluctance to Speak Teachers repeatedly emphasized students' unwillingness to participate in oral activities. T1 noted that students were “reluctant to engage in speaking lesson,” while T4 explained that “students are reluctant to practice speaking skills.” This finding suggests that fear, low confidence, and lack of motivation reduced students'

participation in speaking activities. Teachers perceived reluctance as one of the major barriers to oral language development.

Theme 3: Presence of a Few Competent Students although teachers generally described speaking ability as weak, some acknowledged that a small number of students demonstrated stronger oral skills. T3 stated, “Some of the students from each section have the ability to speak what they want to say.” Similarly, T4 explained that “a few students are so proficient at spoken skills.” These responses indicate variation in students’ speaking competence. While the majority struggled, a limited number of learners showed confidence and communicative ability.

4.3.2 Challenges Teachers Encounter in Teaching Speaking Skills

Theme 1: Lack of Interest and Motivation One of the most common challenges identified by teachers was students’ lack of interest in speaking activities. T1 identified “Lack of interest” as a challenge, while T3 stated, “Most of the students do not have the interest in this skill.” These findings suggest that low motivation negatively affected students’ willingness to practice spoken English.

Theme 2: Mother Tongue Interference Teachers also highlighted the influence of students’ first language on English speaking performance. T1 identified “Interference (mixing) their mother reference (language)” as a challenge. This response suggests that students frequently relied on their mother tongue, which may have affected pronunciation, fluency, and confidence in speaking English.

Theme 3: Lack of Exposure and Practice Environment Several teachers emphasized insufficient exposure to English speaking opportunities. T2 explained that “There is no speaking time environment,” while T3 mentioned “There is lack of experience or exposed to the skill.” These responses indicate that students lacked adequate opportunities to practice spoken English both inside and outside the classroom.

Theme 4: Time Constraints and Large Class Size Teachers identified classroom conditions as another challenge affecting speaking instruction. T1 referred to the “Shortage of time to involve achieving the intended objective,” while T2 also mentioned “Lack of enough time for speaking

class.” T4 emphasized that “It’s difficult to enhance students’ fluency because of large class- size.” These findings suggest that overcrowded classrooms and limited instructional time reduced opportunities for individual speaking practice and teacher feedback.

Theme 5: Fear of Mistakes and Lack of Courage T2 explained that students experienced “worries of the feelings about their error,” while T4 noted that “Students lack courage to practice speaking skill.” These responses indicate that anxiety, fear of making mistakes, and low confidence discouraged students from speaking English openly.

Theme 6: Curriculum and Syllabus Problems T4 additionally identified “Poor syllabus design” as a challenge in teaching speaking skills. This finding suggests that the instructional materials or curriculum may not provide sufficient focus on communicative speaking practice.

4.3.3 Classroom Practices Used to Improve Speaking Skills

Theme 1: Communicative and Interactive Activities Teachers commonly used communicative activities to develop speaking ability. T1 mentioned “Role playing, debating, public speech,” while T2 reported using “Public speech, Presentation, telling story” and “Conversation.” T4 also identified “Problem solving activity, Role playing, and Debating.” These findings show that teachers attempted to encourage active student participation through interactive speaking tasks.

Theme 2: Encouraging Self-Expression and Participation T1 emphasized “Expression of themselves,” while T3 explained that teachers encouraged students “to present their speech using different topics.” These responses indicate that teachers attempted to create opportunities for students to express their ideas freely and develop confidence in oral communication.

Theme 3: Individual, Pair, and Group Work T3 explained, “I encourage the students to present their speech: individually, in pairs, and in groups.” This finding suggests that collaborative learning strategies were used to increase participation and speaking practice.

4.3.4 Teacher Support for Fluency, Vocabulary, and Pronunciation

Theme 1: Exposure to Spoken English and Audio-Visual Materials Teachers used audio and video

materials to support speaking development. T1 explained support occurred “By writing from audio especially during listening lesson,” while T2 referred to “Displaying, showing, demonstrating some more speaking samples through audio/video devices.” These responses indicate that teachers valued authentic listening and speaking models to improve pronunciation and fluency.

Theme 2: Teacher Modeling of English T1 stated, “The classroom teacher should speak natural English as much as possible.” This finding suggests that teachers recognized their role as language models for students.

Theme 3: Vocabulary Development Strategies T3 supported students “By giving them new terms and their meaning,” while T4 explained, “I present vocabulary with all its features” and recommended that students “record new words using flash card.” These responses indicate that vocabulary instruction was viewed as essential for improving oral communication.

Theme 4: Pronunciation and Phonetics Support T4 emphasized that “Lessons related to Phonetics should be always at the center of our discussion.” This response demonstrates teachers’ awareness of pronunciation as a major problem affecting students’ speaking ability. Theme 5: Encouragement and Motivation T3 explained that teachers supported students by “Encouraging them to say whatever they want.” This finding indicates that teachers attempted to reduce fear and build students’ confidence through encouragement.

4.3.5 Students’ Responses to Oral Activities and Feedback

Theme 1: Weak or Negative Participation Some teachers perceived students’ responses to oral activities negatively. T1 explained, “It is not good / it is poor,” while T2 reported, “Students do not want to talk in English while they are attending English classes.” These findings indicate low participation and reluctance among many students during speaking activities.

Theme 2: Positive Responses from Some Students Other teachers observed partial positive reactions. T3 explained, “Some of the students have positive feeling,” while T4 noted “It seems on promising progress.” These responses suggest that although many students struggled, some learners responded positively to oral activities and feedback.

4.3.6 Suggested Strategies for Enhancing Speaking Skills

Theme 1: Motivation through Competition and Rewards T1 suggested improving speaking skills “By driving students to make competition” and “By providing rewards for those who communicate / express the expression better.” These findings indicate that motivational strategies may encourage greater student participation.

Theme 2: Creating Safe Speaking Environments T2 recommended “Giving enough time opportunity and environment to participate students each other without any worry about their mistakes.” This response highlight the importance of supportive classroom environments where students can speak without fear of criticism.

Theme 3: Collaborative Speaking Activities T3 encouraged presentations “individually, in pairs, and in groups,” while T4 recommended “Information-gap activities and reasoning-gap activities.” These responses indicate that communicative and collaborative learning activities were viewed as effective methods for improving speaking skills. Overall Interpretation Overall, teachers perceived students’ English speaking ability as generally weak due to lack of interest, fear of mistakes, limited practice opportunities, large class sizes, and mother tongue interference. Teachers attempted to address these challenges through communicative activities such as role plays, debates, presentations, storytelling, and group work. Audio-visual materials, vocabulary instruction, phonetics lessons, and teacher encouragement were also used to support students’ fluency and pronunciation. However, teachers reported that many students remained reluctant to participate in oral activities. The findings suggest that supportive classroom environments, increased speaking opportunities, motivational strategies, and communicative teaching approaches may help improve students’ English speaking skills.

Overall Interpretation

Overall, teachers perceived students’ English speaking ability as generally weak due to lack of practice, fear of mistakes, low motivation, and large class sizes. Teachers attempted to improve speaking through communicative activities and encouragement.

4.4 Classroom Observation Findings

Classroom observations were conducted over three days across four English lessons.

4.4.1 Classroom Environment

Observation findings revealed fixed seating arrangements, overcrowded classrooms, and lack of audio resources.

Theme 1: Unfavorable Physical Arrangement

Fixed seating arrangements limited pair work and group interaction.

Theme 2: Overcrowded Classrooms

Class sizes of 50–55 students reduced opportunities for individual speaking practice. Theme

3: Lack of Audio Resources

Audio materials and technological resources were not observed during lessons.

Overall Interpretation

The classroom environment was not supportive of communicative speaking instruction.

4.4.2 Teacher Classroom Practices

Teachers generally provided clear instructions, but classroom interaction was teacher-centered.

Interactive activities such as pair work, role plays, and debates were rarely observed.

Feedback and pronunciation correction were also limited.

Overall Interpretation

Teacher-dominated instruction reduced opportunities for meaningful oral practice.

4.4.3 Student Participation

Observation findings revealed low participation, anxiety, reluctance, and limited peer interaction.

Students appeared shy and lacked confidence during oral activities.

Overall Interpretation

Fear, anxiety, and low confidence negatively affected students' participation in speaking activities.

4.4.4 Speaking Skill Indicators

Students demonstrated weak fluency, limited vocabulary use, pronunciation difficulties, and poor ability to express ideas.

These findings indicate serious oral communication difficulties among students.

4.4.5 Observed Challenges

Observation findings revealed several major challenges:

- Large class size limiting speaking opportunities
- Limited time for speaking practice
- Student reluctance and shyness
- Overreliance on teacher talk

Overall Interpretation

Overall, classroom observation findings confirmed that students had limited opportunities to practice spoken English. Classroom conditions, teacher-centered instruction, and psychological barriers negatively affected speaking development.

4.5 Discussion of the Findings

The main objective of this study was to examine teachers' and students' perceptions of English speaking skills at Beshale High School, alongside classroom practices and perceived challenges. The qualitative analysis revealed a complex web of linguistic, psychological, and environmental factors that deeply impact oral language development. This section integrates and synthesizes these findings in relation to the initial research questions, established theoretical perspectives, and empirical studies reviewed in Chapter Two.

1. Students' Perceptions of Their English Speaking Abilities (RQ1)

The first research question aimed to explore how Grade 11 students evaluate their own English speaking proficiency. Thematic analysis reveals that a strong majority of participants evaluate their speaking performance negatively, characterizing it as "very poor," "weak," or "low". Students exhibit an acute awareness of their linguistic limits, frequently identifying pronunciation and fluency as their most restrictive sub-skills. A notable finding is the concept of partial communicative competence: several students feel they can handle basic, predictable classroom interactions—such as answering targeted teacher questions—but lack the competence for sustained or spontaneous oral discourse.

This reality creates a noticeable friction with the core tenets of Communicative Language Teaching (CLT) reviewed in Chapter Two. While CLT prioritizes functional fluency and meaningful communication over rigid formal correctness, the students at Beshale High School remain heavily restricted by an over-awareness of their linguistic deficits, particularly their pronunciation.

Empirically, this matches local literature in the Ethiopian educational landscape. The students' self-reported lack of vocabulary and operational fluency matches Asmare (2016), who documented low oral confidence and structural standard gaps among high schoolers. Similarly, the frequent hesitations and inability to construct smooth, continuous speech align with the secondary school patterns identified by Tadesse (2014).

2. Teachers' Perceptions of Students' English Speaking Abilities (RQ2)

The second research question evaluated teachers' assessments of student oral output. The study shows a strong triangulation convergence between student self-assessments and teacher evaluations. Teachers universally perceive the general student population's speaking performance as weak and well below the required curricular standards. However, teachers also identify a crucial nuance: a small minority ("a few proficient students" in each section) possess functional communicative ability, creating a starkly polarized classroom environment.

A central theme in the teachers' feedback is student reluctance to speak. Teachers frequently note that students do not want to talk or practice in English during class hours. From a theoretical standpoint, this collective reluctance undermines Vygotsky's Sociocultural Theory (SCT). According to SCT, speaking ability is not developed in isolation but is co-constructed through active social interaction within the Zone of Proximal Development (ZPD). When students remain silent, the collaborative negotiation of meaning is lost, and the ZPD cannot be effectively utilized.

This finding is highly consistent with Chen (2010), who demonstrated that low self-confidence and an absence of spontaneous output heavily impact EFL classrooms. Locally, it matches the assertions of Asmare (2016), where teachers reported that low student interest and lack of exposure form an ongoing barrier to authentic communication.

3. Classroom Practices Supporting Speaking Skill Development (RQ3)

The third research question looked at the pedagogical strategies used to support oral skills. Here, the study highlights a significant discrepancy between reported practices and observed classroom behaviors. In questionnaires, teachers list a wide variety of interactive, CLT-aligned practices, including debates, role-plays, public speaking, and problem-solving tasks.

However, the classroom observations tell a different story. In practice, instruction remains intensely teacher-centered and teacher-dominated. The classroom observation checklist verified an overreliance on teacher talk, while actual interactive speaking configurations (like pair or group work) were rarely executed. When teachers try to provide support, it is mostly restricted to

traditional vocabulary translation or writing notes based on audio, rather than engaging in authentic phonetic or fluency practice.

This pedagogical gap shows a clear breakdown in curriculum implementation. While the syllabus pays lip service to CLT and SCT scaffolding, the actual practices revert to traditional, teacher-centered routines. This structural mismatch mirrors Lee (2012), who observed that teacher-centered classroom structures heavily choke out spontaneous speaking slots in Asian EFL contexts. Nationally, this matches Desta (2018), who verified that classroom implementation in Ethiopia frequently focuses heavily on grammar and reading comprehension at the expense of productive speaking skills.

4. Challenges in Teaching and Learning Speaking (RQ4)

The final research question mapped out the specific barriers faced by both teachers and students. The study outlines a clear breakdown of psychological, environmental, and structural challenges:

Psychological Barriers (Anxiety & Error Fear): Both groups explicitly point to classroom anxiety and an intense fear of making mistakes. Students are terrified of negative peer evaluation, which is worsened by a toxic classroom culture of mocking behavior. This dynamic is supported by MacIntyre and Gregersen (2012) and Zheng (2008), who proved that high foreign language anxiety directly freezes cognitive processing and word retrieval during active speech. It also confirms Negash's (2017) local baseline that high speaking anxiety directly leads to low classroom oral participation.

Environmental Constraints (Large Classes & Resources): Teachers face massive class sizes (50– 55 students per room) and fixed, rigid seating arrangements that make moving around for group monitoring practically impossible. Furthermore, there is an absolute lack of basic media or audio tools to model native pronunciation. This matches Ojo's (2014) African study, which noted that large class sizes reduce individual participation and force students to rely on memorization.

L1 Interference: Students show an overwhelming dependency on their mother tongue (Amharic). When communicating, they constantly translate back and forth, which halts fluency and reinforces structural L1 errors.

Assessment Washback: A critical systematic issue is highlighted by Teacher T3, who notes that because the national secondary examinations contain no oral component, students do not take speaking activities seriously. This negative washback effect is a central theme in Tadesse (2014) and Desta (2018), who argued that as long as testing protocols prioritize reading and writing, speaking skills will remain marginalized.

Synthesis Summary

In summary, Chapter Four reveals a vicious loop at Beshale High School:

The structural absence of oral testing incentives combines with large, resource-poor classrooms to create a teacher-dominated environment.

This environment leaves no room for genuine CLT interactive practice.

The lack of practice opportunities fuels extreme student anxiety, pronunciation fears, and L1 dependency.

This ultimately culminates in the low oral English proficiency and reluctance observed by both teachers and students.

The findings of the study revealed that most Grade 11 students at Beshale High School experienced serious difficulties in speaking English. Students generally perceived their speaking ability as weak, particularly in fluency, pronunciation, and vocabulary use. These findings support communicative language learning theories, which emphasize that speaking competence develops through regular interaction and meaningful communication.

The study also revealed that students lacked confidence and feared making mistakes in front of classmates. Fear of ridicule and peer mockery discouraged participation in speaking activities. Classroom observation further confirmed that many students appeared anxious, shy, and reluctant to speak English. These findings are consistent with previous studies conducted in EFL contexts, which reported that psychological barriers negatively affect oral communication.

Another important finding was the lack of sufficient speaking opportunities. Students explained that speaking practice mainly occurred during presentations or structured classroom activities. Teachers similarly reported that students lacked exposure to English speaking environments. Observation findings also showed that teacher talk dominated classroom interaction, leaving students with limited speaking time.

The findings further revealed that classroom conditions negatively affected speaking instruction. Overcrowded classrooms, fixed seating arrangements, and lack of audio resources reduced opportunities for communicative interaction. Large class sizes also made it difficult for teachers to provide individual speaking practice and feedback.

Teachers reported using communicative activities such as role plays, debates, storytelling, and presentations to improve speaking ability. However, classroom observations showed limited implementation of such activities during lessons. This suggests that although teachers recognized the importance of communicative teaching methods, classroom realities restricted their practical implementation.

The findings additionally revealed that teacher encouragement, vocabulary instruction, phonetics lessons, and exposure to spoken English were important for improving speaking ability. Students appreciated teacher support and recognized that practice and encouragement increased confidence.

Overall, the findings indicate that students' speaking difficulties were influenced by linguistic, psychological, instructional, and environmental factors. Lack of confidence, fear of mistakes, insufficient practice, large class size, teacher-centered instruction, and limited communicative interaction all contributed to weak speaking performance.

4.6 Chapter Summary

This chapter presented and analyzed the findings of the study regarding Grade 11 students' English speaking skills at Beshale High School.

The findings revealed that most students perceived their English speaking ability as weak and experienced difficulties related to fluency, pronunciation, vocabulary, confidence, and classroom participation. Fear of mistakes, lack of motivation, peer mockery, and insufficient practice opportunities negatively affected students' oral communication.

Teachers also evaluated students' speaking abilities as generally poor and identified several challenges including large class size, mother tongue interference, limited classroom speaking opportunities, and fear of mistakes. Although teachers attempted to use communicative activities such as role plays, debates, and presentations, classroom observations revealed that speaking instruction remained largely teacher-centered.

Observation findings further showed overcrowded classrooms, limited interactive activities, lack of audio resources, low student participation, weak fluency, pronunciation problems, and poor ability to express ideas.

Overall, the findings confirmed that students' English speaking difficulties were influenced by multiple interconnected factors related to classroom environment, instructional practices, learner psychology, and limited communicative interaction. The next chapter presents the conclusions and recommendations of the study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions and recommendations of the study based on the findings discussed in Chapter Four. The conclusions are organized according to the research questions and objectives of the study. Recommendations are provided for teachers, students, school administrators, curriculum designers, and future researchers in order to improve English speaking skills at Beshale High School.

5.2 Conclusions

The purpose of this study was to examine students' and teachers' perceptions of English speaking skills at Beshale High School, Addis Ababa, Ethiopia. The study specifically aimed to describe students' perceptions of their speaking abilities, teachers' perceptions of students' speaking skills, classroom practices used to support speaking development, and challenges affecting the teaching and learning of speaking skills.

The study employed a descriptive and interpretive qualitative research design. Data were collected through open-ended questionnaires administered to eleven Grade 11 students and four English teachers, as well as classroom observations conducted across four English lessons. The collected data were analyzed thematically.

Based on the findings, the following major conclusions were drawn.

5.2.1 Students' Perceptions of Their English Speaking Abilities

The findings revealed that most students perceived their English speaking ability as weak or limited. Many students reported problems related to fluency, pronunciation, vocabulary, confidence, and participation in classroom speaking activities. Students frequently associated speaking difficulty with fear of making mistakes, lack of confidence, peer mockery, and insufficient opportunities for oral practice.

Although a few students expressed confidence in their speaking ability, the majority described themselves as hesitant, shy, or unable to speak English effectively. Students also recognized that speaking ability could improve through regular practice, classroom participation, peer interaction, presentations, dialogues, and continuous use of English.

The findings suggest that students were aware of both the challenges affecting their speaking skills and the importance of communicative practice in improving oral proficiency.

5.2.2 Teachers' Perceptions of Students' English Speaking Abilities

The findings showed that teachers generally perceived students' English speaking ability as below the expected level. Teachers reported that many students were reluctant to participate in oral activities and lacked confidence in speaking English. According to the teachers, students experienced difficulties related to pronunciation, fluency, vocabulary use, and expressing ideas clearly.

Teachers identified several factors contributing to students' weak speaking performance. These included lack of interest and motivation, fear of making mistakes, mother tongue interference, limited exposure to spoken English, insufficient practice opportunities, overcrowded classrooms, and limited instructional time.

However, teachers also indicated that a small number of students demonstrated better speaking ability and confidence during oral activities.

5.2.3 Classroom Practices Used to Support Speaking Development

The study found that teachers attempted to support speaking development through communicative activities such as role plays, debates, presentations, storytelling, dialogues, conversations, public speeches, and group activities. Teachers also used vocabulary instruction, phonetics-related activities, encouragement, and audio-visual materials to improve students' speaking performance.

Despite these efforts, classroom observation findings revealed that communicative activities

were not consistently implemented. Pair work was observed only briefly, while role plays and debates were largely absent during the observed lessons. Teacher talk dominated most classroom interaction, limiting students' opportunities for oral participation.

Observation findings further showed that pronunciation correction and speaking feedback were rarely provided. As a result, students had limited opportunities to improve fluency, pronunciation, and confidence through active classroom interaction.

5.2.4 Challenges Affecting the Teaching and Learning of Speaking Skills

The findings identified several major challenges affecting English speaking skill development at Beshale High School.

One major challenge was students' lack of confidence and fear of speaking in front of classmates. Many students feared ridicule, criticism, or embarrassment when speaking English. This psychological barrier negatively affected classroom participation and willingness to communicate.

Another challenge was the limited opportunity for communicative speaking practice. Large class sizes, limited speaking time, teacher-dominated instruction, and lack of interactive activities reduced opportunities for students to practice spoken English.

Mother tongue interference also affected students' speaking ability. Some teachers and students reported that excessive use of Amharic limited exposure to English and negatively affected fluency and pronunciation development.

In addition, the classroom environment itself posed challenges. Fixed seating arrangements, overcrowded classrooms, and lack of audio resources restricted effective implementation of communicative language teaching approaches.

Overall, the findings from student questionnaires, teacher questionnaires, and classroom observations consistently indicated that both psychological and structural factors negatively affected students' English speaking development.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed.

5.3.1 Recommendations for English Teachers

English teachers should increase the use of communicative language teaching activities such as role plays, debates, discussions, pair work, group work, storytelling, and presentations in order to provide students with more speaking opportunities.

Teachers should create supportive classroom environments that encourage students to speak without fear of ridicule or criticism. Positive reinforcement and constructive feedback should be used to build students' confidence and reduce speaking anxiety.

Teachers should also increase the use of English during classroom instruction to provide students with greater exposure to spoken English. Pronunciation correction, fluency practice, and vocabulary development activities should receive greater attention during lessons.

In addition, teachers should provide more student-centered speaking activities rather than relying heavily on teacher talk.

5.3.2 Recommendations for Students

Students should actively participate in classroom speaking activities and practice speaking English regularly both inside and outside the classroom.

Students should cooperate with peers during pair and group activities in order to improve confidence and communicative ability. They should also avoid mocking classmates who make speaking mistakes because such behavior discourages participation and creates fear.

Students are also encouraged to improve their exposure to English through watching films, listening to English audio materials, reading English texts, and practicing conversations with classmates.

5.3.3 Recommendations for School Administrators

School administrators should support English teachers by providing teaching materials and audio-visual resources that promote speaking practice and listening exposure.

The school should also encourage the establishment of English clubs, speaking competitions, debates, and other extracurricular activities that increase opportunities for oral communication.

Efforts should also be made to reduce overcrowded classroom conditions whenever possible in order to improve classroom interaction and student participation.

5.3.4 Recommendations for Curriculum Designers and Educational Authorities

Curriculum developers and educational authorities should give greater emphasis to speaking skills within English language instruction and assessment systems.

Textbooks and syllabi should include more communicative and interactive speaking activities that encourage real-life language use. Teacher training programs should also focus on communicative teaching methods and strategies for developing students' oral communication skills.

5.3.5 Recommendations for Future Researchers

Future researchers should conduct similar studies using larger sample sizes and mixed research methods to obtain broader findings regarding English speaking skills in Ethiopian secondary schools.

Further studies may also examine the relationship between speaking anxiety, classroom participation, teacher feedback, and oral proficiency development among EFL learners.

5.4 Concluding Remark

In conclusion, the study revealed that English speaking skills among Grade 11 students at Beshale High School were affected by multiple interconnected factors including low confidence,

fear of mistakes, limited speaking opportunities, teacher-dominated instruction, large class sizes, and insufficient communicative practice. Although teachers attempted to support speaking development through various classroom activities, students still faced significant challenges in participating actively and confidently in oral communication.

The findings suggest that improving students' English speaking skills requires supportive classroom environments, increased communicative practice, active student participation, and greater institutional support. Strengthening communicative teaching approaches and creating more opportunities for meaningful English interaction may contribute significantly to improving students' oral English proficiency at Beshale High School.

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APPENDICES

Appendix A: Consent Form (Used in the Study)

Title of Study: Teachers' and Students' Perceptions of English Speaking

Skills: The Case of Beshale High School, Addis Ababa, Ethiopia

Researcher: Teshome Gobeze Worku, MA Candidate, Addis Ababa University

Advisor: Dr. Seime Kebede

Dear Participant,

You are invited to participate in a research study conducted by Teshome Gobeze Worku, a Master of Arts in English Language Teaching (ELT) candidate at Addis Ababa University. The purpose of this study is to understand teachers' and students' perceptions of English speaking skills at Beshale High School.

Procedures: If you agree to participate, you will be asked to take part in an interview lasting approximately 30–45 minutes. The interview will cover your experiences and perceptions related to English speaking skills. With your permission, the researcher will take written notes during the interview.

Voluntary Participation: Your participation is entirely voluntary. You have the right to decline to participate or to withdraw at any time without any consequences for your academic standing (for students) or employment (for teachers).

Confidentiality: Your name will not appear in any reports or publications resulting from this study. Pseudonyms (e.g., Student 1, Teacher A) will be used to protect your identity. All data will be stored securely and accessible only to the researcher.

Contact Information: If you have any questions about this study, please contact the researcher through the Department of English Language and Literature, Addis Ababa University.

Consent Statement:

I have read and understood the above information. I have had the opportunity to ask questions. I voluntarily agree to participate in this study.

Participant Name: _____

Participant Signature: _____ Date: _____

Researcher Signature: _____ Date: _____

Appendix B: Full Interview Transcripts (Summarized from Written Notes)

B.1 Student Interview Excerpts (Full Written Notes)

Student S1

Question 1: How would you assess your ability to speak English in class?

S1: By presenting and making dialogue or conversation with my partners and teachers.

Interviewer: Which aspect is most challenging?

S1: Vocabulary words are more challenging.

Interviewer: How often do you participate?

S1: We practice it in units like often 2 times in a unit which means 4 times in a month.

Interviewer: What factors make it difficult or easy?

S1: Speaking skill makes it easier, even the writing skill will make it easy because when we write we will read it more practice it.

Interviewer: How do teachers support you?

S1: They usually allow us to present dialogue and other speeches.

Interviewer: How confident do you feel?

S1: I feel very comfortable and very confident.

Interviewer: Suggestions?

S1: I suggest free presentation and practice with peers would be better.

Student S2

Question 1: How would you assess your ability?

S2: Satisfactory. Not very good. When teacher asks question, I know answer in my head but cannot say.

Interviewer: Most challenging aspect?

S2: Adapted in all of them. Words. I don't have the words. If I have prepared note, it is easy.

Interviewer: Participation frequency?

S2: Frequently.

Interviewer: Factors?

S2: Note preparation will make it easy.

Interviewer: Teacher support?

S2: By pushing us to present and practice in front of my peers.

Interviewer: Confidence?

S2: I feel very confident and I don't think I lack speaking skills. But also: Not confident. I worry they will laugh if I make mistake.

Interviewer: Suggestions?

S2: I suggest that only to speak English in the classroom is good.

Student S3

Question 1`: Assess your ability?

S3: I assess my speaking skill by practice in answering the teachers. Very confident. I don't think I lack speaking skills.

Interviewer: Most challenging?

S3: Pronunciation and sometimes fluency. Maybe pronunciation of some difficult words. But generally, I am okay.

Interviewer: Participation?

S3: If there is an activity, I always participate personally.

Interviewer: Factors?

S3: Difficulty is in pronunciation.

Interviewer: Teacher support?

S3: They support us by making dialogues and public speeches in the classroom.

Interviewer: Confidence?

S3: I feel 90% confident when I speak in classroom.

Interviewer: Suggestions?

S3: I recommend watching movies and series would help a lot.

Student S4

Question 1: Assess your ability?

S4: The ability to speak English in the compound is very low.

Interviewer: Most challenging?

S4: Pronunciation and fluency.

Interviewer: Participation?

S4: Sometimes.

Interviewer: Factors?

S4: We don't have the confidence to speak English because they make fun of us.

Interviewer: Teacher support?

S4: They do support us to some extent.

Interviewer: Confidence?

S4: I don't have the confidence.

Interviewer: Suggestions?

S4: I suggest reading passages and communication with peers would be good. Also, make a rule to only speak English in English class.

Student S5

Question 1: Assess your ability?

S5: Not bad but we need more participation and help.

Interviewer: Most challenging?

S5: Vocabulary only.

Interviewer: Participation?

S5: All subjects but they translated it in Amharic if challenges.

Interviewer: Factors?

S5: All teachers talk in Amharic that is why we don't speak English fluently.

Interviewer: Teacher support?

S5: Our English teacher supports us, others speak Amharic.

Interviewer: Confidence?

S5: I try my best but I don't feel comfortable.

Interviewer: Suggestions?

S5: I suggest that always trying to understand what the teacher says would help me improve my English.

Student S6

Question 1: Assess your ability?

S6: I don't often speak in the classroom, but I should do.

Interviewer: Most challenging?

S6: Language problem because we all have our own languages, this makes it difficult.

Interviewer: Participation?

S6: Seldom, but during presentation we often do practice.

Interviewer: Factors?

S6: It makes it easy while speaking every day and practice our English.

Interviewer: Teacher support?

S6: By teaching and preparing us for a dialogue.

Interviewer: Confidence?

S6: I feel too much confidence because we are encouraged.

Interviewer: Suggestions?

S6: Yes, but, it's not a common practice.

Student S7

Question 1: Assess your ability?

S7: Very poor because students do not try to speak.

Interviewer: Most challenging?

S7: Pronunciation.

Interviewer: Participation?

S7: While studying.

Interviewer: Factors?

S7: The mocking behavior of students.

Interviewer: Teacher support?

S7: The teachers give us activities in different situations.

Interviewer: Confidence?

S7: We lack confidence because we have the fear to speak.

Interviewer: Suggestions?

S7: I suggest trying to improve my language skill would be important.

Student S8

Question 1: Assess your ability?

S8: Less ability and lacking enough practice.

Interviewer: Most challenging?

S8: Fluency.

Interviewer: Participation?

S8: Using English speaking opportunities.

Interviewer: Factors?

S8: Teacher's help makes it easier and lack of self-confidence makes it more difficult.

Interviewer: Teacher support?

S8: By making short dialogues.

Interviewer: Confidence?

S8: I have 50% confidence.

Interviewer: Suggestions?

S8: I suggest the use of mass media.

Student S9

Question 1:: Assess your ability?

S9: I cannot speak very well.

Interviewer: Most challenging?

S9: Pronunciation.

Interviewer: Participation?

S9: I don't practice.

Interviewer: Factors?

S9: Maybe I didn't study hard or lack of following-up and lack of interest.

Interviewer: Teacher support?

S9: They teach us very well.

Interviewer: Confidence?

S9: I have 100% confidence.

Interviewer: Suggestions?

S9: I cannot suggest since I don't have the interest.

Student S10

Question 1: Assess your ability?

S10: Even though my classroom participation is not that much good, I believe I have the ability to ask and answer questions.

Interviewer: Most challenging?

S10: Pronunciation.

Interviewer: Participation?

S10: I participate when necessary.

Interviewer: Factors?

S10: New words are challenging to me; and it's easy when I practice and present it.

Interviewer: Teacher support?

S10: The teacher tries to help us.

Interviewer: Confidence?

S10: I have full confidence.

Interviewer: Suggestions?

S10: I suggest watching films, practicing with peers, and teaching as a teacher.

Student S11

Question 1: Assess your ability?

S11: I can hear a little I can also write but I cannot speak.

Interviewer: Most challenging?

S11: Fluency.

Interviewer: Participation?

S11: I don't participate very often.

Interviewer: Factors?

S11: Mocking behavior of students makes it difficult.

Interviewer: Teacher support?

S11: I think it is good.

Interviewer: Confidence?

S11: I don't have the confidence.

Interviewer: Suggestions?

S11: I suggest watching films and making practice before students who have mocking behavior.

B.2 Full Teacher Interviewer Transcripts (Written Notes)

Teacher T1

Interviewer: How do you evaluate students' English speaking abilities?

T1: In my view it is too much low and they are reluctant to engage in speaking lesson. My

students' speaking ability is very weak. They cannot form complete sentences without long pauses. Even simple sentences. Their pronunciation is heavily influenced by Amharic. Some words are almost unrecognizable.

Interviewer: Challenges encountered?

T1: Lack of interest. Interference (mixing) their mother reference (language). Shortage of time to involve achieving the intended objective. Class is too large. Fifty-five students—how can I give each one speaking time? And the exam doesn't test speaking, so they don't see it as important.

Interviewer: Classroom practices used?

T1: Role playing, debating, public speech. Expression of themselves.

Interviewer: Support for fluency, vocabulary, pronunciation?

T1: By writing from audio especially during listening lesson. The classroom teacher should speak natural English as much as possible.

Interviewer: Students' response to oral activities?

T1: It is not good / it is poor.

Interviewer: Suggested strategies?

T1: By driving students to make competition. By providing rewards for those who communicate / express the expression better.

Teacher T2

Interviewer: Evaluate students' speaking abilities?

T2: Our students' speaking ability is very poor due to hardly having speaking skill practice environment. Honestly? Very weak. Even when they try to speak, grammar mistakes make communication difficult. Most students cannot sustain a conversation for more than 30 seconds.

Interviewer: Challenges?

T2: Lack of enough time for speaking class. There is no speaking time environment. Students' worries of the feelings about their error.

Interviewer: Classroom practices?

T2: Public speech, presentation, telling story. Conversation. Pair work, sometimes.

Repetition drills. Group discussion maybe once every two weeks. But with 55 students, even pair work is difficult to manage.

Interviewer: Support strategies?

T2: Displaying, showing, demonstrating some more speaking samples through audio/video devices. Inviting guests who have a fluent performance in speaking.

Interviewer: Students' response?

T2: Students do not want to talk in English while they are attending English classes.

Interviewer: Strategies to enhance?

T2: Giving enough time opportunity and environment to participate students each other without any worry about their mistakes.

Interviewer (additional): Do you assess speaking?

T2: The national exam has no speaking section. So we don't test speaking on the midterm or final either. If it's not on the exam, it's hard to justify spending much time on it.

Teacher T3

Interviewer: Evaluate students' speaking abilities?

T3: Some of the students from each section have the ability to speak what they want to say.

Interviewer: Challenges?

T3: Most of the students do not have the interest in this skill. There is lack of experience or exposed to the skill.

Interviewer: Classroom practices?

T3: Encouraging the students to participate (to present) their speech using different topics (formats). I encourage the students to present their speech: individually, in pairs, and in groups.

Interviewer: Support for fluency, vocabulary, pronunciation?

T3: By giving them new terms and their meaning. Encouraging them to say whatever they want.

Interviewer: Students' response?

T3: Some of the students have positive feeling. Many refuse. They are terrified of making mistakes in front of others.

Interviewer: Strategies?

T3: I encourage the students to present their speech: individually, in pairs, and in groups.

Interviewer (additional): What would help?

T3: Smaller classes. If I had 20 students instead of 55, I could give each one attention. And if speaking was on the exam, they would take it more seriously.

Teacher T4

Interviewer: Evaluate students' speaking abilities?

T4: I think it is not up to the standard since students are reluctant to practice speaking skills. However, a few students are so proficient at spoken skills.

Interviewer: Challenges?

T4: It's difficult to enhance students' fluency because of large class-size. Students lack courage to practice speaking skill. Poor syllabus design.

Interviewer: Classroom practices?

T4: Problem solving activity, role playing, and debating.

Interviewer: Support strategies?

T4: I present vocabulary with all its features. I recommend students to record new words using flash card. Lessons related to phonetics should be always at the center of our discussion.

Interviewer: Students' response?

T4: It seems on promising progress.

Interviewer: Strategies to enhance?

T4: Information-gap activities and reasoning-gap activities are so formidable.

Appendix C: Questionnaire Response Tables

Table C1: Student Open-Ended Questionnaire Responses (Detailed Summary)

This table synthesizes the raw interview excerpts and questionnaire summaries from the eleven Grade 11 student participants at Beshale High School.

Student ID	Self-Assessed Ability	Most Challenging Aspect	Participation Frequency	Factors Affecting Speaking (Difficult / Easy)	Teacher Support Strategies	Confidence Level	Student Suggestions for Improvement
S1	Presenting, dialogue	Vocabulary words	2 times/unit (4 times/month)	Speaking/writing practice; reading helps	Allows dialogues and other speeches	Very comfortable and confident	Free presentation, practice with peers
S2	Satisfactory ; knows answer but cannot say	All aspects; lacks words	Frequently	Prepared notes make it easy	Pushes to present and practice in front of peers	Confident, but fears mockery/mistakes	Only speak English in the classroom
S3	Practice in answering teachers	Pronunciation and sometimes fluency	Always participate when there is an activity	Difficulty is in pronunciation	Makes dialogues and public speeches	90% confident	Watching movies and series
S4	Very low in the compound	Pronunciation and fluency	Sometimes	Lacks confidence due to being made fun of	Supports to some extent	No confidence	Reading passages, peer communication, English-only rule
S5	Not bad, but needs more participation/help	Vocabulary only	All subjects (translated to Amharic if challenged)	All teachers talk in Amharic (limits fluency)	English teacher supports; others use Amharic	Tries best but not comfortable	Always try to understand the teacher
S6	Does not often speak, but should	Language problem (multiple native languages)	Seldom, except during presentations	Daily speaking and practice make it easy	Teaching and preparing for dialogue	Too much confidence (encouraged)	Not a Common practice

Student ID	Self-Assessed Ability	Most Challenging Aspect	Participation Frequency	Factors Affecting Speaking (Difficult / Easy)	Teacher Support Strategies	Confidence Level	Student Suggestions for Improvement
S7	Very poor; students do not try to speak	Pronunciation	While studying	Mocking behavior of students	Gives activities in different situations	Lacks confidence due to fear	Trying to improve own language skill
S8	Less ability and lacking enough practice	Fluency	Using English speaking opportunities	Teacher's help (easy); lack of self-confidence (hard)	Making short dialogues	50% confidence	Use of mass media
S9	Cannot speak very well	Pronunciation	Does not practice	Lack of study, follow-up, and interest	Teaches very well	100% confidence	Cannot suggest due to lack of interest
S10	Can ask/answer, though participation is not good	Pronunciation	When necessary	New words (hard); practice/presentation (easy)	Teacher tries to help	Full confidence	Watching films, peer practice, teaching others
S11	Can hear a little and write, but cannot speak	Fluency	Not very often	Mocking behavior of students	Good	No confidence	Watching films, practicing before mockers

Table C2: Teacher Questionnaire Responses (Summary)

This table organizes qualitative insights from the four participating teachers regarding instructional realities, systemic challenges, and pedagogical strategies.

Teacher ID	Evaluation of Students' Speaking Abilities	Perceived Challenges in Teaching Speaking	Core Classroom Practices	Support for Fluency, Vocabulary, & Pronunciation	Observed Student Responses	Suggested Future Strategies
T1	Too low; reluctant to engage; complete sentences require long pauses; heavy Amharic influence	Lack of interest, mother tongue interference, shortage of time, 55 students/class, exams don't test speaking	Role playing, debating, public speech, self-expression	Audio during listening lessons; teacher speaks natural English	Poor	Competition, rewards for better communication
T2	Very poor; lack of practice environment; cannot sustain conversation >30 seconds	Lack of time, no speaking environment, anxiety over making errors, national exam lacks speaking section	Public speech, presentation, storytelling, conversation; bi-weekly pair/group work/drills	Audio/video samples, inviting fluent guest speakers	Do not want to talk in English	Enough time, safe environment without error worry, smaller class sizes
T3	Selective proficiency (only a few from each section can express what they want)	Most have no interest, general lack of exposure	Encouraging individual, pair, and group presentations using different topics	Introduce new terms and meanings, encourage free expression	Mixed: some positive, but many refuse out of terror of mistakes	Individual/pair/group presentations, smaller classes (20 instead of 55), include speaking on exams
T4	Not up to standard; students are reluctant, though a few are proficient	Large class size, lack of student courage, poor syllabus design	Problem solving, role playing, debating	Present vocabulary with all features, flash cards, explicit phonetics focus	Promising progress	Information-gap and reasoning-gap activities

Appendix D: Classroom Observation Field Notes

School: Beshale High School, Addis Ababa, Ethiopia **Grade/Class:** 11 **Teachers**

Observed: T1, T2, T3, T4 (one lesson each) **Dates:** February 13–15, 2026

Lesson Topic: Speaking skill on global warming **Observer:** Teshome Gobeze (Researcher)

Table D1: Classroom Observation Checklist Results

Section 1: Classroom Environment		
Section & Indicator	Observed (✓ / ✗)	Observer Notes / Field Remarks
1.1 Classroom arrangement allows interaction (grouping, seating flexibility)	✓	Poor seating flexibility observed.
1.2 Number of students manageable for speaking activities	✓	Not manageable; 50–55 students packed per class.
1.3 Teaching materials supporting speaking are used (textbook, pictures, audio, prompts)	✓	Textbooks were utilized; however, pictures and audio media were not used.
Section 2: Teacher's Classroom Practices		
Section & Indicator	Observed (✓ / ✗)	Observer Notes / Field Remarks
2.1 Teacher gives clear instructions for speaking activities	✓	Clear instructions were consistently used.
2.2 Teacher encourages students to speak in English	✓	Students were not encouraged very much.
2.3 Teacher uses interactive activities (pair work, group discussion, role-play, dialogue, debate)	✓	Interactive activities were not often used during the lessons.
2.4 Teacher provides feedback on students' speaking	✓	Feedback on speaking performance was not often used.
2.5 Teacher corrects pronunciation, vocabulary, or grammar during activities	✓	Explicit correction of pronunciation was not observed.
2.6 Teacher allows sufficient time for students to speak	✓	Sufficient time was not given to students for oral production.

Section 3: Students' Participation		
Section & Indicator	Observed (✓ / ✗)	Observer Notes / Field Remarks
3.1 Students participate actively in speaking activities	✓	Active student participation was poor.
3.2 Students speak English during activities	✓	Extremely limited use of English by students.
3.3 Students appear confident when speaking	✓	Students did not appear confident.
3.4 Students hesitate, pause, or show anxiety while speaking	✓	Students explicitly show anxiety when speaking.
3.5 Students interact with peers during speaking activities	✓	They hardly interact with peers during tasks.
Section 4: Speaking Skill Indicators		
Section & Indicator	Observed (✓ / ✗)	Observer Notes / Field Remarks
4.1 Fluency: Students speak with minimal hesitation	✓	They don't speak fluently; long hesitations are prominent.
4.2 Vocabulary: Students use appropriate words to express ideas	✓	They do not use appropriate vocabulary to express themselves.
4.3 Pronunciation: Students' speech is generally understandable	✓	Speech is less understandable due to pronunciation issues.
4.4 Ability to express ideas clearly	✓	Overall ability to express ideas Clearly is poor.
Section 5: Classroom Challenges Observed		
Section & Indicator	Observed (✓ / ✗)	Observer Notes / Field Remarks
5.1 Large class size limits speaking opportunities	✓	Very large class size was actively limiting opportunities.
5.2 Limited time for speaking practice	✓	Time allocated for speaking practice was very limited.
5.3 Students reluctant or shy to speak	✓	Students were highly reluctant and shy.
5.4 Overreliance on teacher talk	✓	Too much overreliance on teacher talk throughout the sessions.

Summary Field Notes

Main strengths observed:

- Teachers consistently provided clear instructions for speaking activities.
- Some teachers attempted to use communicative activities such as role-play, debate, dialogue, and group discussion.
- Textbooks and lesson materials were available and used during instruction.
- A few students demonstrated willingness and confidence to participate in speaking tasks.
- Students generally showed respect toward their teachers and maintained classroom discipline.
- Teachers showed commitment to helping students improve their speaking skills despite contextual limitations.

Main challenges observed:

- Actual classroom speaking practice was highly limited.
- Large class sizes (50–55 students per class) restricted students' opportunities for oral participation.
- Students demonstrated low confidence, hesitation, and anxiety while speaking English.
- English use during classroom interaction was extremely limited, with frequent reliance on Amharic.
- Interactive speaking activities were not regularly implemented.
- Teachers rarely provided sufficient corrective feedback on pronunciation, vocabulary, and fluency.
- Limited time was allocated for students' oral production and communicative practice.
- Students showed weak fluency, limited vocabulary use, and pronunciation difficulties.
- Peer interaction during speaking activities was minimal.
- Overreliance on teacher talk reduced opportunities for student-centered communication.
- Fear of making mistakes and peer mockery discouraged active participation in speaking activities.

Appendix E: Additional Forms (Data Collection Instruments)

E.1 Open-Ended Questionnaire for Students (as administered)

1. How would you assess your ability to speak English in class?
2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most

challenging?

3. How often do you participate in classroom speaking activities?
4. What factors make it difficult or easy for you to speak English in class?
5. How do your teachers support your speaking development?
6. How confident do you feel when speaking English in front of your classmates?
7. Can you suggest ways to improve speaking opportunities in your class?

(Students were allowed to respond in English or Amharic.)

E.2 Open-Ended Questionnaire for Teachers (as administered)

1. How do you evaluate your students' English speaking abilities?
2. What challenges do you encounter when teaching speaking skills?
3. What classroom practices or activities do you use to improve speaking skills?
4. How do you support students' fluency, vocabulary, and pronunciation?
5. How do students respond to oral activities and feedback?
6. What strategies could enhance speaking skills in your classroom?

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: _____

Researcher Signature: TGS Date: 13/02/2026 G.C

ውድ ተሳታፊ፡

ተሾመ ጎበዜ ወርቁ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ፡ _____ ቀን፡ _____

የተመራማሪ ፊርማ፡- TGS ቀን፡ 06/06/2028 ዓ.ም.

51

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

By presenting, ~~by giving~~ and making ^{dialogue} ~~statements~~ or conversation with my partners & teachers.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፡ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ

ሆኖ አግኝተዋል? for me the vocabulary words are more challenging

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

We practice it on all weeks like oftenly
2 times on a week which means 4 times on a month

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

Speaking skill make it more easy even the writing skill will make it easy because when we write we will read it more practice of

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር አድጎትዎን እንዴት ይረዳሉ?

they usually allow us to present dialogue and other speech

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

As I, I feel Very Comfortable and I feel Very Confident.

7. Can you suggest ways to improve speaking opportunities in your class?

If it is in a class I suggest to be free whole presentation and practicing with the students which are perfect on it

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: Mhu Date: 9/06/2018

Researcher Signature: WS Date: 13/02/2026 G.C

ውድ ተሳታፊ፡

ተሾመ ጎበዜ ወርቁ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ: Mhu ቀን: _____

የተመራማሪ ፊርማ:- WS ቀን: 06/06/2018 ዓ.ም.

52

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

satisfactory

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

I'm pretty adept at most of them

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

frequently

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

having a prepared note makes it easy

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

By pushing us to present and practice in front of my peers

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

very confident I don't think I lack speaking skills

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍልዎ ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

I don't but if I have to answer to make a rule to only speak English in English class

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____

Date: _____

Researcher Signature: _____

Date: _____

ውድ ተሳታፊ፡

ተሾመ ጎበዜ ወርቁ አባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ፡ _____

ቀን፡ _____

የተመራማሪ ፊርማ፡- _____

ቀን፡ _____

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1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ? *Question & feeling passage*
I assess my speaking skill by practice in Answer the teachers

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ ቢቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

Pronunciation & sometimes fluency

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

if there is activity I always participate personally

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

The difficult is word pronunciation, easy is when I say the word I know before

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

they support by doing dialogues & public speeches in class & lecture in English as much as possible

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

I feel 90% confident when I speak in class

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

I recommend see movie & series help so much they just method help me a lot

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

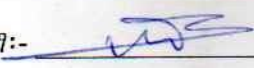
Participant Signature: _____ Date: _____

Researcher Signature:  Date: 13/02/2026 G.C

ውድ ተሳታፊ፤

ተሾመ ጎበዜ ወርቁ አባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ: _____ ቀን: _____

የተመራማሪ ፊርማ:-  ቀን: 06/06/2018 C.E

S4

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

The ability to speak English in the classroom is very low.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ ቢቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈቃድ ሆኖ አግኝተዋል?

fluency & pronunciation.

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

Some recent time

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

we don't have confidence to speak English B/c they make fun of us

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

They support us mildly.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

I don't have confidence.

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

yes, by reading passage communicate w friend.

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on **Grade 11 Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: 13/02/2026 G.S

Researcher Signature: _____ Date: 13/02/2026 G.C

ውድ ተሳታፊ፤

ተሾመ ጎበዜ ወርቁ አባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ: _____ ቀን: 9/6/2018 ጁ.፱፱

የተመራማሪ ፊርማ:- _____ ቀን: 06/06/2018 ዓ.ም

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ያገመግማሉ?

Not bad but we need more participation and help!

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

Vocabulary only

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

all subject but they translated it in amharic it challenges our English level

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

all teachers talk in amharic that why we don't speak English fluently

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

~~only~~ only English teacher support other ~~one~~

teachers speak amharic but English teacher help us ~~with~~ speaking and listening test

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

I try but I didn't feel comfort

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

I always try to understand what they said that help me develop my English

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: [Signature] Date: 09/01/2018

Researcher Signature: [Signature] Date: 13/02/2026 G.C.

ውድ ተሳታፊ፡

ተሾመ ንበዜ ወርቁ አባላለሁ፡፡ በአዲስ አበባ ዩኒቨርሲቲ የአንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ፡፡ ስለ አንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው፡፡ በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው፡፡ ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል፡፡ ስለትብብርዎ በጣም እናመሰግናለን፡፡

የተሳታፊ ፊርማ: [Signature] ቀን: 09/01/2018

የተመራማሪ ፊርማ:- [Signature] ቀን: 06/06/2018 ዓ.ም

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How would you assess your ability to speak English in class?

በክፍል ውስጥ የእንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

* በጣም ጣን ስለሆነ ጊዜ ካልነበረኝ ማን እንደነበረኝ ማሳሰብ
Translation: I don't often speak in the classroom, but I should do.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

* የቋንቋ ችግር ያመጣልን ምን ምክንያት? የእኛ ሁሉም ግለሰቦች ስላሉ ግለሰቦች ስላሉ
Translation: Language problem, because we all have our own languages, this makes it difficult.

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

* አልፎ አልፎ ያገለግላለን ስለሆነ ጊዜ presentation ላይ ስለሆነ ጊዜ
Translation: Seldom, but during presentation, we often do practice.

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ የእንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

፡፡ በየቀኑ እንደሚቻል ሆኖ ለእኛ ሁሉም እንዲቻል ማሳሰብ
Translation: It makes it easy while speaking every day and practice our English.

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

፡፡ በሀሳብና በግጥም በሀሳብ
Translation: By teaching and by preparing a dialogue.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ዳይሬክቶር ፊት የእንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

፡፡ በጣም ጣን ስለሆነ ጊዜ እንዲሁም በጣም ጣን ስለሆነ ጊዜ
Translation: I feel great confidence because we are encouraged the more when we improve our English skill.

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

እዋጅ ማን እንደሆነ ጊዜ አልተለመደም
Translation: Yes, It's not a common practice.

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

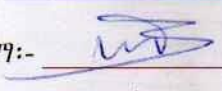
Participant Signature: _____ Date: _____

Researcher Signature:  Date: 13/02/2026 G.C

ወድ ተሳታፊ፡

ተሾመ ጎበዜ ወርቁ አባላለሁ፡፡ በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ፡፡ ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው፡፡ በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው፡፡ ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል፡፡ ስለትብብርዎ በጣም እናመሰግናለኝ፡፡

የተሳታፊ ፊርማ፡ _____ ቀን፡ _____

የተመራማሪ ፊርማ፡-  ቀን፡ 06/06/2028 G.C

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

Translation: Very poor because students do not try to speak.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፡ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

Translation: Pronunciation is challenging to me.

3. How often do you participate in classroom speaking activities?

at the moment of studying

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

Translation: while studying

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

ንጽጽር ወይም ተግባራዊነት ወይም የተማሪዎች እውነተኛ እውቀት

እንዲሁም የሌሎች አገልግሎት ወይም የሌሎች አገልግሎት

Translation: Mocking of students and lack of practice.

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

Translation: The teachers give us activities in different situations.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

እውነተኛ እውቀት ወይም የተማሪዎች እውነተኛ እውቀት

Translation: We lack confidence because we have the fear to speak.

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የረጅም ሀያሎች መጠቀም ይቻላል?

ንግግር ለማሻሻል የረጅም ሀያሎች መጠቀም ይቻላል?

እውነተኛ እውቀት

Translation: I try to improve my language because it is very important to me.

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on **Grade 11 Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: _____

Researcher Signature: [Signature] Date: 13/02/2026 G.C

ውድ ተሳታፊ፡

ተሾመ ጎበዜ ወርቁ አባላለሁ፡፡ በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ፡፡ ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት አያካሂድኩ ነው፡፡ በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው፡፡ ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል፡፡ ስለትብብርዎ በጣም አናመስግናለን፡፡

የተሳታፊ ፊርማ፡ _____ ቀን፡ _____

የተመራማሪ ፊርማ፡ [Signature] ቀን፡ 06/06/2018 G.C

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1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

Translation: less ability and lacking ^{enough} practice
↑ እናዘድ እና ስንቁ ሁኔታ ያከተለ

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ

ሆኖ አግኝተዋል?

Translation: fluency is challenging to me.
fluency to me

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

የጊዜ ሽንብርና በጣም ጥንቃቄ እድሜዎች Translation:
Using English speaking opportunities

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ግጥሞች ናቸው?

የግብዓት = ያዘጋጃል ሕግ Translation: Teacher's help
make it easier
and lack of self-confidence
makes it more difficult.

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር አድገትዎን እንዴት ይረዳሉ?

በጣም ውሃና ስጦታ የሚገኝ ጊዜ ሽንብርና በጣም

Translation: By making short dialogue

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ጓደኞችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

በጣም ግልጽ እና በጣም በራስ መተማመን

Translation: 50% confidence

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

አዎ እንደዚህ ዘዴዎች በጣም ግልጽ እና በጣም በራስ መተማመን

Yes, we can: by using media of different types

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on **Grade 11 Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: _____

Researcher Signature: [Signature] Date: 13/02/2026 G.C

ውድ ተሳታፊ፤

ተሾመ ጎበዜ ወርቁ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማሰተርሰ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት፣ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ፡ _____ ቀን፡ _____

የተመራማሪ ፊርማ፡- [Signature] ቀን፡ 06/06/2018 ዓ.ም

Sg

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

⇒ እንጂ ልምድ ስለሆነ የማይሰማ እንደሆነ ነው
Translation: I cannot speak very well.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ ቢቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

⇒ የጸናል እውነት በጣም ያስቸግራል
Translation: Pronunciation is more difficult for me.

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

⇒ አልተፋምም
Translation: I don't participate

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

⇒ ካላመሻመርኩ በጣም አስቸጋሪ ነው

⇒ ወይም ስላለሁ አስቸጋሪ ነው

Translation: maybe I didn't study well or lack of following up and lack of interest.

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

በጣም በስራቱ ያስተምራሉ

Translation: They teach very well.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ዳደሮችዎ ፊት እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

100%
Translation: 100%

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

እንደዚህም ፍላጎት አለኝ

Translation: I cannot suggest because I have no the interest.

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on Grade 11 **Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: _____

Researcher Signature: [Signature] Date: 13/02/2026 G.C.

ወደ ተሳታፊ፤

ተሾመ ጎበዜ ወርቁ አባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ: ህጽዱዳ ቀን: 09-06-2018

የተመራማሪ ፊርማ: [Signature] ቀን: 06/06/2018 ዓ.ም

→ Translation: Even though my classroom participation is not that much good, I believe I have the ability to ask and answer questions. 5/10

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

→ በክፍል ውስጥ ፍጡራ ተስተካክሎ በጣም ጥሩ የመናገር ገጽታዎን ጥንቃቄ ማድረግ ለመቻል ምን ዓይነት ጥረት ያድርጋሉ?

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ ቢቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ ሆኖ አግኝተዋል?

→ ሆኖ እንደተገኘው በቀጣይ የድምፅ ፍጥነት (pronunciation) ከግሩ vocabulary ሃገገ ወገን ሃገገ Translation: Forme pronunciation is challenging also vocabulary.

3. How often do you participate in classroom speaking activities?

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

→ መስተፃፃፍ ገደብ ስጣት (ተስተፃፃፍ በሚገባበት ጊዜ) ከግሩ እንደተገኘው

Translation: I participate when necessary.

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

① እንደተገኘው በቀጣይ የድምፅ ፍጥነት ለደገፍተው ከግሩ ሃገገ ወገን ሃገገ Translation: New words are challenging to me. and it's easy when I practice and present it.

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

→ ጥቅም ያላቸው ምንም እንኳን ምንም ያህል

Translation: He (the teacher) tries to help us.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ውስጥ ለደገፍተው እንግሊዝኛ ስናገሩ ምን ያህል በራስ መተማመን ይሰጣዎታል?

→ Full Confidence

Translation: with full confidence

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

- ፎልም ማየት = watching films
- ካንዲዲዮ ጋር መስተፃፍ = practice with peers
- እንደተገኘው ሆኖ ለመስተፃፍ = Teaching as a teacher

Research Questionnaire(for Students)

የምርምር ቃለ መጠይቅ (ለተማሪዎች)

Dear Participant,

My name is Teshome Gobeze Worku, and I am an MA candidate at Addis Ababa University. I am conducting a research study on **Grade 11 Teachers' and Students' Perceptions of English Speaking Skills: The Case of Beshale High School, Addis Ababa, Ethiopia**. Your participation in this study is entirely voluntary. You have the right to decline participation or withdraw at any time without any consequences. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Any data collected will be anonymized, and your identity will not be disclosed in any reports or publications. Your cooperation will be greatly appreciated.

Participant Signature: _____ Date: _____

Researcher Signature:  Date: 13/02/2026 GC

ውድ ተሳታፊ፤

ተሾመ ጎበዜ ወርቁ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ የማስተርስ ዲግሪ ተማሪ ነኝ። ስለ እንግሊዝኛ መናገር ችሎታ ግንዛቤ ለማግኘት ፡ በበሻሌ ሁለተኛ ደረጃ ትምህርት ቤት የ11ኛ ክፍል መምህራንና ተማሪዎች ላይ ጥናት እያካሄድኩ ነው። በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ነው። ያቀረቡት መረጃ በሚስጥራዊነት ተጠብቆ ለትምህርት ዓላማዎች ብቻ ይውላል። ስለትብብርዎ በጣም እናመሰግናለን።

የተሳታፊ ፊርማ፡ _____ ቀን፡ _____

የተመራማሪ ፊርማ፡-  ቀን፡ 06/06/2018 ደ.ግ.።

511

1. How would you assess your ability to speak English in class?

በክፍል ውስጥ እንግሊዝኛ የመናገር ችሎታዎን እንዴት ይገመግማሉ?

ጠንቃላት ላይ ጥንቃቄ ማድረግ Translation: I can hear a little.

2. Which aspects of speaking (fluency, vocabulary, pronunciation) do you find most challenging?
 I can also write but I cannot speak.

የትኞቹን የንግግር ገጽታዎች (የእንግሊዝኛ ንግግር ቅልጥፍና፣ ቢቃላት መበልፀግና የድምፅ አወጣጥ) የበለጠ ፈታኝ

ሆኖ አግኝተዋል?

የእንግሊዝኛ ንግግር ፍላጎት
Translation: Fluency is challenging.

3. How often do you participate in classroom speaking activities?

~~Translation:~~

በክፍል ውስጥ የእንግሊዝኛ ንግግር እንቅስቃሴዎች ምን ያህል ጊዜ ይሳተፋሉ?

በጣም አልተሳተፍኩም

Translation: I don't participate very often.

4. What factors make it difficult or easy for you to speak English in class?

በክፍል ውስጥ እንግሊዝኛ ለመናገር አስቸጋሪ ወይም ቀላል የሚያደርጉት የትኞቹ ነገሮች ናቸው?

እንቅስቃሴ የሚያደርግዎት የተማሪውን ምክንያት

ቀላል የሆኑ ግጥሞችን መናገር

5. How do your teachers support your speaking development?

አስተማሪዎችዎ የእንግሊዝኛ ንግግር እድገትዎን እንዴት ይረዳሉ?

በጣም ጥሩ ሆኖ ይረዳሉ

Translation: I think it is good.

6. How confident do you feel when speaking English in front of your classmates?

በክፍል ውስጥ እንግሊዝኛ ሲናገሩ ምን ያህል በራስ መተማመን ይሰማዎታል?

እኔ በጣም አይደለም

Translation: I don't feel confident

7. Can you suggest ways to improve speaking opportunities in your class?

በክፍል ውስጥ የእንግሊዝኛ ንግግር ለማሻሻል የራስዎን ዘዴዎች መጠቀም ይችላሉ?

የፊልም ማወቅ እና እውቀት ማግኘት

Translation: Watching films and make practice before mocking people.

Interview Questions for Teachers ቃለ መጠይቅ (ለመምህራን)

1. How do you evaluate your students' English speaking abilities?

የተማሪዎች የእንግሊዝኛ ቋንቋ የመናገር ችሎታ ምን ይመስላል?
- In my view, it is too much low and they are reluctant to engage in speaking lesson.

2. What challenges do you encounter when teaching speaking skills?

የእንግሊዝኛ ቋንቋ ንግግር ችሎታን ሲያስተምሩ ምን ችግሮች ያጋጥመዎታል?

- Lack of interest
- intervening (mixing) their mother reference (language)
- Shortage of time to involve to achieve the intended objective.

3. What classroom practices or activities do you use to improve speaking skills?

የእንግሊዝኛ ንግግር ችሎታን ለማሻሻል ክፍል ውስጥ ምን ዓይነት የማስተማርያ ልምዶችን ወይም ተግባራትን ይጠቀማሉ?

- Role playing, debating, public speech
- Expression of themselves

4. How do you support students' fluency, vocabulary, and pronunciation?

የተማሪዎችን የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥን እንዴት ይረዳሉ?

- By listening from audio specially during listening lesson.
- The classroom teacher should speak natural English as possible.

5. How do students respond to oral activities and feedback?

የተማሪዎች የእንግሊዝኛ ንግግር እንቅስቃሴአቸው ምን ይመስላል?

- It is not good / poor.

6. What strategies could enhance speaking skills in your classroom?

በማስተማርያ ክፍል ውስጥ የተማሪዎችን የእንግሊዝኛ ንግግር ችሎታን ሊያሳድጉ የሚችሉ ስልቶች የትኞቹ ናቸው ብለው ያስባሉ?

- By driving students to make competition.
- By providing rewards for those who communicate / express the expression better.

Interview Questions for Teachers ቃለ መጠይቅ (ለመምህራን)

1. How do you evaluate your students' English speaking abilities?

የተማሪዎች የእንግሊዝኛ ቋንቋ የመናገር ችሎታ ምን ይመስላል?

Our students' speaking ability is very poor due to hardly having speaking skill practicing environment

2. What challenges do you encounter when teaching speaking skills?

የእንግሊዝኛ ቋንቋ ንግግር ችሎታን ሲያስተምሩ ምን ችግሮች ያጋጥሙዎታል?

- lack of enough time for speaking class
- there is no speaking time environment
- Students' worriess feelings about their error

3. What classroom practices or activities do you use to improve speaking skills?

የእንግሊዝኛ ንግግር ችሎታን ለማሻሻል ክፍል ውስጥ ምን ዓይነት የማስተማርያ ልምዶችን ወይም ተግባራትን

ይጠቀማሉ?

- Public speech, presentation, telling story
- Conversation

4. How do you support students' fluency, vocabulary, and pronunciation?

የተማሪዎችን የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥን እንዴት ይረዳሉ?

- Displaying, showing, Demonstrating, some more speaking samples through audio / video devices
- invite guests who have a fluent performance in speaking

5. How do students respond to oral activities and feedback?

የተማሪዎች የእንግሊዝኛ ንግግር እንቅስቃሴአቸው ምን ይመስላል?

Students do not want to talk in English while they are learning English class.

6. What strategies could enhance speaking skills in your classroom?

በማስተማርያ ክፍል ውስጥ የተማሪዎችን የእንግሊዝኛ ንግግር ችሎታን ሊያሳድጉ የሚችሉ ስልቶች የትኞቹ

ናቸው በለው ያስባሉ?

- Giving enough time opportunity and environment to participate students each other without any worry about their mistakes.

T₃

Interview Questions for Teachers ቃለ መጠይቅ (ለመምህራን)

1. How do you evaluate your students' English speaking abilities?

የተማሪዎ የእንግሊዝኛ ቋንቋ የመናገር ችሎታ ምን ይመስላል?

- some of the students from each section have ability to speak what they want to say.

2. What challenges do you encounter when teaching speaking skills?

የእንግሊዝኛ ቋንቋ ንግግር ችሎታን ሲያስተምሩ ምን ችግሮች ያጋጥመዎታል?

- most of students do not have interest in this skill
- ~~there~~ there is lack of experience or exposed to the skill

3. What classroom practices or activities do you use to improve speaking skills?

የእንግሊዝኛ ንግግር ችሎታን ለማሻሻል ክፍል ውስጥ ምን ዓይነት የማስተማርያ ልምዶችን ወይም ተግባራትን

ይጠቀማሉ?

- Encouraging the students to participate (to present) their speech using different topics - (formats)

4. How do you support students' fluency, vocabulary, and pronunciation?

የተማሪዎችን የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥን እንዴት ይረዳሉ?

- By - giving them new terms and their meaning
- Encouraging them to say whatever they want.

5. How do students respond to oral activities and feedback?

የተማሪዎች የእንግሊዝኛ ንግግር አንቅስቃሴአቸው ምን ይመስላል?

- Some of the students have positive feeling.

6. What strategies could enhance speaking skills in your classroom?

በማስተማርያ ክፍልዎ ውስጥ የተማሪዎችን የእንግሊዝኛ ንግግር ችሎታን ሊያሳድጉ የሚችሉ ስልቶች የትኞቹ ናቸው ብለው ያስባሉ?

- I encourage the students to present their speech:
 - Individually
 - in pairs
 - in groups

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Interview Questions for Teachers ቃለ መጠይቅ (ለመምህራን)

1. How do you evaluate your students' English speaking abilities?

የተማሪዎ የእንግሊዝኛ ቋንቋ የመናገር ችሎታ ምን ይመስላል?

I think is not up to the standard since students are reluctant to practice speaking skills. However, a few students are so proficient at spoken skills.

2. What challenges do you encounter when teaching speaking skills?

የእንግሊዝኛ ቋንቋ ንግግር ችሎታን ሲያስተምሩ ምን ችግሮች ያጋጥመዎታል?

- It's difficult to enhance student (center) because of large class-size.
- Students lack courage to practice speaking skills
- Poor syllabus design

3. What classroom practices or activities do you use to improve speaking skills?

የእንግሊዝኛ ንግግር ችሎታን ለማሻሻል ከፍል ውስጥ ምን ዓይነት የማስተማርያ ልምዶችን ወይም ተግባራትን ይጠቀማሉ?

- problem solving activity
- Role-playing
- Debate

4. How do you support students' fluency, vocabulary, and pronunciation?

የተማሪዎችን የእንግሊዝኛ ንግግር ቅልጥፍና፣ በቃላት መበልፀግና የድምፅ አወጣጥን እንዴት ይረዳሉ?

- I present Vocabulary with all its features.
- I recommend students to record new words using flash-card
- Lessons related to Phonetics are always at the center of our discussion

5. How do students respond to oral activities and feedback?

የተማሪዎች የእንግሊዝኛ ንግግር እንቅስቃሴአቸው ምን ይመስላል?

- It seems on promising progress

6. What strategies could enhance speaking skills in your classroom?

በማስተማርያ ክፍልዎ ውስጥ የተማሪዎችን የእንግሊዝኛ ንግግር ችሎታን ሊያሳድጉ የሚችሉ ስልቶች የትኞቹ ናቸው ብለው ያስባሉ?

- * Information-gap activities and Reasoning-gap activities are so formidable