

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

**AN EXPLORATION OF FACTORS AFFECTING THE LEARNING OF
ENGLISH SPEAKING SKILLS: WITH PARTICULAR REFERENCE TO
GRADE NINE GINCHI SECONDARY AND PREPARATORY SCHOOL**

**BY
OLANSA DUGUMA**



**JUNE 2011
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ART (MA) IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)**



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REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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ACKNOWLEDGEMENTS

Above all, I would like to thank my God for all the strength and courage he has given me. I am very grateful to my advisor, Ato Tibebe Alemayehu, for his remarkable advice, support and critical comments from the very start of the research work to the end. His valuable advice, support and constructive comments helped me a great deal in shaping this paper into its present form.

I am also greatly indebted to MOE for sponsoring my study and covering the expenses I needed for my study.

A number of teachers and students of Ginchi secondary and preparatory school were involved in this study by filling in the questionnaires administered to them and unreservedly responding to the questions I asked them during the interview. Their involvement in this study is greatly appreciated.

I would also thank my colleagues and others who helped me in giving comments and information for the study.

Finally, my special thanks is to my mother w/ro Deksise Etana, who has supported me through out my educational career.

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List of Acronyms

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ELIP: English Language Improvement Program

EMPDA: Educational Materials Production and Distribution Agency

ESL: English as a Second Language

ICDR: Institute of Curriculum Development and Research

MOE: Ministry of Education

TOEFL: Test of English as a Foreign Language

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2011
English

Abstract

The objective of this study was to explore the factors affecting students' learning of English speaking skills with particular reference to grade nine Ginchi Secondary and preparatory School of west Shoa Zone, and thereby to forward recommendations for the improvement of the problems. To this end, a descriptive survey of quantitative and qualitative data analysis method was employed. The subjects of the study included 100 students and 5 teachers of the target school. They were selected using stratified, purposive and simple random sampling techniques.

The data were gathered through questionnaires, interview and classroom observation. The questionnaires were used to explore the current students' participation level and teachers', students', classroom and instructional material related constraints, with respect to the learning of English speaking skills. The interview and classroom observation supplemented the data obtained through the questionnaires. Statistical tools such as numbers and percentages were used to analyze the collected data.

The result of the study revealed that the current level of students' participation in English speaking class of the target grade is low, due to the fact that classes were mostly teacher dominated. Accordingly, it was found that majority of students were supposed to listen to their teachers' talks rather than actively involved in various classroom speaking activities. Besides, the main factors influencing the learning of English speaking skills in the target grade level were found to be the problems related to teachers, students, classroom and instructional materials. The finding indicated the existence of problems related to teachers, such as beliefs about language teaching, teaching methodology, inability to provide classroom oral activities, teachers' proficiency, their testing system, way of error correction and failure to use teaching aids in speaking classes.

The finding also revealed the problem related to students, like beliefs about language learning, lack of confidence, poor speaking background, frequent use of mother tongue, lack of vocabulary, lack of practice and low participation. The study also indicated the problem related with classroom and instructional materials like large number of students in a class, unsuitability of seating arrangements for pair and group work and lack of access to teaching aids.

Finally, on the basis of the findings, it was recommended that in order to improve students' participation, above all, students have to practice speaking in the target language by participating actively in pair or group and individual activities in the classroom. To this end, teachers also ought to play prominent role. That is, they should use modern methodologies which give room for students' active participation. On the other hand, to promote students' learning of English speaking skills, both English teachers and students have to play their appropriate roles in doing against problems that hindered students' learning of English speaking skills. Besides, the concerned bodies need to deal with the problem of large class size and instructional materials related factors to alleviate the problem.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The goal of teaching a language in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language class do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes (Harmer, 1991; Nunan, 1988; Bygate, 1987).

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

Byrne in particular is very much concerned about developing oral fluency, which is the goal of teaching the productive skill of speaking in a language class. Oral fluency is defined as “the ability to express oneself intelligibly,” (Byrne, 1986:9). If learners achieve this ability, they can express themselves in utterances that are relevant, easily understandable and with an acceptable level of accuracy.

However, developing oral skills in learners is not an easy task for many English teachers, particularly for those teaching English as foreign language. Some of the problems in developing oral skill are: lack of motivation and encouragement, lack of environmental support, lack of facilities, use of inappropriate methodology, insufficient time for learning and difficulties in finding life like situations to motivate the students to communicate in the foreign language (Deport, 1997).

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols. He also states that it is a crucial part of second language learning and teaching. Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills

because, only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

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

Recently, particularly, since the design of the new education and training policy in 1994, due attention has been given to changing the text books and introducing methods that bring the learners to the center of learning. In 1996, the ministry of education published series of text books entitled English for Ethiopia to be used in all schools in the country. These text books differ greatly in content and approach from the previous text books (its predecessors). For example, in the English for Ethiopian series for grade 9 and 10, language skills that were excluded from the previous text books, speaking and writing have been given the maximum teaching emphasis. (See Table 1 below)

Table 1: Periods Allotted to Skills in the New Syllabuses (ICDR, 2001)

Skills	Periods allotted to grade 9 syllabus (number of periods in a year)	Periods allotted to grade 10 syllabus(number of periods in a year)
a. Reading	39	37
b. vocabulary	29	28
C. grammar	31	33
d. speaking	47	47
e. listening	29	30
f. writing	41	41
Total	216 periods	216 periods

As it is depicted from the above Table, speaking and writing which had been excluded from the old text books, are allotted the maximum periods 47 and 41, in both syllabuses.

Grammar which had been at the center of language learning for many years in the country, is given the fourth position, while vocabulary is given the least. Especially the speaking skill has been given the maximum teaching emphasis. Besides this, a variety of activities that are believed to give learners opportunities to practice speaking in classrooms are also suggested in the text book. Moreover, apart from the communicative activities specifically designed for teaching speaking, pair or group activities that provide practice in speaking have been suggested. This all implies that to what extent an approach that brings learners to the centre of learning English language in general and speaking skills in particular has been introduced in the English for Ethiopian series of the new syllabuses.

On the other hand, it has been reported on several workshops and seminars that English teachers have been given exposure or orientation to the communicative way of teaching English language through long or short term trainings so that they can bring change in the quality of language teaching (Alemu, 2004). Never the less, experience shows that such effort, exposure and orientation haven't borne fruit as expected. Consequently, high school students, in particular, are noted to have great difficulties in expressing themselves and for their poor speaking Skills. Thus, this problem in English is still a problem that needs to be well addressed.

1.2 Statement of the Problem

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

Despite such broad coverage allotted to English language as a subject and medium of instruction in the curriculum, the students' proficiency in the language is not adequate

enough to meet the demands of their classroom. Especially, most of the learners at primary and high school levels have problems with the spoken English. Concerning this, MOE (Ibid) also says that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. Although the problem is common for all language skills, the problem of the speaking skill is remarkable.

Concerning the issue, different local researchers state that there are factors that have caused the above mentioned problems. For example, sisay (1999) states that teachers focused more on accuracy work and thus, did not balance accuracy and fluency work in classroom interactions. He further explains that organizing group work in class has not become practical by the majority of the teachers. Moreover, Tamene (2000), states that teachers do not encourage students to use creatively the target language.

Similarly, Mesfin (1988) as cited in Sisay (1999) looked at the problem relating it with the nature and design of the syllabus. According to this finding, the syllabus designed at high school level focus mainly on grammatical items of the language. On the other hand, Mendida's findings (2001) looked of the problem relating it with large class size.

Besides the above mentioned findings and the different studies done on similar issues, my teaching experience in government of high school for one year also convinced me that students speaking skills is not adequate enough to meet the demands of their classroom and the problem needs to be studied further. Thus, this research, in this study also tries to study the factors that affect the learning of English language speaking skills at grade 9 levels.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was to assess problems that affect the learning of English speaking skills in the study site proposed.

1.3.2 Specific Objectives

Particularly, the study attempted to explore:

- The current level of students' participation in English speaking classes.

- Teachers' related factors that affect the learning of English language speaking skills at selected secondary school.
- Students' related factors that affect the learning of English language speaking skills at selected secondary schools.
- Classroom related factors that affect the learning of English language speaking skills at selected secondary school.
- Instructional material related factors that affect the learning of English language speaking skills at selected secondary school.

1.4 Research Questions

1.4.1 General Research Question

Generally, this research was intended to answer:

- What are the factors that affect the learning of English speaking skills in the study site?

1.4.2 Specific Research Questions

More specifically, this study was intended to answer the following questions.

- What is the current level of students' participation in speaking English class?
- What are the teachers' related factors that affect the learning of English Speaking skills at the selected school?
- What are the students' related factors that affect the learning of English speaking skills at the selected school?
- What are the class room related factors that affect the learning of English speaking skills of the selected school?
- What are the instructional material related factors that affect the learning of English speaking skills of the selected school?

1.5 Significance of the Study

Since English is a language serving as a medium of instruction at high school and higher institutions level, both students and teachers use it for practical purpose. Nevertheless, there are different problems which hinder the teaching and learning of English speaking skills. On the basis of this assumption, an attempt is made to explore some major problems that

affect the learning of English speaking skills of grade nine students in this study. Thus, this study could have the following contribution to the concerned beneficiaries.

- It contributes its share in solving the educational problems regarding English speaking skills. In other words, the finding of the study may be used to make useful practical contribution in anticipating the possible ways of alleviating the existing main problems with the learning of English speaking skills.
- It provides further information to the teacher and students in order to cope with the problems that affect students' learning of English speaking skills.
- It may create ways of up-grading the teaching and learning of spoken English skills.
- The finding can contribute for further study in the area.

1.6 Scope of the Study

In studying speaking skills, many complex things need to be considered and investigated but this paper does not claim a task of such nature. This study attempted to explore fact about the factors that affect students learning of English language speaking skills with particular reference to grade 9 Ginchi secondary school of west shoa zone, oromia region. It is confined only to this.

1.7 Limitation of the Study

The researcher strongly agrees that the inclusion of a large part of general secondary schools (grade 9) and population size in the study could help to get more relevant and broader information. However, because of time, financial and other resource material constraints the researcher could not be able to conduct the study in large areas and in-depth. Besides, even if the researcher adapted the questionnaire from other sources, he did not make pilot testing the Oromiffa version.

1.8 Operational Definitions of Terms

Factors: a cause or determiner that underlines and influences performance (Good 1973:233).

Speaking: refers to verbal interaction of the students to communicate with their teachers and/or with their class mates.

Role: refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 1989: 79).

1.9 Organization of the Study

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

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

The main concern and objective of language teaching is to enable the students to develop their ability to use the language for variety of communication purposes. Students should, therefore, be taught the four major language skills, namely listening, speaking, reading and writing. Particularly, teaching the speaking skill is vitally important because it is the skill which engages learners to participate in the process of oral communication (Harmer, 1991; Nunan, 1998; and Bygate, 1986).

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

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

In recent years, however, the increase requirement of the language at all levels has brought a need for a new approach which enables the students learn how the language system is used for communication purposes. As a result, English teaching has been intended to

provide learners with the ability to use the language to convey information associated with their studies (Brumfit and Johnson, 1970).

2.2 The Concept of Teaching Spoken English

According to Nunan (2003) speaking is a very important part of second language learning, because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. The scholars add that it is essential that teachers pay great attention to teaching speaking, rather than leading students to pure memorization.

The scholars consolidate the above idea by indicating 'how' and 'why' speaking must be taught. According to Chaney (1998)

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

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

As we can analyze from the above definition, oral production of drills (written language) can not be considered the teaching of speaking because it requires learner's mastery of language in different contexts (settings). Thus it seems to mean that a teacher must understand the meaning and methods of teaching speaking ahead of time. Although speaking has not been given due attention, today's world requires that the goal of teaching speaking should improve students' communicative skills. This is because only in that students can express themselves and learn how to follow the social, cultural rules appropriate in each communicative circumstance.

This discussion also elaborates the above idea. It stresses that the learner must be involved in the teaching learning of speaking by the means of communicative approach which is participatory method of teaching language.

According to Nunan (2003), Brown, (1994) and Harmer (1984) teaching speaking is to teach ESL learners to; produce the English speech sound patterns and rhythm of second languages, select appropriate words according to the appropriate social settings, audience situation and subject matter, organize and use their thought in meaningful and social sequence and use the language quickly and confidently with few un natural pauses (fluency).

2.3 Different Views about Teaching Speaking

Researchers have different views about speaking. Conventionally, written language was given higher prestige than spoken language (Wilkins, 1972). In relation to this view, the respect given to an educated person was based on the knowledge to understand the written language. However, a study on speaking has provided evidence that academic talk can be taken as the heart of teaching-learning experience (Florez, 1999). It has been confirmed that talk is a major means by which learners explore the relationship between what they already know and the new lesson which they meet.

According to Richards and Rodgers (1986), speech was considered to be the basis of language. Of all the four language skills, speaking seems to be important as it is one of the most frequent means of interaction in the teaching and learning process and it is suggested that people who know about a certain language are referred to 'speakers' of that language (Ur, 1996). As Florez (1999), speaking can help students to express themselves to negotiate relationships, to define their thoughts and to be a ware of their world. Oral practice is the natural part of language skill, which may help the learners to develop the ability to understand and respond quickly (Lewis and Hill, 1985). These researchers have confirmed that oral practice will be enhanced when the teachers given opportunities for their students to practice speaking through communicative activities. As to Brown (1994) and Florez (1999), speaking is an interactive process, which involves producing, receiving, and

processing the information to construct meaning in the context of teaching-learning environment.

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

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

2.4 Goals of Teaching Speaking

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

Regarding this view, Nunan (1998) emphasized that the communicative language curriculum in relation to goal is considered to be useful to establish and maintain interpersonal relations. Through these relations, exchange of information, ideas, opinions, attitudes and feelings can be possible. This explanation implies that most communicative activities seem to be goal derived and the language partners need to be clear about the goal of their communication.

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

curriculum with in the given context and can be stated as more narrowly defined statements to show the expected behavioral change of the learners (Byrne 1987).

For the purpose of this research, goals, which are related to motivation as proposed by Harmer (2002) is considered. He has pointed out that goals can be long and short term in their application. Long term goals refer to the mastery of English and to be successful in passing an exam at the end of the year. Short term goals are related to the learning of new language items with in a short period of time may be for a week. So, in accordance with Harmer's view, short term goals are closer to the students' day to day reality and easier to focus on the end of the week than the end of the year. If teachers help students in the achievement of short term-goals, they will be motivated in their learning. Language learning, therefore, needs goal oriented effort of the teacher, which may enable the students to know the purpose of their learning and consequently, students can be motivated. It is widely believed that motivated learners are more likely to be encouraged for improving their oral proficiency with in the shortest possible time compared to those learners who are not motivated.

2.5 Approaches to Teaching Speaking

Students learn to speak by speaking (Rivers 1981). However, the teaching of oral language skills was traditionally considered most difficult; because in the past, written language was given more attention than speaking. Besides, speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin 1997). Most scholars, for example Brown and Yule (1983) and Rivers (1981) believe that spoken language production, learning to talk in the foreign language, for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding. Bygate (1987) also considers that one of the main problems in foreign language teaching is to make learners be able to use the language. Regardless of these problems of teaching speaking skills, recent studies suggest that teachers can help students in developing their speaking skills. Firstly, English teacher should know that speaking is an interactive process requiring much effort and practice on the part of the learners. Supporting this view, Klippel (1983:5) says, "Learning is more effective if the learners are actively involved in the process." secondly,

English teachers need to know how to select and design appropriate and authentic language learning materials and activities in consonance with the age, group, interest level, and language of the learners.

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

2.6 Activities to Promote Speaking

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

Regarding speaking activities in language classroom, Gower, Phillips and Walters (1993:102) illustrate the reason why speaking activities are designed as follows:

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

Gower, Phillips and Walters continuing their discussion on speaking activity elaborating how it should be implemented as follows:

Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up

with ideas at the same time as having to cope with the language. They need some thing to speak about, such as picture, or purpose like performing a role play from the context of a reading text. As they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that free activities can be attempted (ibid).

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

2.6.1 Kinds of Speaking Activities

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

2.6.1.1 Free Language Activities

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

During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not intervene in pair or group work. Of course, he may do to give feed back or to make gentle correction obliquely rather than directly, so that the learners perceive their mistakes for themselves. In relation to this, Byrne (1997:7) says, “students must be allowed to feel free, other wise they won’t say, which is the purpose of the fluency work.” Activities such as sequencing a series of pictures and jumbled sentences fall in to this category.

2.6.1.2 Dialogues

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

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

2.6.1.3 Discussions

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

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

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

2.6.1.4 Games

Games are form of play governed by certain rules or conventions. Games are play activities which entertain and at the same time teach the use of spoken language teaching.

Although games are appropriate and useful to any age, items for foreign language learners must be selected and graded. There is not a clear cut demarcation between communicative

games and other language gems. But there is some how some difference between native and foreign, child and adult games.

Lee (1979) also says that games are enjoyable. By enjoyable he means games decrease Borden and make learners ready to listen to language lessons.

In addition games must be meaningful, and above all the classroom situation and organization must suit them. Games can be used to provide learners with opportunities to use language rather than simply practice it.

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

2.6.1.5 Simulation

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

- a.* Simulations are most important for motivation.
- b.* Simulations are helpful for students to get to know one another.
- c.* Simulations help students to get rid of their shyness and simulation provide teachers with opportunities to know their students to monitor assess or appreciate.

2.6.1.6 Role Plays

Role plays are drama like class room activities in which students interact either as them selves in imaginary situations or as other people in imaginary situations (Byrne, 1987:115)

Role plays help students to develop their speaking ability when one takes the role he/she is going to play. Besides he/she will have the confidence to speak in front of an audience.

In order for role plays to be fully effective, the traditional classroom patterns must be changed and the new approach should be practiced in the classroom properly. Students must be free to play the role as they see them property. In other words the teachers control in roles plays activities is very limited. According to Dongil, the main benefit of a role play, is that it enables a flow of language which night otherwise be different or impossible to be produced. Such activities help to recreate the language used in different situations and allow students to practice for and proactive the language they probably use out side the classroom.

2.7 The Concept of 'Role' and the Role of the Teacher and Student

2.7.1 The Concept of Role

What is role? The concise oxford dictionary (1980) as cited in Wright (1987:3) defines role as, "an actor's part in play a function that a person or thing typically has or expected to do."

According to Richards and lock hart (1995:97) a role can be defined as "the part taken by a participant in act net of communication." Widdowson (1990:182) explains role that "it can be defined, generally, as a part people play in the performance of social life."

Based in the above definitions and explanations a role can be taken as a duty, responsibility, function or part that some body can perform or is expected to perform in a particular position or activity. All role behavior may lead to conflict if roles do not interrelate. In this sense, Argyle (1969:200) as quoted in Wright (1987) says, "The people must agree on the role-relations between them-if one is a student the other must be a teacher.

Hence the following discusses some of the teachers and students roles that promote the target language with ultimate aim of developing the oral skill of students.

2.7.1.1 The Teachers' Role

In order for the teacher to explore better possibilities for his own teaching from communicative approach he/she is expected to adopt varied appropriate roles for managing variety of classroom activities. For example, while planning accession, the teacher should

be able to act in accordance with what objectives each activity does entail. Accuracy and fluency activities for example determine two distinct teacher's roles. According to Harmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as controller-where as in communicative tasks that demand learner's group or pair interaction, the teacher should act as facilitator by not intervening frequently. She/he should instead allow students more opportunity to use the language at their disposal. In other words, the teacher should be clear of his tasks where he must not act as controller in both cases.

To this effect, the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect, (Rivers, 1987:9) says "teacher directed and dominated classrooms can not by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two way, three way, or four ways but never one way."

Thus, giving the learners a different role (such as greater initiative in the classroom) requires the teacher to adopt a different role. To this end, according to Breen and Candlin (1980) as cited in Nunan (1989:87), the teacher has three main roles in the communicative classroom. The first is to act as a "facilitator" of the communicative process" the second is to act as "participant" and the third is to act as "observer and learner" (ibid). In general terms, according to Larsen-Freeman (1986), Little wood (1981) ; Harmer (1991) in communicative oriented classroom, the teacher should act as 'counselor', facilitator', organizer, participant, prompter, resource etc instead of being an actor of the stage.

In general, it can be seen that in oral communicative class room the teacher in most cases possess the role of facilitator rather than controller.

2.7.1.2 The Role of Learners

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

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

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

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

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

In general, Nunan (1989) also depicts a summary of a wide variety of learner roles, which are possible in the communicative classroom. These are:

The learner is an interact or/and negotiator who is capable of giving as well as taking

The learner is involved in a process of persona growth

Learners must take responsibility for their own learning developing autonomy and skills in learning and how to learn. (Nunan, 1989:80)

2.8 Factors that Affect Students' Learning of English Speaking Skill

The factors that affect students' learning of English speaking skill may be many in numbers. But for the sake of this paper, the study will investigate some of the factors which are supposed to answer the basic questions in the study. These are; teacher related factors, student related, classroom and instructional materials related factors.

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2.8.1 Teachers' Related Factors

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

2.8.1.1 Teachers' Educational Background

The basis for teachers' beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers' beliefs about a language may be based on their training, their teaching experiences, or may go back to their own experiences as language learner. Thus, teachers' educational beliefs and attitudes are one of the most potential factors that direct their preferences for certain language learning activities. Borg (1999) also writes that teachers' language education, training background as teachers influence their beliefs and classroom activities. Farrell (1999) as cited in Fisseha (2006) observes that for most English teachers, in Singapore, past experiences of learning English have made them uneasy with making their choices of teaching grammar method. One of his teachers writes like this:

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

It is possible to draw a conclusion that such philosophy of teaching grammar is also prevailed in most Ethiopian English language teachers. This tendency of teaching English grammar will also lead to teacher dominated or teacher fronted classroom activities than students-centered activities, which require learners to use skills knowledge by relating to their own ideas, needs feeling and experiences. Besides, the above ideas, although teachers teach the way they were taught, it is also true that teacher teach the way they learned best in schools. One study in Ethiopian context held by Girma Gezahegne (2006) indicated that teachers' classroom practices deviated from the communicative approach He observed that there were mismatch between what teachers expressed and what they actually did in their classroom practices. Most teachers conducted their lesson in a teacher fronted way.

2.8.1.2 Teachers' Beliefs about Language Learning/Teaching

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

Research suggests that teachers' classroom practices can be determined by their basic beliefs and attitudes about the learning process (Doukas, 1996). In a similar vein, Richards (1990) emphasizes the need to examine beliefs along side practice. He explains it as follows.

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

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

As a result of their education and training and the characteristics of the society in which they were brought up, many teachers believe in the authoritarian role of the teachers with the student as a passive recipient. In the Ethiopian context, Abdulkadir Ali (1983) in his finding indicated that the English classes are teacher dominated. That is, the students do not have a chance to use the language in different situations. English is taught just like other subjects where the learners have to listen to what ever the teacher says. In such a case, the introduction of a learner centered will be indirect conflict with teachers' attitudes and beliefs that hold about language learning. Thus, teachers' beliefs towards language teaching

and learning are indispensable elements for the implementation of communicative activities.

2.8.1.3 Teachers' Proficiency

Language plays a great role in determining the effectiveness and efficiency of teaching and learning process, i.e. it is a key either to facilitate or hinder the quality of education. In other expression there should be effective communication between the students and the teacher in order to enhance the teaching and learning activity due to effective communication is determined by the language ability of the teacher and the learners (Wakitavi and Vender, 1997:258). According to Demuwz (2000:4), effective teachers do not only know their subjects, but also have good command of the language and communicate their knowledge to students effectively.

However, the problem of proficiency in language of instruction at secondary schools is not only the problem of students but also it is the problem of teachers too. Some teachers are not proficient enough in the English language. Thus, because of the medium of instruction has a great effect on the quality of education, teachers have to be trained very well in medium of instruction (English in the Ethiopia Case). According to Wakitavi and Vender (1997:258), some teachers are not proficient enough in the English language and one wonders how they can help students who struggle to learn. In addition, Callahan et al (1988:54) suggested that, teachers are likely to be tempted to talk too much. To do so, they need to have good command of the language of instruction.

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

2.8.1.4 Inability to Balance Classroom Oral Activities in line with Real Life Communication Needs

It would seem that in some EFL classes, students practice the target language for the purpose of learning about the language. Put another way, they are made to learn the language for the sake of its knowledge, in the expense of real communicative purposes.

Consequently, the students get fewer chances to practice how to communicate their own ideas or intentions appropriately in the real life situations. Supporting this idea Hedge (2000:44-45) has stated this point as follows:

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

Where possible, language practice should resemble real life communication with genuine exchange of information and opinions

In view of this, Byrne (1986:2) has pointed out:

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

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

2.8.1.5 Teaching Methodology

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

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

From the information stated above, it seems that most of the teachers in secondary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication. With regard to the methods of language teaching in the past, Atkins et al. (1995:203) further indicate that, "One experience in Ethiopia, shows that an exclusively grammar based approach to teaching does not guarantee that students develop high levels of accuracy and linguistic knowledge. In fact, it is often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in student who are inhibited and will not take chances in using their knowledge for communication.

2.8.1.6 Error Treatment

In the teaching and learning process, it is expected that errors can occur. However, one can learn from his mistakes and improve his knowledge.

But as expressed by Little wood (1984), 'Errors have traditionally been regarded as signs of failure on the part of both the teacher and the learner. Because of this, making errors has led to a sense of demoralization. Now, however, as little wood further states are realize more clearly that they represent the normal stages in the development of communicative skills' (1984:95).

Researchers have shown that teachers should develop positive attitude to learners' error by accepting their opinions in the classroom participation and encourage them to learn from their errors other than creating an interruption due to correction (Byrne, 1987). Language learners should not be directly corrected if they make mistakes during practice and correction should be systematic, indirect and friendly at all levels of speaking practices so that they will develop interest and confidence.

The way, in which teachers correct their students, when they do fluency activity will have a significant effect on how well they perform at the time of correction, and in their future (Harmer, 2002). As to Harmer's view, tolerance of errors in fluency activity will be greater than it is during controlled sessions.

2.8.1.7 Teachers' Language Testing System

Teaching language and testing language can not be viewed in isolation. They are the two components of the whole teaching and learning process. In support of this idea, Heaton (1988) notes "It is virtually impossible to work in either field with out constantly concerned the other." Likewise, venkatswaran (1995), states that students and teachers gain much information from tests.

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

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

Madson (1983) also states that tests back up students in learning language. He puts his ideas as follows:

A properly made English test can help create positive attitudes towards instruction by giving students a sense of accomplishment a feeling that the teachers evaluation of them matches to what he has taught them ... test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve.

In a more comprehensive manner, Institute for Curriculum Development and Research (ICDR) (1999) describes benefits of testing to teaching as follows:

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

oral interaction. This helps those students who may have difficulty in speaking to practice how the active students manage their oral performance and share their experience.

On a similar point, Byrne (1986:79) states:

It is some times argued that lazy students will take the advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities than in regular class work. Laziness is not likely to increase.

In relation to grouping students for oral interaction activities, the size of the class has a big effect. Byrne (1986) remarks that organizing a classroom to suit speaking activities will influence the interaction and the success of the activity enormously. Thus, a good arrangement is needed for students to speak in pairs and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books.

As the class size increases, students face any of the following problems as explained by Smith (1961:59). These are lack of opportunity to discussion, inability to support independent study and oral communications with in the classroom from pupil to teachers are minimized.

2.8.4 Instructional Materials Related Factors

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

2.8.4.1 Shortage of Text Books

Text book play a very crucial role in the ream of language teaching and learning, and are considered one of the important factor in the second/foreign language classroom (All Wright, 1999). It is psychologically essential for students since many students working with a text book feel secure and have a sense of progress and achievement. It serves as the basis of the content of the lessons, the balance of skills taught, and the kinds of language tasks students actively use. Thus text book provides ready-made text and learning tasks which are likely to be of an appropriately level for most of the class (Ur, 1996).

It is also viewed by All Wright (1999:25) as it is a resource book for ideas and activities rather than as instructional material. He also states that it is an effective resource for self-directed learning and presentation of material, a resource of ideas and activities, a reference source for students, a syllabus where they reflect predetermined learning objectives, and support for less experienced teachers who want to get ideas on how to plan and teach lesson as well as formats that teachers can use.

Hence in the process of language teaching, teachers mostly depend on the text books designed for this particular purpose. However, the effectiveness of the teaching learning process can be determined by the contents of the text books prepared at different grade level. According to Brumfit (1984:114), "language-teaching classrooms, especially in foreign language situations, are not designed to make it easy for teachers to operate with an emphasis on use rather than usage; and the traditional emphasis of many educational system will draw teachers toward a more or less meaningless manipulation for the linguistic code, heavily dependent on the text books which happen to be provided. Hence, assuring its accessibility to students is indispensable.

2.8.4.2 Lack of Access to other Instructional Materials

A wide variety of materials have been used to support communicative approaches to language teaching. The advocators of communicative language teaching view materials as a way of influencing the quality of classroom interaction and language use. According to Larsen Freeman (1986: 135-136), "... adherents of the communicative approach advocate the use of authentic language materials. The use of authentic materials with the lower level class is to use realia that do not contain a lot of language, but about which a lot of discussion could be generated.

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

Further more, teaching children with the help of audio visual aids results in effective teaching, because it provides excellent opportunities for increasing their acquisition of language. In supporting this idea, Candlin (1981:53) indicate that, "if the purpose of English

teaching is to enable the language learner to understand communication in all its modes as a way of priming his own utterances, it is not longer sufficient only to reproduce written texts in a course book. We have to bring in audio-visual means of communication so that the entire learner's interpretative and expressive abilities can be developed."

The objectives of using various instructional materials are to create teaching learning atmosphere in the class. This can be achieved to a certain extents, if the instructional materials are properly selected to meet the specific objectives of a given lesson. In supporting this, Nunan (1988:98) demonstrate that,

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

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

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Method

In order to have clear concept of the problems (the problems that affect students to learn speaking skills) the descriptive method of study was employed because it appears suitable for refining the research tools such as questionnaires, observations and interviews. The relevance of this method for such purpose has been confirmed by authorities such as Koul (1988:405) and Best (1977:116-117). Moreover, the study focused on describing, recording, analyzing and interpreting the problems that prevail in the school under question in relation to factors that affect the learning of English speaking skills.

3.2 The Research Setting

The target populations for this study are grade nine students and their respective teachers of Ginchi secondary and preparatory school. This school was chosen purposefully because it has been the researcher's place of work and hence, he could get the cooperation of the respondents to carry out the research. The other important reason for choosing this school was that the researcher was familiar with this problem under investigation while he had been teaching English in the school for one year and this made the research some what appealing to the researcher.

Besides this, grade nine level students were chosen because they begin to learn all subjects in English at this level, and they are required to communicate effectively in English with the teachers of other subjects and their class mates. Thus, it is the level where most of the learners experience difficulties in learning. The level is also a spring board where they are exercising English for higher learning. I studied spoken English because English was my major area of specialization during my undergraduate study, and I was also aware of the problems as I have professional experiences on the area. Thus, the skills I acquired enabled me to see the problems and factors that cause them in learning English at the level. I then used different inquires to see the problem from different angles. Moreover, I could secure adequate cooperation from school directors and teachers because of my familiarity with them during my service in the school.

3.3 Sources of Data and Sampling Procedures

3.3.1 The Classroom

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

3.3.2 Teachers

Teachers are one of the most important elements in the teaching and learning process. Through their experience they have gathered useful information that can be channeled to useful practice. Therefore, teachers were considered to be rich sources of data. With this in mind, the researcher used the purposive sampling techniques to choose the teacher respondents. Hence, all (the five) English teachers who were involved in teaching English language in grade nine were taken.

3.3.3 Students

Students were also taken as source of data as to furnish important information pertaining to the problem at hand. In Ginchi preparatory and secondary school, there are a total number of 1609 students. Each students are distributed a cross 20 sections for the academic year 2003 E.C. There is an average of 80 students in each section. Thus, out of the entire sections ten sample sections were taken by using simple random sampling techniques to conduct the study. In order to determine the size of students from each of the ten sections, again random sampling technique was used. Consequently, ten students were randomly taken from each sample sections. Hence, out of the total number of 1609 students, 100 students were taken as representative of the target study. The sample size of the population of this study was taken to be small because of the following factors. Firstly, the population is homogeneous, i.e if the target population is homogeneous then it is likely that the sample can be small (Sarantakos, 2005), and the availability of time.

3.4 Instruments for Data Collection

To elicit the necessary data from the sample population, the researcher employed three instruments; questionnaire, interview and classroom observation.

3.4.1 Questionnaire

A questionnaire was one of the main data gathering instruments for this study. Two sets of questionnaire items were designed for both teachers and students, with five scales ranging from 'strongly agree' to 'strongly disagree' in the questionnaires. The two questionnaires were the same on content with the exception of minor differences in wording. The items in the questionnaires were all closed ended. This was done mainly because the researcher felt that it would be easy to collect and summarize the data. The questionnaires have been adapted from Alemu(2004:289-292). Besides care has been taken in designing the questionnaires so that the items will fit in to the objectives of the study.

3.4.1.1 Teachers' Questionnaire

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

3.4.1.2 Students' Questionnaire

The items in the students' questionnaires were also closed ended for the purposes mentioned in the teachers' questionnaire. These questionnaires were designed in English and translated in to Afan Oromo language for ease of understanding. This is because the research was carried out in the Oromia region where students might prefer the Oromo language at the target level. The questionnaire was finally distributed to a total of 100 students from the total populations.

3.4.2 Interview

Interview, as the data collection instrument, enables to gather in depth information, free or flexible responses that would not be easy to obtain by other tools; (Selinger and Shohamy, 1989). Thus, the interview questions for this study were prepared in such a way that they substantiate data that would be obtained through questionnaire. As a result, structured interview was prepared so that the same types of questions could be presented in the same order and manner to every interviewee. It was conducted immediately after the classroom observation and questionnaire is over. This was done intentionally in order to avoid the

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3.4.2.1 Teachers Interview

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

3.4.2.2 Interview for Students

Ten interview items were designed to interview students of the target school. From the total sample students, seven students were selected randomly. Structured interview items were prepared and conducted in Afan Oromo so that students would be free to express their idea with out misunderstandings. Finally, the results from the interview was transcribed, discussed and put forwarded for the reader in English version at the appendix part of this paper. The reason why it was translated to English version is in order that any one can read and understand it.

3.4.3 Classroom Observation

The other central instrument of data collection is the classroom observation. It describes what really happening in the class room during instruction. It also helped to see the actual

classroom teachers and students role. In other words, appropriate role implementation in speaking classroom ought to be better seen through direct observation as roles usually manifest in the actual teachers and learner interaction during different oral communication activities. This was mainly because the researcher believes that what the participants self report about their role perception may not always be what they actually do in the classroom condition. Thus, direct observation helped to generate observational data in addition to the attitudinal data to be acquired through the other instruments i.e., the questionnaire and the interview.

Therefore, for this study, an observation scheme in the form of checklist was used. The checklist contained four parts. The first part examined the effectiveness of activities in facilitating oral speaking, and the second part was for classroom teachers' role, while the third part justified the role of the students and the fourth part examined the condition of the classroom set up. The observation checklist was adapted from Nunan (1989:135-137). It is designed to examine communicative language tasks/not specific for oral language. Thus, the researcher has taken only the items which have direct relevance with the study.

After this, the researcher of this paper adapted them into a table form. Besides, these items were rated using a tick (✓) mark under 'Yes', 'No' and 'undecided' categories during speaking skill lesson. The total number of tick marks (✓) given to the observed teachers was used to analyze and interpret the data. Generally, all of grade nine English teacher of the target school were observed twice while they are teaching the speaking lesson.

3.5 Data Collection Procedures

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

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

observation had been made first in order to avoid the occurrence of some artificial behaviors and acts which can be exhibited by teachers and students after they got information from questionnaires. The observation was made when the actual teaching learning process of speaking lesson was going on.

Secondly, the questionnaires prepared for the students and teachers were administered following the observation of speaking skill lesson. After that, these questionnaires were collected in the same session.

Finally, the interview was made at the end after identifying possible issues that were not well addressed through the questionnaires and observation.

3.6 Data Analysis and Interpretations

To analyze the responses of the subjects of the study, the descriptive quantitative and qualitative data analysis method were used. Besides this, data interpretation of students' questionnaire was worked out using percentages. Since the target of the study was to describe the existing problems, the researcher perceived that percentage was an appropriate statistical procedure. However, data interpretation of teachers' questionnaire was worked out simply by writing in numbers. Thus, to accomplish this, first, the responses of the teachers and students were organized, tabulated in to numerical data and analyzed quantitatively. Then, the results of the interview and the classroom observation were analyzed qualitatively and quantitatively respectively. They are mainly used to triangulate the results of the students' responses to the questionnaires at different levels.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

As stated in the preceding chapter, the main objective of this study is to explore factors affecting the learning of English speaking skills. In order to achieve this objective, the specific research questions mentioned earlier need to be answered.

In order to answer those questions, the researcher used both quantitative and qualitative methodology. In this chapter, the data were organized, as well as the results and discussions were presented. The process of data collection, questionnaires, interview and classroom observation interacts with the process of data interpretation and analysis.

Therefore, data obtained from questionnaire, interview and observation were presented and discussed in an integrated manner. Discussion of the findings of both groups of respondents was dealt with in a separate section for the sake of convenience. Accordingly the teachers' responses to the items in questionnaires and interviews were analyzed against findings obtained from the classroom observation first, and then the data collected from the students were treated in a similar manner. Moreover, teachers' response are compared and contrasted against the students' response.

4.2 Data from the Teachers Questionnaire

4.2.1 Background of the Teachers

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

Table 2: Descriptions of Background Information of Teachers

No.	Items	Number of responses in figures
1.	Sex	
	a. male	3
	b. Female	2
	Total	5
2.	Grade they teach	
	a. 9	5
	b. 9-10	-
	c. 9-12	-
	Total	5
3.	Number of students in a class	
	a. 40-49	-
	b. 50-59	-
	c. 60-69	
	d. 70-79	2
	e. 80-89	3
	f. 90 and above	-
	Total	5
4.	Academic qualifications	
	a. diploma	-
	b. Degree	5
	c. MA	-
	Total	5
5.	Work experience in year	
	a. 1-5	4
	b. 6-10	-
	c. 11-15	-
	d. 16 and above	1
	Total	5

As indicated in Table 2 above, 3 of the teachers who were involved in this study were male, while 2 of them were female. This clearly shows that the majority of the English language teachers in the target grade level were men.

As regards to grade they teach, all of the teachers revealed that they teach at one grade level.

Concerning the number of students in a class, as indicated in the Table above, the minimum number of students in a class is 70 – 79 while the maximum number is 80-89. This clearly shows that the over crowdedness classes in the target secondary school. Data from class

room observation also support what teachers report in the above table. There were more than 75 students in all the classes observed.

With respect to qualification, all of the teachers have BA degree holders i.e. they have the qualification to teach English in secondary school level.

With regard to teachers' work experience, the data in the above Table might suggest that the majority of the teachers have not rich experience in teaching. However, from the given data in the Table, it is also possible to conclude that the majority of the teachers had been to teachers training colleges and universities after 1996- the year in which the teacher training materials that are currently in use in colleges and universities were published, and colleges, and universities started training English teacher according to the insights gained from CLT theories. This implies that almost all of the teachers have received training in CLT in the pre service training that would enable them to teach the target grade level as needed.

4.2.2 Analysis of Teachers Responses on Students' Related Factors

To discover the factors that affect students learning of English speaking skills an attempt was made. For example, item 9.1.1-9.1.9 of the questionnaire is about the factors related to students. Accordingly, the teachers were asked whether they agree or disagree with the factors described. Thus, their responses were as shown in the table below.

4.2.2.1 Lack of Confidence

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

Table 3: Teachers' Responses on Students' Confidence

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
9.1.1	Learners have not the confidence to speak freely in the class as they afraid of making mistakes and criticisms of friends	2	2	1	-	-	5

As indicated in Table 3, four of the teachers responded positively to item 9.1.1. That is they indicated that students have not the confidence to speak freely in the class as they afraid of making mistakes and criticism of friends. The respondents during the interview also confirmed that the learners lack the confidence to speak freely in English during speaking activities. They said that this is happened due to they afraid of making mistakes and criticisms of friends. The class room observation proved a similar result. That is some of the students simply shaking and stumbling while speaking. This seems that they lack confidence because they afraid of making mistakes (see Appendix E-2).

4.2.2.2 Students' Beliefs about Language Learning

As mentioned in chapter two of this paper, one of the factors that affect students' learning of English speaking skills is related to their beliefs about language learning. Thus, to investigate the teachers' view about students' beliefs about language learning the following statements related to the idea were included in the questionnaire.

Table 4: Teachers' Responses on Students Beliefs about Language learning

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

The information in Table 4 above depicted that most of the teachers responded positively to items 9.1.2, 9.1.3 and 9.1.4. That is, all of them replied that learners prefer to learn grammar and vocabulary than speaking, where as the majority of them indicated that learners prefer teacher explanation than doing the activities by themselves. Besides, the majority of them also showed that students do not think that they learn English when they work in pairs or groups. This shows that to what extent students beliefs about language learning is also contradicted with how one can learn English language speaking skills mentioned in the literature review of this paper (p.28).

Similarly, majority of the respondents during the interview also mentioned that students prefer teacher explanation than doing different oral activities in pairs or groups to develop their speaking skills (see Appendix C-1). It was also observed that most of the students gave special attention to teachers' explanation and follows him actively. But, they prefer silence when the teacher asks them even short oral questions (see Appendix E-2).

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

4.2.2.3 Lack of Participation

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

Table 5: Teachers' Responses on Students' participation

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
9.1.5	Students do not like to participate in speaking activities (e.g. presentation, group or pair work) in class	-	3	1	1	-	5

As it can be seen in Table 5 above, the teachers responded positively to item 9.1.5. That is, most of the teachers in the questionnaire confirmed that students hesitate to participate in

speaking activities like presentation, group or pair work in the class. According to the respondents' explanation during the interview, it seemed that students become reluctant to participate since most of them have not such experience in preceding grade levels. It was also observed that learners hardly took the initiative to start doing the group tasks provided to them in the classes. Most of them preferred to listen to teachers' talk than participate (see Appendix E-2).

This shows that learners seem to have once the perception that these activities have no relevance to their real life. However, this has a direct impact on their development of speaking skills.

4.2.2.4 Poor Speaking Background

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

Table 6: Teachers' Responses on Students' Speaking Background

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.1.6	Students have poor speaking background	2	3	-	-	-	5

As mentioned above one of the determinant factor that influences students' ability of English speaking skills is related to their poor background speaking practice. Thus, as the result in Table 6 shows, all of the respondents highly approved the existence of the problems. That is, students were not willing to talk freely in the class as they were not accustomed to speaking in the preceding classes.

The respondents during the interview also confirmed that the learners' past learning experiences influenced their participation during oral interaction activities. They said that those students who were shy and afraid to speak told their lack of experiences to speak in front of others in lower grades.

4.2.2.5 Mother Tongue use

In doing speaking activities, students feel less exposed if they are speaking in their own language. So, in order to prove whether the students use their mother tongue in various activities, the following statement related to the idea were included in the questionnaire.

Table 7: Teachers' Response on Students' Mother Tongue Use

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.1.7	Students use their mother tongue language when they ^{are} asked to do activities in pairs or groups in English classes	1	3	1	-	-	5

As Table 7 shows, the idea of students' mother tongue use while doing pair or group activities received the majority's agreement. Besides, almost all of the subjects in the interview said that when the students did pair and group tasks their participation would be less if they tried to speak in English. Thus, the majority of the students reverted to their mother tongue to express themselves. In addition, as the respondents indicated students felt at ease when teachers let them interact in their mother tongue.

This was confirmed by the classroom observation in that although the students started doing the speaking activities in English, they were observed to use their mother tongue after a while. Thus, it seems that the students' preference in using their mother tongue in doing speaking activities takes their practice time to speak in English. This has also problems in the development of students' speaking skills.

4.2.2.6 Shortage of Vocabulary

Students feel extreme anxiety or become tongue tied when they face shortage of words in unexpected situation. This may discourage their attempts to speak more, and enforce them to lose confidence in their speech, and become suddenly silent in the middle of a classroom discussion. In regard to this, in the following item, teachers were asked to report whether the students have problems in this respect.

Table 8: Teachers' Responses on Students' Vocabulary

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.1.8	Students do not have adequate vocabulary (words) to express their ideas or opinions in English	2	2	1	-	-	5

As is evidenced in Table 8 above, all of the respondents responded positively to item 9.1.8. Thus, it would appear sound to say that the interesting result as far as this study concerned is that all the respondents indicated the prevalence of this inhibiting factor even though the degree of its prevalence varies from students to student. In this respect, if students confront such problem frequently, they may fail to be; or make their speech uncomfortable to listen to and eventually become speech less, which can crate break down in communication.

Correspondingly, the interview result reflects that some students tend to prefer silence, or be unwilling or reluctant to present their group's discussion. As far as the result of the interview is concerned, when they are forced to speak, they start speaking, but soon end with fragments of unrelated ideas or shift the target language to their L1; or become silent with out convey their ideas or opinions. In addition to this, the classroom observation result also approved this. Students were observed while they were speaking with fragments of unrelated words (see Appendix E-2).

4.2.2.7 Lack of Practice

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

Table 9: Teachers' Response on Students' Practices of Speaking

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
9.1.9	Learners do not like practicing speaking in English in and out side of the class	1	3	-	1	-	5

The data in the Table 9 above reveals that, the majority of the teacher respondents responded positively to item 9.1.9. That is, they depicted that students do not like practicing speaking in English in and out side of the class. Most of the respondents confirmed this idea during the interview. According to the respondents' explanation, it seemed that students become reluctant to participate since most of them thought that speaking in English is difficult to them. Besides, the classroom observation also approved this. It was observed that majority of the students used their mother tongue in the English class (see Appendix E-2).

4.2.3 Analysis of Teachers' Perception on Teaches' Related Factor

4.2.3.1 Lack of Training

The success of educational process highly depends on the ability of teachers. It is obvious that improved learning can not be achieved through instructional methods with out the professional quality of the teacher. Hence in order to have competent and skillful teachers who can handle and practice communicative language teaching effectively, teachers should be trained /taught in the same way. Accordingly, in the following table, teachers were asked to report if they had received any sort of training in CLT.

Table 10: Teachers' perception on their Training

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.2.1	I have not been adequately trained in communicative language teaching to help students as needed	-	-	-	1	4	5

As illustrated in Table 10, for item 9.2.1, all of the respondents responded negatively. That is, teachers have been adequately trained in communicative language teaching. So they can help students as needed. Besides this, it was indicated in the table 6 of teachers' work experience, majority of the teachers teaching at a given grade level had been to teachers training colleges and universities after 1996- the years in which colleges and universities started training English teacher according to the insights gained from CLT theories. Hence, this implies that almost all of the teachers have received training in CLT in the pre-service training that would enable them to teach the target grade level as needed.

4.2.3.2 Teachers' Beliefs about Language Teaching

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

Table 11: Teachers' Perception on their Beliefs about Language Teaching

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.2.2	I often give emphasis to teach language forms and structure than speaking	2	3	-	-	-	5
9.2.3	I often prefer to explain and demonstrate than creating condition for the students	1	3	-	1	-	5

As the information in Table 11 showed, most of the teachers responded positively to each items (i.e. items 9.2.2 and 9.2.3). That is, all of the teachers give emphasis to teach language form and structure (grammar) than speaking. The majority of the teachers during the interview also approved this idea. Accordingly, they explained that the amount of time given and the number of students in the class as well as students' beliefs about language learning did not enable them to implement the above mentioned ideas as needed (see Appendix C-1). In addition to this, the classroom observation also confirmed with the above mentioned ideas. That means, the teachers simply gave explanation in the class on the given speaking lesson (See Appendix E-1).

4.2.3.3 Teaching Methodology

As repeatedly mentioned in different parts of this paper, one of the determinant factors that affect students' learning of English speaking skills is related to the teacher's method of teaching. Thus in the following section, teachers were asked to report what kind of teaching method they prefer.

Table 12: Teachers' Perception on their Teaching Methodology

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
9.2.4	I often prefer teacher fronted way of teaching than student centered	1	2	-	2	-	5

The information in Table 12 above depicted that majority of the respondents responded positively to items 9.2.4. That is, they indicated that they often prefer teacher fronted method of teaching than student centered. For the 'why' question raised from the researcher. During the interview, the respondents explained that it is the easiest way of presenting lessons to students and it is also a means to finish the textbook on time. Moreover, the respondents explained that there was resistance from students to student centered method of teaching. However, two of the respondents disagree with the idea of teacher-fronted method of teaching in the questionnaire and interview; the classroom observation disproved their confirmation related to their method of teaching. They were observed during classroom observation while they simply gave explanation in the class on the daily lesson (see Appendix E-1).

4.2.3.4 Inability of Teachers to Balance Classroom Oral Activities in line with Real Communication Needs

To be able to use the target language effectively in the real world, students need plenty of opportunity to practice the language in situations that encourage them to communicate their needs, ideas and opinions (Hedge, 200:44-45). In view of this, Byrne (1986:2) noted that no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this in and out side the classroom. In line to this, in the following Table teachers were asked to report whether they provide students with the opportunity to practice speaking.

Table 13: Teachers' Perception whether they give Opportunity to practice Speaking

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
9.2.5	I do not provide students with the opportunity to practice speaking in pairs and groups	-	-	1	2	2	5

As illustrated in Table 13, for item 9.2.5, all of the teachers replied that they provide students with the opportunity to practice speaking in pairs and groups. During the interview, the respondents also add that they provided students with the opportunity to practice speaking in pairs and groups in spite of its inadequacy. According to the respondents, the reason for the inadequacy of pair and group work was due to large number of students in a class and shortage of time to let each and every individual to practice in pairs and groups.

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

4.2.3.5 Teachers' Proficiency

One of the determinant factors that influence students' ability to learn English speaking skill is related to teacher proficiency of the target language. In relation to this, in table 18, teachers were asked to report if they have a good English language proficiency to help students as needed.

Table 14: Teachers' Perception on their Language proficiency

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.2.6	I have not a good language proficiency to help students as needed in speaking class	-	-	-	3	2	5

As mentioned above one of the determinant factors that influences students' ability to learn English speaking skill is related to teacher proficiency of the language. Thus, as the result shows in Table 14, all of the teacher respondents gave similar reactions to the item 9.2.6. All of them replied negatively to the idea that they have not a good language proficiency to help students as needed in speaking class. That is, they told that they have good language proficiency. But, this idea is quite disproved during classroom observation. The majority of teachers observed in the classroom did not seem to be proficient enough to help students as needed. For example, some of the teachers had been observed while they faced difficulty in giving relevant examples with clear instruction (See Appendix E-1).

4.2.3.6 Use of Teaching Aids

Teaching aid is an auxiliary instructional device intended to facilitate learning process. Using teaching aids lead to a more effective learning, greater interest or a higher level of motivation, and in general teaching with teaching aids enables the teacher to do better his job (Richards and Rodgers, (1986). Thus, in the following item, teachers were asked to report whether they use different teaching aids in English speaking classes.

Table 15: Teachers' Perception whether they use Teaching Aids or not

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
9.2.5	I do not use teaching aids like tape recorders, cassettes, radio program and other authentic material in speaking class to promote students speaking skills	4	1	-	-	-	5

Concerning item 9.2.7, all of the teacher respondents were replied negatively to the idea that whether they use teaching aids like tape recorders, cassettes, radio program and other authentic material in speaking class to promote students' speaking skills. According to Table 15 above, all of them replied that they did not use teaching aids motioned here. The interviews made with the respondents also strengthen this idea. They told that they did not use teaching aids because they had not the access to it (See Appendix C-1). Besides, during class room observation the teachers were also seen that while they taught speaking lesson with out any teaching aids (See Appendix E-1).

4.2.3.7 Correction of Error

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

Table 16: Teachers' Perception of their Means of Error Correction

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.2.8	I usually correct my students errors during fluency activity.	1	2	-	2	-	5

Regarding item 9.2.8, as the Table 16 indicates, the majority of the respondents agreed to the idea that whether they usually correct their students' error or not. That is, the majority

or three of them replied that they usually correct their students' errors during fluency activity. The interview also proved a similar result in that the teachers told that they provided feed back soon to enable students to produce grammatically correct and meaningful sentences. A similar result was disclosed by the classroom observation (See Appendix E-1). It was observed that the majority of the teacher tended to evaluate performances of active students only and this was done through giving immediate feed back for their performances.

However, two of the respondents replied negatively to item 9.2.8. The interview proved a similar result in that the teacher said that they did not provide feed back during fluency activities. They mentioned that the effort of speaking in English was most importantly to communicate than producing correct language forms. They said that they did not want to interrupt students while they were speaking to correct the grammatical errors they made in their sentences.

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

4.2.3.8 Teachers' Language Testing System

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

Table 17: Teachers' Perception on how they Evaluate Students' Language Performance

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

With regard to the idea of evaluating students' language performance through objective questions like multiple choices than oral presentation test, the following results were obtained. As indicated in Table 17, the questionnaire result indicates that all of the teachers agreed that they usually evaluate students' performance only through objective questions like multiple choice than oral presentation test. The respondents in the interview also expressed a similar idea mentioning some of the reasons not to let students to take oral presentation test. They said that since there are large numbers of students in a class, there is no enough time to evaluate each and every individual student in a class. Therefore, instead of oral presentation, we use reading comprehension, vocabulary, grammar questions in the form of multiple choices to evaluate our students' language performance (See Appendix C-1).

4.2.4 Teachers Perceptions on Classroom Related Factors

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

4.2.4.1 Large Class size and Unsuitable Seating Arrangement

Table 18: Teachers' perception on Classroom Related Factors

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
9.3.1	There are large number of students in a class	5	-	-	-	-	5
9.3.2	Seats are not suitable for group and pair works	3	2	-	-	-	5

With regards to item 9.3.1, as indicated in Table 18 above, all of the respondents indicated that they ‘strongly agree’ with the item mentioned. That is, they replied that there are large numbers of students in a class. Besides they also depicted that seats are not suitable for group and pair works.

Similarly, all of the respondents during the interview also explained that it was impossible for them to help students by giving different oral activities in pairs and group due to large class size and unsuitable seating arrangements. They told that since there are more than 75 students in a class and were fixed desks which are not comfortable to organize students in groups and pairs; they would be reserved to use teacher-fronted way of teaching. A similar result was gained from the classroom observation results. Classes were characterized by large number of students, over crowded spaces and unmovable desks (See Appendix E-2).

4.2.5 Teachers Responses on Instructional Material Related Factors

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

4.2.5.1 Shortage of Text books and Teaching Aids

Table 19: Teachers’ Reflections on Text books and Teaching Aids

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

As illustrated in Table 19, for item 9.4.1, all of the teachers replied that there is no problem of English text book in the school. That is, students have adequate access to English text books. This was also confirmed by the respondents during the interview that there is no shortage of English textbook in the school and the students have a 1:1 ratio access to text books. In contrary to this, all of the respondents responded negatively to item 9.4.2. As revealed in Table 19, all of them were indicated that there is no access to teaching aids in the school. During the interview, the respondents also added that they did not use teaching aids like tape recorders, radio, television and other authentic materials such as news paper and magazines that can promote students' speaking skills. They replied that this is happened because there is no access to these materials in the school. Thus they only reserved themselves to students' English text book to develop students' speaking skills. The classroom observation also approved this idea (See Appendix E-1).

4.3 Analysis of Data from Students' Questionnaire

4.3.1 Students' Responses on Students Related Factors

4.3.1.1 Lack of Confidence

As mentioned in the literature review of this paper, one of the determinant factors that influence students learning of English speaking skills is related to their confidence. In relation to this, in Table 20 below, students were asked to report if they have the confidence to speak freely in the class.

Table 20: Students' Perceptions on their Confidence

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.	I have not the confidence to speak freely in the class as I afraid of making mistakes.	30%	35%	-	12%	23%	100%

With regard to students' confidence, the data in the above Table shows that more than half of the respondents (65%) of them responded that they did not speak freely in the class as they have not the confidence to do so. This is happened due to they afraid of making

mistakes. The respondents during the interview also confirmed that they lack of confidence to speak freely in English because they afraid of making mistakes and criticisms of friends. However, 35% of the respondents also indicted for item 2.1.1 that they have the confidence to do so. In spite of this, the classroom observation also indicated that the students do not have the confidence to speak freely in the class. Even, during activities which involve only short answer, the students simply interrupted their speech in between. This seems that they lack the confidence to speak freely in the class as they afraid of making mistakes.

4.3.1.2 Students' Beliefs about Language Learning

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

Table 21: Students' Reflections on their Beliefs about Language Learning

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.2	I prefer to learn grammar and vocabulary than speaking	45%	55%	-	-	-	100%
2.1.3	I prefer teachers expansion than doing the activities myself	28%	35%	15%	27%	-	100%

As indicated in Table 21, item 2.1.2 got the highest proportion (100%). That is, the students revealed that they prefer to learn grammar and vocabulary than speaking. This shows that the majority of the students expected the teacher to guide them in doing the activities. In other expressions, they needed the teachers' closer attention and support by explaining and giving instruction before doing the activities. This, as the interview result showed has an effect on the effectiveness of a given task. That is, students failed to participate in the activities that the teacher simply told to do. As the respondents explained, they need to learn grammar and vocabulary mainly because these are the items that appeared in the exams. Thus, they prefer these items simply to score good points and to pass the exams (See Appendix D-2). The classroom observations also strengthen this idea. The students in the observed sections were seen while they were attending actively the teachers' explanation of a given lesson.

Regarding item 2.1.3, the majority of the respondents (63%) of them revealed that they prefer teachers' explanations than doing the activities by themselves. The interview results also clearly show this. They told that they prefer teachers' explanation that it is the easiest way of understanding the subject matter of a given lesson. On the other hand, 37% of the respondents also replied negatively to the item 2.1.3. However, majority of the students in the observed sections were seen while they were attending actively teaches' explanation than doing the activities themselves (See Appendix E-2).

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

4.3.1.3 Lack of Participation

Teaching and learning is meaningless with out active participation of learners. In line with this, to promote the learning of English speaking skills, above all, students have to practice speaking in the target language in the class by participating actively in pair or group and individual activities in and out side the class. Thus, the following Table deals with if students like to participate in speaking activities.

Table 22: Students' Perception on their Participation

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.4	I do not like to participate in speaking activities (e.g. oral presentation, group work, pair work etc) using English	17%	26%	-	34%	23%	100%

As it can be seen in Table 22 above, half of the students responded negatively to 2.1.4. That is, most of the respondents (57%) of them are against the idea of "I do not like to participate in speaking activities like oral presentation, group work, pair work etc.) using English. This implies that they like to participate in speaking activities like oral presentation, group work, pair work etc. using English. However, less than half of them (43%) indicated that they hesitate or do not like to make participation in speaking activities like oral presentation, group work, pair work etc. using English. The interview result also

approved this. Accordingly, the students explained that they hesitated to participate in speaking activities because, firstly, they did not have such experience in preceding grade levels. The other reason is that they thought that expressing themselves in English freely is difficult for them. Thus, most of them preferred to listen to teachers' talk than making participation. The class room observation result also supports this idea. Students did not make active participation in speaking activities (See Appendix D-2).

4.3.2.4 Poor Speaking Background

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

Table 23: Students' Perception on their Speaking Background

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.5	I have poor speaking background	35%	65%	-	-	-	100%

With regard to students' speaking background the data in the above Table 23 shows that all of the respondents (100%) of them replied that they have poor speaking background. That means, they did not have the exposure to speak in English in lower classes. They also indicated in the interview that they were not accustomed to speaking in the proceeding classes because their lower grade teachers did not make them to practice on the speaking area. They also added that their past English learning experience have an effect on their present way of learning English speaking skills. That is, in lower classes they learned English focusing on its grammar and vocabulary items. This resulted in giving less attention to speaking activities now days. Thus, they lacked the practice of talking freely in front of others (See Appendix D-2).

4.3.1.5 Mother Tongue use

As mentioned in chapter two of this paper, one of the determinant factor that influence the leaning of English speaking skills of students is related to the frequent use of mother tongue language in the class. Thus, in relation to this, in the following table, students were asked to report whether they use their mother tongue in various activities of speaking classes.

Table 24: Students' Reflection whether they use Mother Tongue Language in the Class

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
2.1.6	I use my mother tongue language, when ever I asked to do activities in pairs or groups in speaking class	7%	38%	-	8%	47%	100%

As the Table 24 above shows, the majority of the respondents (55%) of them responded negatively to the item 2.1.6. That is, they use English when ever they asked to do activities in pairs or groups rather than their mother tongue language. On the other hand, the minority of the respondents (45%) of them agreed with the idea that they use their mother tongue language when ever they asked to do activities in pairs or groups in speaking class. In addition to this, the majority of the respondents in the interview also expressed that they felt free to express their ideas with their group members when they used their first language than speaking in English. The classroom observation also proved the same result, that most of the students were observed to make no effort to speak in English (See Appendix E-2). Thus, it can be inferred that the students' need of translating English to their mother tongue and use it most dominantly in doing interaction activates affects their performance to speak in English.

4.3.1.6 Shortage of Vocabulary

The knowledge of the target language words is very essential in developing ones speaking skills. Because if the students have no knowledge of words, they will unable to use the language. In line with this, the students were asked to report if they have adequate vocabulary to express their opinions or ideas in English.

Table 25: Students' Reflection whether they have adequate vocabulary or not

Item	Statement	Response category					
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
2.1.7	I do not have adequate vocabulary (words) to express my ideas, opinions in English	19%	69%	-	12%	-	100%

As it is indicated in Table 25, majority of the respondents 88% responded positively to item 2.1.7. That is, they strongly indicated that they do not have adequate vocabulary (words) to express their ideas, opinions in English. Correspondingly the interview results also reflect that some students tend to prefer silence, or be unwilling or reluctant to present their group’s discussion. As far as the result of the interview is concerned, when they are forced to speak, they start speaking, but soon end with fragments of unrelated ideas or shift the target language to their L1; or become silent without convey their ideas or opinions. In addition to this, the classroom observation result also approved this idea. The students were seen while they started speaking but soon end with fragments of unrelated ideas or shift the target language to their L1; or become silent with out convey ideas or opinions.

4.3.1.7 Lack of Practice

A skill is learnt by practice: the teacher is merely auxiliary. The teaching and learning of language speaking skills need practice. Actual practice makes students use the language for their needs. In line with this, students were asked to report whether they practice speaking in English as follows.

Table 26: Students’ Reflection whether they Practice Speaking in and outside of the Class

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.8	I do not like to practice speaking in English in and out side of the class	35%	47%	-	18%	-	100%

The information in Table 26 shows that the majority of the students (47%) ‘Strongly agreed’ and 35% ‘agreed’ to the idea in item 2.1.8. In sum, 82% of the respondents were positively responded to this item indicating that they do not like to practice speaking in English in and out side of the class. However, 18% of the respondents also revealed that they like to practice speaking in English in and out side of the class.

On the other hand, the respondents during the interview also indicated that they did not practiced speaking in English in and out side of the class. They expressed that they had not environmental support and had no exposure to the language speaking society. As a result,

they do not practice it so often. Besides, the classroom observation result also strongly supports these ideas. Less number of students than expected were seen when they rarely practice speaking in English in classes.

4.3.2 Analysis of Students' Responses on Teachers Related Factors

4.3.2.1 Teachers Beliefs about Language Teaching

Teachers' beliefs and attitudes towards language teaching and learning is one of the factors that influence students' learning of English speaking skills. In relation to this, students were asked to report about their teachers' beliefs about language teaching as follows.

Table 27: Students' Responses on Teachers' Beliefs about Language Teaching

Item	Statement	Response Category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.1.6	My English teacher often gives emphasis to teach language forms and structures than speaking	32%	63%	5%	-	-	100%
2.2.2.	My English teacher often prefers to explain and demonstrate than creating conditions for the students to practice speaking	47%	43%	-	10%	-	100%

As illustrated in Table 27, for items 2.2.1 the majority (63%) of the respondents 'agree' and 32% of them showed that they 'strongly agree' with the idea mentioned there. On the other hand, for item 2.2.2, 47% of the respondents indicated that they strongly agree with the item and 43% of them showed that they agree with the given idea. In sum, for both items 2.2.1 and 2.2.2 the majority of the respondents, 95% and 90% of them responded positively to the items respectively. That is, they indicated that their English teacher often gives emphasis to teach language forms and structure than speaking as well as they often prefer to explain and demonstrate than creating conditions for the students. The interview result from students and the classroom observation also strongly approved this idea. Teachers were seen while they explained and demonstrated language forms and structure than creating conditions for the students to practice speaking (See Appendix E-1).

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

4.3.2.2 Teachers' Teaching Methodology

It is thought that teachers also make the learning of spoken English difficult through their methods which make learning teacher centered. Hence, the learners are hardly exposed to practice. Thus, in the following section, students were asked to report what kind of methods their English teacher used in the speaking class.

Table 28: Students' Reflections on Teachers' Teaching Methodology

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.3	My English teacher often prefers teacher fronted way of teaching than student centered in speaking class.	22%	39%	15%	24%	-	100%

The information in Table 28 above, depicted that majority of the respondents (61%) were responded positively to the item 2.2.3. That is, they indicated that teachers often preferred teacher fronted way of teaching than students centered. However, 39% of the respondents were replied negatively to the item. That is they revealed that their teachers did not often use teacher fronted method of teaching, which imply that they might used student centered way of teaching. Again, as the interview result with respective students showed, majority of them confirmed that most of the time the teachers' talks dominated the class and that their duty is simply listening to their teacher explanation rather than making active participation. More repeatedly mentioned in the different analysis part of this paper, the teachers were also seen while they used teacher fronted way of teaching than interacting the students.

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

One of the important features of modern techniques of teaching speaking is that it provides learners with great opportunity for oral interaction (speaking) in the target language as a means of developing their speaking skills. Thus, to investigate whether the teachers provide

students with the opportunity to practice speaking, the following statements related to the idea were included in the questionnaire.

Table 29: Students' Responses whether their Teachers provide them the Opportunity to Practice Speaking

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.3	My English teachers does not provide us with the opportunity to practice speaking in pairs and groups	23%	37%	-	18%	22%	100%
2.2.6	My English teacher does not provide us activities that promote our speaking skills in the class	35%	41%	-	15%	9%	100%

As illustrated in Table 29, for item 2.2.4, the majority of the respondents responded positively to the idea mentioned there. Accordingly, 23% of the respondents showed that they 'strongly agree', while 37% of them revealed that they 'agree'. In sum, the majority or 60% of the respondents indicated that their teacher did not provide them with the opportunity to practice speaking in pairs and groups. However, 40% of the respondents indicated their teacher provide them with the opportunity to practice speaking. The respondents during the interview also expressed that the activities given are in rare cases and were too inadequate. The classroom observation also approved that the opportunities given to practice speaking in pairs and groups were insignificant and very inadequate.

Regarding item 2.2.6, it was also observed that the majority of the respondents (76%) of them revealed that their English teachers did not provide them activities that promote their speaking skills. This was also supported by the classroom observation results. The students were not provided with activities like role play, drama, discussion, simulation etc. that are assumed to promote students' speaking skills.

Thus, from the above mentioned points, it can be inferred that the absence of classroom oral activities is one of the factor that influence students learning of English speaking skills.

4.3.2.4 Teachers Proficiency

The problem of proficiency in language of instruction at secondary schools is not only the problem of students but also it is the problem of teachers too. In relation to this, students were asked to report on their teachers' English language proficiency.

Table 30: Students' Reflection towards their Teachers Proficiency

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.5	My English is not proficient enough in English to help me as needed.	-	25%	28%	47%	-	100%

As listed above one of the determinant factors that influences students' learning of English speaking skills is related to teachers' proficiency in the target language (English in this case). But as the result in the above Table shows, the majority of the respondents (75%) of them responded positively to item 2.2.6. That is, they revealed that their teachers are proficient enough in English to help them as needed. However, this idea is disproved during classroom observation. The majority of teachers observed in the classroom did not seem to be proficient enough to help their students from the perspective of communicative language teaching. They did not initiate idea, provide students activities that made them to communicate to each other.

4.3.2.5 Use of Teaching Aids

In this section students were asked to report whether their teacher use various teaching aids in the class room to promote their speaking skills.

Table 31: Students' Reflections whether their English Teachers use Teaching Aids in the Class

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.7	My English teacher does not use teaching aids and authentic materials in the classroom to promote our speaking skills.	63%	37%	-	-	-	100%

Concerning item 2.2.7, all of the respondents (100%) of them responded negatively to the idea that whether their teachers use teaching aids and authentic materials in the class room in order to promote students' speaking skills. That is, all of them revealed that their English teachers did not use teaching aids and authentic materials in the speaking classes. The interview result made with both teachers and students also approved this. Both of them expressed that teachers did not use teaching aids like tape recorder, cassettes, radio programs and other authentic materials in the class room because there is no access to them in the school. The classroom observation, on the other hand, strongly confirmed with the above points.

4.3.2.6 Error Correction

As errors are normal and unavoidable during learning process, teachers shouldn't correct every mistakes of the learner. Especially, the immediate error treatment may inhibit the learners' willingness to speak at all. In line to this, in the following item students were asked to report how their English teachers correct their mistake.

Table 32: Students' Responses on the way Teachers correct their Error

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.8	My English teacher usually correct out errors while we are speaking.	43%	17%	-	31%	9%	100%

Regarding item 2.2.8, as the Table 32 above indicates, 43% and 17% of the respondents were 'strongly agree' and 'agree' respectively. The remaining 31% and 9% also 'disagree' and 'strongly disagree' respectively. However, the majority of the respondents, in sum, 60% of them responded positively to the item 2.2.8. That is, they expressed that their English teachers usually correct their errors while they are speaking. As the respondents during the interview tried to express it, however the teacher corrected their error during fluency activity to made them to produce grammatically correct sentences, they explained that they did not need such kind of interference. They also added that this kind of interference did not enable them to participate freely. On the other hand, as it was explained in the preceding parts, majority of the teachers are observed during the classroom observation giving corrections by interrupting and students were found to be reserved in

speaking practices because of fear of criticism from the teacher. Thus, one can infer that teachers' frequent intervention of error correction seemed to hinder the learners' participation in speaking.

4.3.2.7 Language Testing System

As mentioned in the literature review of this paper, if students are not assessed for what they do in the classroom, they did not give credit to the activities they were taught. Thus, if we teach these skills (speaking in this case) we have to give appropriate credit both in school and national exams to justify the teaching input. Hence, in the following item, students were asked if their teacher assessed their language performance through oral presentation test.

Table 33: Students' Responses on How Teachers Evaluate their Language Performances

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.9	My English teacher usually evaluate our language performance through objective questions like multiple choice than oral presentation test	57%	43%	-	-	-	100%

With regard to the idea of evaluating students' language performances through objective questions like multiple choice than oral presentation test, the following result were obtained. As indicated in Table 33 above, the questionnaire result indicates that all of the respondent students (100%) of them responded positively to the item 2.2.9. That is the students expressed that their teachers usually evaluate their language performances through objective questions like multiple choice than oral presentation test. The respondents during the interview also expressed that their teacher did not give emphasis to oral presentation test. As a result, they also give more emphasis to grammar, vocabulary, reading comprehension items as these are the items which usually appeared in exams. Thus, from the above points, it can be concluded that teaches' language testing system made students

to focus only on linguistic competence than fluency activities. This has also a direct impact on the students' learning of English speaking skills.

4.3.3 Students Responses on Classroom Related Factors

In the following items, students were asked to report classroom related problems with respect to the learning of English speaking skills.

4.3.3.1 Large class Size and Seating Arrangement

Table 34: Students' Responses on Classroom Related Factors

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.3.1	There are large numbers of students in the class.	39%	47%	14%	-	-	100%
2.3.2	Seats are not suitable for group and pair works	29%	51%	-	20	-	-

With regard to item 2.3.1 and 2.3.2, the majority of the respondents responded positively to each items. That is, they indicated the existence of the problem. As it can be observed in Table 34, 39% of the respondents were 'strongly agree' and 47% of them were 'agree' with item 2.8.1. In sum, 86% of them revealed that the existence of large number of students in the class. Besides this, the majority of the respondents in the interview were strongly confirmed with the availability of the problem mentioned. On the other hand, concerning item 2.3.2, 29% of the respondents were 'strongly agree' and 51% of the respondents showed their agreement with the problem mentioned here. In sum, 80% of the respondents showed that seats are not suitable for group or pair work. The classroom observation result also strongly supports these points. It was observed that there were more than 75 students in a class. Because of this, seats are not suitable for group and pair works as well as for any communicative activities. So, students were not given with adequate interactive activities. Consequently, the class room dominated by only teachers' talk and students' participation is too low.

4.3.4 Students Responses on Instructional material Related Factors

Instructional materials have it sown roles in the effectiveness of teaching and learning process. Consequently, assuring its accessibility and assessing the extent to which teacher utilize teaching materials during instruction be come crucial. In line with this, in the following items, students were asked to report if there is problem in this respect.

4.3.4.1 Shortage of Textbooks and Teaching Aids

Table 35: Students' Responses on the Availability of Textbooks and Teaching Aids

Item	Statement	Response category					Total
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
2.2.1	There is shortage of English text book in school	-	-	29%	47%	24%	100%
2.4.2	There is no access to teaching aids.	23%	56%	21%	-	-	100%

Thus, as it can observed from the above Table 35, for item 2.4.1, 47% of the respondents were 'disagree', 29% of them were 'uncertain' and 24% of them were 'strongly disagree' with the item. This means that all of the respondents replied negatively to the statement. In other expression, all of the respondents revealed that there is no shortage of textbook in the school. The respondents during the interview also explained that they have a 1:1 ratio access to textbook and have no problems in this respect. However, for item 2.4.2, 56% of the respondents were 'agree' 23% of them were 'strongly agree' 21% of them were 'uncertain'. Hence, the majority of respondents, in sum, 79% of them revealed that they have no access to teaching aids. The interview result with the students also shows that they do not use any teaching materials except the text books. During the classroom observations teachers were also seen that while they only employed English textbook to teach speaking lessons (See Appendix E-1).

4.4 Comparison of Teachers and Students Responses to the Items

In this section, an attempt has been made to analyze the similarities and differences in the views of the teachers and students regarding their responses to the questionnaire and interviews. The result of real classroom observation helped the researcher confirm the discrepancies between the responses of teachers and students questionnaire of the same items. For example, teachers questionnaire items 9.1.2, 9.1.3, 9.1.6, 9.1.8, 9.1.9, 9.2.2,

9.2.3, 9.2.4, 9.2.7, 9.2.8, 9.2.9, 9.3.1, 9.3.2, 9.4.1 and 9.4.2 in parallel to students' questionnaire 2.1.1, 2.1.3, 2.1.5, 2.1.7, 2.1.8, 2.2.1, 2.2.2, 2.2.3, 2.2.7, 2.2.8, 2.2.9, 2.3.1, 2.3.2, 2.4.1 and 2.4.2 respectively are basically the same in content except minor wording differences. Accordingly, majority of both the teacher and students respondents revealed that they have the same standing on each items listed above. For example, as indicated in Table 3, concerning students' self confidence, majority of the teachers depicted that students have not the confidence to speak freely in the class as they are afraid of making mistakes and criticism of friends. Likewise, again for similar items shown in Table 20, the majority of the students responded that they have not the confidence to speak freely in the class. Similarly, the respondents strongly indicated that they have the same standing in the remaining items listed above whether it was positively or negatively.

On the other hand, teachers' questionnaire items 9.1.5, 9.1.7 and 9.2.5 in parallel to students' questionnaire 2.1.4, 2.1.6, 2.2.4 respectively are basically the same in content except minor wording differences. However, these are the items where different answers had been given for the same questions. As revealed in Table 5, majority of the teacher respondents confirmed that students do not like to participate in speaking activities like, oral presentation, group or pair works in class, where as according to Table 22 of students' responses, majority of them responded that they liked to participate in speaking activities like oral presentation group and pair works.

Similarly, there were discrepancies between the responses of teachers and students on items 9.1.7, 9.2.5 in parallel to students' questionnaire 2.1.6 and 2.2.4, respectively. That is a question about students' use of mother tongue and teachers' provision of opportunities to practice speaking. Concerning, students' use of mother tongue, as indicated in Table 7, majority of the teachers responded that students use their mother tongue language whenever they asked to do activities in pairs or groups in English classes. In contrary to this, as revealed in Table 24, the majority of the students were against this item and the same is true with regard to whether the teachers provide the opportunity to practice speaking. Besides, there were also discrepancies between students questionnaire and classroom observation result (See Table 13, 14 22 and 30).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study, as it was indicated in the introductory part was to assess the factors that affect the learning of English speaking skills, with particular reference to grade nine Ginchi secondary and preparatory school and thereby suggest alternative solutions to the problems. In order to achieve this purpose, thus, the study was aimed at seeking answers to the following basic questions.

- What is the current level of students' participation in English speaking class of the target school?
- What are teachers' related factors that affect the learning of English speaking skills at the selected school?
- What are students' related factors that affect the learning of English speaking skills at the selected school?
- What are the classroom related factors that affect the learning of English speaking skills at the selected school?
- What are the instructional materials related factors that affect the learning of English speaking skills at the selected school?

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

The sources of the data were classroom observation, grade nine English teachers and students of Ginchi secondary and preparatory school. Among the total population of 1609 students, 100 of them were selected by using simple random sampling techniques for the questionnaire. Five teachers and seven students of the target grade level were interviewed. Besides, five English teachers were observed twice while they were teaching speaking lesson. The study has revealed students' participation level in speaking, problems related to teachers, students, classroom and instructional materials, with respect to the learning of

English speaking skills. Finally, data was analyzed using statistical tools such as figures and percentage. Then, in relation with the basic questions, the results of the analyzed data have indicated the following major findings.

5.1.1 Students' Participation

The finding of the study revealed that the current level of students' participation in English speaking class of the target grade is low, due to classes are mostly teacher dominated. Students have been hardly confronted with the totality of language use (real communication) as classes were mainly teacher fronted. Thus, students are supposed to listen to their teachers' talk rather than actively involved in various classroom speaking activities.

5.1.2 Teachers' Related Factors

Some of the teachers' related problems that affect the learning of English speaking skill as revealed by the study are:

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

5.1.3 Students' Related Factors

The learning of English language speaking skills can also be affected by the students. The study indicates some of the problems of learning English speaking skills related to students as follows.

1. The absence of self-confidence to speak freely in the class, which comes from being afraid of making mistakes and criticism of friends.
2. The learners' emphasis to learn only grammar and vocabulary than not speaking
3. Students' hesitation to participate in different pair and group work activities using the target language (English).
4. Poor speaking background of students which comes from prior educational background of the learners.
5. Students' frequent use of their mother tongue language during English speaking classes.
6. Lack of adequate vocabulary (words) which they can express their ideas or opinions with out any difficulty.
7. Less effort of the learners to practice speaking in English in and out side of the class.

5.1.4 Classroom Related Factors

The classroom environment was the other constraint for the students learning of English speaking skills in the class. That is, a class with a large number of students was found to be inconvenient for teachers to help all the students in order to promote their speaking skills. In relation to this problem, thus, the absence of adequate classroom and the fixed seat arrangement were the two classroom related problems that affect directly or indirectly students learning of English speaking skills in the target school.

5.1.5 Instructional Materials Related Factors

According to Amare (1999:53) instructional materials related to all forms of materials which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. Teaching, without instructional materials boils down to teaching without technology. The degree to which

teacher utilizes teaching materials has become one of the challenges in the field of education. In relation to this problem, as revealed in this study, lack of access to teaching aids has also been found as the other problem that affects students' learning of English speaking skills in the target school.

5.2 Conclusions

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

The research also showed that there is a mismatch between what EFL classroom oral interaction (speaking) theory claims and what is actually practiced in the classroom. As seen from the results, teachers put less emphasis on using the language for oral communication (i.e. much emphasis was given to the teaching of grammar and vocabulary items). This has a direct influence on the students' learning of English speaking skills. Similarly, teachers' inability to create opportunities for learners to interact in the target language is due to their beliefs about language teaching and preference of teacher-centered methods of teaching. However, as mentioned in the literature, one important feature of modern techniques of teaching speaking is that it provides learners with great opportunity for oral interaction (speaking) in the target language as means of developing their speaking skills. So, the attention given to oral communication is not encouraging.

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

The investigation, furthermore, explored that there is a disparity between students' beliefs about language learning, their classroom practice and what scholars in the field claimed about how one can learn speaking. As revealed in the literature, speaking is best learned by

speaking. Besides, the study also depicted that lack of confidence, poor speaking background, frequent use of mother tongue language in English speaking lesson and low practice of the language in and outside of the class was among the students' related factors that affect their learning of English speaking skills.

Moreover, a large number of students in a small classroom, fixed seat arrangement, shortage of teaching materials and so forth were also some of the classroom and instructional material related factors that affect directly or indirectly the learning of English speaking skills.

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

5.3 Recommendations

Finally, based on the finding of the study, the researcher forwards the following recommendations for the improvement of students learning process of English speaking skills, in the target grade level.

- The study revealed that teaching and learning is meaningless without active participation of learners. Thus, to improve students' participation, above all, students have to practice speaking in the target language in the class by participating actively in pair or group and individual activities. To this end, teachers also have to play prominent roles. This means that they should use modern methodologies which give room for students' active participation. In the development of speaking skills, students should be given a chance to speak. Thus, they must be provided with opportunities to interact with their peers or their teachers.
- Efforts should be made to give learners at lower levels sufficient exposures to practice English in meaningful context in general and pair or group discussion in particular to build good background for the higher level.

- Language teachers, as much as possible, should be able to create a threat-free environment in which students are willing to participate in the classroom oral interaction. Teachers are advised not to interfere when students make errors/mistakes while they are speaking.
- Teachers are advised to include speaking test in the tests of English language at the target grade level to reinforce the learner towards the speaking skills.
- To enable the students to speak English with confidence, and avoid stage fright, fear of making mistakes and criticisms of classmates, it would be better to provide a whole class discussion or warm up talks related to the topic they are going to discuss a head of pair/group work in order to help the students receive information from others and think fresh.
- To help the students enrich their knowledge, ideas and vocabulary capacities of English language and overcome shortage of ideas during classroom discussion, teachers have to expose them to different texts and stories that are full of active vocabularies.
- Teachers should be aware of the fact that students come up with their own beliefs, attitudes and various background experiences (i.e. social, cultural, life and academic background experiences) of language learning and with their own views of when and how to participate and express their feelings or opinions in the classroom interactions. They also have their own interests, needs and expectations that they want to be fulfilled in their academic life. It is, therefore, in the actual classroom phenomena that all those variables interact and impose actual problems on the process of language teaching and learning. As a result, classroom behavior requires better care and progressive evaluation for better performances and feedback.
- Students are advised to make practice speaking in English both in and outside the class.
- The problems of large class size and fixed seat arrangement need to be improved by the bodies concerned. The teaching materials for speaking lessons should be designed in such a way that they should be related to the context of the learners' exposures. These may increase students' interest and efforts of involving in both fluency and accuracy developing activities and spoken English.
- Finally, the researcher would like to recommend further study on the problem under the investigation.

APPENDICES

APPENDIX-A

Questionnaire for Teachers of English

Dear teacher, this questionnaire is designed for purposes of research study. Its main aim is to study factors affecting students' learning of English language speaking skills in grade 9. The success of the study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly and frankly. Your identity will remain anonymous and your cooperation will be highly appreciated

Thank you for your cooperation.

Part One

Instruction:- Provide Necessary Information about the Following

1. Name of your school _____
2. Zone _____
3. Sex male female
4. At what grade level are your teaching (please tick (✓))
Grade 9 Grade 10 Grade 11 Grade 12
5. Total number of students in a class (average) _____
6. Academic qualification
Diploma Degree MA
7. Your field of study Major _____ Minor _____
8. Teaching experience in years
1-5 6-10 11-15 16 and above

Part two

Instruction: For the factors affecting the students' learning of English speaking skills, some suggestions are written as shown below. Thus, for questions 9.1.1.-9.4.2 indicate your answer by putting a 'tick' (✓) under the alternatives given as strongly agree, agree, uncertain, disagree and strongly disagree.

Key

5. Strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree
9. Some of the factors affecting students' learning of English speaking skills

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

(Adapted from Alemu,2004:289-292).

APPENDIX B

Questionnaire for Students in English

Dear students,

I am conducting a research on factors that affect students learning of English language speaking skills in grade 9. Your genuine response to the questions will help me to gather reliable data about the problem being investigated. Thus you are kindly requested to answer each question carefully.

You are not required to write your name.

Part One

Instruction: provide necessary information about the following

1. Write your personal information about the following _____

1.1. Name of the school _____

1.2. Grade _____ 1.3. Sex: Male Female

Part Two

Instruction: For the factors affecting the students' learning of English speaking skills, some suggestions are written as shown below. Thus, for questions 2.1.1.-2.4.2 indicate your answer by putting a tick (✓) under the alternative given as strongly agree, agree, uncertain, disagree and strongly disagree.

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

2. Some of the factors affecting students' learning of English speaking skills

No	Assumed factors	Category of responses				
		5	4	3	2	1
2.1	Student related factors					
2.1.1	I have not the confidence to speak freely in the class as I afraid of making mistakes					
2.1.2	I prefer to learn grammar and vocabulary than speaking					
2.1.3	I prefer teachers explanation than doing the activities myself					
2.1.4	I don't like to participate in speaking activities (e.g. presentation, group work, pair work etc) using English.					
2.1.5	I have poor speaking background					
2.1.6	I use my mother tongue language, when ever I asked to do activities in pairs or groups in speaking class					
2.1.7	I do not have adequate vocabulary (words) to express my ideas, opinions in English					
2.1.8	I do not like to practice speaking in English in and out side of the class					
2.2.	Teacher related factors					
2.2.1	My English teacher often gives emphasis to teach language forms and structure than speaking					
2.2.2	My English teacher often prefers to explain and demonstrate than creating conditions for the students to practice speaking					
2.2.3	My English teacher often prefers teacher fronted way of teaching than student centered in speaking class					
2.2.4	My English teacher doesn't encourage us to use the language in and out side the class					
2.2.5	My English teacher does not provide us with the opportunity to practice speaking in pairs and groups					
2.2.6	My English teacher is not proficient enough in English to help me as needed					
2.2.7	My English teacher does not provide us activities that promote our speaking skills in the class.					
2.2.8	My English teacher does not use teaching aids and authentic materials in the class room to promote our speaking skills.					
2.2.9	My English teacher usually corrects our errors while we are speaking.					
2.2.10	My English teacher usually evaluate our language performance through objective questions like multiple choice than oral presentation test					
2.3	Class size related factors					
2.3.1	There are large number of students in the class					
2.3.2	Seats are not suitable for group or pair work					
2.4	Instructional material related factors					
2.4.1	There is shortage of English text book in school					
2.4.2	There is no access to teaching aids					

APPENDIX B-1

Mana Barumsa Qophaa'ina fi sadarka Lamaffaa Ginciitti Gaaffannoo baratoota kutaa 9ffaatiin guuttamu

Kabajamtoota Baratoota,

Kaayyoon gaaffannoo kana adeemsa baruuf barsiiuu afaan Ingliffaa irratti rakkoolee barachuu dandeetti waldubbii barattoota miidhan ilaaluu yemmuu ta'u qo'annaan kun kan irratti xiyyeefatuu sadarka kutaa 9ffaa irratti.

Kana keessatti yaadi isiin kennitan fiixaan ba'insa qo'annoo kanaaf, darbees immoo fooyya'insa adeemsa baruu barsiisuu dandeetti waldubbii afaan Ingliffaatiif guddaa gargaara. Kanaafuu gaafilee mara of eeggannoo fi ammanummaan akka guuttaniin isiin gaafadha.

Hub: Gaaffannoo irratti maqaa keessan barreessuun barbaachisa miti.

Deegarsa keessaniif baayyeen isiin galateefadha!

Kutaa Tokko

Rakkoleen barachuu dandeetti dubachuu afaan Ingliffaa baratoota miidhu danda'u jedhamanii yaadaman akka asii gaditti caqafamaan ta'u. kanaaf atis yaadota armaan gaditti tarrefamaan waliin baayyeen waligala, waligala, murteessu hin danda'u, wali hin galu fi baayyeen walihingalu jechuudhan mallattoo (✓) fayyadamii yaada kee kenni.

5= baayyee waligala

4= Waligala

3= Murteessu hindanda'u

2= Walihingalu

1= Baayyee wali hingalu

1. Rakkoolee Dandeetti Dubbachuu Ingliffa baratoota miidhu dandu'u jedhamanii yaadamaan

Lakk	Rakkinoota yaadaman	5	4	3	2	1
1.1	Rakkoolee gama barataatiin mul'ataan					
1.1.1	Ani yeroon Ingliffaan dubadhu ofitti amanamumma hin qabu					
1.1.2	Ani dubbachuu caalatti hiika jechootaa fi seer-luugan barachuu filadha					
1.1.3	Ani yeroo baayyee gilgaalota ofii koo shaakalu irra ibsa barsiisaan kiiyyan filadha					
1.1.4	Gilgaalota dandeetti dubuchuu keessatti argaman hirmaanna gochuun natti hin tolu					
1.1.5	Muxxannoo afaan Ingliffaatiin dubbachuu hin qabu.					
1.1.6	Yeroo hojjii nam-lamee akkasumaas hojjii garee hojjetnu afaan oromo fayyadamna					
1.1.7	Afaan Ingliffaan yaada koo ibsachuuf jechoota gaha hin qabu					
1.1.8	Kutaa keessatiis ta'e alatti afaan Ingliffaan dubbachuun natti hin tolu					
1.2	Rakkoolee gama barsiisaan mul'ataan					
1.2.1	Barsiisaan Ingliffaa koo dandeetti dubbachuu barsiisuun caala seer-luga irratti xiyyeefatu.					
1.2.2	Barsiisan Ingliffaa koo yeroo baayyee haaloota nuti keessatti wal-dubbii shakaluu nu hin mijeessan					
1.2.3	Barsiisaan Ingliffaa koo sirna baruuf barsiisuu baratan dijjugaaleessa godhatee hordofu.					
1.2.4	Barsiisaan Ingliffaa dareetiin ta'e dareen alatti akka afaan Ingliffaan dubbatnu nu hin jajjabeessan.					
1.2.5	Barsiisaan Ingliffa dandeetti dubbachuu Ingliffaa gaha hin qaban					
1.2.6	Barsiisaan Ingliffa kutaatti afaan oromoo ykn Amaariffaa fayadamu					
1.2.7	Barsiisaan keenya gilgaalota Ingliffa dubbachuuf nu fayyadaan kutaatti nu hin kennaan					
1.2.8	Barsiisaan keenya meeshaale degarsa barnoota dandeetti dubbii afaanii fooyyessan hin fayadaman					
1.2.9	Barsiisaan Ingliffa yeroo Ingliffaan dubbatanu dogogora keenya batalatti ni sirressu.					
1.2.10	Barsiisaan Ingliffa keenya yeroo baayyee dandeetti Ingliffa dubbachuu keenya hin madaalan					
1.3	Rakkinoota gama kutaa barnoota waliin walqabatan					
1.3.1	Baratoota baayyeetu kuta keessatti barata					
1.3.2	Teessoon baratoota baayyee walitti dhipha waan ta'eef hojii nam-lameefis ta'e hojii garee tiif mija'a miti					
1.4	Rakkolee gama meeshaalee barnootaatiin mul'atan					
1.4.1	Hanqinni kitaaba Ingliffa ni jira					
1.4.2	Meeshaaleen deegarsa barnoota hin jiran					

APPENDIX_C

Teachers' Interview Questions

Dear teacher, the objective of this interview is to find out factors that affect students' learning of English language speaking skills in grade 9 level. As your information can enrich this research, you are kindly requested to suggest the common factors related to the problem mentioned above based on your own practical experience and observations of some common EFL students' speaking problems.

Thank you very much!

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

APPENDIX C-1

Summary of Teachers' Responses in the Interview

Q1. Which skills of English do you like to teach most? Why?

T1. I often give emphasis to teach language forms and structure (grammar) than speaking. This is, firstly, because grammar is one of the skills which frequently appeared in exams, and secondly, it is the skills which students also like to learn than other skills. Thirdly, it is the part that can be easily presented to the students compared to other skills.

T2. Well, I like to teach grammar than other skills because it is the item that students also prefer to learn more

T3. Grammar and writing are the two important skills I give more emphasis than other skills as these are the skills which are very suitable to teach in the class.

T4. I like to teach the four skills interactively however I give more emphasis to grammar part.

T5. I prefer to teach the grammar part because this is the skill which I like it most

Q2. Do you think that you have adequate English proficiency to help your students as needed?

T1. Yes, I have.

T2. No, I have not, because I have not that much exposure to English and I only used the language in the class room to communicate with the students.

T3. Yes, of course.

T4. Yes, I have.

T5. Certainly.

Q3. What type of exercises do you employ to improve the speaking ability of your students?

T1. Based on the instruction in the text book, I sometimes let students to discuss in group and pair and even during this, only clever students report the result. That means, only few students participate, I can say five out of seventy and eighty students who could try to answer the question. They often prefer in their mother tongue.

T2. I made students to discuss in groups for the oral activities in their text book. I often encourage them, but they are not ready to practice rather they talk in either Amharic or Oromo language during English lesson except few of them. They expect every thing from

me. They do not have care for speaking. The activity requires students to talk freely but they do not want may be speaking does not appear in exams appear in exams or may be they lack the confidence to speak freely.

T3. I attempted students to talk in pairs and groups but students are not willing to speak English. It seems that they did not accustom to practice speaking at lower grades. As to me the students' poor proficiency is also the other problem to carry out the oral activities in their text book. Thus, I usually diverted my teaching to explanation

T4. It is really difficult to say that I use different activities to improve students speaking skills. Because when I try to provide different activities that can increase students' participation different factors such as class size, students English learning background, students beliefs about language learning etc. interfere Thus, I only reserved my self to shortly answered oral questions.

T5. To me using a variety of speaking activities is unthinkable. I always prefer teacher led interaction in the class. My reason to use only one type of interaction is the size of the class.

It is really a problem to let students move from their chair and form groups. If I allow them to change their seats and go to another chair the class gets noisy and I fail to control the class. Besides, the seats are not movable. Thus, I do not use any interaction type except leading the class.

Q4. Which type of instructional methods do you employ in English speaking class?

Why?

T1. Student centered method of teaching is hardly implemented in our school. Because the average class size is more than seventy-five, it can directly or indirectly impeded class room students centered as well as speaking practices. Teachers often rush to cover the portion allotted for the semester classroom talk, therefore teacher dominated.

T2. I often prefer teacher fronted way of teaching than students centered because it is the easiest way of presenting less on to large number of students in a class.

T3. Since, there is resistance from students to student centered method of teaching I usually use teacher-fronted method of teaching.

T4. I often employ teacher-fronted way of teaching because it is the easiest way of presenting a given less to students.

T5. I use teacher-fronted way of teaching to cover the portion allotted for the semester.

Q5. How do you find students' participation in the different kinds of speaking activities used in English classes?

T1. Students' participation in the different kinds of speaking activities is too low

T2. Students do not like to make participation in speaking classes

T3. There is resistance from students to participative in speaking class

T4. Studets like to listen to only teachers talk. Thus, they are not willing to make participation.

T5. Students' participation is too low.

Q6. What are some of the students' related factors that affect the learning of English speaking skills?

T1. I fact, there are numerous students' related factors that affect the learning of English speaking skills. Among, some of them are lack of practice, resistance to class participation, lack of confidence to speak in front of students and low language proficiency are some of them

T2. Poor background of the learners in English, use of mother tongue, lack of exposure to the language and their beliefs about language learning etc.

T3. Learners preference of language learning, use of mother tongue in English classes lack of practice etc.

T4 and T5: are also repeatedly expressed the factors that are listed by T1, T2 and T3 respectively.

Q7. Would you tell me some of teachers' related factors that affect the learning of English speaking skills of students?

T1. Well, traditional method of language teaching and lack of ginning adequate classroom oral activities some of them.

T2. Teachers' beliefs about language teaching, lack of proficiency to help students as needed etc are some of them

T3. Teachers' method of teaching, beliefs about language teaching and error correction method are the major factors that affect students learning of English speaking skills.

T4. Teachers method of language testing is one of the problem related with the teachers. That is since teachers use grammar and reading comprehension question, students do not give emphasis to speaking.

T5. Traditional method of teaching, way of error correction, teachers beliefs about language teaching with their language testing method and lack of language proficiency to help students as need are some of the problems.

Q8. What are some of the classroom and instructional material related factors that affect the learning of English language speaking skills of students?

T1. Well, since there are large numbers of students in a class, it is impossible for me to help students by providing different oral activities, to promote their speaking skills. Besides this, the seating arrangements in the class are not suitable to do so. On the other hand, there is no access to teaching aids except English text books.

T2. Large class size, seating arrangements and shortage of teaching aids are some of the problems related with class size and instruction or material related problems respectively.

T3. It is very difficult to let students to practice speaking seating in such over crowded seating arrangements and large class size. Besides, there is not access to teaching aids to help the students in order to promote their speaking skill. So I only use English text book.

T4. Concerning instruction materials, of course, the students have a 1:1 ratio, access to text book. But, there are no other teaching aids. Thus, I use only English textbook to help students.

T5. However, there is a 1:1 ratio access to English textbook, there is no access to other teaching aids. Similarly, the class is characterized by large number of students and uncomfortable seating arrangement.

Q9. How would you give corrections to students when they make mistakes while speaking?

T1. I am used to correcting students' error immediately. I believed errors should be corrected in the spot. Students learn from their mistakes.

T2. From my experience, I often try to correct some of the errors indirectly. Because students might be discouraged and inhibit if I correct every errors. But our students do not have the initiation to speak freely.

T3. I usually correct oral errors, especially that of grammar and written exercises. There is no enough time to practice spoken production. My attention mostly is to teach grammar and vocabulary.

T4. I give corrections to students' mistakes immediately. This is mainly to let students to produce grammatically correct and meaningful sentences.

T5. I do not give corrections to students' mistakes frequently; I feel that the effort of speaking in English is most importantly to communicate than producing correct language forms. Thus, I do not want to correct the grammatical errors they made in their sentences or speech.

Q10. Do you give oral presentation test for your students to assess their language proficiency? If not, why?

T1. No, I don't.

T2: No, I don't.

T3, No, I don't.

T4: No I don't.

T5: No, I don't.

For this question, again all of them explained that they did not evaluate student's language performance through oral presentation test. They expressed that they use instead grammar, vocabulary, and reading comprehension test in the form of multiple choice. This is due to, firstly, multiple choice exams are the easiest way administering exams to large number of students and that it is also so easy to scoring.

Q11. Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials in English speaking class? If not, why?

T1. I do not use teaching aids you mentioned since I have not the access to them in school compound.

T2. I do not use teaching aids because I have not the access to them.

T3.No, I do not.

T4. Since I have no access to them in school, I never use it.

T5. I have never used teaching aids to help students in a class because there is no access to them in the school.

APPENDIX_D

Students' Interview Questions in English

1. Which skills of English do you like to learn most? Why?
2. How do you practice speaking activities in English in the Classroom?
3. Does your English teacher provide you with different activities that promote your English speaking skills?
4. How does your English teacher correct your error during fluency activities?
5. Does your English teacher use teaching aids like tape-recorder, cassettes, radio and other authentic materials to increase your speaking ability?
6. Does your English teacher evaluate your oral performance through oral presentation?
7. How do you find your participation in the different kinds of speaking activities used in English classes?
8. What are some of the student's related factors that affect the learning of English speaking skills difficult for student?
9. Would you tell me some of teachers' related factors that affect the learning of English speaking skills of students?
10. What are some of the classroom and instructional material related problems that affect the learning of English speaking skills difficult for you.

APPENDIX D-1

Students' Interview Questions in Afan Oromo (Af-gaffii Baratootaa)

- 1.Dandeettiiwan afaani afran keessa isa kam caalatti barachuu feeta?
- 2.Dandeetti dubbachu afaan Ingliffaa kee cimsuuf gilgaalota dubbii, hangam kutaa keessatti shaakaltu?
- 3.Dandeetti dubbachuu keessan fooyyessuuf barsiisaan keessan dalagalee adda addaa isiniif ni kennuu?
- 4.Barsiisaan Ingiiiffa keessani osoo dubbacha jirtanii yemmu dogongora uumtan akkamiin isiin sirreessu?
- 5.Barsiisaan Ingiliffa keessani meeshaalee deggarsaa barnoota kutaa keessatti ni fayyadamu?
- 6.Barsiisaan keessan dandeetti dubbii keessani ni madaalu?
- 7.Hirmaanaan ati gilgaalota wal dubbii afaan Ingliffaa adda addaa irratti qabdu maal fakkata?
- 8.Dandeetti afaan Ingiliffaan dubbachuu guddifachuu keessatti rakkooleen gama barataatin mulataan maal fa'aa dha?
- 9.Dandeetti afaan Ingiliffaan dubbachu barachuu kee keessatti rakkooleen gama barsiisaan si mudataan maal faa dha?
- 10.Dandeetti afaan Ingiliffaan dubbachuu barachu keessatti rakkooleen gama kutaa barnoota fi meeshaalee degarsa barnootatiin si mudataan faaa dha?

APPENDIX D-2

Summary of students' Responses in the Interview

Q1. Which skills of English do you like to learn most? Why?

S1. Well, I like to learn grammar and vocabulary mainly because these are the items that appeared in exams.

S2. I need to learn grammar because this is the skill which I like most.

S3. I prefer to learn grammar because I want to master the rules.

S4. I prefer to learn grammar and vocabulary because these are the items that I understand easily.

S5. I like to learn grammar and writing since I want to write grammatically correct sentences.

S6. I like to learn grammar because I can easily memorize rules.

S7. I need to learn grammar because I want to speak correct sentences.

Q2. How do you practice speaking activities in English in the classroom?

S1. We often practice grammar and reading comprehension exercise. Our teacher did not give emphasis for speaking activities. Similarly, he asks the few active learners about oral exercises and moves to the next activities. Both teachers and students do have less attention to speaking activities. For example, mostly, the speaking practice is either in Amharic or Afan Ormo during English lesson.

S2. The teacher sometimes skips the speaking activities because students are not willing to practice speaking. Thus, I do not work to speak in English because if I make mistakes, my teacher and classmates criticize me.

S3. Only few students would be to express themselves in English the majority are passive listeners. Because of this problem, our teacher did not want to provide us oral practice activities.

S4. We do not have background knowledge of speaking skills in lower grade levels. So, students do not want to speak English. When our teacher ordered us to discuss in groups in English we rather exchange our views using mother tongue.

S5. Most of the time since students need to learn grammar, we do not give emphasis to speaking.

S6. Since, we are not proficient enough in oral production; we do not have care for speaking.

S7. I do not like to practice speaking because I have not accustomed to practice it in lower grades.

Q3. Does your English teacher provide you with different activities that promote your English speaking skills?

S1. No, he does not.

S2. No, he never exposed as with such activities.

S3. Our English teacher some times gives as pair and group works rather we do not know what we mean by role play, simulation.

S4. No, he never provides us with such activities.

S5. No he does not.

S6. No, he does not.

S7. Our English teacher does not give emphasis to speaking in general and we also do not like to practice it in the class.

Q4. How does your English teacher correct your error during fluency activities?

S1. Our English teacher does not encourage as speaking in English in the class. When students make grammatical mistakes, he always says 'stop! And talk in your language', you can not speak correctly. Some students who used to try to speak stop when ever he says stop you can't. I was one of them and stopped taking since I made a grammatical mistake and was told to 'stop' by my English teacher because I fear to be criticized.

S2. Our teacher often corrects oral errors as soon as students make grammatical mistakes. However, students keep silent during oral practice because they afraid criticism of teachers through oral correction.

S3. My English teacher corrects errors at the end of the lesson.

S4. In our class, the teacher used to correct oral errors immediately I remembered one day when the students tried to speak wrong grammar, the teacher stopped him. In my opinion, this is demotivating.

S5. Our teacher gives correction to students' mistakes immediately this is probably to let students to produce grammatically correct sentences. But, the students do not like corrections.

S6. Our teacher corrects oral errors, especially that of grammar and written exercises immediately.

S7. Our teacher does not often correct oral errors even if mistakes were done.

Q5. Does your English teacher use teaching aids like tape-recorded, cassettes, radio and other automatic materials to increase your speaking ability?

S1. Our English teacher does not use any teaching aids except of students textbook.

S2. No, he does not.

S3. He always use grade of English text book.

S4. As far as I am concerned I have never seen while our English teacher uses teaching aids.

S5. No, he does not.

S6. No, he does not.

S7.No, he does not.

Q6. Does your English teacher evaluate your oral performance through oral presentation test?

S1. Our English teacher often used grammar, vocabulary and reading compression test to evaluate our language performance

S2. No, as far as I am concerned, our English teacher has never used oral presentation test for us.

S3. We are accustomed to be evaluated through multiple choice forms of exams.

S4. Whether it is progressive or summative type of test, we always asked grammar, vocabulary and reading compressive questions in the form of multiple choices.

S5. No, he does not.

S6. No, he does not give us oral presentation test.

S7. No he does not.

Q7. How do you find you participation in the different kinds of speaking activities used in English classes?

S1. I think we do not enjoy speaking activities presented in our text book and given by our English teacher. Thus, our participation in different kinds of speaking activities is too low.

S2. Since most of the time we prefer to do grammar and vocabulary practices, our participation in speaking activities is very low.

S3. I do not think that we enjoy the activities we are provided by our teacher. In my opinion, we prefer to do the grammar and vocabulary lessons as we expect questions to appear in our exams from such lessons.

S4. It is insignificant. Most of us do not like to make participation in different class activities.

S5. It is too low.

S6. I do not like to make participation in speaking.

S7. It is really too low because we do not like to participate when ever our teacher provide us activities in classes.

Q8. What are some of the students related factors that affect the learning of English speaking skills difficult for students?

S1. There are various students' related problem that affect the learning of English speaking skill. Among these, one is lack of practice. By this, I mean that most of the time students do not like practice the language in and out side the classroom. Secondary, lack of exposure is also another problem. By this I mean that students have not the chance to communicate with English except in classroom.

S2. Lack of confidence to speak freely in front of the class and in relation to this lack of speaking practice in the previous grade level as well as the use of mother tongue in and out side the classroom are some of the problem.

S3. As far as I am concerned, students' beliefs of language learning are the main problems that affect the learning of English speak skill. By this, I mean that, most of the times they prefer to learn grammar and vocabulary than speaking. Besides we only prefer teacher explanations than doing different oral activities in the class.

S4. As I think, we, students are the most role players in developing our speaking skills. However, since most of us do not like practicing speaking in and out side of the class as well as do not like to participate in different oral activities using English, it is impossible to promote this skill even one step forward.

S5. The frequent Use of mother tongue, hesitance to participate, absence of practicing the language and poor speaking background are some of the problems related with the students.

S6. Students don't have adequate vocabulary to express their ideas opinions as needed. So, most of the time, they prefer silent in the classroom.

S7. Lack of participation, the interference of mother tongue frequently in the English speaking class and shortage of vocabulary to speak freely are some of the problems.

Q9. Would you tell me some of teachers' related factors that affect the learning of English speaking skills of students?

S1. Well there are, of course, problems related with teachers' that can affect students learning of English speaking skills. These are, firstly, most of the time, our English teacher gives emphasis to grammar and vocabulary than speaking. In relation to this, he often prefers to explain and demonstrate than creating suitable conditions for the students in which they practice speaking.

S2. As far as I am concerned, the way our teacher teaches speaking can be one of the causes for our problem in speaking area. Most of the time only teacher talks dominate the class and he did not provide us opportunities in which we practice speaking.

S3. Since our teacher often used teacher fronted way of teaching, we don't get the chance to practice the language with our classmates in pairs and groups.

S4. Since our teacher tests as only grammar, vocabulary and reading comprehension questions in the form of exams, we do not give emphasis to speaking. This is has direct impact on our speaking skills.

S5. Our English teacher never uses teaching aids like language laboratory, radio program, cassette, tape-recorder etc. that can promote our speaking skills. He often use textbook.

S6. Our English teacher is not perfect enough in English to help us as needed. He did not create conditions in which we can highly participate and practice the language.

S7. In my opinion, since our teacher gives emphasis to teach grammar and reading comprehension items, he always use teacher fronted way of teaching. He does not organize us in groups and pairs so that we can practice speaking in the class.

Q10. What are some of the classroom and instructional material related problems that affect the learning of English speaking skills difficult for you?

S1. Well, firstly, there are large numbers of students in a class. In relation to this, since there are more than 75 students in a class, the chance to get the opportunity to speak in pair or group is very less. Besides this, the seating arrangement is not suitable for group and pair work.

S2. Since there are large numbers of students in a class the teacher use teacher fronted method of teaching. As I think this is happens, because the teacher can't mange pair and group works. Thus we are not given with speaking activities.

S3. As far as I am concerned, large class size, seating arrangements, and shortage of teaching aids are some of the factors that is related with classroom and instructional material related problem.

S4. In my opinion, the chairs in the class are not suitable to discuss in groups because they are not movable. So we do not allowed to move here and there to form group, and discuss with each other.

S5. As I think, large class size is the main problem because it is not suitable to practice speaking in pairs and groups. It also becomes the main reason for teacher to be not providing us different speaking actives. Because it is difficult for them to mange the whole class behavior.

S6. Large class size and shortage of teaching aids are the two influential factors that affect the learning of English speaking skills.

S7. Large class size and shortage of teaching aids are the problems related with classroom and instructional material related factors that influence the learning of English speaking skills.

APPENDIX_E

Classroom Observation Checklist

Instruction: please, mark a tick (✓) in the column that corresponds the statement.

No	List of Activities	Yes	No	Undecided
1	Activities			
a	there are activities that promote speaking			
b	the activities are designed to the students level of understandings			
c	the activities encourage the students to interact to each other in Paris/groups			
d	the activities let students to do individually			
2	Assessment of activities (roles) related to teachers performance during classroom observation when thy teach speaking lesson			
a	introduces the lesson and clarifies the learning objectives			
b	arranges students for oral interaction(speaking) either in pairs or groups			
c	carries out the activities like role play, games, simulation etc			
d	gives much emphasis to grammar and vocabulary than oral practice			
e	gives much time for oral practice activities			
f	prefers to explain and demonstrate than providing activities			
g	encourages his/her students to participation in group or pair work			
h	uses teaching aids like tape-recorder, cassettes and other authentic material in the class			
i	gives immediate and direct correction			
j	uses teacher fronted method of teaching			
k	uses the target language very well			
3	assessment of students overall behavior during the classroom observation in speaking lesson			
a	have the confidence to speak freely in the class			
b	use their mother tongue in pair/group work			
c	work in pair/group using the target language			
d	make active participation in different oral interaction activities.			
e	need their teachers explanation than doing the activities themselves			
f	have low language proficiency			
g	seem to have in adequate vocabulary			
h	only attempted to answer individual short oral questions			
i	are fluent enough to express their ideas opinions in English			
j	are cooperative in doing a given tasks in the classroom and practice speaking in English			
4	the condition of the classroom			
a	there are large number of students in the class			
b	there is enough space for interaction in groups or pairs			
c	the desks and tables are not easily movable to organize groups.			

(Adapted from Nunan 1989; 135-137)

DECLARATION

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

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This thesis has been submitted for examination by my approval as a University advisor.

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Date of submission: 9th June, 2011