



**Factors that affect the practice of speaking English as a Foreign Language in Classroom:  
Sebeta Secondary School in Sheger City of Oromia Surrounding Finfine Grade 10 in Focus**

**By AZAZH ASSEFA**

**Addis Ababa**

**August, 2024**



**Factors that affect the practice of speaking English as a Foreign Language in Classroom:  
Sebeta Secondary School in Sheger City of Oromia Surrounding Finfine Grade 10 in Focus**

**By AZAZH ASSEFA**

**Advisor: Hailom B. (PhD)**

A Thesis Submitted to the Department of Foreign Languages and Literature in partial Fulfillment  
of Master's Degree in English Language Teaching

**Addis Ababa**

**August, 2024**

**ADDIS ABABA UNIVERSITY**

**Department of Foreign languages and Literature**

**Factors that affect the practice of speaking in English as a Foreign Language in  
Classroom: Sebeta Secondary School in Sheger City of Oromia Surrounding Finfine Grade  
10 in Focus**

**By Azazh Assefa**

A Thesis Submitted to the Department of Foreign Languages and Literature in partial Fulfillment  
of Master's Degree in English Language Teaching

## Approved by Board of Examiners

Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

External Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## Table of Contents

Content	Page
List of Tables .....	v
LIST OF ACRONYMS .....	vii
ACKNOWLEDGEMENT .....	viii
DEDICATION .....	ix
ABSTRACT .....	x
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study .....	4
1.3.1 General Objective .....	4
1.3.2 Specific Objectives .....	4
1.4 Research Questions .....	4
1.4.1 General Research Questions .....	4
1.4.2 Specific Research Questions .....	4
1.5 Significance of the Study .....	5
1.6 Scope of the Study .....	5
1.7 Limitations of the Study.....	5
1.8 Operational Definitions of Terms .....	5
CHAPTER TWO .....	7
REVIEW OF RELATED LITERATURE .....	7
2.1 Definition of Speaking .....	7
2.2 Learning Speaking .....	8
2.3 Purposes of Communicative Activities.....	8

2.4 Importance and Objectives of Speaking In Learning and Communicating .....	10
2.5 Factors that Affect the Practice of Speaking in EFL Classes .....	11
CHAPTER THREE .....	12
RESEARCH METHODOLOGY .....	12
3.1. Research Design.....	12
3.2. Population of the study .....	12
3.3 Sample and sampling technique.....	13
3.4 Data collecting instruments.....	13
3.4.1 Questionnaires .....	13
3.4.2 Classroom Observation .....	14
3.4.1 Interview .....	14
3.5 Data collecting procedures.....	15
3.6 Methods of Data Analysis.....	15
CHAPTER FOUR.....	16
PRESENTATION AND DISCUSSION OF THE RESULTS .....	16
4.1. Analysis of Data from students' Questionnaire .....	16
4.1.1. Students' Responses on Students' Related Factors .....	17
4.1.1.1. Problems Related to Students Emotional Factors.....	20
4.1.1.1.1. Motivation.....	20
4.1.1.2. Students' Responses on Task Related Factor .....	22
4.1.1.3. Problems Related to Students' Attitude and Belief about Learning Language .....	23
4.1.1.4. Students' Response on a Problem Related to Confidence .....	24
4.1.1.4.1. Lack of Confidence.....	24
4.1.2. Students' Responses on Factors Related to Teachers.....	25
4.1.2.1. Way of provision of feedback on oral errors .....	25

4.1.2.2. Teachers' Language Testing System .....	25
4.1.3. Students' Responses on Factors Related to the Classroom .....	27
4.1.4. Students' Responses on Factors Related to Teaching Aids.....	28
4.3. Analysis of Data from Teachers' Questionnaire .....	29
4.3.1. Analysis of Teachers' Perception on Student Related Factors .....	29
4.3.1.1. Linguistic Problems .....	29
4.3.2. Teachers' Perceptions on Problems Related to Students' Experience .....	31
4.3.3. Emotional Factors.....	32
4.3.4. Task Related Factors.....	33
4.3.6. Psychological Factors .....	35
4.3.7. Teachers' Responses on Factors Related to Teachers .....	36
4.3.8. Teachers' Responses on Factors Related to Teaching Aids.....	37
4.3.9. Teachers' Responses on Classroom Related Problems .....	38
4.4. Result of Interviews .....	38
4.4.1. Results of Interview with Students .....	39
4.4.2. Results of Interview with Teachers.....	41
CHAPTER FIVE .....	44
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	44
5.1. SUMMARY OF THE FINDINGS .....	44
5.2. CONCLUSION.....	45
5.3. RECOMMENDATIONS.....	46
References.....	48
<i>APPENDICES</i> .....	50
APPENDIX A.....	50
Appendix B .....	54

Appendix C .....	58
Interview for Students.....	58
Appendix D.....	59
Interview for Teachers .....	59
APPENDIX E .....	60

## List of Tables

Table 1: Students’ Response on Linguistic Problems.....	17
Table 2: Students’ Response on problems Related to Their Own Experience.....	19
Table 3: Students’ Responses on Emotional Factors which influence their speaking skill of English in the class.....	21
Table 4: Students’ Responses on Task Related factor which may hinder the students from Speaking in EFLclasses.....	22
Table 5: Students’ Reflection on Their Attitude and Belief about Speaking Practice.....	23
Table 6: Students’ Reflections on Their Confidence.....	24
Table 7: Students’ Responses on the Way Teachers provide Correction for Errors and the Way in which they evaluate Their Language Performance.....	26
Table 8: Students’ Responses on Classroom Related Problems.....	27
Table 9: Students’ Responses on Factors Related to Teaching Aids.....	28
Table 10: Teachers’ Responses on shortage of vocabulary, grammar and problem of Pronunciation of the students.....	29
Table 11: Teachers’ Responses on Their Students’ Experience in Relation To Use of Mother Tongue, interest to Practice Speaking and Status of Speaking in the Past.....	31
Table 12: Teachers’ Reflection on whether their students have motivation to speak and feel anxious to speak .....	32
Table 13: Teachers’ perception on students’ reluctance to practice speaking in EFL classes because of the unfamiliarity and complexity of the speaking tasks found in their text books.....	33
Table 14: Teachers’ “ Perception on Students’” Attitudes and Belief towards role of English teacher, time consuming pect of speaking and speaking difficulty.....	34
Table 15: Teachers’ Perceptions on The Students’ Self Confidence and Self Esteem in practicing the target language.....	35

Table 16: Teachers' Responses on the Way Teachers Correct Students' Oral Errors and on How Teachers Evaluate Their Language Performance.....	36
Table 17: Teachers' Responses on the availability and uses of teaching aid.....	37
Table 18: Teachers' Responses on classroom related problems.....	38

## LIST OF ACRONYMS

EFL	English as a Foreign Language
ELIP	English Language Improvement Program
Learning	TELL Teaching English for Life
ELTIP	English Language Teaching Improvement Program

## **ACKNOWLEDGEMENT**

First of all, I praise the Almighty God for providing me with the power and grace to carry out this master thesis and words cannot express my deepest thanks to my Savior and Father my Jesus Lord and his holy spirit.

I would like to express my deep gratitude to my Advisor, Hailom B.(PhD) for his kind cooperation, constant encouragement and valuable corrections and suggestions at the various stages of this master thesis.

I gratefully acknowledge the Sebeta Secondary Schools' Students and Teachers' for their kind responses for interviews, observation and questionnaires. My deep appreciation and thanks also go to the Sebeta Secondary School.

Finally, I would like to express my profound and gracious, thanks to all my family, relatives and friends who assisted me by sharing ideas and materials that are relevant for the study.

## **DEDICATION**

I dedicate this thesis manuscript to my father Assefa Hambisa, my mother Itenesh Merdasa, my brothers and sister. For they are nursing me with affection and love and for their dedicated partnership in the success of my life.

## **ABSTRACT**

*The aim of this study was to investigate factors that affect the students' practice of speaking skill in Sebata secondary school of Sheger city. To conduct this research descriptive method was employed by using quantitative and qualitative approach. From seven hundred fifty two (752) students One hundred and eighty eight(188) were randomly selected from the target school and both of their English language teachers (2) in number were taken as a sample population. The finding of the study was believed to be helpful for English teachers and students of the school. To conduct this thesis instruments used in data collection were questionnaire, interview, and class observation. There were two data collections: One for the students and a parallel one for the teachers. The results obtained from questionnaire, interview and observation were considered together in the analyses. The questionnaire data were analyzed using suitable statistical tools: Tabular frequency and percentage accordingly, which is statistical analysis. Interviews and classroom observation data were analyzed using qualitative description/textual analysis. From the gathered data most of the students were unable to intelligibly express their ideas in communicative activities. According to the study their problems were mostly related to the students themselves, to the teachers, to the classroom and to teaching aids. The teachers' responses to their questionnaire also show that their students' practice of speaking in EFL classes was highly affected by the aforementioned factors. The finding of the study also indicated that the teachers never used any teaching aids to facilitate speaking activities for the students. Finally, it was recommended that students should be exposed to communicative activities in lower grades; teachers should be systematic in providing error correction.*

# 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).

At this time, English is believed to be the most influential medium in bridging the global communication. Consequently, English, now days, is used not only as a means of communication to facilitate political, commercial and social developments with the native and speakers but also as a language of wider communication among non-natives for a great variety of purposes. This shows that, according to Mckay(2003) and Jenkins(2000), the users of English as non-native language are forced to learn it for the advantages it provides. Beyond its service as the language of instruction in secondary and higher education in Ethiopia, it has a crucial position in banking, hotel, tourism, and in many international agencies in the country. Due to these facts, the researcher believes that Ethiopian students do not have good background experience which enables them develop their communicative skills, particularly speaking skills.

Even though the goal of teaching language in general and speaking in particular is to enable students to become competent enough in oral activities, as many studies show, students in Ethiopia have very low proficiency in English skills.

As many scholars confirm, since speaking is significant and more difficult than other skills of the target language, the attention which may facilitate the situation for this skill more than the other skills should be practically applied. Aungwanatan (1994) presents his comment on Concerning importance and difficulty of speaking in EFL classrooms he commented, “In foreign language teaching and learning, ability to speak is the most essential skill since it is the base for communication and it is the most difficult skill” (Augwanatan, 1994).

A lot of scholars wrote about speaking. For instance Byrne (1986) defines oral fluency as, “the ability to express oneself intelligibly” (p.9). If learners achieve this ability, they can express themselves in utterance that are important, easily understandable and with an acceptable level of accuracy. Some of the problems in developing oral skills are psychological factors, teachers’ unnecessary intervention while a student is speaking, influence of mother tongue, shortage of vocabulary and grammar, and the way teachers treat students’ oral errors in the language classrooms, poor background speaking experience (Harmer, 1991, Wilkins, 1974, Wolfson, 1983, Wallace, 1982).

English has been used in Ethiopia in high schools and universities and colleges as a medium of instruction and as a subject in elementary schools. Nowadays much attention has been given to improve its teaching and learning in Ethiopian curriculum. But, it haven’t brought the expected result. As a result, students are noted to have great difficulties in expressing themselves because of poor oral activities. Thus, this problem in English is still a problem that needs to be well addressed.

## **1.2 Statement of the Problem**

In addition to the local indigenous languages of Ethiopia, the most common foreign language is English. English is becoming more and more widely used as a medium of instruction in schools and other institutions. It is used as a medium of instruction in most parts of the world. That is to say, it is a language through which education is provided and communicated to the students. In the same way, Ethiopia is one of those countries which use English as a medium of instruction starting from grade nine to tertiary level.

Although it has been observed that Ethiopian students face difficulty generally in using the four skills of language in English, of these skills of the language, speaking is the most significant one to be paid special attention to be improved and used in the class because one of the basic problems the students have is inability to practice speaking in English in the classroom or their proficiency in the language is not adequate enough to meet the demands of their class room.

From my experience, a lot of students of grade 10 are very hesitant to participate in communicative activities in classrooms. They have interest to develop their grammatical knowledge and vocabulary but they do not have interest to change the knowledge into skills.

Even when they were given a task and required to speak, they generally were not eager to try and complete the task and carry out it in front of others.

Concerning the issue, different local researchers state that there are factors that have caused the above mentioned problems. For instance, Tamene( 2000) focused on the defect of English teachers in enabling students to use the language well by creating conducive situations in EFL classrooms. He states that teachers do not encourage students to use the language creatively. Sisay (1999), states that teachers focused more on accuracy work and thus, did not balance accuracy and fluency work in the classroom interactions. Olansa(2011) also states that teachers do not force to evaluate their student's language performance through oral presentation test. In addition to the above research works, Mesfin (as cited in Sisay (1999) focused on the problem relating it with the nature and design of syllabus. The problem related to syllabus design was that syllabus design at high school level focuses mainly on grammatical items of the language. On the other hand, Mendida's (2001) findings emphasized the problems by relating it with large class size.

In addition to the findings and different researches which were carried out on similar issues, in my teaching experience in high school I observed that most students can hardly speak English in the classroom. Even if they learn almost all subjects in English and also English as a subject starting from grade one, most students have the problem of speaking English. Therefore the problem needs to be studied further. This study looks to the problems students face speaking in English by looking at selected school. It also suggests what needs to be done to help students speak in English.

Thus, the researcher intended to study the main factors that affect the speaking skills of English in EFL classroom at grade 10 level.

## 1.3 Objectives of the Study

### 1.3.1 General Objective

The main objective of the study was to assess factors that affect the speaking of learners in EFL classrooms in the Sebeta secondary school.

### 1.3.2 Specific Objectives

More specifically, this study was intended to assess.

- Teacher-related factors affect speaking skills of learners at the chosen secondary school.
- Student-related factors that influence speaking skills of learners in EFL classrooms at the selected secondary school.
- Classroom related factors which impede the oral performance of the learners and
- Lastly, factors connected to failure of teachers to use suitable teaching aids to enable students to see their own weaknesses and strengths in practicing speaking.

## 1.4 Research Questions

### 1.4.1 General *Research* Questions

- What factors hinder the speaking skills of learners in EFL classrooms at the school proposed?

### 1.4.2 Specific Research Questions

The specific objectives of this study are:

- What are students' related factors that hinder speaking skills of students in EFL classrooms?
- What are teachers' related factors that affect speaking skills of students in EFL classrooms?
- What are Classroom related factors that affect speaking skills of students? And

- What are teaching aids related factors that affect oral activities of students?

## **1.5 Significance of the Study**

This study could have the following contribution to the concerned beneficiaries.

- It contributes its share in solving the educational problems regarding English speaking skills.
- It may help the concerned body to identify the educational problems concerning English speaking skills in EFL classrooms.
- The finding of the study may help teachers to reconsider their teaching methods of communicative activities to alleviate the existing main problems related to speaking skill in EFL classrooms.
- It may create possible ways to upgrade the teaching and learning of speaking skills in EFL classrooms
- Lastly, the finding can contribute for further study in the area.

## **1.6 Scope of the Study**

The scope of this study focused on 2015 E.C grade 10 students at Sebeta secondary school in Oromia Sheger city Surrounding Finfine. Therefore, this study took these students into consideration and dealt with factors that affect their ability of speaking in EFL classrooms.

## **1.7 Limitations of the Study**

The main limitation of the study was time, financial and other constraints did not allow the researcher to cover the area that it ought to have covered.

## **1.8 Operational Definitions of Terms**

Objective: A goal that is striven for or a hoped result after performing an activity using a plan

Purpose: The reason of doing something in order to obtain a result in line to the plan

**Factor:** It is something that contributes to or has an influence on the outcome of something.

**Belief:** An idea that you believe to be true, especially one that forms part of a system of ideas.

**Task:** Any structured language learning endeavor which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task.

**Interaction:** Mutual or reciprocal action or influence or a conversation or exchange between people.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Under this chapter, definition of speaking, learning speaking, purposes of communicative activities, importance and objective of speaking in EFL classrooms and factors affecting the practice of speaking skills of students in EFL classes were presented.

#### **2.1. Definition of Speaking**

The term “speaking” has been defined by different scholars in language learning. For instance, Widdowson(1978) defines speaking as follows:

Speaking, as instance of use, is a part of reciprocal exchange in which both reception and production play apart. In this sense, the skill of speaking involves both receptive and productive participation. It is a conventional practice to present speaking as the productive utilization of the aural medium. It is only simply productive when it is conceived of in terms of usage and it is only simply aural when conceived in this way.(p.57)

Speaking, unlike reading and writing, is a skill which under normal condition requires face to face interaction of at least two persons to be conducted. As many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time. Usually the person we are talking to is waiting for us to speak right then. Second, when we speak, we cannot edit and revise what we wish to say, as we can when we are writing. As the concept of speaking implies the presence of two parts in which one produces speech and the other receives and vice versa is mandatory. Supporting this idea, Scot(1981) in Johnson and Morrow (1981:70) defines speaking as, “ ... an activity involving two (or more) people in which the participants are both hearers and speakers having to react to what they hear and make their contributions at high speed to achieve set of interviews-goals that they want to achieve in the interaction.”

Speaking, in fact, has been defined by experts in language learning in different way. Speaking is the skill by which people are most frequently judged, and through which they make or lose friends” ( Bygate, 1989,p.37).

In conclusion, as it is possible to see from the above definitions, speaking, as a productive skill, is one of the four macro language skills which is required to be developed in order for EFL students to communicate effectively in different contexts.

## **2.2 Learning Speaking**

Learning speaking is very important because it is the skill which engages learners to participate in the process of oral communication. It has also problem. (Bygate, 1986, Harmer, 1991, and Nunan, 1998,) Likewise, 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 strengthen 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.*

Any gap in communication which results because of inefficient speaking skill may result in misunderstanding and may also create problems consequently. To avoid communication breakdown, purposeful training in the skill of speaking is essential and helpful for the speakers of language to run any system smoothly.

Nowadays, most researchers in the area agree that in order to assist students in the EFL classrooms settings, to speak in the best way possible, attention should be given on how learners can learn to speak rather than how to teach them the language itself.

## **2.3 Purposes of Communicative Activities**

According to Nunan(1989)the following lists are some of the contributions that communicative activities can make to language learning.

### **A. They provide whole-task practice**

In considering how people learn to carry out various kinds of skills performance, it is often useful to distinguish between a) training in the part skills of which the performance is composed b) practice in the total skill, sometimes called "whole task practice". Learning to swim, for example, usually involves not only separate practice of individual movements (part-skills), but also actual attempts to swim short distances (whole task practice). In foreign language learning, our means for providing learners with whole-task practice in the classrooms is through various kinds of communication activity, structured in order to suit the learners' level of ability.

### **B. They Improve Motivation**

Language learning takes place inside the learner and as teachers, know to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity is an important part of the total learning processes.

### **C. They can create a context which supports learning.**

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teachers. These relationships can help to humanize the classroom and to create an environment that supports the individual in his efforts to learn.

As human beings use speech to communicate with each other, that is to say, to express their ideas and elicit each other's ideas, there is no meaningful, effective and better interaction among human beings without speaking. As a result, the skill of speaking practice is absolutely indispensable for the learners of any language in general and for EFL learners in particular.

In order to communicate with one another at any work places one should speak correctly and effectively. Any gap in communication which results because of inefficient speaking skill may result in misunderstanding and may create problems.

To avoid communication break down purposeful training in the skill of speaking is essential and helpful for the speakers of a language to run a system smoothly.

Another purpose of communicative activity is to transfer one's message to the audience and to fulfill one's need from the outcome of one's speech that one wants from his /her audience. Harmer (1991) comments on this point as follows:

Speakers may want to charm their listeners; they may want to give some information or express pleasure. They may decide to be rude, or to flatter, to agree or complain. In each of these, they are interested in achieving this communicative purpose. What are important are these, they are interested in achieving this communicative purpose. What are important are the message they wish to convey and the effect they want it to have. (p.48).

Doff (1998) on his part comments on this fact as, "In real life, we usually talk in order to tell people things they do not already know, or to find out things from other people, we have a reason; a communicative need"(p.135). Practicing communicative activity can also enable students express a meaning which they want to communicate without any anxiety; this is to say, without thinking about the external interference even if they make a mistake while they are speaking. The comment of Doff (1998) on this fact runs as follows:

Our aim in practicing oral English is to develop students' ability to communicate freely and spontaneously in English. To achieve this aim, we need to use real communicative which is different from control practice that usually takes place in language classes. (Doff, 1998).

## **2.4 Importance and Objectives of Speaking In Learning and Communicating**

Since English has become an international language, it is being taught and learned all over the world either as a second language or as a foreign language. Today, English is used in many domains such as: education, technology and business. As a result, most research works are written in this language. For this reason the importance of spoken English has been raised.

As every activity has its own prerequisite to be performed in the best possible way, practice of speaking skill in EFL classrooms can be assumed as a prerequisite for a teaching-learning process to take place communicatively. Stressing this idea, Littlewood (1981) says, "Since the learners' ultimate objective is to take part in communication with others, to achieve its capability, practice of speaking in English classrooms may pave the way to express their ideas, to transmit

and /or receive messages”(p.37). As mentioned above, to enable students to articulate information and ideas amongst their peers and seniors, to communicate an argument or point of view with clarity and to extract and rehearse key pieces of information from a discussion, that means, generally learners can improve their speaking ability through practicing the language by interacting and communicating with other people. In conclusion, in order to communicate with one another at any work places we should speak correctly and effectively. Any gap in communication which results because of inefficient speaking skill may result in misunderstanding and create problems. To avoid communication breakdown, purposeful training in the skills of speaking is important and helpful for the speakers of a language to run any system smoothly.

## **2.5 Factors that Affect the Practice of Speaking in EFL Classes**

The major goal of all English language teachings should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate or even express their opinion with the language let alone speaking fluently and accurately. According to some experts in the field EFL students speaking skills might be affected by a multitude of factors.

In the process of language teaching and learning, many educationalists agree unanimously that there are many psychological factors which may influence learning a foreign language. Burns and Joyce in Nunan (1999); Schwarts (2005); and Thornbury (2005) argue that there are psychological variables which may affect the learning progress, such as self-confidence and self-esteem.

## CHAPTER THREE

### RESEARCH METHODOLOGY

Under this chapter; the research design, participants of the study, sample and sampling techniques, data collecting instruments, data collecting procedures and methods of data analysis are the main points that are discussed.

#### 3.1. Research Design

In order to conduct this thesis the researcher used both quantitative and qualitative techniques of data collection.

To get enough information, the researcher has chosen these techniques because he believes that where they would enable him to have reliable and relevant information from the participants of the study. More specifically, this mixed technique of data collection could help to assess views of the participants with the intent of using the information to develop and test an instrument with a sample from a population. Qualitative technique helps the assessment and analysis of factors affecting speaking skills of learners in the classroom by collecting data from teachers and students through observation and interview means of collecting data. Themes from the qualitative data were then developed into an instrument so that research questions could be tested and compared. On the other hand, to collect and analyze some statistical information from the respondents, as the researcher applied questionnaire as a means of collecting data from the respondents, quantitative method of data collection was employed. This means, the responses which were obtained from both teachers and students through close-ended questions of questionnaire had numerical information.

#### 3.2. Population of the study

The target population of the study was grade 10 English teachers and students from Secondary school in Sheger city of Oromia region surrounding Finfine, namely Sebata secondary school. The total number of EFL teachers in grade 10 in school was 2.

The total number of grade 10 students in the school of 2022/2023 academic year was 752. Based

on the above suggestion, the researcher believes that 25% of the total population quite represents the population and since it would also make the research manageable, this percentage was decided. Therefore, based on the size of the schools, 752 students were taken. In other words, 188 students and both English teachers were selected as subject of the study in school. In order to select the sample of students from school, a random sampling method to sampling was used in order to give equal chance for every student to be a participant in providing response for the questionnaire. The reasons for selecting this study area was that the teacher who conducted this study has been teaching for about 3 years to this school and as a result close teaching learning situation on skills of English, speaking in particular.

### **3.3 Sample and sampling technique**

The subjects who participated in this study were both the two English teachers of grade 10 in 2022/2023 in the school. However, in order to give equal opportunity for the students, the participants among the students have been selected in random sampling method.

### **3.4 Data collecting instruments**

To conduct this study, data was collected using three tools. These were questionnaire, interview and observation. These three tools could almost be suitable to gather important information from both quantitative and qualitative data from the participants in the study. Classroom observation was conducted by the researcher during lessons related more to speaking in the text book specifically even though every lesson can't be conducted, without, speaking.

#### **3.4.1 Questionnaires**

From the data collected instruments questionnaires were used for both teachers and students because it was more suitable to access the large population of the participants and large scale inquiry easily. Moreover, the result obtained through questionnaire can be more reliable since it gives enough time for the respondents to read and give relevant and thoughtful response.

Questionnaires for the students was designed in line with the teachers' questionnaire, but the researcher has facilitated situations so that it could be suitable to the learners' level of understanding.

### **3.4.2 Classroom Observation**

Observation was the other method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). The researcher employed overt type of observation. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teacher teaches according to his plan. The researcher observed three times for each English teacher which was totally 6 classroom observations. All teachers were observed for forty minutes with the help of check list.

The checklist has four parts focusing on: activities related to students, issues related to the teacher, issues related to classroom, and issues related to teaching aids.

Generally, the purpose of this observation was to see whether the students were influenced by different problems while speaking in EFL classrooms and to get some insights about the problems that hinder the students in EFL classroom. Furthermore, the observation basically helped the researcher to confirm the responses the subjects have given to the questionnaire.

### **3.4.1 Interview**

To collect data for this study semi-structured interview has been employed. In this study as this type of interview is an effective and an efficient method of collecting qualitative information by probing to get in-depth information on topics of interest.

The purpose of the interview was to triangulate the data which had been collected by the questionnaire and classroom observation. For this purpose nine open-ended interview questions were designed to get detailed information from the teachers and the students. Thus, the interview involved both two teachers who also had made their contribution in the questionnaire and 15 students out of the 188 were randomly selected.

### **3.5 Data collecting procedures**

After gathering students in a separate room, the researcher distributed the questionnaire and read through it to the respondents and explained the objective of the study before they answered the questionnaire. Then after collecting the questionnaire data, classroom observation and interview was conducted. It was conducted thoroughly by the researcher for two weeks in order to make enough information that fits the target of the study. Then the researcher identified all the information that had been gathered by using different data collecting tools and made it ready to analyze the collected data.

### **3.6 Methods of Data Analysis**

The data which were gathered from teachers and students through questionnaire, classroom observation and interviews were analyzed, interpreted and discussed accordingly. The data collected by questionnaires of both students and teachers were analyzed quantitatively and presented in tabular forms. As they are numerical data; statistical analysis using frequency and percentage was applied to reach conclusions. Simple descriptive method was used in analyzing the data. The results of the data were explained after each table in paragraphs. The data collected by observation and interview were transcribed and analyzed in paragraph forms because such data are difficult to numerate. The data collected using interviews were analyzed by describing the responses of the interviewees. Then, the general view of the interviewees to each item was discussed qualitatively and came to conclusion on the research objectives. Lastly, with the data analyzed and the basic findings, the researcher gave some recommendations.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF THE RESULTS**

To present the discussions and results the data were organized and the items were grouped according to their similarity and their relevance to the objective of the study. The three data collecting instruments were interacted with the process of data analysis and interpretation. As a result, data obtained from questionnaires, observation and interviews were presented in an integrated manner.

Accordingly, the students' responses to the items in questionnaire and interview were analyzed against the finding obtained from the classroom observation first, and then the data collected from the teachers in questionnaire and interview were treated in the same manner. Moreover, the Liker scale given in five values: "strongly agree", "agree", "neither agree nor disagree", "disagree", and "strongly disagree" were reduced into three; that means , the first two values as agreement , the last two as disagreement and the middle one as neutral. Lastly, the findings obtained through the three data collecting instruments were related to one another and to the objective of the study to set summary, conclusion and to forward recommendations.

#### **4.1. Analysis of Data from students' Questionnaire**

The students' questionnaire consisted of four main parts and likewise, its responses were analyzed in four different categories. A. Student related factors, B. Teacher related factors, C. Classroom related factors and D. Teaching aids related factors. This category is to make its analysis, interpretation and presentation easy and manageable.

#### 4.1.1. Students' Responses on Students' Related Factors

Table 1: Students' Response on Linguistic Problems

Response 1= Strongly Agree 2= Agree 3= Undecided 4= Disagree 5= Strongly Disagree

No	Statements	Response category						Sum & %
		1	2	3	4	5		
1.	I am mostly reticent (silent) to practice speaking English in the classroom because I do not have adequate vocabularies to express my ideas in English	F	68	56	16	24	24	188
		%	36.17	29.78	8.51	12.76	12.76	100%
2.	I dare (interest) not to practice speaking English in EFL classroom because I do not have adequate knowledge of grammar which enables me to communicate efficiently.	F	54	54	28	26	26	188
		%	28.72	28.72	14.89	13.82	13.82	100%
3.	I am worried about my pronunciation when I speak English	F	74	58	20	20	16	188
		%	39.36	30.85	10.63	10.63	8.51	100%

Based on the respondents table 1, Item 1, shows that 66% of the respondents said that they were mostly reticent to speak English in the class as they have deficiency of vocabularies to do so. The respondents during the interview also confirmed that they were reluctant to practice speaking English because of lack of vocabulary. However, 25.52% of the respondents disagreed that they

have shortage of vocabularies to practice speaking in EFL classes and 8.51% remained neutral. In addition to this, the classroom observation also indicated that the students had vocabulary deficiency to speak freely in the class.

In order to get information about knowledge of grammar on item 2, most of the respondents (57%) of them agreed that they did not have adequate knowledge of grammar to communicate intelligibly. In addition to this, the respondents of interview result also indicated this. They responded that they do not have enough knowledge of grammar to express mature ideas and thoughts adequately. 27.64% of the respondents replied negatively to this item. However, many students in the observed sections were seen keeping quiet even when the teacher encouraged them to respond even to short oral questions.

(69.71%)Of the respondents replied positively to Item 3. This shows that they feel difficult about their pronunciation when they speak in English. But, 19.14% of the respondents disagreed that they are worried about their English pronunciation in EFL classes. However, the respondents during the interview mentioned that they were reluctant to speak English to avoid being laughed at by their peers because of mispronunciation. Moreover, the classroom observation result also strongly reflected this idea. Few participants whose voice was inaudible to the whole class were observed when they rarely respond to the short oral questions of the teacher after a lot of encouragement from the teacher.

To sum up, we understood from the table, majorities of the students confirmed that they have shortage of vocabulary, grammar and problem in pronunciation.

Table 2: Students' Response on problems Related to Their Own Experience

No	Statements	Response category						
			1	2	3	4	5	Sum& %
4.	I prefer to learn grammar and vocabulary to speaking	F	56	52	18	30	32	188
		%	29.78	27.65	9.57	15.95	17.02	100%
5.	I have poor background speaking experience	F	58	64	16	28	22	188
		%	30.85	34.04	5.51	14.89	14.7	100%
6.	I frequently use my mother tongue whenever I am asked to perform oral activities in EFL Classes	F	74	70	8	20	16	188
		%	39.36	37.23	4.25	10.63	8.51	100%

Table 2, item 4, shows that the majority of the students (57.43%) confirmed that they prefer to learn grammar and vocabulary to speaking. We understood from this, most of the students want to learn grammar and vocabulary related lessons than oral activity related lessons. 34 % of the students confirmed to they do not prefer to learn grammar and vocabulary related lesson than oral activity lesson. Table 2 showed that the students had poor experience in relation to speaking practice because they agreed that they prefer to learn grammar and vocabulary to speaking, and also they agreed that they had poor speaking back ground. Besides, the students during the interview indicated that they have no interest to practice speaking in English as they were accustomed (familiar) to learning grammar and vocabulary related lessons. They also explained that they are interested to learn grammar and vocabulary because these are linguistic items which appear in examinations. In addition, the classroom observations support this idea.

Based on item 5, most of the respondents (64.89%) agreed that they had poor background speaking experience in English. The interview results also indicated this. They said that they divert the medium of discussion into their native language when the teacher facilitates conditions to speak in English especially in group and pair work because of their poor background speaking

experience in lower grades. In another way, (26.59%) of the respondents replied negatively to the item 4. However, the majority of the students were not speaking in English in the group work facilitated by the teacher.

As we have seen from table 2, majority of the respondents (76.59%) replied positively to item 6. That means, they frequently use their mother tongue whenever they are asked to perform oral activities. On the other hand, the minority of the respondents (19.14%) disagreed with the idea that they frequently use their mother tongue whenever they are invited to speak in English in the class. Besides, the majority of the students in the interview also explained that they do not use English even sometimes leave alone frequently in group and pair discussion because of lack of confidence and fear of their peers criticism. Consequently, they said that they discuss the topics given to them in their mother tongue. The classroom observation also confirmed that most of the students were observed using mother tongue in group work discussion.

To sum up, as it can be deduced from this the frequent use of mother tongue in oral activities makes their performance very weak in speaking skill and sharing their messages to others.

#### ***4.1.1.1. Problems Related to Students Emotional Factors***

##### ***4.1.1.1.1. Motivation***

Emotional factors are one of the problems that affect students' English speaking skills. In conjunction with these problems, students were asked to indicate their degree of agreement on statements related to emotional factors in the following table.

Table 3: Students' Responses on Emotional Factors which influence their speaking skill of English in the classroom.

No	Statements	Response category						
			1	2	3	4	5	Sum & %
7	I am usually reluctant (unwillingness) to speak EFL classes because I think that the teacher evaluates me in speaking activities	F	46	60	36	30	16	188
		%	24.46	31.91	19.14	15.95	8.51	100%
8	I think that speaking tasks are not important to waste time on because usage of spoken English in Ethiopia is not basically important to me and also I don't think I will have a chance to integrate myself in to the culture of the target language community.	F	26	28	18	48	68	188
		%	13.82	14.89	9.57	25.53	36.17	100%

Based on table 3, item 7 above indicates, 56.37% of the participants responded positively where as 24.46% responded negatively. Besides, the respondents explained during the interview that they were usually reluctant to practice speaking because of their feeling that they are evaluated by oral activities. They explained that there was no such tradition in evaluating students in English. Since they have low proficiency in speaking, the indirect evaluation besides other

deficiencies in it may make their marks low. Thus, from this one can infer that the feeling of test anxiety does not encourage students' participation in speaking.

Table 3 shows that, majority of the respondents (61.7%) responded negatively to the item 8. that is they opposed to the point that says speaking tasks are unimportant to waste time on as it is not basically significant in Ethiopia. They also disagreed to the chance of not integrating themselves into the culture of the target language community. Most of them revealed in the interview that they would have a chance of integration into the culture of the target language community. However, this idea was disproved during classroom observation. The majority of students who were observed in the class did not seem to be sure enough to have such attitude and belief from the perspective of their participation in oral activities. They did not show any sign of participation in communicative activities even to give short oral responses.

**4.1.1.2. Students' Responses on Task Related Factor**

The other factor intended to be assessed by the researcher was an issue related to task itself.

Table 4: Student Responses on Task Related factor which may hinder the students from Speaking in EFL classes EFL classes.

No	Statements	Response category						
		1	2	3	4	5	Sum& %	
9.	Most of the speaking tasks in our text book are unfamiliar and complex; as a result we do not like doing them.	F	36	68	26	36	12	188
		%	19.14	41.48	13.82	19.14	6.38	100%

In the above table, majority (60.62%) of the student respondents agreed to “I do not like tasks we are given by our teacher because they are unfamiliar and complex.” However, 25.52% of the respondents disagreed to the point. Besides, as the respondents tried to express during the interview, however, they did not like the speaking activity because of its unfamiliarity and complexity. They specifically explained that the tasks given in the Grade 10 Textbook are

unfamiliar to the context of the culture and knowledge of them. This means, they did not practice speaking English freely because of the difficulty of tasks. Thus, from this one can infer that the unfamiliarity and ambiguity of the tasks hinders students' participation in speaking.

**4.1.1.3. Problems Related to Students' Attitude and Belief about Learning Language**

Table 5: Students' Reflection on Their Attitude and Belief about Speaking Practice

No	Statements	Response category						
			1	2	3	4	5	Sum& %
10.	I believe that speaking is most learnt from the source of knowledge; that is the teacher.	F	62	54	22	38	12	188
		%	32.97	28.72	11.7	20.21	6.38	100%
11.	I am inferior to a teacher in knowledge because I believe that he knows all the things.	F	30	36	30	62	30	188
		%	15.95	19.14	15.95	32.97	15.95	100%
12.	I don't dare to speak English to express my ideas in EFL classes because I believe that Speaking is difficult.	F	78	60	14	20	16	188
		%	41.48	31.91	7.44	10.63	8.51	100%

Item 10 gives the impression that the students' attitude to learning speaking might be an obstacle for the majority of learners to be reluctant in participatory activities in the process of completing tasks given for practicing speaking. Item 10 says that speaking is mostly learnt from the teacher. 61.69% of the total subjects agreed to the idea though 26.59% of the respondents disagreed to the point while 11.7% remained neutral for it.

Item number 11 in the table, the majority (48.92%) of the respondents disagreed to "I am inferior

to a teacher in knowledge because I believe that he knows all the things and consequently I simply listen to him. “However, 35.09% of the respondents agreed to the point while 15.95% of them remained neutral. In spite of this, the researcher observed during classroom observation disproves this because the majority of the students were simply listening to the teachers’ explanation and demonstration irrespective of much agitation from the teacher to enable them participate in the discussion .Thus, from the above mentioned evidences, it can be inferred that the belief the learners had for their own role in comparison to the teacher made them reticent to participate in oral activities because they expected all things from the teacher.

Item number 12 in the table, 73.39% of the participants agreed to it, which states the students’ belief about the difficulty of speaking in English. 19.14% of the respondents showed their disagreement to the item despite the agreement of the majority.

**4.1.1.4. Students’ Response on a Problem Related to Confidence**

4.1.1.4.1. Lack of Confidence

Table 6: Students’ Reflections on Their Confidence

No	Statements	Response category					
		1	2	3	4	5	Total
13.	I have no confidence to practice speaking English freely in the class because I fear not to be blamed if I make mistakes.	F 48	66	24	48	26	188
		% 14.89	35.11	12.76	25.53	13.82	100%

Table 5, item number 13, the majority of the participants (50%) agreed that they have no confidence to speak English freely for fear of committing mistakes and to avoid criticism from teachers and their peers. Besides, most of the student interviewees also indicated that they were not confident enough to participate in oral activities for fear of making mistakes and not to be given comments by their teachers and partners. The classroom observation also showed that the

students did not have confidence to speak freely in the class. while 39.35% of the respondents disagreed and 12.76% of them remained neutral concerning the point, the responses of the majority mentioned above give the impression that the students' poor perception of their ability to practice speaking, must be an obstacle for the majority of learners to refrain from oral related performance. But, on the other hand, as the mean inclined to "neither agree nor disagree", it can be possible to infer that the students are in doubt whether their reluctance to speak in EFL classes is because of lack of confidence or not.

#### **4.1.2. Students' Responses on Factors Related to Teachers**

##### *4.1.2.1. Way of provision of feedback on oral errors*

##### *4.1.2.2. Teachers' Language Testing System*

It is obvious that without committing mistakes it is impossible to learn a language. As the way a teacher treats students' oral mistakes especially by immediately intervening while they are speaking, may influence them to disrupt the oral practice and could also make other students to be unwilling, they had better treat mistakes systematically without the direct knowledge of the students as who committed the mistake.

Table 7: Students' Responses on the Way Teachers provide Correction for Errors and the Way in Which They evaluate Their Language Performance

No	Statements	Response category						Sum& %
			1	2	3	4	5	
14.	I am reluctant to practice speaking in the class because I am afraid of my teachers' comment and over correction in the case I make mistakes	F	24	56	32	54	22	188
		%	12.76	29.78	17.02	28.72	11.7	100%
15.	Our English teacher usually evaluates our language performance through objective questions like multiple choice than oral performance and thus I don't worry to do activities related to Speaking	F	72	50	14	20	32	188
		%	38.29	26.59	7.44	10.63	17.02	100%

Based on table 7, item 14 shows, 42.54% of the participants responded positively where as 40.42% responded negatively and 17.02% remained neutral. Moreover, the respondents explained during the interview that they are reluctant to speaking in English for fear of correction. They explained that teachers corrected them during oral activities to enable them produce grammatically correct sentences by usually repeating their answers by giving correction for the mistakes. They also explained that this kind of immediate correction did not encourage them to participate in oral activities. Moreover, the teachers strongly confirmed in the interview that they give automatic feedback by intervention while students are speaking to enable them produce grammatically correct sentences.

As it shows on table 7 above, 64.88% of the participants responded positively while 27.65% of them disagreed to the item 15 They agreed that teachers usually evaluate their language

performance through objective questions. In addition, the students explained during interview that their teachers did not evaluate them with oral performance but they frequently evaluate them by items related to grammar and vocabulary and reading comprehension because these are items which always appear in examinations.

#### 4.1.3. Students' Responses on Factors Related to the Classroom

In the following table students were asked to report to classroom related problems in relation to speaking

Table 8: Students' Responses on Classroom Related Problems

No	Statements	Response category						
			1	2	3	4	5	Sum& %
16.	There are large number of students in the class	F	50	66	44	20	8	188
		%	25.59	35.10	23.40	10.63	4.25	100%
17.	Seats are not suitable for group work to practice speaking in EFL classes	F	56	62	40	18	12	188
		%	29.78	32.97	21.27	9.57	6.38	100%

Based on the information in table 8, most of the respondents agreed to each item. As seen in the table, 60.69% and 62.75% of the participants responded positively to show over crowdedness and unsuitability of the seats for group work respectively though 14.88% and 30.84% of them did not agree to the points respectively. Besides, the classroom observation result also proves these points. It was observed that there were around 80 students in a class . Because of this, seats are not suitable for group and pair works and for oral discussions as they like in face to face discussion. Thus, one can conclude that the number of students and the nature of seats is likely to be an obstacle to facilitate situations for communicative activities in EFL class.

#### 4.1.4. Students' Responses on Factors Related to Teaching Aids

Table 9: Students' Responses on Factors Related to Teaching Aids

No	Statements	Response category						
			1	2	3	4	5	Sum& %
18.	I believe that most of the tasks we are given to practice speaking are boring to engage in because they are not accompanied by teaching aids.	F	52	48	26	30	32	188
		%	27.65	25.53	13.82	15.95	17.02	100%
19.	I believe that teaching aids in the language classes may help us to focus on the topic of discussion.	F	60	80	36	12	—	188
		%	31.91	42.55	19.14	6.38	—	100%
20.	I believe that the use of teaching aids in EFL classes increases students' motivation and Participation.	F	70	90	14	6	—	188
		%	37.25	48.87	7.44	3.19	—	100%

In table 9 above, Item 18, 53.18% of the respondents answered positively, 32.97% of the participants disagreed and 13.82% remained neutral to the point that states unattractiveness of the tasks for not using teaching aids. Thus, the majority of the respondent agreed that they have no access to use teaching aids. This was also proved during the classroom observation times. Items 19 and 20, most of the respondents agreed to each item. According to the above data, 74.46% and 89.37% of the participants responded to confirm the usefulness of teaching aid to focus on the topic of discussion and increasing motivation and participation for the students respectively.

### 4.3. Analysis of Data from Teachers' Questionnaire

#### 4.3.1. Analysis of Teachers' Perception on Student Related Factors

In order to study the problems that affect students' English speaking skills an attempt was made by grouping similar factors into a cluster. Based on this, the teachers were asked whether they agree with the problems described. Thus, their responses were shown in the next tables.

##### 4.3.1.1. Linguistic Problems

Table 10: Teachers' Responses on shortage of vocabulary, grammar and problem of pronunciation of the students.

No	Statements	Response category						
			1	2	3	4	5	Sum & %
21.	Many students are frequently reluctant to practice speaking in the classes because they don't have adequate vocabularies to express their ideas	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
22.	Most students don't dare to share their ideas in speech because they don't have adequate grammar knowledge which enables Them to express their ideas.	F	-	2	-	-	-	2
		%	-	100	-	-	-	100%
23.	Most students are worried about their pronunciation when they speak in EFL Classes	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%

Item 21 above shows that 2(100%) of the respondents have agreed to the point. Furthermore, both teachers' and students' interviews also revealed that most of the learners have shortage of vocabularies in English speaking. In addition, it was also observed that most of the students seemed to have inadequate vocabularies because they were not intelligible enough to express their ideas in English. Therefore, based on this discussion above, the students' deficiency of vocabulary to express their ideas is very high and consequently it can be one of the variables that affects learners' communicative activities.

On item 22, concerning grammar knowledge that students have to express their ideas in speaking; the table shows again that both of the participants (100%) have agreed with the item. Besides, both teachers' and students' interviews showed that students have inadequate knowledge of grammar to practice speaking English. Correspondingly, classroom observation also consolidated the result presented by other tools. The researcher observed that the students' language proficiency was very low. Therefore, it can be inferred from the above discussion that students' low language proficiency is driven from absence of practicing what they learnt in grammar since they started attending formal education.

Respondents were asked on item 23 if the students are worried about their pronunciation during speaking practice or not, both (100%) of the respondents have agreed to the item. Moreover, both teachers' and students' interviews also explained that most of the students feel uneasy when they try to speak in English. In line with this, the same result was also presented by classroom observation. Thus, it can be inferred from the above discussions that students' inefficiency in pronunciation can affect their speaking practice in EFL classes.

### 4.3.2. Teachers' Perceptions on Problems Related to Students' Experience

Table 11: Teachers' Responses on Their Students' Experience in Relation To Use of Mother Tongue, interest to Practice Speaking and Status of Speaking in the Past

No	Statements	Response category						
			1	2	3	4	5	Sum&%
24.	Many students frequently incline to use their mother tongue when they are asked to perform oral activities in EFL classes.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
25.	Most of my students ask me to teach them grammar and vocabulary rather than activities related to speaking	F	-	2	-	-	-	2
		%	-	100	-	-	-	100%
26.	Many students are reluctant to speak in English as they have poor background speaking experience	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%

Item 24 above, the influence of students mother tongue in practicing speaking English, teachers were asked about the case. The table shows that both of the respondents have agreed to the item. Furthermore, both teachers' and students' interviews also revealed that most of the students use their mother tongue during group work and other oral activities in EFL classes. In addition, it was also observed that students were using their mother tongue during group discussion in the classes. Therefore, based on the above discussion, the researcher understood that frequent use of mother tongue hinders the students from practicing speaking English. Therefore, teachers need to help and guide them closely by creating interactive speaking activities that can arouse students' motivation to use English instead of their mother tongue.

For item 25 in which teachers were asked about the linguistic items that their students prefer to learn; (100%) of the respondents have agreed to the point. Besides, interview and observation results revealed that students frequently prefer to learn grammar and vocabulary to oral activities.

Item26, the finding shows 100% of the participants agreed with the item. Likewise the interview

results of both students' and teachers' indicated the same result. Based on the above discussion, the researcher inferred that students' activities can be affected because of their poor background speaking experience.

#### 4.3.3. Emotional Factors

Table 12: Teachers' Reflection on whether their students have motivation to speak& feel anxious to speak

No	Statements	Response category						
			1	2	3	4	5	Sum& %
27.	Most of the students are actually unmotivated to speak in English because they don't believe that they have ability to express their thought Intelligibly in English.	F	-	2	-	-	-	2
		%	-	100	-	-	-	100%
28.	Many students are anxious to Speak English in group and whole class discussion.	F	-	2	-	-	-	2
		%	-	100	-	-	-	100

Regarding the motivation of the students to speak in English, teachers were asked about the students; the table shows that both the participants 2(100%) have agreed to the item. Furthermore, both teachers' and students' interviews also revealed that the majority of the students have no motivation to express their thoughts intelligibly in English. In addition, it was also observed that almost all the students were unenthusiastic to participate in the whole class discussion provided by the teacher. It can be inferred from the above discussion that students lack motivation to speak in English. Therefore, teachers need to facilitate interactive oral activities to arouse the students' motivation to involve themselves in speaking activities.

Teachers were also asked in item 28 concerning the anxiety of the students in practice of

speaking English; the table shows that 100% of the participants have agreed with the item.

Correspondingly, classroom observation also supported the result of the other tools. It can be inferred from the above discussion that one of the problems that hinder students from speaking in the class is anxiety.

#### 4.3.4. Task Related Factors

Table 13: Teachers' perception on student' reluctance to practice speaking in EFL classes because of the unfamiliarity and complexity of the speaking tasks found in their text books.

No	Statements	Response category						
			1	2	3	4	5	Sum & %
29.	Students do not like most of the speaking tasks in their text books because they are usually unfamiliar and complex.	F	-	1	-	1	-	2
		%	-	50	-	50	-	100%

On table 13, Respondents were asked if the students do not like speaking activities because of their unfamiliarity and complexity; the table shows that 50% of the participants disagreed to the item while 50% agree. As it is seen above, half of the teachers disagreed that oral tasks are unfamiliar and complex to student. Despite the disagreement of the respondents, it was observed during the classroom observation that a number of students asked for information as what to do in the group work. This shows that they did not understand what to do or how to say it in English

Table 14: Teachers' Perception on Students' Attitudes and Belief towards role of English teacher, time

No	Statements	Response category						
			1	2	3	4	5	Sum& %
30.	Students argue that speaking is mostly learned from the source of knowledge; that is teacher	F		1	1	-	-	2
		%	-	50	50	-	-	100%
31.	Most students complain that speaking activities are time consuming	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
32.	The students do not dare to speak in English to express their ideas because they believe that speaking in English is difficult.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%

consuming aspect of speaking and speaking difficulty

Regarding to item 29, in which the teacher were asked about the attitude and belief students had on the role of the teacher, 50 % of participants agreed to the item while 50% of the respondent remain neutral.

Based on item 31 above, the belief students have toward time consuming aspect of speaking, 100% of the respondents generally showed their agreement to the item. Moreover, the interview result of the teachers also supported this idea. Some students' interviewees also indicated that the speaking task can be time consuming since it does not appear in examinations. Thus, one can infer from the above discussion that the negative belief the students developed towards oral activities can be one of the obstacles for them to practice speaking in the class. As it can be seen under item 32 above, both of the participants agreed to the item that shows students' belief toward the difficulty of speaking English. Moreover, the students' interviewees also

explained that speaking is the most difficult skill of all language items. Thus, from the above discussion it can be deduced that the students' belief toward speaking skill as difficult makes them not to try to practice speaking in EFL classes.

#### 4.3.6. Psychological Factors

Table 15: Teachers' Perceptions on The Students' Self confidence and Self Esteem in practicing the target language.

No	Statements	Response category						Sum & %
			1	2	3	4	5	
33.	Most of my students do not express their ideas in EFL classes as they think that they have limited abilities and deficiencies in Expressing themselves.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
34.	Many of my students don't convey their subjective experience to others by verbal reports and other overt expressive behavior.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%

For item 33. The table shows that both (100%) of the teachers have agreed to the point raised. Furthermore, both teachers' and students' interviewees also revealed that most of the learners do not dare to express their feelings in English; they have very limited abilities to express their ideas because they have not developed their speaking skills through times since they started their formal education. In addition, it was also observed that students were not seen showing their abilities and self confidence in participation during the whole class discussion. Therefore, based on the discussion above, the self confidence of learners is very low. Consequently, it becomes one of the obstacles that hinder the learners' participation in oral activities.

Teachers were also asked concerning self esteem the students have for themselves in practicing

speaking; the table, 34, above, shows that both (100%) of the participants have agreed with the item.

In addition, the classroom observation also consolidated the result presented by teachers' questionnaire. Thus, it can be inferred from the above discussion that the low respect students have for themselves in practicing speaking English makes them not to convey their subjective experience to others in verbal reports and other overt expressive behaviors.

#### 4.3.7. Teachers' Responses on Factors Related to Teachers

Table 16: Teachers' Responses on the way Teachers Correct Students' Oral Errors and on How Teachers Evaluate Their Language Performance.

No	Statements	Response category						
		1	2	3	4	5	Sum & %	
35.	Many students don't participate in oral activities because they are afraid of Teachers' feedback in case they make mistakes.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
36.	The majority of the students in a class are reticent to practice speaking in EFL Classes because they don't expect tests related to oral activities.	F	-	2	-	-	-	2
		%	-	100	-	-	-	100%

Table 16 indicates, both of the participants (100%) agreed to the idea that the students are reluctant in oral activities for fear of teachers' feedback to their mistakes or not. Moreover, both the teachers in the interview explained that they provide feedback automatically to the mistakes of the students to enable them produce grammatically correct and meaningful sentences. This shows that the teachers did not accept the answers of the students because of some mistakes. Regarding item 35 too, both of the participants (100%) of them agreed to the idea

that students are reticent to practice speaking English as they do not expect oral tests related to speaking.

#### 4.3.8. Teachers' Responses on Factors Related to Teaching Aids

Table 17: Teachers' Responses on the availability and uses of teaching aid

No	Statements	Response category						Sum & %
		1	2	3	4	5		
37.	I don't use teaching materials like audio visuals for most of the speaking tasks because it is difficult to get them easily	F	-	2	-	-	-	2
		%	-	100	-	-	-	100%
38.	I believe that the use of visuals in EFL classes can help the students to focus their attention on the topic of discussion.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%
39.	I believe that the use of teaching aids increases students' motivation and participation in EFL classes especially in oral activities.	F	1	1	-	-	-	2
		%	50	50	-	-	-	100%

Table 17, regarding the helpfulness of visuals, on the other hand, in item 37 100% of the participants agreed to the item. Similarly, the participants showed their degree of agreement concerning item 38 and 39, which states the role of teaching aids in increasing students' motivation and participation in oral activities in the same manner to the previous item both of the respondents agreed to the item. This shows that, despite its impossibility to get the teaching aids easily, the teachers believe that teaching aid can attract students' attention to oral activities. Thus,

the researcher inferred from this discussion that unavailability of teaching aids during oral activities plays its role negatively in participation of oral activities.

#### 4.3.9. Teachers' Responses on Classroom Related Problems

No	Statements	Response category						Sum & %
		1	2	3	4	5		
40.	There is large number of students in the class	F	2	-	-	-	-	2
		%	100	-	-	-	-	100%
41.	Seats are not suitable for group work to practice speaking in EFL classes	F	2	-	-	-	-	2
		%	100	-	-	-	-	100%

Table 18: Teachers' Responses on classroom related problems

On item 40 and 41, both teachers responded positively to each item. According to the table above, 100% of the participants responded to show the existence of the problems respectively. Moreover, the classroom observation showed the truth. It was observed that there were more than 80 students in a class. This shows that the students cannot form group for discussion purpose by arranging the desks as suitable as possible to conduct the speaking activities. Thus, there was no encouraging facilitation for the students interactive activities in relation to classroom situation.

#### 4.4. Result of Interviews

The main objective of the interviews was to get additional data for the results obtained through questionnaires and classroom observation. The interviews were made by recording the interviewees' responses. After the interviews were made, the record was transcribed and analysis was made from the transcription.

#### 4.4.1. Results of Interview with Students

The questions prepared for both subjects were the other side of the questionnaires and the observation checklist. The list of interview questions with the students has been attached as appendix C. As the students cannot fluently and intelligibly express their responses for the interview questions in English, they were interviewed by translating to Afan oromo then their responses were translated in English.

From 188 participants who participated in questionnaire prepared for students, 15 students were randomly selected for the interview purpose. To conduct this interview structure interview was applied.

Relating to skill of English they like most to learn and the reason behind, the majority of the participants replied that instead of skills they would prefer to learn grammar and vocabulary because they were the lessons which appear in examinations. For example, S1, S2,S3,S4,S7 S10,S11,S13,and S14 responded that they want to learn vocabulary and grammar as these micro skills are the base for the improvement of the macro skills. However, few of them responded that they would like to practice speaking because speech is the base to learn and improve other skills and linguistic items.

Concerning to get information on the way they practice speaking activities in English. S1, S2,S5, S6, S8, S10,S13and S14 replied that since they do not practice speaking, they could not mention the way of practicing it. But S3, S4, S7 S9,S11,S12 and S15 responded that they frequently use their mother tongue during group and pair work instead of English. The negative responses to this question imply that there was no tradition of practicing speaking skills to improve their oral communication skills because of different basic factors. S3, S4, S7, S8,S9,S10 S12 and S13 responded, 'No' to the third question that asks them whether their English teachers facilitate conditions for them to practice speaking in English.

The fourth question was requested to get data on the way that English teachers use to treat the students' oral errors. As S1, S2, S5, and S9 ,S10,S11,S12 S14,S13 and S15 confirmed, their teachers frequently try to give immediate correction by interference while the students are speaking. However, S3,S4, S6,S7,and S8 said that since there was no tradition of speaking in English, there was no frequent feedback for correction from the teachers, but they try to give grammatically correct answer when students make mistakes while speaking to give short responses for questions from the teacher and textbook.

The fifth question was asked whether the teachers evaluate them through oral presentation, almost all of them said, 'No' to the question. But S2, S5, and S10 expressed that their English teachers used to evaluate them in communicative activities, especially by using dialogues in primary schools even though only written form tests which depend on grammar and vocabulary are common in secondary schools. The negative responses to this question may imply that the teacher did not create conducive situations for speaking practice and as a result he did not prepare tests in relation to oral performance.

The sixth question was to get information on whether some students' problems affect the oral activities of the students, and they gave different responses to the question. Some of the responses include: the students' lack of confidence because of deficiency of vocabulary, pronunciation and grammar, poor background experience on practicing oral communication, frequent use of mother tongue during oral activities like group and pair work, students' great interest to learning language structure rather than communicative activities and some students' belief and that speaking is the most difficult skill of all skills and as result they refrain from involving themselves in practicing in English classes.

The next question was requested to get information on whether students could tell me some teachers' related problems that affect the speaking practice of students in EFL classes. Almost all said, „yes“ to the question; and some of the responses include: the teachers frequently teach grammar and vocabulary, they did not evaluate students in speaking, instead of facilitating and motivating students to practice speaking, the teachers frequently skip lessons related to practicing speaking and the way of providing feedback for correction. The majority of the students said that teachers frequently give feedback on spot.

The last interview question was asked if there are factors affecting their English speaking skills related to classroom. Almost all of the student interviewees revealed that large class size and arrangement of desks were the main classroom related factors. As a result, it is not possible to facilitate the situations for group work in the way that motivates the students as the desks are fixed and the students are overcrowded in a class.

#### **4.3.1. Results of Interview with Teachers**

The 1 question was designed to get data on psychological variables which may affect the speaking skill of students in EFL classes. Both the teachers basically said that psychological factors like very low self confidence, lack of motivation, and test apprehension in oral performance were the hurdles to the students speaking skill.

The second question was “Are there any emotional factors that make students reticent to speak English in EFL classes?” Both the respondents said ‘yes’ to the question. Both of them mentioned that students were unmotivated, and feel anxious to speak during lessons related to practicing speaking in groups and whole class discussion.

The third question was asked to elicit information on attitudes and beliefs of students about learning and speaking English and which may make them reluctant to play their role. The responses to the question were basically similar but said in different ways. As to the teachers, since all students were exam- minded and oriented, the questions for examinations were frequently prepared from grammar, vocabulary and comprehension related items, the students have belief to learn these lesson items. As they have accustomed to learn these language items only by the teacher in lower grades, their attitude to the teacher is as if he were the source of all knowledge. In addition to this, the majority of the learners have developed the attitude of expecting all knowledge from the teacher because of the frequent application of traditional approaches of language learning.

The fourth question to the teachers was designed to get data about linguistic reasons that affect learners’ speaking skill. Both teachers interviewees said that issues related to students’ ability in grammar, vocabulary and pronunciation were the main linguistic challenges that hinder students from participation of oral activities. The fifth question was “What kind of situation related to classroom have you found that make students reticent to practice speaking in EFL classes?” Both

of the teachers mentioned that basically large class size and seating arrangement because of fixed type of the desks were situations related to classroom that did not enable them facilitate favorable situations for oral activities in group work.

In question number six the teacher interviewees were asked to elicit information on how they treat students' oral errors while they are speaking. Both of the interviewees explained that they usually provide automatic correction for mistakes while the students are speaking.

Relating to the language the students frequently use during oral activities in EFL classes, both of the interviewees said that the students frequently use their mother tongue in group activities.

Regarding the suitability of desks to form groups in the way they like, teachers said that since the class is overcrowded and the desks are fixed, they are unsuitable to form groups for oral discussion. As to the responses to question number 9, the teachers suggested their own opinion on whether the students were motivated to participate in speaking activities because of their awareness about its advantage. Both of them said "no" to the question. They said that as almost all students are exam-minded, they eagerly wanted to learn language items from which questions are prepared at different levels. Consequently, they always need to learn vocabulary and grammar.

### **Results of Classroom Observation**

The aim of Classroom observation was to see whether the results found through the students' and teachers' questionnaires are seen practically in the classroom. In other words, to observe the main factors that becomes obstacles to oral performances of students and to see the roles of students in practicing speaking skills. 6 observations were made for the period of 2 weeks.

From the observation, the voice of most students was not clearly audible and their expressions were unclear. Most of them were observed feeling anxious and shy to express their ideas in EFL classes. They frequently preferred to passively follow only the teachers' explanation instead of providing their share in oral activities. They usually use their mother tongue in group work

because of lack of confidence and inadequacy of vocabulary to freely speak in English. As it can be inferred from the above discussion, the students had very low language proficiency to participate in speaking activities in EFL classes.

Regarding to the teachers, the way they provide feedback for correction was direct and automatic. As a result, they preferred to teach grammar and vocabulary emphasizing accuracy than fluency. Regarding the teaching aids used in EFL classes, the researcher observed that no teacher used teaching aid which may be used by students as a model during the observation to attract students towards speaking skill.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. SUMMARY OF THE FINDINGS

Based on the data collected there are different factors that affect students' practicing of speaking in English classes. These are student related factors, teacher related factors, factors related to classroom, and teaching aid related factors.

With the relation of Student related factors include linguistic problems, influence of previous experience of students, their emotional factors, attitude and belief toward speaking, lack of confidence, and psychological factors.

The teachers confirmed, the way they adapted to give oral correction while a student is speaking was by interfering between the speech and providing automatic correction instead of using systematic and indirect method. Moreover, the finding proved that English teachers do not evaluate the students using speaking performance.

Regarding to classroom factors like large size which is uncomfortable for group formation during speaking practice and seating arrangement like with fixed desks and unmovable chairs greatly affected students attempt to effectively and successfully practice English.

Relating to teaching aids, teaching aid are applied in a more authentic and meaningful process, students with different learning styles can be motivated and may participate in communicative activities. But, in this section, the data indicated that there was no access to use teaching aids to teach speaking skills. Moreover, the finding proved that teachers did not use teaching aids to facilitate the communicative activities in a better way.

Based on the data gathered, researcher's assumption, the results of this study summarized that secondary students attitude and belief toward practicing speaking in English classes in pairs, in groups and in whole class discussion need improvement.

## 5.2. CONCLUSION

Based on the outcomes of the study, the researcher come-up with the following conclusions:

- ✓ Secondary school students have great problems related to learners which hinder them from freely practicing speaking English in EFL classes. Related to students, the study also revealed the students' speaking skill practice was negatively affected by the poor speaking background of the students, the fear the students have to commit oral mistakes in front of their teachers and their class mates, attitudes and beliefs they have for speaking skills, students' understanding of the role of teachers in the class: expecting everything explained to them by their teachers, students' understanding of communicative related activities as time consuming and students' beliefs on that there is a gap between the expected examination items and the actual classroom speaking tasks and lack of self confidence were found to be discouraging for the students to freely speak in English in EFL classes.
- ✓ Related to teachers, the teachers did not treat oral errors of the students in the way that it cannot make their students hesitant to practice speaking. They did not also pay attention to communicative activities and as a result did not include evaluation in the tests which are related to speaking performance. The way of oral errors treatment and mostly skipping speaking related activities and as a result exclusion of oral test evaluations indicated that the way teachers treat oral errors could seriously affect the students' interest of freely practicing speaking English.
- ✓ Concerning to classroom related problems, as the study shows, a large number of students in a small classroom which is beyond the standard and inconvenient seating arrangement for group work because of the fixed desks were also considered as problems that affect the speaking practice of students in EFL classes.
- ✓ Relating to teaching aid problems, as the research revealed, the absence of supplementary speaking materials and inability of the teachers to support and motivate the students in speaking lessons with these teaching aids was found to be discouraging for the students to practice speaking.

### 5.3. RECOMMENDATIONS

Taking in to account the conclusions, the following recommendations are forwarded.

❖ We understood from the study, one of the problems that affected the speaking skill of students was poor background speaking experience. The best way to improve any skill, including speaking, is to practice it at any chance one gets to do so.

❖ Creating appropriate mood and atmosphere to makes students willing to play their own role in communicative activities. As both the teachers indicated in the interview, they automatically interrupt the students' oral performance to provide correction on spot. Thus, the correction that teachers should give must be helpful and getting students out of the difficult misunderstanding and hesitation. They should be systematic in giving correction to their students speaking so easily and quickly.

❖ From the results, more emphasis was given to the teaching of grammar and vocabulary items and very less emphasis on using the language for oral communication.

Thus, to attract the learners toward practicing speaking English, teachers are advised to include tests related to communicative activities. Additionally, national exam. Centers should facilitate situations conducive to provide English tests in spoken English in addition to written forms in order to motivate learners to play their respective roles in speaking activities in EFL classes.

❖ Teachers are advised to use suitable teaching aids (audio- visual materials) in relation to speaking. Because these materials are of great importance in making the speaking practice more practical and using the language in a better way. Furthermore, school mini-medias and English departments should create conducive opportunities in which the students could extend their classroom oral practices.

❖ Teachers ought to use their own possible ways to decrease the anxiety of the students, for example, providing warm up talks related to the topic under discussion may refresh and motivate the students to freely participate in the group discussion.

❖ Most students had wrong attitude and belief about speaking practice. They have developed an attitude that made them believe that the teacher is the source of a knowledge

including speaking. They even usually think that speaking skill is time consuming because they were examination oriented. But this kind of belief is a paramount harmful for the students during this globalization era. Thus, they should play their roles in learning English speaking skills. They have to participate actively in the classroom speaking exercises such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories etc.

❖ The class should be convenient for pair work, group work and large group discussions. Thus, the number of the students should be to the standard.

❖ Further capacity building trainings must be given to English teachers focusing on planning, designing of the speaking activities, techniques and strategies that could let teachers to easily provide students with meaningful English speaking lessons so that students can develop their English speaking skills so easily and quickly.

## References

- Burns, A. and Joyce, H.(1997). Focus on Speaking. Sydney. National Center for English language Teaching and Research.
- Bygate, M. (1987).Speaking. Oxford: Oxford University Press.
- Byrne, D. (1986). Teaching Oral English Language.Handbooks for Teachers.Longman. 1987). Teaching Oral English. London: Longman.
- Chaney, A.L. (1998). Teaching Oral Communication in Grades K-8, Boston: Allyn and Bacon. London :Longman.
- Doff, A. (1998). Teach English. A Training Course for Teacher.Cambridge University Press.
- Dorney,Z. (2001). Motivational Strategies in the Language Classroom. Cambridge: Cambridge University Press.
- Harmer, J. (1981).The Practice of English Language Teaching.The 3<sup>rd</sup> Edition. Longman: London and New York. 1991). The Practice of English Language Teaching. New York: Longman: UK Ltd.
- Jenkins, J.(2000). The Phonology of English as an International Language. Oxford: OUP.
- Johnson, K. & Morrow, K.(Eds.). (1981). Communication in the Classroom: Applications & Methods for a Communicative Approach. London: Longman.
- Littlewood,W.(1981). Communicative Language Teaching. An introduction. Cambridge: Cambridge University Press. (1984).Communicative Language Teaching. Cambridge: Cambridge University Press.
- Mackey,W.F. (1965). Language Teaching Analysis. London-New York: Longmans. McKay, S.L. (2003). Toward an Appropriate EIL Pedagogy. Re-examining Common ELT Assumptions. International Journal of Applied Linguistics,13(1).
- Mendida, B. (2001). Teaching Behavior in ESL large class in Bahir Dar Senior Secondary Schools (PhD, Thesis), Addis Ababa: EMPDA.

- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press. 1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Olansa, D. (2011). *An Exploration of Factors Affecting the Learning of English Speaking Skills: With Particular Reference to Grade 9 (Ginchi High School and Preparatory School)*.
- Richards, J.C and Schmidt, R. (Eds) (1983). *Language and Communication*. Harlow
- Sisay, A. (1999). *Classroom interaction and Its Influence on the Development of Students' Speaking Skills in English of Grade 10 in Government School*. Unpublished MA thesis, Addis Ababa University.
- Tamane, K. (2000). *Classroom Verbal Behavior and Learning Opportunities in Selected Secondary School EFL Classroom*. PhD Dissertation, Addis Ababa University.
- Wallace, M.J. (1982). *Teaching Vocabulary*, London: Heinemann Education Books Ltd.
- Widdowson, H.G.(1972). "The Teaching of English as Communication," in Brumfit & Johnson. (1987). *Teaching Language as Communication*. Oxford: Oxford University Press. Wilkins, D.A. (1974). *Second Language Learning and Teaching*. London: Edward Arnold, 1974.
- Wolfson, N. (1982). "Rules of Speaking", in *Language and Communication*, ed. by Jack C. Richards and W. Schmidt, Longman. Wu, K. (1993). "Classroom interaction & Teacher Question Revisited." *RELC Journal*, 24: 49-68

# APPENDICES

## Appendix A

### QUESTIONNAIRE FOR STUDENTS

#### ADDIS ABABA UNIVERSITY

Department of Foreign languages and Literature

Dear Students,

I am conducting a study on factors that affect the practice of speaking in EFL .The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each item carefully and provide your genuine responses for each item .Since your responses will be used only for this purpose and treated with firm confidence, feel free to answer all the items honestly. Remember that the worth of the result of this study is highly linked with the attention given to each item of questionnaire by you.

Thank you very much for your cooperation!

General Direction: The following questionnaire deals with the main factors that affect speaking skills of students and their degree of influence in EFL classes. All of the items in this part are concerned with the degree of your agreement on the ideas stated. All the statements say something about variables affecting speaking skills of students in EFL classes.

Instruction I: Provide Necessary Information about the following.

1.1Name of school

1.2 Name

1.3.Sex      Male                       Female

Instruction II: Please put an (x) under anyone of the scales to give your genuine responses concerning your degree of agreement to the given statements about yourself and your English teacher during your spoken lessons.

1.Strongly agree

2.2. Agree 3. Uncertain 4. Disagree 5.Strongly disagree

NO	Assumed problems	1	2	3	4	5
1	I believe that I have difficulty in practicing speaking in EFL classrooms and thus, I do not dare to speak English.					
2	I have not confidence to practice speaking English freely in the class because I fear not to be blamed if I make a mistake.					
3	I frequently use my mother tongue language whenever I am asked to perform oral activities in EFL classroom					
4	I am mostly reticent to practice speaking English in the classroom because I do not have adequate vocabularies to express my ideas in English					
5	I prefer to learn Grammar and Vocabulary to speaking.					
6	I dare not to practice speaking English in EFL classroom because I do not have adequate knowledge of grammar which enables me to communicate efficiently					
7	I have poor background speaking experience.					
8	I am usually reluctant to speak in EFL classes because I think that the teacher tests					

	me in academic evaluation.						
9	I believe that speaking is most learned from the source of knowledge; that the teacher.						
10	I think that speaking tasks are not important to waste time on because usage of Spoken English in Ethiopia is not basically important to me and also I do not think I will have a chance to integrate myself into the culture of the target language community.						
11	I do not like the speaking tasks we are given by our teacher because they are usually unfamiliar and complex.						
12	I am inferior to a teacher in knowledge because I believe that he knows all the things.						

13	My English teacher usually evaluates our language performance through objective questions like multiple questions than oral presentation. So I do not worry to do activities related to speaking.					
14	I am reluctant to participate in the class because I am afraid of my teacher's comments and overcorrection in case I make mistakes.					
15	I am afraid of mockery from my classmates in case I make mistakes and teacher intervenes while I am speaking.					
16	I am worried about my pronunciation when I speak in English.					
17	I believe that most of the tasks we are given to practice speaking are boring to engage in because they are not accompanied by authentic materials.					
18	I believe that the use of visuals in the language classes may help students to focus on the topic of discussion.					
19	I believe that the use of visuals in the language classes increases students' motivation and participation in oral activities.					
20	There is large number of students in the class.					
21	Seats are not suitable for group work to practice speaking skills in EFL classes.					

Thank You Very Much!

## **Appendix B**

### Questionnaire for Teachers

Addis Ababa University

Department of Foreign languages and Literature

Dear Teachers,

I am conducting a study on factors that affect the practice of speaking in EFL. The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each item carefully and provide your genuine responses for each item. Your responses will be used only for the purpose of the study and will be treated with confidence. Remember that the worth of the result of this study is highly linked with the attention given to each item of the questionnaire.

Thank You!

Instruction I -Please put an (x) mark under the scales to give your degree of agreement to the given statements concerning the speaking experience of students in EFL classes.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

No	Items	1	2	3	4	5
1	Many of my students have difficulty in practicing speaking in EFL classes.					
2	Most of my students often feel anxious to practice speaking in EFL classrooms freely in every chance they get to do so, because they feel not to be blamed if they make a mistake.					
3	Many students frequently incline to use their mother tongue when they are asked to perform Oral activities in EFL classes.					
4	My students are mostly reluctant to practice speaking in the classes because they do not have adequate vocabularies to express their ideas.					
5	Most of my students ask me to teach them grammar and vocabulary rather than activities related to speaking.					
6	My students do not dare to share their ideas in speech because they do not have adequate grammar knowledge which enables them to express their ideas.					
7	Many students are reluctant to speak in English in EFL classes as they have poor background speaking experience.					

8	Most of the students are usually reticent to speak in English because they do not believe that they have ability to express their thoughts successfully in English.					
9	Students argue that speaking is most learned from the source of Knowledge, which is the teacher.					
10	My students complain that speaking tasks are time consuming.					
11	Most students feel worry to speak in English particularly on stage because they cannot express themselves with mature thought and ideas adequately.					

12	Many of my students believe that they are inferior to their teacher in knowledge as they think that he knows all the things.					
13	Students are reluctant to participate in the EFL classes because they do not expect tests related to oral activities.					
14	Many students do not participate in oral activities in EFL classes because they are afraid of Teachers' feedback in case they make mistakes.					
15	Some students are afraid of mockery from their classmates in case they make mistakes and a teacher intervene to correct.					
16	Most students are worried about their pronunciation when they speak in EFL classes.					
17	I do not teaching aids for most of the speaking tasks because it is difficult to get them easily.					
18	I believe that the use of visuals in the language classes help students to focus their attention on the topic of discussion.					
19	I believe that the use of teaching aids in EFL classes increases students' motivation and participation.					
20	There is large number of students in the class.					
21	Seats are not suitable for formation of group work to practice speaking skill in EFL classes					

## **Appendix C**

### **Interview for Students**

#### **Addis Ababa University**

#### **Department of foreign language and literature**

Dear Students,

The objective of this interview is to find out factors that affect students' English speaking skill at grade 10 level. As your information can enrich this research, you are kindly requested to suggest the common factors related to the problems mentioned below depending on your own practical experience and observations during performance of lessons related to oral activities in EFL classrooms.

1. Which skill of English do you like most to learn? Why?
2. How do you practice speaking activities in English in the classroom?
3. Do your English teachers facilitate conditions for you to enable you practice speaking English in the class at different grade levels? Prompts: When you were in elementary & high schools?
4. How does your English teacher treat your oral errors during oral activities?
5. Does your English teacher evaluate your oral performance through oral presentation?
6. What are some of the students' related problems that affect their English speaking skill?
7. Would you tell me some teachers' related problems that affect students' English Speaking?
8. What are some of the classroom related problems that affect students' English speaking skill?

## **Appendix D**

### **Interview for Teachers**

#### **Addis Ababa University**

##### **Department of foreign language and literature**

Dear Teachers,

The purpose of this interview is to find out factors that affect students' English speaking skill at grade 10 level. I would like to appreciate your genuine cooperation and willingness to my interview. As a result, I kindly request you to provide me with your genuine information for the study. I would like to inform you that the information you provide me will only be used purely for academic and research purpose and hence will be kept confidential.

1. Are there any psychological factors that cause EFL students reluctant to participate in oral activities in EFL classes?
2. Are there any emotional factors that make students reticent to speak English in EFL Classes?
3. Have you noticed particular kind of attitudes and beliefs of students about learning and speaking English in your students and do you think that they play their role in making them reluctant to practice speaking in EFL classes?
4. Are there any linguistic reasons that affect learners' speaking skill in EFL classroom?
5. What kinds of situations related to classroom have you found that make students reticent to practice speaking in EFL classes?
6. How do you treat students' oral errors while they are speaking in EFL classroom?
7. What language students mostly use during oral activities in EFL classroom?
8. Do you classroom desks are suitable to you to form groups in the way you like?
9. Are the students motivated in practicing speaking skills because they have seen that it is advantageous? If no, why?

**APPENDIX E**

**English Classroom Observation**

**English Classroom Observation Checklist of EFL Teachers and Students to be filled by the researcher.**

Name of the school \_\_\_\_\_

Date of the observation \_\_\_\_\_

Topic of the lesson \_\_\_\_\_

Grade and section \_\_\_\_\_

Number of students \_\_\_\_\_

KEYS: 1. To a very great extent 2.To a great extent 3.To some extent 4.To a limited extent 5. Not at all

NO	Activities	1	2	3	4	5
1	Audibility of students' voice					
2	Clarity of expressions					
3	Accuracy of word pronunciation					
4	Willingness to participate and perform in class					
5	Do the students feel any fear, anxiety, shyness, or unwillingness to speak?					
6	Do the students usually use English in EFL classroom in group or pair work?					
7	Does the teacher interfere while the students are speaking to correct oral errors?					
8	Students make active participation in oral activities					
9	The teacher gives much emphasis to grammar and vocabulary than oral practice.					
10	The teacher arranges students for oral interaction in groups.					

11	He gives immediate and direct correction.						
12	Use in mother tongue in pair or group work.						
13	Have confidence to speak freely in the class.						
14	Need their teacher's explanation than doing the activities themselves.						
15	How low in language proficiency						
16	Students seem to have inadequate vocabulary.						
17	Students are fluent enough to express their ideas in English.						
18	Students only attempted to answer individual short oral questions.						
19	There is large number of students in the class.						
20	There is enough space for interaction in group or pair.						
21	The desks and tables are not easily movable to organize groups.						

