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DEPARTMENT OF ENGLISH

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**ASSESSMENT OF SOME CHALLENGES IN IMPROVING STUDENTS' ENGLISH
SPEAKING SKILL: THE CASE OF GRADE 11 KONDALA PREPARATORY SCHOOL.**

BY

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ABSTRACT

The main purpose of this study was to assess some challenges in improving students' English speaking skills. Therefore, the researcher collected the data through questionnaire, interview, and classroom observation from grade 11 students and English teachers of Kondala preparatory school. Simple random sampling was employed to select 25% (80) students from the total population of 320 and four English teachers of preparatory school were taken purposively. To analyze the data, a descriptive method was employed by using both quantitative and qualitative approach. The results obtained from questionnaire, interview and classroom observation were considered together in the analyses. As the result of the study revealed that, the teachers' method of teaching has been the main challenges in improving students' speaking skills. This was due to large number of students to be considered inconvenient for teachers to help all the students to promote their speaking skill. On the other hand, students lack of self-confidence to speak freely in the classroom and frequent use of mother tongue language during English classes were the most factors that influence students' English speaking skill. To overcome these challenges, it was recommended that English teachers should use good method of teaching to improve students' speaking skills. Teachers should also make great effort in order to get students to avoid their fear of making mistakes while speaking English language by telling that mistakes are the part and parcels of learning and that they are the way to attain accuracy. Besides, students should practice speaking in English both in and outside the class. To this point, the government and the school management should also provide facilities in the school. To this effect, English teachers should consider these factors, and exert their maximum effort to alleviate the challenges students face during learning speaking in English.

CHAPTER ONE

1. INTRODUCTION

Language is a means of communication by which people communicate ideas through preferred uses of systematically arranged sounds and symbols. Therefore, English language is the language, which is widely spoken over the entire world today. According to Cunningsworth (1984), the ability to communicate effectively through spoken English enables one to be 'proficient' in various language skills. For example, when we see students' academic performance, it is highly dependent on their ability to ask questions, to discuss and to understand concepts from their teachers and peers. Supporting this view, Klippel (1984:5) says, "learning is more effective if the learners are actively involved in the process." Secondly, "English teachers need to know how to select and design appropriate and authentic language learning materials and activities."

However, the teaching of oral language skills was traditionally considered most difficult because in the past, written language was given more attention than speaking (MOE, 2002). It also says that it is a widely held belief that the status of English is low in Ethiopian schools. Besides, speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997). Unless students improve the ability to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of the others in an English class (Ur, 1996). Therefore, if students give sufficient opportunity to apply and exercise their knowledge of the language use in English classroom oral interactions, they would gradually gain and build ability to speak out fluently. The factors that affect students' English speaking may be many in numbers. For example, poor speaking background, being afraid of making mistakes, lack of practice in the target language and large class size. However, this study aimed to assess some challenges in improving students' speaking skills that grade 11 students face while learning English speaking at Kondala preparatory school.

1.1 Background of the study

According to Nunan (2003), speaking is a very important part of second language learning because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues (1998). However, today's world requires that the goals of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances. The goal of teaching a language in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language class do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes (Harmer, 1991, Nunan, 1988, Bygate, 1987). In relation to this, second language ability can be developed through using the target language for communication. This communicative use is not only the goal but also a means of learning a foreign language (Little wood, 1981). The importance of the practice of learning speaking in the world has been given much emphasis. For example, Long and Porter (1985) and Michael Swan (1985) argue that one of the main language learners' problems is simply that they are not given the opportunity to practice the new language.

In Ethiopian context, speaking becomes the medium of instruction from Secondary School onwards, but the level of students' English language has not been found to be sufficient to help them. According to Aberash (2005), English language proficiency level of students in Ethiopia is low that it does not allow them to follow their studies during their preparatory school and university years. However, it has been used as the medium for scientific researchers, international business, diplomatic relations and transfer of information. Since it gives such a wide services, the effort to improve its teaching and learning has been given much attention from time to time. The present Ethiopian education policy has mainly given strong focus to the improvement of the teaching and learning process of English in general and for speaking skills in particular.

Particularly, since the design of the new education and training policy in 1994, due attention has been given to change the textbooks and introduce methods that bring the learners to the center of the learning. To do this, the ministry of education published series of text books entitled English for Ethiopia to be used in all schools in the country. These textbooks differ greatly in content and approach from the previous textbooks. As Amanuel (2015) states that in the English for Ethiopia

series for grade 9 and 10 published in 2003 E.C speaking has been given the highest maximum teaching emphasis. He also stated that speaking had been given the highest maximum in both syllabuses. Grammar, which had been the center of language learning for many years in the country, is given the second position, while the rest skills are given the minimum lessons.

Especially this depicts speaking has been given the maximum teaching emphasis. On top of this a variety of activities that are believed to give learners opportunities to practice speaking in classroom are also suggested in the textbook. This implies that to what extent an approach that brings learners to the center of learning English language in general and speaking skill in the particular has been introduced in the English for Ethiopian series of the new syllabuses.

In additions to this, it has been reported on several workshops and seminars that English teachers have given exposure or orientation to the communicative way of teaching English language through long or short-term trainings so that they can bring change in the quality of language teaching (Alemu, 2004). However, students of Kondala preparatory school particularly grade 11 students have great difficulties in expressing themselves. Therefore, challenges in improving English speaking are still problems that need to be addressed.

1.2 Statements of the problem

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

In spite of such broad coverage allotted to English language as a subject and medium of instruction in the curriculum, the students' proficiency in the language is not adequate to meet the demands of their classroom. Especially, most of the learners at secondary and preparatory

schools levels have problems with spoken English. Concerning this (MOE, 2002), also say that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. Although the problem is common for all language skills, the challenges in improving English-speaking skill are worth noticing.

Regarding this issue, different findings and studies are done. For example, Sisay (1983) states that teachers focused more on accuracy work and thus, did not balance accuracy and fluency work in classroom interactions. Tamene (2000), states that teachers do not encourage students to use creatively the target language and actively. Moreover, Olansa (2011) states that teachers do not evaluate their students' language performance through oral presentation test. On the other hand, Mendida's (2001) findings looked at the problems relating with large class size.

Furthermore, (Sintayehu, 2015) conducted the study on factors that affect the practice of teaching-learning speaking skills in-group work at Preparatory school. In addition, questionnaire, Interview and classroom observation were used. The study revealed that most of the teachers disregard the following important activities these are specifying objectives of group tasks, using different techniques to form groups and creating a cooperative environment during presentation stage. This has a direct influence on the students' learning of English speaking skills. Therefore, in order to improve students' speaking skills, English teachers should assess the problems they may face in practicing speaking. This enables teachers to identify the weak sides and strong sides of students' speaking skill. Unless students are encouraged to speak, they cannot be fluent enough in speaking English (Ur, 1996). Based on this assumption, this study aimed to assess some challenges in improving students' speaking skills that grade 11 students encounter while learning speaking English at Kondala preparatory school.

1.3 Research Question

The following basic research questions are posed to be answered through the study.

1. What are some of the challenges that teachers face in improving students' English speaking skills?
2. What do teachers do to help students to overcome challenges in improving speaking skills?
3. To what extent do teachers make learners practice their speaking skills in EFL classroom?

4. What are students' related challenges in improving their English speaking skills?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study was to assess some challenges in improving grade 11 students' English speaking skill at Kondala Preparatory School.

1.4.2 Specific Objectives

The specific objectives of the study were to:

- Investigate teachers' related challenges in improving students' English speaking skill.
- Find out how teachers attempts to help students in overcoming the problems.
- Identify how teachers make students practice speaking skill in English classroom.
- Assess students' related challenges in improving their English speaking skills.

1.5 Significance of the Study

This study is important because it may identify the features of challenges faced by students when they speak in English. In addition, it will provide invaluable information that could probably help English teachers to take necessary steps to improve preparatory students' learning speaking skill. The study will also provide good opportunities for the students to practice speaking in English in order to succeed their academic purpose and their future life. Besides, as there is little or no research done on this topic at the preparatory level in the district, the study may serve as a springboard for other researchers to make further study on similar topic.

1.6 Scope of the Study (Delimitation)

This study was conducted in Oromia region, West Wollega Zone, Kondala district specifically Kondala preparatory school of grade 11 students. The study was restricted to only assessment of some challenges in improving students' English speaking skills in Teaching-learning and the English teachers' role to maximize learners' speaking skills.

1.7 Limitations of the Study

The result of the study would have been more generalized if the study had included more number of English teachers in the area, more grade levels and more schools. Moreover, it would have been better if the study had included other language skills. The researcher could not have done this because of time, and other resource constraints.

1.8 Organization of the Study

This thesis is organized in to five chapters. The first chapter covers introduction part of the study that includes background of the study, statement of the problem, research question, and objectives of the study, scope and limitation of the study. Chapter two, on the other hand contains literature review that would be gathered from both conceptual and empirical literature sources. Chapter three includes methodology which is assumed to be a soul of research; Chapter four would cover data analysis and interpretation. Finally, summary of the findings, conclusions and recommendations have been presented in chapter five.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

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

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

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

2.1 The Aim of speaking

According to Harmer (2001), learners should know language features and the ability to process them in communication. If the speaker dominates these language features, it will not help learners to acquire successful communication goal. So that most of the teachers do not facilitate situations for real practice in speaking.

Speaking doesn't cover just knowing the linguistic feature; linguistic features of the message expending oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses. Besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan, 2015). Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy comprises of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Philips, and Walter 1995), Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking skill take place without time limit, environment and interaction skill, there is a negotiation between learners. Both production skill and interaction skills help learners to improve their speaking ability easier Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing.

2.2 The Concept of Teaching Spoken English

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

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

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

This definition also strengthens the idea of the above educators indicating that speaking is very important, undervalued and taught in the way it could not be developed. Still another educator's stress that speaking as a skill is not the oral production of written language but it involves learners' mastery of an extensive range of sub-skills which add together constitute of overall competence in the spoken language (McDonough, 2003). As we can analyze from the above definition, oral production of drills (written language) cannot be considered as the teaching of speaking because it requires learner's mastery of language in different contexts (settings).

Thus, it seems to mean that a teacher must understand the meaning and method of teaching speaking a head of time. Although speaking has not been given due attention, today's world requires that the goal of teaching speaking should improve students' communicative skills. To select appropriate words according to the appropriate social settings, audience, situation and subject matter to organize and use their thought in meaningful and social sequence and use the language quickly and confidently with few unnatural pauses (fluency). Because students can only express themselves and learn how to follow the social, cultural rules appropriate in each communicative circumstance. It stress that the learner must be involved in the teaching learning of speaking by the means of communicative approach which is participatory method of teaching language. According to Nunan (2003), and Brown (1994) and Harmer (1983), teaching speaking is to teach ESL learners to produce the English speech sound patterns and rhythm of second languages.

2.3 Different Views about Teaching Speaking

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

According to Richards and Rogers (1986), speech was considered the basis of language of all the four language skills. Speaking seems to be important as it is one of the most frequent means of interaction in the teaching and learning process and it is suggested that people who know about a certain language is referred to ‘speakers’ of that language (Ur, 1996). According to Brown (1994), speaking is an interactive process, which involves producing, receiving and processing the information to construct meaning in the context of teaching-learning environment.

As Floriez (1999), speaking can help students to express themselves to negotiate relationships, to define their thoughts and to be aware of their world. Oral practice is the natural part of language skill, which may help the learners to develop the ability to understand and respond quickly (Lewis and Hill, 1985). These researchers have confirmed that oral practice will be enhanced when teachers give opportunities for their students to practice speaking through communicative activities. Compared to teaching of the other skills, speaking is more demanding on the teaching activities of the teacher than the effort other skills need (Rivers, 1987; Brown and Yule, 1983). These researchers have pointed out that teaching speaking is a difficult task for the teacher to help his/her students. The main reason for the assertion is that a speaker of a language should listen to the partner with the intention of understanding each other with in the target language.

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

2.4 Developing Speaking Skill

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role-play, etc. Evidence shows that speaking should incorporate to activities to improve speaking skill (Brown, 2007).

2.5 Activities to Promote Speaking

To improve and develop the speaking ability of students and to make them use the speech pattern of the language they learn, activities must be selected carefully .Besides this, students should be

encouraged to go under intensive oral exercises that are basically designed for communication purposes, such activities give students both confidence and motivation for oral practice. This is true not only for classroom exercises but also for use of the language outside classroom (Bygate, 1987). Concerning speaking activities in language classroom, Gower, Phillips and Walters (1995), illustrate the reason why speaking activities are designed as follows. Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language. They need something to speak about, such as picture, or purpose like performing a role-play from the context of a reading text. As they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that free activities can be attempted.

2.6 Kinds of Speaking Activities

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

2.6.1 Free Language Activities

Free language activities are activities in which, there is no control on the part of the teacher that is to let the students work and do any activities on their own freely in the classroom. This approach gives all the students an opportunity to talk while working out the activities. Information gap activity is one of a good example of such type of activity. Byrne (1987:106) describe them as “activities in which students are given different bits of information,” he continues, “by sharing these bits of information a learner can complete a task.” In much real life communication, it is integrated with classroom activities. During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not intervene in pair or group work. Of course, he may do to give feedback or to make gentle correction obliquely rather than directly, so that the learners perceive their mistakes for themselves. In relation to this, Byrne (1987:7) says, “Students must be allowed to feel free, otherwise they won’t say, which is the purpose of the fluency work.” Activities such as sequencing a series of pictures and jumbled sentences fall into this category.

2.6.2 Dialogues

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

- It presents the spoken language directly in situation in which it is most commonly used.
- It permits and encourages practices in the language.
- It creates active participation in the lesson.

2.6.3 Discussions

Discussion is perhaps the most natural and effective way for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired. Discussion can be used by organizing and assigning pair work and small group work in the class.

Group work seems to be extremely attractive and advantageous ideal than others for a number of reasons. In relation to this Harmer (1983:207) says “it increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.” It can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widowson, 1990).

2.6.4 Simulation

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

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

2.6.5 Peer– teaching

Peer- teaching is a participatory, active and democratic strategy integrated into the students' own experience that results in deep learning. Peer teaching involves occasionally use of students in the class who have experienced in particular area. "Peer-teaching is also an appropriate strategy to be applied in teacher training program." It can solve the problem of large class size and it may produce resource based learning materials (Benet. et.al, 1996). In order to peer- teach, the teacher needs to identify what the learners already know and what might cause problems. In addition, course books often offer this evidence in peer-teaching approaching; many teachers take time when planning to identify problem areas. The learners take part in short discussion on the issues. Before practicing, they discuss key points with their partner about their class activities.

2.6.6 Role play

According to Tatayama (1998), role-play is the part of activity derived by various approaches to languages. He also mentioned that it is vital to improve learners' comprehension and production system and their ability would be united. Socio- pragmatic and pragmatic linguistic knowledge in interaction role- play is also one of the methods that enable learners to develop arrange of real life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a dialogue from a book and after repeating aloud with students, teacher asked some students to be volunteers in role play. This activity can help students to overcome their fears and anxiety; learners can listen and practice phrases that used in speech deeds (CelceMurica, 2001).

2.6.7 Imitation

Students should pay attention to certain vowel sounds and intonations; next, they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain

vowel sounds (Derakhshan, 2015). Therefore, it is advisable if teachers practice students through creating imitation activity lesson, which assumed to enhance students speaking skill.

2.7 Components underlying speaking Effectiveness

Hymes (1971) believes that language learners are required to know both the linguistic knowledge and the culturally appropriate ways to interact with other in diverse situations. According to Hymes, communicative competence made up of grammatical, psycholinguistic, sociolinguistic (knowledge of what is socially acceptable in a language) and language components. Communicative competence went under some other adapted by Canal and Swain (1980) who posts that communicative competence and strategic competence ranges grammatical competence, discourse competence, sociolinguistic competence, and the functional aspects of communication. In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants.

2.7.1 Grammatical competence

Scarscella and Oxford (1992) propound that grammatical competence is an overarching component that consists of knowledge of grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress. To understand meaning ,EFL learners need to have enough knowledge of words and sentences; that is ,they must figure out how words are broken into different sounds ,how sentences are stressed in particular ways .So, grammatical competence helps speakers to use and understand English language structures accurately and facilitates their fluency.

2.7.2 Discourse competence

EFL learners should develop discourse competence through international relationships. The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in meaningful way (Richards and Renandya, 2002). In order to communicate well, speakers are required to perceive and process stretches of discourse and formulate representations of meaning from referents in both previous sentences and following sentences (Richards and Renandya, 2002). The effective speakers need to gain a large repertoire

of structures and discourse markers to express ideas indicate relationships of time, and show cause, contrast, and emphasis (Scarsella and Oxford, 1992).

2.7.3 Sociolinguistic competence

According to the theory of sociolinguistic competence, the knowledge of language is not enough for EFL Learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable to use target language, which is socially and culturally acceptable by native users. To achieve this goal, it is imperative to know the sociolinguistic side of language, which enables learners, distinguish appropriate comments, how to ask questions during interaction, and how to respond non verbally according to the aim of the talk (Richards and Renandya, 2002, P. 2012). Here for as Brown (1994) asserts, adult second language learners need to learn stylistic adaptability so as to be able to encode and decode the discourse around them appropriately. Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency.

2.7.4 Strategic competence

Strategic competence means the ability of appropriate use of language. It can refer to the ability to know when and how to initiate, maintain, and terminate the conversation and how to clear up communication breakdowns and comprehension problems (Richards and Renandya, 2002). In addition, strategic competence is “the way learners use language in order to meet communicative goals” (Brown, 1994, p.228). Further, it can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules (Benet, et.al, 1996).

2.8 Factors influencing learners speaking competence

2.8.1 Cognitive factors

According to Levelt (1989), the speaking process includes conceptualization, formulation and articulation. Conceptualization pertains to what information can be opted to express the meaning formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And articulation requires the speakers to articulate the speech with his articulators organs. Since all the three processes happen concurrently, it is contingent that learners make mistakes especially in face-to-face communication. Therefore, Hughes (2002)

argues that their speaking is filled with hesitation, false starts, grammatical inaccuracies and as well as limited vocabulary. Besides, McLaughlin and Heredia (1996) assert that since human's mind is "a limited city process or "(p.214), it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency and too much stress on fluency may lead to the lack of accuracy (Foster, 1997).

2.8.2 Linguistic factors

The appropriate use of language forms is important for learner's oral proficiency (Saunders and O'Brien, 2006). Linguistic factors include several features like pronunciation, grammar, and vocabulary. It is believed that pronunciation plays vital role in intelligibility (Goh 2007). In addition grammar acts as an vital role in learning the structure of English, but the implementation of right use of grammar in one's speech is more important than learning precise use of grammar. It also important for EFL learners to keep a lot of vocabulary in their long term memory furthermore, the ability to pick up words from one's mind may cover the speaking fluency.

2.8.3 Affective factors

It is assumed that anxiety and self-restriction have an influence on learner's oral proficiency. Anxiety is the affective factors that must dominantly block the learning process (Brown 1991). Worrying about being "wrong, senseless, or incomprehensible" (Brown, 2001, P. 269) completely in fluencies learners' speaking performance. Most of EFL learners are stressed-out in class; especially when they are called on to speak in class without any preparation. Shumin (2002) accentuates that if learners are too much nervous, they become tongue tied or lost for words that per se completely affects their achievement in foreign language classroom. Because the ability to take risks is regarded as an essence for "successful learning of a second language " (Brown, 2007,P.160), EFL learners need to be encouraged to speak bravely so as to promote their speaking competence gradually since motivation is believed to be the most significant factor that educators can target in order to facilitate learning.

2.9 Teachers' Role in improving Students 'speaking skill

Most of the time in teaching-learning process, learners reluctance or unwillingness to participate in speaking activity using English language is found to be a serious problem in foreign language

classes. To overcome such problem, many scholars suggest organizing cooperative learning groups as a remedy solution for instance, Richards and Rodgers (2001) explain that the success of maximizing learners' verbal participation in speaking is crucially depend on the nature and organization of group work. This is because well-organized group work increases the amount of students' verbal communication.

2.9.1 Process during Presentation

a. Warm up and introductions

Students are likely to participate actively if and only if, they are clear with the instruction, language and expected roles. For example, Ur (1996:234) explains the introduction that is given at the beginning is crucial. If students do not understand exactly what they have to do, there will be time wasting, confusion, lack of effective practice, possible loss of control. Regarding warm up, Dennick and Exley (2004) point out that there is a period of insecurity and anxiety when groups of human get together for the first time depending on the cultural context. This implies that a good teacher should begin lessons by reducing anxiety and optimizing the self-confidence of the learners.

b. Preliminary rehearsal

The teacher should provide students with preliminary grasp of the language as they expected to practice. Based on this, Ur (1996) indicates that, students are unable to cooperate and participate without the necessary language that fosters their communication.

c. Classroom arrangement

According to Brubacher, Payne and Prickett (1990) suggest that teachers should arrange members of a group to sit close enough to one another so that they can talk to one another and maintain eye contact with all their members. Therefore, seating arrangements need to be made according to the type of activities for oral practices.

2.9.2 Process during Practice

a. Movement in the classroom

Concerning teacher's movement, Moore (1995) suggests that teachers' movement among the students or to the back of the room will allow students to interact during group activities. But, if the teacher over does this movement, it can have a negative effect as it is unnecessary interferences in students discussion.

b. Monitoring and intervening

Teachers should monitor the students' interaction continuously and give help when asked. During this process, teachers see what problems the students are encountering doing the task and work co-operatively. Brubachaer, Payne and Pricket, (1990).

2.9.3 Feedback, Assessment and Evaluation

Ur (1996) explains that, feedback session usually takes place in the context of full class interaction after the end of activities. Ur emphasizes that; teachers should give feedback for students as it helps them to learn from what they did.

2.10 The Role of Learners

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

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

The learners' role in acquiring a new language can be assessed by considering the following learner's role suggested by Richards and Rodgers (1986). These are

- 1 The degree of control learners have over the context of learning
- 2 The patterns of learners grouping adopted.
- 3 The degree to which learners influence the learning of others and the views of the learners as processor, performer, initiator, problem solver

Similarly, with in the above context, writers like Breen and Candling (1980) cited in Richards and Rodger (1986) have defined possible roles that meet the demands of communicative language teaching in the following ways. The role of the learners as negotiators – between the self, the learning process, and the objective of learning emerges from interacts with the role of joint negotiators within the group and within classroom procedures and activities which the group undertakes.

2.11 Problems that Affect Students’ English Speaking Skill

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

2.11.1 Lack of Confidence

Unless students develop the confidence to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of the others in a class. Therefore, if students give sufficient opportunity to apply and exercise their knowledge of the language their various classroom oral interactions they would gradually gain and build in the confidence to speak out freely in English. On the other hand, Ur (1996) suggested that student’ related problems that affect the learning of language speaking skills. These problems are indicated in the following ways:

Refrain from speaking practice: As a problem requires some degree of real time exposure of practice of speaking in classes, learners can be inhabited about trying to say things in a foreign language in classroom. Their inhibition may be dared to worry about making mistakes or fearful criticism in the classroom situations.

lack of adequate vocabulary: it is also pointed out by Ur (1996:121) as “... you often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking.” This indicates that due to lack of adequate

vocabulary, students can have nothing to say; and they will be de motivate to speak in the target language.

Mother tongue use: can be a problem in developing speaking skills of the students especially, in classes where all or a number of the learners share the same mother tongue. Students may tend to use it, because they feel that is difficult and unnatural to speak to one another in a foreign language.

Low or uneven participation: Ur (1996) also argues that participation is the characteristics of successful speaking. As much as possible in the given period allotted to the activities, the classroom talk will be occupied by the learner. However, students who are always participating in speaking lesson must not dominate classroom discussion. All the learners must get the opportunity to speak.

2.12 Classroom Related challenges

2.12.1 Large Class Size

Teaching and learning process demands well planned preparation in all aspects to provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. According to Monore (1956), class size refers to the number of pupils regularly schedule to meet in the administrative and instructional unit, known as class or section, usually under the guidance of a single teacher.

However, class size can vary from country to country, from subject to subject. The current standard set for Ethiopian secondary schools recommends a class size of 40 students in a room with a total area of 46.00 m². However, it is not practical in our preparatory schools and as much as 64 and more students are being crowded in a classroom whose area is mentioned above (MOE, 2002). The class size has its own impact in facilitating or hindering activities of teaching and learning. Concerning this Kumara (2004) states the size of the class has great role in creating a conducive environment for the process of teaching and learning.

Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation, it is advisable to balance the variation between the number of classes and number of students.

2.12.2 The Pattern of Seating Arrangements

Among the inhibitive variables that influence students are learning for English speaking skills, the arrangement of the classroom, which rarely favors communication gained less attention from teachers (Byrne, 1987). According to Byrne, the seating arrangements need to be made according to the type of activities for oral practices. As to grouping students for oral practice, Prodromou (1992) suggest the activity to do by mixing active participants with students who are assuming less able during oral interaction. This helps those students who may have difficulty in speaking to practice how the active students manage their oral performance and share their experience. On a similar point, Byrne (1986) states: It is sometimes argued that lazy students will take the advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in-group activities than in regular class work. Laziness is not likely to increase.

2.13 Instructional Materials Related challenges

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

2.13.1 Shortage of Textbooks

Textbook play a very crucial role in the realm of language teaching and learning is considered one of the important factors in the second/foreign language classroom (AlWright, 1999). It is psychologically essential for student since many students working with a textbook feel secure and has a sense of progress and achievement. It serves as the basis of the content of the lessons, the balance of skills taught, and the kinds of language task students actively use. Thus, textbook provides ready-made text and learning tasks, which are likely to be an appropriately level for

most of the class (Ur, 1996). AlWright (1999) also views, as it is a resource book for ideas and activities rather than as instructional materials. He also states that it is an effective resource for self-directed learning and presentation of materials. A resource of ideas and activities, a reference source for students, a syllabus where they reflect also predetermined learning objective, and support for less experienced teachers who want to get to ideas on how to plan and teach lesson as well as formats that teachers can use.

2.13.2 Lack of Access to other Instructional Materials

A wide variety of materials has been used to support communicative approaches to language teaching. The advocates of communicative language teaching view materials as a way of influencing the quality of classroom interaction and language use.

According to Larsen Freeman (1986: 1135-136), "...adherents of the communicative approaches advocate the use of authentic language material. The use of authentic materials with the lower level class is to use regalia that do not contain a lot of language, but about which a lot of discussion could be generated." Effective teaching is made practical when there is a wide use of instructional materials.

The availability of different kinds of instructional materials facilitates the teaching learning process. Each instructional material has its own contribution to make a change in the learners' behavior. The objectives of using various instructional materials are to create teaching learning atmosphere in the class. This can be achieved to certain extents if the instructional materials are properly selected to meet the specific objectives of a given lesson (Nunan, 1998).

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

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

A descriptive research design was employed by using both qualitative and quantitative method to assess a study on some challenges in improving students' English speaking skill at Kondala preparatory school. According to Kumar (1996), a descriptive method is tries to describe systematically a situation, problem or phenomenon. Therefore, the researcher used descriptive research method, because the objective of the study was to describe the existing situations. Thus, quantitative and qualitative are chosen as methodology of this research. According to Onwuegbuzie and Leech (2004), mixed-research method is important and useful to draw from the strength and minimize the weakness of both single research studies and across studies. The methods will validate each other. The qualitative research approach relies on the collection of non-numerical data such as words and behaviors that occur in the natural environment. The qualitative research design uses the methods such as interviews and classroom observation for collecting and analyzing data. While the quantitative approach is more appropriate for gathering quantitative data through questionnaire. This approach allows the researcher to express data in terms of numerical values. Moreover, the study focused on describing, analyzing and interpreting the challenges that prevail in the school in relation to what people think, and do in relation to some challenges in improving students' English speaking skills.

3.2 The Research Setting

The target population for this study was grade 11 students' and English teachers of kondala preparatory School. The school was selected conveniently because it has been the researcher's working place and familiar with respondents. In addition to this, grade eleven students are chosen and they are required to communicate effectively in English with the teachers and their classmates.

3.3 Sources of Data

In this study, data were gathered from the primary sources. These are Kondala Preparatory grade 11 Students and English teachers.

3.3.1 Students

Students were taken as source of data to provide important information relevant to the problem. At Kondala preparatory school, there were total populations of three hundred twenty grade 11 students in the academic year of 2009 E.C. In order to determine the size of sample population the researcher has taken twenty-five percent of the total population by using simple random sampling techniques to conduct the study. Hence, out of the total number of 320 students 80 students were taken as representative of the target study. The sample size of the population of this study was taken to be small because it must be manageable.

3.3.2 Teachers

Teachers are one of the most crucial elements in the teaching and learning process. Therefore, in this study, teachers were considered rich sources of data. The total populations of Kondala preparatory school English teachers were five in numbers. Among these, except the researcher four English teachers who were involved in teaching English language were taken purposively.

3.4 Sampling Design

In this study, simple random sampling and purposive sampling techniques were used to select both the students and teachers respectively as the respondents of the study. These techniques were used to obtain best representative sample of population using this sampling procedure.

3.5 Data Gathering instruments

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

3.5.1 Questionnaires

A questionnaire was one of the vital data gathering tools for this study. The reason behind using questionnaire is, it gives enough time for the respondents to read and give well thought responses. Besides, it is economical in terms of time and energy (Best and Khan, 2006). Thus, two sets of questionnaire items were designed for both teachers and students in English. The two questionnaires were the same on contents with the exception of minor difference in words. The items in the questionnaire were close ended. Because the researcher feel that, it would be effective to collect and summarize the data. As a result, the questionnaire was distributed to 4 English teachers and 80 grade 11 students randomly selected from the total population.

3.5.2 Interview

The second method of data collection in this study was semi-structured interview. Semi structured interview was employed to get genuine information from the respondents. It is also enable to get free or flexible responses that will not easy to obtain by other tools (Selinger and Shoham 1989).

Therefore, the researcher was designed ten interview questions with slight difference in words. Consequently, 4 English teachers and six students (5%) who were randomly selected from total sample students of the target population were interviewed.

3.5.3 Classroom Observation

Classroom observation was conducted to evaluate how activities were being implemented in communicative English speaking classes. Classroom observation describes what really happened in the classroom during instructions. It helps to see the actual classroom teachers and students role. Because the researcher believes that, what the participants self-report about their role perception may not always be what the actual do in the classroom condition.

Therefore, for this study, an observation scheme in the form of checklist was used during the classroom observation. The checklist was considerably adapted from Nunan (1989). Thus, the researcher has taken only ten items that have direct relevance with the study. Consequently, four

English teachers of the target school were observed two times while they were teaching the speaking lessons.

3.6 Data Analysis and Interpretation

The data gathered through questionnaire, interview and classroom observation were analyzed both quantitatively and qualitatively. The descriptive research method is appropriate for this study because the target of the study was to describe the existing conditions. The data gathered through interview and classroom observation had analyzed in statement form (qualitatively) ,and the data gathered from teachers and students' through questionnaires was analyzed quantitatively. Thus, to accomplish this, first responses of teachers and students were organized and tabulated in to numerical data had been analyzed quantitatively.

3.7 Procedures of Data Collection

The following procedures are conducted to collect data. First, the purpose of the study was explained to the participants. Second, the questionnaires were administered to the sample of 80 students and four English teachers of the school. Third, four teachers and six students in the sample sections were interviewed. Fourth, classroom observations were made using a checklist. Generally, the data collected through these three tools were carefully analyzed and interpreted together. Finally, based on the findings summary, conclusions and recommendations were made.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

In this chapter, the results of data analysis on assessment of some challenges in improving students' English speaking skill were presented. The data gathered through questionnaire, interview, and classroom observation from teachers and students. The analysis of the data from all instruments has been carried out in an integrative way. The results were organized into two major sections, teachers and students responses corresponding the research questions that the study was designed to answer. In the first research question, the investigator wanted to assess some challenges that teachers face in improving students' English speaking skills. In the second, the study looked for how teachers help students to overcome challenges in improving speaking skills, and in the third, it looked for students' related challenges in improving their English-speaking skills.

The participants of this study were 4 English teachers and 80 grade 11 students of Kondala preparatory school. These students were enrolled in five sections (3 natural sciences and 2 social sciences) selected using simple random sampling technique. In these sections, there were 320 students (173 Males and 147 Females). Therefore, the questionnaire was distributed to twenty five percent of the total population (80) (48 Male and 32 Female) participants.

4.1 Analysis of Teachers' Responses

To avoid a large report and unnecessary repetition that might reduce the quality of research work, the researcher has avoided presenting separate analysis of the data obtained through the three data gathering instruments. Hence, the data collected from the questionnaire, interview and classroom observation are also presented and analyzed together. First, background information of the respondents of the given study is important. It helps to reveal the status of participants, which direct the researcher to reach on the right findings. Therefore, part one of teachers responses concerning their personal information were tabulated in the table 1 below, and the data gathered from teachers using the questionnaire was also presented in the next table and analyzed as described above.

Table 1 Descriptions of teachers background information

No	Items		Number of respondents	Total
1	Sex	Male	4	4
		Female	–	–
		Total	4	4
2	Grade level they teach	Grade 11	2	2
		Grade 12	2	2
		Total	4	4
3	Academic qualification	Diploma	–	–
		Degree(BA)	4	4
		MA	–	–
		Total	4	4
4	Teaching experience in years	(1-4)years	–	–
		(5-10)years	4	4
		(11-15)years	–	–
		(16) above years	–	–
		Total	4	4

As shown in the table above, all of the teachers who were involved in this study were male. This clearly shows that all of English language teachers in the target grade level were men in the school. In relation to grade they teach as presented in table 1, two of the teachers revealed that they teach at grade 11 while two of them are teaching at grade 12.

In respect of qualification, all the teachers are BA Degree holders. Regarding teachers' work experience, the data in the above table might suggest that all the teachers are well experienced in teaching. This implies that almost all the teachers have received training on communicative language teaching in the pre service training and in service training that would enable them to teach the target grade level.

Table 2: Analysis of Teachers' Responses

No	Statement	Responses					Total
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
1	I prefer to teach English-speaking skill than other skills.	–	–	–	4	–	4
2	I always provide students with the opportunity to practice speaking.	–	2	–	2	–	4
3	I often assess my students' speaking skill improvement during speaking lesson.	–	4	–	–	–	4
4	Most of my students find it difficult to pronounce words when they speak.	–	–	–	4	–	4
5	I often encourage my students to speak in English in the classroom.	–	–	–	4	–	4
6	My students have more time to participate in English speaking lesson.	–	–	–	4	–	4
7	Learners prefer teachers' explanations than doing the activities by themselves.	–	–	–	–	4	4
8	I do not provide activities like role-plays, discussion, dialogues and imitation to promote students' speaking skill.	4	–	–	–	–	4
9	My students speak freely in English at the presence of their teacher and classmates.	–	4	–	–	–	4
10	I usually correct my students' errors during fluency activity.	–	2	–	2	–	4
11	I have not been adequately trained in communicative language teaching to help	4	–	–	–	–	4

	students as much as expected.						
12	Learners prefer to learn grammar and vocabulary more than speaking.	–	–	–	–	4	4
13	Students use their mother tongue language when they are asked to do activities in English class.	–	–	–	4	–	4
14	Large class size affects students' English speaking practice.	–	–	–	–	4	4
15	There is a shortage of English textbook in school.	4	–	–	–	–	4

Depending on the data presented in the table above concerning question 1, all of the teachers responded that they agreed on prefer to teaching English speaking skill more than other skills. According to the respondents' belief, speaking is the most important skill as also the researcher interviewed, but based on the classroom observation taken place, they do not teach the learners English-speaking skills as much as expected. The researcher also observed that when the teachers lecturing every lesson even speaking lesson themselves. This kind of methods can affect students' speaking performance. The teacher should provide students with preliminary grasp of the language as they expected to practice Ur (1996).

Whereas the information given in question 2 depicts that two of the respondents replied that, they do not provide students with the opportunity to practice speaking skills whereas the rest of the target population agreed with the statement. During the interview, the respondents also added that they did not provide students with the opportunity to practice speaking in pairs and groups in spite of its inadequacy. According to the respondents, the reasons for the inadequacy were due to large number of students in a class and shortage of time to let each individual to practice speaking skills in English. On the other hand, the classroom observation has shown this idea. Accordingly, the classroom oral activities are not that much adequate to improve students' speaking skills. In general, it was recognized that even if most of the teachers attempted to perform some appropriate roles like organizing students in pair and groups for practicing speaking, they never do it adequately. In order to use the target language effectively in the real world, students need plenty of opportunity to practice the language in situation that encourage them to communicate their needs, ideas options (Hedge 2000).

As indicated in the table, in question 3, four of them answered that they disagreed on assessing their students' speaking skill improvement during speaking lesson. From this response as to me, this shows that all of the teachers disagreed that they usually assess students' performance only through objective questions like multiple choice more than oral presentation test. The respondents in the interview also expressed a similar idea mentioning some of the reasons not to let students to take oral presentation test. They explained that there are large numbers of students in a class. However, as Amanuel (2015) discussed in his research that teachers' method of assessment has its own role in improving students' speaking skills. Thus, the respondent' method of assessments directly affect students' oral interaction. Instead of oral presentation, they use reading comprehension, vocabulary; grammar questions in the form of multiple choices to assess their students' language performance.

The aim of question 4 was to know whether teachers noticed that their students were facing difficulties to pronounce words in English or not. Accordingly, four of them responded that they agreed on that their students find it difficult to pronounce words when they speak in English. From this, we can understand that all teachers confirmed the fact that their students had a real problem in pronunciation. According to (Goh, 2007) it is believed that pronunciation plays vital role in intelligibility. However, as one of the English the researchers also observed that when students refrained from pronouncing words in the classroom even when they were asked individually. They usually hesitated when pronouncing words even if they knew the answer. This means all respondents believed that students find more difficult in pronunciation when they speak, and this can be justified in terms of the differences between the mother tongue and the target language.

For item 5, four of them agreed that they often encourage their students to speak in English in the classroom. This implies that all respondents encourage the students to participate in speaking English in the classroom. In addition, according to the data obtained through interview with teachers, they replied that they encourage them by being the model for them to speak in English and by advising them to use the target language outside and inside classroom. However, it is not practical as proved by classroom observation (see Appendix-F).

As we can observe from the result of item 6 above, all of the respondents agreed that the students have more time to participate in English speaking lesson. In addition, according to the data obtained through interview with teachers, they replied that more time of speaking in a class covered by the students. However, the researcher conducted classroom observation to check the actual situation. The result of the classroom observation the researcher found out that the teachers have covered more time of speaking during oral class. This implies that teachers have relatively dominant position in a class and these students found it difficult to extend their opportunities of speaking time.

As pointed out in item 7, four of the respondents strongly agreed on that their learners prefer teacher explanation to doing activities by themselves. Besides, all of them also show that the students do not think that they learn English speaking through practice with their partner. This indicates that to what extent students beliefs about language learning is also contradicted with how one can learn English language speaking skill mentioned in the literature review of this paper (p. 10). In the same way, all of the respondents during the interview also mentioned that students prefer teacher explanation to doing different oral activities in pairs or groups to improve their speaking skill. It was also observed that most of the students gave special attention to teachers' explanations than themselves. However, they prefer silence when the teacher asks them even short oral questions. Because of their beliefs about language learning, students reserved themselves from involving in speaking activities.

Regarding to item 8, the statement is intended to ask respondents about the technique they use in their teaching. Accordingly, four of the respondents strongly disagree with the statement. This means they do not provide activities like role-plays, discussion, dialogues and imitation, which assumed to promote students' speaking skill. As mentioned in the literature review of this paper, (p. 12-14) activities like role-plays, discussion, dialogues, imitation, and games are important techniques that promote students' speaking skill. For example, according to Tatayama (1998), role-play is the part of activity derived by various approaches to languages. Therefore, the teachers' role is to adapt the technique that encourages more students' participation.

The researcher also wanted to know whether their students speak freely in English at the presence of their teacher and classmates. According to the result of item 9, all the respondents

disagreed that their students do not speak freely in English at the presence of their teacher and classmates. During the interview, the teachers also replied that students do not speak in English freely in the classroom, because students are being afraid of making mistake and lack of practice. In addition, the researcher has observed the students that do not raise hands to participate in speaking lesson freely. In simple words, they feel embarrassed of speaking when they really have a good answer or not. They simply keep silent for the reason of being shy speaking in front of the whole class.

As indicated in the above table 2, item 10 presented to identify whether teachers usually correct their students' error or not during fluency activity. Accordingly, two of the respondents agreed that they usually correct their students' errors during fluency activity. The interview also provide a similar result in that the teachers told that they provided feedback soon to enable students to produce grammatically correct and meaningful sentences. However, two of the respondents replied negatively to item 10. The interview also provided a similar result that teachers said they did not provide feedback during fluency activities. They mentioned that the effort of speaking in English was most important to communicate more than producing correct language forms. The teachers also replied that they did not want to interrupt students while they were speaking to correct the grammatical errors they made in their sentences.

In contrasting the above idea, all of the teachers were observed during the classroom observation giving corrections by interrupting and students were found to be reserved in speaking practices because of fear of criticisms from the teacher. Thus, one can conclude that teachers' frequent interference of error correction seemed to hinder the learners' participation in speaking. In relation to error correction, students should not be directly corrected if they make mistakes during language practice and correction should be systematic, indirect and friendly at all levels of speaking practices so that they will develop interest and confidence. As to Harmer's view, tolerance of errors in fluency activity will get greater than it is during controlled session.

As indicated in Table 2, for item 11 all the respondents disagreed with the statement. That is teachers have been adequately trained in communicative language teaching. Therefore, they can help students as needed. Regarding teachers' work experience, the data in the above table 1 might suggest that all the teachers are well experienced in teaching. Hence, this implies that

almost all English teachers of the school have received training in communicative language teaching in the pre service training and in service training that would enable them to teach the target grade level according to the insights gained from communicative language teaching theories.

The information in table 2 above shows that most of the teachers responded positively to item 12. This means all of the respondents strongly agreed that their learners prefer to learn grammar and vocabulary more than speaking. In the same way, the majority of the respondents during the interview also mentioned that students prefer teacher explanation more than doing different oral activities in pairs or groups to improve their speaking skill (see Appendix c). It was also observed that, most of the students gave special attention to teachers' explanations and follows him actively. However, they prefer silence when the teacher asks them even short oral questions. Nevertheless, one of the most important goals of teachers is to enable learners to use English for communication, so students also use the target language for communication. Thus, it easy to concluded that students' principles about language learning also made them reserved from involving themselves in speaking activities.

As presented in table 2 above, all of the respondents replied positively to item 13. That means they strongly agreed that the idea of students' mother tongue use when they ask to do activities in English class received absolute agreement. In addition to this, all of the respondents in the interview replied that students' participation would be less to speak in English. The interview result also reflects that some students tend to prefer silence, or be unwilling to speak in English while others speak with fragment of unrelated ideas or shift the target language to their L1. This problem was proved by the classroom observation. Therefore, it is possible to say that all the respondents indicated the prevalence of this inhabiting problem even though the degree of its prevalence varies from students to students. Although the students started doing the speaking activities in English, they were observed to use their mother tongue after a while. Thus, it seems that the students' preference in using their mother tongue in doing speaking activities takes their practice time to speak in English. This brings influences on the improvement of students' speaking skills.

As indicated in table 2 item 14 above, the classroom is the other constraints for students' English speaking skill in the class. As a result, all the respondents strongly agreed with items mentioned. That is, they responded that there are large numbers of students in a class. Besides, they also depicted that seats are not suitable for speaking activities. In the same way, all of the respondents during the interview also explained that it was impossible for them to help students by giving different oral activities in pairs and group due to large class size and unsuitable seating arrangement. They told that since there are more than 64 students in a class, they are forced to use teacher-center way of teaching. A similar result was gained from the classroom observation results. That is, a class with a large number of the students is found to be inconvenient for teachers to help all the students in speaking activities. As the class size increases, students face any of the following problems as explained by Smith (1961:59). These are lack of opportunity to discussion, inability to support independent study and oral communication with in the classroom from pupil to teachers are minimized.

As the above table shows, for item 15, all of the teachers replied that there is no shortage of English textbook in the school. That is, students have adequate access to English textbooks. The respondents also confirmed this during the interview that the students have a 1:1 ratio access to textbooks. Ur (1996) Textbooks have positive and vital roles to play in the day-to-day language teaching and their importance is increasing from time to time. In contrary to this, respondents explain that there is no access to use teaching aids in the school. During the interview, the respondents also added that they did not use teaching aids like tape recorders, radio, television and other authentic materials such as newspaper and magazines that can promote students' speaking skills. It is so easy to conclude that there is no teaching aid means no real teaching-learning process takes place.

4.2 Analysis of Data from Students' Responses

The same to above teachers' response the analysis of the data collected from the questionnaire, interview and classroom observation are also presented and analyzed together. The data gathered from 80 students, using the questionnaire was presented as follows:

Table 3: Analysis of Students' Responses

No	Statements		Responses					Total
			Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
1	I prefer to learn English-speaking skill than other skills.	Freq	10	66	–	4	–	80
		%	12.5%	82.5%	–	5%	–	100%
2	My teacher provides activities with the opportunity to practice speaking.	Freq	–	60	–	20	–	80
		%	–	75%	–	25%	–	100%
3	My English teacher usually evaluate us language performance through objective questions like multiple choices than oral presentation test.	Freq	–	75	–	5	–	80
		%	–	93.75%	–	6.25%	–	100%
4	I always find it difficult to pronounce words when I speak in English.	Freq	–	–	–	19	61	80
		%	–	–	–	23.75%	76.25%	100%
5	My English teacher does not encourage us to use the language inside and outside the classroom.	Freq	–	16	2	62	–	80
		%	–	20%	2.5%	77.5%	–	100%
6	There is enough time to participate in English speaking lesson.	Freq	–	77	–	3	–	80
		%	–	96.2%	–	3.75%	–	100%
7	My English teacher often prefers to explain and demonstrate than creating condition for students to practice speaking.	Freq	–	–	20	60	–	80
		%	–	–	25%	75%	–	100%
8	My teacher provides activities like role-plays, discussion, dialogues and imitation to promote our speaking skill.	Freq	–	62	–	18	–	80
		%	–	77.5%	–	22.5%	–	100%

9	I speak in English freely at the presence of my teacher and classmates.	Freq	–	72	–	8	–	80
		%	–	90%	–	10%	–	100%
10	My English teacher usually corrects my errors during fluency activity.	Freq	–	25	–	55	–	80
		%	–	31.25%	–	68.75%	–	100%
11	My English teacher is not proficient enough to help us as much as expected.	Freq	–	54	–	26	–	80
		%	–	67.5%	–	32.5%	–	100%
12	I do not have adequate vocabulary (words) to express my ideas or opinions in English.	Freq	–	4	8	16	52	80
		%	–	5%	10%	20%	65%	100%
13	I use my mother tongue (language) whenever I asked to do activities in English speaking class.	Freq	–	52	8	20	–	80
		%	–	65%	10.6%	25%	–	100%
14	Large class size affects our English speaking practice.	Freq	–	–	8	10	62	80
		%	–	–	10%	12.5 %	77.5%	100%
15	There is a shortage of English textbook in school.	Freq	44	36	–	–	–	80
		%	55%	45%	–	–	–	100%

As it can be seen in table above, 66 (82.5%) of the respondents negatively replied item 1. That is, the students revealed that they prefer to learn other skills to speaking. In addition 10 (12.5%) of the respondents also strongly disagree with above statement while only 4 (5%) of the respondents' responded positively. This indicates that most of students need the teachers' closer attention and support by explaining and giving instruction before doing the activities. To get genuine information the researcher also interviewed the students. The respondents explained that, they need to learn grammar and vocabulary (see Appendix-D). Thus, they prefer these items simply to score good points and to pass the exams. The classroom observations also strengthen this idea. The students in the observed sections were seen while they were attending actively the teachers' explanation of a given lesson. This implies that no efforts were given to practice

speaking in English. For this reason, most students score high mark in grammar, but they cannot orally express themselves.

Based on the given information in table 3, for item 2, the majority of the respondents 60 (75%) responded negatively to the idea mentioned above to indicate that their teacher did not provide them with the opportunity to practice speaking. However, 20 (25%) of the respondents indicated that their teacher provide them with the opportunity to practice speaking. The respondents during the interview also expressed that the activities given are in rare cases and were too inadequate. The classroom observation also provides that the opportunity given to practice speaking in pairs and groups were very inadequate. From the above discussion, we can deduce that English teachers of the target school did not provide students with the opportunity to practice speaking. This also has negative effect on students' ways of learning speaking ability.

As stated in the table above, the results indicate that most of the students 75 (93.75%) responded negatively to the item 3. That their teachers usually evaluate their language performance through objective questions while only 5 (6.25%) responded positively. On top of this, the respondents during the interview revealed that their teacher did not give emphasis to oral presentation test rather they are forced to give more emphasis to grammar, vocabulary, reading comprehension items because these are the items, which usually appeared on exams. As a result, from the above points, it can be concluded that teachers' language testing system made students to focus only on linguistic competence than fluency activities. Consequently, this brings direct influence on the students' English speaking skill.

The aim of this item 4 was to know whether students were faced difficulties to pronounce words in English. All students set the fact that they had a real problem in word pronunciation. During classroom observation, the researcher has identified that the majority of the students refrained from pronouncing words in English in the classroom even when they were asked individually. They usually hesitated when pronouncing words even if they knew the answer. According to item 4, 19 (23.75) and 61 (76.25%) respondents were set agreed and strongly agreed respectively. This means students who represent (100%) of the whole target population believe that they find more difficult in pronunciation when they speak and this can be justified in terms of the differences between the mother tongue and the target language(s). As we can understand

from the result of the respondents they were aware of the difficulties faced in pronouncing words, but they seemed unable to overcome those problems.

With respect to table 3, for item 5, most of the respondents 62 (77.5%) agreed with the idea mentioned in the table to indicate that their teacher did not encourage them to use the language in and outside the classroom. On the other hand, 16 (20%) of the respondents disagreed to indicated that their teacher encourage them to use the language in and outside the classroom while 2 (2.5%) of the respondents were uncertain. However, the respondents during the interview explained that teachers do not encourage their students' adequately. On this point, the classroom observation also confirms that teachers' encouragement for their students is very low. Byrne (1986) noted that no real learning should be assumed to take place until the students are able to use the language for themselves, and unless opportunities are available for them to do this in and outside the classroom.

As it can be observed from the result of item 6 above, majority of the respondents 77, (96.25%) disagreed to indicate that they do not have more time to participate in English speaking lesson whereas 3 (3.75%) respondents agreed with the statement that they have enough time to participate in English speaking lesson. However, according to the data obtained through interview with some students, majority of them replied that more time of speaking in a class covered by the teacher. In addition, the researcher also conducted classroom observation to check the actual situation. During classroom observation, the researcher also checked that the teachers have covered more time of speaking during oral class. This implies that teachers have relatively dominant position in a class and these students found it difficult to extend their opportunities of speaking time. (See Appendix-F)

As indicated in table 3 item 7, majority of the respondents 60 (75%) of them agreed the statement that their English teacher often prefers to explain and demonstrate language forms and structure than creating condition for students to practice speaking, whereas 20 (25%) respondents were uncertain to the statement. In addition, the interview result from students and the classroom observation also strongly confirmed this idea. Teachers were seen while they explain and demonstrate language forms and structure than creating conditions for the students to practice speaking. Therefore, from this point we can say that directly teachers' methods of language

teaching make students to be reserved from involving themselves in speaking activities. This brings impact on the improvement of their speaking skills.

Regarding to item 8 above, it was observed that the majority of the respondents 62 (77.5%) disagreed that their English teachers did not provides activities like role plays, discussion, dialogues and imitation to promote our speaking skill. This was also supported by the classroom observation results. The students were not provided with activities like role-play, drama, discussion, dialogue etc. those are assumed to promote students' speaking skills. However, 18 (22.5%) of the respondents were agreed with the statement to indicate that their teachers provide them with opportunity to practice speaking skill. Thus from the above-mentioned points, it can be inferred that the absence of classroom oral activities is one of the problems that influence students' English speaking skill.

Concerning item 9 above, students was asked to report whether they speak freely in the class or not. Consequently, 72 (90%) respondents disagreed with the statement to indicate that they did not speak freely in the class, as they have no confidence to do so. This is happened as they have afraid of making mistakes. The respondents during the interview also confirmed that they lack confidence to speak freely in English because they afraid of making mistake and criticisms of friends. However, 8 (10%) of the respondents indicated that they have the confidence to do so. In spite of this, the classroom observation also indicated that the students do not have the confidence to speak freely in the class. Even during activities, which involve only short answer, the students simply interrupt their speech in between. This shows that they lack confidence to speak freely in the class as they afraid of making mistakes.

According to table 3, item 10 above indicates, 55 (68.75%) of the respondents responded positively (agreed) whereas the remaining 25 (31.25%) responded negatively. Besides, as the respondents during the interview tried to express that their teacher corrects their error during fluency activity to make them to produce grammatically correct sentences. They explained that they did not need such kind of interference. They also added that this kind of interference did not enable them to participate freely. Thus, from this one can infer that teachers' frequent intervention of error correction hinder the students' participation in speaking. Unless error correction to be systematic, students become demotivate to participate in speaking lesson.

The other determinant challenges that hinder students' English speaking skill is related to teachers' proficiency in the target language. As a result, in the above table 3 the majority of the respondents 54 (67.5%) of them disagreed with the statement item 11. That is, they exposed that their teachers are proficient enough in English to help them as much as expected. However, this idea disproved during classroom observation. The majority of teachers observed when they did not help their students from the angle of communicative language teaching. In addition, 26 (32%) respondents indicate that their teacher did not seem to be proficient enough to help them as much as expected. As the researcher observed, even if the teachers were enough proficient in communicative language teaching, no more efforts done to help their students. This also implies that teachers were less emphasis given to spoken English.

The information in table 3 indicated the majority of the respondents 52 (65%) and 16 (20%) replied strongly agreed and agreed respective to item 12. That is, they strongly indicated that they do not have adequate vocabulary (words) to express their ideas, opinions in English. In relation to this, the interview results also reflect that some students tend to prefer silence, or be unwilling or reluctant to speak in English. As far as the result of the interview is concerned, when they are forced to speak, the students were seen while they started speaking but soon end with fragments of unrelated ideas or shift the target language to their L1; or become silent without convey their ideas or opinions. In addition to this, the classroom observation result also approved this idea. Whereas 8 (10%) and 4 (5%) were uncertain and disagree with the statement respectively. it is also pointed out by Ur (1996) that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivate to speak in the target language.

In the above table 3, item 13 shows that the majority of the respondents 52 (65%) of them responded negatively. That is, they use English whenever they are asked to do activities in pairs or groups rather than their mother tongue language. On the other hand, the minority of the respondents 20 (25%) of them agreed with the idea that they use their mother tongue language whenever they are asked to do activities in pairs or groups in speaking class while 8 (10.5%) of the respondents were uncertain to the statement. However, most of the respondents in the interview expressed that they use their mother tongue (language) when they asked to do activities in English speaking class. The classroom observation also proved the same result, that most of the students were observed to make no effort to speak in English. Therefore, from this we inferred that the students need of translating English to their mother tongue and use it most

dominantly in during interaction activities. This also influences their performance to speak in English.

Regarding to item 14 above, most of the respondents 62 (77.5%) and 10 (12.5%) replied strongly agreed and agreed respectively with the statement, and 8 (10%) of respondents were uncertain to the statement. That is large class size affects their English speaking practice. On top of this, the majority of the respondents in the interview were strongly expressed with the existence of the challenges that affect their English speaking practice. The classroom observation result also strongly supports these points. It was observed that there were more than 64 students in a class. Because of this, seats are not suitable for group and pair works as well as for any communicative activities. Thus, students were not given sufficient interactive activities. This also hinders students' English speaking practice.

As it can be explained from table 3 above for item 15, 44 (55%) of the respondents strongly disagreed and 36 (45%) of them were 'disagreed' with the item. In other expression, this shows all of the respondents revealed that there is no shortage of English textbook in the school. The respondents during the interview also explained that they have a 1:1 ratio access to textbook and have no problems in this regard. However, during the interview majority of respondents revealed that they do not use any teaching materials except the textbooks. This also proved while the classroom observations were carried out. We can conclude that English teachers of the target school did not use teaching aids, which can facilitate real teaching-learning process.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Speaking is an important skill that has many benefits for the academic learners in terms of improving better language ability, providing a better opportunity for supporting the students' future career.

As mentioned earlier, the main purpose of this study was to assess some challenges in improving Grade 11 students' English speaking skills at Kondala Preparatory school in West Wollega Zone of Oromia Regional States. The study focused on some challenges that teachers face in improving students' English speaking skills, what do teachers do to help students to overcome challenges in improving speaking skills and to what extent teachers make learners practice their speaking skills in EFL classroom. For this study, descriptive research design was employed, and in trying to address these issues, quantitative and qualitative research method was used. In this study, 4 English teachers who taught English in the school were taken purposively and 80 (25%) of grade 11 students were chosen as a sample through simple random sampling techniques from the total population of 320. In order to achieve the objectives three data gathering tools were used. These were questionnaire, interview and classroom observation.

Based on this assumption, the researcher has gone through analyses of the information gathered; the researcher has come up with the following summary:-

- Teachers' failure to modify their method of teaching has been found to be the main problem. Only teachers' explanations and lecture of a given lesson is nothing to do with improving students' English speaking skills.
- Failure of teachers to provide students with appropriate speaking activities was found to be the other factor.
- Teachers and students more emphasis on grammar and vocabulary items in teaching-learning process was found to be the main problem for students to improve English-speaking skills.

- Less emphasis given from both sides in word pronunciation lesson, so students always found it difficult to pronounce words when they speak in English.
- Failure of teachers to evaluate their students' language performance through classroom oral presentation test also let students not to give emphasis to speaking.
- Teachers' frequent interference to correct students' errors while speaking is to be seen as a great problem.
- Students lack of self-confidence to speak freely in the class, which comes from being afraid of making mistakes
- Students less effort to practice speaking English in and outside of the class to improve their speaking skill.
- Students' frequent use of mother tongue language during English classes affects to practice the target language.
- The condition of the classroom was also the other constraints for the students' English speaking skill in the class. That is, a class with a large number of students was considered inconvenient for teachers to help all the students to promote their speaking skill.

5.2 Conclusions

Based on the findings, the following conclusions were drawn as follows.

It was discovered that the classroom activities were dominated by teacher centered (lecture) method. This factor makes learners less self-confident and less comfortable in their speaking classes. On the top of this study, teachers put less emphasis in using the language for oral communication (that is much emphasis was given to the teaching of grammar and vocabulary items). This has a direct influence on the students' English speaking performance. In addition to this, teachers' inability to create opportunities for learners to interact in the target language and inability to provide activities like role plays, discussion, dialogues, imitation and pronunciation lesson which can be assumed to promote students' speaking skill. However, as mentioned in the literature, one important feature of modern techniques of teaching speaking is that it provides learners with great opportunity for oral interaction (speaking) in the target language as a means of improving their speaking skills. Therefore, the attention given to oral spoken language is not encouraging. The study also verified that teachers' proficiency, their language testing system and

teachers' interrupting students while speaking for error correction was found to be depressing the students to learn English-speaking skills.

Therefore, as the researcher assumption, the result of this study implies that preparatory school teachers' attitude towards teaching English-speaking skills need improvement.

In addition, students' frequent uses of mother tongue language during English classes limit their English Speaking Performance. As a result, in the researcher's view this study also shows that besides facilitating students' grasp of speaking in English under classroom English-speaking setting, it is meaningless to the development of preparatory students' English communicative competence. Based on the above concepts, with their increasing improvement in communicative competence through oral interaction they are able to speak correctly in a wide variety of settings, which will advances their speaking ability to their lifetime. Moreover, a large number of students in a small classroom and instructional material related challenges affect directly or indirectly students English speaking skill.

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

Finally, this study suggests that additional research should be conducted to come up with full comprehension on assessment of some challenges that hinder the practice of Teaching-learning speaking in English and teachers' best role in improving students' English speaking skills.

5.3 Recommendations

This study is conducted not only to identify some challenges that hinder improvement of students' English Language Speaking Skills at Kondala Preparatory School, but also to recommend some explanations that help to resolve the prevailing problems. Therefore, the researcher gives the following constructive recommendations based on the findings.

- Teachers should use good method of teaching to improve student' speaking skills.
- Students should be given more opportunity to practice English Language speaking skills.
- Teachers should make a great effort in order to get students to avoid their fear of making mistakes while speaking English Language by telling that mistakes are the part and parcels of learning and that they are the way to attain accuracy.
- For the enhancement of speaking skill in school environment, teacher should cultivate English communication culture within schools.
- Teachers should promote interactive techniques while teaching English like role-plays, discussion, dialogues etc.
- Students are advised to make practice speaking in English both in and outside the class. In addition, students should avoid mother tongue use while they practicing speaking English language.
- The government should Provide English Language Teaching with regular in service training to make them pay due attention to Speaking skills and create awareness about the effect of ignoring speaking in English test.
- The school management should supply additional literary material in order to support the classroom lesson with additional reference book.
- The problems of large class size and inconvenient seating arrangement need to be improved by the concerned bodies. The teaching materials for speaking lessons should be designed in such a way that they should be related to the context of the learners' exposures. These may increases students' interest and efforts of involving in both fluency and accuracy developing activities as well as spoken English.

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Appendix-A

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Teachers' Questionnaire

Dear respondents,

I am undertaking a research project to assess some challenges in improving Grade 11 students' English speaking skill. To this end, I kindly request you to complete the following questionnaire regarding your opinion, knowledge, skills, and practices in accomplishing your job. It should take about 1:00 hr. of your time. Although your response is of utmost importance to me, your participation in this study is entirely voluntary.

Please do not enter your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be reported in the research findings only.

Instruction 1: Complete the following background information using tick(s) (✓).

1. Sex: Male ☐ Female ☐

2. At what grade level are you teaching?

Grade 11 ☐ Grade 12 ☐

3. Academic qualification: Diploma ☐ Degree ☐ MA ☐

4. Teaching experience in years:

1-4 ☐ 5-10 ☐ 11-15 ☐ 16 and above ☐

Instruction 2: please read the following statements and indicate appropriate answer to the questions below by putting a ‘tick’ (✓) under the alternatives given as: strongly disagree, Disagree, uncertain, agree and strongly agree.

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

No	Lists of activities	1	2	3	4	5
1	I prefer to teach English-speaking skill than other skills.					
2	I always provide students with the opportunity to practice speaking.					
3	I often assess my students’ speaking skill improvement during speaking lesson.					
4	Most of my students find it difficult to pronounce words when they speak.					
5	I often encourage my students to speak in English in the classroom.					
6	My students have more time to participate in English speaking lesson.					
7	Learners prefer teachers’ explanations than doing the activities by themselves.					
8	I do not provide activities like role-plays, discussion, dialogues and imitation to promote students’ speaking skill.					
9	My students speak freely in English at the presence of their teacher and classmates.					
10	I usually correct my students’ errors during fluency activity.					
11	I have not been adequately trained in communicative language teaching to help students as much as expected.					
12	Learners prefer to learn grammar and vocabulary more than speaking.					
13	Students use their mother tongue language when they are asked to do activities in English class.					
14	Large class size affects students’ English speaking practice.					
15	There is a shortage of English textbook in school.					

Appendix-B

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Questionnaire for students

Dear respondents,

I would like to thank you for your unreserved cooperation to fill this questionnaire. This questionnaire is designed to gather information on assessment of some challenges in improving grade 11 students' English speaking skill. It has no intention to evaluate you based on the responses. Each of your genuine responses has high value for the success of this study. Thus, the researcher kindly requests you to give your open and honest responses to the questions.

Thank you in advance!

Instructions 1: provide necessary information about the following.

1. Write your personal information about the following.

1.1. Name of school _____

1.2. Grade _____

1.3. Sex: Male ☐ Female ☐

Instruction 2: please read the following statements and indicate your answer by putting a ‘tick’ (✓) under the alternatives given as: strongly disagree, Disagree, uncertain, agree and strongly agree.

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

No	Lists of activities	1	2	3	4	5
1	I prefer to learn English-speaking skill than other skills.					
2	My teacher provides activities with the opportunity to practice speaking.					
3	My English teacher usually evaluates us language performance through objective questions like multiple choices than oral presentation test.					
4	I always find it difficult to pronounce words when I speak in English.					
5	My English teacher does not encourage us to use the language inside and outside the classroom.					
6	There is enough time to participate in English speaking lesson.					
7	My English teacher often prefers to explain and demonstrate than creating condition for students to practice speaking.					
8	My teacher provides activities like role-plays, discussion, dialogues and imitation to promote our speaking skill.					
9	I speak in English freely at the presence of my teacher and classmates.					
10	My English teacher usually corrects my errors during fluency activity.					
11	My English teacher is not proficient enough to help us as much as expected.					
12	I do not have adequate vocabulary (words) to express my ideas or opinions in English.					
13	I use my mother tongue (language) whenever I asked to do activities in English speaking class.					
14	Large class size affects our English speaking practice.					
15	There is a shortage of English textbook in school.					

Appendix-C

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Teachers' Interview

1. Do you encourage students to improve speaking in English inside and outside the classroom? If yes, how? If no, why?
2. What important activities do you do to maximize students' participation in speaking English language? Express it.
3. Do you think there are main challenges that hinder in improving students' English speaking? If yes, what are they?
4. Do you assess your students speaking skills improvement during speaking lesson? If no why?
5. Do you think your students speak in English freely in the class at the presence of their teacher and classmates? If no why?
6. Do you think Students have adequate vocabulary (words) to express their ideas or opinions in English? If yes, indicate in percent, if no why?
7. Do you prepare activities from the textbook to the student level of understanding, interest, and age? If no why?
8. Do all students speak in English language during discussions? If there is a shift to their mother tongue language, what could be the reason for this?
9. Do you think that large class size affect students' speaking practice? If yes, mention it.
10. What kind of teaching material do you use during spoken language class? Why?

Appendix-D

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Students' Interview

1. Do you participate in speaking lesson to improve your speaking skill in and outside the Classroom? If yes how? If No, Why?
2. Does your teacher encourage you to improve your speaking skill in the classroom? If yes, How? If No, Why?
3. What important activities do your teachers do to maximize your participation in speaking English? Express it.
4. Do you think there are main challenges that hinder in improving your speaking skills in English? If yes, what are they?
5. Do you speak in English freely in the class at the presence of your teacher and classmates? If no why?
6. Do you think you have adequate vocabulary (words) to express your ideas or opinion in English? If yes, in what extent? If no why?
7. Do you think your teacher prepares activities from the text book to the level of your understanding, interest, and age? If no why?
8. Do all of you speak in English language during discussions? If there is a shift to your mother tongue language, what could be the reason for this?
9. Do you think that large class size affect students' speaking practice? If yes, mention it.
10. What kind of teaching aids does your teacher use during spoken language class? Why?

Appendix-E

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Checklist

Name of the school_____

Teacher -----

Date of the observation_____

Grade and section-----

Topic of the lesson_____

Number of students-----

Time _____

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

No	List of activities	YES	NO	Undecided
1	The activities let students to do individual work			
2	The activities are designed to the students level of understandings			
3	The activities encourage the students to interact to each other in pairs/groups			
4	There are activities that promote speaking skills like role play, games, simulations etc.			
5	Students are actively participate in speaking lesson			
6	Gives much time for oral practice activities			
7	Students need their teachers explanation than doing the activities themselves			
8	There is mother tongue interference			
9	Students have the confidence to speak freely in the class			
10	There are large number of students in the class			

(Adapted from Nunan 1989: 135-138).

Appendix-F

Responses of Classroom Observation Checklist

No	List of activities	Days	Teacher 1			Teacher 2			Teacher 3			Teacher 4		
			Yes	No	Un	Yes	No	Un	Yes	No	Un	Yes	No	Un
1	The activities let students to do individual work	1	√				√			√				√
		2		√				√		√		√		
2	The activities are designed to the students level of understandings	1	√			√					√			√
		2			√		√		√				√	
3	The activities encourage the students to interact to each other in pairs/groups	1		√			√				√		√	
		2			√		√			√			√	
4	There are activities that promote speaking skills like role-play, games, simulations etc.	1		√			√				√		√	
		2			√		√			√				√
5	Students are actively participate in speaking lesson	1		√			√				√		√	
		2			√		√				√			√
6	Gives much time for oral practice activities	1		√			√			√			√	
		2		√			√			√			√	
7	Students need their teachers explanation than doing the activities themselves	1	√			√			√			√		
		2	√			√			√			√		
8	There is mother tongue interference	1	√			√						√		
		2	√			√			√			√		
9	Students have the confidence to speak freely in the class	1		√		√			√			√		
		2		√		√			√					√
10	There are large number of students in the class	1	√			√			√			√		
		2	√			√			√			√		