

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



**SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
(POST GRADUATE PROGRAMME)**

**A COMPARATIVE STUDY ON TEACHING SPEAKING SKILLS AT
PRIVATE AND PUBLIC SECONDARY SCHOOLS IN MODJO TOWN**

**BY
BESUFEKAD ABEBE AGIZE**

SEPTEMBER, 2017

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BESUFEKAD ABEBE AGIZE

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN
PARTIAL
FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (MA) IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

SEPTEMBER, 2017

ADAMA

DECLARATION

I declare and assure that this Thesis is my own work and it has not been submitted to any other institution anywhere for the award of any academic degree. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and organization of this Thesis. Moreover, any scholarly issue that is included in the Thesis has been given recognition through citation.

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Signature

Date

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

A COMPARATIVE STUDY ON PROMOTING STUDENTS' SPEAKING
SKILL AT PRIVATE AND PUBLIC SECONDORY SCHOOLS IN MODJO

TOWN

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ACKNOWLEDGEMENTS

First, my deepest and whole hearted gratitude goes to my adviser, Dr. Mekonnen Gemechu for his remarkable advice and critical comments from the very start of shaping my thesis title till submitting my final study. In addition, I am indebted to thank Ato Aemiro Tadesse for his contribution in providing me ample information and availing me on internet access, research books and related information at MoE to help me during the study.

Following this, I would like to thank department heads, EFL teachers, students and parents who gave me relevant information in the process of collecting data. Added to this, I would like to thank the principals of the private and the public schools for their valuable cooperation which contributes many insights for the outcome of my study.

My heartfelt appreciation goes as well to my family for continuous encouragement and moral support throughout the completion of the study.

Finally, I am indebted to thank all my colleagues Ato Demissie Tolessa, Debebe Feyissa, Buzuwork Mekonnen and Esayas Bekele who have offered me support, suggestions, comments and information for the completion the study.

Abstract

The main objective of this study was to compare the practice of teaching speaking skills in the case of School of Excellence (private) and Kunche Deka Bora (Public) Secondary Schools in Modjo town. The study required the researcher to use descriptive design and it was carried out on grade 9th students in both schools. Three data collecting tools were used. First, questionnaire was used to collect information from 100 students out of 500 students of which 40 students were from the private school and 60 students from the public school using simple random technique. Besides, 3 EFL teachers and 2 English department heads were interviewed using census sampling (using the entire population). Furthermore, 3 better English speaking students in each school were interviewed purposively. In addition, 3 parents in each school were interviewed in both schools randomly on their regular meeting. Moreover, two classroom observations in each school were made in simple random technique. Following this, qualitative data was analyzed thematically and quantitative data was analyzed using SPSS version 20 soft ware to compare means and to make conclusive results in both schools (descriptive statics and t-test were used). Based on this, the study revealed that the private school has relatively better performance in teaching speaking skills to promote students' speaking proficiency. In addition, there was statically significant difference in all communicative activities set to compare the two schools on enhancing students' speaking skill. Finally, to enhance students' speaking skill further, the researcher suggested that students should be exposed to group work, pair work, acting model speeches and problem solving activities. Added to this, EFL teachers should be inspired about how their students could use English outside the classroom. To this end, the researcher forwarded that by increasing opportunities for students to speak in the classroom, teachers could help build students' confidence in promoting their speaking proficiency.

TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENTS.....	i
Abstract.....	ii
TABLE OF CONTENTS.....	iii
LIST OF FIGURES	vi
LISTS OF ABREVAITIONS /ACRONYMS	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.7 Definition of Terms and Phrases Used in the Study	6
1.8 Organization of the Study	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	7
2.1 The Concept of Speaking Skill.....	7
2.2 Teaching Speaking Skill.....	8
2.3 Difficulties Faced by EFL Students in Speaking English	9
2.4 Organizing the Speaking Class	9
2.5 Principles of Speaking Tasks	10
2.6 Speaking and Learning-environment	11
2.7 Activities to Promote Speaking Skill	12
2.8 Extra Class Activities to Promote Speaking Proficiency	15
2.9 Review of Empirical Studies.....	16
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	19
3.1 Research Design.....	19
3.2 Research Approach	19
3.3 Research Area	20
3.4 Populations of the Study	20
3.5 Sample and Sampling Techniques of the Study.....	20
3.6 Data Collection Instruments.....	21

3.6.1 Observation.....	21
3.6.2 Interview	21
3.6.3 Questionnaires	22
3.7 Data Collection Procedures	23
3.8 Piloting Questionnaire of the Study	23
3.9 Data Analysis and Interpretation.....	24
3.10 Reliability and Validity of the Study.....	25
3.11 Ethical Considerations of the Study	25
CHAPTER FOUR: DATA PRESENTATIONS AND DISCUSSIONS	26
4.1 Background of the Participants	26
4.2 Presentations of Responses of the Students via Questionnaire	27
4.2.1 Presentations of Data via Close-ended Questionnaire	27
4.2.2 Presentations of Data via Open –ended Questionnaire.....	33
4.2.3 Summary of the Private Vs the Public School on Promoting Speaking Skill	34
4.3 Presentation of Classroom Observations.....	36
4.4 Presentations of Data Obtained via Interviews	40
4.4.1 Responses of Teachers to Interview	40
4.4.2 Responses of Department Heads to the Interview	46
4.4.3 Responses of Better English Speaker Students and Parents to Interviews.....	48
4.4.3.1 Responses of Students to Interviews	49
4.4.3.2 Parents’ Responses to the Interview	52
4.5 Discussions of Results.....	56
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS.....	58
5.1 Summary	58
5.2 Conclusions.....	60
5.3 Recommendations.....	61
REFERENCES	62
APPENDICES	66

LIST OF TABLES

Table 1: A summary of Piloting Questionnaire	24
Table 2: Description of the Participants.....	26
Table 3: Students' Response to Items on Interactive Activities	28
Table 4: Students' Response to Items on Extra Class Activities	30
Table 5: Students' Response to Items on Creating Conducive Environment.....	32
Table 6: Observation Checklist to Observe Interactive Activities Used by EFL Teachers.....	36
Table 7: Classroom Observation Checklist Conducive English Learning Environment.....	38

LIST OF FIGURES

Figure One: Summary of Private Vs Public Schools on Promoting Speaking Skill.....	34
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LISTS OF ABREVAITIONS /ACRONYMS

ASTU: Adama Science and Technology University

CLE: Conducive Learning Environment

ECA: Extra Class Activities

GSDH: Government School Department

GSP1: Government School One

GSS1: Government School Student One

GST1: Government School Teacher One

IA: Interactive Activities

PSDH: Private School Department Head

PSP1: Private School Parent One

PSS1: Private School Student One

PST1: Private School Teacher One

Vs: Versus

CHAPTER ONE: INTRODUCTION

This chapter introduces the background information about this study. It also establishes the issue or concern leading to the research by defining the research problem. Its purpose is to establish a framework for the research so that readers can understand how the study was organized. Hence, purpose of the study, deficiency in scholarly literature and its significances are clearly discussed in this section.

1.1 Background of the Study

The mastery of speaking skill in English is a priority for many second-language or foreign language learners. As a result, most of the time learners evaluate their achievement in language learning as well as the efficiency of their English course on the basis of how much they feel they have improved in their oral language proficiency. Likewise, many parents generalize the mastery of English language learning as a second language from the stand point of mastery of speaking skills in English that their children perform at school and at home. These days, speaking English as a foreign language interests everybody. The mastery of English speaking is similar to possessing the fabled lamp, which allows one to open, as if it were, the linguistic gates to international business, technology, science and travel and it helps people become smart in all fields of society (McKay, 2003:37).

Speaking is "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). This is to imply that it is one of the basic language skills in teaching English as a foreign language that requires communicative competence. Besides, it is a means of socializing oneself with others in and outside the classroom. The focus of teaching speaking, of course, is to improve the oral production of the students. Ur (1996: 120) also states that speaking is the most important part of learning English as a second language. Hence, it must be given due attention because oral communication involves speech where learners are expected to interact verbally with each other.

The History of teaching speaking English skill as a second language is traced back to long years ago. The first notable interest towards communication skill, especially listening and speaking in foreign language teaching is traced back to Second World War because of urgent needs for communication (Erzurum, 2011: 20-23).

Since that day onwards, English speaking skill started to be taught as a second or a foreign language because of its worthiness to the nations of the world.

In many EFL classes, English speaking skill is not taught as it is intended to be taught. This is to mean that some teachers do not expose their students to communicative ways of learning English as a second language. Instead, repetition of drills or memorizations of dialogues are often used as usual practice of teaching speaking by EFL teachers (Richards, 2008: 19). Nonetheless, today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances. Furthermore, English today is believed to be the most influential medium in bridging global communication. Consequently, many parents send their children to different private and public schools to help them achieve better command of English and master speaking English.

The use of English as a foreign language (EFL) in oral communication is important. In practice, however, many learners find speaking English difficult and they feel afraid to speak English as a foreign language in many government and private schools. The ability to speak fluently and clearly requires not only knowledge of the language features, but also the ability to process the language on the spot (Harmer, 2001:241). To develop students' speaking English skill either in private school or government schools various techniques and strategies employed by teachers are very important factors to be taken into account. In addition, learning environment has to be arranged for students so that they could perform speaking better (Chelbi, 2010: 3). Likewise, when students are encouraged to practice real life situations, they could improve their speaking proficiency. For instance, extra class activities could enable them to express themselves using the target language to cope up with basic interactive skills like exchanging greetings, thanks and apologies to express their needs (Brown & Yule, 2000:27). Therefore, the current study is inspired to compare which school performs teaching speaking better. In addition, the researcher is highly interested in how better performances observed could be disseminated to these schools after the findings of the study.

1.2 Statement of the Problem

Many people learn English as a foreign language in order to develop their proficiency in speaking. The very purpose of speaking is to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and to lead our day to day activities (Richards & Renandya, 2002: 211). Since speaking English is important in today's world, many people try to master it. Moreover, people especially parents often ask themselves different questions to enable their children master speaking skill. For instance, they usually quest which school teaches English better, public or private? A question of how speaking English is taught also comes to their mind. However, these questions still remain as questions even in the mind of the researcher as EFL teacher.

Regarding the topic of this study, some international TESL journals showed that different comparative studies have been conducted on proficiency of speaking skill. For example, Mohammed (2013:3) conducted a study in Pakistan entitled as 'Is effective Education in the hands of private or government?' 'In his research he concluded that there is no better performance in teaching speaking proficiency skill in government schools totally. Finally, he recommended further study to be conducted on this issue. His finding seems to generalize best performance of private schools on teaching English.

Moreover, regarding the topic of this study, many related local studies have been conducted. For instance, Firehun (2015) conducted a comparative study on speaking skill at private and government primary schools in Addis Ababa. In his study, the researcher found that English speaking proficiency is best taught at private schools compared to public schools. However, his study has still some gaps to be addressed. For instance, the study did not come up with findings related to parents who are complaining about their children's low performance in private school. In addition, the study did not reveal to what extent students' speaking proficiency varies from private school to public school. Furthermore, the researcher has a purpose to inform audiences or readers the role of creating conducive English learning environment to facilitate students speaking proficiency at both private and public secondary schools.

The other gap that the researcher observed is in the local study was analysis of data using descriptive statics which only demonstrated the property of the groups. Hence, in this study, in addition to descriptive statics, data was analyzed inferentially to make conclusive results.

In addition, the researcher was inspired to conduct the study because although the mastery of speaking skill has an impressive insights to get today's world easier, many learners remain idle as their EFL teachers rely on drills or memorizations of dialogues in teaching speaking classroom (Richards, 2008: 19). Consequently, learners find speaking skill difficult. Their difficulty in speaking skill makes the area researchable.

In conclusion, some parents who send their children to public school always complain about why their children are not able to speak English as fluently as other children with the same age and the same grade level who learn at private school. Even teachers who teach at public school send their children to private schools because they think that private schools are better in creating conducive environment for education in general. Contrary to this, some parents are against sending their children to private schools. They suggest that private schools are expected to do much on education as they ask high fees for school expenses. Thus, these controversial issues make the area more researchable and that is why the researcher decided to conduct this study.

1.3 Objectives of the Study

The study was carried out by the researcher having the following general and specific objectives:

i) General Objective

The general objective of the study was to compare teaching speaking skills at private and public secondary schools.

ii) Specific Objectives

The specific objectives of this study were to:

- compare the practices of interactive activities that enhance students' English speaking skill both at private and public secondary schools;
- describe the practices of extra class activities which develop students' speaking skills at private and public secondary schools;
- explain how far students are exposed to conducive speaking English environments at both private and government secondary schools;
- describe the status of students' speaking skills in the two schools .

1.4 Research Questions

The central question that the researcher wanted to ask for an exploration of the central phenomenon or concept in this study was:

What does the practice of teaching speaking skills at private and government secondary schools look like comparatively?

The following specific questions were posed to further explore the study.

1. What interactive activities are practiced in both private and public secondary schools to enhance students' speaking skills?
2. What kinds of extra class activities are practiced to promote students' English speaking skills in private and government secondary schools?
3. How far students are exposed to conducive speaking English environments that help students improve speaking skills in private and public schools?
4. To what extent does students' English speaking status vary from private school to public school?

1.5 Significance of the Study

The findings of the study may have much useful significance for different bodies. Primarily, the findings of the study could possibly have a vital contribution for learners in promoting their English speaking proficiency in both private and government school. Secondly, EFL teachers in both private and public secondary schools could be beneficiary in sharing better experience of teaching speaking skills to develop students' speaking proficiency. Thirdly, the finding of the study could help parents, school community, and educational stake holders perhaps in indicating directions to have good command of English as foreign language in both educational institutions. Fourthly, the outcome of the study might be useful to inform educational administrations about how speaking English skill is taught in the two types of schools. Finally, the findings of the study could open a way forward and could pave a way for other researchers to conduct further study in the future.

1.6 Scope of the Study

The study was carried out at School of Excellence (private) and Kunche Dekka Bora (public) in Lume Woreda of Eastern Shoa Zone in Oromia region. Although there are many issues to be researched in learning EFL, the study was delimited to compare teaching speaking skills at private and public secondary schools on grade nine students.

1.7 Definition of Terms and Phrases used in the Study

The researcher defined the following concepts so that readers could understand the study because there might be individuals outside the field study that may not understand and some concepts that may go beyond common language (Creswell, 2014: 74). These include:

Public Schools: are government funded educational institutes that are allowed by law to admit any school aged children.

Private Schools: are institutes that require students to pay for their schooling, but in some cases many private schools allow full or partial scholarships to admit students who need financial support.

1.8 Organization of the Study

This study has been presented in five chapters. Chapter one focuses on introduction of the study. Background of the study, rationale for the study, statement of the problem, research question, aims of the study, scope of the study, definition of key concepts and chapter outlines. Chapter two presents review of related literature related to enhancing students' speaking skill in private and public secondary schools. This part covers a wide range of topics and sub-topics that can build a context for the topic under investigation. Chapter three focuses on research design methodology. The research design, research sites, population and techniques of selecting a sample for this study have been explained followed by a description of the instruments and data collection procedures. Finally, issues of reliability and validity have been treated under this chapter. Chapter four provides data presentation, analysis and discussion of findings. The presentation, analysis and discussions of the data collected from various sources are based on each research question. Chapter five focuses on the summary of the findings of the study based on the data analysis. Finally, recommendations on teaching speaking skills have been forwarded.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section of the study presents different sources including articles, master's dissertations, books and international journals. The literature review in this section serves several purposes. It shares with the reader the results of other studies that are closely related to the status of students' speaking proficiency at private and governments schools. The concept of speaking skill, teaching speaking skill, organizing speaking skill, principles of speaking tasks, speaking and learning environment, activities to promote speaking skill, extra class activities and empirical studies have been discussed in this chapter. In addition, the review helps the study fill the gaps in the previous studies. Finally, it helps the researcher shape the larger problem to the narrower issue that leads directly into the methods of a study.

2.1 The Concept of Speaking Skill

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 to their later life. It is probably the language skill that most language learners wish to be perfect as soon as possible. We do speaking in order to communicate with each other. Better communication means better understanding of others and the speakers by themselves. In addition, speaking happens as speakers create sounds using many parts of our speech organs, including the lungs, vocal tract, vocal chords, tongue, teeth and lips (Chot, 2015:16). By speaking, people are able to share. Different scholars define speaking skills differently. The researcher is inspired by the following quote taken from Chaney (1998) about the nature of speaking skill.

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 (p.13).

The implication of the scholar's definition on speaking shows those for speaking to occur, people need to understand each other through verbal communication. Besides, people could also communicate non-verbally.

The quote still emphasizes that although speaking is important, it is not taught as much as it is intended to be taught in the speaking class. Consequently, much has to be done on speaking skill so that students could master it.

Drills and memorizations are usual methods of teaching speaking skill for many EFL teachers (Richards, 2008: 19). This implies that this does not make teaching speaking skill meaningful. Therefore, students should be exposed to increase their new vocabulary ability, to develop self-reliance, and to use flexible environment in the classroom. Kayi (2006:43) states that speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. This means for a speaking to be meaningful in language classroom, there must be students' active participation since it is a real communication and speaking is a productive skill. Therefore, it needs practicing as often as possible.

2.2 Teaching Speaking Skill

As speaking involves learners' mastery of a wide range of sub-skills which add together constitute of overall competence in the spoken language, EFL teachers should be wise on how to teach speaking skill as a second language (Richards, 2008 :19). The researcher agrees that today, EFL teachers are not expected to teach speaking using memorization and drills like what the former EFL teachers did. Currently, teaching speaking requires teachers to expose students to different real life situations because in doing so students can express themselves. These real life situations extracted from students' experience outside the classroom enable learners to learn how to follow the social and cultural rules appropriate in daily life activities. Thus, teaching speaking has different issues to be taken into account. For instance, according to Nunan (1998:271), teaching speaking to ESL learners includes:

- producing the English speech sound patterns and rhythm of second language;
- selecting appropriate words according to the appropriate social settings, audience situation and subject matter; and
- organizing and using thought in meaningful and social sequence and using the language quickly and confidently with few unnatural pauses (fluency).

From the above points, it can be concluded that EFL teachers should pay due attention to encourage their students to improve their speaking by allowing them produce English speeches with correct pattern, expose them to authentic situations, which one way or another help them to be accurate and fluent.

2.3 Difficulties Faced by EFL Students in Speaking English

Students learning English as a foreign language could face different difficulties. Speaking seems a little bit difficult and complex compared to other skills in learning English as a second language. However, we do not need to be bothered; if there is an exposure, it is possible to master Speaking English. According to Nunan (1998: 271), the following characteristics of spoken language can make oral performance easy but difficult till they are mastered. They have many features. To begin with, clustering fluent speech in phrasal, not word by word is one feature. Learners can organize their output both cognitively and physically through such clustering. Redundancy is another feature. It is sometimes used to make meaning clearer. In addition, reduced forms including contractions, elisions, reduced vowels, and etc. are important. If learners do not know about these issues, they could face difficulties in speaking.

Learners should know when to pause, backtrack or correct the language when they have to speak with it. The learners should also know about the words, idioms and phrases of colloquial languages so that they get practice in producing these forms. Eventually, stress, rhythm, and intonation are unique characteristics of speaking. The stress-timed rhythm of spoken English and its intonation patterns convey important messages (Kayi, 2006: 43).

The researcher personally believes that the above features are good indicators of English speaking performance. However, from his experience, the researcher observed EFL learners often face such difficulties. Hence, EFL teachers should identify learners from these perspectives and help them develop these features of speaking English.

2.4 Organizing the Speaking Class

To make English speaking class meaningful, EFL/ESL teachers should pass through three distinct stages. According to Chot (2015), successful speaking class needs to be organized in the three consecutive stages. These methods include:

- Presentation;
- Practice; and
- Production stages.

These points have different implications. First, the preparation stage allows the students to generate brain storm activities related to their prior experience. These activities prepare students to tasks that provide them opportunities to get engaged in English speaking tasks. Second, presentation stage comes after students are exposed to generate their experience. After presenting topics to deal with, practicing stage comes. In this stage, EFL students need to practice the new English speaking tasks. Having provided much time to practice, teachers expect their students to make use of the new language. The last stage in organizing speaking class is to allow students to produce language for free use. In doing so, students are encouraged to work towards real use of the language.

As far as the researcher is concerned, mastery of speaking English as a foreign language comes if students speak freely. In learning English language as a second language, students could write well and get high marks on tests. However, it is said that students are proficient enough in speaking if and only if they can express ideas, opinions, or instructions clearly in a conversation using English language as a foreign language.

2.5 Principles of Speaking Tasks

Currently, EFL/ESL teachers apply different teaching methods, approaches, and techniques so as to promote students speaking proficiency. Therefore, these teachers prepare themselves to teach using different interactive and communicative techniques. In this way of teaching meaning is more emphasized than form of sentences uttered during speaking English as a foreign language. Brown and Yule (2000), suggest that EFL teachers should bear in mind the following principles for designing speaking techniques. They include:

- using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency;
- providing intrinsically motivating techniques;
- encourage the use of authentic language in meaningful contexts;
- providing appropriate feedback and correction;
- capitalizing on the natural link between speaking and listening;

- giving students opportunities to initiate oral communication; and
- encouraging the development of speaking strategies.

These principles in general have many things to do with EFL teachers. To begin with, they enable them to expose their students to use the language. They emphasize fluency more than accuracy. In addition, students need to be encouraged in their attempt to speak. Encouragement in language learning arouses students' interest to speak. Besides, EFL teachers need to create the speaking class environment, adapt flexible method of teaching speaking skill accordingly.

2.6 Speaking and Learning-environment

Learning environment affects the development of speaking skills positively or negatively. It inculcates various aspects including, the diverse physical locations, contexts, and cultures in which students learn. In connection with this, Chot (2015:12) supports that learning environment is about the culture of a school or class, its features, including how individuals interact with and treat one another as well as the ways in which teachers may create conducive educational environment to facilitate learning. It still includes conducting classes in relevant natural ecosystems, grouping desks in specific ways, and decorating the walls with learning materials which influence English speaking skill positively.

In addition, according to Amanda (2014: 210) offering positive encouragement, limiting error correction while students are talking, allowing adequate wait-time for students to speak and giving students preparation time before speaking in front of the class are some of the activities that English teachers should do in creating conducive learning environment. Learning environment could influence speaking positively. To do so, learning setting should be filled with different resources so that it could encourage speaking skill positively.

This type of learning environment engages learners in promoting speaking skill, creates good relationship between learners and teachers, enhances clear communication, and promotes trust among all participants who take part in speaking English as a foreign language. However, if learning environment is not suitable for speaking classroom, it affects the speaking proficiency negatively.

Welcoming learning environment affects speaking negatively from different angles. To begin with, if teachers lack sense of assisting students to promote speaking proficiency of students negative environment occurs. Hence, students remain helpless. Apart from this, if EFL teachers feel shyness, stress, and afraid while interaction, the situations transfers to students. Therefore, it affects speaking proficiency negatively. Moreover, the speaking environment could be destructed by anxiety, fear, low self-esteem, loneliness and stress. These could arise from both students and teachers (ibid).

2.7 Activities to Promote Speaking Skill

Different scholars have seen speaking classroom activities to improve and develop the speaking ability of students and to make them use the speech pattern of the language they learn. For instance, Harmer (2001:348) proposes interactive activities differently in terms of topics to promote speaking proficiency.

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. These speaking activities further help not only for classroom exercises but also home take activities. Moreover, speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structure range from activities which are more controlled by the teacher to free activities where learners have more freedom to make language practical.

In general, different scholars suggest many communicative activities that can help learners use the language in communication. Therefore, to enhance students' proficiency in speaking EFL class, teachers are recommended to apply different interactive activities in the speaking classroom.

To start with, discussion is one of the best activities EFL teachers use in promoting speaking proficiency. It is, perhaps, the most natural and effective way for learners to practice talking freely. Students may undergo discussion to share ideas about an event or find solutions in their groups or pairs. Kayi (2006:36) confirms that discussions with comprehensive inputs provide opportunity for students to activate the language. It facilitates actively speaking and listening situations in the classroom.

The more students can assist each other, the more independent and self-reliant they become. Thus, unless discussion is managed well by the teachers, it may lead students to chat about irrelevant issues.

In promoting students speaking proficiency, dialogues also play impressive roles. It is nothing but it is a conversation held between two people to share different opinions. It is a way of presenting something with relevant samples of spoken language. It seems to be the best way to facilitate language learning to allow students in practicing spoken language for a number of reasons (Harmer, 2001: 350).

The other interactive activity to promote speaking is using problem solving activities. They are instructional techniques where teacher and learners attempt in a conscious, planned and purposeful effort to arrive at some solutions. This kind of learning exposes students to solve problems or activities that are relevant and useful to the life of students. On the other hand; it discourages learning by memorizing facts that may have no connection with the learners' life (ibid).

Language games are still essential ways of practicing language for the sake of communication purpose. They are supportive language learning techniques to teach or to learn the four language skills through interaction. Language games are a welcome break from the usual routine of the language. They are form of play governed by certain rules or conventions. Furthermore, games allow learners to interact with real life situations (Atkins, Hailom & Nuru, 1995:135).

Through language games, students will be able to be good communicators of the language being taught. Another use of games is the easy and relaxed atmosphere which is created by using games; students remember things faster and better. Since, games are enjoyable for learners, they decrease burden and make learners ready to listen to language lessons. Harmer (2001:352) suggests that language games are designed in order to encourage students to each other to solve puzzles, draw pictures, put things in their sequential order, and find similarities and differences between pictures. If students are limited only to talk to their teachers, there will be less opportunity to improve their speaking proficiency. When students work either in group or pair, they will be exposed to speaking.

Here, teachers should take responsibilities to clarify, manage, support, encourage and facilitate the speaking class. Ur (1996: 101) reports that group work increases the share amount of learners' talk going on a limited of time and also lowers the inhibition of students who lacks interest to speak in the classroom.

As far as the researcher is concerned, information gap activities are also recommendable activities that require students to complete a task and to talk to each other for the missing of information to enhance speaking ability. These activities are useful for various reasons. For instance, they provide an opportunity for extended speaking practice. While students are searching for the missing information, they improve their speaking. In addition, information gap activities present real communication in which students are inspired to talk. Students are motivated to use sub-skills like elaborating meaning and paraphrasing what has been said.

Role play is one of the communicative activities EFL teachers use to make the speaking class meaningful. It is to act out the outside real life situations by joining them to the classroom so that the situations make language learning practical. In addition, it facilitates a way to learners make the language meaningful. It also adds fun and motivation to the lesson being taught. Role play is an activity that promotes speaking in which students act other people or situations by bringing the outside world in the classroom. Teachers as well as students have their own roles in the role play activities. First, teacher needs to assist his /her students with what to do by delivering clear instruction about the role playing (Atkins et al., 1995:135).

In general, the researcher agrees that EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. Thus, to make the speaking classroom active, teachers should pass through the following steps. They include: Listen and understand other people', have an idea and want to express it, remember vocabulary which can express this idea, use grammar correctly and pronounce the words understandably (ibid). In general, the researcher agrees with the ideas of promoting speaking proficiency discussed by different scholars to promote students' speaking proficiency. Since speaking is an active skill, it needs reaction and production on the topic being spoken. Whether in private or public schools, to teach English as a second language, learners should be taught how to speak in interactive ways. As far as the researcher is concerned, speaking class should not be in contexts in which the teacher speaks where the students remain idle.

2.8 Extra Class Activities to Promote Speaking Proficiency

To make speaking skill applicable, it is quite possible to use extra class activities. According to Gagne cited in Biniam (2008), extra class activities refer to the different educational activities which students perform outside the classroom apart from the standard class hours voluntarily. Moreover, they are variety of activities used to promote the participation of school students. Different educational organizations, particularly private schools facilitate them to create welcoming environment to promote speaking. Extra class activities and the word co-curricular activities are used interchangeably used because they support the standard curriculum and pave the way for successful learning environment (ibid). In addition, the school must adapt itself to learners so that they could also learn speaking out of regular classroom. A good learning environment especially in the process of second or foreign language learning, it must be friendly, supportive, resource rich, and interactive in promoting speaking skill. In teaching English as a second language, using extra class activities are highly recommendable.

Bromley cited in Biniam (2008) suggested that co-curricular activities cover almost all sorts of field of studies including social science, real life science, humanities, language and literature, linguistics, and so on. In general, it is clear that extra class activities can facilitate the process of EFL learning particularly in promoting speaking proficiency. For example, most of the school club activities involve social gatherings that encourage students to improve their speaking. Hence, the following are nature of extra class activities that could further help develop students' speaking skills. They include:

- facilitating cooperative language learning;
- using activities that add motivation to the learning;
- making language learning integrated;
- providing authentic language learning situation; and
- facilitating communicative language teaching (CLT).

From the above points, the researcher concluded that extra class activities are characterized by allowing students to work together, to encourage students to speak, to let students use language skills in integrative way; they contribute students to be exposed to authentic language use and they pave the way to use language for communication.

Moreover the nature of extra class activities goes beyond this. Park (2015) states extra class activities as follows;

Extra-curricular activities have also been found to strengthen relationships between teachers and students. The relationship between teacher and students are important because if the students have a strong relationship with the teachers, the more likely they will do better in school. With music, ELL students can be exposed to a new and creative approach to communicate with teachers, using a language that requires more than just verbal skills. Most ELL students struggle with language barriers, but this would not be a huge hindrance in music, especially instrumental (P.22).

2.9 Review of Empirical Studies

Regarding the topic of this study, many international and local studies have been conducted. The researcher of this study emphasizes on the purpose, the methods, tools and major findings of these studies. Therefore, the researcher reviewed three international studies and one local study related to the topic of under investigation. After the researcher identified major findings, he suggested the strengths and weaknesses of these studies. In addition, he stated the gaps of these studies. Finally, the researcher described how the identified gaps could be addressed in line with the reviewed empirical studies.

To begin with, a study posted on International Journal of Indian research by Sharma and Chawla (2013) entitled as “A comparative Study of English Communication Skill of Students Studying in Government and Private Schools” has been reviewed. The purpose of their study was to identify if there is significant difference in communication skill between students studying in government and public schools. The researchers used normative method to conduct the study. In addition, they used cluster sampling technique and achievement test as a tool to collect data. Finally, their study revealed that students in both schools did not get appropriate environment to practice speaking at their home and social set up to improve fluency and the study has been concluded that the difference between private and public students is significant.

In addition, a study accessed on International Journal of Education and Practice by Mohammed (2014) entitled as “A Comparative Study of Public Versus Private Primary Schools, An Evidence from Azad Kashmir” has been analyzed in this study. The purpose of the study was to o check the performance of both public and private schools, as survey was conducted through questionnaires.

The predominant findings of the study showed that private schools perform better than public schools in maximum measures of performance. Moreover, the findings of the study revealed that both schools still face challenges in human and material resources.

Thirdly, a study posted on International Journal of education by Awan (2015) entitled as “Comparative Analysis of Private and Public Educational Institutions: A Case Study of District Vehari-Pakistan.” revealed different findings. The main objective of the study was to investigate why people prefer high charging private schools over free public schools. The results of the study revealed that some factors determined private school choice. These include the socioeconomic status of the household, the degree of a school’s accessibility, and the cost of schooling and parents’ perceptions of school quality.

Finally, the researcher reviewed one local study carried out in Addis Ababa University conducted by Firehun (2015) and entitled as “A Comparative Study on Teaching English Speaking Skill in Private and Public Elementary Schools at Addis Ababa : In case of Gullelle Sub-City”. The main objective of the study was to compare the teaching of English speaking skills in private and public primary schools.

The findings of this study revealed that most of the time government school teachers use in appropriate teaching techniques and procedures in teaching speaking skill. In contrast to this, the study demonstrated that private school teachers used better techniques and strategies with adequate language resources to help their students develop speaking proficiency.

The researcher reviewed these empirical studies and suggested some comments on their strengths and gaps. The international and local studies result revealed that there is significant difference between private and public schools in education performances in general. Describing these educational discrepancies of in these two broad educational institutions is undeniable findings. The researcher also uses some findings of the studies as input in his literature review.

However, from these studies, the researcher found some gaps which initiated him to conduct this study on the related title. For instance, the first international study did not specifically reveal what cause the difference between private and public schools significant in communication skill.

In addition, the second international study result verified that the maximum performance in education is in the hand of private school. It did not consider how private and public students perform speaking skill comparatively. Perhaps, it addressed general objectives. Moreover, the third international study did not consider how high performances of students' speaking English cause parents to send their children to private school.

The local study investigated generalization of government school teachers use inappropriate techniques and strategies in their teaching speaking skill compared to private schools. In its result, the study could not find what interactive activities are implemented to foster students' speaking proficiency comparatively in both schools. In addition, how creating conducive English learning environments contribute to promote students' speaking skill was indicated in the study. Moreover, to what extent students' speaking proficiency varies in these schools was not described. Therefore, to address these gaps the researcher set four objectives which finally serve as a stem to formulate the basic research questions of the study to be addressed in researcher's findings.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter presents a detailed description of research design, research approach, and research area, participants of the study, sample size and sampling techniques. Added to this, methods of data collection tools used in the study (Observation, interview and questionnaire), data collection procedures, piloting questionnaire, method of data analysis and interpretation, reliability and validity of the study and finally ethical considerations of the study were explained in this chapter.

3.1 Research Design

The aim of this study was to describe teaching speaking skills at private and public secondary schools. Therefore, the nature of the problem which was studied allows the researcher to use a descriptive design because it was appropriate for this study. In addition, it allows the researcher to describe, compare, contrast and interpret the experiences of participants of the study (Creswell, 2009:13). Moreover, it helped the researcher identify the essence of experiences about students' English speaking proficiency at private and public secondary schools described by participants. Finally, it allowed the researcher to involve multiple research participants who have relevant exposures and sufficient opportunities to describe their real-life experiences at private and public secondary schools on the topic which was carried out.

3.2 Research Approach

Since this study aimed to compare the practice of students' speaking proficiency at private and public secondary schools, it necessitated the researcher to use both qualitative and quantitative approaches. The former approach was used because it enabled the researcher to understand how participants of the study make sense of their own English speaking skill and their experiences on oral communication by going to the schools to interview them and to record behaviors in its natural setting by way of observations (Marian, 2007:38). In addition, the latter approach was used since it tries to quantify the problem and understand how prevalent the problem is by looking for the projectable results to a larger population and it includes collecting numerical data using questionnaire (Dawson, 2002:26).

3.3 Research Area

The study was conducted in Oromia region Eastern Shoa Zone of Lume Woreda in Modjo town which is 70 Km East of Addis Ababa. Specifically, the study was carried out at School of Excellence and Kunche Dekka Bora Secondary Schools. The former school is private while the latter is public school. These schools were chosen by the researcher purposely. According to Best and Kahn (2006:24) purposeful sampling is a technique used to select certain persons, settings or events on the grounds that they can provide the necessary information. The researcher chose the private school because it has large population among private schools in Modjo town in 2016/17 academic year. The public school was chosen because of its geographical proximity for the study and it is working area of the researcher.

3.4 Populations of the Study

In Modjo town there are four secondary schools. Two of them are private and the rest two are public schools. Among these schools, two schools for the study were (one private and one public school) focused. In the academic year 2016/2017 these schools enrolled 916 students (510 in the private school and 406 in the public school). In the same year, the target schools have 29 teachers (17 in the private school and 12 in the public school). However, the researcher only focused on the target participants that could provide relevant information for the study in both schools. Thus, the participants of the study were some randomly selected grade nine students, all EFL teachers, English department heads and three parents from each school.

3.5 Sample and Sampling Techniques of the Study

In this study the researcher collected information from 3 EFL teachers and 2 English department heads from each school via interview using census technique. Masku & Singh (2014: 10) recommend that census technique is important and attractive to take small population as a sample. In addition, 3 parents and 3 better English speaker students from each school were chosen for interviews. Parents from each school were chosen randomly on their regular meeting. Moreover, students for interview were chosen purposely in the help of English teachers to identify to what extent their speaking status varies in each school. If certain persons or events are selected on the ground purposely, they can provide necessary information for the study (Best & Kahn, 2006:248).

Furthermore, published table which provides the sample size for a given population (Masku & Singh, 2014: 11). In other words, 40 students out of 200 students in the private school were selected using simple random method. Likewise, 60 students out of 300 students at the public school were chosen in simple random technique. In addition, classroom observations were made twice in each school on four sections out of eight sections (two sections from each school) was selected randomly.

3.6 Data Collection Instruments

Observations, interviews, and questionnaire were the instruments used to collect data in this study. Observations and interviews served chiefly to collect information from data sources and the questionnaire was used as a supportive data gathering instrument to collect data from large number of students.

3.6.1 Observation

Observation was used as data gathering tool to obtain first-hand information and to record information as it occurs in the classroom setting. The researcher used non-participation observation. The reason for non-participation was that the status of students' speaking skill both at private and public schools were observed while teaching speaking skill without interfering with the lesson (Hatch, 2002: 72-73). The researcher observed the practices of interactive techniques teachers used to promote speaking skill in both schools. In addition, he observed the practice of welcoming learning environment to facilitate speaking proficiency in both schools. Finally, the practice of extra class activities practiced at private and public schools was observed. These classroom observations helped the researcher describe the speaking performance of the students in both schools comparatively. Thus, observation checklists were prepared in order to make the observation in the study procedural and ethical. To make the observation effective, field notes and recording materials were used.

3.6.2 Interview

Interviewing is the predominant mode to collect data or information through direct interchange with an individual expected to possess the knowledge they seek (Delpont, De Vos, Fouche & Strydom, 2011:342).

Thus, in order to gather in-depth information from participants the researcher took ample time with three EFL teachers, three better English speaker students, two English department heads and three parents from each school using guided interviews. The interview used with students was open interview. The researcher used the interview of students as oral test after he identified them with the help of their English teachers. As Ur (1996:135) states oral test could be used through interview to describe the fluency and accuracy of students. Therefore, the researcher used some criteria to describe the speaking status of students in the private and in the public school during the interview (See Appendix K). In each interview session, participants' feelings, expressions were recorded using SONY recorder with their consents. In addition, the interview for parents and students from the private school was translated to Amharic (for the private school) and Afan Oromo (for the public school) on the basis of where they are spoken dominantly. The recorded interviews were kept until the needed theme or central point was achieved and the information was saturated and transcribed.

3.6.3 Questionnaires

In this study the researcher considered questionnaires as one of the basic tools next to observation and interview to collect data from students. In case the size of the sample is large, closed questionnaires were used (Cohen, Manion & Morrison, 2007). The researcher used closed ended questionnaires because they are useful in that they can generate frequencies of response agreeable to statistical treatment and analysis. In addition, they are easy to code up and analyze. The researcher also used three open ended questions to collect information from students. Moreover, he developed fifteen closed ended questions by reading scholarly literatures and by consulting his colleagues. These fifteen questions were further divided into three categories containing five items each which mainly focus on interactive, extra class activities and conducive speaking English learning environment to describe the practices of promoting students' speaking skill in each school.

Finally, the questionnaire was adopted in the way that it could serve the purpose of the study from Speaking Skill Questionnaire (<https://www.surveymonkey.com/survey-thanks>). Likert scale question types were used as they are very useful devices to build in a degree of sensitivity and differentiation of responses. The close ended questionnaire had five options for all three categories. These were: 0 = Not at all 1=Very little, 2 = Moderate amount, 3 = Quite a lot and 4 = very great deal (See Appendix A). Hence, hundred questionnaires were distributed for hundred students. Finally, the researcher collected all the questionnaires.

3.7 Data Collection Procedures

In order to collect reliable information, the researcher made the study process procedural. First, to collect information through observation checklists and field notes were prepared. Before the researcher made observation he informed the participants the purpose of the study. The information from interview was recorded using a recorder. In addition, to avoid language barrier and to make the communication easier, questionnaires and interviews were translated using local languages. Afan Oromo translation was made for the public school interviewees and Amharic translation was made for the private school interviewees. The items for questionnaires were developed. Next, the questions were piloted and then administered. Above all, the researcher consulted his adviser, colleagues and participants of the study before he collected the data. Finally, the questionnaires were counted to identify the return rate observed during the questionnaire. Then data was analyzed and interpreted.

3.8 Piloting Questionnaire of the Study

The researcher conducted a pilot study in different private and public schools before collecting the actual data from students to check the reliability. It was conducted on a sizeable and representative number of respondents (Cohen et al., 2007: 243). Thus, the pilot test was carried out on 28 students in different public and private schools. It was carried out at Glorious School on 10 respondents (4 males and 6 females). In the same way, it was carried out at Edjere Secondary School on 18 respondents (10 males and 8 females) using simple random method. The data obtained was analyzed using SPSS Version 20 to check the reliability. The piloting test was carried out basically to increase the reliability, validity and practicability of the questions. Following this, the feedbacks from respondents were collected. Then, only some modifications on grammar, length of the sentences and usage of vocabularies were made. Based on this, the reliability during the piloting test was found to be 0.75. According to George and Malley (2003) the mean reliability of the three categories of the questionnaire during the pilot testing was reliable. Thus, the items of questionnaire were administered for students. The following table summarizes the reliability after questionnaire tryout.

Table 1: A summary of Piloting Questionnaire

No.	Items Category	Reliability (Cronbach's Alpha)	
1.	Interactive Activities	0.76	
2.	Extra Class Activities	0.81	
3.	Conducive Learning Environment	0.69	
	Mean = 0.75		

3.9 Data Analysis and Interpretation

Since mixed approach was used in the study, both quantitative and qualitative data were analyzed one after another. After data was collected using three tools analyzing data was started with quantitative data. Following this, qualitative data was analyzed immediately after quantitative data.

Qualitative data analysis is primarily an inductive process of organizing data into categories and identifying patterns among them (McMillan & Schumacher, 2001:483). Therefore, in this study after data was collected from the participants through interviews and observations, it was organized qualitatively.

Moreover, data gathered from interviews was organized according to individual responses. The verbatim accounts of the interviews were transcribed. An attempt was made to classify the information content by content so as to summarize the data. Finally, it was interpreted, analyzed and reported in the study. In addition, in the quantitative analysis (data from questionnaire) was analyzed both through descriptive statistics (frequency, percentage, mean) and inferential statistics using SPSS version 20. The descriptive statistics was used to compare means in both schools while the inferential statistics was used to analyze if there is a significant difference among items using t –test and alpha level of confidence. Finally, the researcher used a figure to summarize the analysis of comparisons in the private versus the public school on the practices of promoting students' speaking skill.

3.10 Reliability and Validity of the Study

This section of the study was about making sure that research findings were accurate and detailed as seen from the stand point of the researcher himself, the participants and the readers. To ensure these issues many actions were taken. Firstly, appropriate questions were developed using authentic sources. Then, participants of the study were exposed to ample information about what the research is all about and what it seeks to achieve before data was collected. This could help the researcher to clarify uncertainties as well as build confidence thereby helping to obtain accurate information (Creswell, 2009:156).

In addition, to validate the results long periods of observations were used in a real social situation to gain authentic information. Moreover, data was triangulated to check the reliability. To make sure how the research was done, findings were examined throughout by the adviser and colleagues in the same field.

Finally, the researcher tried to establish the conformability of the findings of the study by providing evidence from the interview transcripts to support all claims and interpretations in the appendix parts.

3.11 Ethical Considerations of the Study

In the process of this study, the researcher obtained permissions from several individuals and groups. Then he collected data. Researchers must consider ethical issues before they begin doing a research because ethical problems can be avoided only by planning carefully and consulting with appropriate individuals and groups prior to doing the research (Shaughnessy & Zechmeister, 2012:59). Therefore, to get permissions from organizational personnel, the researcher was required to contact them before the start of the study.

To do this, letter of support was issued from Adama Science and Technology University. Following this, the issued permission letter was given to School of Excellence and Kunche Deka Bora Secondary Schools so as to open their doors for the study. Then, informants were fully informed about the purpose of study so that they could participate or have the right to withdraw from the study at any time without being penalized. Hence, in this research after identifying and selecting participants, they were briefed about the purpose of the study and data collection methods. Finally, every care was made to ensure that the information they gave would not make them, directly or by implication, identifiable.

CHAPTER FOUR: DATA PRESENTATIONS AND DISCUSSIONS

This chapter presents data collected from participants of both private and public schools using questionnaires, observations and interview. To make the presentations logical, this chapter intends to present using four consecutive sections. Primarily, the chapter begins by presenting and discussing data collected through questionnaires. In this section, responses of students were analyzed using descriptive and inferential statics. Then, the chapter presents analysis of data collected through observation. Furthermore, it presents data collected from EFL teachers, department heads, better English speaker students and parents using interview in each school qualitatively. Finally, discussion was made to check data triangulation of the results.

4.1 Background of the Participants

Data was collected and analyzed from March to June, 2017 G.C. from participants of different backgrounds. The participants of this study (for the questionnaires) were some randomly selected grade nine students from both private and public schools. Table 2 below summarizes background of the participants of the questionnaire as follows.

Table 2: Description of the Participants

		Sex			Age								
					15-16			17-18			>19		
					M	F	T	M	F	T	M	F	T
School	Private	Male	Female	Total	10	21	31	7	2	9	-	-	-
		17	23	40									
	Public	Male	Female	Total	5	12	17	14	16	29	9	5	14
Total		45	55	100	15	33	48	21	18	38	9	5	14

In Table 2, some information about background of participants was presented. In terms of age status, 31(77.5%) of students in the private are age appropriate to secondary school whereas only 17(28%) of students in the public are age appropriate for secondary school. The researcher assumed students in the private school perform speaking skill better because of their age appropriateness to the school and vice versa. In addition, the sex description accounts for a total of 45 males and 55 females who were inculcated in the study in both private and public schools.

4.2 Presentations of Responses of the Students via Questionnaire

To avoid a vague report and unnecessary repetition that could reduce the quality of the study, the researcher was interested in presenting analysis of the data obtained through two types of questionnaire precisely followed by summary of the analysis using graphical representation.

4.2.1 Presentations of Data via Close-ended Questionnaire

The data gathered via questionnaire was tabulated, analyzed and presented primarily because of its easiness to code and to analyze. Moreover, in the statics description of the analysis the researcher used frequencies, mean and grand mean in each table. In addition, to analyze the questionnaire the researcher used inferential statics to compare means of the two schools by using t-test. During administering the questionnaire, one hundred questionnaires were distributed to 45 males and 55 females of 500 students in both schools. In the questionnaire, the first five questions were mainly about interactive activities, the next five questions emphasized on extra class activities and the last five questions focused on conducive speaking English learning environment practiced in both schools to enhance students' speaking skill. Each category has one open ended question which was analyzed qualitatively immediately after the analysis of close ended questions. Therefore, the following responses were obtained on the basis of three categories.

A. Interactive Activities Practiced in Both Schools

Interactive activities are essential to improve students 'oral proficiency. To make language learning meaningful, EFL learners need to be exposed to communicative activities which allow them to take part or to have their own language production. The researcher analyzed and summarized the results of interactive activities practiced in the private and the public schools in the following table.

Table 3: Students' Response to Items on Interactive Activities

No.	1.Interactive activities	School	Alternatives						Mean	Std. Dev.	T-test		
			4	3	2	1	0	Total (n)			df	t	sig
1.1	I Pretend role play activities	Private	4	18	16	2	0	40	2.6	.74	81.4	-5.900	.000
		Public	1	10	11	38	0	60	1.6	.72			
1.2	I take part in group discussions	Private	2	15	18	5	0	40	2.4	.77	90.3	1.410	.162
		Public	2	6	25	27	0	60	1.7	.87			
1.3	My teacher encourages me to paraphrase my speaking	Private	3	18	17	2	0	40	2.6	.71	84.3	-5.350	.000
		Public	10	8	20	20	2	60	2.0	.72			
1.4	I practice problem solving activities	Private	2	24	12	2	0	40	2.7	.66	91.7	-3.580	.001
		Public	3	7	14	34	2	60	1.6	.77			
1.5	I make a debate on two opposite ideas	Private	1	16	19	4	0	40	2.4	.70	92.7	-2.329	.011
		Public	4	6	21	26	3	60	1.7	.83			
	Grand mean of the private school = (M = 2.5) Grand mean of the public school = (M = 1.7)												

(4 = Very great deal, 3 = Quite a lot, 2 =Moderate, 1 =very little, 0 = Not at all, t = t –calculated , df = degree of freedom, sig = significance)

In Table 3, the mean score (m =2.6) indicates that students in the private school practiced role play activities in their speaking class. Whereas, the mean score (m =1.6) shows that students in the public school practiced role play activities to promote their speaking skill. In addition, the mean score (m=2.4) reveals that students in the private school take part in group discussion. On the other hand, the mean score that students in the public school participated in group discussion to enhance their speaking proficiency was found to be (m= 1.7). Moreover, the mean score (m = 2.6) demonstrates that the students in the private school are encouraged to paraphrase their speaking in other words. However, the practice of students encouragement in the public school to paraphrase their speaking in the mean score was found to be (m= 2.0).

Added to this, the mean score ($m = 2.7$) in the Table indicates that students in the private school practiced problem solving activities. Contrary to this, the mean score ($m = 1.6$) indicates that students in the public school take part in problem solving activities to enhance their speaking skill. Finally, the mean score ($m = 2.4$) in Table 3 showed that students in the private school make debate to promote their speaking skill. On the other hand, the practice of making debate in the public school was found to be ($m = 1.7$). Comparatively speaking, the grand mean value of private school ($M = 2.5$) shows that students in the private school perform better in practicing interactive activities to promote students' speaking proficiency. Moreover, the result of inferential statistics in Table 3 reveal that except group discussions all other interactive activities demonstrated statically significant difference at $\alpha = 0.05$ level of significance.

Richards (2008: 19) suggests that instead of repetition of drills or memorizations of dialogues students need to be taught speaking skill in communicative way. But, the grand means indicate that the implementation of these activities is moderate in the private school and very little in the public school. In addition, Harmer (2001:352) suggests that language games, role play, problem solving activities and group discussions play important roles to foster students' speaking proficiency. However, the practices of such activities in both schools seem to be inadequate particularly in the public school to promote students' speaking skill.

B. Extra Class Activities Practiced in Both Schools

Extra-class activities are very important to all students, particularly, for EFL learners as it assists them develop self - confidence and respect. The researcher summarized the results of extra class activities practiced in both schools in the following table.

Table 4: Students' Response to Items on Extra Class Activities

No.	2. Extra class activities	School	Alternatives						Mean	Std. Dev.	T-test		
			4	3	2	1	0	Total (n)			df	t	sig
2.1	I participate in English club	Private	1	19	18	2	0	40	2.5	.64	97.1	-4.346	.000
		Public	0	0	2	1	57	60	0.08	.87			
2.2	I act model speeches outside the classroom	Private	4	18	14	4	0	40	2.6	.82	88.1	-2.329	.023
		Public	2	6	13	26	13	60	1.2	.88			
2.3	My teacher motivates me to take part in show programs (drama, music...)	Private	3	20	17	0	0	40	2.7	.62	96.8	-3.414	.001
		Public	0	4	18	28	10	60	1.3	.84			
2.4	I speak English with my friends outside the classroom	Private	7	22	9	2	0	40	2.7	.75	88	-2.955	.004
		Public	11	9	30	3	2	60	2.2	.80			
2.5	I retell short stories to my classmates outside the classroom	Private	4	16	18	2	0	40	2.6	.77	84.3	-4.122	.000
		Public	5	6	23	15	11	60	1.7	.78			
Grand mean of the private school = (M = 2.7) Grand mean of the public school = (M = 1.8)													

(4 = Very great deal, 3 = Quite a lot, 2 =Moderate, 1 =very little, 0 = Not at all, t = t –calculated , df = degree of freedom, sig = significance)

In Table 4, the mean score (m= 2.5) indicates that students in the private school participated in English club. On the other hand, the mean score (m= 0.08) in the Table revealed that students in the public school take part in English club. Added to this, the mean score (m = 2.6) in the table indicates that students in the private school act model speeches of famous people to promote their speaking proficiency. Whereas, the practice of acting model speeches of famous people in the public school was found to be (m =1.2).

Moreover, the mean score ($m = 2.7$) shows that students in the private school are encouraged to participate in show programs such as drama and music. However, the participation of public students in show programs was found to be ($m = 1.3$). In addition, the mean score ($m = 2.7$) reveals that students in the private school speak English outside the classroom. Contrarily to this, the practice of speaking English outside the classroom in the public school was found to be ($m = 2.2$). Eventually, in the private school the practice of retelling short stories outside the classroom was ($m = 2.6$). On the other hand, the mean score ($m = 1.7$) indicates that students in the public school practiced retelling short stories outside the classroom. Relatively speaking, the aggregate mean value ($M = 2.7$) of the private school shows that students in the private school perform extra class activities better. Furthermore, the result of inferential statistics in Table 4 reveals that all extra class activities showed statically significant difference at $\alpha = 0.05$ level of significance.

In connection to this, Park (2015: 53) suggests that extra class activities give students the opportunity to work as a team, and gives them a sense of belonging in their schools. Thus, students in the private school have better opportunities to develop their self confidence in speaking. In addition, the implementation of extra class activities in the public school tends to be very little. However, Pegrum (2000:1) states that any language which learners come across outside the classroom is authentic language. This implies exposing students to pieces of the outside world has an important function in respect to providing realistic language input to promote students' speaking proficiency.

C. Conducive English Speaking Learning Environment Practiced in Both Schools

Teachers can create a classroom environment conducive to oral communication. The researcher summarized and analyzed the results of creating conducive learning environment practiced in both schools in the following table.

Table 5: Students' Response to Items on Creating Conducive Environment

No.	3. Conducive English Speaking Environment	School	Alternatives						Mean	Std. Dev.	T-test		
			4	3	2	1	0	Total (n)			df	t	sig
3.1	My English teacher is confident when he/she speaks English	Private	5	22	11	2	0	40	2.8	.74	81.6	-4.240	.000
		Public	1	10	11	38	0	60	1.6	.72			
3.2	I am shy when I speak English	Private	6	17	5	12	0	40	2.4	1.0	83.3	-2.971	.004
		Public	2	6	25	27	0	60	1.7	1.0			
3.3	I use my mother tongue in speaking section	Private	5	11	17	6	0	40	2.3	.97	74.5	2.003	.049
		Public	10	8	20	20	2	60	2.7	.83			
3.4	My English teacher consults my parents about my speaking skill improvement	Private	2	22	13	3	0	40	2.6	.71	97.3	-3.804	.001
		Public	3	7	14	34	2	60	1.6	1.1			
3.5	My classroom is comfortable to speak in groups	Private	9	25	4	2	0	40	3.0	.73	94.3	-7.239	.000
		Public	4	6	21	26	3	60	1.7	.90			
Private School Grand Mean = (M = 2.6) Public School Grand Mean = (M = 1.9)													

(Very great deal, 3 = Quite a lot, 2 = Moderate, 1 = very little, 0 = Not at all, t = t –calculated , df = degree freedom, sig = significance)

In Table 5, the mean score (m= 2.8) indicates that students in the private responded their English teachers are confident when they speak English. On the other hand, the mean score (m=1.6) in the public school reveals that students' response about their English teacher's confidence when he speaks English. In addition, the mean score (m = 2.4) shows that students in the private school are shy when they speak English. While the mean score (m= 1.7) indicates that students in the public school are shy when they do so. Moreover, the mean score (m = 2.3) shows that students in the private school use their mother tongue in the speaking class. Whereas, the public school students use their mother tongue were found to be (m = 2.7). Added to this, the mean score (m =2.6) in the private school shows that English teachers consulted parents about students' success or failure in speaking English.

However, the mean score ($m = 1.6$) shows that English teachers consulted parents about students speaking English. Eventually, the mean score ($m = 3.0$) reveals that the private school has comfortable classroom for speaking English. Nonetheless, the mean score ($m = 1.7$) indicated that how classroom is comfortable for speaking class in the public school. Comparatively speaking, the aggregate mean ($M = 2.6$) in the private school shows that classrooms are more comfortable for speaking than classrooms in the public school. Furthermore, the result of inferential statistics in Table 5 revealed that all items to measure conducive English learning environment showed statically significant difference at $\alpha = 0.05$ level of significance.

This result prevails that the implementation of creating conducive environment seems to be moderate in the private school and very little in the public school. In this regard, Amanda (2014: 210) confirms that when students learn English as a second language, they could face fear of negative evaluation from peers and teachers, negative self-evaluation, negative attitudes towards English classes, and fear of failure which directly affect improving their oral proficiency.

4.2.2 Presentations of Data via Open –ended Questionnaire

The open ended interview from students in the private school reveals that they use group work, pair work, acting famous people speech, paraphrasing and retelling short stories in speaking class. In addition, their responses indicate that they take part in English club and they celebrate English Day in their school outside the classroom. Moreover, students' response indicates that they use different reference books and their English teacher creates easy going speaking English learning environments when they learn speaking.

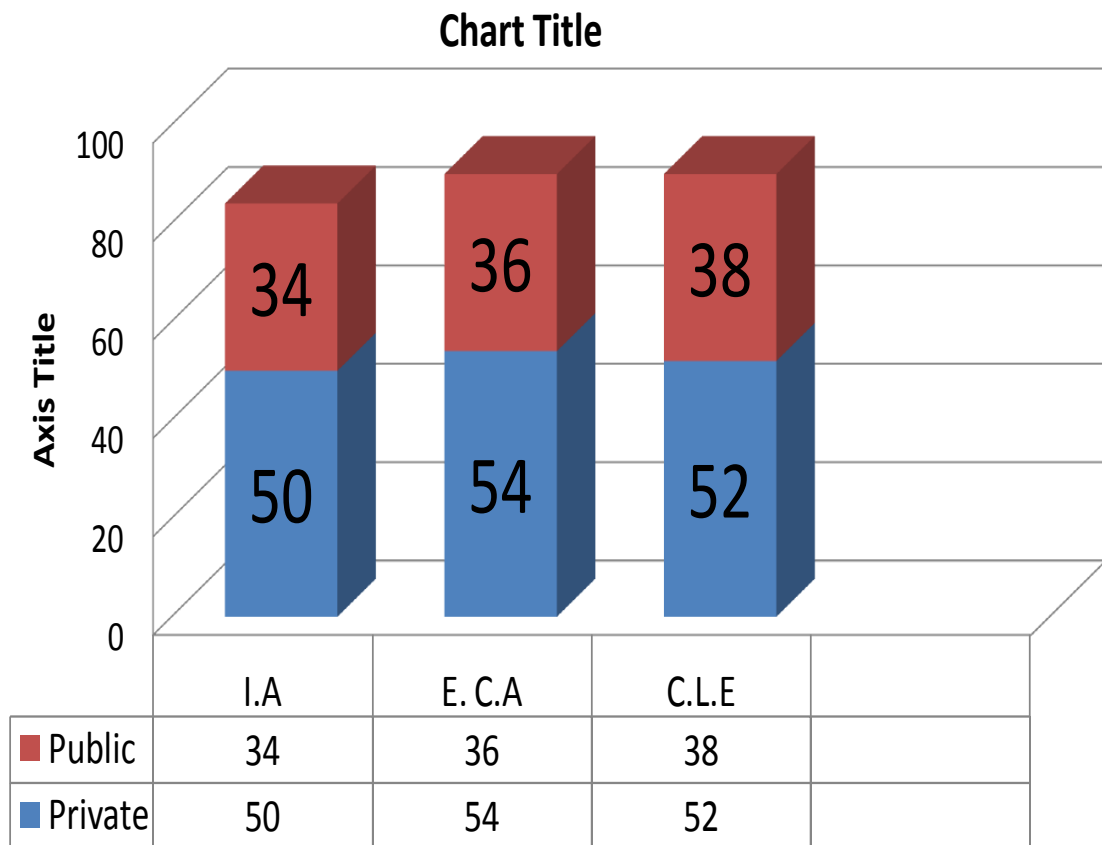
In the same way, the responses of students in the public school indicate that they use group work and pair works to improve their speaking proficiency in speaking class. In addition, they replied that they speak English outside the school. Furthermore, the responses of students in the public school indicate that their English teacher encourages them to speak English in the classroom.

Comparatively speaking, students in the private school listed different kinds of interactive activities, extra class activities and conducive speaking English environment compared to students in the public school. Hence, the private school seems to have better performance in practicing communicative activities to enhance students' speaking proficiency.

4.2.3 Summary of the Private Vs the Public School on Promoting Speaking Skill

The researcher summarized the results of data analysis of the close-ended questionnaire from students in both schools presented from Table 1 to Table 5 using the following figure in percentages. The percentages are obtained by dividing the grand means in each school to the five alternatives and then the result is multiplied by 100.

Figure 1 : Comparisons of Private Versus Public Schools in Mojo Town on Promoting Speaking Skill



(I.A= Interactive Activities, E.C.A = Extra class Activities, C.L.E= Conducive Learning Environment)

In Figure 1, the researcher attempted to compare the private school (School of Excellence and Kunche Deka Bora Secondary Schools in Modjo Town) based on their performances to promote students' speaking skill. The figure indicates that the private school implemented interactive activities (M= 2.5 or 50 %) to promote students speaking skill. On the other hand, in Figure 1 the public school implemented similar interactive activities to promote students' speaking skill. The figure indicates that the public school implemented these activities only (M= 1.7 or 34%).

Comparatively speaking, although the implementation of interactive activities to enhance students' speaking in the private school is not quite a lot, the private school seems by far better than the public school in promoting students' speaking proficiency.

The figure also indicates the private school attempted to implement extra class activities (M=2.7 or 54%) to enable its students to speak English better. This percent may not fully invite students in the private school to promote their oral proficiency. At the same time, Figure 1 indicates that in the public school, there is an attempt to expose students to extra class activities. But, the attempt accounts only (M=1.8 or 36%). This performance of public school shows teachers limit their students to classroom activities than allowing them practice speaking English outside the classroom. Relatively speaking, the private school has better performance on exposing students to extra class activities so that they could enhance their speaking proficiency compared to the public school.

In Figure 1, it is indicated that the private school tries to create conducive English speaking learning environment for students (M =2.6 or 52%). This amount of implementation of creating conducive English learning environment in the private school is not enough as it is required. In the same way, the figure shows that the public school also creates conducive English speaking learning environment (M= 1.9 or 38 %) for its students. The public school tries to create the desired English speaking learning environments to improve students' oral proficiency. However, the attempt is not quite a lot to improve students' speaking skill.

4.3 Presentation of Classroom Observations

The researcher made a total of four classroom observations (two for each school). During his observations, he prepared two observation checklists mainly focused on the practice of promoting students' speaking skill in each school. Finally, the researcher summarized all the observations of data using that following table.

Table 6: Observation Checklist to Observe Interactive Activities Used by EFL Teachers

Grade _____ Section _____ Period _____ Date _____

The speaking Topic _____ No. of Students _____ School _____

No.	Interactive Activities to promote students' speaking proficiency	School of Excellence (Private school)		Kunche Deke Bora Secondary School (Public school)	
		Observation One	Observation Two	Observation One	Observation. Two
1.	Group Discussions	✓	✓	✓	✓
2.	Dialogues	✓	x	x	x
3.	Problem solving activities	x	✓	x	x
4.	Language games	x	x	x	x
5.	Information gap activities	x	x	x	x
6.	Role play	x	✓	x	x
7.	Interpreting pictures	✓	x	x	x
8.	Simulations	x	✓	x	x
9.	Retelling stories	x	x	x	x
10.	Reporting assignments and class works	✓	✓	x	x
11.	Peer work	x	✓	✓	✓
12.	Debate	x	x	x	x
13.	Ranking	x	x	x	x
14.	Giving Directions	x	x	x	x
15.	Others(if any)	x	x	x	x
✓ = Yes, x = No					

The researcher observed the classroom in speaking classes on different titles in both private and public schools four times after informing the classroom teachers. The titles of speaking were “Expressing your Agreement and Disagreement” on page 48 of student text book (Day One) and “Discussion on About AIDS” on page 82 of student text book (Day Two) in the private school. Based on the checklists, the researcher put marks on some interactive activities in the Table 6. The purpose of observing the classrooms was to observe what interactive activities are practiced by EFL teachers to enhance students’ speaking skill.

During the first observation in the private school, some communicative activities were carried out by English teacher and students. For instance, students were put into small groups and then they were given a topic to be talked about. Then, they came up with reflections of their discussions. On the same observation, the researcher observed students making a dialogue. Students were talking on language of agreement and disagreement freely. Even though the researcher set many communicative activities in his check list, he found only some of them being practiced.

Since a one day observation could not show the implementation of interactive activities, the researcher decided to make a second day observation. In the second day observation, the researcher followed the same procedures like what he did in the previous day. Then as it is stated in the above Table group discussions, role plays activities, simulations and reflections of different assignments were carried out. The researcher identified different communicative activities not being practiced in the private school.

In the same way, the researcher observed two grade 9 sections for the same purpose in the public school. In his first observation, he observed very few interactive activities such as group discussion and peer work. Likewise, the researcher made the second observation and observed the same interactive activities implemented in his first observation to promote students’ speaking skill. Comparatively speaking, it is easy to understand from the observations that the private school implemented different communicative activities better than the public school.

Table 7: Classroom Observation Checklist Conducive English Learning Environment

Grade: _____ Section _____ Period _____ Date _____

The Speaking Topic: _____ No. of Students _____ School _____

No.	Creating conducive environment	School of Excellence		Kunche Deka Bora Secondary Schools	
		Observation One	Observation Two	Observation One	Observation Two
1.	Teacher's confidence when he or she teaches speaking	✓	✓	✓	✓
2.	Students' use of L1 in the classroom	x	✓	✓	✓
3.	Are the students Self-confident (absence of observable anxiety and shyness while speaking English)	✓	✓	✓	✓
4.	The suitability of seating arrangements	✓	✓	x	x
5.	Teacher provides positive encouragement,	✓	✓	✓	✓
6.	Teacher gives students extra time for students to speak	x	✓	x	x
7.	Students are allowed to have preparation time before speaking in front of the class	x	x	x	x
8.	Teacher makes sure that other students offer positive feedback and encourage the speakers	✓	x	x	x
✓ = Yes x = No					

The public school has 70 students in the classroom during the observations in four sections. Thus, it asks commitment of teachers to manage the class. However, the private school has 50 students on average in three sections. This sounds better to manage. In addition, as indicated in Table 7, from the four observations the researcher concluded that English teachers in both schools are friendly and self confident when they teach English. Moreover, some students use their L1 (Amharic) in their speaking class in the private school. However, many students use their L1 (Afan Oromo) in the public school when they learn speaking.

As indicated in Table 7, during the observations self-confidence of students (how students feel when they speak English) were observed. Thus, in both schools many students feel afraid when they speak English in the classroom. However, relatively speaking private school students seem to be more confident than that of public school students. Similarly, from the observations the researcher observed that the seating arrangement in private schools was available to carry out speaking activities because they are arm chairs. However, the seating arrangement in the public school was arranged in the way that students could not form groups easily.

In addition, Table 7 shows that in both the private and the public schools students are encouraged positively to speak. This created better welcoming English learning Environment to promote speaking skill of students. Moreover, in both observations, the private school teachers gave extra time for students to speak. However, unlike in the first observation, the public school teacher did not give extra time for his students to speak in the second observation.

Moreover, Table 7 reveals that students in both private and public schools were not encouraged to prepare themselves to speak English before speaking in front of students. Finally, the researcher observed other students encouraged students who were speaking English only in the private school in his first observation. Thus, from his two days observations in each school, the researcher concluded that the private school relatively created moderate conducive speaking English environment to enhance students' speaking skill. Contrarily to this, the public school seemed to have very little welcoming environments to promote students' speaking skill. But, the fact is where ever the school be it private or public students need to be exposed to conducive environments to enhance students' speaking skill (Amanda, 2014: 210).

To sum up, in the four consecutive classroom observations, the researcher observed different interactive and extra class activities that were implemented in both schools. Students in the private school were exposed to group discussions, pair work, dialogues and peer work. However, the extent of the implementation shows that still students in the private school need to take part in varieties of communicative activities. On the other hand, the classroom observations in the public school reveal that there is very little implementation of such activities to improve students' speaking skill. Students were not very much engaged in communicative activities. In general, the classroom observations show that the performance of exposing students to interactive activities in the private school is a little bit better than the practice of such activities in the public school.

4.4 Presentations of Data Obtained via Interviews

The responses of EFL teachers and department heads were used to address what types of interactive activities, extra class activities and creating conducive English learning environment are implemented to enhance students' oral proficiency.

4.4.1 Responses of Teachers to Interview

To do this, the researcher first asked willing of interviewees to give some information by telling them the purpose of the study. Then, they replied as follows. The process was supported by audio recorder and transcribed below. The record for the private school teachers was carried out on March 22nd, 2017 (Thursday from 5: 30 PM to 5: 45 PM). In addition, the record for the public school teachers was held on a day later from 4: 00 PM to 4: 15 PM. The analysis of the interview was made after four interviewees' responses in each item.

Interviewer: "How do you think exposing students to interactive activities plays impressive roles in improving students' speaking proficiency?" And how far do you implement them? (Item no.1)

Private School Teacher 1 (PST1): "To me, these activities are used to take part in speaking freely, actively and they make students contribute some oral speeches in speaking. I practice them moderately in my teaching speaking section."

PST2: “Okay, it is interesting question. Communicative activities allow students to perform speaking skill better; I use different techniques that allow students to be engaged in different speaking activities. I use them quite a lot in speaking sections.”

Government School Teacher 1 (GST1): “Well, first I thank you. Most students need some situations to take part in speaking activities otherwise they remain idle in the classroom. Thus, the nature of the language itself needs reaction. Therefore, it is very important. However, I sometimes use such activities.”

GST2: “I think to learn English as a second language; students need to produce oral proficiency. To do this, I include communicative techniques in my speaking teaching strategies. But, I practiced some of them and left out many of them.”

From the interview of EFL teachers, the researcher concluded that communicative activities are important to promote students’ English speaking skill. In addition, EFL teachers in both private and public school believed that to make English speaking meaningful in the classroom, students need to be exposed to different situations that facilitate developing speaking skill of students. The teachers in the private school use these activities in a better way. However, the teachers in the public school use these activities not in way that students could perform speaking interactively.

Interviewer: “What types of communicative activities do you use to improve your students’ speaking skill?” (Item no.2)

PST1: “In order to make my students engage in speaking activities actively, I use many types of communicative activities. For instance, language games, role play activities, acting model speeches, dialogues, retelling stories and interpreting pictures are some of such activities I use in teaching speaking class.”

PST2: “Okay, there may be some challenges to use some interactive activities in the classroom. As an EFL teacher, I use some sort of interactive activities such as telling and showing directions, invitations and departure and language games to improve my students speaking skill.”

GST1: “Well, I rarely use different types of interactive techniques to enhance my students’ English speaking skill. First, I give them different situations to be involved in role playing activities like patient and doctor, shopkeeper and customer.”

GST2: “I think learning speaking English without speech production is impossible. Thus, always I include different communicative techniques which could be feasible to practice like group work, pair work and reporting and reflections.”

The responses from the interviewees show that students in both schools were exposed to communicative activities to improve their speaking proficiency. In addition, teachers in both schools are aware of using interactive techniques to improve their students’ speaking skill. The private EFL teachers listed different types of interactive activities they use to promote students’ speaking skill.

In the same way, the public school EFL teachers responded that students need to be allowed to take part in different situations to improve their speaking skill. However, their responses showed that there is only little implementation of interactive activities to enhance students’ speaking skill in the public school.

Interviewer: “How do you think encouraging students in paraphrasing their speaking in other words is important in enhancing students’ speaking skill? How much do you use it? (Item no.3)

PST1: “It is very important. I encourage my students whenever they attempt speaking English. I ask them to paraphrase it and say it again in other words. I also praise them for doing this. I use it when the students’ speaking is not clear to me.”

PST2: “I think this strategy is one of the strategies to make students participate in oral interaction. Therefore, it is important. I make students paraphrase their speaking consciously. In the way of paraphrasing, they could develop even more vocabularies in their speaking.”

GST1: “If it is managed it very carefully, it is important. I am happy to encourage my students when they speak English. However, only few students attempt to speak English. I use the technique when it is important.”

GST2: “It is important. Students may feel afraid and forget what they have said. So, I use paraphrasing for students who are speaking confidently to say their speaking in other explanation.”

The responses of teachers indicate that all of them believe encouraging students to paraphrase their speaking is important. Moreover, it seems that the teachers in private school deliberately encourage students when they speak English. The responses of both teachers in the public school showed that they encourage students to say their speech in other words while students are speaking. However, teachers in the public school use the strategy when they think it is important. Hence, it seems that students in the private school have more opportunity to be allowed to explain their speaking in other way round than students in the public school do.

Interviewer: “What kinds of extra class activities your students practice to improve their speaking skill? (Item no.4)

PST1: “In my school, in addition to the classroom speaking activities, there are many opportunities that could help students develop their speaking proficiency. For instance, in private school practice speaking in the form of debate, model speech of famous people, mini media and different shows.”

PST2: “Well, these extra class activities are practiced out of the classroom. They also help students participate in any community activities. In this school, students participate in English club, sports and entertainment activities like reading poems and showing talents in music.”

GST1: “In this school, students and teachers has less commitment in speaking English outside the classroom. Last year, we started to invite students to make a debate. This year, however, we did not do it. In addition, our school has no more English club and it has no stage for speaking English outside the classroom.”

GST2: ‘In relation to this, I had better say students in this school have very little opportunity to practice speaking outside the classroom. Students have little chance to take part in English club, debate and any entertainment activities in this school. But, students practice debate rarely.’

The responses of the teachers in these two schools show that the students in the private school seem to have more opportunities to speak English outside the classroom. For instance, students in the private school are encouraged to take part in expressing their ideas in English club, reading poems and music. However, the teachers in public school replied that the school has a little trend on exposing students to such activities. Therefore, students in the private school have more exposure than students in the public school in practicing out of class activities to promote their speaking skill.

Interviewer: “What kinds of positive speaking English learning environment do you create to promote your students’ speaking proficiency?” (Item no.5)

PST 1: “I personally believe that students may not improve their speaking skill if they are left only to speaking drills. I need to create good environment in the speaking class. I prepare myself on the topic, I avoid any destructors, I encourage my students to speak and I teach them friendly.”

PST2: “Speaking without reaction remains meaningless. I try to make the environment easy going before I start teaching speaking class. I give them extra time before they speak. I also follow whether every student is engaged in speaking activity using the target language.”

GST1: “When I teach speaking English, I want to get students’ attention, their active participation and easy interaction. Therefore, I use common words and I use clear instructions so that students could get speaking the target language easy.”

GST2: “As far as possible, I try to arrange seating arrangements to make it comfortable for speaking class, I try to create situations, and I encourage students to speak English freely.”

The responses of teachers in both schools show that there is a trend in creating better speaking English environment to promote students’ oral proficiency in both schools. The teachers in the private school explained that students in the private school perform speaking section in attractive environments. For instance, teachers’ preparations on the speaking topic they teach and the presence of easy going environments in the classroom sound better. In the same way, teachers in the public school described that they have good attempt on availing students to welcoming speaking English learning environment.

Interviewer: “How far do you discuss with parents to improve students’ speaking skill?”
(Item no.6)

PST1: “I consult parents to discuss on progress or failure of students at school. They come to school and ask me if their child is effective in speaking English and other related success in the school. In my turn, I ask these parents how they give support and follow their children at home.”

PST2: “In the private school parents take responsibility about their children. They evaluate the school with the performance of their children. Therefore, I discuss with parents on any issues including some ways to improve students’ speaking skill at home.”

GST1: “Well, it is good to discuss with parents about their children’s speaking performance. However, they are not willing to come to school to talk about their children success or failure. They come to school only for special occasions.”

GST2: “In this school it is not common to work collaboratively with parents. I ask students to come with their parents to discuss on students general achievements. But, only few parents come to school throughout the year.”

The responses of teachers in the interview show that the private teachers discuss with parents on students’ issues in general and about their speaking skill in particular for a long time. This facilitates to create conducive learning speaking English environment at home as well as at school. On the other side, teachers’ response from the public school indicated that many parents are not willing to come to school about their child. Only few of them do this. Comparatively speaking, parents in the private school are working collaboratively with the school. However, the public school seems to have weak relation with parents on working together about students’ performance.

Interviewer: “What opportunities do your students have to practice speaking English outside the school?” (Item no. 7)

PST1: “This school mainly focuses on promoting speaking skill in the school compound. Students celebrate English Day in the school once a week. And some speak English with their parents.”

PST2: “Some may have opportunities to act famous people speech on the flag ceremony. Some students also have the opportunities to act like journalist and read news paper for students. “

GST1: “Clever students may speak English outside the classroom otherwise students have no chance to speak English outside the classroom.”

GST2: “They have no more opportunity to speak English outside the classroom. But, I direct them to listen to any English Medias, to use Social Medias and to use any opportunities to improve their speaking skill.”

The responses of teachers of the private school show that students in the private school have some opportunities to speak English outside the classroom. For instance, some students act as journalist and others act as famous people outside the classroom. And some read English poems. On the other hand, teachers in the public school responded that students in this school have no opportunities to practice speaking English outside the classroom. Comparatively speaking, students in the public school have very little opportunities to speak English outside the classroom.

4.4.2 Responses of Department Heads to the Interview

The department heads in both schools are at the same time teachers and they teach English. So, they were asked three interview questions as department heads. The record for the private school department head was carried out on March, 22nd, 2017 from 5: 50 PM to 5: 55 PM. In addition, the record for the public school department head was held on a day later from 4: 20 PM to 4: 25PM. The analysis of the interview was made after two interviewees’ responses in each school.

Interviewer: “What is your contribution as a department head to create conducive English learning environments in the speaking classroom?” (Item no.1)

Private School Department Head (PSDH): “I organize short trainings on method of teaching speaking to assist teachers to prepare themselves, to create different situations, I also discuss on the classroom situations, students behavior and how to work with parents collaboratively. The students’ speaking performance has great influence on parents. I work effectively with teachers to create friendly environment for speaking in the classroom.”

Government School Department Head (GSDH) : “I give support to a teacher to encourage students who speak English in the classroom. I make sure if teachers teach speaking sections in the text book.”

The responses from both department heads indicate that they have their own roles to help teachers in teaching speaking in friendly environment. In the private school, the department head responded that the success of students’ speaking performance encourages the school and their families. In addition, the department head added that the school is working collaboratively with the parents. This directly helped the students achieve better in their education. Moreover, capacity building for teachers was also organized for teachers. In the public school, the department head replied that he played his own roles to promote students’ speaking skill by giving support to the English teacher. However, it seems that English department head in private school performed more comprehensive roles than the department head in public school

Interviewer: “What kinds of follow up activities do you organize to observe that English teachers allow their students to participate actively in speaking activities?” (Item no. 2)

PSDH: “I use checklists to follow up all activities carried out by English teachers in the classroom. In addition, I make classroom observations to identify how learning and teaching is going on in general. Moreover, I identified gaps and give remediation to these gaps.”

GDSH: “English teacher prepares weekly lesson plan. I always check him and give some constructive comments for the teacher. I also have a regular meeting as a department twice a month on teaching and learning.”

From the above interview with English department heads in private and public schools, the researcher concluded that some follow up activities to improve students’ speaking performance in private school were organized. For instance, capacitating English teachers to help their students in improving English speaking is a better attempt by the department heads in the private school. The department head in the private school also added he made classroom observations to identify to what extent students are engaged actively in speaking activities.

In the same way, some follow up activities to promote students' speaking proficiency were set in the public school. For example, the department head check teachers' weekly lesson plan, give feedback and organize regular meeting. Comparatively, speaking, in the public school it seems to have some gaps on unity and collaborative working with English teacher especially on capacity building on how to teach speaking skill communicatively.

Interviewer: "How does your leadership in the department contributes to expose students practice speaking English outside the classroom?"

PSDH: "I and the school director tried to establish school clubs, mini Medias, to arrange questioning and answering programs with neighboring schools for students so that they could improve their speaking.

GSDH: "Last year, I persuaded teachers and students to celebrate English Day to enable every one practice English in the school. However, this year the school has no this attempt. In addition, the department added that he made the school buy different books to help students develop their speaking."

From both departments heads the responses show that they influence the school principals to promote students' speaking skill. According to the department head in the private school, he worked hard to allow students practice speaking English outside the classroom. The practice ranges from outside the classroom to neighboring schools. On the other side, the department head in the public also influenced the public school to exert much effort to enhance the practice of speaking English outside the school. Therefore, from their interview the researcher concluded that the private school administrations take comprehensive accountability to make speaking English practicable outside the classroom compared to the public school.

4.4.3 Responses of Better English Speaker Students and Parents to Interviews

To describe to what extent students' speaking performance varies in public and private schools or to explain students' speaking status in both schools, the main tool used to collect information was interview. Three better English speaker students from each school were purposely interviewed. In addition, three parents were interviewed. The interview was used as oral test for students. The audio transcription of the six students was transcribed.

4.4.3.1 Responses of Students to Interviews

Three items of open interview for students were prepared so that they could react accordingly. The audio document of both private school and public school were analyzed one after another. The record for private school students was made on April 27, 2017 from 5: 30 PM to 5: 45 PM. In the same way, the interview of students in the public school was recorded on the next day from 4:00 PM to 4: 15 PM. The analysis of students' responses was made after the responses of students in each school.

Interviewer: "Please, introduce me some of your school rules and regulations!" (Item no. 1)

Private School Student 1 (PSS1): "Wearing our uniform, not being late, not...we do not have going outside without reason."

PSS2: "Ah, disturbance is avoided, and also some rules related to students' school uniform, behavior of students, and also respecting teachers."

PSS3: "The very beautiful thing is every school has its own principles and rules. For example, not disturbing the classroom, wearing school uniform, not chewing gums in the classroom are some examples my school rules and regulations."

The responses of the students in the private school show that they addressed the first item of the interview very well. First, they understood what they were asked. They pronounced words they spoke correctly specially, the last two students pronounced words correctly. All the students were full of self -confident when they spoke. Although some sentences of students' response in the private school seem fragment, most of the speeches they produced were grammatically correct. Finally, students in the private school seem to know more words i.e. they did not encounter shortage of words while they were speaking. Students in the private school did not ask help for clarification.

Interviewer: "Please, introduce me some of your school rules and regulations!" (Item no.1)

Government School Student 1 (GSS1) : "Eh...Must wearing uniform, and then must respecting all of the teachers, and then respecting rule of the law of the school."

GSS2: "My school have a rule of law, it have a rules, and it have a lot of students. We wear uniform...it is this rules."

GSS3: "To in this school is learn education and other is..."

The above conversation was carried out between the researcher and the interviewees from the public school. The first student from public school seems to be self –confident. But, he lacked some words. Moreover, the pronunciation of the words he made was relatively better. On the other hand, the remaining two interviewees committed many mistakes in their speaking. For instance, the second interviewee’s sentences were full of grammatical errors. In addition, he had some confusion in his responses. The last student encountered some difficulties. He produced fragmented sentence which was very difficult to understand.

Interviewer: “What would you like to be when you grow up in the future? Why do you prefer this?” (Item no.2)

PSS1: “Lawyer. Because to stand for the people who ...im who do not have law”

PSS2: “Dr. because I want to heal people who are sick.”

PSS3: “I haven’t decided until now. But, I am thinking to be a doctor because in our country there are many people who are affected by many diseases. So, I want to find a medicine for these people”

From the interview, the researcher identified that private school interviewees reacted to item no. 2 and they managed the response well. They responded that what they would like to be in the future with some justifications. In their speaking, they used common and understandable words with the correct pronunciation. All students were self -confidents. However, some sentences produced by these students seemed to have grammatical errors otherwise they were able to express themselves clearly.

Interviewer: “What would you like to be when you grow up in the future? Why do you prefer this?” (Item no.2)

GSS1: “In the future, I want to be a doctor because I want to help my parents...im all the people in my village.”

GSS2: “I want to in the future engineer b/se it is very good job. I am help my parents and my country.”

GSS3: “The future is the prime minister of Ethiopia b/se there is no well democracy system. The future is good system democracy in Ethiopia.”

The above responses reveal that the interviewees from public school were asked the same question like students in the private school. When these students were speaking, they made many mistakes. Specially, the last two interviewees of public school made poor pronunciation, incorrect grammatical sentences and they lacked vocabularies while they were speaking.

Interviewer: “What will you do in your vacation in the coming summer?” (Item no.3)

PSS1: “Im ...I’ll visit my uncle’s house...in Addis Ababa.”

PSS2: “I have some programs to the coming summer to study the next grade, and I will have some visits to my families.”

PSS3: “Ah... I think I am going to visit my grandparents who live in Addis Ababa.”

The responses of students to item no. 3 of the interview, the private school students reacted to the question. The researcher took many inputs for his study from their speech. The interviewee understood and addressed the question in the way they were required to do so. Secondly, all the interviewees in the private school managed the pronunciation, use of selected words, and flow of ideas, self- confidence and tenses while they were speaking English.

Interviewer: “What will you do in your vacation in the coming summer?” (Item no.3)

GSS1: “I am my plan is grade 9 text book ... additional text book to ...to record good grade.”

GSS2: “I am studying different books in the library.”

GSS3: “I am help my parents, read different additional books.”

The reaction of these interviewees to the question shows that some of the students in public school were unable to explain their ideas on what to do in the coming summer. As it is observed from the interview, they used incorrect grammar, poor fluency of the language and use limited vocabulary. Comparatively speaking, students in private school students have better performances of pronunciations, usage of words, self –confidence and usage of correct grammars.

To sum up, the interview used as oral test for better English speaker students indicated that students in the private school have better command of English. During the interview they speak English confidently. In addition, they produced words quickly and pronounced the words correctly. Moreover, most of the sentences they used were grammatically acceptable. However, the oral interview discussed with the public students showed that all except one were shy. In addition, they lacked vocabularies and it took time to them to speak. Generally, students in the private seem to have better status in speaking English compared to students in the public school.

4.4.3.2 Parents' Responses to the Interview

The researcher took parents as one of the important sources of information for the study. Three parents from each school were interviewed open ended questions. Parents in the private school were interviewed using Amharic transcription while parents from the public school were interviewed using Afan Oromo. In both schools parents were chosen randomly on the occasion of their regular meeting at school. The record for parents from the private school was made on May 5, 2017 from 3: 30 PM to 3: 35 PM. In the same way, the interview of parents from the public school was recorded on May 14, 2017 from 5:15 PM to 5: 20 PM. The analysis of the interview was made after the reactions on each item in both schools.

Interviewer: "How do you describe private and public schools taking their accountability in providing quality education such as creating conducive learning environment for students?" (Item no.1) The following paragraphs summarize the responses of parents from both schools.

Private School Parent 1 (PSP1): "My elder son was attending in public school here in Modjo. He completed grade ten last year. Still he cannot produce even a single word in English. It was when he was in grade 8 that I decided to send the rest of my children to private school. Private schools require students to pay high fee. However, they hire very qualified and selective teachers. So, private schools are by far better than public school."

Government School Parent 1 (GSP1): "I do not know more about private schools. But I heard from my children private schools perform educational activities better and they require high charge. In our case, frankly speaking students complete grade ten with a little knowledge. Government schools do not have adequate resources."

PSP2: “Private schools like School of Excellence are famous in producing effective citizens since their establishment around 1997 E.C. In this school not only teachers but also parents take responsibility to the increment of their children efficiency in education. The school facilitates tutorial classes by paying other incentives to teachers. Perhaps, you may not find such trend in public school.”

GSP2: “Private schools are schools where children from well to do families attend their schooling. I think children learn better in the private school. The public school allows students to learn with free charge and our children learn there.”

PSP3: “Today, we are complaining the private school about its fee. I have a daughter here learning in grade 6. However, I am happy with her performance in the school. Teachers closely consult us about children’s success and failure. Hence, this makes the private school unique.”

GSP3: “I do not have children in the private school attending their lessons. However, some parents are complaining the high fee they pay and students’ performance in education is not comparable. The government school does not work closely with parents. Many students in this school are reluctant.”

The interview from parents of both schools shows that students in private school have the opportunities to improve their speaking. According to parents’ response, the private school has more or less conducive English learning Environment. However, the parents also responded about high charge of fee. These parents also described many students in the public school are not able to speak English and it does not work collaboratively with parents.

Interviewer: “What challenges do your children face in private/ public schools particularly in improving his/her speaking English? Do you think it is the same in both schools?” (Item 2)

PSP1: “There are many challenges in private school to be improved. In private schools students take entrance exam prepared by the school. In general, private schools are rule oriented. School fees show increment from day to day in private school. I think despite some gaps public school addresses the needs of all students accordingly.”

GSP1: “Teachers tell me that my children attending in this public school except one are performing speaking English poorly. So, my children are not willing to speak English even Afan Oromo. They are shy.”

PSP2: “Many parents send their children to private school because they think that there are welcoming environments in all aspects. However, there are many gaps in private schools to be addressed. Specially, as you observe in this school there is no welcoming environment compared to monthly fee per student. I think government school students are exposed to more challenges.”

GSP2: “The major problem of the public school is that our children are not getting job opportunity after completing grade ten. I think teachers do not dedicatedly assist our children to speak English.”

PSP3: “Yeah, without challenge you cannot find rose bed to success. I come to this school at least three times a month to follow up my sons. Many students misbehave. Some perform even less than students in government school in their educational achievements. Therefore, challenges are there in every school though the degree varies.”

GSP3: “I cannot speak more about private schools. But, in our case there many challenges our children are facing. I think some teachers do not assist students to be effective in their education. Students also do not do their homework. In general, these days quality of education is in a question.”

The interview obtained from the six parents indicated that be it private or public school there could be challenges. The main challenges that all parents raised in private school were the increment of fees from time to time. In addition, they also commented that the private school still lacked some facilities compared to its fees. The same parents raised their idea on challenges students faced in the government school. They also showed their ideas much effort must be exerted on the performance of the public school to promote students’ speaking skill despite some gaps getting increased from time to time these days.

Interviewer: “What kind of help do you give to your child at home to improve his/her English speaking? Do you think both private and public schools do the same?” (Item no.3) The following paragraphs summarize responses of parents in private school.

PSP1: “I personally help my children at home. I have two children who are learning at private school. When they come back to home, I help my children at least for an hour in their education. I only use English while I deal with them. If I am not mistaken many rural parents only send their children to school and expect them to be successful in education. It could be a matter of educational background.”

GSP1: “I do not help my children at home, but I order their elder brother to follow their educational performance. I think parents in private school are better than us in assisting their children at home.”

PSP2: “Well, I often come to school to follow my children’s success in their education. I look at their exercises to get assignments and home work done. So, I can say I help and follow my sons.”

GSP2: “Yes, I don’t make my children busy at home, especially when their exam comes.”

PSP3: “I have developed a schedule to help my children at home on their education. When I am busy, my wife mother helped them. So, we have really great contribution in our children’s success. I also provide necessary educational materials to them. I think there could be parents who help their children in education in rural public school, but such parents are rare in number.”

GSP3: “I cannot read and write. So, how could I help them? But, I help them in providing school with school materials and other issues.”

The researcher concluded from the interview that students in the private school have different accesses to help their children at home. The grounds they raised behind were educational background of parents, economic status of parents like assigning tutor and adapting children with technologies. Besides, parents in the public school explained that many parents in the public school may not have such accesses to help their children after they come back to their home. According to the idea of these parents, it would be foolish to conclude that rural public school students are helpless at home in their education. There could be few parents in the public school who have the same commitment like parents in the private school.

To sum up, the analysis of data from the interviews shows that to identify to what extent students' English speaking performance varies in both schools, the researcher dominantly used interviews of students, English department heads and parents besides the classroom observations. So, from the interview of students the researcher concluded that private school students showed better pronunciation, better use of language structure, better self-confidence and relatively good command of English. However, the interviewee of public students did not manage the questions like their age level students in private school. Generally speaking, students in private school perform qualities of speaking better. Moreover, the responses from English department heads and parents also revealed that students' speaking performance in private school is relatively better than that of students in public school.

4.5 Discussions of Results

This study tried to address the basic research questions and objectives through three tools. The first tool that was used to collect data from large number of participants was questionnaire. The result from the questionnaire in total mean indicates that in the private school, practice interactive activities to promote students' speaking proficiency tends to be (M= 2.5 or 50%). On the other side, the public school practiced the same activities (M= 1.7 or 34%) to enhance students speaking skill. In addition, the study reveals that students in the private school were exposed to extra class activities (M= 2.7 or 54%) to develop their oral skill. In line with this, students in the public school were exposed to the same activities (M= 1.8 or 36%) to promote their speaking skill.

Lastly, the result through questionnaire showed that students in the private school were encouraged to conducive speaking English environment (M= 2.6 or 52 %) to enhance their speaking skill. In relation to this, students in the public school had the exposure to such environments (M= 1.9 or 38%) to develop their speaking skill. In general, the result showed in the private school the implementations in each activity set in the objectives of the study range from moderate to quite a lot. However, in the public school the implementations of each activity set in the objective of the study range from very little to moderate. Therefore, the practice of promoting students' speaking has a significant difference in all measure of items.

The other dominant tool used in the study was classroom observations. The researcher observed two grade nine sections in each school twice in this study. The classroom observations were guided by observation checklists. The purpose of the classroom observations was to address the research questions. Therefore, the first and the second classroom observations in the private school show that these communicative activities were better practiced by EFL teachers and students. The result from observation shows that there are many gaps in the private school regarding creating conducive English speaking environments. Contrary to this, the result of the two classroom observations in the public school shows that the practice of communicative activities to promote students' speaking skill was very little. In addition, the researcher observed that EFL teachers attempted to make the learning environments conducive so that students could participate in speaking. However, the attempts seem very little.

The third tool used in the study was interview. It was used to collect information from teachers, department heads, students and parents in each school. The result from interview showed that interactive activities are practiced quite a lot in the private school to enhance students speaking skill. Teachers were asked almost similar questions to the questionnaire of the students. They replied that these activities are implemented to enhance students' speaking skill. In addition, the responses from department heads and parents also support the result.

Similarly, the interview for teachers in the public school shows that they practiced communicative activities to allow their students take part in oral interactions. However, from the responses of all interviewees, the result reveals that the implementation was very little. Thus, the public school practiced interactive techniques not in a way that speaking skill desires to be taught.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

From the very beginning, the study aimed at describing and comparing the implementations of interactive activities, extra class activities, exposure of students to English learning environments and to identify to what extent students' speaking performance vary in private and public secondary schools in Modjo town. Therefore, this chapter deals with summary, conclusions and some recommendations the researcher forwarded based on the findings and conclusions he arrived at.

5.1 Summary

As it has been indicated in different parts of this Thesis, the main objective of the study was to investigate the practice of promoting speaking skill in private and public secondary schools in Modjo town comparatively. The background part of the thesis provided relevant information about this study. It also established the issue or concern leading to the research by defining the research problem. Moreover, its purpose is to establish a framework for the study so that readers can understand how the study was outlined. Hence, this part inculcated purpose of the study, deficiency in scholarly literature and its significances, scope of the study and limitations of the study.

The review part of the study presented different sources including articles, review of empirical studies and international journals. The literature review in this section served several purposes. It shares with the reader the results of other studies that are closely related to the status of students' speaking proficiency at private and governments schools. In addition, the review helped the study fill the gaps in the previous studies.

The study was carried out using descriptive method. The study took School of Excellence and Kunche Deka Bora Secondary Schools as a study site. Grade 9 students were the target of the study. Students, EFL teachers and parents in each school were participants of the study. Different data collecting instruments, such as questionnaires, interview and classroom observation were used. The researcher followed ethical issues of the study during data gathering. Then, the data collected using these instruments were analyzed, interpreted, and discussed quantitatively and qualitatively.

The study finally reveals the following major findings. The study primarily tried to compare the practice of interactive activities to enhance students' speaking proficiency in the private school and the public school. The higher score in the grand mean ($M = 2.5$) of the findings in the study revealed that the implementation of interactive activities in the private school seems better. In addition, the classroom observations and interviews also show the private school performs better in practicing interactive activities to promote students' speaking skill. Moreover, the analysis of inferential statistics indicates that there is a significant difference in all interactive activities at $\alpha = 0.05$ level of significance.

The study also intended to describe how far extra class activities are practiced to promote students' speaking skill in the private and the public school comparatively. In this regard, the aggregate mean ($M = 2.7$) result of the study reveals that the implementation of extra class activities in the private school by far seems better. Moreover, the study reveals that the private school in practicing extra class activities tends to be better than the public school. The classroom observations and interviews also show that extra class activities are better practiced in the private school. Moreover, the analysis of inferential statistics indicates that there is a significant difference in all extra class activities at $\alpha = 0.05$ level of significance.

Thirdly, the study tried to describe what conducive speaking English learning environments are practiced to facilitate students' speaking proficiency in the private school and the public school. In connection to this, the higher mean score ($M = 2.6$) in the study reveals the implementation of creating conducive English speaking environments in the private school was relatively better. In the same way, the results from the classroom observations and interviews reveals that the private school seems better in availing conducive environments to enhance students' speaking skill. Furthermore, the analysis of inferential statistics reveals that there is a significant difference in all conducive learning environment activities at $\alpha = 0.05$ level of significance.

Finally, the finding of study shows some major results related to students' speaking English status in the private and the public schools. In line with this, the result from interview (oral test) showed that students in the private school have relatively better command of English speaking regarding self-confidence, use of vocabularies, pronunciation and grammar compared to students in the public school.

5.2 Conclusions

On the basis of the findings, some conclusions are drawn. EFL teachers used different communicative activities to enhance their students' English speaking proficiency in both private and public school. Communicative activities such as group discussions, peer work, pair work, telling story and speech of famous people were practiced in both schools, but the implementation was not in the way it has to be in both schools.

The private school seems better than public schools in practicing interactive activities though it is not very great deal. In the public school both students and EFL teachers know what communicative activities mean, but the classroom observations in the public school indicates that the practice of these activities are more or less substituted by teacher's speaking drills.

The study identified different extra class activities teachers used to promote their students' speaking skill. The implementation of such activities was dominantly seen in the private school. In addition, students were exposed to out of class activities. For instance, students make a debate on speaking skill; make a model speech in front of students and many students take part in reading different poems. However, in the public school the information obtained from participants indicated that students were only exposed to group discussions and to make a debate rarely.

Thirdly, the study investigated descriptions of different welcoming environments which facilitate students' speaking proficiency in each school. The private school has appropriate large class size, many students were confident during speaking class; students confirmed that their English teacher is confident and easy going. However, in the public school the number of students in one class is somehow difficult to manage and students are not encouraged to speak English outside the classroom.

Finally, the researcher concluded the result by describing the status of students' speaking performance in the private and in the public schools. The result of the study in this regard reveals that students in the private school have better command of English. However, students in the public school committed different problems during their responses for the interview. For instance, they faced shortage of different vocabularies, the pronunciation they made was incorrect and they also produced many grammatically incorrect sentences during their speech.

5.3 Recommendations

Based on the conclusions the researcher suggested the following recommendations for concerned bodies and further studies.

- Where ever the school whether private or public, EFL teachers should expose students to different situations so that students could speak English freely.
- The better performances observed in the private school regarding promoting students speaking skill need to be disseminated by the commitment of EFL teachers, students, parents and concerned educational stakeholders.
- Public school teachers should expose their students to different extra class activities apart from the classroom speaking activities to make English language speaking meaningful.
- Parents, especially that of public school need to help or follow up the educational achievements of their children in general and speaking skill in particular.
- Both private and public school should exert much effort to create welcoming environment to enhance students' speaking skill.
- Both schools, particularly the public school should work closely with parents to improve students' speaking performance.
- The school, be it private or public does not matter speaking performance of students, but it is the commitment of teachers, students, parents and other stake holders on education that matters. Thus, many parents should aware of this reality.
- By increasing opportunities for students to speak in the classroom, teachers should help build students' confidence in promoting their speaking proficiency.
- The researcher would like to forward to the public school EFL teachers that having only the concept of communicative activities is not a goal to promote students' speaking skill by itself. Therefore, they should put into practice since it does not ask additional cost.
- Teachers in both schools should be inspired to move beyond covering the curriculum so as to enhance students' speaking skill. They should encourage any talent be it music, journalism, and advertisement using the extra class activities to promote the speaking skill.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF LAW AND HUMANITY

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAMME

**A Comparative Study on Speaking Skill at Private and Public Secondary Schools in Modjo
Town**

Dear student,

I am conducting an educational research. So, I am asking you to be involved in the questionnaire since you are familiar with the research topic. This directly helps the researcher fill the requirement for M.A in Teaching English as a Foreign Language (TEFL). Moreover, the study helps identify interactive activities those promote students speaking proficiency, observe conducive learning environment which facilitates pupils' speaking skill and explain extra class activities those enhance learners' speaking proficiency both at private and public schools.

I hopefully expect you to give reliable information as long as your information is used as important input in the entire of his study. So, may I invite you to spend short time in its completion? If you are willing to do so the questionnaire contains 15 items. Please, complete it within 15 minutes and then place it into questionnaire's box. Rating scale and multiple choice questions are employed using three instructions. I don't want you to write your name to keep your privacy. When I finalize my study, I will come back to your school to discuss on the main findings very briefly.

Finally, I would like to thank you once again because without your contribution, the purpose of the study remains meaningless.

Sincerely yours. Please, for detail information contact me with phone number (0912235898)

Preliminary Section: Participants' Background Information

Please, circle on one of the letters that carries your background information.

Age: A. 15-16 B. 17- 18 C. 19 and above

Sex: A. Male B. Female

- I. The following questions from 1.1-1.5 focus on how much your English teacher and you are involved in interactive activities to promote your speaking skill. Please, indicate your range of responses by circling one number only the table

4 = Very great deal, 3 = Quite a lot, 2 = Moderate amount, 1= Very little, 0 = Not at all

No	1. Interactive activities	Options				
		4	3	2	1	0
1.1	I pretend role play activities	4	3	2	1	0
1.2	I take part in group discussions	4	3	2	1	0
1.3	My teacher encourages me to paraphrase my speaking	4	3	2	1	0
1.4	I practice problem solving activities	4	3	2	1	0
1.5	I make a debate on two opposite ideas	4	3	2	1	0

- I. Please write your ideas on the space provided

- What kinds of interactive activities do you practice to promote your speaking skill in the classroom with your teacher?

- II. Questions from 2.1-2.5 focus on your school practice/trend in participating extra class activities to promote your speaking proficiency. Please, indicate your range of responses by circling one number only in the table.

4 = Very great deal, 3 = Quite a lot, 2 = Moderate amount, 1 = Very little, 0 = Not at all

No	2. Extra class activities	Options				
		4	3	2	1	0
2.1	I participate in English club	4	3	2	1	0
2.2	I act model speeches outside the classroom	4	3	2	1	0
2.3	My teacher motivates me to take part in show programs (drama, music...)	4	3	2	1	0
2.4	I speak English with my friends outside the classroom	4	3	2	1	0
2.5	I retell short stories to my classmates	4	3	2	1	0

II. Please write your ideas on the space provided

1. What kinds of extra class activities do you practice to promote your speaking skill outside the classroom?

III. The following Questions focus on conducive speaking English learning environment that promote your speaking skill. So, how often are you exposed to positive learning environment in your school? Please, circle one of the five alternatives.

4 = Very great deal, 3 = Quite a lot, 2 = Moderate amount, 1= Very little, 0 = Not at all

No	3. Conducive English learning environment	Options				
		4	3	2	1	0
3.1	My English teacher is confident when he/she speaks English	4	3	2	1	0
3.2	I am shy when I speak English	4	3	2	1	0
3.3	I use my mother tongue in speaking section	4	3	2	1	0
3.4	My English teacher consults my parents about my success / failure in speaking	4	3	2	1	0
3.5	My classroom is comfortable to speak in groups	4	3	2	1	0

II. Please write your ideas on the space provided

1. What kinds of conducive learning speaking English environments do you have to promote your speaking skill outside the classroom?

APPENDIX B: AMHARIC QUESTIONNAIRE TRANSCRIPTON FOR
STUDENTS IN PRIVATE SCHOOL

በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

በእንግሊዘኛ ትምህርት ዘርፍ

የድህረ ምረቃ መርሀ- ግብር

ለተማሪዎች ተተርጉሞ የቀረበ የፅሁፍ መጠይቅ

ይህ መጠይቅ ዋና ዓላማው በስኩል ኦቭ ኤክስለንሲ የግል ት/ቤት ና በቁንጩ ደከቦራ መንግስት ት/ቤት ያሉትን የዘጠነኛ ክፍል ተማሪዎች የእንግሊዘኛ ንግግር ክህሎታቸውን በተመለከተ ንፅፅራዊ ጥናት ማድረግ ነው። በመሆኑም እነዚህን ውሱን ዓላማዎች ከግብ ለማድረስ ተፈልጓል።

- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር ምን ዓይነት መስተጋብራዊ ወይም አሳታፊ የሆኑ ተግባራት እየተተገበሩ እንደሆነ ለመለየት፤
- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር አውንታዊ ተፅኖ የሚፈጥሩ ምቹ ሁኔታን የሚፈጥሩ ከባቢዎች ምን ምን እንደሆኑ ለመለየት ና
- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር የሚረዱ ና ስርዓተ ትምህርቱን የሚያግዙ ተጓደኝ /co-curricular activities/ ተግባራት ምን ምን እንደሆኑ ለመለየት ናቸው።

እነዚህን ከላይ የተጠቀሱትን የጥናት ውሱን ዓላማዎች ከግብ ለማድረስ ያንተ/ያንቺ ተገቢ የሆነ መረጃ መስጠት በጣም ያስፈልጋል ። ስለዚህ መረጃውን ለመስጠት ፈቃደኛ ከሆንክ/ሽ የመጠይቁን 15 ጥያቄዎች በ 15 ደቂቃ ውስጥ በማጠናቀቅ አስረክብ/ቢ። የጥናቱ ውጤት በት/ቤታችሁ በመገኘት የሚገለጥላችሁ ይሆናል።

ለተጨማሪ መረጃ

በሱፍቃድ አበበ

ፊርማ

ስ.ቁጥር 0912235898

አመሰግናለሁ።

ክፍል አንድ፡ የጥናቱ ተሳታፊዎች ዳራ

የሚመለከት/ህ መረጃ የያዘውን ፊደል ምረጭ/ጥ

ዕድሜ ፡ ሀ. 15-16 ለ. 17- 18 ሐ. 19 እናበላይ

ፆታ ፡ ሀ. ወንድ ለ. ደሴት

1. የሚከተሉት ጥያቄዎች(1.1-1.2) የሚያተኩርት በመስተጋብራዊ /አሳታፊ ተግባራት/ ላይ ነው። የእንግሊዘኛን የንግግር ክህሎት ለማዳበር እነዚህን ተግባራት በክፍላችሁ የእንግሊዘኛ መምህራችሁ ና በአንተ/በአንቺ በምን ያህል መጠን ትተገብራላችሁ ? ይህን ለመመለስ አምስት /5/ አማራጮች አሉ። ከነዚህ አማራጮች ውስጥ አንዱ ላይ በማክበብ አሳይ።

0 = በፍፁም የለም፤ 1 = በጣም ጥቂት፤ 2= መካከለኛ መጠን፤ 3 = በጣም ብዙ፤ 4 = በጣም በጣም ብዙ

ተ.ቁ.	1. በመስተጋብራዊ /አሳታፊ ተግባራት	አማራጮች				
		4	3	2	1	0
1.1	ሚና የመጫወት ተግባራትን እተገብራለሁ	4	3	2	1	0
1.2	በቡድን የሚተገብሩ ክንውን ላይ እሳተፋለሁ	4	3	2	1	0
1.3	መምህራ የምናገረውን ንግግር በሌላ አነጋገር እንድንገልጽ ያግዘኛል	4	3	2	1	0
1.4	ችግር ፈቺ ተግባራት ላይ እስተፈለሁ	4	3	2	1	0
1.5	በክርክር መድረክ ላይ እሳተፋለሁ	4	3	2	1	0

- II. ያለህን/ ያለሽን ሀሳብ በሚከተለው ባዶ ቦታ ላይ ስጥ/ጭ

1. የእንግሊዘኛን የንግግር ክህሎትህን/ሽን ለማዳበር ከእንግሊዘኛ መምህራችሁ ጋር ምን አይነት አሳታፊ ተግባራትን በክፍላችሁ ትተገብራላችሁ?

II.ከ ጥያቄ 2.1-2.5 ከክፍል ውጪ በት/ቤት ግቢ ውስጥ የእንግሊዘኛ ቋንቋ የንግግር ክህሎትን ለማዳበር ሰርዐተ ትምህርቱን በሚያግዝ መልኩ የሚተገበሩ ተግባራት ላይ ያተኩራሉ። ስለዚህ ከተሰጣችሁ አማራጮች ውስጥ በእናንተ ት/ቤት ውስጥ የተለመዱትና የሚተገበሩትን በመምረጥ አክብቡ

0 = በፍፁም የለም፣ 1 = በጣም ጥቂት፣ 2 = መካከለኛ መጠን፣ 3 = በጣም ብዙ፣ 4 = በጣም በጣም ብዙ

ተ.ቁ	2. ከክፍል ውጪ በት/ቤት ግቢ ውስጥ የእንግሊዘኛ ቋንቋ የንግግር ክህሎትን ለማዳበር የሚተገበሩ ተ□□ኝ ተግባራት	አማራጮች				
		4	3	2	1	0
2.1	በእንግሊዘኛ ክብብ ውስጥ እሳተፋለሁ	4	3	2	1	0
2.2	የታወቁ ሰዎችን ንግግር በማስመሰል እለማመዳለሁ	4	3	2	1	0
2.3	መምህራ በትይነት መርሀግብር ውስጥ(ድራማ፣መዝናኛ ወዘተ) እንድሳተፍ ያበረታታኛል	4	3	2	1	0
2.4	ከክፍል ውጭ ከ□□ ኞቼ ጋር እንግሊዘኛ እነጋገራለሁ	4	3	2	1	0
2.5	አጫጭር ተረቶችን ለክፍል □□ኞቼ እተርካለሁ	4	3	2	1	0

II. ያለህን/ ያለሽን ሀሳብ በሚከተለው ባዶ ቦታ ላይ ስጥ/ጭ

1. የእንግሊዘኛን የንግግር ክህሎትህን/ሽን ለማዳበር ምን አይነት ተ□□ኝ ተግባራትን ከክፍል ውጭ ትተገብራላችሁ?

- III. የሚከተሉት ጥያቄዎች (3.1-3.2) የሚያተኩሩት የ እንግሊዝኛ የንግግር ክህሎትን ለማዳበር ምቹ ሁኔታዎችን ምን ያህል እንደምትጠቀሙ ነው። ስለዚህ ከተሰጡት አምስት አማራጮች ውስጥ አንዱ ላይ በማክበብ መልሳችሁን አሳዩ።

0 = በፍፁም የለም፣ 1 = በጣም ጥቂት፣ 2 = መካከለኛ መጠን፣ 3 = በጣም ብዙ፣ 4 = በጣም በጣም ብዙ

ተ.ቁ	3. ምቹ ሁኔታዎች	አማራጮች				
		4	3	2	1	0
3.1	መምህራ የእንግሊዝኛ ንግግር ክህሎትን ሲያስተምሩን በራስ መተማመን አለው	4	3	2	1	0
3.2	እኔ እንግሊዝኛ ሰናገር እፈራለሁ	4	3	2	1	0
3.3	የእንግሊዝኛ ንግግር ክህሎትን ስንማር የአፍ መፍቻ sንጾን እጠቀማለሁ	4	3	2	1	0
3.4	ሥለ እንግሊዝኛ ንግግሩን በተመለከተ መምህራ ከወላጆቼ ጋር የጋራ ውይይት ያደርጋል	4	3	2	1	0
3.5	የክፍሌ የወንበር አደረጃጀት በቡድን ሆነን እንግሊዝኛ እንድናወራ የሚያመች ነው	4	3	2	1	0

II. ያለህን/ ያለሽን ሀሳብ በሚከተለው ባዶ ቦታ ላይ ስጥ/ጭ

- የእንግሊዝኛን የንግግር ክህሎትህን/ሽን ለማዳበር ምን አይነት ምቹ ሁኔታዎች በክፍል ውስጥ ይኖራሉ?

APPENDIX C: AFAN OROMO TRANSCRIPTION OF THE QUESTIONNAIRE FOR PUBLIC SCHOOL STUDENTS

YUUNIVARSITII SAAYINSII FI TEEKNOOLOJII ADAAMAA MANA BARUMSAA SEERAA FI NAMUMMAA MUUMMEE AFAAN INGILIIZII SAGANTAA EEBBA BOODAA

Gaaffii Barreeffamaa Barattootaaf Hiikame Kan Qophaa'e

Kabajamtoota Barattoota,

Kaayyoon guddaan gaaffii barreeffamaa kanaa qorannaa mata dureen isaa dandeettii dubbachuu Afaan Ingiliizii barattoota kutaa 9^{ffaa} mana barumsa dhuunfaa 'Iskuul oof Eeksalansii' fi mana barumsa Mootummaa Quncee Dhaka Booraa Sadarkaa Lammaffaa gidduu jiru walbira qabuun sakatta'uudha. Kanaafuu, qorannichi kaayyoolee armaan gadii galmaan gahuuf deema.

- ❖ Mannen barnootaa mootummaa fi dhuunfaa keessatti dandeettii dubbachuu barattootaa guddisuuf tooftaawwan barachuu hirmaachisoo akkami hojiirra oolaa akka jiran adda baasuuf
- ❖ Manneen barnootaa dhuunfaa fi mootummaa keessatti dandeettii dubbachuu barattootaa fooyyeessuuf naannoo mijataa akkami akka fayyadaman adda baasuuf
- ❖ Manneen barnootaa dhuunfaa fi mootummaa keessatti dandeettii dubbachuu barattootaa fooyyeessuuf dareen alatti gochoota wal maddeessaa akkami akka fayyadaman adda baasuuf

Deeggarsa keessaniin ala kaayyooleen armaan oliitti eeraman galma hin gahan. Kanaafuu, yeroo keessan aarsaa gootanii na gargaaruu keessaniif galatoomaa. Odeeffannoo kennuudhaaf heyyamamaa yoo taatan Bar-gaaffiin kun gaaffiiwwan 15 qaba. Kanaafuu, daqiiqaa 15 keessatti xumuraa ti yeroo fixxan booda isinirraa guura.

Heyyamamaa ta'u keessaniif irra deebi'uudhaan galatoomaa jechaa dub –deebii qorannoo kana xumura gaafa argatuu m/b kanatti deebi'e akkan ibsuu waadaan gala.

Odeeffannoo Dabalataaf

B/saa Bassufiyaad Abbabaa (Lakkoofsa bilbilaa 0912235898)

Kutaa Odeeffannoo Dimshaashaa Hirmaattootaa

Bakka si ilaaluutti qubee odeeffannoo sirrii ta'e qabate filadhu.

Umrii : A. 15-16 B. 17- 18 C. 19 fi isaa ol

Saala : A. Dhiira B. Dubara

- I. Gaaffiileen armaan gadii dandeettii dubbachuu Afaan Ingiliffaa fooyyeessuuf barachuu hirmaachisoo kanneen daree keessatti fayyadamtan irratti xiyyeeffatu. Kanaafuu, hijiirra oolmaa isaanii fi barbaachisummaa isaanii hammam akka ta'e filannoowwan 0-4 jiran keessaa lakkoofsa tokko irratti maruun filannoo keessan agarsiisaa!

0 = sirumaa hin jiru, 1= baay'ee muraasaa, 2 = gidduu galeessa, 3 = baay'ee guddaa

4 = baay'ee baay'ee guddaa

T.L	1. Gochoota Dandeettii dubbachuu A/Ingiliffaa hirmaachisuuf gargaaran	Filannoowwan				
		4	3	2	1	0
1.1	Mala gahee taphachuutiin barachuu irratti nan hirmaadha.	4	3	2	1	0
1.2	Mala gareen barachuu irratti nan hirmaadha	4	3	2	1	0
1.3	Barsiisaan koo yeroon Ingiliffa dubbadhu yaada koo jecha biraatiin akkan ibsuu na jajjabeessa	4	3	2	1	0
1.4	Maloota rakkoo hiikuutiin barachuu irratti nan hirmaadha	4	3	2	1	0
1.5	Mala falmiitiin barachuun dandeettii dubbachuu koo nan gabbiffadha	4	3	2	1	0

- II. Yaada kee bakka duwwaa armaan gadii kenname irratti barreessi.

1. Dandeettii dubbachuu Afaan Ingiliffaa kee cimsachuuf maloota hirmaachisoo ati fi barsiisaan kee daree keessatti fayyadamtan ibsi.

- II. Gaaffiiwwan 2.1-2.5 kan xiyyeeffatan dandeettii dubbachuu Afaan Ingiliffaa keessan cimsuuf jecha gochoota wal maddeessaa baruu barsiisuu deeggaran irratti dha. Kanaafuu, akka mana barumsa keessaniitti muuxannoo qabdan ilaalchisee filannoowwan kennaman keessaa tokko filadhu.

0 = sirumaa hin jiru, 1= baay'ee muraasaa, 2 = gidduu galeessa, 3 = baay'ee guddaa

4 = baay'ee baay'ee guddaa

T.L	2. Gochoota walmaddeessaa dandeettii dubbachuu Ingiliffaa cimsan	Filannoowwan				
		4	3	2	1	0
2.1	Gumii Afaan Ingiliizii keessatti nan hirmaadha	4	3	2	1	0
2.2	Hasaawa namoota beekamootiin taasiifamuu fakkeesse haasawuun dandeettii koo nan cimsa.	4	3	2	1	0
2.3	Barsiisaan koo agarsiisota adda addaa(diraamaa,muuziqaa) irratti akkan hirmaadhu na jajjabeessa	4	3	2	1	0
2.4	Daree barnootaan alatti hiriyoota koo waliin Ingiliffa nan haasa'a	4	3	2	1	0
2.5	Hiriyoota daree kootiif oduu durii gaggabaaboo nan himee dandeettii dubbachuu koo nan cimsadha	4	3	2	1	0

II. Yaada kee bakka duwwaa armaan gadii kenname irratti barreessi.

1. Dandeettii dubbachuu Afaan Ingiliffaa kee cimsachuuf gochoota wal maddeessaa dareen alatti fayyadamtuu ibsi.

III. Gaaffiileen itti aanan Xiyyeeffannoon isaanii dandeettii dubbachuu Afaan Ingiliffaa cimsuuf haala mijawaa eeraman hangam akka fayyadamtan isin gaafatu. Kanaafuu, filannoowwan kennaman shan keessaa tokko irratti maruun deebii keessanagarsiisaa.

0 = Sirumaa hin jiru, 1= Baay'ee muraasaa, 2 = Gidduu galeessa, 3 = Baay'ee guddaa

4 = Baay'ee baay'ee guddaa

T.L	3. <u>Haala mijawaa</u>	Filannoowwan				
		4	3	2	1	0
3.1	Barsiisaan A/Ingiliffaa koo yeroo dandeettii dubbachuu Ingiliffaa na barsiisuu ofiitti amana	4	3	2	1	0
3.2	Yeroon Ingiliffa dubbadhu nan sodaadha	4	3	2	1	0
3.3	Yeroo dandeettii dubbachuu Ingiliffaa baradhu afaan harmee koo nan fayyadama	4	3	2	1	0
3.4	Waa'ee dandeettii dubbachuu Afaan Ingiliffaa koo ilaalchisee barsiisaan koo maatii koo waliin marii taasiisa	4	3	2	1	0
3.5	Haallii qindoomina teessoo daree koo gareedhaan taa'ee Ingiliffa akka dubbadhu mijataadha	4	3	2	1	0

II. Yaada kee bakka duwwaa armaan gadii kenname irratti barreessi.

1. Dandeettii dubbachuu Afaan Ingiliffaa kee cimsachuuf kan gargaaran haalota mijawoo daree kee keessa jiran ibsi.

Horaa Bulaa!

APPENDIX D: CHECK LISTS FOR CLASSROOM OBSERVATIONS

Grade _____ Section _____ Period _____ Date _____

The speaking Topic _____ No. of Students _____ School _____

S.N	Interactive Activities to promote students' speaking proficiency	School of Excellence (Private)						Kunche Deke Bora Secondary School (Public)					
		Observation One			Observation Two			Observation One			Observation. Two		
		Y	N	U	Y	N	U	Y	N	U	Y	N	U
1.	Group Discussions												
2.	Dialogues												
3.	Problem solving activities												
4.	Language games												
5.	Information gap activities												
6.	Role play												
7.	Interpreting pictures												
8.	Simulations												
9.	Retelling stories												
10.	Reporting assignments and class works												
11.	Peer work												
12.	Debate												
13.	Ranking												
14.	Giving Directions												
15.	Others(if any)												
Y= Yes , N = No and U = undecided													

SECTION TWO: CLASSROOM OBSERVATION CHECKLISTS

(CONDUCTIVE FOR LEARNING ENVIRONMEN

Grade: _____ Section _____ Period _____ Date _____

The Speaking Topic: _____ No. of Students _____ School _____

No.	Creating conducive environment to facilitate students' speaking proficiency	School of Excellence						Kunche Deka Bora Secondary Schools					
		Observation One			Observation Two			Observation One			Observation Two		
		Y	N	U	Y	N	U	Y	N	U	Y	N	U
1.	The teacher is confident when he or she teaches speaking												
2.	Students use of L1 in the classroom												
3.	Students have Self-confidence of(absence of observable anxiety and shyness) while speaking English												
4.	Seating arrangements are comfortable for group discussion												
5.	Teacher provides positive encouragement,												
6.	Students are allowed to use extra time for students to speak												
7.	Teacher allows students to have preparation time before speaking in front of the class												
8.	Teacher makes sure that other students offer positive feedback and encourage the speakers												
Y=Yes, N=No and U= Undecided													

APPENDIX E: INTERVIEW FOR EFL TEACHERS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF LAW AND HUMANITY

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAMME

A Comparative Study on Speaking Skill at Private and Public Secondary Schools: School of Excellence and Kunche Deke Bora Secondary Schools in Focus

Dear Interviewees,

I am conducting an educational research. So, I am asking you to get some information since you are familiar with the research topic. This directly helps the researcher fill the requirement for M.A in Teaching English as a Foreign Language (TEFL). Moreover, the study helps identify interactive activities those promote students speaking proficiency, observe conducive learning environment which facilitates pupils' speaking skill and explain extra class activities those enhance learners' speaking proficiency both at private and public schools.

I hopefully expect you to give reliable information as long as your information is used as important input in the entire of his study. So, may I invite you to spent short time with my interview? If you are willing to do so, then I will use sound recorder. You will stay with me 5 to 10 minutes. I don't want you to tell me your name to keep your privacy. When I finalize my study, I will come back to your school to discuss on the main findings very briefly. Finally, I would like to thank you once again because without your contribution, the purpose of the study remains meaningless.

Guided Interviews for EFL Teachers

1. How do you think exposing students to interactive activities plays impressive roles in improving students' speaking proficiency? And how far do you implement them?
2. What types of communicative activities do you use to improve your students' speaking skill?
3. How do you think encouraging students in paraphrasing their speaking in other words is important in enhancing students' speaking skill? How much do you use it?
4. What kinds of extra class activities your students practice to improve their speaking skill?
5. What kinds of positive speaking English learning environment do you create to promote your students' speaking proficiency?
6. How far do you discuss with parents to improve students' speaking skill?
7. What opportunities do your students have to practice speaking English outside the school?

APPENDIX F: INTERVIEW FOR ENGLISH DEPARTMENT HEADS

Guided Interviews

1. What is your contribution as a department head to create conducive English learning environments in the speaking classroom?
2. What kinds of follow up activities do you organize to observe that English teachers allow their students to improve their speaking performance?
3. How does your leadership in the department contribute to expose students to extra class activities to promote students' speaking skill?
4. What professional supports do you give to English teachers so that they could assist their students in speaking class interactively

Thank you!

APPENDIX G: INTERVIEW FOR BETTER ENGLISH COMMUNICATOR STUDENTS

Dear Interviewees,

I am conducting an educational research. So, I am kindly asking you to get some information from you while you are speaking. And I am very happy to listen to your speech from the very beginning to the end. Therefore, as usual be relaxed, feel free. Your speech has nothing to do with your mark but important for my research. If you are willing to do so, you are required to make a five minutes talk on different five issues. I hopefully expect you to make a speech. So, may I invite you to spent short time with my interview? I will use sound recorder for the purpose of the study. I do not want you to tell me your name to keep your privacy. When I finalize my study, I will come back to your school to discuss on the main findings very briefly. Finally, I would like to thank you once again because without your contribution, the purpose of the study remains meaningless. Here are some open interviews used as oral test based accuracy and fluency.

1. Please, introduce me some of your school rules and regulations
2. What would you like to be when you grow up in the future? Why do you prefer this?
3. What will you do in your vacation in the coming summer?

APPENDIX H: INTERVIEW FOR PARENTS

Dear parents,

The reason why I am here is to collect data from you. The information that you give for me is very important for my study. So, may I invite you to spent short time with my interview?

1. How do you describe private and public schools taking their accountability in providing quality education such as creating conducive learning environment for students?
2. What challenges do your children face in the school particularly in improving his/her speaking English? Do you think is the same in both private and public schools?
3. What kind of help do you give to your child at home to improve his/her English speaking?

APPENDIX I: AMHARIC VERSION OF INTERVIEW FOR PARENTS FOR THE PRIVATE SCHOOL

ለተማሪ ወላጆች ተተርጉሞ የቀረበ ቃለ-መጠይቅ

ይህ የቃል መጠይቅ ዋና ዓላማው በስኩል ኡቭ ኤክስለንሲ የግል ት/ቤት ና በቁንጩ ደከቦራ መንግስት ት/ቤት ያሉትን የዘጠነኛ ክፍል ተማሪዎች የእንግሊዘኛ ንግግር ክህሎታቸውን በተመለከተ ንፅፅራዊ ጥናት ማድረግ ነው። በመሆኑም እነዚህን ውሱን ዓላማዎች ከግብ ለማድረስ ተፈልጓል።

- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር ምን ዓይነት መስተጋብራዊ ወይም አሳታፊ የሆኑ ተገባራት እየተተገበሩ እንደሆነ ለመለየት፤
- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር አውንታዊ ተፅኖ የሚፈጥሩ ምቹ ሁኔታን የሚፈጥሩ ከባቢዎች ምን ምን እንደሆኑ ለመለየት ና
- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት ለማዳበር የሚረዱ ና ስርዓተ ትምህርቱን የሚያግዙ ተጓደኝ /co-curricular activities/ ተገባራት ምን ምን እንደሆኑ ለመለየት ናቸው
- ❖ በግል ና በመንግስት ት/ቤቶች የተማሪዎችን የእንግሊዘኛ ንግግር ክህሎት በምን ያህል እንደሚለያይ ለመለየት ነው።

እነዚህን ከላይ የተጠቀሱትን የጥናት ውሱን ዓላማዎች ከግብ ለማድረስ የረስዎ ተገቢ የሆነ መረጃ መስጠት በጣም ያስፈልጋል ። ስለዚህ መረጃውን ለመስጠት ፈቃደኛ ከሆኑ ከ 3-5 ደቂቃዎች አብረን እንቆያለን ። ሥለተባበሩኝ በድጋሜ አመሰግናለሁ።

1. ለ ተማሪዎች መማር ማስተማር ምቹ ሁኔታን በመፍጠር የትምህርት ጥራትን ለማረጋገጥ በሚያርጉት ጥረት የግል ና የመንግስት ት/ቤቶችን እንዴት ይገልጡዋቸዋል?
2. የርሶ ልጅ በዚህ ትምህርት ቤት ሲማር/ስትማር በተለይም የእንግሊዘኛ ንግግር ክህሎት ለማዳበር የገጠማት/ው ተግዳሮት ካለ ቢነግሩኝ! በተመሳሳይ መልኩ የመንግስት ት/ቤትንም ሁኔታ አያይዘው ቢነግሩኝ!
3. እርስዎ ልጆዎትን ከት/ቤት መልስ እቤት በትምህርታቸው እንዴት ያግዙዋቸዋል? ይህን ጉዳይ በገጠር አከባቢ ያሉ በመንግስት ት/ቤት ልጆቻቸውን የሚያስተምሩ ወላጆች ይተገብሩታል ብለው ያስባሉ?

APPENDIX J: AFAN OROMO VERSION OF PARENTS' INTERVIEW FOR THE
PUBLIC SCHOOL

Kabajamtoota maatii barattootaa,

Akkan gaaffii isin gaafadhu heyyamtoota yoo taatan, daqiiqaa shan hanga jahaa kan hin caalleef waliin turra. Ani qorannoo manneen barnootaa dhuunfaa Iskuul of Eeksalansii fi mana barnootaa mootummaa Quncee Dhaka Booraa Sadarkaa Lammaffaa gidduutti dandeettii dubbachuu Afaan Ingiliffaa barattootaa fooyyeessuuf gochoota hirmaachisoo tahan raawwachuu kessatti haala jiru dorgoomsiisuun banaa mul'atuu dhiphisuu fi muxannoo gaggaarii mana barnootaa fooyya'aa ta'e waliin akka qoodan gochuudha. Nawaliin turuuf heyyamamaa ta'u keessaniif irra deebi'uudhaan galatoomaa jedha.

- Dandeettii dubbachuu Afaan Ingiliffaa barattootaa fooyyeessuuf gochoota hirmaachisoo fi haala mijawaa uumuun qulqullina barnootaa mirkaneessuu keessatti mana barnootaa dhuunfaa fi mootummaa akkamitti ibsitu?
- Ijooleen keessan kanneen mana barnootaa mootummaa keessatti (Quncee Dhaka Booraa Sadarkaa Lammaffaa) yemmuu baratan dandeettii Afaan Ingiliffaa dubbachuu fooyyeessuu keessatti rakkoowwan isaan mudachuu danda'an ibsaa mee! Rakkoon akkasii kun mana barnootaa dhuunfaa keessatti wal fakkaataa jette yaaddaa?
- Isin daa'ima keessan dandeettii dubbachuu Afaan Ingiliffaa isaa/ishee akka cimsu/tu mantti gargaartu?

APPENDIX K: CRITERIA TO IDENTIFY STUDENTS' SPEAKING STATUS

1= Poor, 2= Good, 3 = V. good 4= Excellent

Item	Better English speakers in both Private and Public Schools	Criteria for Marking (Fluency and Accuracy)															
		Pronunciation				Vocabulary				Grammar				Self confidence			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	S1(Private)																
	S1(Public)																
	S2(Private)																
	S2(Public)																
	S3(Private)																
	S3(Public)																
2.	S1(Private)																
	S1(Public)																
	S2(Private)																
	S2(Public)																
	S3(Private)																
	S3(Private)																
3.	S1(Private)																
	S1(Public)																
	S2(Private)																
	S2(Public)																
	S3(Private)																
	S3(Public)																
Key: S1=student one, S2 = student two...																	

The Criteria was slightly adapted from Ur (1996: 135) and modified for oral test through interview)

APPENDIX L: DIFFERENT AUDIO TRANSCRIPTIONS OF PARTICIPANTS

1. Transcription of both Private and Public EFL Teachers' Audio Recorded Interviews

I would like to thank you very much for your willingness and giving me your golden time to for my interviews. Hence, I want you to ask some questions related to different types of interactive activities, the accessibility of positive learning environment and the exposure of students to promote students' speaking skills. To begin with my first question:

Interviewer: "How do you think exposing students to interactive activities plays impressive roles in improving students' speaking proficiency?" And how far do you implement them? (Item no.1)

Private School Teacher 1(PST1): "To me, these activities are used to take part in speaking freely, actively and they make students contribute to some oral speeches in speaking. I practice them moderately in my teaching speaking section."

PST2: "Okay, it is interesting question. Communicative activities allow students to perform speaking skill better; I use different techniques that allow students to be engaged in different speaking activities. I use them quite a lot in speaking sections."

Government School Teacher 1(GST1): "Well, first I thank you. Most students need some situations to take part in speaking activities otherwise they remain idle in the classroom. Thus, the nature of the language itself needs reaction. So it is very important. However, I sometimes use such activities."

GST2: "I think to learn English as a second language; students need to produce oral proficiency. To do this, I include communicative techniques in my speaking teaching strategies. But, I practiced some of them and left out many of them."

Interviewer: "What types of communicative activities do you use to improve your students' speaking skill?" (Item no.2)

PST1: “In order to make my students engage in speaking activities actively, I use many types of communicative activities. For instance, language games, role play activities, acting model speeches, dialogues, retelling stories and interpreting pictures are some of such activities I use in teaching speaking class.”

PST2: “Okay, there may be some challenges to use some interactive activities in the classroom. As an EFL teacher, I use some sort of interactive activities such as telling and showing directions, invitations and departure and language games to improve my students speaking skill.”

GST1: “Well, I rarely use different types of interactive techniques to enhance my students’ English speaking skill. First, I give them different situations to be involved in role playing activities like patient and doctor, shopkeeper and customer.”

GST2: “I think learning speaking English without speech production is impossible. Thus, always I include different communicative techniques which could be feasible to practice like group work, pair work and reporting and reflections.”

Interviewer: “How do you think encouraging students in paraphrasing their speaking in other words is important in enhancing students’ speaking skill? How much do you use it?”
(Item no.3)

PST1: “It is very important. I encourage my students whenever they attempt speaking English. I ask them to paraphrase it and say it again in other words. I also praise them for doing this. I use it when the students’ speaking is not understandable to me.”

PST2: “I think this strategy is one of the strategies to make students participate in oral interaction. So, it is important. I make students paraphrase their speaking consciously. In the way of paraphrasing, they could develop even more vocabularies in their speaking.”

GST1: “If it is managed it very carefully, it is important. I am happy to encourage my students when they speak English. However, only few students attempt to speak English. I use the technique when it is important.”

GST2: “It is important. Students may feel afraid and forget what they have said. So, I use paraphrasing for students who are speaking confidently to say their speaking in other explanation.”

Interviewer: “What kinds of extra class activities your students practice to improve their speaking skill?” (Item no.4)

PST1: “In my school, in addition to the classroom speaking activities, there are many opportunities that could help students develop their speaking proficiency. For instance, in private school practice speaking in the form of debate, model speech of famous people, mini media and different shows.”

PST2: “Well, since these extra class activities are practiced out of the classroom. They also help students participate in any community activities. In this school, students participate in English club, sports and entertainment activities like reading poems and showing talents in music.”

GST1: “In this school, students and teachers has less commitment in speaking English outside the classroom. Last year we started to invite students to make a debate. This year, however, we did not do it. In addition, our school has no more English club and it has no stage for speaking English outside the classroom.”

GST2: “In relation to this, I had better say students in this school have very little opportunity to practice speaking outside the classroom. Students have no any chance to take part in English club, debate and any entertainment activities in this school. But, students practice debate rarely.”

Interviewer: “What kinds of positive speaking English learning environment do you create to promote your students’ speaking proficiency?” (Item no.5)

PST1: “I personally believe that students may not improve their speaking skill if they are left only to speaking drills. I need to create good environment in the speaking class. I prepare myself on the topic, I avoid any destructors, I encourage my students to speak and I teach them friendly.”

PST2: “Speaking without reaction remains meaningless. I try to make the environment easy going before I start teaching speaking class. I give them extra time before they speak. I also follow whether every student is engaged in speaking activity using the target language.”

GST1: “When I teach speaking English, I want to get students’ attention, their active participation and easy interaction among us. So, I use common words and I use clear instructions so that students could get speaking the target language easy.”

GST2: “As far as possible, I try to arrange seating arrangements to make it comfortable for speaking class, I try to create situations, and I encourage students to speak English freely.”

Interviewer: “How far do you discuss with parents to improve students’ speaking skill?”
(Item no.6)

PST1: “I consult parents’ to discuss on progress or failure of students at school. They come to school and ask me if their child is effective in speaking English and other related success in the school. I in my turn ask these parents how they give support and follow their children at home.”

PST2: “In the private school parents take responsibility about their children. They evaluate the school with the performance of their children. So, I discuss with parents on any issues including some ways to improve students’ speaking skill at home.”

GST1: “Well, it is good to discuss with parents about their children. However, they are not willing to come to school to talk about their children success or failure. They come to school only for special occasions.”

GST2: “In this school it is not common to work collaboratively with parents. I ask students to come with their parents to discuss on students general achievements. But, only few parents come to school throughout the year.”

Interviewer: “What opportunities do your students have to practice speaking English outside the school?” (Item no. 7)

PST1: “This school mainly focuses on promoting speaking skill in the school compound. Students celebrate English Day in the school once a week. And some speak English with their parents.”

PST2: “Some may have opportunities to act famous people speech on the flag ceremony. Some students also have the opportunities to act like journalist and read news paper for students.”

GST1: “Clever students may speak English outside the classroom otherwise students have no chance to speak English outside the classroom.”

GST2: “They have no more opportunity to speak English outside the classroom. But, I direct them to listen to any English Medias, to use Social Medias and to use any opportunities to improve their speaking skill.”

1. Audio Transcription of Department Heads to the Interview

The department heads in both schools are at the same time teachers and they teach English. So, they were asked three interview questions as department heads.

Interviewer: “What is your contribution as a department head to create conducive English learning environments in the speaking classroom?” (Item no.1)

Private School Department Head (PSDH): “I organize short trainings on method of teaching speaking to assist teachers to prepare themselves, to create different situations, we also discuss on the classroom situations, students behavior and how to work with parents collaboratively. The students’ speaking performance has great influence on parents. I work effectively with teachers to create friendly environment for speaking in the classroom.”

Government School Department Head (GSDH): “I give support to a teacher to encourage students who speak English in the classroom. I make sure if teachers teach speaking sections in the text book.”

Interviewer: “What kinds of follow up activities do you organize to observe that English teachers allow their students to participate actively in speaking activities?” (Item no. 2)

PSDH: “I use checklists to follow up all activities carried out by English teachers in the classroom. In addition, I make classroom observations to identify how learning and teaching is going on in general. Moreover, I identified gaps and give remediation to these gaps.”

GSDH: “English teacher prepares weekly lesson plan. I always check him and give some constructive comments for the teacher. I also have a regular meeting as a department twice a month on teaching and learning.”

Interviewer: “How does your leadership in the department contributes to expose students practice speaking English outside the classroom?” (Item no.3)

PSDH: “I and the school director tried to establish school clubs, mini Medias, to arrange questioning and answering programs with neighboring schools for students so that they could improve their speaking.”

GSDH: “Last year, I persuaded teachers and students to celebrate English Day to enable every one practice English in the school. However, this year the school has no this attempt. In addition, the department added that he made the school buy different books to help students develop their speaking.”

2. Audio Transcriptions of Students to Interview

Interviewer: “Please, introduce me some of your school rules and regulations!” (Item no. 1)

Private School Student 1 (PSS1): “Wearing our uniform, not being late, not...we do not have going outside without reason.”

PSS2: “Ah, disturbance is avoided, and also some rules related to students’ school uniform, behavior of students, and also respecting teachers.”

PSS3: “The very beautiful thing is every school has its own principles and rules. For example, not disturbing the classroom, wearing school uniform, not chewing gums in the classroom are some examples my school rules and regulations.”

Interviewer: “Please, introduce me some of your school rules and regulations!” (Item no.1)

Government School Student 1(GSS1): “Eh...Must wearing uniform, and then must respecting all of the teachers, and then respecting rule of the law of the school.”

GSS2: “My school have a rule of law, it have a rules, and it have a lot of students. We wear uniform...it is this rules.”

GSS3: “To in this school is learn education and other is...”

Interviewer: “What would you like to be when you grow up in the future? Why do you prefer this?” (Item no.2)

PSS1: “Lawyer. Because to stand for the people who ...im who do not have law”

PSS2: “Dr. because I want to heal people who are sick.”

PSS3: “I haven’t decided until now. But, I am thinking to be a doctor because in our country there are many people who are affected by many diseases. So, I want to find a medicine for these people”

Interviewer: “What would you like to be when you grow up in the future? Why do you prefer this?” (Item no.2)

GSS1: “In the future, I want to be a doctor because I want to help my parents...im all the people in my village.”

GSS2: “I want to in the future engineer b/se it is very good job. I am help my parents and my country.”

GSS3: “The future is the prime minister of Ethiopia b/se there is no well democracy system. The future is good system democracy in Ethiopia.”

Interviewer: “What will you do in your vacation in the coming summer?” (Item no.3)

PSS1: “Im ...I’ll visit my uncle’s house...in Addis Ababa.”

PSS2: “I have some programs to the coming summer to study the next grade, and I will have some visits to my families.”

PSS3: “Ah... I think I am going to visit my grandparents who live in Addis Ababa.” .

Interviewer: “What will you do in your vacation in the coming summer?” (Item no.3)

GSS1: “I am my plan is grade 9 text book ... additional text book to ...to record good grade.”

GSS2: “I am studying different books in the library.”

GSS3:“I am help my parents, read different additional books.

3. The Audio Transcriptions of Parents to the Interview

Interviewer: “How do you describe private and public schools taking their accountability in providing quality education such as creating conducive learning environment for students?”
The following paragraphs summarize the responses of parents from both schools.

Private School Parent 1(PSP1): “My elder son was attending in public school here in Mojo. He completed grade ten last year. Still he cannot produce even a single word in English. It was when he was in grade 8 that I decided to send the rest of my children to private school. Private schools require students to pay high fee. However, they hire very qualified and selective teachers. So, private schools are by far better than public schools.”

Government School Parent 1(GSP1): “I do not know more about private schools. But I heard from my children private schools perform educational activities better and they require high charge. In our case, frankly speaking students complete grade ten with a little knowledge. Government schools do not have adequate resources.”

PSP2: “Private schools like School of Excellence are famous in producing effective citizens since their establishment around 1997 E.C. In this school not only teachers but also parents take responsibility to the increment of their children efficiency in education. The school facilitates tutorial classes by paying other incentives to teachers. Perhaps, you may not find such trend in public school.”

GSP2: “Private Schools are schools where children from well to do families attend their schooling. I think children learn better in the private school. The public school allows students to learn with free charge and our children learn there.”

PSP3: “These days we are complaining the private school about its fee. I have a daughter here learning in grade 6. However, I am happy with her performance in the school. Teachers closely consult us about children’s success and failure. So, this makes the private school unique.”

GSP3: “I do not have children in the private school attending their lessons. However, some parents are complaining the high fee they pay and students’ performance in education is not comparable. The government school doesn’t work closely with parents. Many students in this school are reluctant.”

Interviewer: “What challenges does/do your child/children face in private schools particularly in improving his/her speaking English? Do you think it is the same in both schools?” (Item 2)

PSP1: “There are so many challenges in private school to be improved. In private schools students take entrance exam prepared by the school. In general, private schools are rule oriented. School fees show increment from day to day in private school. I think despite some gaps public school addresses the needs of all students accordingly.”

GSP1: “Teachers tell me that my children attending in this public school except one are performing speaking English poorly. So, my children are not willing to speak English even Afan Oromo. They are shy.”

PSP2: “Many parents send their children to private school because they think that there are welcoming environments in all aspects. However, there are so many gaps in private schools to be addressed.”

GSP2: “The major problem of the public school is that our children are not getting job opportunity after completing grade ten. I think teachers do not dedicatedly assist our children to speak English.”

PSP3: “Yeah, without challenge you can’t find rose bed to success. I come to this school at least three times a month to follow up my sons. Many students misbehave. Some perform even less than students in government school in their educational achievements. So, challenges are there in every school though the degree varies.”

GSP3: “I cannot speak more about private schools. But, in our case there many challenges our children are facing. I think some teachers do not assist students to be effective in their education. Students also do not do their homework. In general, these days quality of education is in a question.”

Interviewer: “What kind of help do you give to your child at home to improve his/her English speaking? Do you think both private and public schools do the same?” The following three paragraphs summarize responses of parents in private school.

PSP1: “I personally help my children at home. I have two children who are learning at private school. When they come back to home, I help my children at least for an hour in their education. I only use English while I deal with them. If I am not mistaken many rural parents only send their children to school and expect them to be successful in education. It could be a matter of educational background.”

GSP1: “I do not help my children at home, but I order their elder brother to follow their educational performance. I think parents in private school are better than us in assisting their children at home.”

PSP2: “Well, I often come to school to follow my children’s success in their education. I look at their exercises to get assignments and home work done. So, I can say I help and follow my sons.”

GSP2: “Yes, I don’t make my children busy at home, especially when their exam comes.”

PSP3: “I have developed a schedule to help my children at home on their education. When I am busy, my wife mother helped them.”

GSP3: “I cannot read and write. So, how could I help them? But, I help them in providing school with school materials and other issues.”

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