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**ASSESSING THE PRACTICE OF TEACHING THE SPEAKING SKILLS IN THE EFL
CLASSES: THE CASE OF BATU SECONDARY SCHOOL, GRADE NINE IN FOCUS**

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SEPTEMBER, 2017

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Abbreviations and acronyms

L1: Mother Tongue

L2: Second Language

EFL: English as a Foreign Language

MOE: Ministry of Education

Abstract

The main purpose of this study was assessing the practices of teaching the speaking skills in grade 9 at Batu secondary school. Descriptive and explanatory research designs were employed to accomplish the goal of the study. Grade nine EFL teachers and students were primary source of data; the data were collected from 4 randomly selected sections (A, C, F and H) and class observation was conducted twice in each section at different times. Further, 4 of the EFL teachers (100%) were taken for interview by availability sampling method. Similarly, 144 (20%) of the total grade nine students filled in questioners. The collected data were analyzed qualitatively and quantitatively. The findings indicated the existing realities in relation to the practice of teaching the speaking skills in EFL classes. The achieved findings of the study revealed that teachers' low commitment to follow the process of teaching the speaking skills activities; the students unable to understand the objectives of the tasks, unable to articulate their experience and not capable to follow each stage activities actively. Again, teachers' reluctance to employ various and attractive techniques to motivate and develop their ability to practice speaking or low devotions to apply the proper teaching methods; students become lack of adequate opportunity for every student to involve actively. Further, Students' lack of adequate experience; Besides, teachers' inability in classroom management, difficulty to address needs of each student, incapability to give feedback and evaluation, shortage of class time, unmanageable class sizes, in convenience air conditions and insufficient furniture are identified as the major hindrance. Finally, on the basis of the major findings, possible recommendations were forwarded. So as either to minimize the problems or to improve the practice of speaking in EFL classes by alleviating teachers' related problems, students' related problem and the class-room related problem; thus, teachers have a pivotal role in developing the students speaking ability by using proper teaching methods. Students should also take part for their role; changing their attitude, motivate and expose themselves to the target language. The concerned bodies again have to care for the large number of the students, the class room size, uncomfortable desks and tables also for language lab and instructional materials to lighten the problem.

CHAPTER ONE: INTRODUCTION

This part of the study presents the background of the study, statement of the problem, objectives of the study, research questions, significance, delimitation and limitations of the study.

1.1 Background of the Study

Speaking is one of the four major skills that need to be acquired in learning language. This skill is closely intertwined with some practical aspects in pedagogical research like; conversational discourse, pronunciation, accuracy and fluency, and affective factors (Brown, 2001). Considering the involvement of these aspects in speaking, hence teaching speaking well is needed.

Nunan (1991) writes that success is measured in terms of the ability to carry out the conversation in the target language. Therefore, we learn to speak by speaking. The more you practice the better you will improve your own oral skills as well as help your students improve theirs.

Regarding to this fact, Language is a means of communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication (Celce-Murcia, 2001).

In our country, after elementary class at high school level in all governmental and private schools every subject (excluding Amharic and Afan Oromo) is provided by English language. One of the main reasons why students learn the subject is a medium of instruction starting from grade nine. In case of this, English speaking ability is one of the most important skills to be developed and enhanced in language learners; to achieve their academic. Therefore, teachers of English who are assigned to teach English to explain, communicate with students, and question them effectively and respond fully to their question using the English language (MOE, 2003).

Despite this fact, the students' proficiency of English languages is not well developed to meet the classroom demand. Tamene (2000) portrays that students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, to participate actively through their own speaking and writing activities. In general, their speaking skills are less than adequate to meet the demands that their classroom level requires of them.

As different related study state that the challenges are found in all language skills; the challenges in speaking skills are more serious when compared to other skills, because of different challenges that influence teachers' teaching productively and the students' speaking performance; such as: inappropriate teaching methodology, students low motivation in learning English, classroom size, arrangement of desks and limited time of teaching learning process. In relation to this, Tesfaye (2013) suggests in his finding, teachers should plan their lesson before hand. So that, they can use the time allotted properly; believing on good teacher with good teaching method results in students' effective learning. To accomplish this they can use a number of mechanisms; such as: supporting each other in a classroom and using senior students or/and among students in assisting students while they are working in groups or pairs.

Moreover, Amanuel (2005) concludes in his finding the factors in teaching speaking the failure of both teachers and students to play their appropriate roles during English speaking classes, their beliefs about language teaching and learning, inadequacy of the number of speaking activities, psychological problems, inconvenience of classroom environment and lack of access to teaching materials were among the major problems encountered in the students' English speaking skills.

1.2 Statement of the Problem

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention for teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired (Brown, 1994).

Researchers claimed out, the main concern and objective of language teaching is to enable the students to develop their ability to use language for a variety of communication purposes. The teaching and learning of speaking are a vital part of any language education classroom; as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking. Therefore, students should be taught the four major language skills: listening, speaking, reading, and writing. Particularly, teaching the speaking skills is vitally important; because

it is the skill which engages learners to participate in the process of oral communication (Harmer, 1991; Burns, 2012).

In addition, speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task, giving learners time for planning what to say and how to say it. The purposes of this preparation stage include: introducing or teaching new language, enabling learners to reorganize their developing linguistic knowledge, activating existing linguistic knowledge, recycling specific language items, and easing processing load, pushing learners to interpret tasks in more demanding ways (Skehan, 1998) also consider that one of the main problems in foreign language teaching is to make learners be able to use the language.

Regardless of this problem of teaching speaking skills, Harmer (2007) suggests that, a teacher can help students in developing their speaking skills. Firstly, English teacher should know that speaking is an interactive process requiring much effort and practice on the part of the learners. Secondly, English teachers need to know learning material how to select and design appropriate and authentic language learning activities and materials on their levels of understanding.

Compared to other skills, teaching speaking skills need teachers' effort highly in performing the activities properly than other skills need. In relation, Ministry of education (2003) teaching foreign language especially in governmental school, that hasn't enough exposure to practice the speaking skills effectively as intended; in terms of teachers', students' and classroom (schools) environment related problems. Therefore, it needs evaluation and remind the conditions that improve the students oral communicative.

Likely, the researcher of this study was found this problem in her teaching school at Batu secondary school in grade nine students. When she teaches the language, especially the speaking skills; most students never need and not provoke to speak English language at all. All her students can read and write possibly, but they have poor performance at speaking and listening skills. So that, she initiated to overcome the problem; assess the practice of the speaking skills in EFL classes at Batu secondary school in grade nine. The research mainly needs to assess the process of teaching of the speaking skills, determine the level of using proper teaching methods in teaching the speaking skills and determine the challenges which are encountered in the practice of teaching the speaking skills in the EFL classes. This problem of course is very serious in the concerned school and grade level to

overcome soon since the purpose of language teaching is for communication. Apart from this there was no research done in this topic in the given setting; again the study also useful for teacher, education sectors and for other investigator as secondary data source. Due to this fact, the chosen research topic has been a definite necessity to study and explore the existing reality. And to show directions; how should teachers teach the speaking skills, how often they should follow proper teaching method of speaking, how to address the problems and recommended possible solutions.

1.3. Objectives of the Study

The study has both general and specific objectives that obtained the result through gathering data tools.

1.3.1. General Objective of the Study

The general objective of this study is to assess the practice of teaching the speaking skills in the EFL classes; Batu secondary school, grade nine in focuses

1.3.2. Specific Objectives of the Study

The study specifically tends to:

1. Asses the practice of teaching the speaking skills in the EFL classes.
2. Determine to which level English teachers in grade nine follow proper teaching methods to teach the speaking skills.
3. Determine the challenges encountered in the teaching of the speaking skills in the concerned grade.

1.4 Research Questions

The study has been found answer to the following basic research questions:

1. How do grade nine teachers at Batu Secondary school teach the speaking skills?
2. To what level do grade nine EFL teachers follow proper teaching methods to teach the speaking skills?

3. What challenges are encountered in the teaching of the speaking skills in grade nine at the school concerned?

1.5 Significance of the Study

The researcher believes that the result of the study addressed the problems that teachers face in teaching speaking skills in EFL classes and recommended appropriate solution.

1. It may help the teachers to evade shortcomings in the teaching speaking skills in the EFL classes using proper teaching methods for the active teaching process.
2. The study may help the students to use appropriate solution to be active in the practice of speaking.
3. The responsible bodies in the educational sectors may use the result of the study.
4. This study may also motivate other researchers to conduct same or related studies.

1.6 Delimitations of the Study

The study was confined to assess the practice of teaching the speaking skills in the EFL classes; at Batu Secondary School in grade nine students. Therefore, it delimited to assess the practice of teaching the speaking skills, determine the level of using proper teaching method of speaking. And determine the challenges that encountered in the practice of the speaking skills.

1.7 Limitation of the Study

The study was conducted in one secondary school grade nine only. The study would have been more comprehensive and general if it had included more secondary schools. Besides, the researcher encountered others problems such as lack of cooperation the subject of the study particularly for class observation, some of them wouldn't have good interest. However, despite the challenges that confronted the work; the researcher has made an effort to alleviate them and finalize the research as complete and timely as possible.

CHAPTER TWO: LITERATURE REVIEW

The study under this chapter reviews some basic points underlying the research topic and other related issues. Through reviewing the relevant literature mainly set out about the concept of speaking, teaching the speaking skills, the significance of teaching speaking skills, stages of teaching speaking skills, activities to promote speaking skills, role of teacher and students proper method of teaching the speaking skills. And, deriving some insights into the factors encountered in the teaching of the speaking skills in the EFL classes.

2.1 The Concept of the Speaking Skills

Speaking is an activity to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language. The ability to understand what other people talk and to answer in the target language is the indication of mastery of the language. The ability of speaking will maintain their involvement in the real communication of English. Speaking is important because being able to speak is one of the indicators of mastering the language. In addition, the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not. The teaching of speaking should enable the students to use the language orally in the real communication. Speaking is a process of producing sounds why many of us were shocked through speech organs, those sounds coordinately contains a message (Chaney, 1998; Nunan, 1999)

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: we had not been prepared for spontaneous communication and could not cope with all its simultaneous demands. Speaking is an “activity requiring the integration of many subsystems. all these factors combine to make speaking a second or foreign language a formidable task for language learners yet; for many people, speaking is seen as the central skills”(Bailey and Savage, 1994:6).

Additionally, more than producing message it involves receiving and processing information; that means the speaker communicate with others; they receive information, processing and producing

information as well. Using language is more important than just knowing about it because there is no point knowing a lot about language if you can't use it (Ur, 1996; Brown, 1994).

2.2 Teaching Speaking Skills

The focus of teaching speaking of course is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. In the past, oral communication instruction was neglected because of misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically to analogous oral communication skills (Chaney, 1998).

Moreover, Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate. Under this there are justifications about how English teachers should teach speaking skills:

Brown (2001) classifies that the teaching of speaking into four elements; Firstly, types of classroom speaking performance that students are expected in the English classroom are imitative, intensive, responsive, transactional, interpersonal (interactional), and extensive. Secondly, in teaching speaking, there are some principles for designing speaking techniques should pay attention, they are using techniques that cover the spectrum/range of learner needs, providing intrinsically motivating techniques, encouraging 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. Thirdly, English teacher can use some ways in teaching conversation; they are direct conversation, indirect conversation, transactional conversation, meaningful oral grammar, and individual practice. The last, English teacher should teach pronunciation using the following techniques; they are intonation, stress, and meaningful minimal pairs.

Moreover, Nunan (1999) explains that teaching of speaking should pay attention on the learners. The reluctant speakers must be seen as the biggest challenge of the teachers. The English speakers are reluctant to speak due to two factors; first, prior learning experiences, and second, motivation. To overcome the problem, he suggests managing and simplifying the classroom to encourage students to participate in speaking. To motivate the students, he suggest some ways; they are: make instructional goals explicit to learners, break learning down into sequences of achievable steps, link learning to the needs and interest of the learners, allow the learners to bring their own knowledge and perspectives into the learning process, encourage creative language use, help learners to identify the strategies underlying the learning tasks they engaged in, and develop ways in which learners can record their own progress.

In addition, Bailey (2003) states that there are five principles for teaching speaking; First, be aware of the differences between second language and foreign language learning contexts, second, give students practice with both fluency and accuracy, third, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, fourth, plan speaking tasks that involve negotiation for meaning, and fifth, design classroom activities that involve guidance and practice in both transactional and interactional speaking. From those statements, it concludes that before teaching speaking, a teacher should find the background data about the students' needs and their goals. In the teaching of speaking, the teacher should focus on choosing the appropriate types of classroom speaking performance, designing speaking techniques, and paying attention on the learners how to motivate them in learning English.

2.3 The Significance of Teaching Speaking Skills

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Therefore, the importance speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People

at their work places, i.e. researchers working either in a medical laboratory or in a language center, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems (Nunan.2003).

According to Harmer (1991), teaching speaking is to teach ESL learners: to produce the English speech sound patterns and rhythm of second languages; to select appropriate words according to the appropriate social settings, audience situation and subject matter, to organize and use their thought in meaningful and social sequence and use the language quickly and confidently with few unnatural pauses.

2.4 Stages of Teaching the Speaking Lesson

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking.

In the process of teaching the speaking skills there are different activities that teachers take part. It was implemented by separating it into three stages: pre, while and post stages.

2.4.1 Pre Speaking: Planning and Organizing

Pre speaking begins before students actually speak, students' experiences, observations and interactions inside and outside of the classroom have an impact on what they say and how they say it. It involves thought and reflection and provides opportunities for students to plan and organize for speaking. It has its own purpose students generate and explore ideas for speaking through a variety of pre speaking activities; such as: listening to a speaker, listening music, viewing video and reflecting personal experience. In pre speaking teachers should: introduce the lesson and clarify the objectives of the lesson. And asking pre speaking questions; it helps students to elicit their background knowledge.

2.4.2. During Speaking

Speaking actively engages student's interaction with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to go freely

to practice to speak with their ideas and information. In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations; depending upon their purpose for speaking. Teachers in while speaking; give different activities, group in to different forms, controlling and monitoring, give time to participate and forward their ideas, also giving feedback.

2.4.3 Post Speaking: A time for reflection and setting goal

It is important to have students reflect upon their performance. Their reflection whether it is oral/ written, should include the teacher, who can help them set personal goals for improving their speaking abilities. When students have reflected up on their speaking performance, peers may be invited to comment through a structure and may give oral feedback. Teachers also ask questions that result in a diversity of thought and response, and to which there is no always one right answer. At all in post stage: giving assessment, feedback and evaluation and stabilize the lesson.

In addition, Richards (2006) reveals that depending on the activities what that provides and the demand needed. He recommends seven stages; that is, implemented speaking lesson. 1. Focus learner attention on speaking: it implies students think about the activity. 2. Provide input and/ or guide planning: it may carried on in pre teaching vocabulary, expressions or discourse features and planning for the activity they will carry out in the class. 3. Conduct speaking task: students practice communicative speaking task with a focus on fluency. 4. Focus on: students examine their performance or look at other performances of the task, how the task can be carried out, and review different features of the task. 5. Repeat speaking task: the activity is performed a second time. 6. Direct learners reflection on learning: students review and reflect on what they have learned and difficulties they encountered. 7. Facilitate feedback on learning: teacher provides feedback on their performance.

Again, Brown (1994) states that speaking lesson can follow the usual pattern of preparation, presentation, practice, evaluation and extension; the teacher can use the preparation step to establish a context for the speaking task (where, when, why and with whom it will occur). And also to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a production model that furthers further comprehension and helps them become more attentive observer of the language use. Practice involves learners in reducing the targeted stricture, usually in a controlled or highly

supported manner. Evaluation involves directing attention to the skill being examined and asking learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones.

2.5 Activities to Promote the Speaking Skills

Harmer (2007) claims that good speaking activities can and should be extremely engaging for the students; speaking proficiency involves language activities for developing individuals' communicative competence. Thus, communicative competence is qualified as purposeful, productive, independent, dynamic and integrated.

Moreover, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Harmer, mentioned different activities to use in teaching speaking. Some of these are: discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, picture narrating, picture describing, and etc.

2.6 Roles of Teachers and Students in Teaching Speaking

Oxford dictionary defines role “an actor’s part in play and a function that a person or thing typically has or expected to do.” based on this definition a role can be taken as a duty can be taken as a duty, responsibility, function or part that somebody can perform the expected activities to perform. In the teaching learning process there are two basic role players. These are the teacher and the student.

2.6.1 Roles of Teachers

In order of teacher in his/her teaching has a strong responsibility in providing the lesson for their students in proper way. Managing the class well, providing supportive activities. According to Harmer (2007) clarifications in some activities that require the teacher should be more of the teachers activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learners group or interaction, the teacher act as facilitator by not intervening frequently. Allow students more opportunity to use the language as their disposal. The teacher act as an organizer, this often involves giving the students information, telling them how

they are going to do the activity, putting them in to pairs and groups, and finally closing things down when it is time to stop.

As a promoter, where as in communicative task the teacher take parts a promoting role that to encourage their students when they are practicing and they may face problem. A participant, here it implies teacher was not only responsible for correcting but take part in each activity to show/ apply at practicing time. As a Resource, they are involved in preparation for the presentation they are to make to class. As a Tutor, when students are working on longer projects, such as pieces of writing preparation for talk the teacher act as a tutor, pointing them in directions they have not yet thought of taking. As an observer, observe what students do; give them useful group and individual feedback. And as an assessor, where as in communicative task act as offering feedback, and correction and grading students in various ways.

2.6.2 Roles of Students

In attempt to acquire the use and usage of language students have to be cooperative in accomplishing different tasks or activities, such as favorable interests and attitude towards their subjects and to talk in the target language. Thus, in the communicative language teaching the learner is believed to take such an active role which they ultimately help to grow learners' independence from the teacher. In communicative language teaching students are seen as processor, performers, initiators and problem solvers. They are also expected to shoulder a greater of responsibility for their own learning (Richards, 2006).

2.7 Proper Teaching Methods of Teaching the Speaking Skills in EFL Classes.

Effective instructors teach students through using different speaking methods/ strategies; establishing student center teaching philosophy, by providing and giving chances for students to participate through pair, group work and different cooperative work also by providing sufficient materials and techniques of teaching and others.

For enhancing the students speaking performance there are several suggestions rises how teachers teach speaking skills properly (Brown, 2001; Bailey, 2003; Harmer, 2001; Ur, 1996) suggest some methods for designing speaking lesson. Some of them are:

2.7.1 Engage Students to Enhance their Accuracy and Fluency

In the Practicing of speaking skill for improving the students' performance of speaking ability, teachers should provide different possible and meaning full activities that help to check and more practice in their accuracy and fluency. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency also the speaker which uses the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. The students cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language. For this all activities the students must get much time to practice. Thus, the teaching method should be student center. In relation to this, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001).

In addition to this, Teaching speaking constitutes a central issue in a second language learning because it contribute to success in the acquisitions of second language. Thus, teachers play essential role in promoting effective and efficient students in spoken English language in terms of fluency and accuracy, he defines accuracy relates appropriateness and fluency does not simply indicate the ability to link elements but also the ability to use language in a natural way. Brown sets some element helping to achieve/develop fluency and accuracy.

2.7.1.1 Offer Group Presentations and Assignments

Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal.

2.7.1.2 Ask Open-ended Questions

Because they require more than a one- or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. You might set a timer for short informal conversations and challenge students to use open-ended questions (Harmer, 2001).

2.7.1.3 Use Tasks and Activities that Foster Critical Thinking.

Another method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions.

2.7.1.4 Find Teachable Moments.

Whatever the age group you are working with, maximize on the everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, you might ask that they rephrase what they said, or challenge the class to ask clarifying questions. If an unfamiliar word pops up pause in order to search the word in the dictionary.

2.7.2 Provide Intrinsically Motivating Techniques

In this topic we have look on the ideas of students' motivation and also providing intrinsically motivated teaching techniques.

2.7.2.1 Motivate Students to Engage in Communicative Activities

One of the teacher's main aims should be to help students to sustain their motivation. We can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity and provoke their participation help them to stay interested in the subject. We need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy. We need to display appropriate teacher qualities so that students can have confidence in their abilities and professionalism. We need to consider the issue of affect - that is, how the students feel about the learning process. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated (Harmer, 2002).

Moreover, Gardner (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. To motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

In addition, Littlewoods (2007) observes that in second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, to achieve and succeed. Thus try at all times to appeal to students' ultimate goals and interest, to their need for knowledge for status, for achieving competence and autonomy and, help them to see how the activity will benefit them.

Dornyei (2001) asserts that language learning is enhanced when attention is paid to affective teaching and learning strategies especially those that endeavor to increase students' linguistic self-confidence and improve their self-efficacy, that is, their ability to cope with specific tasks. Students' attitudes and ways of thinking can deeply influence language learning because internal barriers are erected when learners are poorly motivated, bored, or anxious.

Therefore, the students attention, motivation, attitude, anxiety, and other feeling which can be discard or help to develop the given lesson in the class: teacher should knows the students well by collecting personal information: by use of students portfolio, asking students by their names to answer questions in class; establishing good interaction; showing concern for both strong and weaker by providing equal chance in tasks; arousing students interest by using different motivated activities.

2.7.2.2 Provide Engaging Techniques

Ur (1996) learners should have a chance to talk a lot using the target language. What is difficult to achieve, although still possible, is the desire to have the time devoted to such an activity filled with learner talking time to the maximum. What a teacher can do to promote speaking is to divide students into groups. Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

Brown pointed out "successful speaking activity is even participation. All students should get a chance to speak; moreover, contributions ought to be fairly evenly distributed; hence, teachers' task is to strive towards engaging the less active learners and make sure that all students are involved in an equal way" (2001: 270).

Additionally, a task ought not to be dominated by a few students who like to take control over an exercise. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves simulation, role play, discussion, picture narration, information gap; etc. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding. Truly authentic communication tasks have several features:

- They involve solving a true problem or discussing a topic of interest.
- They require using language to accomplish a goal, not using language merely to use language.
- They allow students to use all of the language skills they have, rather than specific forms or vocabulary, and to self-correct when they realize they need to.
- The criterion of success is clear: completion of a defined task.

2.7.2.3 Provide Authentic Instructional Materials

Type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts).

A visual material can create a harmony between the students and the instructional methodology and the materials used. According to Oxford (2001) clarifications teaching aids help the students to understand nearly feel confidence and experience low anxiety. For example videos help students in gaining confidence as they repeat and imitate real models using the target language. In the class there are facing varies needs and different kinds of learner style, such as visual learner, kinesthetic and tactile learners; these students who can benefit largely of the visual aids. It is important to mention that visual materials can create the teacher should provide authentic material to overcome classroom artificiality. And become, the students feel to be in the real life situation. The materials for a specific lesson will fall into two categories: those that are required, such as course textbooks and lab materials, and authentic materials that the teacher incorporates into classroom activities.

More specifically, Nunan (1999) defines authentic materials as spoken or written language data produced in the course of genuine communication, and not specifically written for the purpose of language teaching. They are “samples” that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers.

For required materials, determine what information must be presented in class and decide which exercise to use in class and which for out-of-class work. For teacher-provided materials, use materials that are genuinely related to realistic communication activities. Don’t be tempted to try to create a communication task around something just because it’s a really cool video or a beautiful brochure.

Visual aids can be a helpful tool in the language classroom as Mannan (2005) claims that help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciation, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. In relations, Watch films that model conversation skills: conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange. Your students can learn the foundational elements of conversation by watching films or videos of these interactions taking place. Pause the video and ask questions.

2.7.3 Capitalize on the Natural Link between Speaking and Listening

Listening and speaking skills co-occur in real life. Byrne (1991:21) states that, “one should keep in mind that these skills are normally integrated in real life.” The term integrated skills involves linking them together in such a way that what has been learnt and practiced through the exercise of one skill is reinforced and perhaps extended through further language tasks which bring different skills in to use. For some time in language teaching, it has been conventional to teach speaking as being of primary importance, regarding listening to be less important although it is known that oral skills cannot be separated each other. Language teachers should encourage students to predict, to tolerate ambiguity and to link ideas so that they stop dwelling on isolated words often not vital for comprehension. These activities integrate speaking because the songs, videos or listening text-topic is the springboard for a discussion, drill or pronunciation practice. Integrated activities also provide opportunities for much needed pupil behavioral-interaction described by Lynch (1997) earlier

dictations integrate listening and speaking. Although they have not been very fashionable dictations are at the moment once again seen as relevant.

The complimentary bond between speaking and listening makes communication successful and easier to process information during learning process. Speaking and listening have been regarded as being too difficult to cope with, so generally Students are not willing to participate in tasks focusing on these two skills. In real life, listening and speaking always in integration, so the teachers should teach these two skills in an interacted way.

Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes real means of interaction and sharing among people. Real success in English teaching and learning is when the learner can actually communicate in English inside and outside the classroom (Davies and Pearse, 2000).

2.7.3.1 Reinforce Active Listening

Communication isn't just about speaking; it's also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, and then having the class discusses and reflects on the content. Active listening also means listening to understand rather than reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker's intended message (Harmer, 2007).

2.7.4 Provide Appropriate Feedback and Correction

Feed back is an essential part of effective learning. It helps students understand the course being studied and give them a clear guidance on how to improve their learning. It is a way of correcting error. Edge (1993) mentions that there are ways of error correction and the advantage that gives the students. As he mentioned out: self, peer and teacher correction. In self correction the students correct his/herself. And this helps the students will remember it better.

In peer correction if the students not correct him/her self the teacher can encourage other students to supply correction. And it is to be applied tactfully. If not being tactful, by hurting their feeling within each other, the students feel humiliated. Peer correction has an advantage that is it encourages cooperation and both learners are involved in listening to and thinking about the language. The teachers also get important information about learners' ability. Beyond this if no one can correct, the

teacher must realize that the point has not yet been learned properly. In that case the teacher expects majority of the class has the same problem. There for there might be more repetition and create broadness. But the main aim of correction is to facilitate the students to learn the new language item correctly. That is why it is important that after correction the teacher have to ask the student who originally made the error and to give the correct response. Harmer (2007: 100) stated that:

Feedback encompasses not only correcting students, but, also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. The way we assess and correct students will depend not only upon the kind of mistakes being made and reason for them, but also on the type of activity the students are taking part in.

According to Dinham (2002), error is usual, which may happen in practicing speaking skills thus, teachers should correct the problem in different methods. It is mentioned as follows:

2.7.4.1. Feedback should be Accurate and given in a Timely Manner

Providing feedback means giving students an explanation of what they are doing correctly and incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. When student feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.

2.7.4. 2. Be Sensitive to the Individual Needs

It is vital that we take into consideration each individual when giving student feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and other needs to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.

2.7.4.3 Allow to Give Feedback to Each Other

Model for students what appropriate feedback looks like and sounds like. As an elementary teacher, we call this ‘peer conferencing’. Train students to give each other constructive feedback in a way that is positive and helpful.

2.7.4. 4 Give Genuine Praise and Keep the Track of the Student Progress

Students are quick to figure out which teachers use meaningless praise to win approval. If you are constantly telling your students “Good Job” or “Nice Work” then, over time, these words become meaningless. Make a big deal out of the usual encouragement; go above and beyond with the encouragement and praise. The other way also keeps a section of a notebook for each student. Write daily or weekly, dated comments about each student as necessary. Keep track of good questions the student asks, behavior issues, areas for improvement, and others.

2.7.5 Evaluating Students’ Understanding

The method used for assessing oral communication skills depends on the purpose of the assessment. The method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it operates in the same way with a wide range of students.

In relation to this, O Mally and Picrce (1996) reveal that assessment of oral language must focus on a student’s ability to interpret a conveying meaning for authentic purpose in interactive context. Giving students a mark for speaking is challenging job. Evaluating speaking is difficult as there are many things to pay attention at the same time. One possible solution for this is to pay attention on one or two aspects at a time. For an example a particular speaking activity or task the teacher can focus on marking the content and the word stress. For next, the teacher can pay attention on intonation and linking sounds.

The speaking skills are evaluated by recording all the speeches, role plays, discussions considering the following factors. Listening to the recorded speeches carefully several times and to see whether any improvements considering the following factors compared to their level at the beginning and

whether the participants are able to minimize errors, use new words and phrases that they learnt when they speak, speak confidently, speak clearly, organization of ideas. When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task. Evaluation is useful for four reasons: It reinforces the material that was presented earlier in the lesson, it provides an opportunity for students to raise questions of usage and style, it enables the instructor to monitor individual student comprehension and learning, it provides closure to the lesson.

2.8 Challenges Encountered in the Practice of Teaching the Speaking Skills in EFL Classes

Speaking perceived as the most fundamental skills to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners.

The difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations. Additionally, an advanced language course should create optimal conditions for developing learners' socio cultural knowledge, which is the culturally embedded rules of social behavior and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language (Thornbury, 2007).

Additionally he states these knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond. Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second.

The issue of the large classes also posed a challenge. The teacher did not have effective control over time-on-task or engaged time. This is the time during a lesson in which learners are actively engaged

in instructional task in the schools studied. It was observed that while some learners reported or narrated, others did other things that were out of context. This could be explained by the large classes.

Hayes (1997) believes that the number of the students to be thirty, they all are get chance to communicate each other, for each activities and easily develop their speaking performance. According to many teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes into five categories: 1) Discomfort caused by the physical constraints (aspects of classroom environment, sitting arrangements and psychological); 2) Control problems (discipline aspects); 3) Lack of individual attentions; (affective aspect) 4) Difficulty on evaluation (management related aspect); 5) Problems of charging learning effectiveness (pedagogical aspects). These problems can be classroom condition, psychological but to a great extent technical.

2.8.1 Teacher Related Problems

This problem comes from teachers with relations to the using teaching method, the providing materials, and activities for preparing their students active in the process of teaching.

2.8.1.1 Teaching Methodology

In traditional education methodologies, teachers direct the learning process and students assume a receptive role in their education. Armstrong (2012) claimed that teachers led approach never gives an opportunity to learners or it ignores learner responsibility. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to gain information as it is proctored to the student, providing rationale as to why rote learning or memorization of teacher notes or lectures was the norm a few decades ago. Student-centered learning is not pouring something (knowledge) in to students' mind but through facilitating them one can make students to learn independently. Thus Student-centered learning allows students to actively participate in discovery learning processes from an autonomous viewpoint.

2.8.1.2 Nature of the Task

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative tasks have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Research on second language acquisition suggests that more learning takes place when students are engaged in relevant tasks with in a dynamic learning environment rather than in traditional teacher-led classes. In time of providing the lesson the teacher should provide students with preliminary grasp of the language as they expected to practice. Based on this, Ur also indicates that, students are unable to cooperate and participate without the necessary language that fosters their communication (Moss & Ross-Felder, 2003; Ur, 1996).

2.8.1.3 Class Management Problems

One of the most problems related to teaching speaking skills is classroom management. Therefore, it is certainly much of the art that large classes must involve assertiveness, leadership and active teacher who is able to control most of the class actions. In management related factors looking out the teacher factors and students factors that expect to take part in managing the noise and discipline problems and coordinate students to do different activities cooperatively (in pair and in group) this helps the teacher to handle the students number. In any school, teachers are the key persons to accomplish tasks that contribution to the realization of its goal (Worku, 2004).

Additionally, he set a task completed, as group work will take more time than the teacher-centered instruction. For instance, speaking activities such as brainstorming, role-play, discussion carried out through a group are time - consuming. For many teachers one of the major frustrations about group work is the time it takes to accomplish the tasks. It takes longer time for students to talk and listen to others. Therefore, it's better for students to be given a time limit, so that they can pace themselves and deal with questions in more depth. In line to this, state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher.

Lazear (2003) also assumes that if a student misbehaves and begins disturbing the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and demolish the capability of others to learn. It is borne

out in the words of the teachers and hinders the teaching process in large classes is identifying and controlling students who tend to distract their classmates from concentrating on the lesson.

2.8.1.4 Cooperating and Monitoring

Teachers should monitor the teaching process in individual and pair work, also group interaction continuously and give help when asked. During this process, teachers see their participation, what problems the students are encountering doing the task and work co-operatively (Brubachaer, Payne and Pricket, 1990).

2.8.1.5 Providing Feedback

Feedback session usually takes place in the context of full class interaction after the end of group work. Ur emphasizes that; teachers should give feedback for students as it helps them to learn from what they did. And correction encourages the students to produce accurate expressions, and thus improves the understanding and use of the second language (Ur, 1996).

2.8.1.6 Evaluating Students' Activities

Teachers evaluate their works after their discussion or activities, students should play the following roles (Yada and Martin, 2009). Thus, the teacher looks their works and evaluates their performance.

1. Report their work.
2. Add additional information, ask for clarification and comment on the report.
3. Discuss what they did good and wrong.
4. Congratulate oneself on any progress.
5. Keep any mistaken of stumbling,

2.8.2 Students Related Problem

Students reflected problem are those which are non academic in nature and involve stimulating learning through establishing a level of empathy between the teacher and student. They include considering factors such as emotions and attitudes (Oxford, 2001).

The student related factors to L2 or foreign language learning is emotions, self-esteem, and empathy, anxiety, attitude and motivation. Foreign language or L2 learning is a complex task that is susceptible to human anxiety (Brown, 1994). This is associated with feeling of uneasiness, frustration, and self-doubt. Speaking a foreign language in public, especially in forms of native speakers is often anxiety provoking. Extremely, anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation which often leads to discouragement and a general sense of failure.

Nunan (1999) has suggested similar views it is created from the interactions of the teachers and the students in the classroom. Psychological factors such as anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes are the factors commonly that hinder students from speaking. And suggested: strong, positive relationship between teacher to students, level of motivation and engagement and their perceptions of the classroom environment as being socially supportive for developing the students communicative.

Students may face such problem in the practicing the speaking skills according to this, Ur (1995) lists some of them: Inhibition: fear of making mistakes, losing face, criticism; shyness; (personal feeling of fear) Nothing to say: learners have problems with finding motives to speak, formulating opinions or relevant comments; Low or uneven participation: often caused by the tendency of some learners to dominate in the group. Mother-tongue use: particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language. As many teacher observations indicate, that, these situations occur in language classrooms regardless of the level of proficiency or the number of students in the group.

In general, students faced different problems that are being obstacle to practice in learning speaking. Such factors may face from internal and external ways; like: lack of exposure to practice the language in and out of the classroom, lack of experience to achieve the given level tasks; in case they lose confidence to practice well in the target language and they devote to use their mother tongue and loss of motivations to learn the speaking skills.

2.8.3 Classroom Related Problems

In the classroom condition related factors mainly focuses the aspects of educational setting, classroom environment encompasses a broad range of educational concepts, including the physical

setting, the psychological environment created through social contexts, and numerous instructional components. Therefore, the schools have duty to provide suitable condition.

2.8.3.1 Large Number of Students

The class size refers to the number of pupils regularly scheduled in one class. The classroom size has its own impact in facilitating or hindering activities of teaching and learning means the size of the class has great role in creating conducive environment for the process of teaching and learning. The class size is differ from place to place and subject to subject for example in our country as the (MOE, 1995) Ethiopian secondary schools recommends a class size of 40 students in room with a total area of 46.00m². Therefore, the school should recognize to provide ventilating class, comfortable chairs, tables, and the number of the students also should properly equivalent with the classroom size (the furniture and class size with student number must be equal).

2.8.3.2 Tables and Chairs /Seats

Classroom environment variables with numerous positive and negative student behavioral and academic outcome; in our country particularly in governmental schools the classrooms at the high schools are often big with unmovable desks and large numbers of students. Unsuitable arrangement of classroom furniture (e.g. fixed chairs, tables and desks) can restrict successful organization of teaching speaking skills and implementing it properly (Cruickshank, 1999) which leads to difficulty relating to class organization and management.

In addition in the educational setting classroom arrangement or class-room conditions is questionable. Because. Inappropriate arrangement of classroom furniture can restrict successful organization of teaching speaking skills, and implementing it properly and leads to difficulty relating to class organization and management (Richards, 2006).

2.8.3.3 Inconvenience Environment

In relation to class observation the language classroom should have convenient air that helps to conduct the teaching and learning comfortably. Thus, the class should fulfill enough seats, the exact number of the students as the Ethiopian standards and good class room environment (good air ventilation, clean, decorated with teaching aids and a conducive air far from noise) this all goes with the building of the class in terms of the air condition and the number of the students who attends the in one classes. As Kumerre (2004) states that class has great role in creating favorable environments.

CHAPTER THREE: RESEARCH DESIGN AND METHEDOLOGY

This chapter deals with an overview of the research methodology. It incorporates research design, study setting, sampling population and sampling techniques, instruments of data collections, pilot study, data collection procedures and method of data analysis.

3.1 Research Design

Descriptive and explanatory methods were used in conducting this study. The researcher used descriptive research method to establish the existence of phenomena by explicitly describing; and, the explanatory method to connect different ideas and to understand the different reasons, causes and their effects. This study is designed to assess the practice of teaching the speaking skills in the EFL classes. The main objective of this study therefore went to find out how teachers practice the teaching of the speaking skills in EFL classes. In order to accomplish this objectives the researcher gathered ample data using class observation, interview and questionnaire. These tools were delivered to the sample population. The data gathered by each tool were organized quantitatively and summarized qualitatively.

3.2 Study Setting

The study was conducted at Batu secondary school; grade nine EFL teachers and students. The place is located in Oromia region East Shoa zone about 165 kilometers to the East of Addis Ababa. In the town there are 4 private secondary schools and only 1 governmental secondary school. As the MOE (1995) clarifies most probably low proficiency level of practicing the speaking skills is shown in governmental school. Thus, the school was selected based on convenience sampling. That is the accessibility to the researcher, the researcher saw a problem in this school; and then she put in to consideration that the problem should be assessed.

3.3 Sampling

This sub topic deals with the sample population and the techniques of selecting the sample.

3.3.1 Target Population

Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to be able to obtain data from a

smaller group or subset of the total population Cohen, Mannion & Morrison (2007). Depending up on this, all (4) grade nine English teachers and, 702 students of Batu secondary School from the whole sections, 144 students (20% from the total population) were found to be the participants of the study. The researcher planed to select those students since it helps to gather strong and valid information. The school and the grade level were selected purposively because the researcher works there and teaches in the given grade level and also observed the problem well. In addition, it helped her to study the issue deeply and makes the research reliable. Moreover, there had not been any significant research conducted concerning the current study in the selected school.

3.3.2 Sample Size and Sampling Techniques

In Batu secondary School there are 9 sections (A-I) of grade nine with 78 students in each section. Cohen, Mannion & Morrison (2007) suggest that sampling size in random sampling; example: from 700 populations if we take 196 it will be enough to express the result of the finding 90 % confidentially.

Regarding this fact, for the purpose of this study and because of the constraints of time and budget also the major research data also obtained from the class observation and teachers' interview. Thus, the researcher took 1/5 of (20%) the total population as a participant; this means 16 students from nine sections then totally 144 students. The sample size could be near 85 % confidence. For this, Simple Random sampling technique was employed to select respondents. In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population. Simple random sampling was used, the sample size needed to reflect the population value of a particular variable depends both on the size of the population and the amount of heterogeneity in the population. In the case of teachers, generally with the researcher there were 5 (five) grade nine teachers. All 4(1 female and 3 male) teachers were taking as the participants; those who teach grade nine English subject. This was done by using availability sampling technique significantly.

3.4 Source of Data

The researcher mainly used primary data (gathered from the participants) and, secondary data (like: previous research papers) for additional information as a guide.

3.5 Data Collection Instruments

In this study three instruments were used for collecting data to obtain information in order to assess how speaking skills are practiced in English language classroom. Thus, classroom observation, interview and questionnaire, were used for data collection. These instruments were selected because of their suitability for gathering important data for the study. In addition, they were also important for triangulating the validity of the data collection.

3.5.1 Classroom Observation

The researcher used classroom observation as a major data gathering tool. Because of the nature of the research problems look through teachers' activities in teaching speaking, the problem that faced him and also the methods used or alleviate the challenges. Therefore, the researcher observed the condition directly in four sections for eight sessions twice in each class. According to Best and Kahan (2005) observation gives the firsthand account of situation under study; and combined with other data collecting tools, it allows for a holistic interpretation of the situations, which are being studied. "Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques" and, it is considered as a major data collection tool among second language acquisition researchers, because it allows the study of the phenomena at close range with many of the contextual variables present.

To this end, the researcher prepared classroom observation checklist by adapting from the previous researcher used to answer the research questions. The checklist was prepared based on the objectives of the study, which was focused on classroom instructional activities, or techniques which were employed by teachers, the challenges teachers were faced, the role teachers' play, and strategies which were used in the teaching process. Therefore, the researcher selected four sections and the four selected section teachers were observed twice in different speaking lessons were implemented, by checking from the text book as well as by asking the teachers.

3.5.2 Semi-Structured Interview

Interview is a means of interaction in which the interviewees give information orally. The information gained by interview is personal and it helps to get detailed information. Robson, (2002) clearly emphasizes the importance of interview as it is the most flexible means of obtaining information since face to face lends itself easily to questioning in greater depth and detail, which is

not possible through questionnaire and classroom observation. Hence, semi-structured interview was prepared for the 4 grade nine EFL to obtain information about the way they taught speaking skills, how often the teachers used the proper teaching method in EFL speaking classroom and the challenges they faced in teaching speaking.

3.5.3 Questionnaire

Best and Kahan (2005) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time. Using this instrument some aspects such as the teaching practice of speaking skill in EFL classroom, students learning perspectives, the challenges of teaching speaking skill, and the teaching method that the teacher used in teaching speaking skill were gathered.

All the questions were prepared in English and it contained 37 close ended questions and 3 open ended questions; then the questions were translated into Amharic and Afan Oromo to make them clear and to avoid information barriers and to make the information reliable.

3.6 Pilot Study

Mariwether (2001) states that a pilot study is a pre study of your fuller study. Pilot study can help you work out some of the procedural bugs even though you know it is not likely to add anything new important to your main study. Besides it permits to a preliminary testing of the research questions, it often provides the researcher with ideas, approaches and clues you may not have fore seen before conducting the pilot study. To evaluate the appropriateness of the research questions for the needed data, it can create an opportunity to redesign the parts of a study to overcome difficulties that the pilot study reveals.

Thus, the researcher selected one grade nine experienced teacher from the sample participant and then gave him the prepared questioner for checking its clarity, the appropriateness before provide the students. After that the researcher distributed it among sampled it for 31 students alternatively, whose aged 16-19. Also the interview questions were answered by the two more experienced from the rest teachers; for rechecking whether the problem was happened or not at each class.

3.7 Data Collection Procedures

In this research study, the data were collected in the following procedures. Firstly, classroom observation was carried out in 4 classrooms twice each by preparing checklist. So, the factor which is encountered in the practice of teaching the speaking skills in EFL class was identified. Then semi-structured interview was conducted with 4 English language teachers; interview data was gathered by using audio-tape and transcribe into interpretations and analysis. Lastly, the questionnaire was administered to the participant's those were sample students of the given setting. The way of answering to the sake of clarity the five point Likert scale (5 strongly agree to 1 strongly disagree) will be employed. The questioners were translated in to Amharic and Afan Oromo languages. In addition, before the final distribution of the questionnaire, a pilot study was carried out to assess the content, logical flows, clarity of the questions, validity and reliability of the questionnaire.

3.7 Method of Data Analysis

In order to assess the practice of teaching the speaking skills, methods of teaching speaking, factors which is encountered in teaching speaking skills; the data which obtained through open-ended and close ended questionnaire, semi-structured interview and classroom observation explored, analyzed, interpreted and discussed. Data analysis means to “find meanings from the data and a process by which the investigator can interpret the data” (Burns, 2000:430). So, with the aim of analyzing the data which were collected through the above data collection tools, both quantitative and qualitative methods of data analysis were employed. In both cases, the data with similar categories were organized in a way that they can be easily analyzed. Questionnaire data analysis was involved the analysis of teachers' and students' close-ended and open ended questions. The data which was obtained from close ended questions was shown by using table numerically; this was quantitative data analysis and, then interpreted by word. The data from open ended questions, class observation and, the semi structured interview were explored and analyzed qualitatively. After they were analyzed, to do this the researcher first of all, using tally marks (count); sorted, organized and identified the responses according to their categories, similarities or differences.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 INTRODUCTON

The purpose of this study was to assess the practice of teaching speaking skills in EFL classes. The main objective of the study therefore went to assess/ evaluate the practice of teaching the speaking skills in the EFL classes, level out proper teaching methods was used in teaching the speaking skills and determine the challenges which were encountered in teaching speaking skills. In this chapter, the results of the data analysis were presented. In order to accomplish the objectives of the research, the researcher gathered data using class observation check list, interview and questionnaire; these tools were delivered to the sample population. First, class observation was held in four sections twice each, eight times while they were teaching speaking skills. This data also supplemented by the second data tool interview for the four English teachers and third, questionnaires consisting of closed and open ended items. The researcher undergone this procedure based on the degree of importance of data gathering tools. A mixed data analysis approach was made through the integration of the themes in to systematic category. The main purpose of integration of the data was to give holistic picture and to achieve thematic coherence. Accordingly, the discussion begins with the analysis of results obtained from classroom observation checklist, then interview and goes to questionnaire.

Therefore, the data answered the research questions chronologically; first, how do grade nine teachers at Batu Secondary school teach the speaking skills in EFL class? Second, to what level do grade nine EFL teachers at Batu secondary school follow proper teaching methods to teach the speaking skills? Third, what challenges are encountered in the teaching of the speaking skills in the grade nine at the school concerned?

4.2 Analyzing and Discussions of Results

To find out answers for the research questions, data were gathered through the three instruments class observation check list, interview and questionnaire. All data were described, interpreted and discussed quantitatively and qualitatively.

4.2.1 The Practices of the Teaching of the Speaking Skills in the EFL Classes

This section describes and discusses how the teaching of the speaking skills in the concerned EFL classes took place. Data that show the practices of the teaching of the speaking skills are presented and discussed below. The data came from different tools such as observation check list, interview and questionnaire. Thus first analyze the observation then interview and at end questionnaire.

The process of teaching foreign language is a complex one: as with many other subjects, it has necessary to be broken down in to components for purposes of study. First, presenting and explaining new material; second providing practice; and testing/ evaluating. In the classroom, it is the teachers' job to promote these three learning process by the use of appropriate teaching acts (O'Malley and Chamot, 1990). Regarding to this the obtained data was assessed the three stages of teaching speaking skills as follows.

4.2.1.1 Pre Stage Teaching Speaking Skills

Table 1: students' judgment on the practice of teaching the speaking skills in pre stages activities

Item	Statements	Response categories									
		S/agree		Agree		Uncertain		Disagree		S/Disagree	
		NO	%	No	%	No	%	No	%	NO	%
1.1	Our teacher introduces the day's lesson and activities properly.	0	0	78	55.71	0	0	56	40	10	0.7
1.2	Our teacher states the objectives of the lesson.	0	0	25	17.85	2	0.14	96	68.57	21	15
1.3	Our teacher motivates us to articulate our experience.	0	0	15	10.71	3	0.21	100	71.42	26	18.57

As illustrated in the class observation checklist the result shows to item 1.1 says "Introducing the day's lesson and activities properly" five sessions of the observed class teachers were introduced the day's lesson. The rest three session's teachers at the time of introduction tried to introduce the lesson by mixing the students mother tongue language. As the researcher observed one experienced

teacher only tried to tell the day's lesson properly. Contrarily, inexperienced teachers also give low attention.

The results of the interview with accordance of this idea: similarly, most of the interviewees answer conveys the observation reality. Separately, one of the inexperienced respondents answer has a contradiction compared with the observed fact; the researcher comments on him, he carelessly told the day's lesson using Afan Oromo language instead of the target language.

The students' questionnaire on the other hand cross checked the results in both class observation and interview in table 1 item 1.1 "Our teacher introduces the day's lesson and activities properly" 78(55.71%) respondent responded agreed that their teachers were introduce the provided lesson. however, 66(47.14%) disagreed and strongly disagreed that their teachers' did not introduce the lesson appropriately.

The result shows that, most of the teachers could do the first pre stage activity; that is introducing the lesson and activities. However, the researcher observed in the class observation and as could be concluded almost all did not properly tell the lesson. The other comment is experience has a place to follow the method properly; as the researcher observed, there is one experienced teacher and he leads things carefully than the inexperienced teachers did.

In coordination of introducing the lesson in the class observation, item1.2, says Telling objectives of tasks. Two sessions, only one teacher apply it; but the rest three observed class teachers did not told the objectives of the lesson. They were simply introducing the day's lesson and activities. After that they directly started the practicing stage. As similar with the item1.1 of the class observation, the experienced teacher only writes: the day's lesson/ topic, activities and the objectives of the lesson on the board. In line with this the result of the interview shows similar answer, as they were not clarifying the objectives; excluding the one teacher. The researcher concluded their reason as follows:

They believed, telling objectives have its own purpose. However, they believe knowing for themselves and put on the daily lesson plan sheet is enough. Besides, even they stated the students were not concentrated to listen and recognize.

Similarly, the result of the students questionnaire respectively stated in table 1 item 1.2 the statement says “Our teacher states the objectives of the lesson properly” 25(17.9%) of the respondents agreed that their teachers told the objectives of the lesson properly whereas, 96(68.57%) of the respondents disagreed, and 21(15%) strongly disagreed that the teachers in the introduction stages did not clarify the objectives of the lesson.

The proceeded paragraph on objectives, the result implies that almost all teachers in the practice of teaching speaking skills, hadn’t willing to justify the objectives that why the lesson is important.

Likewise, on the last pre stage activity the result in class observation checklist in item 1.3 “Motivate the students to articulate their experience (prior knowledge) two of the observed sessions teacher were yes he tried to motivate and asked the background knowledge of the students before starting. But the rest 6 sessions three teachers were not provided a motivated and pre practice question to elicit their prior knowledge.

Unlikely to the class observation result on eliciting the students background, all the interviewed teachers were answered “yes”. They were sometimes tried to apply it. However, the researcher within two days for each section observation she observed only one teacher. (Look appendix) I took one of those teachers’ answers as it is:

T2: yes! it is important for the students to initiate for the next stage activities. So I give a chance for a little student to speak what he/she think about the provided lesson. But sometimes I jump or covered by myself. Because it takes time; one period has 40’ so it is so challenging to cope in terms of time and large number of students.

Likely, to the result obtained through the result of questionnaire crosschecked the result of the observation checklist in table 1: item 1.3, the statement is our teacher motivates us to articulate our experience. 15(10.7%) respondents answered agreed that their teachers did motivate them to articulate their background knowledge. and 100 (71.42%) disagreed, 26(18.57%) strongly disagreed. their teachers did not motivate to articulate their ideas. the greater data implies that there was a problem of inspire students for the next stage work by asking to assess the background knowledge.

In sum, regarding to the third item results above 75 of the teachers did not give chance to the students to express their previous knowledge about the day's lesson. At all we can conclude there was a problem of assessing the students' background knowledge.

Discussions

According to the analysis and data interpretation, the results of this study can be discussed as follows: In relation to assessing the practice of teaching the speaking skills; at the stage on pre practicing; there were such activities introducing the day's lesson clearly, state the objectives of the lesson, and eliciting the students' experience. The obtained data on introducing the day's lesson; most of the teachers engaged to do it. As the researcher observed one of the teachers introduced carelessly; without using the target language and written on the board. Ur (1996) explains that the introduction that is given at the beginning is crucial. If students do not understand exactly what they have to do, there will be time wasting, confusion, lack of effective practice, possible loss of control. In here it implies the possibility of introducing the lesson. Similarly, announcing the lesson clarifying the objective also very crucial. Contrary to the fact, the concerned teachers did not tell the objectives of the lesson. However, one of the teachers only tried to states on the board. Supporting this (Combs, 2009) justifies that as you begin the lesson, outline the objectives with the students. So they clearly know what it is that they are supposed to be able to do as a result of having gone through the lesson. At all telling objective is the condition that teachers could not did in practicing speaking.

Owing to the practice of eliciting previous experience, the obtained data revealed negative, Combs suggests that Eliciting helps to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. Eliciting ideas and background information also requires input. This may come from a teacher's anecdote or story, a text, pictures, or a video, and involves the sharing of knowledge between teachers and learners.

Despite this fact, unable to clarify the objectives of the lesson and forbid to articulate their experience; thus, inspire students to follow the next stage actively is in question.

4.2.1.2 While Stage Practicing of the Speaking Skills

Table 2: students' judgments on the practice of teaching the speaking skills in while stage activities

Item	Statements	Response category									
		S/ agree		Agree		Uncertain		Disagree		S/ Disagree	
		No	%	No	%	No	%	No	%	NO	%
2.1	Our teacher teaches, using student center teaching method.	0	0	0	0	4	2.85	10	77.14	32	22.86
2.2	There are adequate practices in teaching speaking in our class.	0	0	30	21.42	0	0	76	54.29	38	27.14
2.3	Our teachers teach us speaking by using different motivating and enjoying techniques.	0	0	29	20.7	4	2.85	79	56.4	32	22.9

On the results of class observation checklist, Item 2.1 the teaching approach of speaking skills is student center. 2 sessions yes, the teachers tried to give time to discuss and speak by sharing the work partially; the rest 6 sessions were no those observed teachers of the observed sections did not use student center teaching approach. The result implies that the teachers did not fully used student center rather they used to teach speaking by Teacher center; that means most of the activities is done by teachers. Because of this those 4 sections students were not active in participating well rather they were passive.

The response of the teacher in the interview almost all teachers replied that they sometimes let students to form cooperative work in speaking lessons if the lesson is ordered them. Unless they used teacher oriented method. One experienced teachers suggested that:

Student-centered learning approach method is useful for almost all areas of classroom practice such and is excellent for speaking and listening skills. But the problem is fear of practicing speaking activities of the class and behavior, especially the students low background knowledge and bad believe for speaking English is difficult be able to cope with the class, that you will lose control of it and then you are afraid of not being respective to every student in the classroom.

Respectively, the results of questionnaire in table 2; Item 2.1, in the statement, “Our teacher teaches us by student center teaching approach.” The response 100% shows that all of the respondents negatively perceived this basic idea, which is against the principles their teacher was used. In other words, learning occurs when learners actively get involved in the teaching-learning process rather than when they are passively receiving information.

Hence, in a situation of this, it seems difficult to expect active learning to take place. As we can see from the above data, students are ready to receive everything from the source, i.e., the teacher.

The other essential activity in while stage practicing, Item 2.2 says, Providing additional and adequate activities beyond the text book (role play, game, group discussion....) the result was in 5 sessions there were no such activities but in the rest 3 sessions the teacher tried to provide additional activity like role play; which was done between teacher and students. As the researcher observed that, the rest of all depend on the students’ text book. However, as we can do properly there are different activities in a text, which are helping the students to improve their speaking performance. But, it was not enough and some of it was forwarded only a hint; thus, it needs additional input. Though, they did not bring new and/or supporting activities for the students to practice the speaking skills.

Similar to the responses of the class observation teachers’ interview also asserted that there was a problem of exercising adequate activities. As they answered the three of the interviewee teacher responded, they need to use ample and additional activities to practice the speaking skills. However, they faced obstacle. Such as their students were passive to accept new information and work actively, their ability also not strong to understand actively besides, shortage of time also another problem why they were not did it. The rest one of the teacher against to their idea he put his answer as he used different and additional activities. The result of the class observation clarifies there was no that much strong but, only in three sessions they only provide role play.

Again, as can be seen from Table 2; questionnaire results, 76(54.29%) of the respondents disagreed and 38 (27.14%) strongly disagreed, the rest 30 (21.42%) also agreed with the statement, item 2.2 “There are adequate practices in teaching speaking in our class.” The percentage (81.43%) shows that the majority of the respondent’s negatively perceived. which is against the practice of speaking is well performed in their classes. These leads to understand those teachers of the students in the given setting was not provided ample practicing activities, students able to practice well in

improving their level of speaking; different and essential activities like role play, discussion, information gap activities, games are making students more active in their learning process and at the same time make their learning more meaningful and fun.

Hence, the above data was supported by item 2; class observation results, the statement is: there is strong motives and enjoying in practicing speaking skills in pair, group and the whole class. In three sessions somewhat, the teachers tried to follow motivating and participating way of teaching. Though, they were not provided any additional and inspired activities. But in the five/ the majority sessions the lesson was not this much attractive and it created bad mood on the students and the class participation also very low. In line with this, the results of teachers' interview forwarded that they were usually need the provided lesson was being attractive. But, not bring any activities the students being enjoyable and motivated.

Similarly, the students' questioner result also asserted that 109 (77.8%) respondents responded negatively that is their teachers did not teach them the speaking skills by using different motivating and enjoyable techniques. Thus, the teaching of speaking is not well performed.

Discussions

We assess while speaking activities regarding on the obtained data; the greater the percentage of the data, suggested negatively they gave some practical activity. However, all work is done by the teachers. In the student centered learning approach students are expected to participate in all teaching learning processes actively. In order to engage fully in such active learning process the learners should get sufficient and reliable opportunities. The student-centered classroom is not a place where the students are passive. Rather, it is a place where we consider that the needs of the students, as a group and as individuals encourage them to participate in the learning process all the time.

Accordingly, in the student- centered learning approach learners can get chances to work as individual, in pairs, in groups, and as a whole Class. In student centered teaching no more lectures of a teacher is required; the teacher acts as a facilitator, assistant and finally gives feedback. Especially from language practice in the practicing of speaking we should used student center teaching approach. If we use student centered teaching approach we should remind the activities to provide for practicing cooperatively. Different activities we can use in teaching speaking. Some of these are:

discussion, dialogue (role play), simulation, information gap, brainstorming, storytelling, interviews, story completion, picture narrating, picture describing, and jigsaw activities.

The class observation result demonstrated that if the teacher applied only discussion and role play activities (Harmer, 2000; Nunan, 1999).

Additionally, Nunan (1999) adds that need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Due to this, we can conclude the finding of the result teachers seldom tried to apply the two types of activities only; discussion and role play. They have low commitment in while stage activities in order to activate the process actively by providing attractive, enjoyable and sufficient activities to center in the students.

4.2.1.3 The Post Stage of Teaching the Speaking Skills

Table 3: students' judgments on the practice of teaching the speaking skills in the post stage activities

Item	Statements	Response categories									
		S/agree		Agree		Uncertain		Disagree		S/Disagree	
		No	%	No	%	No	%	No	%	No	%
3.1	Our teachers give accurate and immediate feedback.	0	0	17	12.14	0	0	79	56.42	48	34.28
3.2	Our teachers properly evaluates our understanding	0	0	26	18.57	4	2.85	98	70	16	11.42
3.3	I and our teacher use English language only for each and every activity.	0	0	15	10.7	0	0	115	82.14	14	10

In this section, an attempt was made to gather information about what activities does the teachers do in the post stages of teaching speaking. In table 3, item 3.1 Giving feedbacks in proper time. In 2 sessions of the observed teacher was give feed back in proper time. Though, the rest 6 observed sessions the teachers' were not do such works. The students in some practicing activities they were

made a mistake/an error. However, the teachers at that time were not stop them and not told the exact answer even the error was big. In case of this, the students not have empathy what their error was.

In one session teacher tried to give practicing activities and at the presentation time there was some error. The teacher interrupted at any point and corrects them. Some of the students put their neck down and not dare to say again. The experienced teacher, regarding this issue, he raised his idea as follows:

Giving feedback is an important activity that should the teacher do. However, there were a problem not advocate to give feedback appropriately: such as: With short allotted time (forty minute) and the large number of students, students also not active to use the given time for assessing and providing Feedback to each student properly; even to each group is difficult, besides, It is difficult to check their exercise book within one period and sometimes it creates boring due to the large class size and I could not give enough feedback in each Student.

Likely, the students' questioner result also in the above table 3; item 3.1 the statement says; our teachers give accurate and timely feedback 17(12.14%) respondents responded agreed that as they got accurate and proper feedback. However, 79 (56.42) disagreed and 48 (34.28) strongly disagreed; the majority of the respondents responses implies that they were not get proper feedback.

The results questioner of item 3.1 all the obtained data shown the out looking over an activity of giving feedback is undermined.

Respectively, to class observation and interview students' questioner result in table 3, Item 3.2; evaluating students' understanding properly. In 3 sessions only appeared such works in some extents. That means, the teachers provided the question at the end of the lesson and simply a very few students were raised their hands for answering. Then the teachers were given a chance for those active students only instead of asking passive students. Then they finalized the day's lesson. In contrary, the rest 5 sessions were not done such works totally. The result of the interview also asserted similar idea. All most all of the 4 interviewed teachers raised similar reason. The researcher took one of the respondents answer as it is

I have been teaching English with full interest for a long time. However, some challenges lag to hit your exact dream. I have had a long year experience in teaching English language. Mostly I

have observed in government school the students newly enrolled in grade nine they haven't good knowledge of language skills, half of them passed in to grade nine by low result, this is one challenge again, the numbers of students' enrollment hasn't limited. These and other problem not engaged to evaluate to know their understanding.

Likewise the data obtained from the students' questioner stated that for item 3.2, the statement says our teachers properly evaluate our understanding. 26(18.57%) of the respondents agreed, However, 98(70%) disagreed and 16(11.42%) strongly disagreed. The majority of the respondents' answer reported that there is a problem of giving evaluation. This implies that teachers were not making an effort to use different evaluation methods in order to minimize problem create good conditions in the practicing of the speaking skills.

In item 3.3 the statement, at each and every activity the student and teacher use English. In all observed classes and sessions all the observed teachers were not only use the target language at each and every activity up to the class end. That means, any of the activities was translated in to their mother tongues. It also supported by the results of interview, Teachers who were interviewed were strengthen this idea: In practicing speaking in the EFL classes especially in cooperative work, for every activity, students often talk in their native language. The teachers also sometimes for clarify the lesson ambiguity they translated in to their mother tongue. Particularly one of the teachers said that:

It is obvious; the students feel ambiguity in understanding the lesson I tried, to give a hint using their mother tongue. However, I often make my students use the target language at the time of every discussion. But, as soon as I depart from them, they immediately begin talking in their mother tongue language.

Questioner result was cross checked the observation checklist and the interview results; in table 3 item 3.3; I and our teacher use English language only for each and every activity. 15 (10.7%) agreed, as they used the target language starting to end of the lesson. however, 115 (82.14%) disagreed and 16(11.42%) strongly disagreed. Thus, the students negatively perceived that in the teaching learning processes in two sides there was highly practiced mother tongue instead of the target language. As the researcher was observed in a different sessions the students feeling to practice speaking was not effectively good; in terms of low motivation, an over populated classroom, students more talk with their groups or peers in their native language instead of English. The outcome indicates that, almost

all of the respondents clearly know that during the pair or group work they use their first language and do not take into account the target language-English. Due to this fact, it paves a gap for the learners to use their native language in every activities rather than the target language.

Discussions

Regarding to the obtained data for item3.1-3.3 the post stage speaking practices; here as follow present an assessment discussion with theoretical insight.

In item 3.1 the result depicts us that the classroom teacher does not give correction and reasonable feedback; instead the students go ahead with their mistakes. This implies that the teachers do not use their effort while they are teaching speaking skill and giving corrections. Therefore, the students also do not get the right feedback for their mistakes. According to Harmer (2007) states that feedback encompasses not only correcting students, but, also offering them an assessment of how well they have done, thus proper and accurate feedback helps to understand which is correct and not. In relation to this item 3.2, in fact giving evaluation is important to give additional treatment for vague idea. Thus it is an instrument should teachers used at the practicing speaking skills even speaking skill evaluation was being difficult (O Mally and Picrce, 1996). Contrary to the fact, the obtained data shows that no one can evaluate the students understanding.

Item 3.3 as we can see and concluded from the above data the teachers as well as students did not contentiously use English language in the practicing time. Harbord (1992) states that our students might use L1 because of different reason; they might be linguistically in capable, second it is an entirely natural thing to do; to make sense of a new linguistics. Apart from this students use their L1 when performing pedagogical tasks, especially when one student is explain something to another. This is a habit that in most cases will occur without encouragement from the teacher. He additionally clarifies that another cause can be teacher themselves if they frequently use the students' language, then the students will feel comfortable doing too. Thus as much as possible in practicing speaking teachers make fence being use the target language only.

Regardless of this fact the finding shows that most of the teachers in greater part of activities continuously use their mother tongues, their encouragement to use the target language is too low. Besides, in capability to manage their time lag them to give feedback and evaluation properly.

4.2.2 Proper Teaching Method Used to Teach the Speaking Skills in EFL Classes

In this, the data was analyzed to answer for the second research question: determine the level to which EFL teachers follow proper teaching methods to teach the speaking skills in the concerned classes. Thus, through class observation, interview and questioner the data were gathered and analyzed clearly as follows; first analyzed class observation then interview at end questionnaire.

4.2.2.1 Engage Students to Enhance their Accuracy and Fluency

In the Practicing of the speaking skills for improving the students' performance of speaking ability, teachers should provide different possible and meaningful activities that help to check and more practice in their accuracy and fluency. Hence, In this method of teaching we are seeing the activities that teacher should use to implement in the practice of teaching the speaking skills to enhance their students ability to speak fluently and in appropriate way; such methods are: offering group presentation and assignments, asking open ended questions, use tasks and activities that foster critical thinking and find teachable moment.

Table 4: students' judgment on the frequency their teachers engage students to enhance their accuracy and fluency in speaking

Item	Statements	Response categories									
		Always		usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
2.1	Our teacher offers group presentation.	0	0	7	5	14	10	35	25	88	62.86
2.2	Our teacher asks open ended questions	0	0	10	7.1	10	7.14	29	20.71	95	67.85
2.3	Our teacher gives activities inspired us for creative work.	0	0	9	6.42	3	2.14	22	15.71	110	78.57
2.4	Our teacher gives time for clarification, and /or permit to search the difficult words or ideas from the dictionary or for their friends	0	0	4	2.85	19	13.57	24	17.14	97	69.29

The classroom observation result as shows in the observation checklist, the teacher in practicing of speaking excluding one of the interviewed teachers, they were not even use communicative teaching method, this also an obstacle to give more time for the students to participate in speaking activities.

In case of this the teachers could not provide the opportunity to practice speaking in group discussion and presentation. The respondents during the interview also expressed that the activities given in group are in rare cases and were very inadequate. One of the teachers respectively states that;

Practicing speaking activity is important to help students sharing their experiences. But, the individual differences are among the problems that I have faced while managing group works; and the presentation time also led by the active students only the rest never tried and not dare to speak. In a group you only found one strong student. This can be benefit the weaker students; but, sometimes the stronger students work more quickly and not give chances and allow the weaker learners to participate and try at their own pace. Thus, the groups often dominated by those active students; to handle this, it also need time.

Likely, in the above table 4, the response of the students, item 2.1 for the statement, our teacher offers group presentation. 7 students said “usually” 14(10%) sometimes their teacher offer group presentation, 14(10%) and 35(25%) students said rarely that their EFL teachers create an opportunity to participate in group presentation. However, 88(62.86%) responded never, that their teacher didn’t provide them an opportunity to practice speaking skills.

The data shows that the concerned teachers’ effort to put this method in to practice was very less. Apart from this, ask open ended question to develop the students language production the class observation result shows that; teachers in each sessions ask only open ended question at concluding the day’s lesson or at evaluation time; not more than one or two questions. In most sessions most of the activities that were provided for practicing speaking is based on the students’ text; in the text book there are some ideas which helps to produce individual thought. Like; debate, advertisement and any other appropriate ideas to forward open ended questions. But, the researcher observed most of the students even the teacher gives some discussion point with hint they were not eager to continue. Contrarily, they laugh by talking something with their friends. The result of the interview also indicates the observed reality; all of the interviewed teachers suggested that, the students not for such oral explanation questions at the at the paper examination if there is open ended questions they will never put even one word .thus, if they have devotion to try eagerly the lessons which is being in the text is enough for provide different open ended questions. However, the students most probably they need to be a passive listener. One of the experienced teachers is raised additional suggestion;

In my experience I have been seen several good and bad condition in practicing speaking activities. In our school, as I told you earlier; most of the students came from the rural part of the town. This also very challenging, those students were not practicing speaking freely and actively. They feel nervousness in speech time; they feel shame when they face culturally hided words in the text...thus even you provided very easy yes/ no question.

Likewise, this also supported by students' response, item 2.2 on the statements; our teacher asks open ended questions. 10(7.1%) of the students said usually, respectively 10(7.14%) of the students said sometimes; and 29(20.71) of the respondents replied rarely, their teacher offered open ended question. However, 95 (67.85%) majority of the respondents demonstrated their answer never; their teacher not concerned to provide open ended questions. Majority of the response implies that teachers were not provided open ended questions. The degree of the answer obtained through the three tools has similar.

However, concluded the result, it wasn't the only problem of teachers it is also the students directions, such as shyness, cultural influence unwillingness to raise their ideas; the teachers also very less concern for the exertion of applying this method.

Furthermore, in relation to the above statements students to be creative and to have good fluency they should get an opportunity of open ended and any other creative activities which ask their own thought. The observed teachers in the class observations tried to give chance to express their own feeling on the provided controversial issues/debate question from the text. However, it not defiantly enough for the students make them able to suggest their ideas openly in terms of difficulty, not get time for memorizing and analyzing their ideas again the topic of discussion was not attractive it is redundant and not recognized their cultures. In line with this, the interview result; they were not certainly provided proper and ample creative activities beyond the text; to expose them to express their feeling by using their own words. One of the interviewed teacher suggested that; if you bring any other creative task, it helps only announce the task. Otherwise, as I know them, for speaking practice not more than three interested students were found in each section. It was very challenging and it needs lots of time to do it properly; in case of the numbers, and their low interest.

Beyond this, the questioner results indicated in table 4; in item 2.3, 9(6.4%) of respondent respond usually, respectively 3(2.14%) of students replied sometimes, and 22(15.71%) students act; in response rarely together 21.3% from the total respondents admitted positively that their teachers

tried to do such activities. However, the rest 110(78.57%) of the respondent responded never (negative) the greater percentage of the results indicated that their teachers did not give activities inspired them for creative work that promote their speaking skills.

Owing to the preceded data the teacher should remind to be effective to provide successful practicing activity; similarly, their students being strong enough to expose themselves to express their ideas creatively. However, the obtained data irrespectively teacher endeavor to hit the goal is very low.

Regarding on giving time for clarifies the difficult questions happened. Certainly, the classroom observation in all sessions did not give time such activities. This was also supported by the interview results most of the teachers claimed that students above 75 percent they have had several problems of even they understand ideas by English language not only express their ideas. Again, in terms of large numbers, shortage of the allotted time they could not focus each and every problem what the students is faced.

With respect to item 2.4, in above table 4 above, only 4(2.85%) answered usually; 19(13.5%) of the respondents replied sometimes 24(17.14%) rarely and the rest 97(69.29%) responded never; the teachers did not give time resolve the problem by finding out answer from any related material, friends and teachers.

Owing to this, the teacher undermined/ less attention to give time for fined out the solution the students by themselves or together with teacher.

Discussions

In the second research questions the researcher needs to respond is to determine to what level proper teaching method do the concerned teacher in grade nine follow in the teaching the speaking skills. Thus, answering this, the researcher obtained and analyzed the data. Here is the discussion of the results with different theoretical insight. Thus, one of the proper methods of teaching speaking is engage students to enhance their fluency and accuracy. According to the obtained data for item 2.1 excluding one teacher from the concerned class, they did not apply the methods of forming group presentations. Even the mentioned problem being there the language classroom especially practicing speaking skills, students should get an opportunity practice with pair, group and present their works.

However, most of the teachers undermined this method. Supporting this idea, Richards (2006) describes that this is an opportunity further helps the students learn a lot of things from the group members. Besides, practice to coordinate their ideas swiftly in appropriate ways then able to share their ideas.

As researcher states upraise students thinking ability every EFL teacher in practicing speaking prepare different activities and ask open ended questions. Open-ended question is a question that requires a full answer using the subject's own knowledge or feelings. These questions are objective, don't lead the person being asked, and result in an answer with many words. One of the main reasons to use open-ended questions is to obtain deep, meaningful, and thoughtful answers.

In relation to 2.2 Item 2.3 also activate students for creative work; like needs to flow the students' suggestion or thought. The result shows without applied role play and discussion no one can try to provide others lots of such activities. Harmer (1991) states that this is due to the fact that learners need to acquire a notion of how the new language is used by indigenous speakers. Similarly, a text book need to provide tasks that invites learners for immediate creativity. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency also the speaker which uses the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. The students cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors.

Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language. For this all activities the students must get much time to practice. Thus, the teaching method should be student center. In relation to this, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English Brown (2001). However, teaching speaking constitutes a central issue in second language learning because it contributes to success in the acquisitions of second language. Thus, teachers play essential role in promoting effective and efficient students in spoken English language in terms of fluency and accuracy by giving time to check them at each pave. Brown, defines accuracy relates appropriateness and fluency does not simply indicate the ability to link elements but also the ability to use language in a natural way.

In coordination with accuracy, item 2.4 results shows from the three directions there was the problem of shortage of time and large number of students with low ability and motivation. In

relation to this teacher couldn't give additional time when they were face a problem of understanding or vague idea when they were practicing the speaking skills.

In sum, the result of the finding shows that the concerned teachers have low achievement in engaging students to enhance fluency and accuracy; forbid group presentation, inability to provide tasks which is activating their creative works and unable to give time to clarify the difficult task.

4.2.3.2 Provide Intrinsically Motivating Techniques.

The analyzed and the interpreted data were obtained from the three instruments; from class observation check list, interview and questionnaire.

Table 5: questionnaire data on the extent their teachers providing intrinsically Motivating Techniques

Items	Statements	Response categories									
		Very much		Much		To some Extent		Rarely		Never	
		No	%	No	%	No	%	N	%	N	%
2.5	Our teacher knows us well in terms of our name and ability.	0	0	0	0	17	12.14	37	26.42	90	64.28
2.6	Our teachers have a good interaction with us.	0	0	4	2.85	10	7.14	23	16.42	97	69.28

As we can obtained data from the indicated observation check list regarding to knowing students in terms of name and ability, and participate them by calling their name. All of the teachers tried to call a few of the students' name only; those who participated actively. The interview similarly and additionally claimed that almost all of them did not know the name of all students also not separately known in to three levels but to some extent they separated and know them in terms of their ability/ only lower and higher achiever; but not the medium achievers. Their reason also was there are large number of students, could not know each individual.

The students' response also cross checked the obtained data from class observation and interview. As it indicated in the above table 5; in response to item 2.5, 17(12.14%) of students to some extent; 37(26.42%) also replied rarely; whereas, the rest 90(64.28%) said never, majority of the respondents were responded negatively that their teachers could not now well in terms of their names and ability; that could help them as well individually and to be motivate.

Further, as regarding to positive interaction; the class observation results sets the interaction between teachers and students it was not good enough that the language classroom especially the speaking classroom needs. Most of the teacher as I observed, they were seriously forward the lesson, and give practicing activities; Then look only the in front seat students. More than this they haven't did any special thing to inspire the students for practicing the speaking activities freely, participate without afraid of teacher. The overall conditions imply to some extent their interaction is good. However it was not fulfill what the language teachers have. Supporting to this, the results of the students' response pointed out in the above table 11 to item 2.7 regarding on teacher student interactions only 4 said much; 10(7.14%) of students said to some extent, 23(16.42%) rarely their interaction was good and 97(69.28%) of the students admitted never. the greater respondents answer claimed negatively that their teachers have not a good level of interaction with them.

Table 6: Further students' response on the frequency on providing intrinsically Motivating techniques

Items	Statements	Response categories									
		Always		Usually		Some times		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
2.7	Our teacher gives equal concern and chance/ sustains to be motivated.	0	0	1	0.7	9	6.42	24	17.14	110	78.57
2.8	Our teacher encourages us constantly to be motivated.	0	0	4	2.8	5	3.57	48	34.28	87	62.14
2.9	Our teacher provides level, attractive and relevant lesson, with authentic materials.	0	0	0	0	2	1.14	61	42.14	83	59.28

looking upon giving equal concern the class observation result in most cases revealed that, most of the teachers even though they know that equal treatment between active and passive students is vital for effective building of communication; they do not treated/ give equal chance in which passive

students are involved to practice on the provided activities. One of relatively aged teacher tried to ask any passive students, who was not raised their hands; but it was not this much enough. All the interviewed teachers declared that they did not engage to give equal concern for all of the students in practicing speaking. In sum up their reason; shortage of time, large number of students, and afraid to speak and low motivation. One of the interviewed teachers expressed their ideas as follows.

I need to give equal concern for all equally. However, there are challenges, those are: shortage of time and passives (low achieved students) were not need to speak at all. Therefore, such students need a special treatment leading them equally with the higher achiever. The coverage of grade nine texts is huge; because of this, I always run with the annual plan to accomplish the text.

In line with this, The information to item 2.7 in table 6 students response only 1(0.7%) said usually teachers treat equally, 9(6.42%) of the respondents replied sometimes; and 24(17.14%) admitted the questions rarely their teachers give chance to participate equally. However, 110(78.57%) majority of the response shows that never; negatively replied that; their teachers could not give equal chance in practicing speaking tasks. The result strongly indicated teachers of the given setting did not give good attention for this method to motivate the students.

To promote the above items; class observation and the interview result regarding on encourage students constantly to be motivated; classroom observation checklist indicated that only one section teacher gives group presentation activities and encouraged to present it. The rest three teachers did not encouraged their students to come to the front and practice speaking activities. Irrespectively, the teachers' interview result also claimed as they tried to encourage any of the students to practice at each activity to forward their ideas. However, the results of the observation shows tried but the rest only gives guidance and advice when it was necessary and there was not gave strong engagement to encourage their students to be motivated actively. They also indicate that students have curios problems even they encouraged them. Passive and they do not have chances to practice speaking skills in the classroom.

The students response is similar with class observation results; as indicated on the above table 6, item 2.8, only 4 students replied usually 5(3.57%) of the students replied sometimes; 48(34.28%) students also responded rarely and the rest 87(62.14%) of the responder said never that their teachers did not encourages them constantly to be motivated. the majority of the respondents response indicates that their teacher did not been enthusiasm and not followed daily to promote their

motivation. As we can see from interview data the students' motivation was being diminished. But the teachers contrarily not help their students attentively.

Apart from this item, regarding to providing level, attractive and relevant lesson with authentic material; the results obtained from class observation check list the result shows that only one of the teacher from all sections only tried to create good environment by providing easy and short role play activities to dialogue with their friends. However' there were no any other attractive level, relevant with helping of authentic material .provided to practice the speaking lesson. The result implies that the teachers gave low attentions and their devotion to motivate their students also very poor.

Likewise, the interviewees teachers advocates that the effective practice of teaching speaking tasks in the classroom more or less it is carried out to develop the practice of speaking skills. Because of different challenges the text book by itself it is beyond their level/capacity and if you go down below that you extremely crush the outline curriculum, also to follow the students level of understanding and provided in lesson it needs ample time. But there was also shortage of time. Besides, all of the interviewed teachers' reason out even they need to use; there were no teaching aids, provided by the school. It is a problem of the schools' low concentration for teaching aids and also shortage of capital to buy such important instructional materials to teach speaking more attractively, by using audio tape and a cassette, which helped to teach fluency. One of the interviewee put his answer like this:

In our school, classes are randomly assigned...no bodies considers which class would be allocated for which class size. Of course, building additional classrooms, supplying educational materials and recruitment of teachers are beyond the capacity of the school and probably not the mandate of it. See sample appendix.

The other one also suggested:

No. absence of enough time, the large numbers of the students, internal and external problems of the student, unable to provided different techniques and additional materials to practice the students and develop their ability as well. Speaking is an obstacle not being fruitful in terms of this it is impossible to say it is fruitful.

Likely, in item 2.9 students questioner result, regarding, our teacher provides level, attractive and relevant lesson, with authentic materials 2(1.4) of the respondents said some times; 59(42.14%) of the students replied rarely; however, the rest 83(59.28%) of the students admitted that never; however, the greater respondents result shows that their teachers did not use level, attractive and authentic ways of teaching; again it indicated that there was not effective motivating practices.

Discussions

According to the study and data analysis, the results of the study can be discussed as follows: providing intrinsically motivated techniques in skills has a worthwhile purpose in practicing speaking skills. Students in the practicing time they may lose their motivation. Motivation in language learning also plays a great role in for second language acquisition. The result which is obtained from class observation, interview and questionnaire, starting from 2.5-2.9; the first item regarding on knowing students to their name and ability/ learning style for inspire and provide level lesson.

Contrarily, the result implies that the concerned teachers to some extent they know only the ability of the lower and higher achieved students besides, they know only the active participants name and always call their name and participate those a few students. In terms knowing students name and learning style/ ability to understand; supporting to this, learning styles are characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. The concept of learning styles has been applied to a wide variety of student attributes and differences. Some students are comfortable with theories and abstractions; others feel much more at home with facts and observable phenomena; some prefer active learning and others lean toward introspection; some prefer visual presentation of information and others prefer verbal explanations. One learning style is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses. A goal of instruction should be to equip students with the skills associated with every learning style category, regardless of the students' personal preferences, since they will need all of those skills to function effectively as professionals (Syverud, 1993).

In line with knowing students name Syverud suggests that "ask yourself: who is the one teacher in your entire life who made the biggest difference for you--who taught you so well that you still think about him or her as your best teacher. I bet that for almost all of us, that best teacher was someone who knew you by name" (p. 247). Many successful educators agree that learning students' names is fundamental to developing a sense of community in the classroom. A teacher that doesn't take the time to learn their students' names is often perceived as disinterested and unapproachable. By calling on a student by name, it gives the impression that the teacher cares about their success and develops a sense of trust.

Further, in item 2.6 students to be motivated having good interaction with their teacher is important. In the lock step teaching method teachers without following the students feeling they only pour what they have. Similarly, in the concerned school teacher is far from the students instead of creating good interaction. Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and educational needs. Teacher-student Interaction has an impact on classroom management and affects learning and growth. According to developmental perspective, the establishment of a positive teacher-student relationship aids a student's cognitive, social and emotional growth and enhances their mental well-being (Brazelton & Greenspan, 2000).

The teacher-student relationships impact productively on a student's self-esteem and enhance their skills. Student-Teacher interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm and success.

Moreover, in item 2.7 teachers did not give equal outlook between high and low achieved students. Thus, as different researcher state that giving more focus for poor performed students instead of always participate the active one to alleviate domination. Brown (2001: 270) stated that "All students should get a chance to speak; moreover, contributions ought to be fairly evenly distributed. Therefore, teachers' task is to strive towards engaging the less active learners and make sure that all students are involved in an equal way."

Additionally, a task ought not to be dominated by a few students who like to take control over an exercise. In item 2.8 regarding to encouraging students to be motivated; as the researcher observed most of the students are passive because of different reason as obtained the interview question the students questioner also raised out their didn't encourage them to practice effectively. Aftat (2008) suggest that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Moreover, to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

Again, in item 2.9 providing attractive, relevant and level lesson helps the students to be motivated in the practicing activities. Ur (1996) suggests that the teacher can use different types of activities

like problem solving activities, using picture narrating , and so on that initiate students to practice speaking. Again by using interactive approach to teaching second languages stresses on the use of authentic materials as input and stimuli for the completion of interactive tasks relevant to students' interests, related with them and integrated in skills. Also it is accustom students with the second language as it is used naturally in real contexts keeping the bath of accuracy. Communicative activities have many advantages: they are always enjoyable; they give students a chance to use their language; they allow both students and teachers to see how well the students are doing in their language learning; and they give a break from the normal teacher-students' arrangement in a class Harmer (2000). Contrary to this the some of the concerned grade teachers' only used discussion and role play, the rest also symbolically give some discussion ideas and not facilitate them to accelerate their practice effectively. Thus we understood the researchers' idea teachers making the students more motivated they should provide many activities, learn in a good motion, understands every student, and must be an enthusiastic.

In sum the finding of the result demonstrates teachers reluctant to students' motivations: un able to alleviate domination by giving more focus the poor performed students; gives low impression that the teachers cares about their success and develops a sense of trust by calling on students by name; incapability to accustom students with second language naturally and enjoying tasks by providing attractive and level lesson besides un able to enhance students self esteem and enthusiasm by creating positive interactions.

4.2.2.3 Capitalize on the Natural Link between Speaking and Listening

According to Bueno, Madrid and McLaren; "Listening is important for speaking because it establishes the good basis for successful communicative exchanges" (2006:344).

Table 7 students response on the frequency their teachers capitalize the natural link between speaking and listening

Items	Statements	Response categories									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
2.10	Our teacher teaches speaking integrating with listening; to cooperate and share our information take turns, as speaker/ listener (use video, songs, language laboratory,)	0	0	0	0	4	2.85	44	31.42	96	68.57
2.11	Our teacher gives as a home work, listen news, music and watch movies at our home for presenting it.	0	0	11	0.78	11	7.85	35	25	99	70.7

Looking up on integrating speaking by using modernized way (like tape with cassette, language lab, model native speaker speech...) the class observation result shows that only one of the observed teacher tried to use dialog, and in other session debate; in the first session teacher brought printed dialogue and distributed on desks to practice as a group; However, the other ways of integrating the two skills was not used at all. Respectively the interview also proves that as they were not applying it “no access to use modern ways of teaching speaking with listening by integrative way.” The experienced teacher again suggested this;

....it is obvious that teaching speaking has correlation with listening skill. That means before speaking the students first need an input. Thus, skills by its nature integrated each other. In my practicing of speaking skills some time do the students to discuss and share their idea. However, I could not apply video lesson like song and the listening material that make them inspire to participate and integrate their skills.

As we can see on the above table 7; item 2.10 the students response crosschecked the class observation and the interview results; only 4 respondent said sometimes; 44(31.42%) of the respondents replied rarely; 96(68.57%) the rest of all said never put their answer the teacher did not integrate the skill by using strategic way.

In sum, all of the obtained data more or less raised teaching speaking with listening in coordination by providing modern way was undermined in the concerned school and the teachers in terms of low access they had also low motivation to activate such method.

Apart from item 2.10 regarding on create exposure to practice well by giving homemade activities. Certainly, the classroom observation check list shows that in each session observation; the concerned teachers never gave the students such activities as a home work or as assignment. Similarly, most of the interviewees teacher answer shows that; they were not concentrated to use such methods for creating an opportunity to the students to practice them by following media at their homes. And they comment out, there were too many challenges; such as: inability/ it become above level, low exposure, and low motivation. One of the interviewee teachers also suggested this:

most of the students were came from the rural places and they live in Batu with their relatives or alone by renting the house thus they haven't that much exposure to do this the rest urban areas

students also not have large number and how I can order them alone, separated to the rural students. Also there grade level in terms their ability performs not admitted to use it.

The above data figure out, there was no a strong devotions to alleviate the challenges which have been there. Thus, as a language teachers creating unlimited ways which can choosing by students for practicing speaking as much as possible. Hence, that is advisable that, teachers should use the mentioned methods, for practicing speaking skills effectively and efficiently.

Similarly, item 2.11, 11 (0.78%) the respondents were responds positively that their teacher gave the mentioned activities to work in their home. However, 11(7.85%) sometimes, 35(25%) ;99(70.7%) never on the statement “Our teacher gives as a home work to listen news, music and watch movies at our home.” The result implies that the teacher ways of teaching and their devotion is very low that to create additional exposure. The preceded paragraph deduced that, the modern ways of creating exposure for the students were not applied by their teachers.

Discussions

Regarding to capitalize on the natural link between speaking and listening; the results obtained through the three instruments shows this, the problem of modern ways of integrating listening with speaking was big in the concerned school. The school was not provided, the teachers also even not tried to use substitute activities evenly. Speaking is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994). In sum all of the responder raised such kinds of clarification. The reality contrarily shows students ability of listening helps them to accumulate and active responder in communication. The students result also shows similarity. Teachers cannot try to use videos in the class and there in no language laboratory. As we sure to get data from interview the teachers did not give time for such activities.

Due to this fact language laboratory offer special advantages to practice speaking integrating with listening; such as: comparing the way they say things with things with the correct pronunciation on a source tape. In this way they can monitor and get feedback on their own performance, by themselves. In addition to this it helps get the teacher individual attention, when teachers want to speak to individual students in a laboratory they can do so from the console (Harmer, 2007). Again, he states clearly, it is impossible to expect a student to produce a sound which does not exist in his

mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner's ability to listen. Irrespectively, The concerned teachers' of did not provide such activities, in the classroom practicing speaking. Thus, they should try to create homemade activities.

The finding clearly shows that capitalize on the natural link between speaking with listening teachers and schools were not commit to provide model native speaker to understand well stresses, rhythms, intonation by video or audio in the class or in the language laboratory, and even not practice such parts of speaking ; accuracy, fluency, stresses, rhythms and intonation.

4.2.2.4 Provide Feedback and Error Correction

As expressed by Little Wood "Errors have traditional been regarded as signs of failure on the part of both teacher and the learner. Because of this, making errors has led to a sense of demoralization." Now, however, as Little Wood further states are "realize more clearly that they represent the normal stages the development of communicative skills'' (2007:85). Hence, the teacher should give positive feedback for the difficult error that the students made.

In this method of teaching the speaking skills it is an essential part that teachers should achieve in case of succeeding good practice of speaking. The researchers put their determination that the concerned teachers' weather they are a good user of feed back or not, through the obtained data.

Table 8 students' response on the frequency their teachers providing feedback and error correction

Item	Statements	Response categories									
		Always		usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
2.12	Our teacher gives accurate and immediate feedback.	0	0	2	1.42	10	7.1	23	16.42	109	77.85
2.13	Our teacher helps us to take diagonal /peer/ error correction.	0	0	1	0.7	6	4.3	40	28.57	97	69.28
2.14	Our teacher give feedback concerned our individual need.	0	0	0	0	0	0	22	15.71	122	87.14
2.15	Our teacher uses unique ways of giving feedback and keeps our progress.	0	0	0	0	0	0	9	6.42	135	96.42

Regarding on giving accurately and immediately feedback; the results of class observation declares; in the practicing of speaking in the class observation they only gave little time to do speaking activities on their seating benches. At the time of discussion and participation most of the teacher they simply appreciate, even they made error however one of them tried to correct; at this time some of the students were not feel good even they stop. Contrary, the result of the interview, two of them was said as they gave appropriate and accurate feedback. However, the rest two also said if they had a time and if it was necessary. They were give immediate feedback; otherwise they were not willing to give proper feedback for their students immediately; student participation is not this much to give feedback for each error; Thus, they afraid to go off that little participation at all.

As indicated on table 8 above item 2.12, the questioner results indicates that 2(1.4%) of the students said usually; 10(7.1%) of them replied sometimes; and 23(16.42%) the respondents also responded rarely whereas the remaining 109(77.85%) students retorted never that their teacher were not give accurate and immediate feedback in time.

Apart from this, looking up on peer feedback correction; in the class observation the researcher observed that there was a problem of coordination between students to work together and share their experience. Somewhat in two sessions, only one teacher tried to give cooperative works, in the discussion some are listener and one of them in turn to be speaker. However, some active students tried to correct, they never tried to accept the correction of friends. Thus, the researcher wouldn't look any peer correction definitely. In line with this there were not more than two or three student's active. Thus, if you give chance to corrects each other's it is to be for symbol who to whom can give? Therefore the teacher did not give this chance for the students.

Similarly, the students' response regarding to giving error correction indicated in the above table 8 to item 2.13, only 1(0.7%) of the respondent said usually; 6(4.3%) of the students replied sometimes, and 40(28.57%) of the students also answered rarely; teachers tried o us peer error correction in the group discussion time. however, the remaining 97(69.28%) students admitted never; the greater part of the respondents responded peer error correction was not conducted.

Absolutely, from the class observation check list and interview result could concluded that regarding on give feedback concerning the individual need; No one can give feedback concerning on the students individual difference.

All of the interviewed teachers responded negatively; that knowing individual need is possible but giving feedback appropriately with concerned on the individual need is so difficult and it takes ample time. In terms of time shortage also they couldn't apply the methods. One of the interviewee teachers, regarding this issue, pointed out that;

It is difficult to know and help each student. Besides, their large number, shortage of time they differ among themselves; academically, culturally, economical background, gender, religion, ethnicity, language, physically, so, all this diversity needs special attention to communicate and help the student. Thus, having all these challenges how a teacher can give effective feedback with separation of the individual needs? Thus, it could not be successful to instruct individually in such conditions.

Respectively, the students questioner cross checked on the result obtained from class observation and interview, it pointed out in the above table 8 to item 2.14; 22(15.71%) replied rarely; the remaining 122(87.14%) of the respondents owned up never that their teachers recognize their individual differences at the time of giving feedback. The majority (95%) of the results shows that their teacher did not give feedback concerned with their individuals need. The result implies that in terms of students and teachers direction problem the concerned teacher did not give concentration and their effort to apply this method of giving feedback is very low.

Concerning of giving unique feedback beyond the usual feed back; certainly not any of the teacher did not use any additional or unique praise for their students who tried to participate in speaking practices actively. Likewise, all the interviewed teacher said, giving praise is good to inspire to participate well. However, giving something in terms of the large number students it is too difficult. One of the interviewee suggested his experience:

At the class started I did it for group who was brave participant group in a week, Friday the class students choose the first brave group then we write their name in to paper then put on the wall. For only two or three weeks it runs nicely and the students also came to the track but, some other bad behave students took the paper from the wall why not we. Thus, after some weeks later I suggested to stop it.

Likely, the students' response looking up on using unique ways of giving feedback; The above table: 8 to item 2.15 indicates 9 (6.42%) of the students replied rarely, 135 (96.42%) of the students also

said never ;from the response can interpret their teacher didn't apply this unique ways of giving feedback.

The proceeded paragraph deduced that the concerned teachers did not give appropriate, immediate, inspired feedback and follow up activities.

Discussions

Discussing the obtained data regarding to giving feedback in different ways in practicing speaking skills is presenting here. A teacher has the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated. The concerned grade teacher incase of their and students direction they had a problems of giving feedback and their habit of giving feedback is very low. Simultaneous feedback is a process of behavior modification. The key assumption underline the use of simultaneous feedback that verbal messages can enable individuals to adapt or modify their behavior in the desired direction. In the immediate feedback after a speech or after the period end based on the principle of learning that pupils learn best when they have immediate and accurate feedback (Dedmon 1997).

In addition, the researcher indicates that students can be trained to give helpful feedback to their peers and that the feedback given by teachers, especially when criteria for evaluating the speech are clearly identified. Ur (1996) states that giving feedback on a friendly way to help learners for meaningful communication.

The study result shows that there were no effective ways of giving feedback but the researcher, raised giving feedback by recognizing individual differences have purpose Hattie & Timperley (2007) sets make the classroom a safe place for productive failure. Students need to be challenged while, at the same time, understand the failure is often an important step on the way to true learning. And show students that you care about them as individuals, encourage respect among classmates at all times. Additionally,(Rynold, 1994) suggests similar ways of giving feedback may be create easy feeling, thus even change the way to give feedbacks not only use admired words, sometimes teachers rewarded students; it experienced a positive change, while punished students experienced negative change. However, in other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others.

Contrarily to the fact, the research finding deduce negative out looking to give attention to provide such kinds of giving feedback thus students unable to modify their speech in the desired direction, not meaning full communication and unable to get positive change.

4.2.2.5 Evaluating the Students Understanding

Table 9 students' response on the extent of evaluating the students understanding

Item	Statements	Response categories									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
2.16	Our teacher evaluates us focuses on the components of speaking skills	0	0	1	0.7	14	10	30	21.43	99	70.7
2.17	Our teachers evaluates as at each and every lesson properly.	0	0	1	0.7	22	15.7	40	28.57	76	54.28

Regarding to giving evaluation to each skills of speaking; In the class observation checklist tried to show in each observed sessions, all of the teachers did not ask an evaluation question in terms of assessing pronunciation, utterance, fluency, accuracy... but, they were simply asking what the days lesson is , just like such questions. Even, as the researcher examined, in most sessions before they started the post stage activities the day's lesson period was finalized. The results of the interview also shows similarity; teachers said that even it is so challenging to understand what the parts of the speaking skills are and to perform it in terms of their level of understanding. Thus, to evaluate each speaking skills performance is so challenging.

In relation to this, in the above table 9, item 2.16, looking up on; our teacher evaluates us focuses on the components of speaking skills the results indicated that only 1(0.7%) of the respondent said usually;14(10%) of replied sometimes, and 30(21.43%) answered rarely whereas the remaining 99(70.7%) of students suggested never. The majority of the respondents admitted that their teacher did not evaluate them the different parts of the speaking skills.

look upon evaluate students at each and every lesson of the speaking practices properly; the class observation result shows that , there was a problem of managing his/ her class time; as I have been seen in the observation most of the teachers finished their time for presentation and practicing : not got time for evaluation. As they comment out; it was not the problem of time managing but it is also

the large number of the students. In line with this, most of the teachers responded 'positively they were giving an evaluation. However, they additionally expressed that, not always (if it is necessary and they get time) this shows that they did it sometimes. Also the system they used to evaluate students' was not efficient and they were not concerned the poor performer students. Their reason also large number of students and shortage of time is the main obstacle. Similarly, indicated in table 9 the students' questioner, to item 2.17 regarding on evaluates each and every lesson properly. 1(0.7%) of the respondents only responded usually; 22(15.7%) of them replied sometimes; and 40(28.57%) of the respondents answer rarely the remaining 76 (54.28%) of the responder admitted never the results indicate that majority of the respondents responded negatively that their teacher did not use evaluation in each lesson of practicing speaking skills.

From the preceded paragraph realized that their teacher did not give emphasis to the components of the speaking skills. Thus, from the above points, it can be concluded that teacher did not used these teaching methods to develop their speaking performance. Consequently, this brings direct influence on the students' practicing English speaking skills.

Discussions

Looking upon item 2.16 and 2.17 the study results looking upon the ways of evaluation that should EFL teachers used to evaluate their students understanding. The result shows that they were not assessed the parts of the speaking skills separately. In line with item 2.16 Bennett (1996) argues, that it might be difficult to apply all kinds of evaluation techniques in large classes; and it is not only more difficult to assess the students, who is lack understanding of the subject but also those who do understand. Hence, us from the above points, it can be concluded the teacher not used these teaching strategies to develop their speaking performance. Consequently, this brings direct influence on the students' performance in practicing English speaking skill; means as the researchers put their ideas evaluation helps the students to be brave and rehearse the lesson.

Contrarily, even there were a challenge evaluation should give to assess the students performance and it is one of the way it can follow in the practicing of the speaking skills, it involves directing attention to the skills being examined and asking learners to monitor and assess their own progress. Besides they suggested speaking assessment can take many forms, from oral section of standardize tests such as the basic English skill test or the English oral assessment to authentic assessment such

as progress check lists, analyses of taped speech samples, or anecdotal records of speech in classroom interaction (Carter, and Mc Carthy, 1995).

In line with 2.17 results, on evaluating the students understanding each lesson of practicing the speaking skills. From the data obtained the concerned teacher on evaluation they haven't strong out looking to give time properly at each lesson of speaking tasks. Means they were not followed properly their weakly plan. In relation to this, Gensee and Upshur (1996) state that classroom assessment and evaluation is concerned primarily with improving instruction so that student learning is enhanced. Classroom teachers in educational system, more than anyone else, are actively and continuously involved in assessment and evaluation. Students can also be active participants in assessing their own achievements and in planning how they will study and learn the second language.

4.2.3 Problems that is Encountered in the Practice of Speaking Skills in the EFL Classes

This section describes and discusses what problems are encountered in the practice of speaking skills. Data that show the problems of teaching speaking is presented and discussed below. The data come from different tools such as observation check list, interview and questionnaire; first analyzed class observations, interview and questionnaire results.

Jack C., and Willy A. (2002:210) conclude about the factors of teaching EFL:

Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectively. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.

4.2.3.1 Teachers Related Problems

Unable to cope effective teaching speaking of the foreign language may causes in different directions such as: teachers, students and the classroom conditions. In this sub topic the obtained data was enumerated and discussed as follows:

Table 10 students' judgment on teachers' related problems.

Items	Statements	Response categories									
		Strongly agree		Agree		Uncertain		disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
3.1	There is a problem using communicative Approach in teaching speaking.	17	12.14	87	62.14	9	6	27	19.29	4	2.85
3.2	There are problems of using attractive techniques, adequate activities and teaching aids.	38	27.1	96	68.57	4	2.85	6	4.28	0	0
3.3	Cooperative work (pair and group work) is not properly applied.	29	20.7	87	62.14	5	3.6	19	13.57	4	2.85
3.4	There is a problem of class management	39	27.85	81	57.85	4	2.85	20	14.29	0	0
3.5	There is a problem of giving feedback and evaluation.	28	20	75	53.57	3	2.14	37	26.43	1	0.7

4.2.3.1.1 Teaching Method

From the data which is found from class observation checklist the observed teachers did not used the student center (communicative teaching approach) as exact as the approach ordered; one of them gave better time for the students to practice the speaking tasks; but the rest of them as teaching of grammar they simply talk for the extent time; then for a little bit they tried it give discussion. The title also not engaged them to speak freely. Incase most of the students were sit silently. a few students only raised their hands to participate. Likely, in interview the experienced teacher only as much as possible tried to use such method. His comment also different and strong;

I really used student center teaching approach even I met different and many problems. Because, I believe when you are near and find the challenge you can solve it. Otherwise, escaping the challenge by itself is a problem. Therefore, I put each class time in the speaking sessions advice to be brave in speaking. So now there is some light; but it needs unlimited devotion specially on selecting attractive techniques to upraise the students' motivation having good looking and to be a good speaker.

Again, for comparing the comment I took the other interviewee answer who is the user of teacher center;

I teach speaking lesson by using teacher center approach. However, when the students were being active to participate, I extremely need to apply student center teaching approach. Because, In essence Student-centered learning approach method is useful for almost all areas of classroom practice such as for grammar, writing and reading tasks; and is excellent for speaking and listening skills. However, the problem is fear of the students in pair, group and the whole class discussion; beside, the number of the students also very challenging to handle discipline. Moreover, shortage of time to give the chances for each and every individual this causes losing control of the class and behavior, for escaping this challenge also force down to apply the teacher center.

The two results were cross checked by students' questionnaire results on the indicated table 10, item 3.1 regarding on; there is a problem using communicative approach in practicing speaking. 17(12.14%) strongly agreed and 87(62.14%) agreed. However, 27(19.29%) disagreed and 4(2.85%) that they were taught speaking by communicative approach. The greater numbers of the response implies there was a problem of using communicative approach.

In sum, domination of active students, low motivation, culture and religious differences and influence, fear of mistakes in speaking time... these all were mentioned on their responses why they were not used student center teaching approach.

4.2.3.1.2 Techniques, Activities and Teaching Aids

In the class observation the researcher obtained data looking up on “attractive techniques, adequate activities and teaching aids that teacher is used” in the eight sessions the teachers used usual techniques that is discussion and in the rest sessions tried to use role play activity. Besides, in most sessions there were no adequate activities, and not at all teaching aids. However, in one section only used funny role play and discussion. Contrary to the class observation results, teachers' interview result shows the two of them among the four they used attractive teaching techniques and ample activities for their students beyond the text book. However, the rest of them also suggested they were used usual activities; means no adequate, attractive teaching techniques and teaching aids. They commented out, shortage of time, large number of students and the school was not provided teaching aids for practicing speaking authentically. But there are some charts which are mostly important to use for other language skills.

However, the answer of the questioner is similar with observation; as indicated on the above table 10 Item 3.2: 38(27.14%) strongly agreed 96(68.57%) agreed and the rest 6(4.28%) respondents only gave their answer negatively as their teachers were provided such activities and teaching materials. But the

majority of the respondents admitted that there was a problem of applying attractive teaching techniques, adequate activities and teaching aids.

The result indicated that the respondents positively accepted on: there are problems of suitable methods and attractive techniques and teaching aids to practice the speaking skills effectively.

4.2.3.1.3 Cooperating, Encouraging, and Monitoring Students

Regarding on, cooperating students in to pairs and groups, encouraging and monitoring; the class observation result shows that, there was a problem of forming students for cooperative activities. In each sessions there was a task of discussion in pair and in group and as a whole class there was a little encouragement and monitor the students. But not all performed properly. Means, the seat was not arranged in terms of their level of understanding. In one place there is good achiever and on the other seats also talkative/low achiever together as they like. Thus, as she observed those teachers were not undermined their level of understanding using the usual seats. Besides, because of narrowing the class room and the nature of the chair the teachers couldn't move freely to encourage and monitor them. Likely, the interviewees answer has similarity with the class observation. One of the experienced teacher responded:

In some cases, I tried to organize the students in to pairs and groups when it was necessary for the provided lesson. Besides, I believe in, teaching languages needs coordination; in the time of discussion with in pair and group, students can share ideas with their friends. Beside this, it is important for poor performed students; they can get more clarification about the lesson from their members. This is all true about the important of coordinating students; however, in my class as the time of applying it, the students' ability hadn't as such differed. All are nearly the same; as much as possible I encourage them to participate and check their woks. However the big challenge is the large number of students; it is difficult to cooperate, encourage and monitor their works properly.

As indicated in the above table 10 the students response to item 3.3 proves that the class observation and questionnaire looking up on cooperating, encouraging and monitoring students. 29(20.71%) strongly agreed, 87(62.14%) agreed. However, the rest 23(15.82%) respondents negatively received that there was not a problem of cooperation, encouragement and monitoring. But, the majority of the respondents accepted positively. Means there was a problem of cooperative work, encouragement and monitoring properly as the skill was needed.

In sum, we can interpret the preceded result that is teachers' devotion to cooperative work, encouraging their participation and monitoring the students work is not effective and efficient for practicing the speaking skills properly.

4.2.3.1.4 Managing Class-room

In relation to class management, the class observation list shows that at each and every session especially at the time of discussion there is a difficult noise especially in the three sections students left the discussion topics of the given task and they talk unrelated ideas with their native languages loudly. A little bit differ in two sessions there is no challenging noise to control. As she can be observed the teacher in these sessions they provided easy and authentic topics for practicing speaking. And when a few students were tried to disturb, his/her colleagues were told to the teacher and the teacher also quickly take action. In line with this idea, teachers' interview result respectively shows that, there was a problem of class discipline; especially when they are working in groups. The whole teachers state that the students' number was very large, and most of the students have bad attitude on learning and practicing speaking by the target language. Hence, especially low achieved students need to pass their class time by laughing and joking at the practicing time. The interviewee teachers expressed that they tried to take time monitor to find out the disturber students; but the problem was not alleviated yet.

As we can be seen from the above table 10 of the students respond to item 3.4, Similar with class observations and the teacher's interview the student's response for the statement "There is a problem of discipline in the class; only 37(26.43%) of respondents responded negatively as there is no a problems of discipline. As compared to the class observation and teacher interview it takes more sound against the fact. However, the other 28(20%) respondents replied strongly agreed and 75(53.57%) agreed that there was a difficult noise/ a discipline problem in their classes and the teachers was not properly managed this problem.

The preceded data deduced that teachers of the concerned school have definite problems in managing the class. As we can see the data, majority of the teacher undermined the noise of the students' instead of controlling properly.

4.2.3.1.5 Providing Feedback and Evaluation

As indicated in the class observation check list the result shows regarding on giving feedback; most of them tried to give little correction and evaluation. But there was no proper feedback and evaluate the students by giving equal chance. Likely, the response of teachers in the interview questions shows:

I need to give feedback for my students rounding in their seating and at the time of presenting individually. However, first of all they were not ready to do any activity in speech production and their ability to take correction was not this much strong; even if you tried to correct them they extremely stop what they tried. As I understand them, they need a strong input in case of achieving of the given speaking practices. Because of this I take action only appreciate them for any little practices instead of giving any correction. In line with evaluation if the time is not short to finish the day's lesson I do it.

As it indicated on the above table 10 students response to item 3.5 There are problems of giving feedback and evaluations; 39(27.85%) respondents admitted strongly agreed and 81(57.85%) agreed but the rest 21(14.99%) of the respondents were against the idea that there are not problems of giving feedback and evaluations. However, the majority of the respondents answer implies that, there is a curious problem of giving correction and evaluation properly.

Discussions

In communicative teaching approach include any activities that encourage and require a learner to speak with and listen to other learners. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Furthermore, research on foreign language teaching suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment, giving more chance for the students to practice on their own rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003). Contrarily, the study result shows that excluding one of the concerned grade teachers all of them were led teacher center approach. As they expressed on their interview comments there was challenge like; large number of students, shortage of time and students also not have strong motive to do each activity actively. Thus, as we understand from the above thought teachers in the practice of speaking find out engaging activities to inspire students by giving much time for the students.

The obtained results of item 3.2 have shown that there were problems of using attractive techniques, adequate activities and no use of proper teaching aids. In relation to this teachers shouldn't concerned such things they completely choose silence, boredom or low participation and motivation. Very often our interesting communicative speaking activities were not quite as interesting. Moreover, those students didn't get any opportunity to speak in the language classroom, they may soon get de motivated and lose interest in learning. In addition, using teaching aids have enormous advantage helps to make the lesson clear and authentic. Things that we see have an enormous important in affecting and giving us information; visual elements are, in this way a very good reason in order to motivate students to interact with the foreign language in different ways (Celce-Murcia, 2001; Nunan, 1991; Ur, 1996; Wright, 2003).

The overall results of item 3.3 implies that there were a problem of cooperating, encouraging and monitoring to helping students to practice speaking skills well. According to the obtained data without active participation of learning is meaningless. In coordination with this, to promote learning speaking skills, students have to get chance to involve themselves actively in pair, group and as the whole class discussion and, learners are believed to actively be engaging themselves in meaning negotiation and in attempts to make them understood (Harmer, 2007; Richards, 2006).

Again, Harmer (2007) added we have decide how to put individual students in to pairs and groups and with which of their classmates and we can follow different principles such as; put friends with friends rather than risking the possibilities of people working with others whom they find difficult or unpleasant, second it should have a mixture of weaker and stronger students such strong students to understand more about the language themselves. The weaker students will benefit from the help they get apart from ability based we might also decide to stream them on the bases of participation (mixed up weak participator with more talkative colleagues) we can also group students by chance, it is by far the easiest way of doing things; since it demands little pre planning.

Moreover, Ur (1996) suggests that cooperative activities should be simple, interesting, challenging and encouraging. Students are likely to participate actively if and only if, they are clear with the instruction, language and expected roles.

In the directions of leading the class more attractive and keeping calm, teachers always have a mandate in order to manage the class discipline well. Irrespectively, the concerned almost in all class students there is difficult noise. In case of different problems such as: Teachers' unattractive way of

teaching, students low motivations again teacher low attention to manage the class properly. As he states that classroom management is centered on creating a safe environment where all students feel valued, effective management directly correlates to effective instruction. It increases students' ownership, responsibility, and self worth. Since, the ultimate goal of classroom management is creating the most effective environment for learning to take place. Teachers should properly manage the classroom.

Additionally, the concerned teachers have a problem of providing feedback and evaluations equally. As the teacher justifies that the students' low ability and fear of mistakes in practicing speaking skills in case, they never dare to correct them strongly instead they simply admired. Thus it exposed them not to know their errors. In line with this, researchers suggested that an effective, goal-oriented, teaching-learning sequence contains clearly understood objectives, productive classroom activities, and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances. Feedback and evaluation are inseparably related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. Eventually in learning English as a second language specially in speaking the fearing of mistakes affect the students not try anything in participations of practicing speaking. Concluding this even the students was afraid and demotivated in order to show the exact direction teachers should give a positive feedback instead of passing their error positively.

Moreover, Harmer (1991) asserts that the decision made by teachers about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. However, if the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.

Regarding on teachers' related problems the result of the study generally deduced that there was a problems of proper forming of the students to cooperative work, low students encouragement to engage themselves in meaning full negotiation/understands, problems of passing their errors positively and unable to made the class safe.

4.2.3.2 Students Related Problem

Language is best learned when the learners' attention is focused on understanding, saying and doing something with language. Thus, learners can improve their speaking ability by developing learning strategies that enable them to become independent learner. But in practicing speaking there are factor which is related with students in terms of different conditions (Ur, 1996).

4.2.3.2.1 Low Motivation and Participation

Table 11: students' judgment on student related problems in practicing speaking

Items	Statements	Response categories									
		S/Agree		Agree		Uncertain		Disagree		S/disagreed	
		No	%	No	%	No	%	No	%	No	%
3.6	I have not good motivation & participation in learning speaking skills.	36	25.71	73	52.14	0	0	33	23.57	2	1.42
3.7	I cannot speak English in the class freely and I use my mother tongue.	39	27.86	72	51.43	0	0	25	17.85	8	5.71
3.8	I have a problem of background knowledge in speaking skills.	41	29.29	76	54.29	4	2.58	19	13.6	4	2.86

As indicated in the class observation checklist regarding on most of the students are enjoying in learning speaking skills in the classroom. In most sessions the students were not participated efficiently. In 3sessions to some extent the students have better motivation and participation in the practicing tasks but most of the participated students were similar; the rest of them were listener. Their motivation to try things also poor; they simply need listening and writing. Concluding the justification the lesson is not permitted to go far; it was beyond their capability, as I have seen, the teacher also did not give related example that made the lesson easy and attractive. Similarly, all the interviewee answer the students have serious problem of motivation and participations particularly in speaking lesson. Concluding the whole interviewed teachers' response was;

Out of a few of them were not participated actively. Their attitude for speaking the target languages also had been obstacle to their motivation. Some have poor background knowledge to achieve the given task properly.

The students' response indicated in the above table 11 to item 3.6; I have a problem in participation and motivation in learning speaking skills. 36(27.86%) respondents replied strongly agreed, and 73(52.14%) of the respondents also answered agreed; however, the rest 33 (23.57%) of the respondents were disagreed and strongly disagreed. The majority of the result shows that students have not motivated and participated in the speaking practices. In relation to this, the result which is obtained from open-ended question, their reason was domination of some higher achievers of the group member or the leader of the group and loss of motivation for practicing the speaking skills.

4.2.3.2.2 Mother Tongue Influence and Lack of Confidence

Regarding to mother tongue influence and lack of confidence; the class observation check list shows that almost all out of a few top achievers the students at each observed sessions were not confidence to speak the target language in front of their friends in a group and as a whole class. This feeling led them to use their mother tongue at each discussion. Relation to this, teachers in the interview responded similar ideas. Their students were not having a strong motivations and participations in speaking practices. This led them not having confidence to speak English language freely and almost all the time they need to speak their native language especially when they work cooperative activities. As they comment out some factors like; bad attitudes for learning speaking, poor speech experience, and fear of mistakes.

In line with this, the Results of questionnaire to item 3.7 the statement says; I have problem of mother tongue influence and lack of confidence. 39(27.86) respondents replied strongly agreed, and 72(51.43%) respondents also agreed; however, 33(23.57%) respondents were responded strongly disagreed and disagreed that they haven't problems of mother tongue influence and lack of confidence. The greatest number of the respondents accepted positively as they have a problem of mother tongue use and lack of confidence. In line with this, the result, which is obtained from, open ended questions the students' reason out; fears of mistakes/ nothing to say, anxiety, mother tongue influence and low or uneven participation that dominating by higher achiever students in a group or as a whole class. In addition, at the time of speaking their teachers negatively give explicit feedback rather encourages them.

The Result shows that there were rare students can speak English language in the class freely. However, the majorities of the students were face difficulty; while they were speaking, unable to organize their ideas properly; in case of this they exposed to use their mother tongue.

4.2.3.2.3 Lack of Back Ground Knowledge

Regarding on students back ground knowledge all of the observed sessions students were not efficient and effective ability to speak the target language freely and confidently from this condition the researcher understands the students previous experience was not good. Even they couldn't construct simple sentence easily. Similarly, the interview result that the students have low experience or lack of background knowledge in speech production; most of their students' ability to speak was not good. They hadn't efficient basic knowledge even to understand what their text says and what the teachers tell them. Thus, their elementary class knowledge was not good to achieve this level effectively.

As indicate in the above table 11 students questioner; in item 3.8 on the statement I have lack of back ground knowledge. 41(29.29%) of the respondents raised their answer strongly agreed, and 76(54.29%) agreed; however, only 21(16.46%) of the respondents responded disagreed and strongly disagreed that they have a problem of lack of background knowledge. In relation to this the students gave their reason to open ended questions was; as they haven't exposure to learn the target language out of school. Most of the students came from the rural part of the town; in the rural school the teaching learning was not that much good and there is cultural influence to practice to talk in front of people/ elder person freely.

In sum, from the preceded paragraph the students have face problems while they were teaching and participating speaking skills.

Discussions

According to the study and data analysis, the results on the students related problems can be discussed as follows: item 3.6- 3.8 students in the learning speaking they challenged by loss of motivation, lack of background knowledge, lack confidence and their mother tongue influence. In line with this, Ur (1996) advocates that there are some speaking problems that teachers can come

across in getting students to talk in the classroom. Such as: inhibition, lack of back ground knowledge, low or uneven participation and mother-tongue use.

Students were highly influenced on lack of confidence and mother tongue influence and the result shows that students in practicing speaking a few of them only can use the target language and participated confidentially. In relation to this, Atkins (1996) suggests when they fear of mistake they extremely loss their confidence; this also affect the students' performance in learning speaking skills.

The other problem is mother tongue use; in coordination, Ur (1996) sets, the factors which influence the students speaking development is the use of mother tongue; he justifies learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. In addition, Harmer (2007) also suggests some reasons why students use mother tongue in class. First when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teacher. Finally, if the teachers frequently use the students' language, the students will feel comfortable to do.

Moreover, the study result raises the students have a problem of low background knowledge. Even, unable to understand the text book and to follow the teaching learning process. If the students lack of speaking experience, they may not dare to speak English in front of their peers.

In fact, speaking can develop by exposing ourselves to the target language. Unless only telling the theory students couldn't take care and not get chance to practice; contrarily, the study result shows the students' in taking their role they have poor ability to participate in speaking; they were inhibit their feeling to express by the target language in case of afraid mistakes.

4.2.3.3 Classroom Related Problems

Table 12: students’ judgment on classroom Related Problems in practicing of the speaking skills.

Items	Statements	Response category									
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
3.9	There are large numbers of student in the class.	57	40.71	87	62.14	0	0	0	0	0	0
3.10	There are a problem of enough and Comfortable furniture.	39	27.86	71	50.7	7	5	27	19.29	0	0
3.11	The classroom hasn’t good environments	31	22.14	63	45	9	6.4	41	29.29	0	0

4.2.3.3.1 Large Number of Students

As the researcher gathered the data from the class observation in each observed class and in others grade nine sections at all there were seventy eight students. Thus, this number as different researchers suggestions it was beyond the needed number and they suggest the common number that enrolled in one class should be 40 at Ethiopian standards. The results of interview also justified, at the beginning the registered students was 80-85 in one class. However, in case of different reason some of them were drop out. The total number of the remaining students is now 78; therefore, it is very challenging to practice speaking properly by evaluating and follow every one properly.

Similarly, student response result indicated in table 12 above; item, 3.9 shows that all of the respondents were replied positively. That is, all of the respondents 100%, they responded that there are large numbers of students in a class. At the data’s of class observation and in teachers’ interview there are 78 students were presented in each section.

4.2.3.3.2 Table and Chair/ Seats

The class observation result indicated that there were no enough chairs and tables. The furniture, which was presented in the classroom, was not equivalent with the numbers of the students. In one class there are 78 students were enrolled. Consequently, on one bench they sat three and four students together with crowded. In case of this, there were suffocation besides; it was not comfortable to do things in relaxing, also the nature of the furniture is not comfortable to move them

to organize and facilitate team works. Again, in some sessions the factors of crowded students exposed them to talk with their friends in class time and some of them felt sleepy.

The ultimate answers of the interviewee were; all of them answered that the class arrangements was not good for properly facilitate cooperative activities. In the school concerned, the numbers of the students, which were enrolled in one class, were big. In addition, there were not enough and unmovable desks. Besides, as we can see the students' response indicated on the above table 12 to item 3.10 regarding to there are a problem of enough and comfortable furniture. 110 (78.57%) respondents responded strongly agreed and agreed; the rest 27(19.29%) were disagree. the result implies that there are problem of efficient and comfortable seats.

In sum, in the school there was seating problems, related with large number of students the problem became challenging to do things possibly.

4.2.3.3.3 Class Room Environment

Looking up on classroom environments the results of class observations shows that, classroom environment is under questions. In all the infrastructure has not fulfill; since some windows and doors were broken to open and close as they need; students exposed to see out and the dust come into the classes; in case of this it was not clean. The classroom was cleaned by students; thus they were cleaned carelessly. Besides, it were not illustrated by different related pictures, it didn't forced or /arose students interest to learn. Moreover, since, the class was not built depending on the weather condition it is very hot; the students and teachers sweat badly.

Similarly, all the interviewees answered that as a language class room it was far to be, the towns' air condition is very hot the number of the students were big, again the narrow class together they created a very bad air it steal comfort. Thus, the students believe attending the class is not interesting. Besides, the wind especially on October, February and may blows dangerously it disturb coming through the open window and broken door even it was opened.

Additionally, as indicated on the above table 12; item 3.11 students response cross checked the obtained data from the class observation and interview regarding on the classroom hasn't good environment. 94 (67.14%) and the rest 41 (29.29 %) says agree and strongly agree; only 9(6.53%) of the respondents admitted negatively; however, the majorities also accepted positively. The result that was obtained from class observation shows it has a very difficult situation that not engaged the students and teachers in teaching and learning of speaking skills comfortably. Practicing language skills specially speaking needs comfortable conditions that makes relaxed.

Discussions

Regarding to the obtained data from the three directions on classroom related problem the school has curios problem in terms of enrolling large number of students, inefficient and uncomfortable seat, and the classroom also not invite to language teaching. Studies claims the size of the class is an important physical factor that influences the choice of method, and decreases the amount of individual attention the teacher can give to each student. Ministry of Education (2011) reveals that learning classrooms should be a well built blocks and each class should have less number of students (forty in high schools) for safety and ensuring a good, productive learning environment to maintain. Richard Felder (1997) contrarily claims that there are ways to make large classes almost as effective as their smaller counter parts.

In relation to item 3.10 the result indicated that the problem of seating was not comfortable to move and the students were not got enough and comfortable seat. In line with this, Edge (1993) states that students on movable seats could be round and works with those seating at their back than fixed seat. Means the arrangement of seats can facilitate or impede interaction among group members. Contrarily, Harmer (2000) argues that no matter how bad the conditions were, teachers could create an atmosphere of acceptance and security. like create a good interaction; the students feel free rather than being neglected, create good attitude by providing good teaching method and relaxed activities believe them, learning speaking is fun.

Moreover, in line with inconvenience environment, good classroom set up such as classroom set up, classroom and furniture arrangement, also, a clean and well kept room with appropriate resources and well aired room help to established a positive contribution to implement active learning. For education in school to be effective, the environment needs to be conducive for learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation (Long, 1996).

In sum, the study raised there was a problem of class room organization. For leading effective process of teaching the class room situations should organized properly and should fulfill instructional material.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATION

The objective of this study, as it has been indicated in chapter one, assessing the teaching practices of speaking skills in EFL class; Batu Grade nine is a particular focus. Hence, on the basis of this the researcher gathered the data from the targeted class through class observation, interview and questioner. Those all data were analyzed interpreted and discussed with the theoretical insight. This unit strived to summarize, conclude and suggest the optimal solutions for the predicaments identified while the analysis, interpretation and discussion of data. Eventually, based on the conclusion, various possible trouble shutting mechanisms have been jotted down as the best possible resolution as possible in the form of recommendation.

5.1 Summary

Here, the researcher attempts to summarize the study based on the finding she came across during the analysis of data obtained through class observation, interview and questionnaire as well. The researcher consequently comes up with the following summarizations.

The result of the first research question shows that the teachers of the concerned school in the practice of teaching the speaking skills in order to perform the three stages activities. Those teachers should employ to practice in order to accelerate the practice of teaching the speaking skills in chronological flows. The result noted as follows:

1. In pre stage most of the teachers can introduced the day's lesson. However they didn't give justifications of objectives and not asked students to articulate their previous knowledge.
2. In while stage most of the teachers teach by using teacher led approaches, provide inadequate activities and using unattractive teaching techniques.
3. In post stage, most of the teachers were simply appreciate their students instead of correcting their errors; and most of the teachers were not get time to evaluate their understanding.

Similarly, on the second research objectives the data is possible to understand the level how teachers follow proper teaching method to teach the speaking skills. Based on the outlined proper teaching methods the research figure outs these results.

1. Using Engaging techniques to enhance their fluency and accuracy such as forming group presentation, creating additional exposure, provide attractive and adequate activities, using communicative teaching approach were applied rarely.
2. The use of intrinsically motivated techniques such as good teacher student interaction, knowing students in terms of their name and ability, giving equal chance, encouraging poor performer students were never applied properly.
3. The proper use of different techniques of providing feedback and evaluations were not taking up.
4. Teachers sometimes used the usual method to integrate the two skills. Though, they never integrated speaking with listening in modernized way.

On the third research questions the study result illustrates that teaching the speaking skills faced different challenges; It came's in three directions: those are;

1. Teacher related problems such as; in use of communicative approach, lack of providing attractive and adequate activities, incapability to use enjoyable and attractive techniques and inability to use proper ways of teaching methods; besides, reluctant encourage students and low attention to provide proper ways of feedback and unable to manage their time to evaluate for assessing their daily speaking performance.
2. Student related problems such as; low commitment and inability to perform their work, loss of motivation and low participation, lack of confidence to use the target language, lack of background knowledge and mother tongue influence Were hinder them at the time of learning speaking skills.
3. Classroom related problems such as; large number of students (78 in each sections), unsuitable, inefficient and unmovable furniture and uncomfortable air condition.

5.2 Conclusion

Depending on the overall findings of study the following conclusion can be drawn.

1. Most of the provided activities to practice speaking did not enforce the students to participate actively. There are very limited teaching techniques, using teacher led approach of teaching speaking skills.

2. Not most students clearly understand the tasks. Definitely, there are no justifications of the objectives of the lesson, not assessing the previous knowledge also undermine their level of understanding.
3. Most of the teachers operate the teaching process follow the top achiever means in participating, in calling names and leading the group presentation. This implies the low achieved students are not encouraged to exploiting their productive skills.
4. Class discipline is important in teaching and learning processes means teachers can forward the lesson effectively and the students also follow the process properly. This implies class management has values. Contrarily the finding shows teachers were not give strong attention to keep the class silent.
5. The study result claimed out students have low fluency and accuracy performance in speaking practices this shows their background experience to achieve the given lesson effectively is low this exposed them inhibition and use their mother tongue at each activities instead of the target language.
6. Students' have low confidence in practicing speaking activities in pair, group and as a whole class. Thus, they were not able to participate freely, incapable of sharing knowledge and loss of motivation to learn the speaking skills.
7. Integrate speaking with listening through using music, native speaker speech and videos (out of the usual way) help students strongly understand and capable the speaking skills effectively.
8. To clarify the lesson preferably using authentic material has a value; the study result justifies the school is undermined to provide such instructional materials.
9. All of the teachers complain on the problem of inconvenience air conditions, large number of students and insufficient furniture. Thus, cooperating, encouraging and monitoring each and every individual, giving ample practicing time and use cooperative activities effectively were very difficult to implement.

5.3 Recommendations

Based on the findings of the study and the conclusions drawn above, the following recommendations were made as a potential remedy for improving the practice of speaking skills in EFL classes. Every concerned bodies or stake holders are believed to share their unreserved contribution to reconcile the problems. The issue concerns the subject teachers, the school administrators, the education bureaus.

Furthermore, the parents' responsibility in following up the day to day school activities to solve student related problems.

1. There was a problem of students' low participation in the practicing of speaking. This also the problems of teachers used lecture method. Thus, teachers should use different teaching techniques beyond the usual and change their teaching method in to communicative way. In line with this Patall, Cooper, and Robinson (2008) claim that Teachers can enhance motivation by providing students with choice of instructional activities.
2. Teachers should justify the objectives of the lesson, motivate to articulate their experience and provide sufficient practices. Activities that help learners develop Meta cognitive knowledge and self-regulation of their speaking and learning processes are also needed to address affective and other cognitive demands of learning to speak a second language (Burns, 2012).
3. Good interaction between teachers and students and giving equal concern between the different level students help to create good motivation and encourage low achieved students by alleviating domination. Thus, teachers should give equal concern; create good interaction and being enthusiastic.
4. There was problem of discipline in the class. Thus, teacher's should manage the misbehaved students and make the classroom pleasant, teacher could utilize different strategies like establishing ground rule, which should be obeyed by each and every student and create students profile, more authorized the group leaders and encourage those disciplined students. In relation Engel (2011) states supportive social climate can also enhance curiosity
5. Students have problems of expressing their ideas accurately and fluently using the target language. That was the problems of back ground knowledge, lack of gaining proper feedback, and lack of exposure (in and out of the class). Therefore, Teachers should also try to provide proper and positive feedback; making them aware of the problems, provide level, attractive and relevant lesson and create exposure by giving different homemade activities and assignments. In relation to this, develop fluency in using the language in spontaneous communication and achieve accurate perception and production teachers should provide conversation, stories, etc.; texts are usually used as they would be in real life: dialogues are spoken, articles and written stories are read; an effort is made to use authentic material from real life (Brown, 2001).

6. Students must devote for extra practice whenever to build self confidence and to avoid fear of mistake and try to use English language only in and out of the classroom. And teachers should also create cooperative work help to share their knowledge and develop their ability to speak in front of others.
7. Teachers should teach speaking skills by integrating with listening skill beyond the using of the usual ways (lecturing and discussion) and exposing them by giving different assignments and homemade activities. Therefore, using songs, and propose to do different homemade activities like follow videos' of native speakers' speech and films.
8. Teachers, concerned body should focus on factors to give remedial solution for the problems that affect students' performance. Like for the problems of preparing instructional material (tape, videos and other authentic material), and organize language centers. According to Harmer (2007) states that the language laboratory offers a good half way house between teacher control and learner autonomy.
9. There are problems of inconvenience air condition, large number of the students and in adequate seats; thus the concerned bodies should minimize the students' number, and making the classroom tidy and attractive.

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Appendices

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

(POST GRADUATE STUDY)

Appendix A: Description of participants

Table 13: Description of Participants

Participants																	
Teachers										Students							
	Sex		Age			Qualification		Experience			Sex		Age				
	M	F	22-30	31-45	>45	Degree	Master	1-5	6-10	>1o	M	F	13-15		16-19		>20
	3	1	3	-	1	4	-	2	1	1	83	61	67	46	14	11	-
T	4		4			4		6			144		113		31		-

As shown in the above table (Table 1) sample participant's data, I had 144 students and 4 teachers of the targeted class were being the participants of the research. In chapter one, I tried to state, there was a problem of teaching and learning speaking practices in the mentioned grade level. Again, to be sure the researcher needed to assess the problem before started to conduct the main research work by conducting pilot study. The result was being good the researcher believed that it was enough for selected only the experienced and aged students. Thus, for the three experienced teacher, she gave the students questionnaire and the teachers interview questions for checked the appropriateness to gather data and the clarity. Then, I distributed the pilot questionnaire for the 31 students, who aged 16-19 after the class time and analyzed it. In addition to this, the researcher interviewed the three experienced teacher. Therefore, the result of pilot study helped her to get clear questions, and it could show additional high light the problem (assessing the practice of speaking skills in the targeted class) was important to study.

APPENDIX B: CLASS OBSERVATION CHECKLIST

The main purpose of this observation check list is to assess the teaching practice of speaking skills in the EFL classes.

Part 1: class observation checklist regarding to request judge the first research questions.

Key O1 =observation 1 O2 = observation 2 O3 = observation 3 Y=yes
Tr1= Teacher one Tr2= Teacher two Tr3= Teacher three N=No

Table 14: class observation list

	Part 1:The three stages of teaching speaking skills		Observed teachers								Alternatives		T
	Items	Statements	Tr.1		Tr. 2		Tr.3		Tr.4				
			O1	O2	O1	O2	O1	O2	O1	O2	Y	N	
Pre stage	1.1	Introducing the day’s lesson and activities properly.	N	Y	Y	Y	Y	Y	N	N	5	3	8
	1.2	Telling objectives of tasks.	N	N	Y	N	Y	Y	N	N	3	5	8
	1.3	Motivate the students to articulate their experience (prior knowledge) by creating good situations	Y	N	N	N	N	Y	N	N	2	6	8
While stage	2.1	The teaching approach of speaking skill in the class is student-centered	N	N	N	N	Y	Y	N	N	2	6	8
	2.2	Providing additional and adequate activities beyond the text book (role play, game, group discussion....)	N	N	N	N	Y	Y	N	Y	3	5	8
	2.3	There is strong motives and enjoying in practicing speaking skills in pair, group and the whole class	N	N	N	N	N	Y	Y	Y	3	5	8
Post	3.1	Giving accurate feedback in proper time.	N	N	N	N	Y	Y	N	N	2	6	8
	3.2	Evaluating students’ understanding	N	Y	N	Y	N	Y	N	N	3	5	8
	3.3	At each and every activity the student and teacher use English.	N	N	N	N	N	N	N	N	0	8	8

Part 2: Proper teaching methods of teaching speaking skills												
2.1	the teacher offer group presentation	N	N	N	N	Y	Y	N	N	2	6	8
2.2	The teacher gives open ended question and activities inspired us for creative work.	N	N	N	N	Y	Y	N	N	2	6	8
2.3												
2.4	teacher gives time for clarification, and /or permit to search the difficult words or ideas from the dictionary or for their friends	N	N	N	N	N	N	N	N	0	8	8
2.5	The teacher separately knows the whole students' ability and name and teacher have good interaction with their students.	N	N	N	N	N	N	N	N	0	8	8
2.6												
2.7	The teacher gives equal concern and chance/ sustains to be motivated.	N	N	N	N	Y	Y	N	N	2	6	8
2.8	The teacher encourages us constantly to be motivated.	N	N	N	N	Y	Y	N	N	2	6	8
2.9	The teacher provides level, attractive and relevant lesson, with authentic materials.	N	N	N	N	N	N	N	N	0	8	8
2.10	The teacher teaches speaking integrating with listening; to cooperate and share our information take turns, listening or speaking with our friend by discussion (provide video, songs, language laboratory,...)	N	N	N	N	N	N	N	N	0	8	8
2.11	The teacher gives as a home work, listen news, music and watch movies at our home for create additional exposure	N	N	N	N	N	N	N	N	0	8	8
2.12	The teacher gives accurate and immediate feedback.	N	N	N	N	N	N	N	N	0	8	8
2.13	The teacher helps us to take diagonal /peer/ error correction.	N	N	N	Y	Y	Y	N	N	3	8	8
2.14	The teacher give feedback concerned our individual need.	N	N	N	N	N	N	N	N	0	8	8
2.15	Our teacher uses unique ways of giving feedback and keeps our progress.	N	N	N	N	N	N	N	N	0	8	8
2.16	The teacher evaluates us focuses on the components of speaking skills	N	N	N	N	N	N	N	N	0	8	8

2.17	The teacher evaluates Us at each and every lesson properly.	N	N	N	N	N	N	N	N	0	8	8
Part 3: challenges in enhancing the practice of teaching speaking.												
3.1	There is a problem using communicative approach in practicing speaking.	Y	Y	Y	Y	Y	Y	Y	N	7	1	8
3.2	There are problems of using attractive techniques, adequate activities and teaching aids	Y	Y	Y	Y	Y	Y	Y	Y	8	0	8
3.3	Cooperative work (pair and group work) is not properly applied.	Y	Y	Y	Y	Y	Y	Y	Y	8	0	8
3.4	There is a problem of class management.	Y	Y	Y	Y	N	N	N	N	6	2	8
3.5	There are problems of giving feedback and evaluation.	Y	Y	Y	Y	Y	Y	Y	Y	8	0	8
3.6	I have not good motivation& participation in learning speaking skills.	Y	Y	Y	Y	N	N	N	Y	5	3	8
3.7	I cannot speak English in the class freely and I use my mother tongue.	Y	Y	Y	Y	Y	Y	Y	Y	8	0	8
3.8	I have a problem of background knowledge in speaking skills.	Y	Y	Y	Y	Y	Y	Y	Y	8	0	8
3.9	There are large numbers of student in the class.	N	N	N	N	N	N	N	N	8	0	8
3.10	There are a problem of enough and Comfortable furniture.	N	N	N	N	N	N	N	N	8	0	8
3.11	The classroom hasn't good environments	N	N	N	N	N	N	N	N	8	0	8

APPENDIX C: INTERVIEW QUESTIONS FOR GRADE NINE ENGLISH TEACHERS

1. Do you introduce the lesson and activities properly? If no why?
2. Do you states the objectives of the lesson? If no why?
3. Do you motivate your students to articulate their experiences? If no why?
4. Do you use student center teaching approach in teaching speaking skills? If no why?
5. Do you provide adequate activities to practices speaking? If yes mention it. If no why?
6. Do you use motivating and enjoying techniques to teach speaking? If yes , how? If no, why?

7. Do you give them accurate and immediate feedback? If no why?
8. Do you evaluate your students understanding properly? If yes how, if no why?
10. How often do you offer group presentation in practicing teaching speaking skills?
11. How often do you ask open ended questions?
12. How often do you provide inspired creative activities?
13. How often do you give time to clarify ambiguous question happens during practicing time?
14. Do you always give equal concern for your students to be motivated? If not why?
15. Do you know all your students name and ability also do you have good interaction?
16. Do you always encourage your students to be motivated? If no why?
17. Do you always provide level, attractive, and relevant activities with authentic materials? If no why?
18. Do you always teach speaking integrating with listening using modernize ways? If yes how? If no why?
19. How often do you follow peer error correction, unique ways of feedback and concerning individual need to give feedback?
20. Do you use cooperative works properly? If no why?
21. Do you believe your students have problems of motivations and participation in speaking practices?
If yes what are their reason?
22. Do your students speak English freely all the class time without using their mother tongue?
23. Do you believe your students have problems of background knowledge?
24. Have you face classroom problems like large number of students, in convenience air conditions and shortage of furniture.

APPENDIX D: QUESTIONNAIRE TO BE FILLED BY STUDENTS

Dear student

My name is Muluget Tefera and I am a 4th year undergraduate student at the University of Adama, Ethiopia on TEFL in the department of English. For the fulfillment of master's degree I have been conducting a research work on the topic of "assessing the teaching practice of speaking skill in the EFL classes." I am collecting data regarding to Assessing the practice of teaching the speaking skills in the EFL classes: (List down the way they teach, the method they used and problem they faced.

For this reason I prepared the under mentioned questionnaire. I kindly request you to fill the right answer for each close and open ended question properly by following the given instructions. This questionnaire will ask you close and open ended questions.

Thank you in advance

Instruction 1: Complete the following background information using √

Sex: Male ☐ Female ☐

Age: 13—15 ☐ 16—19 ☐ >19 ☐

Instruction 2: This questionnaire has three parts. Read items under each part and indicate your degree of agreement using the following five point scales; and are going to be answered by making circle on the possible point scales.

Part 1: questions regarding to evaluate the three stages of activities in teaching speaking.

5= Strongly Agree, 4= Agree, 3= I have no idea, 2= disagree, 1= strongly disagree

Table 15: students' questionnaire in English language

Item	Assessing the practice of teaching speaking skills in grade nine at Batu secondary school.	Response categories				
		S/agree e (5)	Agree (4)	Uncertain (3)	Disagree (2)	S/Disagree (1)
	pre stage1					
1.1	Our teacher introduces the day’s lesson and activities properly.	5	4	3	2	1
1.2	Our teacher states the objectives of the lesson.	5	4	3	2	1
1.3	Our teacher motivates us to articulate our experience.	5	4	3	2	1
While stage						
2.1	Our teacher teaches, using student center teaching method.	5	4	3	2	1
2.2	There are adequate practices in teaching speaking in our class.	5	4	3	2	1
2.3	Our teachers teach us speaking by using different motivating and enjoying techniques.	5	4	3	2	1
Post practicing						
3.1	Our teachers give accurate and timely feedback	5	4	3	2	1
3.2	Our teachers properly evaluates our understanding	5	4	3	2	1
3.3	I and our teacher use English language only for each and every activity.	5	4	3	2	1

Part 2: questions regarding to ask to which level the teachers follow proper teaching method to teach the speaking skills in EFL classes.

A. Choose the best alternatives

1. Our teacher knows us well in terms of our name and ability. A. very much B. much C. to some extent D. rarely E. never

2. Our teachers have a good interaction with us. A. very much B. much C. to some extent D. rarely E. never

Items	Statements	Always(5)	Usually (4)	Sometimes (3)	Rarely (2)	Never(1)
2.1	Our teacher offers group presentation.	5	4	3	2	1
2.2	Our teacher asks open ended questions.	5	4	3	2	1
2.3	Our teacher gives activities inspired us for creative work.	5	4	3	2	1
2.4	Our teacher gives time for clarification, and /or permit to search the difficult words or ideas from the dictionary or for their friends	5	4	3	2	1
2.5	Our teacher gives equal concern and 4chance/ sustains to be motivated.	5	4	3	2	1
2.6	Our teacher encourages us constantly to be motivated.	5	4	3	2	1
2.7	Our teacher provides level, attractive and relevant lesson, with authentic materials.	5	4	3	2	1
2.8	Our teacher teaches speaking integrating with listening; to cooperate and share our information take turns, listening or speaking with our friend by discussion (provide video, songs, language laboratory,...)	5	4	3	2	1

2.9	Our teacher gives as a home work, listen news, music and watch movies at our home for create additional exposure	5	4	3	2	1
2.10	Our teacher gives accurate and immediate feedback.	5	4	3	2	1
2.11	Our teacher helps us to take diagonal /peer/ error correction.	5	4	3	2	1
2.12	Our teacher give feedback concerned our individual need.	5	4	3	2	1
2.13	Our teacher uses unique ways of giving feedback and keeps our progress.	5	4	3	2	1
2.14	Our teacher evaluates us focuses on the components of speaking skills	5	4	3	2	1
2.15	Our teachers evaluates as at each and every lesson properly.	5	4	3	2	1

Part 3: questions regarding to judge on Problems that is encountered the practice of speaking skills in the EFL classes at the school concerned.

Items	Statements	Strongly agree(5)	Agree (4)	Uncertain (3)	Disagree (3)	Strongly agree (1)
3.1	There is a problem using communicative approach in practicing speaking.	5	4	3	2	1
3.2	There are problems of using attractive techniques, adequate activities and teaching aids	5	4	3	2	1
3.3	Cooperative work (pair and group work) is not properly applied.	5	4	3	2	1
3.4	There is a problem of class management.	5	4	3	2	1
3.5	There are problems of giving feedback	5	4	3	2	1

	and evaluation.					
3.6	I have not good motivation& participation in learning speaking skills.	5	4	3	2	1
3.7	I cannot speak English in the class freely and I use my mother tongue.	5	4	3	2	1
3.8	I have a problem of background knowledge in speaking skills.	5	4	3	2	1
3.9	There are large numbers of student in the class.	5	4	3	2	1
3.10	There are a problem of enough and Comfortable furniture.	5	4	3	2	1
3.11	The classroom hasn't good environments	5	4	3	2	1

Instruction -3: write your answer for the following open ended questions on the space provided.

1. In part three item 3.6 (I have not good motivation and participation in learning speaking.) your answer could be strongly agree and agree (5 and 4) why? Write your reasons.....
2. In part three question 3.7 (I cannot speak English in the class freely and I use mother tongue.) your answer could be strongly agree and agree (5 and 4) why? Write your reasons.....
3. In part three question number 3.8 (I have a problem background knowledge in speaking skills)your answer could be strongly agree and agree(5 and 4) list down the techniques which your English teacher used

APPENDIX E : በዘጠነኛ ክፍሎች የሚሞላ የጽሁፍ መጠይቅ

ውድ ተማሪ

እኔ መላኬ ጥተፈራ በአዳማዬ ኒሽርስቲ የአራተኛ አመት የእንግሊዘኛ ቋንቋ /TEFL/ ተማሪ ነኝ፡፡ በመሆኑ ምላሽህረ ምረቃ ማሟያ የሚሆን ጥናታዊ ጽሁፍ እያዘጋጀሁ ነው፡፡ የጥናቱ ርዕስ "Assessing the teaching practice of speaking skills

in the EFL classes/ የ መናገሪያ ትምህርትን የማለማመድ ሁኔታን መፈተሽ "ሲሆን አላማውም፡ -የዘጠነኛ ክፍል የእንግሊዝኛ መ/ር የመናገሪያ ክህልት ትምህርትን የማስተማር ስነ ዘዴ ምን ይመስላል፤ የሚያጋጥሙትን ተግዳሮቶች እነማን ናቸው፤ የሚሉትን ጉዳዮች መፈተሽ ነው፡ ስለዚህ ከዚህ ቀጥሎ ያሉትን ጥያቄዎች በተገቢው ሁኔታ በማንበብ ተገቢውን መልስ አስፍር/ሪ፤ ምክንያቱም ትክክለኛው መልስ ለጥናቱ ትክክለኛነት ወሳኝ ስለሆነ በትክክል ያለውን እውነታ በማስቀመጥ እንድትተባበሩኝ አሳስባለሁ፡፡

ስለትብብርህ/ሽ አመሰግናለሁ፡፡

መመሪያ 1: -የግል ማንነትን የሚጠይቁ ጥያቄዎችን በሚመለከታችሁ ሳጥን ውስጥ የ" $\sqrt{\quad}$ " ምልክት በማድረግ መልስ/ሽ

ጾታ: - ወንድ ☐ ☐

እድሜ: - 13- 15 ☐ 16-☐ >20 ☐

መመሪያ 2: -ከዚህ በታች በተለያዩ ክፍሎች ዙሪያ የቀረቡ ጥያቄዎች አሉ፡፡ ያለህን/ሽን ምልክታ ከተሰጡት አምስቱ አማራጮች ትክክለኛነት ውብለሽ/ህ ባመን ሽበት/ክበት ቁጥር ላይ ብቻ አክብቢ/ብብ፡፡

ክፍል 1: በሶስቱን ግግርን የማስተማሪያ ደረጃዎች ስር ያሉ ክንውኖችን የሚገመገሙ ጥያቄዎች፡፡

Table 16: students' questionnaire provided by Amharic speaker

ተ.ቁ	ጥያቄዎች	አማራጮች				
		በጣም አስማማለሁ	እስማማለሁ	ለመውሰን ያስችግረኛል	አልስማማም	በፍጹም አልስማማም
1.1	መምህራችን የእለቱን የትምህርት ርዕስና ትግበራዎችን በተገቢው ሁኔታ ያስተዋውናል፡፡	5	4	3	2	1
1.2	መምህራችን የእለቱ የትምህርት አላማ ይገልፅልናል፡፡	5	4	3	2	1
1.3	መምህራችን የቀደመ እውቀታችንን እንድንገልፅ ያግዛናል	5	4	3	2	1
ሂደተንግግር						
2.1	መ/ራችን ተማሪ ተኮር ስነ ዘዴን ይጠቀማል፡፡	5	4	3	2	1
2.2	መምህራችን በቂ ማለማመጃዎች ያቀርብልናል፡፡	5	4	3	2	1
2.3	መምህራችን አዝናኝና አነቃቂ ዘዴዎችን ይጠቀማል	5	4	3	2	1
ድህረንግግር						
3.1	መምህራችን ተገቢው ወቅታዊ ግብረ መልስ ይሰጠናል	5	4	3	2	1
3.2	መምህራችን በተገቢው ሁኔታ ይገመግማል፡፡	5	4	3	2	1
3.3	እኔም መምህራም በማንኛውም ትግበራ እንግሊዝኛ ቋንቋን እንጠቀማለን፡፡	5	4	3	2	1

ክፍል 2 ተገቢ ንግግርን የማስተማር ዘዴዎች የመጠቀም ልምድ ምን ያህል እንደሆነ የሚመዘኑ ጥያቄዎች፡፡ ሀ. ከተሰጡት አማራጮች ተገቢውን መልስ ምረጭ/ጥ 1. መምህራችን በስምና በሽሎታችን ለይቶ ያውቅናል? ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. የተወሰነ መ. ከፍተኛ ያልሆነ ሠ. ምንም 2. መምህራችን ከጎረቤቱ ጥሩ መስተጋብር አለው? ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. የተወሰነ መ. ከፍተኛ ያልሆነ ሠ. ምንም						
ተ.ቁ	ጥያቄዎች	አማራጮች				
		ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ቀናት	በፍጹም
2.1	የቡድን ትግበራዎችን እንድንከውን ያደርጉናል፡፡	5	4	3	2	1
2.2	ዝግ ጥያቄዎች ይቀርቡልናል፡፡	5	4	3	2	1
2.3	የራስ ፈጠራን የሚጠይቁ ማለጣማጃዎች ይቀርብናል	5	4	3	2	1
2.4	ለአስቸጋሪ ጥያቄዎች በቂ የመወያያ ጊዜ ይሰጠናል	5	4	3	2	1
2.5	መምህራችን በእኩል አይን ያዩናል፡፡	5	4	3	2	1
2.6	መምህራን ሁል ጊዜ እንድንሳተፍ በረታታናል፡፡	5	4	3	2	1
2.7	መምህራችን ችሎታን የሚመጥን፣ አነቃቂና ወቅታዊ ማለጣማጃዎችን እውናዊ በሆነ መልኩ ያቀርብናል፡፡	5	4	3	2	1
2.8	ንግግርን ከማዳመጥ ጋር ዘመናዊ በሆነ መልኩ አጣምሮ ያስተምረናል	5	4	3	2	1
2.9	ንግግርን የሚያዳብሩ ተጨማሪ የቤት ስራዎች ይሰጠናል	5	4	3	2	1
2.10	መምህራችን ወቅታዊና ተገቢ ግብረ መልስ ይሰጠናል	5	4	3	2	1
2.11	የቢጤ እርማት እንድንከውን ፈቅድልናል፡፡	5	4	3	2	1
2.12	የግል ሁኔታን ያማከለ እርማት ይሰጠናል፡፡	5	4	3	2	1
2.13	የተለያዩ ሽልማቶችን በመስጠት ያበረታቱናል፡፡	5	4	3	2	1
2.14	የንግግር ክህሎችን በዝርዝር ይገመግማል	5	4	3	2	1
2.15	በየቀኑ ግምገማ በተገቢው ሁኔታ ይቀርብናል፡፡	5	4	3	2	1
ክፍል 3፡ -በንግግር ክህል ትምህርት የሚያጋጥሙት ግሮችን የሚገመግሙ ጥያቄዎች፡፡						
ተ.ቁ	ጥያቄዎች	በጣም እስማማለሁ (5)	እስማማለሁ (4)	ለመወሰን ያስቸግረኛል (3)	በጣም አልስማማም (2)	አልስማማም (1)
3.1	ተማሪ ተኮር የማስተማር ስነ ዘዴ አይተገበርም፡፡	5	4	3	2	1
3.2	በቂ፣ ሳቢ ማለጣማጃዎችና አጋዥ መሳሪያዎች የሉም፡፡	5	4	3	2	1
3.3	የትምህርት ስራዎች በተገቢው ሁኔታ አይተገበሩም፡፡	5	4	3	2	1
3.4	በተገቢው የሆነ የክፍል ፀጥታና ጥበቃ ችግር አለ፡፡	5	4	3	2	1
3.5	ተገቢ ግምገማና ግብረ መልስ አይሰጥም፡፡	5	4	3	2	1
3.6	በንግግር ት/ት የተነሳሽነትና	5	4	3	2	1

	የተሳተፈች ግር አለብኝ፡፡					
3.7	በንግግር ክሂል ትምህርት ነጻ ሆኜ አልሳተፍም፤ የአፍ መፍቻ ቋንቋዬንም እጠቀማለሁ፡፡	5	4	3	2	1
3.8	በእንግሊዝኛ ቋንቋ የቀደመ እውቀቴ አናሳ ነው፡፡	5	4	3	2	1
3.9	የክፍላችን ተማሪዎች ቁጥር በጣም ብዙ ነው፡፡	5	4	3	2	1
3.10	በቂ ናቸው ወንበርና ጠረጴዛ የለም፡፡	5	4	3	2	1
3.11	ምቹ አየር በክፍል ውስጥ የለም፡፡	5	4	3	2	1

መመሪያ 3: ቀጥሎ ለቀረቡት ክፍሎች ጥያቄዎች ተገቢውን መልስ በባዶ በታውላለይ ጻፉ፡፡

1. በክፍል 3 በተራ ቁጥር 3.6 (በንግግር ት/ርት የተነሳሽነትና የተሳተፈች ግር አለብኝ፡፡) ምላሽ/ህ በጣም እስማማለሁ(5) ወይም እስማማለሁ(4) ከሆነ ምክንያትሽ/ምንድነው?.....

2. በክፍል 3 በተራ ቁጥር 3.7 (በንግግር ክሂል ትምህርት ነጻ ሆኜ አልሳተፍም፤ የአፍ መፍቻ ቋንቋዬንም እጠቀማለሁ፡፡) ምላሽ/ህ በጣም እስማማለሁ(5) ወይም እስማማለሁ(4) ከሆነ ምክንያትሽ/ምንድነው?.....

3. በክፍል 3 በተራ ቁጥር 3.7 (በእንግሊዝኛ ቋንቋ የቀደመ እውቀቴ አናሳ ነው፡፡) ምላሽ/ህ በጣም እስማማለሁ(5) ወይም እስማማለሁ(4) ከሆነ ምክንያትሽ/ህ ምንድነው?.....

APPENDIX F: GAAFIWWAN BARATTOONNI KUTAA 9FFAA GAAFATAMAN

Ani Mulugex Tafarraa Universitii Adamaatti Barnoota Afaan Ingiliffaatiin(TEFL) barattuu waggaa 4^{ffaa} yoon ta’u eebba (MA)tiif kan ta’u barreefama qo’annaa qopheessan jira. Mata dureen qo’annaa(research) kiyyaas “assessing the teaching practice of speaking skills in the EFL classes”/ dandeettii dubachuu shaaklchisuu qoru yoo ta’u kaayyoon isaas,dandeetiin barsiisan afaan ingiliffaa barattoota kutaa 9^{ffaa} maal fakkaata rakkoowan isa mudatan fi rakkicha furuf tarkaanfii fudhatame . kanaafuu gaafiwwan armaan gaditti dhiyaatan seeran dubbisuu dhan dubbii sirrii jettee itti amantu deebisi sababni isaas deebiin kee sirrii fi dhugaa yoo ta’e qorannaa(research)ii kootif gumaacha guddaa waan qabuuf.

Gargaarsa keessanif galatoomaa

Ajaja 1:Gafilee dhunfa keessanii kan arman gadii Mallatto “√ ” sanduqa keessatti ka’udhaan debisi.

Saala:dhiiraa ☐ ubaran ☐
Umrii 13-16☐ 17-19 ☐ >20 ☐

Ajaja 2: Armaan gaditti gafiwwan adda addaa dhimmoota adda addaa ilaalchisee dhiyaatanif deebii dhiyaatani jalatti (lak 1-5) keessa filii itti marsi

Kutaa 1ffaa: sadarkawaan jadan dandeetii dubachuu ittin shaakaluuf qarqaaraa akkataa itti hojiirra oolan.

5= baay'een Itti amana, 4= Itti amana, 3= Morteessuf narrak adha, 2= Itti dhamanu, 1= Gonkumaa itti dhamanu

Table 17:students' questionnaire for Afan Oromo language speakers

Lak.	Gaafii	Deebii				
		baay'een Itti amana (5)	Itti amana (4)	Morteessuf narrak adha (3)	Itti dhamanu (2)	Gonkumaa itti dhamanu (1)
	Dursa dubbii					
1.1	Barsiisaan keenya barnoota guyyaa waliin wal-nubarsiisa.	5	4	3	2	1
1.2	Barsiisaan keenya kaayyoo barnooticha guyya nuuf ibsa	5	4	3	2	1
1.3	Barsiisaan keenya dandeetii dura qabnu baasnee akka ibsinu nu nu kakaasu.	5	4	3	2	1
	Yeroo dubbii					
2.1	Barsiisaan barattoota gidugeleessa godheeti barsisa.	5	4	3	2	1
2.2	Dandeetti dubbachuu hojiirra oolchuuf wantooni gargaaran haala gariin nijiru.	5	4	3	2	1
2.3	Barsiisaan keenya Dandeetii dubbachuu maloota beshanansisani fi nama gammachiisaniin nu barsisu .	5	5	3	2	1
3.1	Barsiisaan keenya durdeebii yeero isaa eegate haala gaariidhan nu keenu.	5	4	3	2	1
3.2	Barsiisaan keenya hangam akka nugale nu qoratu.	5	4	3	2	1
3.3	Anasta'ee barsiisan keenya daree keessatti afaan Ingiliffaatin ala hin dubbannu.	5	4	3	2	1

Kutaa 2: gaafiwan dandeetii dubbachuu barsiisuu sadarkawwan baruu barsiisuu akkamitti fayyadama?

A. Deebii sirrii filadhaa

1.barsiisaan keenya dandeetiin fi maqaan addaan baata tee nubeeka. A. baay'ee ol'aana B. ol'aana C. kan murta'e D. ol'aana kan hiin taane E. homaayyuu

2. barsiisaan keenya hariiroo gaarii nu waliin qaba. A. baay'ee ol'aana B. ol'aana C. kan murta'e D. ol'aana kan hiin taane E. homaayyuu

B. Deebii sirrii filadhaa

Lakk	Gaafii	Deebii				
		Yeroo hundaa (5)	Dabee darbee(4)	yeroo tokko tokko (3)	Guyyaa xiqqoo (2)	gonku maa(1)
2.1	Barsiisaan keenya hojii garii nu kennu.	5	4	4	3	1
2.2	Barsiisaan keenya gaafii gogaa nu kennu.	5	4	3	2	1
2.3	Barsiisaan keenya gaafiiwan waafalaquuf nugaaran nu kennu.	5	4	3	2	1
2.4	Barsiisaan keenya yeroo hiika jechoota harawata'an kuusaa jechootaa irraa barbaan nuuf kennu.	5	4	3	2	1
2.5	Barsiisaan keenyanu hundaaf carraa wal-qixa ta'e kenna	5	4	3	2	1
2.6	Barsiisaan keenya yeroo hundaa nu jajabeessu.	5	4	3	2	1
2.7	Barsiisaan keenya barnnoota sadarkaa keenyan wal gituu fi kan nukakaasu nuuf dhiyeesu.	5	4	3	2	1
2.8	Barsiisaan keenya dandeetii dubachuu dandeetii dhaga'uu waliin walitti simee nu barsiisa.	5	4	3	2	1
2.9	Barsiisaan keenya oduu,sirboota adda-addaa dhageef'achuu fiilmoota adda-addaa ilaalee akka dandatii dabalataa argannu akka hojii manati nuuf kennu.	5	4	3	2	1
2.10	Barsiisaan keenya dur deebii sirrii fi yeroo isaa eegate nuf kena.	5	4	3	2	1
2.11	Barsiisaan keenya nuti baratonni akka dogoggora keenyawaliif sirreesinu nu godhu.	5	4	3	2	1
2.12	Barsiisaan keenya durdeebii dhunfaa keenya fedhii keenya irratti hundaa' unnuuf kennu.	5	4	3	2	1
2.13	Barsiisaan keenya badhaasa adda addaa kennun nu jajabeessu.	5	4	3	2	1
2.14	Barsiisaan keenya garee dandeetii dubbachuu irratti hunda'udhan nu qoru.	5	4	3	2	1
2.15	Barsiisaan keenya barnnoota guyyaa guyyaan barannu keessaa guyyaa guyyan nu madaalu.	5	4	3	2	1

Kutaa 3: gaafiwwan akkaataa rakkoowwan yeroo dandeetii dubachuu itti baratan mudatan hiikuf fudhataman laalatan.

Lakk.	Gaafii	baay'een Itti amana(5)	Itti amana(4)	Morteesuf narrak adha(3)	Itti dhamanu (2)	Gonkumaa itti dhamanu(1)
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3.1	Yeroo dandeetii dubachuu itti shakalu rakkoon ni jira.	5	4	3	2	1
3.2	Rakkoon mala baruuf barsiisuu simataa ta'ee ni jira.	5	4	3	2	1
3.3	Hojiin cimdii fi garee haala gaariidhan hin kennamu.	5	4	3	2	1
3.4	Daree keessa rakkoon naamusaa ni jira.	5	4	3	2	1
3.5	Madaallinifi dur deebiin yeroon hin kennamu.	5	4	3	2	1
3.6	Fedhii barachuu fi hirmaachuu hinqabu.	5	4	3	2	1
3.7	Daree keessatti afaan ingiliffaatiin dubachuuf waanan sodadhuuf afaan oromootinan dubadha.	5	4	3	2	1
3.8	Kutaa gadi aanu irraa calqabee rakkoo dandeetii afaanin qaba.	5	4	3	2	1
3.9	Lakkoofsi barattoota daree keenyaa baay'ee dha.	5	4	3	2	1
3.10	Teessoo,minjalaga'aanifi mija'aan hin jiru.	5	4	3	2	1
3.11	Qileenssi ga'aa daree keessa hin jiru.	5	4	3	2	1

Ajaja 3:Gaafiwwan armaan gaditti dhiyaatanif deebii sirrii barreessi.

1. Kutaa 3ffaa lakk. 3.6 (fedhii barachuu fi hirmaachuu hin qabu.)deebiin kee baay'een itti amana(5) ykn ittin amana (4)ta'uu ni danda'a.maaliif?saba kee armaan gaditti ibsi.....
2. Kutaa3ffaa lakk.3.7 (Daree keessatti afaan ingiliffaatiin dubachuuf waanan sodadhuuf afaan oromootinan dubadha.)Deebiin sirrittiin itti amana(5) ykn ittin amana(4).ta'uu ni danda'a maaliif? Sababa kee ibsi
.....
3. Kutaa 3ffaa lakk.3.8(kutaa gadi aanu irraa calqabee rakkoo dandeetii afaaniin qaba.)Deebiin kee baay'een itti amana(5) ykn ittin amana(4).mala barsiisaan afaan ingiliffaa kee itti fayyadamu tarreessi.....

APPENDIX G: DESCRIPTION OF CLASS OBSERVATION

Table 18: description of class observation

Observed Teachers	Observation on day	Sections	Date	Period	Time	Title	Comments
Teacher 1	Day 1	9A	March, Thur. 2/2017	1	2:00-2:40	Advertizing	-Teacher clarifies about the topic. -Give an example of advertisement in English, and used Amharic and Afan Oromo language. -For a few minutes on their seat order them to tell any advertisement. -Almost all of the students discuss by their mother tongue. -Present their work only volunteer students. -No error correction and evaluation.
	Day 2	9A	March, Mon. 27/2017	3	3:21-4:00	Transmission of HIV/AIDS	-Teacher give clarification -Teacher took lots of time -Give three open ended question - Some of the students ashamed off to speak about the topic freely.
Teacher 2	Day 1	9C	March, Thur. 16/2017	5	4:56-5:35	The use of tourism	-Teacher discuss briefly about what is tourism, the use of tourism. -Ask the students about what tourism in our countries look like. -No one can tried to answer - Then order them to discuss group -No monitoring and encourage to practice. -At end asked them to present, but no one was interested.

	Day 2	9C	March ,Mon. 20/2017	4	4:15-4:55	Debate	-The title is good to center the students -The teacher select volunteer students to take the role of the debate -Give some leading ideas and some minutes -Debated wrote on paper -The rest of the students became listener. -Teacher only appreciates without correcting.
Teacher 3	Day 1	9F	March, Mon. 6/2017	5	4:56-5:35	Life history	-Told sample life history -Organize in group on their seat. -order them to tell their life history. -The title is attractive but most of the students use their mother tongue. -Two volunteer students only tried to present. -Teacher gave chance for the rest by calling randomly but they were not interest.
	Day 2	9F	MarchThur.14/2017	1	2:00-2:00	Types of food	-The teacher provides role play about the use of food (Printed on paper). -Students Present by reading. -Only two pair students present orally. -They made some error. -Teacher only appreciates them.
	Day 1	9H	March, Mon. 13/2017	4	4:15-4:55	Cities and future	-Teacher not clearly set what the topic is -The topic by itself it is difficult -Teacher asks the students on the future out looking about cities. -Teachers use their mother tongues. -Their motivation to speak and participation was very low.

	Day 2	9H	March, Fri. 24/2017	2	2:41-3:20	News paper and magazine	-Teacher discuss for length of time about news paper and magazine(the use, the difference) -Asked them to name magazines and news paper and any article from they read before. -The lesson to somewhat help to participate but students with their colleague talk about written by Amharic and Afan Oromo languages. They also talk loudly and disturb the class.
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APPENDIX H: INTERVIEW T1 ANSWER

Teachers name:-..... Qualifications: ...Degree.

Experience: ...5 Sex: female age:...29. Teaching sections: A&B

Question : Do you introduce the lesson and activities properly?

Answer: yes; I introduce the lesson what they are learning.

Questions: Do you tell the objectives of the lesson clearly? When you are teaching speaking?

Answer: No, I don't dare to tell the objectives of the lesson because they were not concentrating to attend such explanation, but in some cases I tried to tell highlight about the objectives of the lesson.

Question: Do you motivate your students to articulate the previous knowledge or experience?

Answer: yes it is important for the students to initiates for the next stage activities, so I give a chance for a few students to speak what they think about the provided lesson.

Question: do you use student center teaching approach in teaching speaking skills?

Answer: I teach speaking lesson by using teacher center method. However, when, the students are being active to participate. I extremely shift to use student center teaching method.

Question: Do you provide adequate activities to practices speaking? if yes mention it. If no why?

Answer: Not use any other additional activities beyond the text in terms of students capability, shortage of time also the coverage of the text book is no permitted to do that because it is bulky.; so how I can cover it.

Question: Do you use motivating and enjoying techniques to teach speaking? If yes, how? If no, why?

Answer: yes. I tried all lesson to be enjoyable and motivate the students but not use any additional techniques out of the provided text lesson.

Question: Do you give them accurate and immediate feedback? If no why?

Answer: yes; if it is appropriate, I will. But the students got shame when I re correct them .and never speak again. Also I order to give and take the correction with their colleagues, without laughing on each other they were no did it.

Question: Do you evaluate your students understanding properly? If yes how, if no why?
no; not usually if it is appropriate in terms of the condition there in the practicing lesson.

Question: How often do you offer group presentation in practicing teaching speaking skills?
Answer: rarely I formed and give them a group activity.

Question: How often do you ask open ended questions?

Answer: rarely, I provided even they were not active to answer.

Question: How often do you provide inspired creative activities?

Answer: rarely tried to provide like a question and answering and drama.

Question: How often do you give time to clarify ambiguous question happens during practicing time?

Answer: no; at end I clarify it because the students' number is very large thus giving time for each ambiguous questions it so difficult even to cover the text.

Question: Do you always give equal concern for your students to be motivated? If not why?

Answer: no for the top students only because, without wasting time, the low achievers are not need to learn and speak, foreign language English. So I simply am looking forward to the top one.

Question: how much do you know all your students name and ability also have you a good interaction?

Answer: to some extent I know my students and I think I have a good interactions.

Question: Do you always encourage and monitoring your students to be motivated? If no why?

Answer: rarely, because the students have low motivation to learn speaking, shortage of time to monitor them to participate at each activity the class room situation also not comfortable..

Question: Do you always provide level, attractive, and relevant activities with authentic materials? If no why?

Answer: Sometimes, I attempt to provide additional and attractive activity. But put the level in to consideration is very difficult to goes with the book curriculum.

Question: Do you always teach speaking integrating with listening using modernize ways? If yes how? If no why?

Answer: no. I can't use listening material like songs, or sample speech. But by giving a little discussion with their friends; to listen and speak by their turn.

Question: How often do you follow peer error correction, unique ways of feedback and concerning individual need to give feedback?

Answer: no not at all use such correction methods.

Question: Do you use cooperative works properly? If no why?

Answer: : no; but I believe on that has a purpose of forming students in group and pair. However, the condition is not permitted to do such works. You know the form of seat is not comfortable to move hear and their easily, and it is time consuming and the students number also no easily mange to this activity. So I simply use in the usual seat.

Question: Do you believe your students have problems of motivations and participation in speaking practices? If no what are their reason?

Answer: yes. They have a problem of motivation and inability to practice in speaking tasks.

Question: Do your students speak English freely all the class time without using their mother tongue?

Answer: no. as I told you they have not confidence to speak freely by using the target language.

Question: Do you believe your students have problems of background knowledge?

Answer: Yes. They have problems of background knowledge.

Question: Have you face classroom problems like large number of students, in convenience air conditions and shortage of furniture?

Answer: No; no inconvenient air condition in the classroom,; there is suffocation because the number of students and the number of students is no equivalent and the table and the chair also not comfortable enough to and move here to there.

APPENDIX I: INTERVIEW T2 ANSWER

Teacher's name ____ - ____ sex Male Age 27

Experience 4 qualification degree Teaching sections C& D

Question: Do you introduce the lesson and activities? if no why?

Answer: yes I introduce the day's lesson not only by English language, also in order to clear the ideas of the lesson I am using their mother tongue

Do you tell the objectives of the lesson clearly when you are teaching speaking? if no why?

Answer: never tell the objectives of the lesson.

Question: Do you motivate your students to articulate the previous knowledge or experience?

Answer: did not give chance to the students to express the previous knowledge about the day's lesson:

Question: do you use student center teaching approach in teaching speaking skills? Why you select?

Answer: I teach speaking lesson by using teacher center approach. However, when the students were being active to participate, I extremely need to apply student center teaching approach. Because, In essence Student-centered learning approach method is useful for almost all areas of classroom practice such as for grammar, writing and reading tasks; and is excellent for speaking and listening skills. However, the problem is fear of the students in pair, group and the whole class discussion; beside, the number of the students also very challenging to handle discipline. Moreover, shortage of time to give the chances for each and every individual this causes losing control of the class and behavior, for escaping this challenge also force down to apply the teacher center.

Question: Do you provide adequate activities to practices speaking? if yes mention it. If no why?

Answer: I have not provided any additional activities. I always teach based on the lesson, which presented in the text.

Question: Do you use motivating and enjoying techniques to teach speaking? If yes, how? If no, why?

Answer : yes. I tried all lesson to be enjoyable and motivate the students but not use any additional techniques out of the provided text lesson.

Question: Do you give them accurate and immediate feedback? If no why?

Answer: in the practicing time of speaking I give on their seating benches. Then at end stage, I listen what are they discussed with their friends. In conclusion, if we have a time and if it is necessary I will give feedback, otherwise, not giving proper feed backs for their students in proper time.

Question: Do you evaluate your students understanding properly? If yes how, if no why?

Answer: no but sometimes; because I always face a shortage of time for checking the students.

Question: How often do you offer group presentation in practicing teaching speaking skills?

Answer: sometime I formed and give them a group activity.

Question: How often do you ask open ended questions?

Answer: rarely. But, they were not active to answer by using the target language.

Question: How often do you provide inspired creative activities?

Answer: rarely tried to provide like a debate.

Question: How often do you give time to clarify ambiguous question happens during practicing time?

Answer: No. As I have told previous there is a problem of time so, how can I give time much time for the students; also the number of the students and the coverage of the book are questions.

Question: Do you always give equal concern for your students to be motivated? If not why?

Answer: I tried. But there is a challenge even you give equal chance to participate, the low achiever student hide their sleeves. Because of saving the time I simply give an opportunity for the active one.

Question: No you know all your students name and ability also have you good interaction?

Answer: Not this much. for the top achiever only because their number was large.

Question: Do you always encourage and monitoring your students to be motivated? If no why?

Answer: I know encouraging students is my duty but I haven't time to see everything and each and individual to encourage and monitor to do and participate at each activity.

Question: Do you always provide level, attractive, and relevant activities with authentic materials? If no why?

Answer: Sometimes, I attempt to provide additional and attractive activity. But put the level in to consideration is very difficult to goes with the book curriculum.

Question: Do you always teach speaking integrating with listening using modernize ways? If yes how? If no why?

Answer: no. it difficult to use such ways; because, it was not available in the school.

Question: How often do you follow peer error correction, unique ways of feedback and concerning individual need to give feedback?

Answer: I sometimes I appreciate them only. However never use such ways for giving feedback.

Question: Do you use cooperative works properly? If no why?

Answer: Yes. As you know most of the lesson was ordered us to form the students in to pair and groups; me also attempted in forming students in group; not concerned their ability. However, I am not organizing the students in to pair; because the students always were sitting for three or four, on one bench. So, I could not rearrange them in to pair; the furniture also not enough to apply such arrangements.

Question: Do you believe your students have problems of motivations and participation in speaking practices? If no what are their reason?

Answer: yes. All of them were not participate in speaking English in any activities. Most of them were so passive even the lesson is very easy. However, a small number of the students were also tried to participate in individual work. However, they were not need to participate in pair, group and cooperative activities. Because of afraid their friends, they were also not have a strong motive.

Question: Do your students speak English freely all the class time without using their mother tongue?

Answer: no. above 75 % students was not daring to speak freely.

Question: Do you believe your students have problems of background knowledge?

Answer: Yes. Their ability to achieve the provided lesson is showing how much they have problems of experience.

Question: Have you face classroom problems like large number of students, in convenience air conditions and shortage of furniture?

Answer: Yes. Tables and chair of the students' seat are not comfortable to move here to there easily. Even you tried to move it takes time and also the students' number is large and in contrary the class size is not wide enough. So moving things is difficult. .

APPENDIX J: INTERVIEW T3 ANSWER

Teachers name:-..... Qualifications: ...Degree.....

Experience: ...28..... Sex: Male age: 53 sections: E&F

Question: Do you introduce the lesson and activities properly? If no why?

Answer: Yes. I always introduce the day's lesson properly.

Question: Do you states the objectives of the lesson? If no why?

Answer : Yes: I writs the objectives of the lesson on the board.

Question: Do you motivate your students to articulate their experiences? If no why?

Answer : Some what I tried to motivate and asked the background knowledge before starting.

Question: Do you use student center teaching approach in teaching speaking skills? If no why?

Answer: Student-centered learning approach method is useful for almost all areas of classroom practice such and is excellent for speaking and listening skills. But the problem is the fear of practicing speaking activities of the class and behavior, especially the students low background knowledge and bad believe for speaking English is difficult be able to cope with the class, that you will lose control of it and then you are afraid of not being respective to every student in the classroom.

Question: Do you provide adequate activities to practices speaking? If yes mention it. If no why?

Answer: I tried but not this much good because students were passive to accept new information and work actively, their ability also not strong to understand actively besides, shortage of time also another problem why they were not did it.

Question: Do you use motivating and enjoying techniques to teach speaking? If yes, how? If no, why?

Answer: Of course I attempted to follow motivating and participating way of teaching.

Question: Do you give them accurate and immediate feedback? If no why?

Answer: Giving feedback is an important activity that should the teacher do. However, there were a problem not advocate to give feedback appropriately: such as: With short allotted time (forty minute) and the large number of students, students also not active to use the given time for assessing and providing Feedback to each student properly; even to each group is difficult, besides, It is difficult to check their exercise book within one period and sometimes it creates boring due to the large class size and I could not give enough feedback in each Student.

Question: Do you evaluate your students understanding properly? If yes how, if no why?

Answer : Yes. But sometimes if the time is accomplished I give the question for home work.

Question: How often do you offer group presentation in practicing teaching speaking skills?

Answer: In my experience I have been seen several good and bad condition in practicing speaking activities. In our school, as I told you earlier; most of the students came from the rural part of the town. This also very challenging, those students were not practicing speaking freely and actively. They feel nervousness in speech time; they feel shame when they face culturally hidid words in the text...thus even you provided very easy yes/ no question.

Question: How often do you ask open ended questions?

Answer: Yes. but most of the students never dare to answer and active to answer.

Question: How often do you provide inspired creative activities?

Answer: Yes. However, It was very challenging and it needs lots of time to do it properly; in case of the numbers, and their low interest.

Question: How often do you give time to clarify ambiguous question happens during practicing time?

Answer: Never. B/c there is large number of students and shortage of time. But at end I try to clarify it.

Question: Do you always give equal concern for your students to be motivated? If not why?

Answer : Yes. Even they were not devotion to participate I tried to give equal chance.

Question: How much do you know all your students name and ability also have you good interaction?

Answer: to some extent I tried to know and I think I have had good interaction.

Question: Do you always encourage and monitoring your students to be motivated? If no why?

Answer: In some cases, I tried to organize the students in to pairs and groups when it was necessary for the provided lesson. Besides, I believe in, teaching languages needs coordination; in the time of discussion with in pair and group, students can share ideas with their friends. Beside this, it is

important for poor performed students; they can get more clarification about the lesson from their members. This is all true about the important of coordinating students; however, in my class as the time of applying it, the students' ability hadn't as such differed. All are nearly the same; as much as possible I encourage them to participate and check their works. However the big challenge is the large number of students; it is difficult to cooperate, encourage and monitor their works properly.

Question: Do you always provide level, attractive, and relevant activities with authentic materials? If no why?

Answer: Sometimes, I attempt to provide additional and attractive activity. But put the level in to consideration is very difficult to goes with the book curriculum.

Question: Do you always teach speaking integrating with listening using modernize ways? If yes how? If no why?

Answer: never use modern ways....it is obvious that teaching speaking has correlation with listening skill. That means before speaking the students first need an input. Thus, skills by its nature integrated each other. In my practicing of speaking skills some time do the students to discuss and share their idea. However, I could not apply video lesson like song and the listening material that make them inspire to participate and integrate their skills.

Question: How often do you follow peer error correction, unique ways of feedback and concerning individual need to give feedback?

Answer: rarely, I use it. At the class started I did it for group who was brave participant group in a week, Friday the class students choose the first brave group then we write their name in to paper then put on the wall. For only two or three weeks it runs nicely and the students also came to the track but, some other bad behave students took the paper from the wall why not we. Thus, after some weeks later I suggested to stop it.

Question: Do you use cooperative works properly? If no why?

Answer: Rarely. Because unmovable desk and students more interested to use their mother tongue sometimes left it.

Question: Do you believe your students have problems of motivations and participation in speaking practices? If no what are their reason?

Answer: Yes. I think; lack of back ground knowledge, afraid of mistake and poor attitude for the language.

Question: Do your students speak English freely all the class time without using their mother tongue?

Answer: I can't say yes because from 78 students only 2-5 students at each my section students.

Question: Do you believe your students have problems of background knowledge?

Answer: Yes. Because when I assessed them their previous knowledge not remembers it.

Question: Have you face classroom problems like large number of students, in convenience air conditions and shortage of furniture?

Answer: Yes. As I have been expressed there is a problem of seat, comfortable air and large number of students.

APPENDIX K: INTERVIEW T4 ANSWER

Teachers name:-..... Qualifications: ...Degree.....

Experience: ...11,..... Sex: Male age:...33.....section G

Question: Do you introduce the day's lesson and activities properly?

Answer: yes. At each day I introduce the lesson and activities.

Question: do you tell the objectives of the lesson clearly? If no why?

No. I simply write in to the lesson plan sheet and I know why I provide the lesson.

Question: Do you motivate your students to tell the previous knowledge or experience in pre stage about the lesson of teaching speaking?

Answer: yes it is important for the students to initiate for the next stage activities. so I give a chance for a little students to speak to speak what he/she think about the provided lesson. But sometimes in speaking lesson time not ask such kinds of questions because it takes time.

Question: do you use student center teaching approach in teaching speaking skills? Why do you use it?

Answer: I really used student center teaching method even I met different and many problems. Because, I believe when you are near and find the challenge you can solve it. Otherwise, escaping the challenge by itself is a problem. Therefore, I put each class time in the speaking session advice to be brave in speaking. So now there is some light; but it needs a very big work especially on the students' ability to speak English and on their motives for the speaking lesson.

Question: Do you provide adequate activities to practice speaking? If yes, how? If no, why?

Answer: no I can't provide sufficient practicing activities because of time shortage.

Question: Do you use motivating and enjoying techniques to teach speaking? if yes how ? if no why?

Answer: Yes, I think there were big problems that were being challenges in teaching speaking. Some of those were the students were giving low attention in teaching speaking, their background knowledge also not strong to perform the grade nine lessons properly. In addition, they were fear in the time of class discussion and presentation

Question: Do you give them accurate and immediate feedback? If no why?

Answer: Yes! But I was Formed them in three/four students, in one group on one seating; it also the usual seat. Because, their seating was not comfortable to move as we like. The way of forming was not in their ability; but those all were sat as their homeroom teacher justified/put; That was not consider their ability. Because, the teacher was not justified their ability at the time of that the class was started. However, in the first months I tried to form them in their level of understanding. Though, it takes time. So, I simply organized them randomly as the usual class organization.

Question: Do you evaluate your students understanding properly? if yes how? If no why?

Answer: no; speaking by its nature needs lot time to practice it but so many challenges not permitted me to give enough time for my students for practicing speaking. For example as you the text book is bulky it lessoned for ten months, therefore, I am thinking on how I can complete the text. So to practice speaking is under questions.

Question: how often do you offer group presentation in speaking practice?

Answer: rarely.

Question: how often do you ask open ended question?

Answer: rarely; because students were not have good motivation.

Question: how often do you provide inspired creative activities?

Answer: never. Previously I tried to provide such activity. But students were choosing silent.

Question: How often do you give time to clarify ambiguous question happens during practicing speaking?

Answer: never. The coverage of grade nine text books is huge thus how can do such work.

Question: Do you give equal concern for weak and strong students in practicing students? if no why?

Answer: I need to give equal concern for all equally. However, there are challenges, those are: the shortage of time and the weak (low achieved students) were not need to speak at all. Therefore, such students need a special treatment for leading equally with the higher achiever and they can be achieved the lesson. Because of this, I always run with the annual plan to accomplish the text.

Question: Do you always provide level, attractive and relevant activities with authentic material? If no Why?

Answer: no. I tried to make the lesson attractive but there is no authentic materials and difficult to consider their level of understanding; because they are far below.

Question: Do you always teach speaking integrating with listening using modernized ways? if no why?

Answer: no but, by using discussion, the one express their idea the rest also listen and also they exchange their turn one by one up to the time permitted. However, I can't provide the modern way that integrates speaking with listen.

Question: how often do you follow peer error correction, unique ways of feedback and concerning individual need to give feedback?

Answer: Sometimes, when it is possible.

Question: Do you use cooperative works properly? If no why?

Answer: sometimes. It takes time, and students also not need to discuss with their friends.

Question: do you believe your students have problems of motivations and participation in speaking practices? If yes what are their reason?

Answer: yes. I think they have a problem of experience in practicing speaking, and having bad attitude.

Question: do your students speak English freely all the class time without using their mother tongue?

Answer: Yes; but there was not have big number in each class I entered only 2/3 but the rest students were not use their opportunity I gave them to speak. They were ashamed off to speak English in front of their friends.

Question: Do you believe that you were having a good interaction with your students? If no why?

Answer: to some extent my interaction is well. Interaction by itself need time to know everyone.

Question: Do you use teaching aids / authentic material that help to improve the lesson or make the lesson authentic in teaching speaking skill? If yes: what kinds of aids do you do use? If no Why?

Answer: no, using teaching aids like audio and video are important in practicing speaking. But there was not available in the school.

Question: Do you believe your students have problems of background knowledge?

Answer: I don't believe. You know most of the students can't achieve the given task easily, thus their previous ability is not this much enough to achieve this level lesson possibly.

Question: have you face classroom problems like large number of students, inconvenience air condition and shortage of time?

Answer: yes. The class arrangement is not good for properly facilitate cooperative activities and arranging the students in pair and in groups. In this school, the numbers of the students, which were enrolled in one class, were big. In addition, there are not enough and unmovable desks.