

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

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AN INVESTIGATION OF CAUSES FOR STUDENTS' LIMITED PARTICIPATION

IN ENGLISH SPEAKING CLASSROOM IN GIMBI PREPARATORY

SCHOOL: GRADE 12 IN FOCUS

MA Thesis

BY

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**AN INVESTIGATION OF CAUSES FOR STUDENTS' LIMITED PARTICIPATION
IN ENGLISH SPEAKING CLASSROOM IN GIMBI PREPARATORY SCHOOL:
GRADE 12 IN FOCUS**

**A Thesis Submitted to the School of Humanities and Law in Partial Fulfillment of the
Requirement for the Degree of MASTER OF ARTS in Teaching English as Foreign language
(TEFL)**

By Adamu Mamo

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL-English as a Foreign Language

ESL-English as a Second Language

TEFL-Teaching English as Foreign language

F-Frequency

FD-Frequency Distribution which is absolute frequency (frequency) and
relative frequency(percentage)

T1-Teacher 1

T2-Teacher 2

T3-Teacher 3

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Abstract

This study attempted to investigate causes for students' limited participation in English speaking classroom in Gimbi preparatory school focusing on grade 12. The researcher used three data gathering instruments namely questionnaire, unstructured interview and classroom observation. One hundred eighty three (183) from three hundred thirty nine (339) students were selected from five (5) classrooms using lottery method of simple random sampling technique answered a 20-item questionnaire concerned with causes resulted in students' limited participation in English speaking classroom. In addition to this, three (3) English teachers of grade level selected with availability sampling were interviewed on the same issue, and classroom observation was carried out by the researcher. The data gathered from interview was transcribed and analyzed qualitatively in narrative way and data gathered through classroom observation was analyzed in narrative way too, whereas data gathered from students' questionnaire was put in the table with frequency, percentage and mean in a tabulated form and analyzed quantitatively. The research finding indicate that considerable number of students were reluctant during English speaking classroom primarily due to psychological factors like fear of making mistakes, lack of self-confidence, feeling of shyness and anxiety provoking factors. Likewise, learning-environment factor-large class size and pedagogical factor-lack of communicative competence were found as factors inhibiting students' classroom participation during English speaking. Therefore, on the basis of the key findings, the researcher drew conclusions and made recommendations that may help overcome problems and concerns identified in the study.

CHAPTER ONE: INTRODUCTION

This study was aimed to investigate causes for students' limited participation in English speaking classroom in Gimbi preparatory school in Oromia Regional State. This section sets background of the study, statement of the problem, objectives of the study, research questions, scope of the study, limitation of the study and significance of the study.

1.1 Background of the Study

In any formal education, most of learning activities take place in a classroom. Classroom is an important context where both students and teacher come into contact to share information in their quest for knowledge.

According to Wade (1994), conducive classroom environment involves two-way interaction between students and instructors. This type of classroom environment will stimulate learning and makes both the teacher and students feel satisfied, which eventually leads to effective learning process. Effective learning process, occurs when both teacher and students interact and actively participate in the learning activities. In the context of English as a Foreign/Second Language (EFL/ESL) teaching and learning, students' participation or engagement is important in the classrooms. According to Lightbown & Spada (2006), "It is believed that when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the 'negotiation of meaning', that is to express and clarify their intentions, thoughts and opinions."

It is undeniable that active classroom participation plays a paramount role in the success of language learning. As involvement and participation are essential for language acquisition, the more utterances the learners offer, the better their spoken language is and vice versa. When students produce the language that they are studying, they are testing out the hypotheses which they have formed about the language. When they respond to the teacher's or other students' questions, raise queries, and give comments, they are actively involved in the negotiation of comprehensible input and the formulation of comprehensible output, which are essential to language acquisition. According to Tsui (1996), "Research has shown that participation in classroom activities is important in order for effective learning to take place; the linkage between classroom participation and students' academic achievement is undeniable".

Numerous studies have been conducted in several places on the factors that influence classroom participation. Fassinger (1995) indicated that these factors include classroom size, fear, student preparation for class, and confidence. Besides, according to Tsui, (1996), "It has been found that many SL/FL students are passive in language classrooms and choose not to use the target language most of the time, especially when responding to teachers' questions and discussions "A study by Liu (2005) finds that students who participate actively tend to have better academic achievement compared to students who do not participate. Students tend to speak their first language whenever the teacher is out of earshot. Teachers also recognize the fact that students will not produce answers unless they are called on .It is not surprising to find out that students often know the answers, but just do not want to volunteer to say them. They are reluctant to participate in classroom discussions.

Concerning the cause behind students' low participation, Donald (2010) argues that students' fear of being corrected, the amount of wait-time and group work is among the factors influencing willingness to participate in the classroom discourse. Furthermore, Harumi (2010) stated that there are several factors that contribute to students' reluctance to speak up and participate in classroom activities such as linguistic, psychological and socio-cultural issues. The action research project conducted by Tsui (1996) through which he planned to study teachers' better understanding of their students in terms of participation or being less participant indicated that

Almost all the teachers observed the fact that teachers' talk is much more than students' talk during a lesson. These teachers believed that making students talk was one of the most problematic parts and it was in fact their primary concern. The teachers did their best to avoid the silence in the classroom as they felt failure when their learners failed to reply. In such a situation, teachers repeated or rephrased the question or finally answered themselves (p.97).

Based on the classroom action research project reports by 38 ESL teachers at the University of Hong Kong, claimed that students' low English proficiency and fear of making mistakes, teachers' intolerance of silence, uneven allocation of turns, and incomprehensible input to be the factors that cause Asian students' silence or reticence in class (Tsui 1996).

According to MacIntyre (2003) the focus on students' perceived competence and their desire to participate in the learners' level verify the consideration that self- confidence and language anxiety are determined by perceived competence. Lim (2002) also indicated that students have a fear of

making mistakes when speaking English. Thus, students tend not to speak much in class, appear reserved, rarely ask questions and do not express opinions since they may have low language proficiency and self-efficacy

.

Asfha Gebre-eyesus (2014) in his study on exploring the causes of students' reluctance in English classroom in Gode Secondary and preparatory, he found that learners were found to be afraid of making mistakes and be evaluated negatively by their classmates. The anxiety provoking situations (causes of anxiety) in classroom interaction in the form of open class forum, group participation or class presentation, or giving a short talk in the classroom, limited exposure to the target language, fearing of evaluation by the classmates and teachers and lack of motivation.

Furthermore, Dawit Tesfaye and Demis G/Tsadik (2014) found in their study that reasons behind students' limited participation in EFL classroom are lack of self-confidence, fear of making mistakes, teacher's teaching method and lack of knowledge or interest in the discussion.

1.2 Statement of the Problem

In Ethiopia, English is a medium of instruction or teaching-learning process at secondary and tertiary levels. In addition, students learn the language as a subject beginning from Grade One. Scholars view that despite the importance often assigned to participate in classroom discussions, it has been repeatedly reported by different English language teachers that most students do not participate mostly during English speaking classroom. Regarding importance of students' oral participation, Liu (2005) stated as:

Students' oral participation can help to fill the gap between what they want to say and whether they are able to say it. Furthermore, it is a common belief that participation in verbal interaction offers language learners the opportunity learn new words and structures to which they have been exposed during language lessons and to practice them in context (p 56).

From this fact we can infer that a learning-teaching environment where there is limited participation of students negatively affects the students' learning.

In the classroom, learners' participation is necessary for the progress of instruction. Students' participation is not confined only to physical presence, but it means their mental presence. In class,

their interaction should take interest in the class work and listen to the teacher and respond effectively. With so many positive benefits associated with classroom participation, why do so many students struggle with it and why is it so difficult to get them to participate in class? Students struggle with participation due to factors that relate to their personal traits, as well as the formal and informal structures of the classroom environment.

From the researcher's observation and experience of teaching in the EFL classrooms, it has been noticed that most of the students have been being limited participant in EFL classroom especially during speaking lessons. Most of the students do not participate in the classroom activities and the researcher convinced that their reluctance could be due to various factors. In addition to these facts it was witnessed by the researcher that few students actively participate in the classroom interaction but most keep silence in English classroom. Moreover, most of them are quiet and fail to deliver their speech in the target language during speaking related activities.

Some students do not participate properly; they present in the class but do not pay attention to their learning. They do not listen to the teacher attentively. The most common allegations are that these students are reluctant to participate in classroom discourse; they are unwilling to give response; they do not ask questions, and they are passive and over-dependent on the teachers. Likewise, the same problems have been observed by other English teachers of the school. These behaviors give rise to a more silent environment which must be more disadvantageous to classroom interaction.

There has not been any research carried out in the school with this existing problem even though it has been complained by the English teachers of the school as well as the researcher himself which inspired the researcher for investigation. Therefore, the researcher made up his mind to investigate the factors inhibiting students' participation in English speaking classroom.

Local researchers conducted a research in the area of interaction like foreigners did so. Their findings indicated that there has been low participation of students with their teachers and peers. They also pointed out that teachers and students seemed to have positive attitudes towards interaction in classrooms.

For instance, concerning the purposes of the study, Nitsuh B. (2008) intended to explore social interaction and participation of students with their teachers and peers in teaching activities. On the other hand, Abebe G. (2000) focused on attitudes of teachers and students regarding the integration of students in classes. Furthermore, Mekonnen T. (2013) conducted a research on

perceptions of teachers and students about classroom interaction in EFL classes to develop learners' oral communication skill. Nonetheless, this study differs from these studies in some aspects. First, there was a difference in focus of the study because these indicated past studies did not focus on the factors inhibiting students' classroom participation in English speaking classes to work on it in order to develop learners' oral communication skill. Secondly, the place , grade level of their study were different from this study since this study was conducted on grade 12 students who would presumably join higher institutions. Thirdly, the objectives of the study and the tools used for data gathering were different.

1.3 Objectives of the Study

The objectives of this study comprise both general and specific objectives.

1.3.1 General Objective

This study intended to investigate the causes for students' limited participation in English speaking classroom in Gimbi Preparatory School, grade 12 in focus.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- 1) identify the primary psychological or affective factors inhibiting students' participation in English speaking classroom.
- 2) identify learning-environment factor(s) inhibiting students' participation in English speaking classroom.
- 3) identify pedagogical factors inhibiting students' participation in English speaking classroom.

1.4 Research Questions

The present study attempted to find answers for the following basic question.

- What were the causes for the students' limited participation in English speaking classroom?

1.5 Scope of the Study

The researcher has limited the scope of his study to Gimbi preparatory school of grade '12' students. In order to find out the causes deeply, the researcher narrowed the focus on the stated school and grade level on investigating the causes for students' limited participation in English speaking classroom.

1.6 Limitation of the study

Due to time constraint, the study was restricted to focus on investigating inhibiting factors to students' classroom participation in English speaking classroom at Gimbi Preparatory School due to the fact that conducting the research considering other schools along with his teaching carrier was challenging. Furthermore, the study was delimited to grade 12 of the preparatory school; the findings may not be generalized to other schools.

1.7 Significances of the Study

This study would have significances in various aspects. Firstly, the study would provide teachers with some significant conclusions that could help their understanding and knowledge about limited participation and its effects on students' academic performance. Secondly, it will provide opportunity for teachers to appraise their own use of classroom interactions and take remedial actions for promoting oral skills of learners. Thirdly, it will indicate the major factors that affect classroom interactions and will suggest likely actions in order to alleviate and /or minimize those barriers and may enable students to interact. Moreover, the study is likely to serve for the researcher to acquire a wide range of strategies, critical and important concerns that he is certain that it will be very helpful for his teaching carrier.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter provides concepts of classroom participation and the causes for students' limited participation in English speaking classroom. The chapter contains the following headings: classroom participation, factors affecting student's classroom participation and strategies for boosting students' classroom participation.

2.1. Classroom Participation

Many scholars have defined the term participation in English classroom in various forms. For instance, Lee (2005) defined participation as students speaking in classroom such as answering teacher's or other students' questions and asking questions to get the better explanation and clarification. He also added that making comments and joining in discussions by sharing their opinions, thoughts and ideas are also considered as students' participation in classroom. Students who do not participate in those ways mentioned above are often considered to be passive in classroom. Furthermore, Tsui (1998) also indicates classroom interaction as students' participation in classroom which focus was on negotiation of meaning between learners and their relation to second language acquisition. In other words the more learner's participate orally and the more they were engaged in the negotiation of meaning, the better they will acquire the language. He added that classroom participation includes class discussions, cooperative learning, debates, role-playing; problem based learning, asking questions, responding to the questions, and case studies

Students' participation in class has been considered as a valuable teaching method. Its importance lies in the fact that learning is not just between the student and the teacher but part of the whole classroom experience. When students participate in class transaction, they learn from each other and internalize the knowledge better. Students' participation in class has been considered as a valuable teaching method. Its importance lies in the fact that learning is not just between the student and the teacher but part of the whole classroom experience. When students participate in class transaction, they learn from each other and internalize the knowledge better. According to Tsui (1998) participation is often equated with discussion, which typically involves a lengthy conversation with the whole class. However, participation can also include short exchanges between teachers and students, or within small groups of students.

There are so many benefits of classroom participation for students. Classroom participation can help students to perform better in school. Classroom participation can send positive signals to students about the kind of learning and thinking such as growth in critical thinking, active learning, development of listening, and speaking skills needed for career success, and the ability to join a disciplined conversation. Cooper (1995) identified that when students see that their participation is being graded regularly and consistently, they adjust their study habits accordingly to be prepared for active participation. Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning.

Scholars have argued convincingly that the exchange of ideas within the classroom is essential to student learning because the students are not passive vessels in which we pour information. To teach themselves, they need to question, discuss, share their ideas, and insights with others. Teachers must be able to present their material, effectively manage their classrooms, facilitate maximum student involvement, and ultimately, enhance students' learning. Most importantly, classroom participation facilitates students in developing critical understanding, self-awareness, appreciation for diverse perspectives, and an ability to be proactive. During class participation, students are active, and are responsible for their own learning.

Students' participation is not confined only to physical presence, but it means their mental presence. In class, their interaction should take interest in the class work attentively and listen to the teacher and give a good response. The importance lies in the fact that output pushes learners to process language more deeply. And getting feedback from the teacher and their classmates enables learners to test hypotheses and refine their developing knowledge of the language system. Teaching is a special kind of communication between students and teachers, so teachers often play an active role in the process of classroom communication, the silence in class is usually thought to be caused by the students.

Regardless of these facts, a student deviates from that in being silent. According to White (1996, p.37) silence is the absence of talk, but not the absence of thought. In the classroom context, it refers to limited participation or lack of participation during classroom interaction. It does not refer to pause or hesitations that occur during periods of speech. Teng (2009) holds that students' classroom silence refers to a kind of psychological state and behavior a student presents in the level of thought, emotion and action, which is irrelevant and indifferent to the teaching contents. Even

though students are aware of the importance of language communicative ability, most of them do not participate in the classroom activities due to various factors. Therefore, the phenomenon can be found that a few students actively participate in the classroom interaction but most keep silence in English classroom. Most of them are quiet, taking notes and listening. They are unwilling to voluntarily answer questions unless they are asked. These behaviors give rise to a more silent environment which must be more disadvantageous to classroom interaction. Then, what are the factors behind this limited participation in English speaking classroom?

2.2 Factors Affecting Students' Classroom Participation

Participation in class is a valuable teaching method to encourage a more active involvement in learning. However, our experiences show that class participation represents a major problem for many students. Several investigations carried out so far on factors behind students' limited participation in the classroom and found that the causes were from psychological or affective, socio-cultural, linguistic factors. Some of these factors are elaborated together with strategies for overcoming them.

2.2.1 Fear of Making Mistakes

As argued by many theorists, fear of making mistake becomes one of the main factors of students' reluctance to speak in English in the classroom Tsui (1999). With respect to the fear of making mistake issue, Aftab, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of making mistake is that students are afraid of looking foolish in front of other people & they are concerned about how others will see the students (Kurtus, 2001). In addition, Hieu (2011) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they

will sound, and are scared of sounding silly and so on. All the above cause of making mistake in speaking English as an EFL context avails is present in Ethiopian context same as in other countries English EFL learners .

2.2.2 Feeling of Anxiety

As cited in Juhana (2012), anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety is a kind of trouble feeling in the mind .It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz,et al. ,1986).Among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. Riasati ,J.(2011) defined learning anxiety as one of the most well documented psychological phenomena. The definition ranges from a mixture of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible .According to Young(1992) signs of anxious students described by the participants were blushing, rubbing the palms, perspiration, staggered voice, reluctance, poor performance in spoken activities, less enthusiasm or willingness to speak, less interpretativeness, less eye-contact, reading from the script while giving presentation, either too fast or too slow speed of speech, etc. He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Regarding the causes of anxiety, Horwitz and Cope (1986) based on the findings of their study, found out three main causes of students' anxiety I .e communication apprehension, test anxiety and fear of negative evaluation as cited in Juhana (2012).The communication apprehension refers to the students' inability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting

students' anxiety (Liu, 2007). Supporting this, Juhana (2012) added that all these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern.

According to Jones (2004), adopting or achieving native (L1) language like pronunciation emerged as a big source of anxiety for language learners. Jones also argues that language learners feel afraid because of "a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others". As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is "always a problem". In line with the study of Horwitz (2002) on 'perfectionism', fear of making mistakes has been found to be strongly linked with the learners' concern to save their positive image or impression in the mind of their teacher and peers. It is suggested that to reduce this anxiety feeling; teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom (Harmer, 2007).

2.2.3. Feeling of Shyness

According to Juhana (2012) shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. McCroskey and Richmond (1982) defined it as the "tendency to be timid, reserved, and most specifically, talk less." In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness make their mind go blank or that they will forget what to say. Moreover, Juhana (2012) stated that shy student's inability to show their ability is fully affected by their feeling of shyness and their feeling of shyness plays an important role in speaking performance done by the students. Shy children will participate less in the classroom and feel anxious when they do. Furthermore, when a shy student does participate they will talk less and provide less meaningful material due to the anxiety (Corzier, 2001). While shy students do not participate regularly, which may lead to teachers to have lowered expectations, it is because of anxiety about interacting in the classroom, not due to lack of knowledge and/or skill (Hughes & Coplan, 2010). This implies that anxiety is usually experienced by students in learning English. With regard to what shy students' experience in English as a Foreign Language, several scholars have stated various things.

For instance, Coplan et al. (2011) wrote that

Shy children often may have desires to have social interactions; however inhibition results from the fear and anxiety of the actual social situation. The classroom is an area of much stress for shy students; the classroom not only contains large groups of peers and adults, but also there is a demand for verbal participation. Furthermore, shy children will participate less in the classroom and feel anxious when they do and participate they will talk less and provide less meaningful material due to the anxiety. (p.13)

Past researches indicated that academic engagement is positively correlated with academic achievement. Therefore, one could conclude that because shy students do not engage in the classroom they function at lower levels (Evans1987).

Children who have been identified as being shy have many problems both inside and outside of the classroom. Shy children reportedly have more internalizing problems than their non-shy counterparts and may have stronger negative emotional responses. Children who are considered shy also have reported feeling angrier more often than their counterparts have and at many times the anger may escalate out of the child's control (Eggum et al., 2012). This inappropriate display of anger leads to relationship troubles for children who already find starting and maintaining relationships difficult. It is also believed that this leads to even more anxiety when socializing with peers. This may lead to a poorer self-concept. As shy children are at an increased risk of higher levels of anxiety, they are also at a higher risk for depression; they report feeling sad more frequently than non-shy children (Eggum et al., 2012). Higher levels of anxiety lead to poor school performance. Shy students as well as other high anxious students generally have lower grades than other students.

With regard to the cause of shyness, some scholars argue that some shyness is caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, as in Juhana (2012) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

2.2.4 Lack of self- Confidence

Lack of self confidence is a reason that students may not participate in class is because of their own personal fears of feeling inadequate in front of others, regardless of the logistics of the

classroom setting. Wade (1994) noted that students may feel intimidated or inadequate in front of their classmates and teachers, and thus choose not to participate.

Regarding self-confidence, Coopersmith (1967) argued that it was a term used to describe the "subjective state" of self-esteem and reported that "an individual who expresses negative attitudes towards himself thereby indicates that he has little confidence in his abilities to deal effectively with the events that confront him."

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not been understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence (Juhana, 2012).The scholar Tsui (1996) proposed five factors of silence. Of the five factors, the first one is that the learners are unconfident about their language competence.

The main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2.2.5 Class size

Class size is a popular concept in educational research defined as the average number of students per class, calculated by dividing the number of students enrolled by the number of classes. Hoffman (1980) described it as the number of students per teacher in a class. Adeyemi (2008) expressed it as an educational tool that can be used to describe the average number of students per class in a

school. It is often simply considered as the respective population of students in each class. Fauzia, S.*et al.*(2007) established an inverse correlation between class size and student's achievement concluding that the larger the class, the lower the student's achievement. It can be difficult for a teacher to reach at every student in large class in order to give feedback. Fauzia, S.*et al.*(2007) claim that it may be impossible for teachers to give adequate feedback to all students in large classes. In addition, large class size can make learners more anxious in oral production. Supporting this, Fauzia, S.*et al.* (2007) state that if the language learning takes place in large classes, anxiety is likely to be greater and in some traditional societies, may be more so for females than males. Therefore, large class size has its own influence on classroom oral interaction.

Regarding students' engagement, Newman, Fred M. (1992) equated it to students' involvement and concluded that the greater it is, the greater is his or her level of knowledge acquisition and general cognitive development. It has also been reported that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged (Hancock and Frank, 2002). According to Mc Keachie (1986), large classes are simply not as effective as small classes for retention of knowledge, critical thinking and attitude change. According to Newman, Fred M. (1992) there are number of disadvantages of large class size; first, it can reduce the amount of time students can actively engage with each other; second, it can reduce the amount of time the teacher can spend working with each individual student

2.2.6 Lack of Motivation

Motivation refers to the reasons underlying behavior. Motivation as “the attribute that moves us to do or not to do something Pearson (2011). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999), observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies.

Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999). According to Gardner (1959) there are two categories of orientation: first is integrative orientation which is a positive disposition toward the second language group and desire to interact and become a member of that group.

The second is instrumental orientation which is related to pragmatic goals of learning a second language for a finding a job .The importance of orientations in language learning is intertwined with the importance and role of motivation in learning a second language. Gardner (1972) suggested that a person's motivation for learning a second language is affected by both orientation for acquisition of the second language and the attitude toward second language group.

With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Nunan (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. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation scholars argue that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with this Siegel (2004) believes that motivation is a product of good teaching. In his further explanation, 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.

2.2.7 Lack of Communicative Competence

According to Yano Y. (1999), language is used for self-expression, verbal thinking, problem solving and creative writing, but it is essentially used for communication. Communication with the

others through language is a unique quality and at the same times a universal human quality. Communicative competence is a theory that seeks to understand an individual's ability to effectively convey meaning within given contexts. The most widely-accepted components of this ability include grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

According to Canale M. & Swain M. (1980) when people use language, they use much more than just words. A successful conversation requires speakers to choose language forms that make sense and are appropriate to a particular context. To be appropriate, speakers must consider the social expectations that govern a context such as taboos and the level of formality. They must use their grammatical knowledge to accurately structure their ideas in understandable phrases and sentences. They must use intonations and stresses that support the intended meaning of their words, and they must constantly interpret verbal and non-verbal feedback in order to choose their next set of utterances.

To negotiate such a sophisticated interaction requires participants to have communicative competence. Communicative competence describes one's ability effectively communicate meaning to a variety of people across a variety of contexts (Hymes, 1972). According to the widely-cited framework produced by Canale M. & Swain M. (1980) there are four components of communicative competence. These are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence includes knowledge of vocabulary, pronunciation, sound-letter relationships, and the rules of word and sentence formation. This category of communicative competence has been traditionally associated with language learning (Canale M. & Swain M. 1980).

Sociolinguistic competence describes an individual's ability to produce and understand appropriate utterances within a given context. Included in this domain is the use of speech acts, which are formulaic utterances, used in specific situations to achieve actions like thanking, greeting, requesting, responding, etc. This category also includes an individual's understanding of etiquette in a variety of social situations (Canale M. & Swain M. 1980).

Discourse competence refers to an individual's ability to combine grammatical forms and meanings to create a unified text in different genres. Genres may be written (i.e. a narrative, or argument) or spoken (i.e. the distinctive speech styles found in regional, age, gender, and class groups) (Sato, 1990). Investigations within this domain have found that miscommunication can occur when individuals have differing discourse styles (Sato, 1990).

The last component, strategic competence, refers to an individual's ability to compensate for a lack of linguistic knowledge. For example, a speaker who doesn't know the word "triangle" may describe the shape by saying "it's a shape with three straight sides" so that the listener can understand the speaker's intended meaning and supply the correct word (Canale M. & Swain M. 1980).

2.3 Strategies for Enhancing Students' Classroom Participation

Students' opportunity to participate actively in the classroom communication may vary with quantity and quality of the verbal behavior of the teacher. According to Lei (2009), there is no agreement on what "good teacher talk" is. In order to provide the students with much opportunity to talk, some researchers believe that the amount of time allocated to student talk has to be increased and the amount of time for teacher talk has to be reduced (Harmer, 2000). According to Lei (2009:75), "good teacher talk" is more a matter of quality than quantity and it should be evaluated by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. Several strategies can be employed by classroom English teacher for overcoming those factors result in students' low participation.

2.3.1 Overcoming Fear of Making Mistakes

In terms of possible solution to overcome students' fear of making mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, she further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Encourage students to take part in class freely is to give free hand to students to response and actively interact in the classroom. They should be ensured that it is their time to speak now and minimize their fear of being wrong. The student who construct

their knowledge while to enhance student's understanding in the lesson it is essential that teacher give him chance to think over the concept or problem independently, and concentrate on student's work to guide and help him to integrate the concept. Such task can be accomplished by creating group work, class discussion and interactive lectures in the classroom time. Such class room environment helps the students to develop critical thinking, to initiate the discussion, and comment upon others views Zua (2008).

2.3.2 Overcoming Anxiety

In order to lower students' anxiety in the classroom, according to Young (1991), teachers can start with finding out what students are anxious about. Then, teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears. With the principle of encouraging students to solve their own problems, the first two solutions should be prioritized because they provide assistance for them to change their own attitudes and affect in an appositive way while the third solution does not require as much effort from the students in solving the problem.

In order to overcome anxiety, Koichi Sato (2003) stated on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition to this, providing students with positive reinforcement motivating students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate .Regarding this, Tsui (1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher questions and participating in every activities of the class.

In striving to investigate possible solution to overcome the students' lack of confidence .The strategy to build students' confidence is maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportune ties to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a

greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks. The techniques suggested below can help the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

According to Nation (2007) meaning-focused oral activities can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.

According to Tsui (1996) identifying anxiety producing factors for L2/FL learners and recognizing learner manifestations of this anxiety while communicating in the target language are important first steps in coping with language anxiety. An extensive body of research has suggested a variety of strategies to cope with language anxiety in academic settings, which can also offer an understanding of how to deal with it in the broader social contexts. In general, the remediation of such anxiety has focused on cognitive, affective, and behavioral approaches. The cognitive approach holds that the thinking disturbances that occur in the classroom are the primary sources of anxiety.

Students are encouraged to develop more positive and facilitating self-talk and are taught to manage their self-evaluation more realistically. The affective approach attempts to change the negative involuntary association between the classroom and anxiety, and assumes that emotional arousal (physiological responsiveness) is the main concern Nation (2007).

Researchers suggest taking steps to control bodily reactions and stress in order to alleviate anxiety and recommend systematic desensitization therapy (SDT) as a treatment method. The students are taught how to relax in the presence of the anxiety stimuli and, thus, the anxiety is reduced in the subsequent oral communication situations Tsui (1996). Those who take the behavioral approach presume poor academic skills as the main source of anxiety. For its treatment, the researchers recommend skills training method where the students are taught the behavioral skills required for

success in particular oral communication context .Research on language anxiety suggests a variety of techniques to reduce or successfully cope with language anxiety. According to Young (1991), the recognition of students' irrational beliefs or fears and their unrealistic expectations can help students interpret anxiety-producing situations more realistically and adopt an approach rather than 'avoiding behavior. They recommend verbalization or articulation of any fears as a strategy to cope with language anxiety.

Young (1990) also offered some suggestions:

(1) using an anxiety graph to pinpoint the highest level of anxiety of a given interaction; (2) for anxieties stemming from learner's personality, providing supplemental instruction or a support group; (3) for anxieties stemming from classroom procedures, using more pair and group work; (4) playing language games with an emphasis on problem-solving; and (5) role-playing with preparatory activities to instill class rapport. Furthermore, he found that the students felt more at ease when the instructors' manner of error correction was not harsh and when they were friendly, patient, and had a good sense of humor. So, it can also be suggested that equal status relationship between teacher and student is an important aspect for anxiety alleviation.

A number of studies on L2/FL anxiety have reported the enervating effect it can cast on learning and particularly speaking a second/foreign language; this must be overcome by students in order for them to take full advantage of L2/FL instructions (Horwitz et al., 1986). How learners' perceive the language learning process, their perceptions about themselves and how they should be performing in any communicative event, and the linguistic obstacles they encounter while communicating in English have been found to be strongly linked with language anxiety.

2.3.3 Overcoming Shyness

In trying to find out possible solutions of shyness, many researchers like, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007), suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. Gebhard (2000) stated that paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the

classroom. The above solutions to reduce shyness are worth doing. Their feeling of shyness needs to be solved. In this case, they need guidance from their teachers

Scholar Crozier, W. (2001) provided the following strategies an English teacher could implement in order to help shy students.

- Reinforce social interactions and be specific. For example, “Linda, your comment about soccer in class today was a wonderful addition to the class discussion” instead of “Good job”. Do not pick apart students for being wrong or unclear, but reinforce their good behaviors.
- Consider the child’s own thoughts, feelings, and perceptions, as they are important components of assessment and treatment of shyness. The child is the best authority on his own feelings, even if student has some trouble verbalizing those feelings.
- Encourage discussion of daily activities and emotions involved with the activities and set goals and offer praise when they are reached. Make sure the goals are attainable; an example of a goal could be to raise their hand in class and contribute to the discussion.
- Provide models of effective communication behavior using live demonstrations or videotape. Point out to students when good communication behaviors have occurred and why they are good behaviors. This can be done for all students without singling out a shy student.
- Encourage a sense of humor in the children. Jokes are a possible way for children to interact and communicate, as long as they are not making fun of others and use very small social groups to allow for more peer interaction. Try to place the shy child with a warm, calm, and accepting peer in a cooperative activity. Also consider arranging classroom seats so that shy children are adjacent to friendlier, outgoing classmates.
- Consider group activities where students have specific roles. For example, have each student in a group study a different paragraph, and then in groups have the students “teach” their classmates about their paragraph.
- Involve shy students by asking for their advice concerning classroom activities. Also, give shy students specific roles that encourage social interaction, such as “messenger”. Assign withdrawn or shy students tasks that will make them feel important, such as erasing the blackboard or passing out papers.

- Use interest inventories to determine interests of shy students. Follow up by using some of their interests during conversations or learning activities and have students write papers in which they discuss their strengths and weaknesses as communicators. Do not ask them to read these or share them with peers.

2.3.4 Enhancing Students' Self-Confidence

In striving to investigate possible solution to overcome the students' lack of confidence, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking. Boosting students' self-confidence can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place.

The level of difficulty can be increased over time as students' ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded once they achieve one or more goals.

According to Tsui (1996), "Allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up; similarly, they can be allowed to have a discussion with their peers before talking to the whole class so that they will feel more confident in speaking English."

At a low English communicative level, students are not able to convey their every thought. Therefore, teachers should also be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. When L1 use is not necessary, the teachers should tactically lead students back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

In addition, Young, (1991) provided the following points in order to enhance students' communicative competence.

- The classroom should be an environment where students are not scared of making communicative mistakes and being ambiguous in communicating.
- Situations that make students anxious such as correcting mistakes on the spot, calling on students at random, calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher gets from students is usually not desired language use but threatened faces and this will have negative effects on the students' feelings and attitudes afterwards. In other words, the teacher must avoid habit of sudden pointing out learners when they are not paying attention to him carefully.

2.3.5 Managing Class Size

Teaching in classes of large size may not be a big problem as far as the scientific specialties are concerned. In such specialties, the students can easily be taught in the form of groups. However, teaching English in a class of large size is really a difficult task.

According to Harmer (2001:116), strategies which can help the English language teachers to teaching class of large size is ,pair work which is an activity in which two students work together.Pair (and group work) will help to provoke quite students into talking. When they are with one or perhaps two or three other students, they are not under so much pressure as they are if asked to speak in front of the whole class. When chairs and desks cannot be moved, there are ways of doing this: first rows turn to second rows, third rows to face fourth rows.

Furthermore, according to Heward (1994) students attend better during large group presentations if they cannot predict when they will be required to actively participate. He added that to randomly call on students, occasionally selecting the same student twice in a row or within a short time span, posing questions to the class and giving students wait-time to formulate an answer could be problems encounter in large class size. According to Ford (2001) students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. Besides, during whole group activities, a teacher should circulate around the room to keep students

focused, hold an individual student's attention, stand or sit near the student before giving directions or engaging in discussions.

Limited physical space due to large classes results in an increase in student misbehavior, increase in safety issues, and decrease in instructional activity variety (Blatchford et al., 2007). Adding to the research regarding class size and classroom management many studies are analyzing how the interactions between teachers and students are affected by larger numbers. Past studies on the issue have argued that in smaller classes, teachers were able to interact more with their students and prevent discipline problems from occurring.

In large classes, teachers are not able to build the relationships that they are able to build in smaller classes (Erdogan et al., 2010). Being able to interact with their students helps teachers decrease the amount of time they have to devote to classroom management issues and increase the amount of time they can devote to instruction. By simply reducing the number of students, educational leaders could enhance the learning process because teachers will be able to devote more time to instruction. Teacher-to-student interactions were also found to be affected by class size (Blatchford et al., 2007). Large number of students may distract teacher's attention to all students, he may not be able to interact to a great number of students thus interaction between him and his students are reduced.

2.3.6 Enhancing Motivation

Enhancing students' motivation would result in improvement of students' English speaking skill. Aftat Mokhtar (2008) suggests 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 feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu M. (2005) that 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 and one of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group work" appropriately.

Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc (Dörnyei, Z. 2003).According to Aftat Mokhtar (2008), in full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. Dörnyei, Z. (2003) stated that in a learner- centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson.

2.3.7 Enhancing Communicative Competence

Offering welldesigned and wellexecuted communicativeactivities can help turn the English classroom into an active, safe, and enjoyable place whereliteracy and beginninglevel learners can learn what they need and want to learn (Canal M .1980).

English syllabus should include tasks that reinforce the achievement of generic skills, team work, critical thinking and problem solving activities along with effective communication skills. When the task is to teach English for special purpose, the teachers should give ample practice to students in lab classes and to give power point presentations, report writing, project report preparation etc. individually and in group. Software relating to corporate etiquettes, communication or selected movies with related themes can be used in a language class (Canal M .1980). All these would provide opportunities for developing leadership skills, team spirit and cooperation. Role plays, performing skits, puzzles, quizzes, slogan writing, creative writing, mock interviews, group discussions on current topics etc. are examples of useful language activities that can help students acquire leadership and communication skills (Canal M .1980) .It is also necessary to set achievable goals for the students and to provide an environment to solve a problem at their own pace. The need for soft skills training, personality development, phonetics practice, and exposure to corporate world, business communication, training in public relations, well equipped classrooms for theory

classes, motivating the students etc. are imperative. Teachers of technical institutes should give ample practice to students in lab classes to give power point presentations, report writing, project report preparation etc. individually and in groups.

CHAPTER THREE: RESEARCH METHODOLOGY

Research methodologies enable the researcher to reach suggested destination for the problem identified. It can also help the researcher to carry out his study successfully indicating detailed description of data to be collected, its setting, the participants and their way of selection, how data are collected and analyzed. As a result, this chapter discussed the research design: research setting, sample of the study, sampling technique and sample size determination; data gathering methods and instruments; procedures of data collection and method of data analyses and ethical consideration.

3.1 Research Design

For the study, a descriptive research design with a mixed method was employed. With regard to descriptive, Cresswell (2007) said that, "It is used to obtain information concerning the current status of phenomena and used to describe what exists with respect to variables or conditions in a situation." Mixed method, which combines both qualitative and quantitative data, was employed for data collection and analysis in order to answer the research question.

3.2 Research Setting

The study was conducted in Gimbi Preparatory school, one of the preparatory schools found in south west of Ethiopia in Gimbi town. The distance between Gimbi and Addis Ababa, which is the capital city of Ethiopia, is 440 km. Despite the fact that the town has other private preparatory school, the researcher selected Gimbi Preparatory school for the study, which is governmental school.

3.3 Sample of the Study

All (3) three male English teachers currently teaching the grade level and 127 (one hundred twenty seven) students were selected as the sample of the study from the total population of 339 students.

3.4 Sampling Technique and Sample Size Determination

In this study, the researcher employed both lottery method of simple random sampling technique and availability sampling. There were three (3) English teachers of the school teaching the grade level who were selected as a sample of the study with respect to availability sampling technique. whereas the sample of the study from the students was selected from the total population of 339 of

5 sections in grade 12 of Gimbi Preparatory school students by using lottery method of simple random sampling technique. In this method, the students were chosen in such a way that each member of the population had equal chance of being selected.

In selecting students as a sample of the study, the researcher followed the following procedures for the five sections. Firstly, the researcher collected the attendance sheet having students' name and their roll numbers. Secondly, the researcher recorded the roll numbers of the whole students on a piece of papers. Then, the papers were put in a container and mixed up thoroughly. Finally, the first needed numbered tags were picked randomly until the needed number of students was selected.

In order to determine sample size, the researcher applied Yamane Taro (1967:886) simplified formula to calculate sample size.

$$n = \frac{N}{1+N(e)^2}$$

n is the sample size, **N** is the population size and **e** is the level of precision or sampling error that is 0.05

Therefore, **N** =339 **e**=0.05

$$n = \frac{339}{1+339(0.05)^2}$$

$$n = \frac{339}{1 + 339(0.0025)}$$

$$n = \frac{339}{1 + 0.8475}$$

$$n = \frac{339}{1.8475}$$

$$n = 183$$

Therefore, 183 students were selected as a sample of the study from the total of 339 students.

3.5 Data Gathering Methods and Instruments

For the fact that this study has a mixed research approach, ample involvement of the researcher was of great importance to get the desired answer for the research questions. Therefore, data were gathered from the selected students and English teachers of Gimbi preparatory school with the help of direct questionnaires, unstructured interview besides the researcher's classroom observation. Interview was used for the teachers, whereas questionnaire was used for the students.

3.5.1 Questionnaire

In this study, the researcher used twenty (20) close-ended with 5 point likert-scale type questions in order to investigate the causes for students' limited participation in English speaking classroom. The questionnaire was adopted and adapted from a questionnaire employed in the research carried out by Arafat Hamonda (2013).

The researcher convinced that since the sample of study were the students presumably join higher institutions, he was not convinced to translate the questionnaire to students' mother tongue (first language), but the researcher was at the scene of administering and collecting the questionnaire whenever explanation was needed. Besides, the vocabularies used in the questionnaire were expected to be easily comprehended by the students of the grade level.

3.5.2 Interview

Interview questions are useful for gathering opinions, views and perceptions of sample populations. Therefore, the interview was intended to gather data from the three English teachers about what they experienced in their teaching career with regard to causes for students' limited participation in English speaking classroom.

The researcher prepared eight (8) unstructured interview questions for preparatory English teachers of the school teaching grade 12.

The interviewer recorded and took notes while the interview was going on and then, the researcher transcribed and the recorded interviewees' speech for analysis.

3.5.3 Observation

Classroom observation was another important tool that was used for gathering data in the classroom context; thus, it was used as a supplementary to other tools. In order to gain in-depth understanding

of the classroom setting and how learners reacted and participated in the English speaking classroom activities, the researcher observed the five classrooms. The researcher observed each classroom's teaching-learning process twice, totally ten sessions of classroom observations in the five selected classrooms. The observations were made during speaking lessons in negotiation with the teachers. All of the parts that were given focus in the questionnaire and interview were also observed in the classroom based on the checklist containing twelve (12) elements.

3.6 Procedures of Data Collection

To gather data regarding the causes for students' limited participation in English speaking classroom, the researcher followed some data collection procedures. The researcher first designed the questionnaire, interview questions and classroom observation checklist. Then, the researcher sent these three tools to the advisor for commentary. After receiving feedback from the advisor, the researcher made all necessary correction and distributed the questionnaire to the samples chosen through simple random. Then, the researcher proceeded to gather data regarding the problem by carrying out practical English speaking classroom observation of teaching-learning. Besides, the researcher gathered data through unstructured interview from the three (3) English teachers of the school selected for the study. In doing so, the researcher kept on checking every data gathered had consistency and are to the point of the issue.

3.7 Techniques of Data Analysis

To analyze data, both quantitative and qualitative data analysis techniques were employed carefully and systematically. Data gathered from students using questionnaire were put into tables with their percentage, frequency and mean and analyzed quantitatively. Whereas, data gathered from teachers through qualitative data using interview as well as data from classroom observation were organized and analyzed in a narrative way.

3.8 Ethical Consideration

The researcher took ethical consideration into account. Initially, in order to get clear information from the participants, the researcher explained the objectives of the study in advance. The name of the respondents were not specified and given to any third party. The concern, integrity, anonymity and confidentiality between the researcher and participants were kept secretly. Then, the selected participants were kindly requested for their voluntariness before starting the process on the issue.

CHAPTER FOUR: Data analysis and Interpretation

This chapter presents the data gathered through questionnaire, interview, and observation. The findings were organized into three major sections. The first section presented the result obtained from students' questionnaire. The second section discussed interview results obtained from teachers, and the third section presented the observations results, and the discussion of the presented and interpreted data gained from the three instruments.

4.1.1 Findings from Students' Questionnaire

This part particularly discusses about the findings from students' questionnaire with regard to causes of their limited participation in English speaking classroom

Table 1: Fear of Making Mistakes and Being Laughed at

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	I am afraid of being seen as foolish if I make too many mistakes when I speak in class.	F	33	90	11	34	15	3.5
		%	18.03	49.1	6.01	18.57	8.19	
2	I am afraid of making mistakes in front of my classmates.	F	30	88	12	45	10	3.48
		%	16.39	48.08	6.55	24.59	0.54	
3	It is unpleasant speaking English in class because my mistakes make me feel incompetent.	F	23	111	14	26	11	3.62
		%	12.56	60.65	7.65	14.2	6.01	
4	I do not like to participate in the class discussion because I am afraid of being laughed at.	F	21	113	9	33	7	3.59
		%	11.47	61.74	4.91	18.03	3.82	
5	I feel too worried to ask the teacher a question during English speaking lesson	F	31	106	8	26	12	3.64
		%	16.93	57.92	4.37	14.2	6.55	
6	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong.	F	27	102	10	41	3	3.59
		%	14.75	55.73	0.54	22.40	1.63	
Grand Mean								3.57

From Table 1 on the item 1, thirty three (18.03%) and 90 (49.1%) participants strongly agreed and agreed respectively with the statement “I am ‘afraid of being seen as foolish if I make too many mistakes when I speak in class’”. They think this will distort their image in front of their classmates

whereas less than half, 34 (18.57%) and 15(8.19%) disagree and strongly disagree with the statement (item 1) .A very small number, 11 (6.01%) of them do neither agree nor disagree with the statement (item1). The mean value of the item (1) is 3.55 which sound agreement. Therefore, majority of the students are afraid of being seen as foolish if they make too many mistakes when they speak in class

The participants 30(16.39%) and 88(48.08%) strongly agreed and agreed respectively that they frequently feel afraid, and even panic because of the fear of committing mistakes or errors in front of classmate whereas 45(24.59%) and 10(0.54) of the students disagree and strongly disagree with the statement (item2), on the other hand 12 (6.55%) of them neither nor disagree with the statement (item2). The mean value of the item (2) is 3.48 which sound agreement. Therefore, majority of the students are afraid of making mistakes in front of their classmates.

Regarding feeling of incompetency due to making mistakes (item 3),twenty three (12.56%) and 111 (60.65%) of students strongly agreed and agreed respectively that they feel anxiety of making mistakes because they think their mistakes make them feel incompetent though, a small majority, 26(14.2%) and 11 (6.01%) of the students disagree and strongly disagree with the statement(item3) and as the other, a very small number 14 (7.65%) do neither agree nor disagree with the statement (item3). The mean value of the item (3) is 3.62 which sound agreement .Therefore, some of the students perceived feeling of incompetency due to making mistakes.

From the above Table 1(item 4) , twenty one (21.47%) and 113 (61.74%) of students strongly agree and agree respectively that they don't like to participate in the class discussion because they are afraid of being laughed at, whereas 33 (18.03%) and 7 (3.82%) disagreed and strongly disagreed on item 4 which is to mean that to be laughed at and can not hinder their participation and, a very small number, 9(4.91%) do neither agree nor disagree with the statement (item4). The mean value of the item (4) is 3.59 which sound agreement .Therefore, majority of the students do not like to participate in the class discussion because they are afraid of being laughed at.

The issue of being afraid to speak in class for fear of volunteering to ask or answer a question in class was of concern for learners. When asked how they feel concerning asking and answering questions during class in Table 1(item 5), thirty one (16.93%) and 106 (57.92%) of the participants who strongly agreed and agreed often felt afraid of asking a question to teacher during class, on the other hand 26(14.2%) and 12(6.55%) who responded disagree and strongly disagree respectively do

not feel worried of asking questions (item 12) as 8 (4.37%) do neither agree nor agree with the statement (item 12). The mean value of the item (5) is 3.64 which sound agreement .Therefore, some of the students are involuntary to asking a question lest they would be laughed at

From Table 1 (item 6), the result reveals that 27 (14.75%) and 102 (55.73%) of the students who responded strongly agree and agree are too afraid to volunteer answers to the teacher's question because they thought they would be laughed at if their answers were wrong. Conversely, 41 (22.40%) and 3(1.63%) of the students who responded disagreed and strongly disagreed on item(6)have had no such perception towards their classroom participation in English speaking classroom unlike the other 10 (0.54%) students who do neither agree nor disagree with the statement (item 6). The mean value of the item (6) is 3.59 which sound agreement .Therefore, majority of the students perceived that they are reluctant in answering questions which resulted from to be laughed at if they are wrong.

Table 2 : Fear of Teacher's Correction

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7	I feel more anxiety (nervousness) in the class because my teacher always corrects me in an unfriendly way.	F	19	110	12	37	5	3.55
		%	10.38	60.1	6.55	22.40	20.21	
8	I feel anxiety (stress) if I am corrected while speaking English in front of the whole class.	F	23	115	7	32	6	3.63
		%	12.56	62.84	3.82	17.48	3.27	
Grand Mean								3.59

From Table 2 (item 7), the result reveals that, 19 (10.38%) and 110(60.1%) of the Students strongly agreed and disagreed respectively on feelings of anxiety if they are corrected while speaking English in front of the whole class whereas 37(22.40%) and 5(2.73%) students disagreed and strongly disagreed respectively with the statement (item5) as the other15 (8.19%) do neither

agree nor disagree on the statement (item7). The mean value of the item (7) is 3.55 which sound agreement .Therefore, majority of the students feel more anxiety (nervousness) in the class whenever their teachers correct them in an unfriendly way

The result from Table 2 item (8) depicts that, twenty three(12.56%) and 115 (62.84%) students feel anxiety if they are corrected while speaking English in front of the whole class since they strongly agreed and agreed respectively on the statement. .The others students 32(17.48%) and 6 (3.27%) who responded disagree and strongly disagree respectively do not be anxious if they are corrected while speaking English in front of the whole class though, a very small number, 7(3.82%) of the students do neither agree nor disagree with the statement (item8). The mean value of the item (6) is 3.59 which sound agreement .Therefore, majority of the students feel anxiety (stress) if they are corrected while they are delivering their speech.

Table 3: Fear of Negative Teacher Traits

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9	I get bored because of the teaching method that the teacher used in English class.	F	27	102	10	41	3	3.59
		%	14.75	55.73	0.54	22.4	1.63	
10	I do not like to participate because my teacher is impatient.	F	25	105	8	29	16	3.51
		%	13.66	57.37	4.37	15.84	8.74	
11	I am unwilling to participate in class because I am afraid of my teacher's harsh comments and negative gestures	F	30	104	19	30	13	3.8
		%	16.39	56.83	10.38	16.39	7.1	
12	I do not feel relaxed when my English teacher does not respond in a friendly way	F	23	108	11	31	10	3.56
		%	12.56	59.01	6.01	16.93	0.54	
Grand Mean								3.61

The result reveals that negative lecturer traits like having poor teaching skills and being impatient deter students from participating. The teaching procedure adopted by the teacher may be anxiety-provoking which inhibits students' participation. Concerning feeling of boredom due to teaching method employed by the teacher ,Table 3 (item 9) ,twenty seven (14.75%) and 102 (55.73%) of the students who strongly agreed and agreed respectively experienced the problem that is to get bored because of the teaching method .Converse to this ,the other 41(22.4%) and 3(1.63%) disagreed and strongly disagreed respectively do not think so and 10 (0.54%) do neither agree nor disagree with the statement item(9). The mean value of the item (9) is 3.59 which sound agreement .Therefore, majority of the students feel anxiety because of teaching procedure adopted by the teacher

The other inhibiting factors in classroom participation was teachers being of impatient in welcoming students and forbearing their mistake .To this fact the result from Table 3, item (10) depicted that 25(13.66%) and 105(57.37%) of the students who responded strongly agree and agree respectively do not like to participate due to teachers being impatient whereas 29 (15.84%) and 16(8.74%) disagree and strongly disagree respectively on the same statement. The others 8(4.37%) of them do neither agree nor disagree with the statement (item 8). The mean value of the item (10) is 3.51 which sound agreement .Therefore, majority of the students reluctant to participate because their teachers intolerance towards students' mistakes.

Another negative teacher trait that discourages students' participation was teacher's harshness and strictness .Likewise students' afraid of being criticized and embarrassed in front of classmates was also one of the factors that contribute to student's unwillingness to take part in classroom discussions. With regard to this, students agree with the statement " I am unwilling to participate in class because I am afraid of my teacher' harsh comments and negative gestures". Regarding this statement, 30(16.39%) and 104 (56.83%) of students who responded strongly agree and agree on item 11 respectively prefer to remain silent rather than to orally participate in the classroom so as to avoid teacher's criticism and any embarrassing situation though the other 30 (16.39%) and 13 (7.11%) do not bother and, a very small number, 19 (10.38%) students do neither agree nor disagree with the statement.

The mean value of the item (11) is 3.8 which sound agreement .Therefore, majority of the students are reluctant due to fearing to hear their teachers correction.

Majority of the students, 23 (12.56%) and 108 (59.01%) who strongly agreed and agreed respectively feel relax when their English teacher responds in a friendly way though 31(16.93%) and 10(0.54%) students disagreed and strongly disagreed with the idea (item 13) and 11(6.01%) do neither agree nor disagree with the statement. The mean value of the item (13) is 3.56 which sound agreement. Therefore, majority of the students like when their English teacher responds in a friendly way

Table 4: Test Anxiety

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
13	The more I do speaking activities as assessments, the more worried I get.	F	18	121	8	27	9	3.61
		%	9.83	66.02	4.37	14.75	4.91	

From the above Table (4) on item (13), the result reveals that 18(9.83%) and 121(66.02%)of the students who responded strongly agree and agree do experience language test anxiety ,whereas less than quarter, 27 (14.75%) and 9 (4.91 %)students who responded disagree and strongly disagree on do not experience such feeling and the other 8 (4.37%) do neither agree nor disagree with the statement (item 13). The mean value of the item (13) is 3.61 which sound agreement .Therefore, majority of the students experienced language test anxiety.

Table 5: Lack of self-Confidence

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
14	I feel worried because I have no confidence in my spoken English	F	24	106	9	35	9	3.55
		%	13.11	57.92	4.91	19.12	4.91	
15	I never feel quite sure of myself when I am speaking English in my class	F	21	121	11	21	9	3.67
		%	11.47	66.12	6.01	11.47	4.91	
Grand Mean								3.61

Another factor that contributes to the reluctance of students to participate in the class discussion was the lack of confidence in using English as a vehicle for spoken communication. From Table 3 on item 14, it is understood that, 24 (13.11%) and 106(57.92%) of them who responded strongly agree and agree respectively do have low confidence in speaking in front of class. The other 35(19.12%) and 9(4.91%) students who responded disagree and strongly disagree possessed self-confidence in speaking English though the other 9(4.91%) students do neither agree nor disagree with the statement (item15). The mean value of the item (14) is 3.55 which sound agreement .Therefore , majority of the students are anxious due to lack confidence in speaking English

Concerning the statement, ‘I never feel quite sure of myself when I am speaking English in my class’ (item 15), twenty one (11.47%) and 121 (66.12%) of the students strongly agreed and agreed respectively, whereas the other 21 (11.47%) and 9(4.91%) students who disagreed and strongly disagree on the statement are certain about themselves and confident. A very small minority, 11 (6.01%) do neither agrees nor disagrees with the statement (item 15). The mean value of the item (15) is 3.67 which sound agreement .Therefore, majority of the students are not quite sure of themselves during speaking English.

Table 6: Lack of Practice Due to Class Size

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
16	I do not practice English during speaking lessons due to the existing large number of students in the class	F	17	123	10	24	9	3.62
		%	9.28	67.21	5.46	13.1	4.91	

The result in the Table 6 (item 16) reveals that, 17 (9.82%) and 123 (67.21%) of the students who strongly agreed and agreed respectively attribute their reluctance to participate in the class discussion due to the existing large number of students in the class though 24 (13.1%) and 9 (4.91%) disagree and strongly disagree respectively with the statement. On the same statement, 10

(0.54%) of them do neither agree nor disagree on class size as inhibiting factor (Table 6, item 16). The mean value of the item (16) is 3.62 which sound agreement .Therefore, overcrowded classroom is inhibiting factor for classroom participation for majority of the students.

Table 7: Shyness

No	Statements	FD	Responses					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
17	I have unreasonable fear of speaking English in front of the class.	F	30	101	12	32	10	3.62
		%	16.39	55.19	6.55	17.48	5.46	

The result in this study as shown in Table (7) revealed that, 30 (16.39%) and 101 (55.19%)of the students who strongly agreed and agreed respectively believed that they experienced unreasonable fear of speaking English in front of the class though 32 (17.48%) and10 (0.54%) of them do not agree strongly disagree respectively with the statement (item17) .On the same statement (17), twelve (6.55%) of the students do neither agree nor disagree with the statement. The mean value of the item (17) is 3.62 which sound agreement .Therefore, shyness is inhibiting factor for most of the students

Table 8: Lack of Motivation

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
18	I have no encouragement in learning English.	F	6	37	9	106	25	2.41
		%	3.27	20.21	4.91	57.92	13.66	
19	Our teacher has no interest even feel bored on us.	F	10	39	4	122	8	2.56
		%	0.54	21.31	2.18	66.66	4.37	
Grand Mean								2.48

With regard to motivation, students were asked whether they have motivation to learn English and in the item (18) in Table 8, the result shows that 6 (3.27%) and 37 (20.21%) of the respondents who strongly agreed and agreed respectively do not have motivation to learn English even unlike 106(57.92%) and 25(13.66%) who disagreed on the statement(item 18) which is to mean that they have encouragement in learning English .On the same statement, 9 (4.9%) of them do neither agree nor disagree with the statement (item 18). The mean value of the item (18) is 2.41 which sound disagreement on the statement .Therefore ,most of the students have encouragement in learning English

Furthermore, with regard to teachers arousal of motivation or possession of motivation in the aspect of teaching-learning process, result of the finding for the item 19 in Table 8 reveals that 10(0.54%) and 39 (21.31%) of the students who strongly agreed and agreed on the statement respectively meant their teachers have no enthusiasm in teaching them .Conversely,122(66.66%) and 8(4.37%) of the students disagreed and strongly disagreed with the statement (item 19) meant their teacher is enthusiastic towards them in teaching English .The others,4(2.18%) do neither agree nor disagree on the same statement. The mean value of the item (19) is 2.56 which sound disagreement on the statement .Therefore , their teachers have motivation and feel no boredom in teaching them.

Table 9: The Lack of Opportunity for Practicing English outside the Classroom

No	Statements	FD	Degrees of Agreement					Mean
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
20	I have no opportunity to speak English outside the classroom.	F	21	116	7	32	7	3.61
		%	11.47	63.38	3.82	22.95	3.82	

The result indicated in the above Table 9, item 20 reveals that, the majority of the students, 21(11.47%) and 116 (63.38%) who responded strongly agree and agree respectively do have no opportunity to speak English outside the classroom, whereas 42 (22.95%) and 7(3.82%) who disagreed and strongly disagreed on the statement do practice the language outside of the classroom when 7 (3.82%) of the students do neither agree nor disagree with the statement (item 20). The mean value of the item (20) is 3.61 which sound agreement on the statement .Therefore, most of the students are not habited to practicing English outside of the classroom.

4.1.2 Findings from Teachers' Interview Results

Regarding students' classroom participation in English speaking classroom, T 1 expressed that," In vain to tell you the truth our students even cannot say anything in English which is problematic." It is inferred that students do have poor command of the target language. Likewise, T 2 explained that," My students' classroom participation in English classroom is too low and below satisfactory."This mean that the classroom was not participatory .On the same issue, T 3 said that," It is difficult to say that they participate in English speaking classroom with the exception of few students in the class."The inference from the interviewee's speech is that majority of the students are reluctant to participate during English speaking classroom. It could be comprehended from the interviewees' speech that students were unwilling to respond to the teacher and remained silent in oral English language classrooms. Moreover, the interviewees' speech reveals that their students are passive in language classroom and choose not to use the target language most of the time especially when responding to teachers.

Concerning students feeling of anxiety, T 1 said that ,”Whenever students are ordered to take part in English speaking classroom, most of them are unable to look at the eyes of their classmates and deliver their speech even standing properly facing the students.” This is indicator of students feeling of anxiety thinking that they could make mistakes and be laughed at .T 2 told that, “Most of the students shiver with fear whenever they are told to speak with fear of making mistakes.”Students shivering with fear in English classroom resulted from the students’ anxiety feeling. On the same question, T 3 said that,” My students perceive that they incompetent, so they even usually involuntary to participate.”Students’ involuntariness could be due to their anxiety feeling.

With regard to provision of speaking activities as a means of assessment for the students, the three interviewees replied ‘yes’ and then concerning the feelings of most of their students when they are supposed to be given, T 1 said that, “My students usually feel discomfort even when they are told that they would have speaking activities as a means of assessment.” T 2 replied that,” Students ask other types of test should be given them instead.” Besides, T 3 said that, ”Most of the time students booed when they are told as they have give speaking activities as a means of assessment .” The interviewees’ transcribed speeches disclose that the students’ developed oral anxiety feeling.

Teachers were asked if class size resulted in students’ limited participation in English speaking classroom ,T 1 replied that, “It is the most causative agent inhibiting factor for students classroom participation though the curriculum guaranty at least forty students in one class, nowadays we accommodate eighty students in one class which severely our students classroom participation. T 2 said that,” I am always challenged by large population of students and find it difficult for classroom management, for example, monitoring groups’ activities going round the class in order for providing assistance in completing speaking related activities prior to their feedback especially in group work activities besides this he complained that it is unlikely to give opportunities for all students. Similarly, T 3 also told that, “The number of students each classroom is accommodating is above the standard which always affecting students’ classroom participation.” Students’ limited participation in English speaking as inferred from the three interviewees’ speech disclose that the existence of overcrowded classroom adversely affecting their teaching-learning process mostly in classroom participation.

Concerning students’ self-confidence, T 1 complained that, “My students have low self assuredness in speaking English caused by feeling of shyness and low ability in English. It is inferred that to be

timid and low proficient in English resulted in developing low self- confidence .On the same issue, T 2 said that,” Since my students have poor command of the target language they usually unable to deliver their speech with the language.”This transcribed interviewee’s speech disclose that students being poor at English caused low self- confidence resulting in students’ limited participation Likewise, T 3 told that,” Except ,some three or four students, almost all students do have low self- confidence in speaking English for participation.” It is inferred from the three interviewees’ speech that students having low self-confidence is inhibiting students’ classroom participation.

Concerning students’ feeling of shyness, T 1 complained that, “Most of my students feel shy whenever they are provided speaking activities mostly if they are called to come out in front of the class to give their feedback during speaking activities.” T 2,”Majority of my students talks less because they are worried.”T 3 responded that,” My students participate less because they are shy suspecting that they could make mistakes.”Most of the students are timid and talk less whenever they are required as transcribed interviewees’ speech disclose.

With regard to students’ communicative competence, T 1 complained that, “Students do not often feel pleased when they go to teach English specifically speaking lessons, the first reason is that it is out of my control to make the whole class speak in English despite of my great attempt: here and there in group work, they talk to each other in Afan Oromo.” The T 2 complained that ,”Most of my students usually unable to comprehend what I instruct about the activities prior to beginning speaking lessons sessions which often let the me be fed up with repetition.”. Furthermore, T 3 replied that,” Most of my students do have low word power, vocabulary, rules of word and sentence formation.” It is inferred from these interviewees’ speech that the students have English low proficiency which hinders students’ classroom participation.

Regarding how to enhance students’ participation in English speaking classroom 1 said that,” Teachers must motivate students by telling them the importance of learning the language in their life.” T 2 said that, “If students are given a lot of opportunities for participation, they will likely to acquire the language and students’ feeling of shyness could be overcome.” Similarly, T 3 stated that,” The more students practice, the better they participate.”

4.1.3 Findings from Classroom Observation

From the three observations conducted for each section, it was witnessed that the English teachers highly encouraged their students to take part in oral discussions and creates a situation in which everybody feels relaxed to air out what they have in mind .In spite of this fact, In his two sessions of classroom observation few students volunteered to take part in classroom participation though the teachers were striving to make the classroom atmosphere participatory in encouraging students to take part in speaking oriented activities .A small number of students interact and give feedback when required by the teachers.

The researcher observed that students have got low confidence in English speaking, they always preferred to speak in mother tongue .They did not have good knowledge of grammar and vocabulary that could let them constructing errors free sentences and expressing their thought so easily. Moreover, students were hesitating when speaking in English most likely due to lack of communicative competence .Consequently, inability to use English to express their ideas was the reason behind for low participation perceiving that negative evaluation may come from their classmates

The environment in which the learning took place was also observed. The researcher had also noticed in his observation that, classes were large in size or overcrowded; hence, they were not arranged in the way that could facilitate the students' learning English speaking skills. For instance, the researcher witnessed that on each seat three or four students are seated totally making the number of students on average sixty eight in one class as the researcher made observation in the five classrooms .Almost all in the whole sessions of the researcher's classroom observation, it was witnessed that role playing, group discussion were implemented though classroom management was challenging for the teachers due to the existing large class size. For example, first, teachers were unable to monitor the groups' activities while members of the group were tied up with it .Secondly, teachers were unable to give equal opportunities for groups to forward their feedback.

With regard to students' feeling of test anxiety, in his ten classrooms observation, the researcher witnessed in two sessions in which the teachers were supposed to give speaking activities as a means of assessment, most of the students showed refusal gestures and murmuring to show their discomfort.

As the researcher observed, the reason behind students' involuntariness to participate in group works and pair as well as individual activities was that when they gave presentation in the class, they got afraid and did not really know what to present and when they started after a while their complete attention was taken by what they think that their classmates would look at them and say about their presentation. This made them feel unhappy and anxious and be full of fear .For instance, in his three observations of ten, the researcher witnessed that most of the students were shivering with fear besides got staggered speech and made less eye contact when the teachers ordered them to present their groups' feedback being in front of the class.

The Discussion of the Presented and Interpreted Data Gained from the Three Instruments

In the following discussion for the sake of data triangulation, the researcher combined: the presented and interpreted data with the heading, 'The findings from Students' Questionnaire' under 4.1.1, the transcribed and narrated interviewees' speech (English Teachers) with the heading, 'The Findings from Teachers' Interview Results' under 4.1.2 and the narrated form of the researcher's classroom observation with the heading, 'Findings from Classroom Observation' under 4.1.3.

Students' anxiety feeling is manifested in several ways as the result of students' questionnaire in Table 1 reveals that majority of the students do have fear of making mistakes and being laughed at. Firstly, the mean value of the item (1) is 3.5 which sound agreement which means most of the students are afraid of being seen as foolish if they make too many mistakes when they speak in class. Secondly, the mean value of the item (2) is 3.48 which sound agreement which discloses that majority of the students are afraid of making mistakes in front of their classmates. Thirdly, the mean value of the item (3) is 3.62 which sound agreement implies that most of the students perceived feeling of incompetency due to making mistakes. Fourthly, the mean value of the item (4) is 3.59 which sound agreement .Therefore, majority of the students do not like to participate in the class discussion because they are afraid of being laughed at if they would make mistakes. In the researcher's observation, the majority of students were witnessed that they rub their palms, got staggered voice and convey less eye contact in English speaking classroom when they were given speaking activities. Similarly, it was comprehended from interviewees' speech that students usually experience feeling of anxiety in English speaking lessons when it requires them to enact

out. With regard to this, according to Young (1992) in his research findings, signs of anxious students described by the participants were:

blushing, rubbing the palms, perspiration, staggered voice, reluctance, poor performance in spoken activities, less enthusiasm or willingness to speak, less interpretativeness, less eye-contact, reading from the script while giving presentation, either too fast or too slow speed of speech, etc. (p.123)

This finding is consistent with the result revealed in Mekonnen Tolera (2013:50) research that 20 (66.66%) of the students agreed that anxiety affects their oral interactions besides 18 (60%) of the students agreed and 10 (33.33%) of them strongly agreed that fear of making mistakes hinders their oral interaction in his study. Regarding this, Horwitz (1986) said that anxiety is reported to be aroused through a variety of sources. For example, learners' may believe that they must speak with perfect accuracy or accent or that they do not have the aptitude need to be able to learn a foreign language. Furthermore, according to Jones (2004);

Adopting or achieving native (L1) like pronunciation emerged as a big source of anxiety for language learners also argues that language learners feel afraid because of "a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others". As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is always a problem. (p.153)

Teacher's intervention in correcting in students' errors during delivering speech does have impact on the degree of students' classroom participation. From Table 2 (item 7), the mean value (3.59) indicates that most of the students expressed their feelings of anxiety if they are corrected while speaking English in front of the whole class. In his classroom observation, the researcher noticed that the English teachers were correcting amid the mistakes committed by the students. Besides, the mean value of the item (8) is 3.57 which sound agreement indicating that majority of the students feel anxiety (stress) if they are corrected while they are delivering their speech. Pertaining to this idea, the results of the study conducted by Horwitz (1986 et al.) indicate that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in the class

In Table 3 (item 9), majority of the students feel anxiety because of teaching procedure adopted by the teacher as the mean value of the item (9) is 3.59 which sound agreement. The mean value of the item (10) is 3.32 which sound agreement meant majority of the students are reluctant to participate

because their teachers intolerance towards students' mistakes. Moreover, the mean value of the item (11) is 3.8 which sound agreement meant majority of the students are reluctant due to fearing to hear their teachers' correction. Lastly, the mean value of the item (12) is 3.56 which sound agreement implying that majority of the students like when their English teacher responds in a friendly way. This result is coincide with the finding of a research conducted by Asfha G/eyesus (2014) indicating that ,”Many students 30 (42.8%) and 27 (38.5%) strongly agreed and agreed respectively that negative teachers' traits like having poor teaching skills and being impatient deter students from participating and give harsh comments made them to be reluctant..” Conversely, in the researcher's classrooms observation sessions, the teachers were striving to make the classroom atmosphere participatory in encouraging students to take part in speaking oriented activities which would ensure the applicability of student-centered strengthening this idea the interviewees responded by saying they are putting into practice student-centered approach to make the speaking lessons participatory to have conducive learning environment.

From Table (4) on item (13), the result with mean value of 3.61 implies that most of the students do experience language test anxiety. Concerning the feelings of most of their students, the interviewees replied that their students usually feel discomfort even when they are told that they would have speaking activities as a means of assessment, they ask other types of test should be given them instead, most of the time they booed when they are told to be given speaking activities as a means of assessment. In his observation, the researcher witnessed students' feeling that even in three sections he observed in spite of few students, most of the students demonstrated refusal speech.

With regard to test anxiety, Cubuku (2007) stated that students who have developed test anxiety

Often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations .High anxious students are overly concerned with parent or teachers evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure. (p.135)

Regarding the causes of anxiety, Horwitz and Cope (1986) based on the findings of their study found out three main causes of students' anxiety i. e communication apprehension, test anxiety and fear of negative evaluation.

Therefore, it was inferred from this triangulated data that the students feel nervousness which adversely affecting their classroom participation in English speaking classroom.

The mean value of the item (14) is 3.55 which sound agreement which indicate that majority of the students are anxious due to lack confidence in speaking English Moreover, the mean value of the item (15) is 3.67 which sound agreement ; majority of the students are not quite sure of themselves during speaking English. This result is coincide with the finding of a research conducted by Asfha Gebre-eyesus (2014) indicating that ,”Many students don't feel confident speaking in front of class reported by interviewee 1, 2, 3, and 5. 82.57% of students expressed their agreement with the statement: "I never feel quite sure of myself when I am speaking English in my class." Lacking confidence makes them believe their language skills to be weaker than those of others in class.”With regard to low self –confidence, Jackson (2002) claimed that students remaining silent in EFL class are universally concerned about the ability to express their thoughts in English. Their non proficiency in English has been associated with the decreasing confidence in the ability to participate in the classroom discussion Similarly, the researcher observed that students have got low confidence in English speaking, they always preferred to speak in mother tongue, they did not have good knowledge of grammar and vocabulary that could let them constructed errors free sentences and expressed their thought so easily. The idea of Nunan (1999) strengthen this result which says that student who is in lack of confidence about themselves and their English necessarily suffer from communication apprehension .Consistent to these results, from interviewees' speech, the researcher comprehended that students' low grammar knowledge, language proficiency resulted in students to have low self-confidence. Regarding self-confidence, Dulay et al (1982) stated that anxiety is related to suspecting one's capabilities or self doubt in what one does, where as self- confidence is related to firm belief of one's capabilities. From the triangulated data, it could be inferred that majority of the students have had low self-confidence with the exception of some students.

The finding of students' questionnaire in the Table (6) reveals that students attribute their reluctance to participate in the class discussion due to the existing large number of students in the

class. The mean value of the item (16) is 3.62 which sound agreement .Therefore, overcrowded classroom is inhibiting factor for classroom participation for majority of the students. Likewise, from the researcher's record of classroom observation, it was learned that classes were large in size or overcrowded; hence, they were not arranged in the way that could facilitate the students' learning English speaking skills .Strengthening this point, T 1 strongly expressed that it is the most causative agent or inhibiting factor for students classroom participation though the curriculum guaranty at least forty students in one class, nowadays they accommodate eighty students in one class which severely affected their students classroom participation .This finding goes in accordance with the result of Chau, Fung-ming (1996) who states that the big class size discourages students from expressing views as it is extremely threatening for teenagers to face a large number of people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes very easily. Supporting this, Fauzia, S.*et al.* (2007) state that ,”If the language learning takes place in large classes, anxiety is likely to be greater and in some traditional societies, may be more so for females than males; therefore, large class size has its own influence on classroom oral interaction.”

Therefore, the triangulated data from the three instruments, the researcher inferred that the existence of large number of students has had adverse effects on the students' classroom participation.

Data obtained from students' questionnaire disclosed that mean value of the item (17) in Table 7 is 3.62 which sound agreement .Therefore, shyness is inhibiting factor for most of the students as they experienced unreasonable fear of speaking English in front of the class. Likewise, the interviewees complained that most of their students feel shy whenever they are provided speaking activities mostly if they are called to come out in front of the class to give their feedback during speaking activities. From the classroom observation, the researcher understood that shyness was manifested among the students since shyness and anxiety are interrelated entities. Strengthening this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness make their mind go blank or that they will forget what to say Shyness was another influencing factor which could affect students' participation .Besides this, Baldwin Caroline (2011) said that shy children will participate less in the classroom and feel anxious when they participate they will talk less and provide less meaningful material due to the anxiety feeling.

Therefore, the triangulated data disclose that there exist shyness feelings in most of the students.

With regard to motivation, students were asked whether they have motivation to learn English and the mean value of the item (18) in Table 8 is 2.41 which sound disagreements on the statement .Therefore, most of the students have encouragement in learning English. Furthermore, with regard to teachers' arousal of motivation or possession of motivation in the aspect of teaching-learning process, result of the finding for the item 19 in Table (8) reveals that the mean value of the item (19) is 2.56 which sound disagreement on the statement .Therefore, their teachers have motivation and feel no boredom in teaching their students. Strengthening this result, Interviewees said that they always encourage their students for better achievement in language acquisition during speaking class. From the three observations conducted in each section, it was witnessed that the English teachers highly encouraged their students to take part in oral discussions and creates a situation in which everybody feels relaxed to air out what they have in mind even though few students ask and give feedback amid the students is required to take part in classroom participation. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English.

Therefore, the researcher inferred that the teachers do have enthusiasm which is the positive one and should be strengthened.

Students were hesitating when speaking in English most likely due to lack of communicative competence (learners ability to use language to communicate successfully). The mean value of the item (20) is 3.61 which sound agreement on the statement which implies most of the students are not habited to practicing English outside of the classroom which resulted in low English proficiency. Scholars, Lightbown and Spada (2006: 30) found in their research that students expressed that limited exposure to English outside the classroom is a serious obstacle in the development of their communicative competency, which is troubling for the learners when they are required to speak. With regard to this, Jackson (2002) claimed that students remaining silent in EFL class are universally concerned about the ability to express their thoughts in English. Interviewees told that it is out of their control to make the whole class speak in English despite of their great attempt: here and there in group work, they talk to each other in Afan Oromo which was due to students' low communicative competence .It is inferred from interviewees' speech that students do have low English proficiency. Their non proficiency in English has been associated

with the decreasing confidence in the ability to participate in the classroom discussion. Regarding this Tsui (1996) explained Learner's insufficient ability in phonetics, grammar or pragmatics falls into the category of language factors which are elements or part and parcel of communicative competence. Furthermore, Tsui (1996) in his study found that most of the concerned teachers attributed students' silence to low English proficiency which reinforces the interviewees' claim. Moreover, the finding reinforces what Nunan (1999) stated that student who lacks confidence of themselves their English necessarily suffer from communication apprehension which is students inability to communicate in the target language.

Therefore, the researcher inferred from the triangulated data that majority of the students do have low command of the target language which resulted in to be limited participant in English speaking classroom.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary and conclusions drawn from the major findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

5.1. Summary

The main purpose of this study was to investigate causes for students' limited participation in English speaking classroom Gimbi Preparatory School grade 12 in focus. To attain the objectives of the study, the research question was specifically designed to provide answers that would appropriately address the issues. To answer the research questions, the study used questionnaire as a principal data gathering tool; interview and observation as strengthening tools.

In analyzing the data, the study used both quantitative and qualitative data analysis methods. That is descriptive statistics (frequency, percentage and mean) with mixed method of data collection and analysis and narrative analysis method was employed for both observation and interview results

The study discussed and analyzed causes for students' limited participation in English speaking classroom that emerged from different aspects. These causes for students' limited participation in English speaking classroom were from three spheres; psychological factors- feeling of anxiety, feeling of shyness and lack of confidence; learning-environment factor-class size and pedagogical factor-lack of communicative competence.

5.2. Conclusion

In this section, all the major findings extracted through questionnaires, observations and interviews have been summed up. The researcher has come to conclusion that almost the results of the questionnaires, observations and interviews, in general, are the same. The results indicated in the other two instruments namely interview and classroom observation almost entirely coincides with the following adopted findings from students' questionnaire.

The factors inhibiting students' classroom participation in English speaking classroom was from three aspects: psychological factors, learning- environment factor and pedagogical factors.

1) Psychological Factors

- Fear of making mistakes and being laughed at: The grand mean indicated in Table 1 is 3.57 (agreement) which implies that majority of the students have experienced fear of making mistakes lest to be laughed at by their classmates.
- Anxiety provoking factors
 - Fear of teacher's correction: The grand mean indicated in Table 2 is 3.59 (agreement) which indicate that majority of the students feel anxiety if corrected while they are speaking.
 - Fear of negative teacher traits: The grand mean indicated in Table 3 is 3.61 (agreement) which implies that teacher's harsh comments and gestures provoke anxiety to majority of the students.
 - Test anxiety :The grand mean indicated in Table 4 is 3.61 (agreement) which indicate that majority of the students experienced feeling of test anxiety amid there is speaking activities as a means of assessment.3.61
- Feeling of Shyness: The grand mean indicated in Table 7 is 3.62(agreement) which indicate that majority of the students experienced feeling of shyness during English speaking classroom.
- Low Self- confidence: The grand mean indicated in Table 5 is 3.61 (agreement) which indicate that majority of the students do have low self-confidence in spoken English inhibiting their participation in English speaking classroom.

2) Learning-environment factor

- Large Class Size: Grand mean indicated in Table 6 is 3.62 (agreement) which indicate that majority of the students are reluctant to participate due to large class size.

3) Pedagogical Factor

- Low Communicative Competence: Grand mean indicated in Table 9 is 3.61 (agreement) which signify that majority of the students' are unable to use the target language to communicate successfully.

In a nutshell, factors inhibiting most of the students' classroom participation in English speaking classroom were psychological factors: fear of making mistakes, anxiety provoking factors, feeling

of shyness and low self- confidence; learning-environment factor overcrowded class size and pedagogical factor -low communicative competence.

5.3. Recommendations

By analyzing the main factors which lead to students' limited participation, it is quite necessary for teachers to know how to break the silence in English classroom. Taking in to account the findings and conclusions, the following recommendations are made:

- Teachers should advice students to realize that everyone can make mistakes learning a language and that making errors is a crucial part of the English learning process and perfection is an impossible goal and that is not a necessity for success.
- In order to build up students' self-confidence, teachers should help students have a better understanding and an appropriate evaluation of themselves, and make them believe that they can study English well by working hard. In addition, students should have a correct attitude toward studying English.
- Teachers should try to encourage the students to take risks to answer questions in class without giving them negative comments because if teacher gives a positive feedback; the students will be more encouraged to take part in the classroom interaction. On the contrary, when the teacher provides negative feedback, the students are likely to feel embarrassed and their enthusiasm of answering questions will be reduced more or less.
- Teachers should become more of a facilitator who creates the environment for students to be engaged in, and the teacher should not be an authoritarian knowledge-giver.
- In order to enhance students' involvement in classroom activities and preventing classroom silence, the teacher should try to promote teacher-student empathy and peer empathy, and reduce teachers' authority so as to establish a harmonious relationship with the students. In the harmonious atmosphere, the students feel less nervous and anxious about participating in class activities.
- Teacher needs to introduce opportunities for students to speak English outside. For example, asking students to carry out and record interviews with foreigners who are visiting or living around and share their experience with their classmates.

- Teachers should also encourage students to have the confidence to make mistakes in order to acquire communication skills.
- Teachers should deal with the problem of overcrowded classes by assigning students into small groups so that they will be able to discuss the materials outside of the class time. Moreover, responsible pedagogues should attempt to build additional classrooms in order to reduce the number of students in one class.
- In order to enhance students' communicative competence, English teachers in collaboration with school administrators should provide additional learning-teaching time besides the regular classes. In addition to this, students need to revise references books, listen or watch media to develop their vocabulary and speaking skill.
- Teachers should reduce students' shyness in creating a friendly atmosphere within the classroom,
- Teachers should pairing students to get to know each other, by assigning students to small groups and to encourage them to engage in free conversation in order to reduce their feeling of shyness
- Teachers should promote confidence by displaying the student's activity or assignments for others to see in order to reduce their feeling of shyness.
- Lastly but not least/ the researcher would like to recommend that since the investigated factors are not presumably the only ones; any researcher made up his mind to carry out a research on the same problem in the future could consider other factors for further investigation. Moreover, the researcher would like to recommend that if each factor is investigated individually it further locates the primary factors inhibiting students' classroom participation.

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Appendices

Appendix A: Questionnaire for Students

Dear respondents

The purpose of this questionnaire is to gather information on investigation of causes for students' limited participation in EFL Speaking Classroom .This study is conducted as a partial fulfillment of the requirement of Master Degree of Art (MA) in Teaching English as a Foreign Language (TEFL) at Adama Science and Technology. As your response is very crucial for the over-all result of the study, you are kindly requested to give a genuine response to each of the item included in this questionnaire.

The information you provide through this questionnaire will guarantee the success of this study, so be honest and feel free to provide genuine information because your responses will be kept in strictest confidential. Your contribution to the success of this study is highly appreciated.

Notice: Please, do not hesitate to ask for explanation in case you face anything which is not clear while responding.

Thank you very much for your cooperation!

Instruction: Please read each of the statements through carefully and Put a tick mark (✓) in a column corresponding to your answer to indicate your choice:

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

NB: Undecided means neither agree nor disagree.

Causes for Students' limited Participation in English Speaking Classroom

No	Statements	Responses				
		5	4	3	2	1
1	I am afraid of being seen as foolish if I make too many mistakes when I speak in class.					
2	I am afraid of making mistakes in front of my classmates.					
3	It is unpleasant speaking English in class because my mistakes make me feel incompetent.					
4	I do not like to participate in the class discussion because I am afraid of being laughed at .					
5	I feel too worried to ask the teacher a question during English speaking lesson					
6	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong. in front of the whole class.					
7	I feel more anxiety(nervousness) in the class because my teacher always corrects me in an unfriendly way.					
8	I feel anxiety (stress) if I am corrected while speaking English					
9	I get bored because of the teaching method that the teacher used in English class.					
10	I do not like to participate because my teacher is impatient.					

11	I am unwilling to participate in class because I am afraid of my teacher's harsh comments and negative gestures.					
12	. I do not feel relaxed when my English teacher does not respond in a friendly way.					
13	The more I do speaking activities as assessment, the more worried I get.					
14	I feel worried because I have no confidence in my spoken English.					
15	I never feel quite sure of myself when I am speaking English in my class.					
16	I do not practice English during speaking lessons due to the existing large number of students in the class .					
17	I have unreasonable fear of speaking English in front of the class.					
18	I have no encouragement in learning English.					
19	Our teacher has no interest even feel bored on us.					
20	I have no opportunity to speak English outside the classroom					

Appendix B: Interview Questions for English Teachers

Adama Science and Technology University

School of Humanities and Law

Department of English

Dear Teachers,

Good morning/ good afternoon Sir or Madam, my name is Adamu Mamo, a postgraduate student in the school of foreign language studies, Adama University, doing a research study for my M.A thesis entitled “An investigation of Students’ limited participation in English Speaking Classroom in Gimbi preparatory school grade 12 in focus.”

I would like to appreciate your genuine co-operation and willingness to my interview. Your genuine responses and idea have their own significant contribution to the study. AS a result, I kindly request you to provide me with your required information for the study. Thank you so much once again for your invaluable time and effort in this interview. I would like to inform you that the information you provide me with will only be used purely for academic and research purpose by the researcher and hence will be kept confidential.

- 1 .How do you explain the issue of students’ participation in English speaking classroom?
2. From your experience of teaching what is your view on students’ feeling of anxiety if they are corrected while speaking English in front of the whole class?
3. Do you give speaking activities as a means of assessment for your students? If so, how do you describe your students’ feeling during the time they are given it?
4. How do you describe effects of class size on your students’ participation in English speaking classroom?
5. How do you evaluate your students’ self-confidence in the use of English in speaking classroom?

6. Do you think that most of your students feel shyness which could result in students' limited participation in English speaking classroom?
7. How do you explain students' communicative competence?
8. What would you suggest to enhance the participation of the students in English speaking classroom?

Transcription of the Entire interview

1. How do you explain the issue of students' participation in English speaking classroom?

Teacher 1 expressed that, "In vain to tell you the truth our students even cannot say anything in English which is problematic?"

Teacher 2 explained that, "His students' classroom participation in English classroom is too low and below satisfactory

Teacher 3 said that, "It is difficult to say that they participate in English speaking classroom with the exception of few students in the class."

2. From your experience of teaching what is your view on students' feeling of anxiety if they are corrected while speaking English in front of the whole class?

Teacher 1 said that, "Whenever students are ordered to take part in English speaking classroom, most of them are unable to look at the eyes of their classmates and deliver their speech even standing properly facing the students."

Teacher 2 told that, "Most of the students shiver with fear whenever they are told to speak with fear of making mistakes .

Teacher 3 said that, "My students perceive that they incompetent, so they even usually

involuntary to participate.”

3. Do you give oral test for your students? If so, how do you describe your students’ feeling during the time you give them oral test?

Teacher 1 said that, “My students usually feel discomfort even when they are told that they would have oral test.”

Teacher 2 replied that, “Students ask other types of test should be given them instead.”

Teacher 3 said that ,”Most of the time students booed when they are told as they have oral test.”

4. How do you describe effects of class size on your students’ participation in English speaking classroom?

Teacher 1 replied that, “It is the most causative agent inhibiting factor for students classroom participation though the curriculum guaranty at least forty students in one class, nowadays we accommodate eighty students in one class which severely our students classroom participation.”

Teacher 2 said that, “I am always challenged by large population of students and find it difficult for classroom management, for example, monitoring groups’ activities going round the class in order for providing assistance in completing speaking related activities prior to their feedback especially in group work activities besides this he complained that it is unlikely to give opportunities for all students.

Teacher 3 also told that, ”The number of students each classroom is accommodating is above the standard which always affecting students’ classroom participation.”

5. How do you evaluate your students' self-confidence in the use of English in speaking classroom?

Teacher 1 complained that, "My students have low self assuredness in speaking English caused by feeling of shyness and low ability in English."

Teacher 2 said that," Since my students have poor command of the target language they usually unable to deliver their speech with the language.

Teacher 3 told that," Except, some three or four students, almost all students do have low self-confidence in speaking English for participation."

6. Do you think that most of your students feel shyness which could result in students 'limited participation in English speaking classroom?

Teacher 1 complained that, "Most of my students feel shy whenever they are provided speaking activities mostly if they are called to come out in front of the class to give their feedback during speaking activities."

Teacher 2,"majority of my students talks less because they are worried."

Teacher 3 responded that, "My students participate less because they are shy and suspecting that they could make mistakes."

7. How do you explain students' communicative competence?

Teacher 1 complained that, "Students do not often feel pleased when they go to teach English specifically speaking lessons, the first reason is that it is out of my control to make the whole class speak in English despite of my great attempt: here and there in group work, they talk to each other in Afan Oromo."

Teacher 2 complained that ,"Most of my students usually unable to comprehend what I instruct

about the activities prior to beginning speaking lessons sessions which often let the me be fed up with repetition.” which implies low socio-linguistic competence. “

Teacher 3 replied that,” Most of my students do have low word power, vocabulary, rules of word and sentence formation.” It is inferred from this interviewee that the students have low grammatical competence.

8. What would you suggest to enhance the participation of the students in English speaking classroom?

Teacher 1 said that,” Teachers must motivate students by telling them the importance of learning the language in their life.”

Teacher2 said that, “If students are given a lot of opportunities for participation, they will likely to acquire the language and students’ feeling of shyness could be overcome.”

Teacher 3 stated that,” The more students practice, the better they participate.”

Appendix C: Classroom Observation

English Classroom Observation Check list of Teachers and Learners to be filled by the researcher

Name of the School: _____

Grade: _____ Section: _____

Duration: _____ Date: _____

No	Items for Observation	Week Days																			
		1 st										2 nd									
		Yes					No					Yes					No				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	Student use English when they interact with each other.																				
2	Most of the students ask and give feedback																				
3	students are encouraged to take part in oral discussions																				
4	Most of the students participate in classroom activities actively																				
5	Students feel shyness in classroom participation																				
6	Students have motivation to learn English																				
7	There is large class size hampering classroom																				

	participation																					
8	students' participation are encouraged in English speaking classroom.																					
9	Most of the students have self-confidence in English speaking.																					
10	Most of the students have inability to use English in their speaking during classroom participation.																					
11	There exist conducive learning environment																					
12	Feeling of test anxiety among the students when speaking activities are given as a means of assessment.																					

Template Indicating Checklist Filled during the Researcher's Classroom Observation

No	Items for Observation	Week Days																			
		1st										2 nd									
		Yes					No					Yes					No				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	Student use English when they interact with each other.						√	√	√	√	√						√	√	√	√	√
2	Most of the students ask and give feedback						√	√	√	√	√						√	√	√	√	√
3	Students are encouraged to take part in oral discussions	√	√	√	√	√						√	√	√	√	√					
4	Most of the students participate in classroom activities actively						√	√	√	√	√						√	√	√	√	√
5	Students feel shyness in classroom participation	√	√	√	√	√						√	√	√	√	√					
6	Students have motivation to learn English						√	√	√	√	√										
7	There is large class size hampering classroom participation																				
8	students' participation are encouraged in English speaking classroom.	√	√	√	√	√						√	√	√	√	√					

9	Most of the students have self-confidence in English speaking						√	√	√	√	√						√	√	√	√	√
10	Most of the students have inability to use English in their speaking during classroom participation	√	√	√	√	√							√	√	√	√	√				
11	There exist conducive learning environment						√	√	√	√	√						√	√	√	√	√
12	Feeling of test anxiety among the students when speaking activities are given as a means of assessment	√	√	√	√	√							√	√	√	√	√				