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SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**INVESTIGATING FACTORS AFFECTING GRADE 9
STUDENTS ENGLISH LANGUAGE CLASSROOM ORAL
INTERACTION: THE CASE OF HARO DUMAL SECONDARY
SCHOOL, BALE ZONE, OROMIYA REGIONAL STATE**

By

Tesfaye Yigezu

**A Thesis Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master of Arts in**

TEFL

May 2015

Adama, Ethiopia

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AS A FOREIGN LANGUAGE**

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ABSTRACT

The study was conducted to investigate factors affecting students' English classroom oral interaction. The main objective of the study was to identify and explain factors that hindered students' classroom interaction during their English. The method employed in the study was descriptive. To achieve this, questionnaire, interview and classroom observation were used for data collection. The subjects of the study were 119 students and 5 English teachers. Questionnaire was employed to get data form students and the interview was both teachers and students. Classroom observation checklist was the other data gathering used. The result of the study shows that most grade nine students of Haro Dumal secondary school did not practice oral interaction in learning English. This is mainly because their teacher did not motivate and encourage them during the lesson. The teachers did not use valuable language teaching material and teaching aids. They mostly correct students' error. In addition they did not employ oral test to evaluate students' oral interaction. The other factors that negatively affected students' oral interaction in the target language are the students' experience, using L1 in English class, shortage of text books, and other reference material in the school library.

CHAPTER ONE

INTRODUCTION

This chapter first presents the background of the study that discusses the rationale or reason why the study was going to be conducted, some research works conducted in similar area and how the recent study was intended to fill gaps existed in those research works. Next it presents statement of the problem under which the depth of problem, the importance of studying the problem and suggestion provided by researchers were stated widely. Then, it presents general objective and specific objectives that stated the aim the researcher sought to bring about as a result of completing his research under taken. It also presents research questions those were attempted to be answered by the researcher through the course of studying the problem under taken. Finally it presents the scope of the study that tells the reader how wide and deep the study under taken. At last, it ends up with the organization of the paper that overview the overall organization of chapters in the study paper.

1.1 Background of the study

According to the history of Ethiopian modern education English language had been given as one of the school subjects in the elementary schools from grade 3-8 during Derg regime. At the same time, it had been taught as foreign language and used as a medium of instruction in secondary and higher education institutions of Ethiopia till 1994 (Bender et al, 1976). However, change has been made in the curriculum of education and teaching English as a second language started from grade one after the country formulated the new Education and Training Policy (ETP, 1994:24).

English language has been taught and included in the Ethiopian modern education program and it has a high place in the country's education systems. New findings and innovations can be published and distributed in English language either by paper print or by electronic media or by any other means.

Besides academic purposes, English language is used as a bread earning language, which means that it serve as an occupational language in various national and international organizations that are available in Ethiopia. For example, it is used in different diplomatic and foreign affair offices

such as AU, in business centers such as the bank, in civil aviations such as the Ethiopian Airlines, in tourism, and in many other development sectors. Again, it is used as science and technology language almost all over the world including Ethiopia.

In this global role of English, oral interaction plays a significant role in generating people's ideas freely and to understand the meaning conveyed during the interaction. In the academic context, classroom oral interaction helps students to improve their communicative competences (Chaudron, 1988). Oral interaction helps to internalize and enrich students' experience of communicating with each other (Johnson, 1995). Krupa (1998:133), for example, states that "Interaction in the classroom comprises participations, personal engagement and taking initiatives in some way. Activities that in turn hypothesized to produce cognitive process are conductive to language learning."

As a result, learning English as a foreign language in general and oral interaction in particular have paramount importance on students' academic achievements and their communicative abilities.

However, our students' oral participation and interaction in English both in the classroom and outside the classroom is not at the appropriate level as they often have many difficulties in using the language. Wilkins (1972), cited in Sissay (1999:53), associates the problem with the

traditional approach of teaching the language stating that "Traditionally, in the description of language a much higher status was accorded to the written than to the spoken." Widdowson (1981:49) also says, "Students... with the experience of six or more years of instruction in English in the secondary schools have considerable difficulty coping with language in its normal communication use." Similarly, Day (1984), Ellis (1988) and Hill (1994) conducted empirical studies to examine the relation between language acquisition and classroom interactions. For instance, Days (1986), wrote that classroom participation was affected by oral correctness. His study confirms a positive relationship between language learning and the amount of time devoted to oral interaction in the language classroom. Ellis (1988:59-60) argues, that "...participation in verbal interactions offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and practice them in context."

There are also various local studies relevant to oral interaction. For instance, Tsegay (1995), attempted to investigate and describe speaking strategies practiced by students. The results revealed that the majority of the students involved in this study were found to be strategic and generally utilize various speaking strategies believed by the researcher to facilitate successful speaking. Tibebe (2011) also conducted a research on communication strategies of Students. He found out that students frequently use time gaining, asking for help, substitution, function, and form avoidance, literal translation and description strategies. Fasil (1992) has conducted a study on communication strategies employed by senior high school students in oral production of English. Finally, he found out achievements on the type of task students were provided. Moreover, he found out that proficiency level and the task types determine selection of specific strategies. Almaz (2007) has conducted a study on communication strategies used by male and female students in class room interaction. She concluded that there was significance gender difference in frequency of some of the strategies (that is, male students used the strategies in a better frequency than female). Tsigeweini (1987) studied about students' lack of confidence to speak in English. Abdulkadir's (1983) study was on student-teacher interaction. Mesefin (1988) conducted a study on the major problems that restrain students from using English in speech. All of these studies indicate that problems of speaking skill and related factors are great challenges for Ethiopian students. Almost all of the above studies have been done at preparatory and university levels and they focused on strategies employed by students in speaking or communication skills. Therefore, it is possible to say that there is no study conducted on students' classroom oral interaction status at secondary school and its impact on both students' participation and performance in the area. Therefore, the researcher felt that there is a gap regarding classroom oral interaction in the secondary school classes. The focus of this study is, thus, to explore and identify major influencing factors of oral interaction and their impacts on grade nine students' participation and performance in English classes.

1.2 Statement of the problem

Classroom oral interaction is a very important activity for students in second language learning. According to Krup,(1998:133) "...most importantly English language speaking competence or communication ability contributes a lot towards learners' academic success as well as students future career." Despite the fact that oral interaction is crucial for EFL students, they often encounter difficulties in using English for communication purposes. In this regard, Melakneh (2006) asserted that most of Ethiopian students are unable to express themselves in English language after they have completed their education up to grade 12. Additionally, oral interaction is an intimidating challenge for students to communicate using the language effectively and, in many ways;it is a less practiced skill. Students' inability to interact in English language is also observed among grade nine students at the study area where this researcher has been teaching English for two years. He has observed that students are usually unable to use English for asking and answering questions, and they do not express their feelings, opinions, and emotions. They cannot talk in English about their classroom events such as what is taking place in the classroom and some other simple events in their surroundings. At the same time, there are also complains from parents, teachers, and other stakeholders who observe students' deficiency to communicate using the target language in the classroom and in some other contexts. Thus, students' parents often attribute their children's failure at the end of grade ten and twelve to the students' poor English language ability. In the Ethiopian context, as stated earlier in the background of the study, the strategies of oral interaction and problems of oral interaction have been investigated by some previous studies. Furthermore, classroom oral interaction and its impact on students' participation have been studied. However, to the best knowledge of the present researcher, no study has been conducted on investigating classroom oral interaction and its impact on student's performance especially, at the secondary school level. Therefore, this study is interested in exploring this gap, which appears to be uninvestigated by any of the previous local studies on the phenomenon under consideration.

1.3 Objectives of the Study

1.3.1 General objective

The main objective of the study is to identify the major factors hindering classroom verbal interaction among grade 9 students at the high school in the study area and the effects of these factors on students' performance in English language classes.

1.3.2 Specific objectives

The specific objectives of the study are to:

1. identify factors that impede students' oral interaction;
2. assess the extent to which these factors affect students' oral interaction and performance, as perceived by students and teachers;
3. find out how teachers deal with the factors that impede students' oral interaction and their performance;

1.4 Research Questions

In order to guide the study, the above objectives are reformulated in the form of research questions as follows:

1. What are the factors that impede students' oral interaction?
2. To what extent do these factors affect students' oral interaction and performance, as perceived by students and teachers?
3. How do teachers deal with the factors that impede students' classroom oral interaction and performance?

1.5 Significance of the study

The findings of this study are hoped to have the following contributions.

Investigation of students oral interactions has its own benefits for some pedagogical and research purposes. Pedagogically, the findings that will be obtained from this study are hoped to give important insight for language teachers about how different factors affect students' attempt to

improve their oral interaction skills. They may point out to teachers and other stakeholders what interventions should be made to create better learning practices for students.

On other hand, the importance of this study for research purpose is that it is hoped to provide helpful insights to other researchers who wants to carry out further studies on the area about student's oral interactions.

1.6 Scope of the study

The study was conducted only in grade 9 at Haro Dumat Secondary School, which is found in Bale Zone, Oromiya. The school is chosen the fact that the researcher has been teaching in the school for over two years and is familiar with the context of the school and the problem under investigation.

1.7. Limitation of the study

Constraints of time and money forced the researcher to select only one high school as he was running for office work besides his research work. In addition to this, the researcher is a self sponsored student, and he could not afford enough money to extend the scope of the study. As a result, he limited his study sample size only to grade nine students and five English teachers in one school.

1.8. Organization of the paper

This study thesis is organized in to five chapters. The first chapter deals with introduction of the study, which contains back ground of the study ,statement of the problem ,objective of the study ,significance of the study and scope of the study. Chapter Two discusses the review of related literature. Chapter three is concerned with research methodology, specifically, the research design, the subjects of the study, sampling technique, data gathering instruments. Chapter four discuss about methods of data analysis and interpretation. Finally chapter five presents the conclusions and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature that is related to students' classroom oral interaction. In particular, it addresses various factors that emanate from different situations and which affect students' classroom interaction in English.

2.1 Factors Affecting Students' Oral Practice

There are different factors that affect students' oral participations in EFL classes in the teaching/learning process.

These are related with language teachers, students, classroom and instructional factors. There are also psychological factors which can be mostly reflecting on the learner. Before presenting factors related to teachers, students, and classroom instructional materials psychological factors were presented in little description and related part of it listed under as outlines or contents.

2.1.1 Affective Filter in Second Language Acquisition

The notion of affective filter comes first by Dulay and Burt (1987). It began to be dealt in language literature during 1980's when Terrell and Krashen hypothesized the second language acquisition hypotheses (Terrell and Krashen 1983)

Stephen Krashen was the father of the natural order approach to language teaching which was based on few simple concepts. The first concept stated the acquisition of the language was more important than learning. He argued that it was only through acquisition that language skills could truly be developed Krashen's theory has five parts:

It is the fifth part of this theory which is the focus of this study: it is about the presence of affective filter are second language students.

Spade and Lightbown (1993) define the affective filters as imaginary barriers which prevent the learners from using input which is available EFL learners.

Brown (1973) in his words called the affective filters the affective variables in which he defines these variables as psychological hindrances that impede the process of second language learning.

Another writer, Mclaughlin (1987), uses the term 'mental block' to express the affective filter. He defines 'filter' separately as the part of internal processing system that sub-consciously screens incoming language based on what psychologists call 'affect' the learner's motives, needs, attitudes to, what will be learned and how the language will be acquired. The affective filter which is to be focused in this study is that which negatively affects the students' English speaking skill in and out of classroom.

2.1.2 Categories of Affecting filter.

There are lots of psychological factors which affect student's ability to learn new language instruction, but the affective filter theory has commonly divided in to three main categories. These are motivation, self confidence and anxiety.

2.1.3 Motivation

Motivation is one of the emotional factors that influence all kinds of learning activity. One of the most basic and truth about education of any kind is that a motivated learner will be able to absorb more information and inputs than a similarly skilled unmotivated learner (Harmer, 1983)

Dornyei,(2001) classified motivational components as intrinsic and extrinsic motivation by electing the self determination theory by Deci and Ryan (1985) and Vallerand (1997).According to Dornyei, Intrinsic motivation is concerned with behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing particular activities. Extrinsic motivation involves performing a behavior as a means of to an end that is to receive rewards or to avoid punishment. Krashen (1987) relates these two components to language learner to develop their communication competence. Therefore, language teachers should focus on creating intrinsic motivation.

2.1.3.1 Motivation in Second Language Learning

Motivation in L2 learning has instead, chiefly been used to refer to long term stable attitudes in the students minds in particular integrative and instrumental motivation introduced by Robert

Gardner and Wallace Lambert in series of books and papers (Grandner and Lambert 1928 and Gardner 1995 cited in Cook, 2001). Brown (1994) classified these students' motives' of foreign language learning in to instrumental, integrative and assimilative motivation.

According to Cook (2002) Interactive motivation reflects whether the students identified with the target culture and people in some sense, or rejects them. The more the student appreciates the target culture-readers its literature, visits it on holyday, look for opportunities to practice the language. The more successful the student will be instrumental motivation is considered as learning language to pass examinations, to get job. But assimilation motivation is the need to become an indistinguishable member of speech community and it usually requires prolonged contact with the second language culture (Brown 1994).

2.1.3.2 Creating Motivational Condition

Motivating student is an important activity to bring improvement on their oral participation. There is an idea by Byrne (1986:3), he said that “Whatever you are doing in classroom, your ability to motivate students; to arouse their interest and involve them in whatever they are doing will be crucial”. At the same time Atkins et al. (1995:21) also said that motivation is the vital for successful language learning. This is to mean that when teachers face the problem of having passive students in speaking class they can help them by increasing their level of motivation using different ways. They can do it, for example, by introducing various interesting activities in meaningful contexts that can give opportunities for students to make interaction among themselves. According to (Harmer, 1991:57) “Context means a situation or a body of information which cause a language to be used”. This means context includes the setting in which the language is used, topic, the roles and the general relationships of the participants in the interaction and it should be appropriate for the students to use the target language. As, Atkins et al (1995:32) learners will participate actively if they are given speaking activities which are purposeful and relevant for them. Students will learn to communicate in a TL if they are made to do on topics which are closely related to their lives. On the other hand, if students work on classroom activities which are based on the issues related with what they are familiar, they will be motivated to talk more and follow out their ideas.

2.1.4 Self Confidence

Another widely accepted tenet of SLA is the fact that students with extroverted personality are successful in becoming competent in another language than the introverted students.

Extroverted students, who have self-confidence, are more likely to receive a new language input which leads to increased competence and the reception of additional language students.

Introverted learners who have less self-confidence, on the other hand, are less likely to use new inputs that they have learned. Therefore, keeping their language learning stagnated (Krashen, 1987, Brown, 1994).

2.1.4.1 Creating Students' Self Confidence

Students both with high and low confidence have greater probability of testing new inputs if they reason to expect that will be rewarded for their efforts. Dornyei (2001:11) reminds that “There is a psychology theory called the expectancy value theory. According to this theory a person’s mindset is a function of what kind of outcome a person expects combined with the value that the person places on that outcome.”

If, for instance, a student receives negative or not feedback from his/her teacher whenever he attempts to communicate, then according to the expectancy value theory the student will likely not value improving his/her language skills’ enough to overcome the negative feedback expected. He will not try to communicate. But, if students receive positive feedback for trying new input, they may begin to develop a mindset that teaches him/her to expect rewards for trying even if the value he places on language improvement is low.

Language teachers should know positive reinforcement is an integral factor in all effective classrooms, especially in language classroom. English teachers can build confidence for their students by placing them on in to a loop of language experimentation and positive results that could lead to accentual fluency in the language.

2.1.4.2 Anxiety

Anxiety plays an important affective role in second language acquisition. It is almost impossible to define anxiety in a simple sentence. It is associated with feelings of uneasiness, frustration, and self-doubt, apprehends or worry (Brown, 1994). According to McIntyre and Gardner (1994) as cited in Abate (1996), foreign language anxiety is defined as the feeling of tension and apprehension specifically associated with second language context, especially when learning and using the language in the classroom. Horwitz et al. (1993), in Abate (1996), stated that anxiety is a distinct complex of self-perception, beliefs, feeling and behaviors arising from the uniqueness of the language learning process. Anxiety can be either facilitating or debilitating.

Facilitating anxiety motivates learners to adopt an approach, attitude and willing to confront the new learning task.

Debilitating anxiety motivates learners' learners to assume an avoidance attitude and therefore tends to escape from the learning task. Facilitating anxiety helps the learners do better than they might otherwise and debilitating anxiety can create a state of fear, being reluctant to participation in classroom activities (Allwright and Bailey, 1994). Horwitz et al. (1986) quoted in Tanveer (2007) considered language anxiety with relation to performance evaluation with in academic and social contexts drew parallels between it and the three related performance anxieties. These are communication apprehension, test anxiety and fear of negative evaluation. Hence, the description of these components will lay the foundation for the concept of second language anxiety.

2.1.4.3 Anxiety and Speaking Skill in EFL Classes

Studies revealed that foreign/second language learning in general experiences anxiety. Scholars attempted to separately investigate each language skills and anxiety at different times. For example, Saito, Horwitz and Garza (1999) cited Horwith (2001) were among those scholars. According to their study each skill of language has the opportunity to provoke anxiety. But abundant scholars found that speaking is the highly anxiety provoking skill. McIntyre and Gardner (1991) claimed that speaking is anxiety provoking in foreign language class. Daly and

Young (1991) also found that most students are particularly anxious when they have to speak a foreign language in front of the class.

Research in the area has consistently shown that anxious language students suffer significantly during oral activities and that anxiety has a negative impact on students' attitudes toward language study (Philips, 1990 cited in Young 1999). Young (1990) found that the language students she surveyed were most anxious when they had to speak in front of their peers.

These all indicated that the anxiety and the other components of affective filters play significant role in students' foreign language oral communicative competence. The fact that this study focuses on affective filter in speaking skill emanates from this background.

2. Teachers' Related Factors

Teachers have an important role to play in the success or failure of learners in acquiring the target language some of teachers' related variables which hinder students' learning English speaking skills are as follows.

2.1 Teachers' Belief about Language Learning/ Teaching

Research shows that individual teachers bring to second language teaching different beliefs and assumptions about what constitutes effective teaching. Brindly (1984:95) notes that when learners and teachers meet for the first time, they bring with them different expectations concerning not only the learning process in general but also concerning what will be learned in a particular course and how it will be learned. Research suggests that teachers' classroom practices can be determined by their basic beliefs and attitudes about the learning process (Doukas, 1996). In a similar vein, Richards (1990) emphasizes the need to examine beliefs alongside practice. He explains it as follows:

Teaching activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has set to teach. They also relate to the philosophy of the program, to the view of language and language learning that the program embodies, and the roles of teachers and learners and instructional materials in the program. Since the assumptions underlying methodology are not necessarily shared by teachers, administrators and learners, it is useful

exercise for all whom are involved in language program to clarify their assumption and examine attitude, beliefs and practices.

It is possible to draw from this discussion of literatures that it is important to distinguish theories of beliefs, i.e. beliefs teachers claim to support, from theories in use, i.e. actions indicating teachers, beliefs are practiced, studies of self styled communicative teachers, for example, have shown that they may no more create conditions for genuine communicative in their classroom that the other teachers (Nunan, 1987). As a result of their education and training and the characteristics of the society in which they were brought up, many teachers believe in the authoritarian role of the teachers with the students as a passive recipient.

In the Ethiopian context, Abdulkadir (1983) in his finding indicated that the English classes are teacher dominated. That is, the students do not have a chance to use the language in different situations. English is taught just like other subjects where the learners have to listen to whatever the teacher says in such a case, the introduction of a learner centered will be indirect conflict with teachers' beliefs towards language teaching and learning are indispensable elements for the implementation of communicative activities.

2.2.2 Teachers' Educational Background

The basis for teachers' beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers' beliefs about a language may be used on their training, their teaching experience, or may go back to their own experiences as language learner. Thus, teachers' educational beliefs and attitudes are one of the most potential factors that direct their preferences for certain language learning activities. Farrell (1999) as cited in Fisseha (2006) observes that for most English teachers, in Singapore, past experiences of learning English have made them uneasy with making their choices of teaching grammar method. One of his teachers write like this: My past experiences have preconditioned me to choose deductive method as my usual teaching strategy. I guess I am inclined to choosing this method because of various reasons: it is easier to test, and can get immediate feedback (p.8).

It is possible to draw a conclusion that such philosopher of teaching grammar is also prevailed in most Ethiopian English language teachers. This tendency of teaching English grammar will also lead to teacher dominated or teacher fronted classroom activities than student-centered activities,

which require learners to use skills knowledge by relating to their own ideas, needs, feelings, and experiences. Besides, the above ideas, although teachers teach the way they were taught, it is also true that teacher teach the way they learned best in schools.

2.2.3 Teachers' Proficiency

Language plays a great role in determining the effectiveness and efficiency of teaching and learning process, i.e. it is a key either to facilitate or hinder the quality of education. In other expression, there should be effective communication between the students and the teacher in order to enhance the teaching and learning activity due to effective communication is determined by the language ability of the teacher and the learners (Wakitavi and Vender, 1997:258). According to Demuwz (2004:4), effective teachers do not only know their subjects, but also have good command of the language and communicate their knowledge to students effectively.

According to Wakiotavi and Vender (1997: 258), some teachers are not proficient enough in the English language and one wonders how they can help students who struggle to learn. In addition, Callahan et al (1988:54) suggested that, teachers are likely to be tempted to talk too much. To do so, they need to have good command of the language of instruction.

Generally, lack of language proficiency of teachers is among the major problems to students' educational progress in elementary as well as in secondary schools of the country in general and in the study area in particular.

2.2.4 Inability to Balance Classroom Oral Activities in Line with Real life Communication Needs.

It would that in some EFL classes students practice the target language for the purpose of learning about the language. Put another way, they are made to learn the language for the sake of its knowledge, in the expense of real communicative purposes. Consequently, the students get fewer chances to practice how to communicate their own ideas or intentions appropriately in the real life situation. Supporting this idea Hedge (2000:44-45) has stated this point as follows:

To be able to use the target language effectively in the real world, students need plenty of opportunity to practice language in situations that encourage them to communicate their needs, ideas and opinions. Where possible, language practice should resemble real life communication with genuine exchange information and opinions.

In view of this, Byrne (1986:2) has pointed out: “All the same no real learning should be assumed to have taken place until the students are able to use the language for themselves” and unless opportunities are available for them to do this in and outside the classroom provision must be part of the lesson.

Accordingly, students ought to be provided with enough oral interaction work that can easily help them to use English appropriately in the actual life situation. Thus, the basic message is that classroom oral interactions should be integral unite of the real life communication. It ought to be provided in such a way as to motivate those students to be able to use English inside as well as outside the class in varied life situation.

3 Students’ Related Factors

Students related factors are the other factors that hinder learners’ classroom oral participation in foreign language learning of speaking. These factors are expressed in the following ways.

3.2 Students Beliefs about Language Learning

As a result of students’ previous educational experience they have, language learners bring to classroom certain norms and expiration concerning the learning-teaching practices they believe to be conductive to language learning. It is true say Rechards and Lockhart (1994) that by the time a student gets secondary school he or she has been exposed to thousands of hours teaching. They further provide example that is reflected by language learners as follows:

Teachers should explain grammar rules, you cannot learn very much from others and it is useful for the teacher to correct all the mistakes I make in my writing (p.54).

Therefore, learners with such views may undervalue an activity assigned by the teacher which is focusing on learner-learner interactive. Thus, a teacher in speaking class, for instance, who includes a large number of group or pair work tasks in the course, may be given poor evaluations

for the course by the students. The other factor responsible for determining learners' language learning is believed to be the learners' past experience of the language learning. In support of this idea, of integrating the lesson with what the learner knows, Revers (1983) asserts: What we think we teach is not necessarily what our students learn. Much of what they learn comes from their associations with other significant contexts in and out of school... and from all kinds of activities (p.183).

It is only when this implication is feasible that we expect the learners to learn better as they would be more involved in the activities they perform. Ellis (1994: 479) describes the state as past experience, both of educational in general and language in particular, played a major role in shaping attitudes to language learning.

2.3.2 Meddling of Mother Tongue

A teacher may experience translating main ideas of a given task to be the students' language and this may be taken as a habit whenever the teacher thinks that students appear confused instead of trying to create interactive situations or even taking some model students to help other. For instance, Golebiowska, (1990:1) states that:

One of the most difficult challenges in teaching foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom.

2.3.3 Poor Background of Speaking Experience

Students' failure to participate during oral participation could be the result of their poor background speaking practice. That is, it would be seen that many students learn English through traditional methods, in which they usually listen to the teacher who often covers the majority of classroom talks. Moreover, it could appear that less focus is given to speaking skills as compared to the weight given to mastery of language knowledge. Thus, some students perform less in their oral production, perhaps, because they may not get sufficient opportunity to practice extended oral interaction, or perhaps, because textbooks may not give more genuine techniques or

strategies of dealing with oral activities may not generate students' active participation. Consequently, the students' oral proficiency is limited (Bygate, 1987).

In view of the above, Bygate (1987), if students lack previous speaking experience, they may not dare to speak English in front of their peers.

2.3.4 Lack of Confidence to Speak the Target Language in front of the Classroom

Unless students develop the confidence to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of others in a class. So if students get sufficient opportunity to apply and exercise their knowledge of the language in various classroom oral interactions, they would gradually gain and build on the confidence to speak out freely in English.

For Shumin (1997:9-10) as cited in Sissay, some of the reasons why some students fail to speak English fluently and confidently are: sometimes extreme anxiety occurs when EFL learners become tongue tied or lost for words in an expected situations, which often leads to discouragement and a general sense of failure...some students are concerned with how they may be judged by others. They are very cautious about making errors...fear of making mistakes could be the reasons for their inability to speak without any hesitation.

As indicated, students may feel insecure, and become psychologically affected as they attempt to express their ideas, especially in front of their class mates. That is to say, if students lack self confidence they may be worried about making mistakes or errors, or may be concerned about their own states is in the eyes of others. As a result, they may utter disorganized ideas or even become speechless.

2.4 Classroom Related Factors

In Ethiopian context teaching learning takes place in the classroom. The classroom is an area which is constructed for almost the whole activities of teaching and learning to be taking place. Especially for second language learning because students have no more place as the classroom to learn and practice English language, especially speaking. Therefore, it can be other factor that

can impair students speaking ability in particular and their learning of English as a second language learning in general.

2.4.1 Large Class size

Teaching and learning process demands well planned preparation in all aspects of provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classroom to accommodate students without any discomfort or inconveniency. According to Monroe (1956:212) cited in Desta (2001) class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as classroom or section, usually under the guidance of a single teacher. The current standard set for Ethiopian High schools recommends a class size of 45 students in a room (2004:40). It is advisable to balance the variation between the number of classes and number of students.

2.4.2 Seating Arrangements

Among the inhibitive variables that influence students, learning of English speaking skills, the arrangement of the classroom, which rarely favors communicate on gained less attention from teachers (Byrne,1987:1). According to this scholar's views, the seating arrangements need to be made according to the type of activities for oral practices.

On a similar point, Byren (1986:79) states: it is sometimes argued that lazy students will take the advantage of group work to be even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities that in regular class work. Laziness is not likely to increase. In relation to grouping of students for oral interaction activities, the size of the class has a big effect. Byrne (1986), remarks that organizing classroom to suit speaking activities will be influence the interaction and the success of the activity enormously. Thus, a good arrangement is needed for students to speak in pairs and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books.

AS the class size increases, students face any of the following problems as explained by Smith (1961:59). These are lack of opportunity to discussion, inability to support independent study and oral communications with in the classroom from pupil to teachers are minimized.

2.5 Instructional Material Related Factors

Instructional materials are the material with instructional content or function that use for teaching purposes. These include, books, textbooks, supplementary reading materials, audio visual and sensory materials, scripts, for television instruction, plasma instruction, instruction sheet, and package sets of materials for construction or manipulation.

2.5.1 Lack of access to other Instructional material

A wide variety of materials have been used to support communicative approaches to language teaching view materials as a way of influencing the quality of class room interaction and language use. According to Larsen Freeman (1986:135-133), “adherents of the communicative approach advocate the use of authentic language materials. The use of authentic material with the lower level class is to use realia that do not contain a lot of language, but which a lot of discussion could be generated.”

Effective teaching is made practical when there is a wide use of instructional materials. The availability of different kinds of instructional materials facilitates the teaching learning process. Each instructional material has its own contribution to make a change in the learners’ behavior.

Furthermore, teaching children with the help of audio visual aids results in effective teaching, because it provides excellent opportunities for increasing their acquisition of language. In supporting this idea, Candin (1981:53) indicates, “...if the purpose of English teaching is to enable the language learner to understand communication in all modes as a way of priming his/her own utterances, it is not longer sufficient only to reproduce written texts in a course book.

2.6 The Role of Teacher in Lowering Affective Filters

The role of teachers in language teaching depends up on the philosophy of language teaching they perceived. The beliefs or assumption they have limits what roles they play. Teachers’ beliefs about language teaching and learning for instance can be a source of anxiety. Literature asserted that instructor beliefs that their role is to correct rather than to facilitate students when they make mistakes exacerbate second/foreign language anxiety in students Rodgers (2001).

Further, it is stated that the majority of teachers consider their roles to be “less a counselor and friend and objected a too friendly and authoritative student teacher relationship”.

There are also some scholars such as Krashen brought new approach to the role of the teacher. According to this scholar, the role of the teacher is considered to be facilitator of learning language in which interaction is mainly focused. The teacher provides inputs, conducive environment to learning takes place and the learners develop their communication competence (Krashen, 1982). Rivers also underscore that classroom should not be teacher directed and dominated if interaction is the goal of language teaching. This indicates that the role of the teacher in modern communicative language teaching is the facilitator, organizer, prompter of interaction. One of the facilitating activities of the teacher in teaching speaking class can be encouraging students to speak the target language. To accomplish these teachers must know the affective factors that hinder the learners from speaking the target language. As defined by Krashen an effective language teacher can provide input and help make it comprehensible in a low anxiety situation.

Krashen's main hypothesized in terms of second language acquisition stated that our goals should not only include supplying comprehensible input but also creating a situation that encourage a low filter (Krashen, 1985). Creating a low anxiety classroom atmosphere is important prerequisite to language learning success. Language learning classrooms are inherently face treating environments (Dornyei, 2001:9).

2.6.1 Techniques used to Decrease Affective Filters

So far the points under discussion were about the components of affective filters, and their effect in developing oral skill of the learner with special attention to anxiety which is frequently called component for heightened filter in speaking. Having been acquainted with such knowledge, what is very important for language practitioners is to know the techniques to alleviate these psychological impediments in language learning (Horwitz 1998 in Philips, 1990).

“Understanding some of the factors that can raise anxiety levels of language students is important. Knowing what to do to reduce stress in the classroom however, is the issue of primary concern to most practitioners” (Philips, 1990).

The study at different time by different scholars reveals that is difficult to fully understand the ultimate causes of the affective variables. The reason is that the degree and the variables vary from place to place, learner to learner. (Ibid)

Language educators suggest different techniques which can be used depending on the context in which foreign language learning takes place. Some of them are discussed as follows.

2.6.2 Raising Students Awareness

Firstly, students' cognitive awareness about making mistakes in L2 learning should be raised. This can be done by conducting discussion between learners in order that they freely discuss on the anxieties that individual learners experience. The student must talk openly with their problem (Young, 1991).

Studies revealed that foreign/second language learning in general experiences anxiety scholars attempted to separately investigate each language skills and anxiety at different times. According to their study, each skill of language has the opportunity to provoke anxiety. But abundant scholars found that speaking is the highly anxiety proving skill in foreign language class. For this reason, most students are particularly anxious when they have to speak a foreign language in front of the class.

Theses all indicates that the anxiety and the other components of affective filters plays significant role in students' foreign language oral communicative competence

2.6.3 Teaching Methodology

The methods by which students are taught have some effect on their learning. The traditional approaches to language teaching were primarily depending on the structure of the language. It didn't consider the functions of language for communication purpose the goals of learners in such instruction are often to pass an examination rather than to use the language for daily communication. In explaining this, Atkins et al. (1995:150) states that,

The traditional approach implies a teacher dominated class where a "say this but don't say that" kind of instruction dominates. One of the responsibilities for the teacher is

therefore believed to be correct students' errors and provide explanation of correct grammar rules and word meanings. The tasks of the students are seen to be to relieve knowledge transmitted by the teacher, memorize and reproduce. It is inevitable that in such situation many students with feel-reluctant to participate because of fear of making mistakes and being laughed at by peers.

From the information stated above, it seems that most of the teachers in elementary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication.

With regard to the methods of language teaching in the past, Atkins,et al. (1995 :203) further indicate that, “one experience in Ethiopia, shows that an exclusively grammar based approach to teaching does not guarantee that students develop high level of accuracy and linguistic knowledge. In fact, it is often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in students who are inhibited and will not take chances in using their knowledge for communication.

2.6.4 Error Corrections

In the teaching and learning process, it is expected that errors can occur. However, one can learn from his errors and improve his knowledge. But as expressed by Little Wood (1984), Errors have traditionally been regarded as signs of failure on the part of both the teacher and the learner. Because of this, making errors has led to a sense of demoralization. Now, however, as little wood further states are realize more clearly that they represent the normal stages in the development of communicative skills' (1984:95).

Researchers have shown that teachers should develop positive attitude to learners' error by accepting their opinions in the classroom participation and encourage them to learn from their errors other than creating an interruption due to correction (Byrne, 1987). Language learners should not be directly corrected if they make mistakes during practice and correction should be systematic, indirect and friendly at all levels of speaking practices so that they will develop interest and confidence.

The way, in which teachers correct their students, when they do fluency activity will have a significant effect on how well they perform at the time of correction, and in their future (Harmer, 2002). As to Harmer's view, tolerance of error in fluency activity will be greater than it is during controlled session.

2.6.5 Language Testing System

Teaching language and testing language can be viewed in isolation. They are the two components of the whole teaching and learning process. In support of this idea, Heaton (1988) notes "it is virtually impossible to work in either field without constantly concerned the other."

Likewise, Venkats Waran (1995), states that students and teachers gain much information from tests. For teachers, tests offer lots of information, good test help teachers in that they answer an important question. "Have been effective in my teaching?" This question leads the teacher to diagnose his/her efforts made to teaching as well as help to answer questions below whose answers contribute much to the effectiveness of teaching-learning process.

Are my lessons on the right level? Am I teaching some skills effectively, what areas do we need to work on and which are needs reviewing?

Madson (1983) also states that tests backup students in learning language. He puts his ideas as follows: A properly made English test can help to create positive attitudes towards instruction by giving students a sense of accomplishment a feeling that the teacher's evaluation of them matches to what he has taught them... test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve.

In general, it is likely to understand that test of a right quality and standard can support teaching and learning. They make students develop a sense of achievement which by its turn motivates students for learning. In addition they encourage students to plan their own strategies for better performance. For teachers similarly, tests were mirrors to show weak and strong side in actual instruction. They provide a kind of information that helps teachers follow the right track of teaching.

On the other hand, if students work on classroom activities which are based on the issues related with what they are familiar they will be motivated to talk more and to follow out their ideas.

2.6.6 Developing Friendliness in the Classroom

The third strategy to cope with the factors is developing friendly atmosphere between teacher and students. The language teacher should be open to discuss with their students on their difficulties in oral participation. Good relation between the learners and teacher reduces anxiety and encourage motivation (Ketabi and Simin, 2009) and promote interaction.

2.7 Conclusion

The review literature of this chapter has attempted to describe literatures relevant to different factors that affect students' oral participations in EFL classes in the teaching/learning process. These are related with language teachers, students, classroom and instructional factors. There are also psychological factors which can be mostly reflecting on the learner.

Accordingly, it addresses various factors that emanate from different situations and which affect students' classroom interaction in English. Beside, these factors psychological factor is one. Under this factor points were discovered: motivation, self confidence, and anxiety are the factors which were discussed thoroughly.

Similarly as the teachers have an important role in the success and failure of learners in acquiring the target language some of the factors were: teachers' belief about language learning or teaching, teachers' educational background, teachers' proficiency, and inability to balance classroom oral activity and activities with real life were the factors which separately discussed.

And also, students related factors are the other factors that hinder learner's classroom oral participation. As indicated, students may feel insecure, and become psychologically affected as they attempt to express their ideas, especially in front of their class mates. That is to say, if students lack self confidence they may be worried about making mistakes or errors, or may be concerned about their own states in the eyes of others. As a result, they may utter disorganized ideas or even become speechless.

To some extent, these factors were related with classroom and instructional materials. In general teachers should have select the way of seating arrangement and instructional materials on the bases of learners' interests, background knowledge and experiences.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter outlines the manner in which the study was conducted. The key components are the research design, population, sample size and sampling technique, research instruments, procedure and data analysis.

3.1 Research Design

The main purpose of this study was to investigate the major factors that affect students' oral interaction in EFL classes. To conduct the study, descriptive method was selected. Mertler (2005:30) states that descriptive survey is used to depict people, situations, events and conditions as they currently exist. Again, Koul, L. (2005:432) add that descriptive research studies are designed to obtain pertinent and, whenever possible, to draw valid general conclusions from the factors discovered. Hence, the researcher used this method to reveal the major factors that hindered students, oral interaction in the study setting.

3.2 Population of the Study

In Berbere 'Woreda', Bale Zone, there are two high schools. From the two high schools, Haro Dumal Secondary School, the school in which the researcher has been working for about three years. Thus, the study was carried out on grade nine at this school. Therefore, grade nine students and teachers who teach the target language at this grade are the primary source of data use in the study.

3.3 Sample Size

There are 357 grade nine students in the sample school. Out of these, 119 (34%) were used as a representative sample of the study. The selected school had five English teachers, and all of them were participate in the study.

3.4 Sampling Technique

Both probability and non probability sampling procedures were used to identify the sample size. In this regard, simple random sampling was employed to select students so as to give the population equal chance for inclusion. In addition, teachers were selected, because their number was convenient and manageable to gather data, all of the teachers from the selected school were included in the sample size.

3.5 Instruments of Data Collection

On the basis of the study design, that is, descriptive study, both quantitative and qualitative methods was used. In this regard, Mertler (2005:28-29) states that research that relies on narrative data (verbal descriptions and opinions) is called qualitative research, while research that relies on numerical data (Scores and mean ...) is quantitative and, at times, both methods can be used in the same study. So, these methods are believed to be useful for generating the data required to address the objectives of this particular study and for analyzing and interpreting these data. Accordingly, the data was collected using questioners, interviews, and observations.

3.5.1 Questionnaire

The aim of this study is to investigate factors that hinder students' oral interaction in EFL classes. To obtain the data needed for this purpose, both closed-ended and open-ended questionnaires was designed and administered to student participants. The students' questionnaire was translated into Afan Oromo so that the participants could understand and respond to the items easily.

3.5.2 Interview

In this regard, interview was employed to gather information from English teachers and students of the sample grade level. Mertler (2005:38) reveals that interview is organized around a predetermined set of questions that allow the questioner to provide encouragement, as probing questions and request additional information. The instrument can generate the necessary information in detail, so it is appropriate for the purpose of this study. In this case, structured

interview questions were used to elicit the feelings and perceptions of all interviewees (students and teachers). All interviews were tape recorded to capture the ideas of the participants in full.

3.5.3 Observation

Classroom observation provides a clear picture of what the actual teaching learning process looks like (Selinger and Shohmy, 1989). It is also believed that observation is a very important data gathering instrument because it enables the researcher to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur (Burns, 1990:80). Therefore, the researcher conducted observation to grab a good deal of information on the teacher's real practical activities and student's real classroom oral interaction. Observation checklist was adapted from sources like supervisor hand book and woreda capacity building manual. Five sections were observed altogether, and each section observed four times.

3.6 Data Collection Procedures

In order to conduct the study, the following procedures of data collection were followed. First of all, the researcher contacted the Woreda Education Office and explained the objective of the study. Then the researcher contacted the school director, language department heads and the teachers of the respective sections, that is, grade nine English language teachers. The necessary information about the number of students in the school was obtained and the arrangement of time was done in collaboration with the school administrators/directors and teachers. To elicit adequate information from the subjects of the study, first the purpose and importance of the research was explained to the subjects of the study clearly. Then, the observation was made first in order to avoid the occurrence of some artificial behaviors and acts which can be exhibited by teachers and students after they get information from questionnaires. The questionnaires prepared for the students were administered following the observation of speaking skills lesson. The questionnaires were collected in the same session. Finally, the interview was made after identifying possible issues that were not well addressed through the questionnaires and classroom observation sessions.

3.7 Data Analysis and Interpretation

To analyze the responses of the subjects of the study, the descriptive quantitative and qualitative data analysis method was used. Beside this, interpretation of students' questionnaire data was worked out using percentages. Since the target of the study was to describe the existing problems, the researcher perceives that percentage was an appropriate statistical procedure. The results of the classroom observation, interview and document analysis was analyzed qualitatively.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the data gathered through, questionnaire, interview, and classroom observation checklists. These tools were used because it was hoped that the result obtained using them would be valid. The discussions of the data collected using the above instruments were categorized into three major sections. The first section presents results obtained from analysis of data from the student's questionnaire. Whereas, the second presents, analysis, and interprets the data obtained from analysis of interview data. And the last section presents analyses and interprets the data obtained from analysis of data from classroom observations. Here, the results obtained from the three have been analyzed and discussed. Based on the data obtained through the three instruments the following analyses and discussions were made.

Table 1: Background Information of Teachers

Information	Duration	Sex		Total
		M	F	
Teaching service	5-7	3	1	4
	More than 10	1	-	1
	Total	4	1	5
Academic status	Degree	3	1	4
	MA	1	-	1
	Total	4	1	5

Biographical information of the sample of the study is necessary. This helps the researcher to know the present status of the participants of the study. In terms of their teaching service one teacher has teaching service more than ten. The other four have between five to seven years teaching experiences. Academic status of teachers' also shown in the above table. One teacher is MA holder. The other four teachers have Degree in teaching the target language.

4.1 Analysis of Data from the students' Questionnaire

4.1.1 Background of the Students

Background information of the subjects of a given study is important. It helps to reveal the present status of individuals or groups. Hence, part one of students' questionnaire was designed to gather data on students' background. Table 3 below summarizes this data.

Table 2: Description of Background Information of Students

No	Item	Number of students who responded to the questionnaire	Number of students who interviewed	Total
1	I. Sex			
	a. Male	60	4	64
	b. Female	51	4	55
	Total	111	8	119
2	II. Age			
	13-14	62	2	64
	15-16	42	5	47
	17 and above	7	1	8
	Total	111	8	119

As indicated in Table 3 above, 64 of the students who were involved in the study were male, while 55 of them were female.

Regarding their age, 64 of the students were 13-14 and 47 of them were 15-16 and 8 were 17 and above.

Concerning their number as indicated in the Table 3 above, the minimum number of students in a class is 55 while the maximum number is 58. This clearly shows that the over crowdedness class in the target schools. This data was obtained from classroom observations. Therefore, there were more than 64 students in all the classes observed.

4.1.2 Students' Responses to Items about Student-related Factors

The questionnaire comprises four response categories which can be rated from 'Strongly Agree' to 'Strongly Disagree' on a 4-point Likert Scale as follows:

Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1

During analysis, the data in the four response categories were condensed by adding them up together for the purpose of summarizing them and showing trends. Thus, the data for 'strongly agree' and 'agree' are added together on the one hand, while those for 'strongly disagree' and 'disagree' are also merged on the other.

Then the data were presented and analyzed in numbers and percentages and data interpretation was followed.

As discussed in the literature review of this paper, one of the major factors that influence students learning of speaking skills especially their oral practice among themselves and with their teacher are student-related factors such as their self-confidence, their beliefs about language learning. Table below summarizes the data obtained from students regarding these factors.

Table 3: Students Responses to Items about Student-related Factors

Item	Statement	Response category									
		Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%
1	I have no confidence to interact freely in the class as I am afraid of making mistakes	26	23.42	40	36.04	25	22.52	20	18.02	111	100
2	I prefer to learn grammar and vocabulary to learning to speaking	35	31.53	49	44.14	10	9.01	17	15.32	111	100
3	I prefer teachers explanation to doing activities myself	39	35.14	30	27.02	18	16.21	24	21.63	111	100
4	I do not like to participate in interaction activities using English	25	22.52	43	38.74	24	21.62	19	17.12	111	100
5	I have poor interaction background	27	24.32	39	35.14	29	26.13	16	14.41	111	100
6	In pairs or groups in oral	21	18.92	55	49.55	19	17.12	16	14.41	111	100

	interaction classes I use my mother tongue whenever I am asked to do activities.										
7	I have sufficient vocabularies (words) to express my ideas, opinions, feelings in English	16	14.41	27	24.32	40	36.04	28	25.23	111	100
8	I do not like to practice oral interaction in and outside the class.	29	26.13	35	31.53	24	21.62	23	20.72	111	100

With regard to students' confidence, the data in the above table shows that more than half of the respondents (59.46%) of them respond that they did not interact freely in the class as they have not confidence to use English. Lose of confidence happened due to their fear of making mistakes. The students, who were interviewed, whether they have the confidence or not to interact freely in the class also responded that they have no confidence or not to interact freely in English. They are afraid of making mistakes and their classmates might laugh at them, this exposes them to negative criticisms. On the contrary, 40.54% of the respondents indicated that they have the confidence to do so. At the same time, the classroom observation also indicated that the students do not have the confidence to interact freely in the class. Even, during activities which involve only short answers (i.e. yes/no), were not able to speak correct sentences. This may be due to their lack of confidence to interact freely in the class as they are afraid of making mistakes.

Another item in the students' questionnaire is related to students' beliefs about language learning. The literature in language education shows that learners have explicit beliefs about foreign language learning. These beliefs can influence their learning behavior and how they learn the target language. In relation to this, the students were asked to report their beliefs about language learning.

As we can see from table 3 above, indicates, 84 respondents or 75.68 percent of the total students reported that they prefer to learn grammar and vocabulary to learning oral interaction. This shows that the majority of the students expected the teacher to give them activities. In other hands, they needed their teachers' closer attention and support by explaining and giving instruction before doing the activities. This, as the interview result showed, has an effort on the effectiveness of a given task. That is, students failed to participate in the activities that the teacher simply told to do. As the respondents explained, they need to learn grammar and vocabulary mainly because these are the items that appear in the exams. Thus, they prefer these items simply to get good marks and to pass the exams.

The students in the observed sections were seen while they were listening to the teachers' explanation of a given lesson. On the other hand, 27 respondents or 24.32% of the population reported that they don't prefer to learn grammar and vocabulary. Instead they responded that as they prefer to learn interaction. There are also some students who prefer to learn interaction to learning grammar and vocabulary. Regarding item 3, 69 respondents or 62.16 percent of the total students reported that they prefer teachers' explanations to doing and practicing the activities by themselves. This interview results also clearly show this. They reported that they prefer teachers' explanation because it is the easiest way of understanding a given lesson. On the other hand, 37.84% of the respondents replied negatively to item3. However, almost all of the students in the observed classes were seen while they were listening to teachers' explanation rather than doing the given activities by themselves.

Thus, from this point, it can be inferred that students' beliefs about language learning made them reserved from involving themselves in interaction activities.

Another item in the students' questionnaire is related to students' active participation of the learners enhances classroom oral interaction. In line with this, to promote the learning of English

speaking skills, above all, students have to practice interaction in the target language in the class by participating actively in the pairs or groups and individual activities in and outside the class. Thus, the table above deals with whether students like to participate in interaction activities and exercises.

According to the study results shown in table 3 item 4, 68 respondents or 61.26 percent of the total subjects replied that they didn't like to practice or participate in interaction activities using English. The implication of their idea is that they are passive participants in different speaking tasks such as oral exercises, group work, pair works using English.

However, 43 respondents or 38.74% of the total subjects reported that they hesitate or do not like to make participation in speaking activities like oral participation, group work, pair work using English. The interview result also approved this.

Accordingly, the students explained that they hesitated to participate in interaction activities because firstly they did not have such experience in preceding grade levels (i.e. in grade 7 and 8). The other reason thought that expressing is that they expressing themselves in English freely are difficult for them. Thus, most of them preferred to listen to teachers talk than making participation. The classroom observation result also supported this idea. Students did not make active participation in interaction activities.

On the other hand, if students lack previous speaking experience, they may not dare to speak English in front of their friends (Bygate, 1987). Because of this, students' oral interaction is limited. In line with this, the above table deals with whether the students have poor speaking background or not.

As the result shows, in table 3, 66 respondents or 59.45% of the total subject of the study approved that they have poor interaction background. That means, they did not have the exposure interact in English in previous grade level. They also indicated in the interview that they were not accustomed to interact in the proceeding classes because their lower grade teachers did not make them to practice on the oral interaction areas. They also added that their past English learning experience have an effect on their present way of learning English oral interaction. This is, in lower grade they learned English focusing on structure and word items

more than oral interaction. The result gave less emphasis on oral interaction activities now a day. Thus, they lacked the practice of talking freely in front of others (See appendix v).

As mentioned in chapter two of this paper, one of the determinants factors that influence the learning of English oral interaction of students is related to the repeated use of mother tongue language in the class. Thus, in relation to this in the table above, students were asked to respond if they use their mother tongue in various activities of oral interaction classes or not.

As the above table clearly shows, 76 respondents or 68.47% of them respond to item 6. That is, they agreed with the idea that they use their mother tongue language (Afan Oromo) whenever they asked to do activities in pairs or groups in oral interaction class. In line to this, the majority of the respondents in the interview also expressed that they felt free to express their ideas with their group members when they used their first language than interaction in English (See appendix V). The classroom observation also has proved almost similar result. On the contrary, the minority of the respondents which are 35 in number or 31.53% of them respond in opposite way to item 6. That is, they use English whenever they asked to do activities in pair or groups rather than using their mother tongue language. But this idea is not as such observed in the classes where observed. During the observation sessions they seem like talking the given tasks in the target language rather they discussed other issue in L1. See appendix I

Thus, it can be inferred that the students' need to translating English to their mother tongue and use it most dominantly in doing interaction activities affects their performance to speak in English.

Another item in the students' questionnaire is related to students' knowledge of the target language words is very essential in developing ones oral interaction. If the students have the knowledge of words, they will be able to use the language. Accordingly, the students were asked to report if they have adequate vocabulary to express their English.

As indicated in table 3, 68 or 61.26% of respondents, the majority of the population replied negatively to item 7. That is, they expressed that they do not have sufficient vocabularies to express their ideas, feelings, opinions using the target language (i.e. in English). In line with this, some students who responded the interview also have ideas related to questionnaire data. This reflects that some students tend to prefer silence, or be unwilling or reluctant to present their

group's discussion. When students were interviewed about their word power majority of them said that they did not have adequate vocabularies. From this reason, they did not interact actively in pairs or groups using English. (Look at appendix V)

To this end, the classroom observation result also confirmed the above ideas. The students were seen when they began speaking but soon end with broken and unrelated ideas or shifts the target language to their mother tongue or become silent without conveying their ideas or opinions while interacting in pairs or groups. Again a skill is learned by practice. A teacher simply provides support. The teaching and learning of oral interaction need practice. Actual practice makes students use the language for their needs. In line with this, students were asked to report whether they practice oral interaction as follows:

The information in table 3 shows that 64 respondents or 57.65% of the respondents positively responded to this item indicating that they do not like to practice oral interaction in and outside of the class. However, 47 respondents or 42.35% of the respondents also revealed that they like to practice oral interaction in and outside the class. On the other hand, the respondents during the interview also indicated that they did not practiced oral interaction in and outside the class. They expressed that they had not environmental support and motivating condition and had no exposure to the language speaking society. The study area is far from the center and big cities in the country as there is some opportunities to get some native and native like speaker of the target language which plays as a role model for students to practice the target language what he/she imitate such few speakers. The teacher themselves did not speak the target language among themselves and with their students expect using it to teach the lesson. Even in the teaching of the target language half of the time given to teach the lesson was covered by students' mother tongue for explanation and discussion. From the researcher experience teaching in elementary as well as in the high school, if the teacher did not translate what he/she taught in English again in to the students' mother tongue the students forced the teacher to explain in their mother tongue. So, most of the teaching learning hours have been carried on by English-Afan Oromo ways of teaching learning. The students response for item 8 also supported by the interview held with the sample students. Accordingly, they convinced that they did not practice speaking in the school as well as outside the school as their teacher did not speak the language in the school compound except during teaching the target language. In such case all the interviewed students reported that

they did not practice speaking in general. So they suggest that it is difficult to use the language to speak even in learning the target language as there is no any practicing opportunity both in and out of the class including in their school compound (See Appendix V).

In general, little self-confidence to interact freely in the class, being frightened of making mistakes and may peers laughed at them. Most of the students give more attention to learn language structure and vocabulary items than to practice oral interaction. In other words participation of students in various activities such as group work and pair works was very low using the target language. Students' poor oral interaction experience they have in learning English as a foreign language has also reflected and hindered students. Similarly, students' use of their mother tongue language during oral interaction class. Lack of adequate vocabulary and effort to practice the target language in and out of the class was also other hindering factor.

4.1.3 Analysis of Students' Responses to Teacher-related Factors.

The following items, students were asked to report about teacher related factors with regard to the learning of English oral interactions.

Teachers have an important role to play in the success or failure of learners in acquiring the target language some of teachers' related variables which hinder students' learning English speaking skills are as follows. In line to this, students were asked to report about their teachers' related factors on foreign language (English) teaching as follows.

Table 4 Students' Responses to teacher- related Factors

Item	Statements	Response category									
		Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%
9	My English teacher usually gives emphasis to teach writing, reading and structure to speaking.	25	22.5	38	34.3	28	25.23	20	18.02	111	100

10	My English teacher often prefers to explain and demonstrate to creating opportunities for students to practice oral interaction	19	17.12	55	49.55	20	18.02	17	15.31	111	100
11	My English teacher often prefers teacher fronted way of teaching than student centered in oral interaction.	22	19.82	23	20.72	35	31.54	21	18.92	111	100
12	My English teacher does not provide us with the opportunity to practice oral interaction in pairs or groups.	29	26.13	40	36.04	22	19.82	20	18.01	111	100
13	My English teacher does not provide us activities that promote our oral interaction in the classroom.	31	27.93	33	29.73	24	21.62	23	20.72	111	100
14	My English teacher is not proficient enough in English to help me as needed.	14	12.61	22	19.82	45	40.54	30	27.03	111	100
15	My English teacher use teaching aids such as charts, pictures, cassettes, tapes VCD in the classroom to promote our oral interactions.	13	11.71	22	19.82	46	41.44	30	27.03	111	100

16	My English teacher usually corrects errors while we interact orally	30	27.03	52	46.85	19	17.12	10	9.00	111	100
17	My English teacher usually assess my language performance through objective kind of test such as multiple choice instead of oral presentation tests	35	31.54	45	40.54	16	14.41	15	13.51	111	100

As table 4 indicated 63 or 56.75% of the respondents reported that their teachers usually give emphasis to activities like writing, reading and discussing some structure to speaking.

Regarding to this, the students were interviewed about their learning preference; they reported that to learn reading, writing and language structures to oral interaction. They explained that most of class hours were covered by the teachers' discussions and copy short notes and taking correct answers for the given exercise. This indicates, oral interaction is not given attention by their teacher. In the classroom observation also the same result or thing were performed in the classroom.

At the same time, item 10 in table 4 also clearly put that 74 respondents or 66.66% of the respondents responded that they prefer the explanation and demonstration of the teacher than creating condition for them to interact in different oral interaction promoting activities such as group work, pair works, role play, game. The other investigating way of this study which is the interview with students and the classroom observation also strongly approved this idea. This is, because teachers were observed while they demonstrated and explained linguistic forms and structure than creating and facilitating fertile ground and condition for the students to practice and participate that promote students' oral interaction and other communicative performance in the given grade level (See Appendix II)

Thus, from the above points in table 3, item 9 and 10, it could be possible to infer that teachers' belief about language teaching make students to be reserved or obstructed from involving in their own and among their classroom members as well as their teacher in oral interaction activities. This has a direct and strong negative influence on the development of students' oral interaction.

It is also thought that teachers also make the learning of oral interaction difficult by their methodologies which make learning teacher centered. Hence, the learners are hardly exposed to practice. Thus, in the above table item 11, students were asked to report what kinds of methods their English teacher used in the oral interaction class.

As clearly shown in the table 4 above, 56 respondents or 50.46% of them were replied negatively to the item. That is, they revealed that their teacher did not often use teacher fronted method of teaching which means that their teacher might used student centered way of teaching. On the contrary, the information in table 5 above portrayed vividly that 56 respondents or 50.46% were responded positively to the item 11. That is they indicated that teachers often preferred teacher fronted way of teaching than learner centered method. The idea obtained from interviewing students highly agree with 55 or 49.54% of the respondents respective students expressed that most of the time the teachers' talk dominated the class and that their activities is simply passively listening to their teacher explanation rather than making activity participatory. See appendix v. More repeatedly mentioned in the difference to analysis part of this paper, the teachers were also seen while they used teacher fronted way of teaching than interacting the students in oral interaction activities.

One of the important features of modern techniques of teaching oral interaction is that it provides learners with great opportunity for oral interaction in the target language as a means of developing their oral interaction. Thus, to investigate if the teachers provide students with the opportunity to practice oral interaction the following statements related to the idea were included in the questionnaires.

As vividly seen from table 4 in item 12, 69 respondents or 62.16% which means more than half of the total population responded positively to the idea mentioned in item 11 table 5. This is that foreign language teachers did not provide the learners with the opportunity to practice oral interaction in pairs and groups. However, 42 respondents or 37.84% which means less than the

total population of this study reported that their teacher provided them with the opportunity to practice oral interaction. In the same way, the classroom observation also approved that the opportunities given to practice oral interaction in pairs and in groups were insignificant as well as inadequate. As the researcher observed teachers give emphasis to cover the course rather than how much the students practice and acquired the given exercises or lesson during the given time.

Regarding to item 13 in the same table, it was also observed that 64 respondents or around 57.65% of the population of the study revealed that their English teachers did not provide them activities that promote their oral interaction. At the same time, this report was also supported by the classroom observation results. The students were not provided with activities like role play, drama, discussion, simulation that are assumed to promote students' oral interactions.

Another item in the students' questionnaire is related to teachers' proficiency. In language of instruction at grade nine is not only the problem of students but also it is the problem of teachers too. Regarding to this, students were asked to report on their teachers' English language proficiency (ability).

As listed above one of the determinant factors that influence students' learning of English oral interaction is related to teachers' proficiency in the target language (i.e. English in this case). But as the result in the above table shows, more than half which is 75 respondents or 67.57% of them responded positively to item 14. This is, they revealed that their teachers are proficient enough in English to help them as expected. However, this idea is disproved during the interview with teachers and also during classroom observation (See appendix II). The majority of the teachers who was part of the interview and also who were observed in the classroom did not seem to be proficient enough to help their students from the perspective of communicative language teaching. They did not initiate idea that provides students' activities that help the students to communicate to each other.

Concerning the use of teaching aids by their teachers That is, lots of them revealed that their English teachers did not use teaching aids and authentic materials in the oral interaction classes. The researcher interviewed students about this factor and their responses were the same with the above report in item 15 tables 4. And also some interviewed teachers agreed with the above idea

(See appendix II and V).students were asked to respond if their teachers use various teaching aids in the classroom that promote students oral interactions.

With regard to utilization of teaching aids by the teacher the information in table 4 shows that majority of the respondents, which means 76 respondents or 68.47% of them responded positively to the idea that whether their teachers use teaching aids and authentic materials in the classroom in order to promote students' oral interactions.

The reason why they did not use teaching materials is due to absence of appropriate teaching aids such as tape recorder, cassettes, radio and other authentic materials in their school resource center. In addition to the response of questionnaires in item 15 above and the interview held both with the teachers and the students, the observation also highly confirmed the absence of utilization of language teaching aids that promote their students oral interaction ability in the classroom in particular and their overall communication performance in general.

On the other hand, the other item is concerned about error correction. As errors are normal and unavoidable during learning process, teachers shouldn't correct every mistake of their learners. Especially, the immediate error treatment may affect the learners' willingness to interact at all. In line to this, in the following item, 16 students were asked to respond how their English teachers correct their students' mistakes.

Regarding item 16, as indicated in table 4, 82 or 73.87% respondents of them responded positively. That is, they reported that their English teachers usually correct their errors while they are interacting. As the respondents during the interview tried to express this factor, however, the teacher correct their error during interacting activity to make them produce correct sentences, students explained that they did not need such kinds of interference. They also added that these kinds of interference did not enable them to participate freely. On the other hand, as it was explained in the preceding parts, all of the five teachers observed during the classroom observation gave corrections by interrupting students. Thus, one can infer that teachers' frequent intervention of error correction seemed to hinder the learners' participation in oral interaction.

As mentioned in chapter two of the literature review of this paper, if students are not assessed for what they do in the classroom especially in learning oral interaction, they do not give credit to the activities they learn. Thus, if we teach interaction we have to give appropriate values in the

school and in regional as well as in the national exams to justify the teaching process. Hence, the following students were asked if their teacher assessed their language especially interacting performance through oral presentation tests.

Concerning to the idea of teachers' assessing methods about their students language performance particularly on their oral interaction through objective type test like multiple choice than oral presentation tests, the following result were obtained. As indicated in table 4 above, the questionnaire report shows that 80 respondents or 72.07% of the total population responded positively to item 17, in table 4. That is, the students confirmed that their teachers usually evaluate their language performances through objective questions like multiple choice than oral presentation test. The respondents during the interview also expressed that their teacher did not give emphasis to oral presentation test. In spite to this, they give more places to grammar, vocabulary and reading comprehension items as these are the common items which usually appeared in exams. Thus, from this point of view, it can be generalized that teachers' language testing system obliged students to focus only on linguistic competence than oral activities. This has also a negative impact on the students' learning of oral interactions.

4.1.4 Students Responses to Classroom Related Factors

The classroom is an area which is constructed for almost the whole activities of teaching and learning to be taking place. Especially for second language learning because students have no more place as the classroom to learn and practice English language, especially oral interaction. Therefore, it can be other factor that can impair students interacting ability in particular and their learning of English as a second language learning in general. In line with this, students were asked to report about classroom related factors.

Table 5: Students Responses to Classroom Related Factors.

Item	Statements	Response category									
		Strongly Disagree		Agree		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%
18	There are a large	20	18.01	40	36.04	30	27.03	21	18.92	111	100

	number of students in the class.										
19	Seats are not suitable for various activities like group and pair work	35	31.53	49	44.14	17	15.32	10	9.01	111	100

With regard to item 18 and 19, the majority of respondents responded positively to each item. That is, they indicated the existence of the problem. As can be seen in table 5, 60 or 54.05 respondents' responded as large number of students exists in their class. Besides this, some respondents in the interview strongly confirmed about the presence of the problem stated in table 5 items 18 and 19. Similarly, concerning item 19, 84 or 75.67% of students responded that seats are not suitable for various activities such as group work and pair work. The classroom observation result also strongly supports these points. It was seen that there were more than 55 students in class. For this reason, seats are not suitable for group and pair works as well as communicative activities in the classroom. So, students were not given adequate interactive activities. Classroom was dominated by teachers talk and students, participation in low.

4.1.5 Instructional Material Related Factors

Instructional materials have their own roles in the effectiveness of teaching and learning process. Consequently, assuring its accessibility and assessing the extent to which teacher utilize them during instructional process become crucial. In line with this, in the following items students were asked to report if there is problem in this respect.

Table 6: Students' Responses on the Availability of Textbooks and other Supportive Instructional Books

Item	Statements	Response category									
		Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%
20	There is a shortage of	26	23.43	38	34.23	31	27.93	16	14.41	111	100

	English textbook										
21	There is no access to reference materials.	32	28.83	54	48.65	16	14.41	9	8.11	111	100

Thus, as can be observed from the above table 6, for the item 20, 64 respondents or 57.65 of them accepted the problem. This means that almost half of the respondents replied positively to the given factor. Some of the respondents during the interview also explained that they do not have access to textbooks. At the same time, for item21, 81 or 77.48% respondents revealed that they have no access to additional materials in the school that enhance their learning of English language oral interactions. The interview results also showed that they did not use any teaching materials except their textbook.

4.2 Analysis of Interview Data

4.2.1 Analysis of the Data from teachers' Interview

Concerning this item, the majority of the teachers who was part of the interview and also who were observed in the classroom did not seem to be proficient enough to help their students from the perspective of communicative language teaching. They did not initiate idea that provides students' activities that help the students to communicate to each other. According to these teachers, unable to communicate their students in English even to give the key instructions to be used in carrying out the activities in the classroom. Accordingly, their students did not tend to take their teachers as a model.

Most of the respondents reported that they usually give emphasis to activities like writing, reading and discussing some structure to speaking. Regarding to this, the teachers were interviewed about their teaching preference; they reported that to teach reading, writing and language structures to oral interaction. They explained that most of class hours were covered by the teachers' discussions and copy short notes and taking correct answers for the given exercise. This indicates, oral interaction is not given attention by the teacher.

At the same time, the respondents responded that they prefer explanation and demonstration to teach the language than crating condition for the students to interact in different oral interaction

promoting activities such as group work, pair works, role play, game. This show that the teacher use teacher centered approach way of teaching language. The other investigating way of this study which is the interview with students and the classroom observation also strongly approved this idea. This is, because teachers were observed while they demonstrated and explained linguistic forms and structure than creating and facilitating fertile ground and condition for the students to practice and participate that promote students' oral interaction and other communicative performance in the given grade level (see Appendix II)

Concerning the use of teaching aids by the teachers that is, lots of them revealed that English teachers did not use teaching aids and authentic materials in the oral interaction classes. The researcher interviewed students about this factor and their responses were the same with the above report in item. (See appendix II and V).

The reason why they did not use teaching materials is due to absence of appropriate teaching aids such as tape recorder, cassettes, radio and other authentic materials in their school resource center. In addition to the response in the interview held both with the teachers and the students, the observation also highly confirmed the absence of utilization of language teaching aids that promote their students oral interaction ability in the classroom in particular and their overall communication performance in general.

Concerning giving corrections, while the students make mistakes. the respondents during the interview tried to express this factor, however, the teacher correct their error during interacting activity to make them produce correct sentences. But the students explained that they did not need such kinds of interference. They also added that these kinds of interference did not enable them to participate freely.

The respondents during the interview also expressed that they did not give emphasis to oral presentation test. Give more places to grammar, vocabulary and reading comprehension items as these are the common items which usually appeared in exams. Thus, from this point of view, it can be generalized that teachers' language testing system obliged students to focus only on linguistic competence than oral activities. This has also a negative impact on the students' learning of oral interactions.

4.2.2 Analysis of the Data from Students' Interview

The students', who were interviewed, whether they have the confidence or not to interact freely in the class responded that they have no confidence or not to interact freely in English. They are afraid of making mistakes and their classmates might laugh at them, this exposes them to negative criticisms.

This, as the interview result showed, has an effort on the effectiveness of a given task. That is, students failed to participate in the activities that the teacher simply told to do. As the respondents explained, they need to learn grammar and vocabulary mainly because these are the items that appear in the exams. Thus, they prefer these items simply to get good marks and to pass the exams. Students reported that they prefer teachers' explanations to doing and practicing the activities by themselves. This interview results also clearly show this. They reported that they prefer teachers' explanation because it is the easiest way of understanding a given lesson.

Of the total subjects reported that they hesitate or do not like to make participation in speaking activities like oral participation, group work, pair work using English. The interview result also approved this. Accordingly, the students explained that they hesitated to participate in interaction activities because firstly they did not have such experience in preceding grade levels (i.e. in grade 7 and 8). The other reason thought that expressing themselves in English freely is difficult for them. Thus, most of them preferred to listen to teachers talk than making participation.

They also added that their past English learning experience have an effect on their present way of learning English oral interaction. This is, in lower grade they learned English focusing on structure and word items more than oral interaction. The result gave less emphasis on oral interaction activities now a day. Thus, they lacked the practice of talking freely in front of others (See appendix IV).

On the other hand, the respondents during the interview also indicated that they did not practiced oral interaction in and outside the class. They expressed that they had not environmental support and motivating condition and had no exposure to the language speaking society.

So, most of the teaching learning hours have been carried on by English-Afan Oromo ways of teaching learning. Accordingly, they convinced that they did not practice speaking in the school

as well as outside the school as their teacher did not speak the language in the school compound except during teaching the target language. In such case all the interviewed students reported that they did not practice interacting in general. So they suggest that it is difficult to use the language to interact even in learning the target language as there is no any practicing opportunity both in and out of the class including in their school compound (See Appendix V).

Regarding to this, the students were interviewed about their learning preference; they reported that to learn reading, writing and language structures to oral interaction. They explained that most of class hours were covered by the teachers' discussions and copy short notes and taking correct answers for the given exercise. This indicates, oral interaction is not given attention by their teacher.

At the same time, most of the respondents responded that they prefer the explanation and demonstration of the teacher than crating condition for them to interact in different oral interaction promoting activities such as group work, pair works, role play, game. The other investigating way of this study which is the interview with students and the classroom observation also strongly approved this idea. This is, because teachers were observed while they demonstrated and explained linguistic forms and structure than creating and facilitating fertile ground and condition for the students to practice and participate that promote students' oral interaction and other communicative performance in the given grade level (See Appendix IV)

The respondents during the interview also expressed that their teacher did not give emphasis to oral presentation test. In spit to this, they give more places to grammar, vocabulary and reading comprehension items as these are the common items which usually appeared in exams. Thus, from this point of view, it can be generalized that teachers' language testing system obliged students to focus only on linguistic competence than oral activities. This has also a negative impact on the students' learning of oral interactions. Besides this, some respondents in the interview strongly confirmed about the presence of the problem. Similarly, most of students responded that seats are not suitable for various activities such as group work and pair work. Some of the respondents during the interview also explained that they do not have access to textbooks.

The interview results also showed that they did not use any teaching materials except their textbook.

4.3 Analysis of Data from Classroom Observations

The classroom observation checklist has two parts. These are points to be checked and observation. The points to be checked is for registering activities that were implemented by the teachers during classroom observation, while the observation column is for indicating activities that were implemented or not implemented by the teacher while the researcher was observing the class to identify the weakness and strong side of the conditions.

As stated in chapter three, ten classroom observations were made in the classes taught by the school teachers in the study all of them participated in the interview. One teacher was observed for two periods. The duration of each period was 40 minutes. The observation checklist has four parts. These are (teachers' motivational strategy, classroom organization, teachers' behavior and students' behavior). The parts were used as topics of this presentation. The summary of each observation result is tabulated below. The points of checklists were included in appendix.

4.3.1 Teachers' Motivational Strategies

One of the ways in which affective filters can be lowered is by motivating students using different strategies. One strategy checked was promoting interaction and cooperation. In this regard, most offactors were observed. Concerning creating pleasant and supportive atmosphere and using oral rewards to motivate students, positive activities were observed. Learner autonomy was promoted above the half. No offering of material rewards was observed in any one of the session. Concerning discouraging teachers' approach the teachers making of de-motivating factors were checked in all classes and none of such behavior was observed.

Regarding motivation and its strategies there was also interview question with all of the observed teachers. Therefore, majority (four) of them report that they use different motivational strategies such as those expressed in the above observation check-list in the teaching of English language oral interaction. However, the students are not motivated themselves as the motivational strategies their teachers' used are external motivation. (See appendix V).

From this it is possible to infer that if students have their own motivation in addition to that their teachers did they would be active learners of the language. In line with this, Krashen (1981:22), states the following “Intrinsic motivation is essential for language learner to develop their communication competence.” Therefore, languageteachers should focus more on creating intrinsic motivation.

4.3.2 Classroom Organization

The way teachers organize the class has an influential role in reducing affective factors. Concerning this, at least the major of organization types were checked of these organization, individual oral work using teacher fronted approach was observed. Such approach is believed to be anxiety provoking in interacting foreign language (Young, 1992). Concerning the effects of anxiety on foreign language acquisition, (Brown, 1994:141), states the following “Anxiety plays an important affective role in second language acquisition. It is associated with feelings of uneasiness, frustration, and self-doubt, apprehends or worry.” McIntyre and Gardner (1994) define in Abate (1996), define foreign language anxiety are the feeling of tension and apprehension specifically when learning and using the language in the classroom. From this point of view, it is possible to infer that the classroom organization approach that the teacher uses in teaching oral interaction is a determining factor to promote or not the students’ performance.

Pair work and group works supervised by the teacher were-observed. These organization types are suggested as anxiety reducing organization. In addition, students were found to be more related interacting the target language when they were paired with a class mate or put in to small groups (Koch and Terrel, 1991 cited in Horwitz, 2001). However, during the classroom observation the researcher observed that the students become bright face when they were told to discuss in group. This is because they might get freedom to discuss other routines which they were interested in. For example, during the observation almost all students discussed in Afan Oromo other issues. But, as the classroom teacher got close to them, they become silent because they couldn’t speak English and they were not allowed to speak Afan Oromo in front of the classroom teacher. This was due to their low background of English language speaking abilities.

4.3.3 Teachers' Behavior

The next observed was teachers' behavior. Young (1992) underlines the teachers' attitudes towards their learners affect the students learning process much. According to her, helpfulness of teachers to their students, adopting an attitude that mistake is part of learning, and being more friendly, relaxed and patient are some of behaviors expected from good foreign language teachers. However, it is difficult to judge teachers' behavior with in this short session of observation. Researcher's effort was exerted to check some visible behaviors of the teachers'. The first one is, teacher's helpfulness, this behavior was checked while he/she was friendly approaching the learners and helped in clarifying the unclear tasks, such as introducing the lesson, telling the objectives, arranging students for interacting activities in pairs, groups, to carryout activities like role plays, games, simulation moving in the class and assisting in their difficulties, especially the teachers' readiness to assist the learners who were slow learners were some indicators of teachers' helpfulness and friendless. Accordingly, in 8 sessions teachers' helpfulness and friendless were observed. Aggressiveness of teachers when mistakes were committed was not seen in any class. What the researcher observed in relation to the teacher behavior is almost more than the expected. However, students did not practice the target language due to their poor background experience, less attention and interest for the whole subjects.

4.3.4 Students Behavior

The other issue of observation was about students' behavior. The main goal of this observation was not to check students' behavior. But the fact that some teachers' classroom practice influence students, behavior, some of their visible behaviors were tried to be checked by the investigator of this study. In line with this, students' eagerness to take part in oral task was checked and he/she did not show interaction in the activity during the observations.

Only in 3 sessions of the observed session, participation was observed from the total of 10 sessions. This means that most of the observed round students showed less participation in the tasks they were offered by their teacher. According to this researcher's observation, in all the sessions students pretended that liked to participate in discussions in group, however, they were talking their own issues in their first language. The second behavior was students' experience of

fear. Fear is not, of course, fully observed. It is possible to check students' threatened face, shyness, movement of their hands while they were trying to speak. The observer, therefore, tried to check whether students' feeling of fear as a behavior was expressed. In 6 sessions when students participated in pairs or group activities they did not show such behavior. However, in individual activities, for example, to speak out or responding their own views to the tasks given to them, some students were observed to interact freely with confidence and with good motivation. On the other hand, majority of the students silent and couldn't show interest to ask or respond even to short questioning and answering activities. From this, the researcher recognized that the majority of the students in the observed sections in the sample school, the above factors hinder students from participating actively interacting the target language. The other indicator of the prevalence of heightened anxiety is the dominant behavior of some talkative students. Regarding this, in only 2 sessions a few students were observed dominating the class (See appendix V.)

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The goal of teaching language is to help the students to communicate in the target language. Oral interaction is perhaps the most important skill for students that they use in most of their academic interactions. So, teaching oral interaction has a great significance for developing students' oral proficiency at all levels. Thus, students at different levels are expected to interact with others, solve problems in pairs, in groups, or in class discussions, give or receive feedbacks or comments on their classmate idea using their English.

On the basis of this importance of oral interaction skills for our students, this research aimed to find out determinants of students' classroom oral participation in English language learning with particular reference to Haro Dimal.

In order to achieve the purpose of the study, the following research questions were formulated:

1. What are the factors that impede students' oral interaction?
2. In what extent do these factors affect students' oral interaction and performance, as perceived by students and teachers?
3. How do teachers deal with the factors that impede students' classroom oral interaction and performance?

In order to answer these basic research questions and carryout the study, a descriptive research method in simple quantitative and qualitative approach was employed. To gather the required information, different data collecting instruments were used. These are classroom observation, questionnaires, and interview.

The data that were generated through these instruments were presented and analyzed the responses of the subjects of the study; the descriptive quantitative and qualitative data analysis method was used. Beside this, interpretation of students' questionnaire data was worked out using percentages. Since the target of the study was to describe the existing problems, the researcher perceives that percentage was an appropriate statistical procedure. The results of the

classroom observation, interview was analyzed qualitatively. Overall, the analysis of the data has indicated the following major findings. Emphasis on

Teacher-related Factors

Some of the teacher-related problems that affect the learning of English oral interaction as revealed by the study were:

1. Teachers were not familiar with techniques of affective factors such as, motivation, appreciation and rewarding.
2. The teachers give more attention to activities such as reading, writing, vocabulary, and language structure rather than to oral interaction. Teachers' low oral interaction is the problem of grade nine students in the sample school.
3. The class periods are mostly covered by teachers' explanation and front way of narration on linguistic elements. This has little to do with improving students oral interaction skills.
4. Activities like short questioning and answering were not practiced and sufficient to promote students oral participation in learning English. Thus, teachers' failure to organize students in pairs and groups to do oral practice in the class has also been found as another factor that hinders students' oral abilities during classroom oral participation.
5. Failure of teachers to use valuable and appropriate teaching materials was believed to be another teachers' shortcoming which has impact on students' classroom oral interaction in English.
6. Absence of oral test to assess students' oral performance through classroom oral presentation also made students to give less attention to oral interaction skills.
7. Teachers' continuous intervention of error treatment while students committed errors during oral interaction and their ill-treatment of error were among the factors that negatively affect students to communicate in English.

Student-related Factors

The other factors that affect students' oral interaction can be also related to the students themselves. The research indicates some of the problems of learning English oral interaction related to students are the following:

- Less self-confidence to interact orally and freely in the class; being frightened of making mistakes and negative evaluation by teachers and students;
- Paying more attention to language structure and vocabulary items than to oral interaction;
- Less participation of the students in various activities such as group work and pair works using the target language;
- Students' use of their mother tongue language during English oral interaction class;
- Lack of adequate vocabulary to interact in pair and group activities and to express their ideas or opinions using English; and
- Lacks of effort on the part of the students to practice the target language in and outside the language classroom

Classroom Environment-related Factors

The classroom environment was the other constraint for the students learning of English oral interaction in the class. That is, a class with a large number of students was found to be inconvenient for language teachers to assess and support all of the students in order to promote their oral interaction among themselves in the learning of the target language.

The absence of adequate classroom and the presence of fixed seating arrangements are the two major classroom- related problems that affect directly or indirectly students' learning of English oral interaction in the study area.

Factors Related to Instructional Materials

Lack of access to teaching materials and aids has been found as the other problem that affects students' learning of English oral interaction in the study area.

5.2 Conclusion

It was discovered that the classroom activities were dominated by teacher fronted method. This made the learners passive recipients instead of actively involving themselves in the oral interaction activities.

The research showed that there is a mismatch between what EFL classroom oral interaction (speaking) theory claims and what is actually practiced in the classroom. As seen from the results, teachers gave less emphasis to using the language for oral communication. This has a high influence on students' learning of English oral interaction. Similarly, teachers' inability to create opportunities for learners to interact in the target language is perhaps due to their beliefs about language teaching and preference of teacher-centered methods of teaching. However, as mentioned in the literature, one important feature of modern techniques of teaching oral interaction is that it provides learners with great opportunity for oral interactions in the target language as means of developing their oral interaction. So, the attention given to oral communication is not encouraging in the study area.

The study has also identified that, teachers' language testing system and teachers' interrupting students for error correction while the students were oral interaction was found to be discouraging the students to learn English oral interaction. The study, furthermore, explored that there is a disparity between students' beliefs about language learning, their classroom practice and what scholars dictate in the literature, that is, speaking is best learned by speaking. Beside, the study also showed that lack of confidence, poor speaking background, frequent use of the mother tongue, and low practice of the language in and outside of the class were among the students' related factors that affect their learning of English oral interaction.

Moreover, a large number of students in a small classroom, fixed seat arrangement, and shortage of teaching material were also some of the classroom and instructional material related factors that affect directly or indirectly the learning of English oral interaction.

In general, the failure of both teachers and students to play their appropriate roles during English oral interaction classes, their language teaching and learning beliefs, inadequacy of the number of oral interaction activities, psychological problems and inconvenience of classroom

environment and lack of access to teaching materials were among the major problems encountered in the students learning of English oral interactions.

5.3 Recommendations

Finally, based on the finding of the study, the researcher forwards the following recommendations for the improvement of students' learning process of English oral interactions in the target grade level.

- Teachers should use modern teaching methodologies such as pair work, group work, role plays, and games which give high emphasis on students' active participation. In the development of oral interactions students should be given chance to interact among each other. Thus, they must be provided with opportunities to interact with their peers and their teachers.
- Efforts should be made to give learners at this grade level (9) sufficient exposure to practice English in meaningful context in general and in pair or group discussion in particular, to build good communicative background of English.
- Language teachers should be able to create positive interactive environment that motivates students to participate in oral interaction. Teachers are advised not to interfere unnecessarily when students make errors while they are interacting.
- Teachers should include oral test in English to reinforce students' oral interactions and to motivate student to give emphasis to oral interactions.
- To enable the students to speak English with confidence and avoid fear of making mistakes, it would be better to provide warm up activities related to the lesson students are going to discuss ahead of pair or group works. This perhaps helps the students receive information from each other and make them relax in using English.
- Teachers should motivate, encourage and build their students self confidence to lower hindering factors of students' oral interaction in English classes.
- Teachers should advise students to practice English in the class as well as out of class without fear of making mistakes.
- Finally, the researcher would like to recommend further study on the problem under the investigation. Since the resent researcher investigate only in one school.

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Appendix A

Students' Questionnaires

Dear Student,

The objective of these questionnaires is to find out some factors that affect students' oral interactions in English language with particular reference to grade 9 students at Haro Dumal secondary school. The data is required for the MA thesis I am writing as a partial fulfillment of Master of Arts at Adama Science and Technology University. As the information you provide can enrich this research, you are kindly requested to suggest the common factors related to the problem mentioned above depending on your own practical experience and observations of some common EFL students' oral interaction.

Instruction I: Provide necessary information about the following.

1. Write your personal information about the following

Sex Male Male

Instruction II: Below are some of the factors that are likely to affect students' classroom interaction in English. For items in the table below, indicate your answer by putting a tick () under the alternative given as strongly agree, agree, disagree and strongly disagree.

Key: 4=strongly agree, 3=agree, 2=disagree, 1= strongly disagree

No	Assumed factors	Category of responses				
		5	4	3	2	1
2	Some of the factors affecting students' learning of English speaking skills					
2.1	Student related factors					
2.1.1	I have no confidence to speak freely in class as I am afraid of making mistake					
2.1.2	I prefer to learn grammar and vocabulary to speak					
2.1.3	I prefer teacher's explanation to doing the activities myself.					

2.1.4	I don't like to participate speaking (e.g. presentation, group work, pair work etc using English					
2.1.5	I have poor speaking background.					
2.1.6	I use my mother tongue, whenever I am asked to do activities in pairs or groups in speaking class.					
2.1.7	I do not have adequate vocabulary to express my ideas, opinions in English.					
2.1.8	I do not like to practice speaking in English in and outside of the class.					
2.2	Teacher related factors					
2.2.1	The teacher often gives attention to teach the language forms and structure than speaking.					
2.2.2	The teacher often prefers to explain in and demonstrate in creating conditions for the students to practice speaking.					
2.2.3	My English teacher often prefers teacher fronted way of teaching to student centered in speaking class.					
2.2.4	My English teacher doesn't encourage us to use the language in and outside the class room.					
2.2.5	My English teacher is not providing us with the opportunity to practice speaking in pairs and groups.					
2.2.6	My English teacher doesn't proficient enough in English to help me as needed.					
2.2.7	My English teacher use teaching aids such as charts, pictures, cassettes, tapes, VCD in the classroom to promote our speaking skills.					
2.2.8	My English teacher usually corrects our errors while we are speaking.					
2.2.9	My English teacher usually assess my language performance through objective kind of test such as multiple choice instead of oral presentation test					
2.3	Class size related factors					
2.3.1	There are large numbers of students in the class.					
2.3.2	Seats are not suitable for group or pair work.					
2.4	Instructional material related factors.					
2.4.1	There is shortage of English text book in school.					
2.4.2	There is no access to reference materials.					

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GAAFFAANNOO BARATTOOTAA

Appendix B

Kabajamtoota barattootaa,

Kaayyoon gaafannoo kanaa adeemsa baruu fi barsiisuu Afaan Ingiliffaa irratti rakkoolee barachuu dandeettii waldubbii barattoota miidhan ilaaluu yeemmuu ta'u qo'annaan kun kan irratti xiyyeefatu sadarkaa kutaa 9^{ffaa} irrattiidha.

Kana keessatti yaannii isin keennitaan fixaan ba'iinsa qo'annoo kanaaf darbees immoo fooyya'insa adeemsa baruu barsiisuu dandettii waldubbii afaan Ingiliffatiif guddaa gargaara, kanaafuu gaafilee maraa of eeggannoo fi amanamummaan akka guuttan isiin gaafadha.

Odeeffannoo dhuunfaa armaan gadi guutaa

Saala Dhi Dub Umrii _____

Hubachiisa:- Gaafannoo irratti maqaa keessan barreessuun barbaachiisa miti.

Deegarsa keessaniif baayy'een isiin galateefadha.

Kutaa Tokkoo

Rakkooleen barachuu dandeettii dubbachuu afaan Ingiliffaa barattoota miidhuu danda'u jedhamanii yaadaman akka asii gaditti caqafaman ta'u. Kanaaf isiinis yaadota armaan gaditti tarreeffamaan **baay'ee walii gala, waliigala, walii hin galuu** fi **baay'een walii hin galuu** jechuudhaan mallattoo(x)yaada keessan keenna.

4=Baay'ee waliigala 3=Waliigala 2=Walii hin galuu 1=Baay'ee walii hin galu.

1. Rakkoolee Dandeettii Dubbachuu Ingiliffaa Barattoota miidhuu danda’u jedhamanii yaadaman.

La	Rakkoolee jedhamaanii yaadaman	Safa. deebii				
		5	4	3	2	1
1	Rakkoolee gama barataatiin mul’ataan					
1.1	Yeroon Ingiliffa dubbadhu ofitti amanamummaa hin qabu.					
1.2	Ani dubbachuu caalatti seer-lugaa fi hikkaa jechootaa barachuun filadha.					
1.3	Ani yeroo baay’ee gilgaaloota ofii koo shaakalu irra ibsa barsiisaan kennamun filadha.					
1.4	Gilgaaloota dandeettii dubbachuu keessattii argamaan hirmaannaa gochuun natti hin tolu.					
1.5	Muuxxannoo afaan Ingiliffaatiin dubbachuu hin qabu.					
1.6	Yeroo hojii nam-lamee akkasumas hojii garee hoojjannu afaan Oromoo fayyadamna.					
1.7	Afaan Ingiliffaan yaada koo ibsachuuf jechoota gahaa hin qabu.					
1.8	Kutaa keessattis ta’ee alatti afaan Ingiliffaa dubbachuun natti hin tolu.					
2	Rakkoolee gama Barsiisaan mul’atan					
2.1	Barsiisaan Ingiliffaa koo dandeettii dubbachuu barsiisuun caala seer-luga irratti xiyyeefatu					
2.2	Barsiisaan Ingiliffaa koo yeroo baayy’ee haaloota nuti keessatti waldubbii shakaluu nu hin mijessan					
2.3	Barsiisaan Ingiliffaa koo sirna baruuf barsiisuu barataa giddu-galeessa godhate hordofu.					
2.4	Barsiisaan Ingiliffaa daree keessas ta’ee dareen alatti akka afaan Ingiliffaan dubbannuu nu hin jajjabeessan.					
2.5	Barsiisaan Ingiliffaa kutaatti afaan Oromoo ykn Amaariffa fayyadamu.					
2.6	Barsiisaan keenya gilgaaloota Ingiliffaa dubbachuuf nu fayyadan kutaatti hin kennan					
2.7	Barsiisaan keenya meeshaalee deeggarsa barnootaa dandeettii dubbii afaanii fooyyeessan ni fayyadaman					
2.8	Barsiisaan Ingiliffaa yeroo Ingiliffaan dubatamu dogogora keenya bataalatti ni sirreessu.					
2.9	Barsiisaan Ingiliffaa keenya yeroo baay’ee dandeettii Ingiliffaa dubbachuu keenya hin madaalan.					
3	Rakkinoota gama kutaa barnootaatiin walqabatan					
3.1	Barattoota baay’etu kutaa keessatti barata.					
3.2	Teessoon barattootaa baay’ee walitti dhiphaa waan ta,eef hojii nam-lameefis ta’ee hojii					

	gareetiis mija'aa miti.					
4	Rakkoolee gama meeshaalee barnootatiin mul'aatan					
4.1	Hanqinni kitaaba Ingiliffaa ni jira.					
4.2	Meeshaaleen deeggarsa barnootaa hin jiran.					

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Appendix C

Teachers' Interview Questions

Dear Teacher,

The objective of this interview is to find out some factors that affect students' oral interactions in English language with particular reference to grade 9 students at Haro Dumal secondary school. The data is required for the MA thesis I am writing as a partial fulfillment of Master of Arts at Adama Science and Technology University. As the information you provide can enrich this research, you are kindly requested to suggest the common factors related to the problem mentioned above depending on your own practical experience and observations of some common EFL students' oral interaction.

Thank you very much!

1. Have you sufficient English language proficiency to help your students as needed in the grade level you are teaching now?
2. Do you tell me different exercises that you use to improve the oral participation ability of your students?
3. Which types of language teaching methods you prefer in teaching speaking? Why?
4. How do you get students' oral participation in different types of speaking activities when you teach speaking skill? Why?
5. Do you mention some problems that affect negatively students' oral participation in the teaching and learning of English language in speaking skill lessons either related with the learners or with the teachers?
6. What are the measures that you would take to overcome the various factors when you teach English in speaking classes?
7. Do you have knowledge about affective filters in teaching speaking?
8. What are the measures to be taken to reduce the affective variables?
9. How would you give corrections to students when they make mistakes while speaking?

10. Do you give oral test to assess students' oral proficiency? If not, why?
11. Do you use teaching aids like tape recorder, cassettes, radio and other authentic materials in English speaking class? If not, why?
12. Are there sufficient textbook and other instructional materials in the school?
13. Which kinds of language teaching methods do you use to promote students speaking skill in EFL class?

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Appendix D

Students' Interview Questions

Dear Student,

The objective of this interview is to find out some factors that affect students' oral interactions in English language with particular reference to grade 9 students at Haro Dumal secondary school. The data is required for the MA thesis I am writing as a partial fulfillment of Master of Arts at Adama Science and Technology University. As the information you provide can enrich this research, you are kindly requested to suggest the common factors related to the problem mentioned above depending on your own practical experience and observations of some common EFL students' oral interaction.

Thank you!

1. Do you have confidence to speak freely in speaking activities such as in pair and group works with no fear of making mistakes?
2. Do you prefer to learn structure and vocabulary to speaking? Why?
3. Do you like either teacher's explanations or doing oral activities yourself in speaking class?
4. Does the teacher use motivational factors that promote your oral activities in teaching speaking skills?
5. Of the activities such as individual, pair and group works in which one of them do you prefer to participate most?
6. Do you think you have good speaking experience?
7. Do you think you have adequate vocabularies to express yourself and your classroom events
8. Does your teacher use teaching aids like radio, tape recorders, cassettes, pictures, posters, charts, magazine in the class to facilitate and promote your speaking skills?
9. Are there sufficient textbooks for all of the students in your class?
10. Are there appropriate and adequate materials in your school library that encourage and promote your speaking ability?
11. Is the class-size and seating arrangement suitable for performing various activities such as role-plays?

12. Do you use mother tongue when you are asked to do activities in pairs or groups in speaking lessons?

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GAAFANNOO AF-GAAFII

Appendix E

BARATTOOTAAF QOPHAA'E

Kabajamtoota barattootaa,

Kaayyoon guddaan Af-gaafii kanaa barattootni kutaa 9ffaa barnoota Afaan Ingiliffaa sodaamalee ni haasa'u/ dubbatu kan jedhu waan ta'eef, kanaafuu odeeffannoon isin kennitan qorannoo kanaaf gumaacha guddaa waan godhuuf, kanuma hubachuun rakkoolee dendeettii dubbachuu Afaan Ingiliffaati jettani amantanii fi yaaddan akkaataa Af-gaafii armaan gadiidhiyaate irratti hunda'uundhaan yaada keessan akka nuuf keennitan kabajaan isin gaafadha.

Galatoomaa!

1. Gochaalee kan akka nam-lamee fi garee keessatti ofitti amanamummaan sodaa malee bilisa taatee barachuu dubbachuu afaan Ingiliffaa keessatti hirmaannaa gotaa?
2. Barachuu Afaan Ingiliffaa keessatti, dandeettii dubbachuu caalaa seer-lugaa fi jechoota haaraa barachuu filattaa? Maaliif?
3. Yeroo dandeettii dubbachuu Afaan Ingiliffaa barattu ibsa barsiisaa/tuu moo hirmaannaa keetiin barachuu irra filattaa?
4. Yemmuu barsiisaan dandeettii dubbachuu Afaan Ingiliffaa sin barsiisan maloota/tooftaalee isin kakaasaanii fi sissii'eessan ni fayyadamuu?
5. Yeroo dandeettii dubbachuu barattu gochaalee adda addaa kan akka dhuunfaan, nam-lamee fi gareen hirmaachuu keessaa kam caalaatti sitti tolaa? Maaliif?
6. Muuxannoo dandeettii dubbachuu afaan Ingiliffaa gaarii nan qaba jettee yaaddaa/amantaa?
7. Barachuu dubbachuu Afaan Ingiliffaa keessatti jechoota ofii fi taateewwan daree fi kan biroo ittiin ibsachuu dandeettu ni beeka jettee yaaddaa?
8. Yeroo barsiisaan dandeettii dubbachuu Afaan Ingiliffaa barsiisu meshaalee deeggarsa barnootaa kan akka raadiyoo, teeppii, kaasseettii, fakkiilee fi poostaroota fa'a ni fayyadamaa?
9. Kitaabni Afaan Ingiliffaa gahaan gola keessa jiraa?

10. Kitaabboolee barachuu dandeettii dubbachuu gargaaran mana kitaabaa keessan keessatti guuttamanii jiruu?
11. Haalli teessoowwan daree fi bal'inni daree gochawwan adda addaa gola keessatti hojjechuuf mija'aan jiruu?
12. Yemmuu gochaalee adda addaatiin barachuu dubbachuu shaakaltu Afaan Oromoo ni haasoftuu?

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Appendix F

Observation Checklist

Session _____ Grade _____
Observation Teacher _____ Duration of observation
time _____ Topic of the speaking
Activity _____

Points to be checked	Observation
I. Analysis of teacher’s motivational strategy 1. Promoting interaction and cooperation 2. Creating pleasant and supportive condition 3. Promoting learner autonomy 4. Offering oral rewards 5. Offering material rewards 6. Making use of discourage rebuffs	
II. Classroom organization 1. Individual work using teacher fronted approach 2. Pair work 3. Group work	
III. Teacher’s behavior 1. Helpful to the learner 2. Aggressive when learners make mistakes 3. Friendly to his/her students that they do not experience fear 4. Develops a sense of humor	
IV. Students’ behavior 1. Eager to participate in every task 2. Do not experience fear when trying to speak in English 3. Dominance of few talkative students is observed	

