



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

(GRADUATE PROGRAM)

ASSESSING STUDENTS' ORAL INTERACTION IN ENGLISH CLASSES:

THE CASE OF GRADE NINE STUDENTS AT GASSERA SECONDRY  
SCHOOL

BY

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AUGUST, 2017

ADAMA, ETHIOPIA



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A Thesis Submitted to Adama Science and Technology University in a Partial  
fulfillment of the requirements for the Degree of Master of Art

BY

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ADAMA, ETHIOPIA

## DECLARATION

I hereby affirm that my research work entitled “Assessments of the Strategies Teachers Use to Motivate Students to Read Texts in English: The Case of Grade 10 Students at Sire Secondary School”. A Thesis Submitted for the Partial Fulfillment of the Requirement for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

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## **ABSTRACT**

*The main purpose of this study was to identify the major problems impeding students' classroom oral interaction in English class as a foreign language at Gassera Secondary School. Thus, it was aimed to answer teachers' and students' perception to words oral interaction, the frequencies students' participation in oral interaction, factors hindered students oral interaction and attempts teachers made to minimize students speaking problems. During the actual research three data collecting tools: observation, questionnaires, and interview were implemented Accordingly, an attempt was made to see the English teachers and students' awareness about the role of oral interaction in the language and the implementation of oral interaction activities in the classrooms. Besides, data were gathered through questionnaires and interview from five English teachers and two hundred twenty sample students The collected data were analyzed and discussed in quantitatively and qualitatively under main specific, and sub-specific categories. Thus, the findings of the study showed that although both teachers and students had good awareness about the role of oral interactions in the language the actual practices of oral interaction activities were ineffective. This happened because of three main dimensional constraints: text book related, students related and teacher related problems. Textbook related problems include unclear instruction, vague and beyond the actual knowledge level contents, and the big volume and large size of the textbooks Students related problems were mainly having poor background of linguistic proficiency, fear as a barriers of oral interactions, and lack of motivation Teachers related problems also include giving less emphasis to the oral interaction activities, lack of motivation, unable to control the students activities, and often translating the lesson into the students mother tongue. To manage these problems teachers and students made good attempts for nothing. Consequently, to alleviate the problems a set of recommendations are suggested to the English teachers, students, and textbook developers.*

Acknowledgement .....	i
Abstract .....	ii
Table of Content .....	iii
List of Tables .....	vii
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	6
1.6 Scope of the Study.....	7
1.7 Limitations of the Study.....	7
1.8 Organization of the Study.....	7
1.9 Definition of Key Terms.....	8
CHAPTER TWO.....	9
2.0 REVIEW OF RELATED LITIRATURE.....	9
2.1 Definition of Oral Interaction.....	9
2.2. Significance of Oral Interactions.....	10
2.3. Strategy of Oral Communication.....	11
2.4. Characteristics of Spoken Language.....	12
2.5. Oral Communication Activities.....	13
2.6. The Role of Classroom Setting to Enhance Students' English Speaking Skill.....	14
2.7 The Speaking Class.....	15
2.8. Classroom Oral Interactions.....	16
2.9. Motivation in Oral Communications.....	18
2.10. Barriers of Oral Communication.....	19
2.11. Scholars' View on Barriers of Oral Communication.....	21
2.12. Local Researchers' View on Barriers of Oral Communication.....	22
2.13 The Need of Authentic Materials to Oral Interaction.....	23
CHAPTER THREE.....	24

3.0 RESEARCH METHODOLOGY.....	24
3.1 Research Design.....	24
3.2 The Research Setting.....	24
3.3 Population and Sampling Procedures.....	25
3.3.1 Population.....	25
3.3.2. Sample and Sampling Technique.....	25
3.4 Methods of Data Collection.....	26
3.4.1 Class Observation.....	26
3.4.2. Questionnaires.....	26
3.4.3. Interviews.....	27
3.5 Procedures of Data Collection.....	28
3.6 Methods of Data Analysis.....	28
CHAPTER FOUR.....	30
4.0. DATA ANALYSIS AND DISCUSSION.....	30
4.1 English Teachers' and Students' Perception of Oral Interaction.....	30
4.1.1 Teachers' Perception about the Role of Oral Interaction.....	30
4.1.2 Student's Perception about the Role of Oral Interaction.....	31
4.2 Teachers' and Students' Responses about their Practice of Oral Interaction.....	34
4.3 Students' Engagement in Oral Interaction during Classroom Observation.....	35
4.4 Barriers to Oral Interaction.....	45
4.4.1 Textbook Related Challenges.....	45
4.4.1.1 Vague and Difficult Contents.....	45
4.4.1.2 Big Volume and Large Size of the Textbook.....	48
4.4.2 Student-Related Problems.....	50
4.4.2.1 Poor Background in English Proficiency.....	50
4.4.2.2 Fear of Making Mistakes.....	52
4.4.2.3 Lack of Motivation.....	54
4.4.3 Teacher-related Challenges.....	56
4.4.3.1 Giving Less Emphasis for Oral Interaction Lessons.....	56
4.4.3.2 Lack of Motivation to Teach Oral Interaction Lessons.....	59
4.4.3.3 Inability to Manage Students' Activities.....	61
4.5 Attempts Made to Overcome the Challenges.....	61
4.5.1 Students' Attempt to Overcome the Challenges.....	62

4.5.2 Teachers' Attempt to Overcome the Challenges.....	64
CHAPTER FIVE.....	67
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	67
5.1 Summary.....	67
5.2.Conclusions.....	69
5.3 Recommendations.....	70
REFERENCES.....	71
Appendix .....	75
Appendix A.....	75
Appendix B.....	76
Appendix C.....	80
Appendix D.....	84
Appendix E.....	87
Appendix F.....	88
Appendix G.....	89
Appendix H.....	90

<b>List of Tables</b>	<b>Page</b>
Table 1 Students' Perceptions of the Role of Oral Interaction.....	32
Table 2 Student's Responses Regarding their Engagement in Oral Interaction.....	34
Table 3 Vague or Unclear Contents of the Oral Interaction lessons.....	46
Table 4 The Total Number of English Textbook in the Classrooms.....	48
Table 5 Students' Oral Interaction Habit.....	51
Table 6 Students Fear During Oral Interaction.....	53
Table 7 English Teachers Attention to Oral Interaction Lessons.....	<b>57</b>

# CHAPTER ONE

## 1. INTRODUCTION

This chapter of the research thesis discusses the background of the study, statement of the problem, objective of the study, research questions, scope of the study, limitations of the study, significance of the study and definitions of key terms.

### 1.1 Background of the Study

English is an international language which can be used for communication with native speakers and non-native speakers worldwide. In addition to its multipurpose functions, the language is often used in many countries as the medium of instruction in the education sector, especially in higher education institutions (Murray & Christison, 2010) and most university students draw on it for their studies in order to search information, get knowledge, and exercise academic activities. For this reason, all of Ethiopian universities need to include English language as one of their educational tool requirements (Khader & Mohammad, 2010).

Since English is a global language, there is clearly a need for many language learners to listen, speak, read and write in this language in a multiplicity of situations like academic endeavors, foreign travel, business communications and interactions and in many other personal and professional motivations. In Ethiopia, English is a foreign language, and students have little opportunity to learn it from the society. The main chance of the students to learn English is at school, especially in the classroom. On this point, Stern (1983) has mentioned that a foreign language is a language, whose speech community do not live there, which a non-native language learner learns outside the target language community. Therefore, English teachers in a foreign language setting should try to provide their language learners with more formal instructions and other supportive measures to compensate the lack of environmental support.

School is one of the places that the desired behavior of the students can be developed through learning. Learning is also believed to be systematic and primarily conducted by the learners' active

and interactive participation in three discourses of classrooms. In the classroom, there are three main types of interaction which may be employed by the teacher. These are teacher-group interaction, teacher-pupil interaction and pupil-pupil interaction (Parrot,1982).

In the interaction process, oral interaction is one of the most important means of effective learning, and it is essential to create a living classroom and plenty of opportunities that language learners need to practice the target language in various situations to express their ideas, feelings, and opinions (Osman, 2008). It is clear that there is a lack of exposure in the teaching of English as a foreign language unlike teaching English as a first or a second language. Teachers have to strive to teach and implement communicative language teaching in a foreign language teaching environment by using the available resources and by creating exposure and context to the classrooms based on the student's text book (Admasu, 2009).

In the present grade nine Ethiopian students' English textbook, emphasis has been given to speaking, especially to oral interaction activities. The book, which was edited in 2003 E.C., has twelve units and each unit has two or more speaking sections in which students are expected to develop the skills to communicate in different situations by practicing oral interaction activities. The rest language skills are also accompanied by oral interaction practices (which involve both formal and informal oral interaction activities) in which students develop the skills of communicating in different situations,

Nowadays, language learning focuses on meaning, that is, language use rather than language usage. However, what the present researcher practically observes during instruction is not in line with what the teachers seeks. Hence, students' poor performance of this particular skill has motivated the present researcher to investigate what challenges hinder them from engaging in oral interaction and performing very well in interaction skills. It is, therefore, with this observation in mind that the researcher has intended to assess students' oral interactions in English classes.

## **1.2 Statement of the Problem**

Teaching English language aims at developing the communicative ability of students so that they will be able to use the language for a variety of interactive purposes. However, as stated in Brown (1984), language learning for much of its history has been concerned with the relative skills especially within the written language.

Current thinking, however, stresses the fact that foreign language ability can be developed through using the target language for communication. This communicative use is not only the goal but also a means of learning a foreign language (Littlewood, 1981). Language teaching, therefore, should focus on raising the communicative ability of the students since the main purpose of language is to enable people to exchange ideas as well as to interact with each other. According to Cohen (2005), Ethiopians are likely to interact with a variety of English speaking communities with different linguistic backgrounds of native and non-native varieties all over the world. English is becoming an essential element and playing a vital role in the country's overall development and hence proficiency in English provides significant advantages and opportunities to Ethiopians.

In the instructional process, oral interaction is one of the most important means of effective learning and a means of creating living classroom (Mike, 1977 in Osman, 2008). In fact, classrooms without students' participation is lifeless (Pollard, 2003 in Teketel Tirullo, 2005). Despite this fact, Gassera High School English teachers have been complaining about their students' poor ability of oral interactions during the teaching learning process of English. The poor ability of students in oral interaction manifests itself in their being passive and using their mother tongue to ask questions as well as to give replies and interact with each other during the English language oral interaction activities.

Since English is an international language, there is clearly a need for many learners to speak and interact through the language in a multiplicity of situation such as discussion, role-play, debate, interview, conversion, ask for and give information for a better improvement of oral interaction. In many contexts, speaking (oral interaction) activities often help them to improve their speaking ability.. Although this is a reality, in Gassera High School, the English language Department

teachers have often worried about their students' overuse of mother tongue, instead of the target language, to express their ideas during English classes.

The researcher has been an English teacher in Gassera Secondary School, where students are found to be either passive or over-reliant on their mother tongue during the oral interaction activities in English lessons. He has also observed many students interact with teachers using their mother tongue about oral interaction English language homework, assignments, tutorials, make up classes and tests. Even though this is natural, students should take some of these interactions as opportunities for improving their English. The researcher has also observed some parents who are unhappy about their children's poor ability of English language oral interactions.

Due to poor performance of students at Gassera Secondary School in their oral interaction in English language, English teachers and some parents of the students worry a lot. The question is, therefore, "what factors are responsible for the generally and unreasonably poor performance of Gassera Secondary School students as a whole, and Grade 9 students in particular, in English oral interaction activities?"

There are many local studies conducted on student' oral interactions in English foreign language classes. For example, a study by Meshesha, (2009) conducted a study entitled "Exploration into the Challenges of Classroom Interaction in Multilingual English Classroom: The Case of Two selected Colleges in SNNPR" showed that students and teachers in the English classrooms face challenges of different types when they are affecting the activities of classroom interaction. This includes students' incapability to use oral interaction English for delivering conversation, asking questions and making presentation, students' lack of prior experience in using English in interactive situations, their mother tongue influences, ineffective instructional strategies, students negative attitudes towards the target language, Translating the content of English to a local language and English teachers' ineffectiveness to overcome the challenges.

Olansa, (2011), conducted a study entitled " An Exploration of Factors Affecting The Learners of English Speaking Skills: with Particular Reference to Grade Nine Ginchi Secondary School,"

identified that teachers have not given due attention to the skill. According to his findings, teachers do not evaluate their students' language performance through oral presentation test.

Admasu (2009) conducted a study entitled "An Assessment of Communicative Language Teaching in contemporary Ethiopian EFL Classrooms: Practices and Challenges Wolaita Zone Selected Government Secondary Schools in Focus," indicated that communicative classrooms are affected oral interaction by lack of motivation, students' poor English language background, teachers' reluctance, students' fear to discuss in English with each other, and inadequacy of time to oral interaction,

Alemayehu (2011) conducted a study entitled "Assessing Causes and Impacts of Learners' Speaking Anxiety in EFL Classroom: The case of grade Ten students in Bekoji Preparatory and secondary school," reveals that speaking anxiety leads students to be reluctant to interact with others and, as a result, they tend to avoid communication or keep themselves silent.

Even though many studies have been conducted so far on this particular skill, the problem still exists. Hence, this study was conducted on the same area but from different angles. The previously conducted studies mentioned above had not focused on factors that affect students' oral interactions. Thus, in this study, attempts have been made to set different possibilities to reduce the degree of the problems.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The main objective of the study was to identify the major problems impeding students' classroom oral interaction in English class as a foreign language.

#### **1.3.2 Specific Objectives**

The specific objectives of the study were:

1. To identify teachers' and students' perception of oral interaction
2. To assess whether students often participate in classroom oral interaction practices or not.
3. To identify barriers that affect students' oral interactions practices in English lessons.
4. To assess how teachers and students attempt to minimize the barriers.

#### **1.4 Research Questions**

The following research questions were formulated to guide the study.

1. How did teachers and students perceive oral interaction?
2. How often did students engage in English classroom oral interaction practices?
3. What were the factors that hinder classroom oral interaction practices?
4. How did teachers and students cope with the barriers of classroom oral interactions?

#### **1.5 Significance of the Study**

This study focused the problems that affect students' oral interaction in English classroom. The subject of the study was restricted to English language teachers and students of grade 9 Gassera Secondary School. This study might have the following significance. Firstly, the identification of factors that affect students' oral interaction in the target language created awareness about oral communication teaching strategies among the English language classroom managers. This might help English teachers to understand the cause of unsuccessful oral interaction and to reduce the problem by providing different appropriate methods of teaching to their students. In addition, it could be relevant for English language teachers to evaluate and improve their practices of English oral communication teaching approach. It may give a hint for book developer to give attention about the improvement of oral interaction lesson

#### **1.6 Scope of the Study**

This study was delimited to finding out the major problems impeding students' classroom oral interaction in English class as a foreign language English classes to indicate how the factors

impeded their oral interaction activities and to examine what the teachers had attempted to overcome the problems in grade 9 English classrooms in Gassera Secondary School.

### **1.7 Limitations of the Study**

The sample size of the study was limited to only five English teachers and 220 students selected from a single secondary school. For this reason, it could be said that the study was limited to a small group of secondary school teachers and students, which made it difficult to generalize the results to all educational settings. The researcher also felt that including all aspects of impending students' oral interaction problems could not be carried out within a short period of time. Hence, data gathering instruments were limited to gather only some oral interaction language learning strategies. Therefore, it would have been better if it had required an intensive study which reflects all aspects of impending oral interaction lesson..

### **1.8 Organization of the Study**

This paper consists of five chapters. The first chapter is the introduction under which the background, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study , organization of the study, and definition of key terms are presented. The second chapter is the review of related literature which provides the reader with information that relate to the teaching or learning of English oral interaction (speaking) skills and the factors that affect them The third chapter deals with research design, population and sampling procedures, methods of data collection, procedures of data collection and methods of data Analysis. The fourth chapter comes with discussion and analysis. In this chapter data collected through classroom observation, questionnaires and interview are analyzed and discussed. The fifth and the last chapter present the findings, conclusions and recommendations.

### **1.9 Definition of Key Terms**

**Oral -** is verbal rather than written. It is connected with mouth and is spoken rather than written.

**Interaction** - is a face to face collaborative exchange of thoughts, feeling, or ideas between two or more people.

**Oral interaction** - is any verbal communication to exchange ideas between two or more people in face value.

**Assessing** - is the way of examining something in order to judge or evaluate.

**Factors** - are things that contribute to or have an influence on the outcome of something.

**Affect** - is the influence of something

**Practice Speaking-** is the action of conveying information or expressing one's feelings in speech. Strategy- procedures used in learning, thinking, etc, which serve as a way of reaching a goal.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITIRATURE**

#### **2 INTRODUCTION**

This chapter discusses about definition of oral interaction, importance of oral interaction, characteristics of spoken language, strategies of oral communication, oral communicative activities, the role of classroom setting to enhance students' English speaking skill, classroom oral interactions, motivations in oral communication, barriers of oral communication and the need of authentic materials to oral interaction.

##### **2.1 Definition of Oral Interaction**

Oral is the interact of two or more people shared exchange of ideas, thoughts or feelings. This consequences in reciprocal result on each other (Brown, 1994 in 2020 Open College Authors, 2006).

Oral interaction is a two way process which can be proceeded harmoniously or it can be fear and tensions. The interaction can be (own feelings) positive state, where the performers feel that something meaningful is being achieved as a result of the interaction or it can be a negative one (Malamah-Thomas, 1987 in 2020 Open College Authors, 2006). Speaking is an active practice and one which is not easy to separate from listening in many ways. Successful oral communicators have developed through conservational listening skills (Nunan , 1998 in Donough and shows , 1993).

Oral communication is one of the initial as well as commonly practiced medium of communication. It is a face to face exchange through oral words or words of mouth. In a face to face conversation clarification, doubts, explanations, and questions can be sought and answered at once. Successful oral communications needs certain principles for effective communication clearness, briefness, accuracy, certainty, reasonable sequence, good vocabulary, completeness, and obvious, real, truthful, and well-mannered message (Sharma, 2005).

## **2.2. Significance of Oral Interactions**

In the instructional process, oral interaction is one of the most important means of successful learning and a means of creating living classroom (Osman, 2008). Speaking is a need and purposive determined that we actually want to communicate on the issue to achieve a exacting end. This may contain expressing ideas and opinions; describing a wish or a need to do something; negotiating and solving particular problem; or establishing and maintaining friendship and social relations. To perform these particular purposes, we need to activate a range of correct speaking language (Donough and show, 1993).

Studies have shown the significance of oral interaction among people to exchange views. If we take adults alter the way they talk to children, giving them specific opportunities to take part in discourse. For instance, utterances are simplified; intonation patterns are distinctive; extra information is given for clarification; and questions invite direct participation. Adults will also often expanded on child's speech and research suggests that this can be one of the most positive ways to increase a child's awareness of grammatical structure (Thorne, 1997).

The idea of Brown and Yule (1993a) in Donough and Show (1993:155) was expressed as spoken communication are essentially 'interactional' - the language uses to establish and maintain social roles or 'transactional' which contains factual or propositional information. The language used by participants is primarily 'message' based. Typically, written language is transactional. A Policeman who gives directions to a driver is also an example of transactional language.

Social advancement has to be matched with development of efficient techniques of communication to sustain tempo of growth. In modern professional organization, a great deal of importance therefore attached to devising and maintaining an efficient system of oral communication. It enables the gathering and marshalling of data which is necessary for decision making. Researchers in this area have shown that 70% to 80% of the total working time of a professional is spent to communication (Mohan and Banerji, 2002).

### **2.3. Strategy of Oral Communication**

The students' efforts in the action to master the target language are normally called learning strategies. Learning strategies are linked to classroom interaction in the sense that some kinds of turns learners take may be direct evidence of their own personal efforts to learn. In addition, verbal learning strategies are related to classroom participation include: repetition, use of formulaic expressions, verbal attention getter, answer in unison, elaboration, anticipatory answer (guessing from context), appeal for assistance, request for clarification and role play (Allwright and Bailey, 1991)

Oral communication activities can be developed in different ways. The major one is, speaking activities based on games are often a useful way of giving students valuable practice, above all, although by no means exclusively, where young learners are involved. Game based activities can involve practice of oral strategies such as describing, predicting simplifying, asking for feedback, through activities like filling in questionnaires and guessing unknown information. Even though those activities are called games, there by implying fun, they are also communication based and require the learners to use the information they find out in a collaborative way for successful completion of a particular task. The other useful way of achieving skills integrations through oral communication is preparing learners to give short oral presentation in the class to the rest of the group. This happens, for example by taking information from news paper, magazines and other reading materials.

During the presentation the other learners are required to take notes so that they can ask questions after the talk has finished. Furthermore, group work is also a way of oral communication that provides a chance of different people to react to, to share ideas with and exchange information while some are talking, the rest are listening. Generally, the more varied the types of activity, the greater the variety in types of language used (Donough and show, 1993:215 -236).

Johnson (2001) also recommended six second language learning strategies. These are taking risks wisely, remembering new language information according to its sound, finding out about language learning, cooperating with peers, switching to the mother tongue, and repeating.

## 2.4. Characteristics of Spoken Language

Richards and Rogers (1986) in Donough and show (1993) suggest characteristics of a communicative view of language. One of them is the language is the system for the expression of a meaning in a given context. Secondly, language functions primarily for interaction and communication. The third characteristics of a spoken language is that its structure reflect its functional and communicative uses. Lastly, the grammatical and structural features are not merely the primary units of language but also categories of functional and communicative meaning as exemplified in discourse.

Language is often used by speakers of the language in different forms. These include using unfinished sentences, very little subordination, very few passives, not many clear coherent connectors like furthermore and nevertheless, topic comment structure - for example, as in 'the sun-oh look it's going down', replacing or refining expression like 'this fellow was supposed to meet', frequent reference to things outside the text, the use of generalized vocabulary like thing, nice stuff, please and a lot of, repetition of the same syntactic form, and the use of pause and fillers including erm, well, uhuh and if you see what I mean (Brown and Yule, 1983 in Donough and show,1993)

Speech is spontaneous and often transient. Conversations usually take place face-to-face with a particular person and the speakers can use paralinguistic features as well as words to check that communication is meaningful. From these, deictic expressions like 'this one, over there and just now', referring to the present situations, are common. Interruptions and overlaps allowing the addressee to participate in the informal conversation.

Speech is not usually planned in advance and speakers tend to think ahead as they speak in informal conversation that the speech often has a loose structure, marked by repetitions, rephrasing of ideas and comment clauses. Errors once uttered cannot be withdrawn. Lexis is often informal and there may be examples of a personal lexicon developed between familiar speakers like family conversation. In more formal contexts, vocabulary may be subject-specific like a political speech, but speech is still likely to be marked by contractions and comment

clauses. Intonation and pauses are used to mark the grammatical boundaries of utterances, which are often long with multiple co-ordinations.

Subordination is used but speakers have to make sure that embedded subordinate clauses do not place too many demands up on listeners who cannot easily reconsider an utterance. Prosodic features like volume, pace rhythm, tone and stress patterns as well as words communicate meaning speech are a useful social tool which can develop relationships and convey attitudes and opinions directly (Thorne, 1997).

## **2.5. Oral Communication Activities**

Jeremy Harmer (1991) stated different oral communicative activities such as reaching a consensus, discussion, relaying instructions, communication games, problem solving, talking about yourself, and simulation and role play.

Students have to interact with each other after a certain amount of discussion. The task is not complete until they do. Consensus activities have been very successful in promoting free and spontaneous language use.

Many teachers can be heard complaining that their students ‘have nothing to say’: they complain, for example, that they have no opinions and are not prepared to discuss anything. Part of the problem here is the way in which some teacher’s approach of discussion as an activity. For instance, if students are asked to communicate themselves confidently on a difficult topic in front of their peers in a foreign language, they may find themselves reluctant to do so! Of course some discussions develop unexpectedly during the course of a lesson. A student replies to something that is said, another student joins in, and soon the whole class is bubbling with life. Such discussions are often the most successful sessions that the teacher and the class ever have together, but they can’t be planned.

In relaying interactions type of activity students have to give each other instruction. The success of the activity depends on whether the students to whom instructions are being given perform the tasks successfully.

Students are put into a situation in which they have to use all or any of the language they possess to complete a game- like task/communication game that is based on the principle of information gap. Problem solving activities encourage students to talk together to find a solution to set of problems or tasks.

Using activities of students' lives and feelings for any number of interpersonal exchanges fall into the 'Humanistic' category and are often useful at the beginning of classes to warm things up or to create a good and positive atmosphere in new groups which are a bit 'icy' ('ice breakers').

The idea of simulation is to create the presence of a real- life situation in the classroom: students 'stimulate' the real world. Thus, we might ask them to pretend as they are at an airport, or we might organize them to get together to pla]n an imaginary reunion. What we are trying to do – artificially of course- is to make students practice in real world English.

## **2.6. The Role of Classroom Setting to Enhance Students' English Speaking Skill**

Generally speaking, there are two factors that affect students' English speaking in the classroom. One is they fail to find appropriate words to communicate themselves and the other is they are afraid of making mistakes. Sometimes they make mistakes when they are speaking because they are shy and nervous. So good background helps the students speak actively and correctly.

On the one hand, the teachers should attempt to ease students and remove their nervousness, fear and anxiety with encouraging words. In this way teachers have tried to build a free and lighted hearted environment. 1) Teachers try to arrange the seats of my classroom in a circle or in groups with the students facing each other not in rows and lines. 2) Let the students speak English sitting in their seats not standing. They will not feel uneasy this way. 3) At first stage, teachers allow the students to play their tape recording they have prepared for a certain topic beforehand. 4) Try to divide the students into pairs and groups according to the different topics, if you can and also you can let them prepare their "opinion", and then have a group spokesman deliver the opinion. It is essential to try to build an atmosphere where the students no longer feel shy, where they will voluntarily raise their hands to ask a question and where they will freely voice their own opinions.

Cotter (2007) explains that the role-play activities enable the teacher to create a supportive, enjoyable classroom environment in which students are engaged and motivated to effectively learn the target language. Furthermore, it is important to create a positive environment in order to encourage the learners' interaction. As such, they can express their ideas, feelings and opinions without feeling afraid of making mistakes. Students can also carry out communicative 31 tasks in an effective way.

Gutiérrez (2005) suggests that creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication and through interaction learners have the chance to acquire discourse skills.

## **2.7 The Speaking Class**

In order to give students a structured class where they can interact with each other, the teacher should organize his/her class with the Presentation, Practice, and Production method (PPP).

Cotter (2007) proposed this method in his work and says that there should be three stages in any language classroom and they are: Preparation: Allow the students to prepare for the tasks ahead with an effective warm-up. This gives everyone in the class ample opportunity to get their English wheels turning. Presentation: Next present the topic for discussion, target grammar, or any vocabulary selected for the lesson. Practice: After the presentation, ESL / EFL students need to practice the new material. It's unfair to expect them to make use of the new language without adequate practice. And Free Use: You should always work towards real use of the language.

Cotter (2007) states that when teachers prepare their classes, they should constantly have in mind what the objective is in each of the oral activities they propose to the students in order to achieve certain oral skills 'the purpose of the conversation affects the process, as does the place and the people involved'. Mastery of English as a foreign language comes down to how well a student speaks. Students may write well, get high marks on tests, or even have an accent nearly identical to a native speaker; but if they cannot express ideas, opinions, or instructions clearly in a conversation, few would call them proficient. Learning English is often related to learning how to speak the language. As Ur states of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as

‘speaker’ of that language, as if speaking included all other kinds of knowing; 32 and many if not most foreign language learners are primarily interested in learning to speak (Ur, 1996).

In practice, however, many learners feel frustrated as they find that speaking in a foreign language is a complex matter. It is because speaking involves many factors: The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ (Harmer, 2001).

Nowadays, some different methods, approaches, and techniques are employed in order to encourage students to speak English. Well prepared lesson and clear instruction during the lesson are considered motivating. Some techniques used by the teachers recently are the ones characterized as communicative techniques. This emphasizes on the ability of the students more in negotiating the meaning rather than thinking much on the form of the sentences uttered during a conversation.

Brown proposes some principles for designing speaking techniques as follow: 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. 2) Provide intrinsically motivating techniques. 3) Encourage the use of authentic language in meaningful contexts. 4) Provide appropriate feedback and correction. 5) Capitalize on the natural link between speaking and listening. 6) Give students opportunities to initiate oral communication. 7) Encourage the development of speaking strategies. The above techniques suggest that English teacher has bigger responsibility not only to teach the structure of sentences (then ask the students to speak with that grammar thing) but also to prepare the lesson well in order to encourage the students to speak and to be more communicative. Besides, teachers need to create the speaking class environment, adopt many ways and encourage the students to open their mouths to speak. (Brown, 2001)

## **2.8. Classroom Oral Interactions**

Perrot (1982:30-31) mentioned three main types of interaction with a class which may be employed by the teacher. These are teacher-group interaction, teacher-pupil interaction and pupil-pupil interaction.

Teacher-group interaction is a teacher-centered type of interaction, where the teacher lectures or demonstrates to the class as a whole. Any questions which are asked are directed to the group as a whole rather than to individuals.

Teacher-pupil interaction is a teacher directed rather than teacher centered interaction style. In this situation, the teacher questions specific pupils by name in order to promote exposition or discussion. For example, pupils have completed a series of lessons on a given topic and the teacher has prepared a series of questions based on the topic which range in difficulty from requiring recall of factual information to those requiring application of knowledge acquired to a new situation.

Pupil-pupil interaction includes: a) class discussion in which the learner plays a management role redirecting pupils' questions to other pupils for comment and clarification. Example, 'How would you answer John's question Peter?' b) A class working in small groups on project work or experimentation which is discussed among them. Here the teacher's role is a management role. c) A situation where pupils go to the board to show the steps they used to solve a problem. d) Pupils engaged in role-playing or activities.

Most classroom oral exercises fall into different categories. These include substitution, expansion (including embedding), deletion, and transformation. It is important to vary the drill activities and to conduct students briskly in order to prevent monotony. As soon as interest in one type of drill wanes, you should either proceed to another type of drill, change the cue, or vary the type of student's participation involved; that is, proceed from repetition to chain repetition, to your questioning students to students' questioning you or each other (Finocchiaro, 1989:99 – 105).

## **2.9. Motivation in Oral Communications**

Motivation is some kind of internal drive that encourages somebody to persevere a course of action including oral communication. If we sufficiently perceive an attractive goal, we will be strongly motivated to do whatever is necessary to reach the goal either long term or short term. Long-term goals might have something to do with a wish like to get a better job some future date, or a

desire to be able to communicate with members of a target language community. Short-term goals might have something to do such as wanting to pass an end-of-semester test or wanting to finish a unit in a book. So, strongly motivated students with long-term goals is probably easier to teach than those who have no such goals. For such students short-term goals will often provide the only motivation they feel (Harmer, 1991:3).

Motivation is a personal energy directed towards the achievement of particular goals. This happens through the three motivational components: an expectancy component includes students' beliefs about their ability to perform a task, a value component which refers to students' perceptions of the worth of different types of goals for performing a task, and an emotion component that refers to students' affective or emotive reactions to school tasks (including oral communication activities). These motivational components include perceived competence, perceptions of control, intrinsic and extrinsic motivation, goal orientations, and affect school learning. Perceived competence is defined as personal views about a one's own capabilities in various skill domains. Perception of control is defined as personal view of the causes of successes and failures. It is then intrinsic motivation is internalized and self-rewarding and that extrinsic motivation is dependent on external reinforcements of rewards. (Cole and Chan, 1994:385).

Varying the stimulus helps to arouse pupils' motivation to focus attention up on the content of the lesson [including oral communication]. While the most effective way of doing this is to make the content itself interesting, this is not sufficient by itself. An interesting lesson can be made tedious by the manner in which it is presented (Perrot, 1982:28).

### **2.10 Barriers of Oral Communication**

**Background of the Students:** Most of the Ethiopian students live in rural areas, that the living area has its own negative impact in applying the actual role of student in speaking activities. Language acquisition starts from living area and interaction or practice between individuals. According to John Atikns (1995), English is a more difficult language for rural children to learn than for those children living in urban areas. This is shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with

peers and other community affect the development of students speaking skill. Due to this, they cannot express their ideas and opinions appropriately.

Poor Background Speaking Experience: Student failure to participate during oral activities could be the result of their poor background speaking practice. That is it would seem 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 skill as compared to the weight given to mastery of language knowledge. Thus, some students might performance less in their oral production, perhaps, because they may not get sufficient opportunity to practice extended oral interaction, or perhaps, because text books may not give more genuine speaking activities with adequate time or perhaps, because teachers' teaching 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, Alemu (2004), indicates that students who came to secondary school from different elementary school have got low language experience, and so, they may not be active in speaking. If students lack previous speaking experience, they may not dare to speak English in front of their peers (Bygate, 1987).. Lack of Confidence: Unless students develop the confidence to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of the others in a class. So if students give sufficient opportunity to apply and exercise their knowledge of the language their various classroom oral interactions they would gradually gain and build in the confidence to speak out freely in English.

For Shumin (1997)as cited in Sisay, some of the reasons why some students fail to speak English fluently and confidently are:

... sometimes extreme anxiety occurs when English foreign language learners become tongue tied or lost for word in an expected situations, which often leads to discouragement or 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 classmates. That is to say, students lack self-confidence they may be worried about making mistakes or errors or may be concerned about their own status in the eyes of others. As a result, they may utter disorganized ideas or even become speechless.

Ur (1996) has also suggested that there are other student's related problems that affect the learning of language speaking skills. These problems are indicated in the following ways:

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

**Lack of adequate vocabulary:** it is also pointed out by Ur (1996:121) as "... you often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking." This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivated to speak in the target language.

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

**Low or uneven participation:** Ur (1996) also argues that participation is the characteristics of successful speaking. As much as possible in the given period of the time allotted to the activities, the classroom talk will be occupied by the learner. Talkative participants that are not dominated classroom discussion. All the learners must get the opportunity to speak.

### **2.11. Scholars' View on Barriers of Oral Communication**

Bolton (1979) in Cole and Chan (1994) suggested twelve barriers of communication by dividing them into three major categories. These are judging, sending solutions and avoiding others' concerns. Judging includes criticizing such as judging negatively the behavior of others, name such as calling and labeling others, diagnosing such as constant probing for hidden cause of negative behavior, and misuse of praise like using praise to manipulate others. Sending solutions includes ordering such as demanding certain actions from others, threatening like implying that a punishment will be forth coming if the person does not act in an appropriate way, moralizing such as preaching solutions to others solutions, excessive questioning like demanding responses from others even when they do not act in an appropriate way, and advising such as constantly suggesting ways that other people should behave. Avoiding others' concerns includes diverting such as changing the subject away from the important issues, providing logical argument like presenting rational alternatives but avoiding the feelings of others, and reassuring such as giving emotional support to in appropriate actions.

Krishna Mohan and Meera Banerji (2002:5) stated that there are a number of barriers which produce noise and prevent the achievement of the desired result [including oral interactions]. Some of the barriers are: absence of a common frame or reference, badly encoded messages, disturbance in the transmission channel, poor retention (especially in face-to-face communication), in attention by the receiver, unclear assumptions, mistrust between the sender and the receiver, premature evaluation of the message, different perceptions of reality, semantic difficulties, vagueness about the objectives to be achieved, misinterpretation of the message, clash of attitudinal nuances of the sender and the receiver, psycho-physical factors, and selection of a wrong variety of language.

### **2.12. Local Researchers' View on Barriers of Oral Communication**

Aschalew and Yemanebirhan (2006:58) mentioned that most students are not active participant in their classrooms in general and during pair or group discussion [oral interactions] in particular. The number of students who participate individually is almost negligible. This is mainly because teachers themselves discourage students losing an interest in what they are doing-they are careless. In addition, students know that the teacher may come around to talk only the clever one.

Minyashal (2011) indicated that teacher centered and grammar focused language learning experiences impede the sound implementation of communicative language teaching in the classroom.

Biniam (2008) identified that extra-class activity that can help students in improving speaking and listening skills. The researcher expressed that 'teachers tend to be reluctant to support learners to get involved into student activity program outside their regular class hours.

Olansa, (2011), identified that teachers have not given due attention to the skill. According to his findings, teachers do not evaluate their students' language performance through oral presentation test.

Meshesha (2009) showed that teachers and students in English classroom face challenges of different types when they are manipulating the activities of classroom interaction. This includes: English teachers' ineffectiveness to overcome the challenges

- Translating the content of English to a local language .
- Students negative attitudes towards the target language.
- Ineffective instructional strategies.
- Students' lack of prior experience in using English interactive situation, their mother tongue influences and the foreigners of the tasks offered to the classroom interaction.
- Students incapability to use the English for delivering conversation, asking questions and making presentation in English.

Admasu (2009) indicated that communicative classrooms are affected by the lack of motivation , students, poor English language background, teachers' reluctance, fear to discuss each other, and inadequacy of time.

Alemayehu (2011) mentioned that speaking leads students to be reluctant to interact with others and as a result tend to avoid communication or keep hem selves silent

### **2.13 The Need of Authentic Materials to Oral Interaction**

Authentic materials are essential in the classroom to reflect the real- life situations and demands. To overcome the typically problem that students cannot transfer what they learn in the classroom to outside world and to expose students to the target language in a variety of situations, adherents of communicative language teaching advocate the use of authentic language materials in the classroom.

The role of the material is to reflect the communication elements of this method and promote communicative language use and interactions Admasu (2009 ). Adult language learners need ample of opportunities including authentic materials to practices the target language in situations to express their feelings, ideas and opinions (Osman,2008).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3. Introduction**

This chapter provides an overview of the research design, population and sampling procedures, methods of data collection, procedures of data collection and methods of data analysis

#### **3.1 Research Design**

To achieve the purpose of this study, descriptive survey design was employed by using both quantitative and qualitative approaches. Therefore, mixed method research was chosen for this

particular study. Creswell (2012, p. 535) mentions “Mixed method research is good to build on the strength of both quantitative and qualitative data”. In addition, as Dornyei (2007b, 164- 165) states “mixed research method aims to increase research validity and overcome the limitation and biases of using one single method”.

This study, therefore, focused on the quantitative aspect where the closed-ended questionnaires were encoded, tabulated and analyzed quantitatively using descriptive statistics number and percentage and the qualitative aspect which are open-ended questionnaire, interview, and class observation. As Koul (1996:405) mentions “...descriptive survey design is particularly used when one needs to understand some particular information and describe the characteristics of a particular individual, group or situations”. This is why the researcher preferred descriptive survey in order to describe the current status of the study area and to gather adequate information from large sample size.

### **3.2 The Research Setting**

Gassera Secondary School is found in Gassera district, Bale Zone, Oromia Regional State at a distance of 410 kms away from the capital city Addis Ababa to the south-east direction. There are four secondary Schools in Gassera Woreda. Among these, Gassera Secondary School was selected as a research site because it is the place where the researcher works. In addition to this, grade nine students were chosen and they are required to oral interaction effectively in English with the teachers of the other subjects and their classmates. Thus, it is the level where most of the learners experience difficulties in learning

### **3.3 Population and Sampling Procedures**

#### **3.3.1 Population**

The target populations of the study were Gassera Secondary School Grade nine students of the year 2009 E.C. (2016/17) and English teachers. Students were selected because as beginner to secondary school, it is expected that they might encounter difficulties in oral interaction English language practice at times of oral interaction which would be more frequent than they did in Elementary Schools. Generally, there were a total of 603 students (290males and 313 females). They learnt in twelve sections and in each section approximately 50 students enrolled. Five

English teachers thought in grade nine students. These teachers were chosen because the researcher believed that they knew about students back ground knowledge and their oral interaction practice.

### **3.3.2. Sample and Sampling Technique**

According to the school statistics obtained from the targeted school in the year 2017, (290) male, (313) female and (603) total students were attending grade nine. These students were distributed among twelve sections, and in each section there were on average 50 students. five sections out of twelve which the researcher did not teach were selected through simple random as a sample. To show clearly, among 290 boys and 313 girls, at Gassera Secondary School, 118 male and 102 female total 220 respondents were selected for questionnaire using systematic sampling method. According to Kothari (2004, p. 62), “Systematic sampling is one of the most practical ways of sampling to select every nth item on a list”. It can be taken as an improvement over a simple random sample in as much as the systematic sampling is spread more evenly over the whole population. The researcher aimed to use systematic sampling because it is easier method of sampling used even in the case of large population. This is because the researcher selected 220 students as sample from the school based on the students’ **classroom attendance list by assigning the number of boys and girls in their respective category.** Five grade nine English teachers who taught the sampled classes were purposively selected for the interview in order to get the in depth data. In addition, a total number of 10 students were selected purposely from the targeted classes based on their achievement (three from each lower and medium and four from higher) scorer with the help of their English language teachers. In order to carry out classroom observations, five sections ( were chosen through simple random sampling.

### **3.4 Method of data Collection Instrument**

Questions in order to collect data from the participants of the research , The researcher used three instruments of data collection: class observation, questionnaires, and interviews designed based on the research

#### **3.4.1 Class Observation**

Classroom observation is another important instrument to gather data in the classroom. Cohen, Manion and Morrison (2007, p. 396) claim, “...the distinctive feature of observation as a research

instrument is that it offers investigator the opportunity to gather „live“ data from naturally occurring social situations”. In this way the researcher can look directly at what is taking place in a particular situation rather than relying on second hand accounts. Classroom observations were conducted to cross check the responses given by students“ questionnaires and both students“ and teachers“ interviews. To obtain the intended information three classes were observed using non-participant observation. Each class was observed twice (the total of ten) in different English classes using structured observational checklists

### **3.4.2. Questionnaire**

Questionnaire is a research instrument through which people are asked to respond to the similar set of question in a prearranged order and particularly they should be used when they fit the objectives of the research (Gray, 2004, p. 187). therefore, in this study the researcher considered questionnaire as one of the basic tools so as to get information from large samples.. closed-ended and open-ended items were prepared and commented by the adviser. After correcting some of the items, the students“ questionnaires which were designed in English again were translated in to Afan Oromo and Amharic language with the help of an Afan Oromo and Amharic teachers. It was assumed that students are more proficient in Amharic and Afan Oromo than they are in English. This was done purposely to avoid the problem of language barriers which may have influenced the obtaining of accurate information for the study.

After translating the questionnaire, pilot study was conducted to see whether the intended tool can work as planned or not. This means it must be tested out to see if it is obtaining the results the researcher requires. The researcher asked his colleagues who had not been involved in its construction to read it through and see if there were any ambiguities which the researcher had not noticed. Then, the items which were commented as ambiguous, unclear and long questions were modified accordingly. After that questionnaires were distributed to twenty students who were not taking part in the study. The students were told to forward any comments they might have had of the questionnaire. The researcher went through each response very carefully, noticing comments and looking at the answers to the questions. Consequently, three items were discarded and improvements like ambiguous items, long statements and unclear instructions were made on some items. In addition, the validity and reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient by using SPSS version 20.0 program. According to the pilot test, the reliability coefficient of the items of the questionnaire was found to be 0.743 (74.3%). Thus, the items can be considered reliable because statistical literature recommends a test result of  $\geq 0.60$  as reliable (George & Mallery, 2003)

### **3.4.3 Interview**

Interview is the most effective instrument among the others in getting in depth of information which cannot be achieved through any other instruments. It further gives chance to identify misunderstandings and then clarifying questions for interviewer (Denscombe, 2007, p. 177). consequently, to crosscheck the information gathered through the questionnaire, an interview was made with five English teachers and ten grade nine students. Each of the interviews has been audio-recorded with both teachers and students permission so as to help the researcher to replay it during the analysis. Semi-structured interview was prepared for both teachers and students because it allows the interviewer to be flexible in terms of the order in which the topics are considered, and perhaps more significantly to let the interviewee develop ideas and speak more widely on the issue raised by the researcher.

### **.3.5 Procedures of Data Collection**

In order to collect data for the study, questionnaire, interview and classroom observation were used according to the following procedures:

Firstly, a pilot study was carried out by 20 grade 9 students which were not samples. The major objective of the pilot study was to check the content validity and clarity of items, and to check any problems before administering or distributing questionnaires. Then, questionnaires were distributed among 220 students with the help of colleagues.

Secondly, in gathering data through interview the participants were informed about the purpose of the interview. Then, the researcher informed the interviewees to record interviews because it even remove the necessity of writing during interview which may distract both the interviewer and the subjects. This benefited the researcher to listen as often as necessary to complete the analysis which was made at a later time.

Thirdly, the three teachers were observed twice each with a co-observer. Learners were also observed for their engagement in practicing the target language in different lessons in oral interaction . During observation, teachers' and students' activities, the actual classroom oral interaction were observed and filled in the checklists accordingly. This was done to cross validate the data which were obtained through other data gathering instruments

Finally, Each item of the checklist was analyzed and then written in note book to incorporate it later in the paper.

### **3.6 Methods of Data Analysis**

The collected data through class observation, questionnaire and interview were carefully sorted and organized according to their categories in a thematic frame work based on the research questions. Meanwhile, the researcher used triangulation method on the data which were collected through questionnaires, class observation and interview to keep the quality and validity of the work.

The data that was gathered through closed-ended questionnaires were analyzed quantitatively because Best and Kahn (2005:22) recommended that in quantitative research method, some form of statistical analysis is used to describe the results of the study. The data those were gathered through class observation, open-ended questionnaires and interview were analyzed qualitatively because scholars have suggested that in qualitative research , forms of the data collected can include interviews and group discussions, observation and reflection field notes, various texts,

pictures, and other materials. Then the quantitatively analyzed data were interpreted and discussed in percentage and descriptive statistics. The data that were qualitatively analyzed were interpreted and discussed qualitatively through words. At the end, conclusions and recommendations have been provided accordingly

## **CHAPTER FOUR**

### **4.0. DATA ANALYSIS AND DISCUSSION**

This chapter presents, analyzes, and discusses the data obtained through questionnaires, interviews, and classroom observations. Themes generated from the data are discussed and analyzed under four major categories: English teacher's and students' perception of oral interactions, actual classroom practices of oral interaction, barriers that hinder oral interactions and teachers' and students' attempts to minimize the challenges.

#### **4.1 English Teachers' and Students' Perception of Oral Interaction**

##### **4.1 .1 Teachers' Perception about the Role of Oral Interaction**

The English language teachers' understanding and feeling of oral interactions is crucial for proper and successful implementation of oral interaction activities in the English classrooms.

Accordingly, in the interview, five grade nine degree English teachers , who thought in grade nine, were asked to reflect whether oral interaction is important or not, and they were also asked to tell their thinking about the role of oral interactions in the language.

In the interview, the respondents reflected that oral interaction is a base for language development, especially to improve speaking skills. For example, the researcher interviewed the five teachers on 23th April, the following responded the following points.

teacher one *stated* why he says the oral interaction lesson is valuable:

*English is a foreign language to our country. Most of subjects are taught in English. So, in order to keep our students' progress in their learning, empowering them with oral interaction is one of the most important means of successful learning and a means of creating living classroom. And this helps the students to understand all subjects which are learnt in the classroom .*

Teacher two said: “English is often used as the medium of instruction in secondary school and higher education, and in the English classrooms, oral interaction lessons facilitate the learners to develop the language as a whole and it gets better the speaking skill and express opinions and ideas.”

Teacher three said : “In fact, oral interaction is where learners play an active role by asking questions and giving replies in the teaching learning process. They also develop confidence interacting orally with others.”

Teacher four explained:

*Speaking is one of the four macro-skills that students develop their language through speaking especially in the oral interaction activities. The main purpose of language is to enable people to exchange ideas as well as to interact with each other. To make it clear, when students want to do any activity with somebody, first, they need to interact orally: if they have any doubt, they avoid it through discussion whose character is oral interaction.....,so oral interaction plays a great role in language learning.*

The most central point in the above reflections is the participants’ view that one should be aware of the major roles of oral interactions in a face to face conversation. Similarly, Sharma (2005:167) states that in face to face conversation doubts, clarifications, explanations and questions can be sought and answered at once.

In connection to this, Mohan and Banerji (2002:7) state that in modern professional organizations a great deal is attached to devising and maintaining an efficient system of oral interaction. In short, the above reflections shows that the teachers had a good awareness about the main role of oral interactions in the English classrooms to exchange of information, ideas, opinions, attitude and feeling on an issue to achieve particular goals.

#### **4.1.2 Student’s Perception about the Role of Oral Interaction**

Data was collected from questionnaire, interview and class observation on 25th February up to 26 April.

Students’ adequate understandings and beliefs about the importance of oral interaction practices to learn the language is a key concept for a successful collaborative exchange of thoughts, feelings, and ideas between people. In relation to this, two hundred twenty sample students were asked about their orientation of the role of oral interaction in improving their performance in English. Their responses are summarized in Table one below.

**Table 3 Students' Perceptions of the Role of Oral Interaction**

S/N	Statement	Strongly agree	agree	Undecide	Disagree	Strongly disagree
1	I like learning the English language especially, the oral interaction activities because I know that oral interaction is a base for successful communication.	165	22	11	11	11
2	Oral interaction enables people to exchange ideas among themselves that I believe as it is very important to learn the language.	132	65	-	23	-
3	Oral interaction helps me to ask for feedback (or mistakes correction).	149	39	-	12	20
4	Oral interaction lesson uses learners-centered approach	112	69	6	15	18
5	Oral interaction lessons facilitate the learners to develop the target English language	93	68	12	44	3

As the table shows above, from 220 sample students 187(85%) of them like learning the oral interaction lessons in the English classes whereas 22(10%) of them reflected that they do not like it, 197(89.5%) of them believed that oral interaction is very important to learn the language while the rest respondents 23(10.5%) of them responded that it is not very important, 188(85.45%) of them reflected that oral interaction helps them to ask for feedback (or mistakes correction) whereas 32(14.54%) of them disagree it, 181(82,27%) of them agreed that oral interaction lesson uses learners-centered approach while 33(15 %) of them disagreed it and 161 (73.18%) of them reflected that oral interaction lessons facilitate the learners to develop the target English language but 47 (21.36%) of them responded that it does not.

In the interview, participants were also asked to express what they think about the value (role) of oral interaction practices in the English classrooms. During the interview, for example, student

one mentioned that there is no doubt that oral interaction plays an important role in the language learning. As to students, pair work, group work and class discussion help them to share ideas, express their feelings, ask questions and give replies as well as they strengthen their relations with others.

Student two said, "if we practice oral interaction activities in the English classrooms, we improve our speaking skill and develop confidence. This help us in the future to interact orally when we face persons who speak English either in country or outside the country in every aspects".

Student three also shared the above ideas and said that in secondary school the instructional media is English that the oral interaction activities help us to exchange our ideas, feelings and views our subject teachers, except Afan Oromo and Amharic.

In general, the above reflections shows that the students had a good awareness about the main role of oral interactions in the English classrooms to exchange views on an issue to achieve a particular end. On this point, Bygate (1986) and Nunan (1998) indicates that speaking is a very significant part of second language learning, because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. Still another educator stresses that speaking as a skill is not the oral production written language but it involves learners mastery of a wide range of sub-skills which added together constitute an overall competence in the spoken language (McDonough, 2003).

#### **4.2 Teachers' and Students' Responses about their Practice of Oral Interaction**

**Table 4: Student's Responses Regarding their Engagement in Oral Interaction**

NO	Statement	Always	Usually	Not sure	Rarely	Never
1	I participate in the oral interaction activities.	4	27	-	120	69
2	I can interact orally using only English with my teacher and class mates.	-	2	-	86	132
3	I keep myself silent during the English oral interaction activities.	65	97	-	37	21
4	I do not like practicing speaking in English in and outside of the class.	125	64	8	17	6
5	I do not have adequate vocabulary (words) to express my ideas or options in English during oral interaction activities.	103	64	-	33	20
6	I am shy so that I often use my mother tongue when I talk to peers	64	76	6	48	26

From the data obtained through students' questionnaire total sum of 189( 85.9 %) of respondents reflected that they do not participate in the oral interaction activities whereas 31(14.09) of them participate oral interaction activities, 218(99.09%) of them assured that they use their mother tongue while 2(0.9%) of them can interact orally using only English with their teacher and class mates, 162 (73.63%) of them also announce that they keep themselves silent during the English oral interaction practices whereas the rest 58 (26.36%) replied that they participate during the English oral interaction activities,189(85.9%) of them reflected that they do not like practicing speaking in English in and outside of the class while 23(10.45%) of them responded that they like practicing speaking in English in and outside of the class, 167(75.9%) of them reflected that they do not have adequate vocabulary (words) to express their ideas or options in English during oral interaction activities but 53(24.09%) of them responded that they have adequate vocabulary (words) to express their ideas or options in English during oral interaction activities and 140( 63.63%) of them reflected that they shy. Fore this reason they often use their mother tongue when

they talk to peers whereas 74(33.63%) of them do not shy so that they often use their mother tongue when they talk to peers .

In the interview ,the English teachers also expressed that students have poor oral interaction practice. For example, teacher one said: "When we ask our students to interact orally in the English classrooms, most of them usually prefer to interact in their mother tongue unless they keep themselves silent. We think this is the result of their wrong oral interaction practice."

Teacher two said that students were unable to avoid their mother tongue using or passive participating during the English classroom oral interaction practices.

In the classroom observation, the researcher also observed that most of the students were passive participate or first language user during English oral interaction. But some of them are used their mother tongue and English. But a few of them were used the target language.

From the above data one can realize that the practice of students' oral interaction in English classes is almost performed to a rare degree.

#### **4.3 Students' Engagement in Oral Interaction during Classroom Observation**

Data was collected from classroom observation on 27th February up to 23 march . As it has been indicated, observation was one of the data collecting tools. In grade nine, there were five English teachers who were observed while they were applying oral interaction practices. Therefore, the researcher attempted to observe the current practices of oral interactions in the English classrooms to know and understand what the English teachers and students did during the oral interaction activities, how the teachers organized the classrooms, how students are involved in the oral interactive activities, barriers students' face in oral interaction practice and attempts of the teachers and students to manage the challenges. Hence, results and discussions of the five observed classes are going to be presented one after the other as follow.

##### **Teacher 1**

During the researcher's observation, the English teacher had been teaching thirty seven students on two contents. The first part was speaking and the second part was language focus.

For the first case, the topic under speaking was " *Ethiopia- past and present*" the teacher wrote the title on the black board and read it to the class. Following that, he translated the title into its Afan Oromo equivalent '*Etiyoophiyaa-durii fi kan ammaa*' and into Amharic" *Yedurona Yahunua Ethiopia*" respectively. Then, he ordered the students to make groups for discussion by comparing and contrasting the past and present pictures of Ethiopia from the students' English text book. The number of each group member and the time given for the discussion was not limited. In the class there were only eight English text books from thirty seven students that students made uncomfortable groups based on the available eight text books. As a result, there were six students in the first group and in the third group, five students in the second group and in the fifth group, four students in the fourth group and in the seventh group, and three students in the sixth group and in the last group.

However, students carry on their discussion in mixed language- Afan Oromo, Amharic and English. In discussion only a few students tried to interact in English while the rest did not. Most of them interacted with their native language and the others were passive

While the groups were discussing, the teacher walked through the class and tried to help the students to compare and contrast *Ethiopia- past and present*. He asked them to tell the difference between each pictures which expresses about *Ethiopia- past and present*. After each group of his contact, he advised the students to use the target language English for the discussion but he did not use it. Almost after twelve minutes the teacher had stopped the discussion and he introduced another oral interaction of speaking lesson '*predicting the future*' and told the students to practice at home.

The above speaking lesson which were full of oral interaction activities took only twelve minutes that the rest twenty eight minutes were left for the language focus lesson.

In the above classroom reflected situation, one can conclude that in the classroom oral interaction activities the teacher tried to group students for the oral interaction activities although it did not seem effective. He also reminded and advised his students frequently to interact each other with the target language even through most of the students and he himself did not make it practical.

## Teacher 2

During the researcher's observation, the English teacher had been teaching thirty five students on two contents: speaking and grammar. The speaking lessons were two '*Traditional objects*' and '*what do you know about Ethiopian culture and traditions?*', and the grammar part was "frequency words and time expressions"

During For the first speaking lesson, the teacher introduced the topic and ordered the students to work in groups what they thought about the pictures of traditional objects in the English textbook. In the classroom there were only twelve English textbooks. Students did not make any movement to form a normal group but they sat before on the twelve desks. On the first, fourth and fifth desks four student for each, on the second, seventh, ninth and eleventh desks two students for each, and on the third, sixth, eighth, tenth and twelfth desks three students for each.

For the discussion, no fixed time was given, but students continued their discussion based on the pictures of the six traditional objects in the English textbook. As it was mentioned above teacher's class, here also students used mixed languages such as Afan Oromo, Amharic and English. Besides , there were passive students in the oral interaction practices. The researcher's observational diary below the scenario:

*In group four, there were four students for group discussion. In this group, only two of them practiced the activity using mixed language- Amharic with English like "Huletun bicha awkalehu" I know only two of them) – " This is stool and that one is agelgil (basket): what is agelgil in English? But the rest two students were passive listeners.*

The researcher noted that while the students were discussing, the teacher walked through the class and helped the groups but he asked them to translate the name of traditional objects in to their mothers' tongue. When students asked questions in their mother tongue, the teacher also replied in both languages i.e. students' mother tongue and the target language. Almost after five minutes the teacher had stopped the discussions and asked the students to tell what they thought in the pictures of traditional objects were in the English text book. He gave a chance only four students who raised their hands to reply his questions. He did not ask any student who never raised a hand. When there was no student raised a hand to reply, the teacher immediately wrote

the reply on the blackboard and translated into native language. He did the rest questions in the same way and started the next lesson. The next speaking lesson was anchor on what students know about Ethiopia culture and traditions. He asked the students how to make Ethiopian traditional coffee and only two students told him how to make it. The teacher skipped this part and said no new thing in this topic' then, he rushed to teach the grammar lesson.

The duration of the period was forty minutes that the teacher used fifteen minutes for the above speaking lessons and the rest twenty five minutes for the language focus lessons.

According to the implementation of the above class it was possible to conclude that students were not bring their English text book in the class. Therefore, the scarce of the text books highly affected the oral interaction pract. The teachers also never check the students where they bring their English text books in the class or not; and he said nothing for students who did not bring their English text books in the class. The shortage of the book forced the students to make improper groups for the intended lessons but the teacher again said noting to this group formation.

The researcher made clear observation that during oral interaction practices students largely used their mother tongue frequently with the target language, and the teacher also used the students' mother tongue for translation. He could not encourage the students to use the target language, and he also did not involve passive learners in practice that he only interacted only with the clever, volunteer ones. He focused more on grammar lessons that he gave less attention for oral interaction practices. At the end of the lessons, he did not conclude the practices by giving feedback that students were less motivated from the above reflection. It is possible to conclude that teachers give less attention to the speaking lesson, especially to the oral interaction activities but often focus on the grammar based lessons. These teachers simply strict on teacher centered and grammar focused approach which is not supported by scholars for the development of the target language skill. Supporting to this idea, Minyashal (2011:51) stated that teacher centered and grammar focused language learning experience impede the proper implementation of communicative language teaching.

### Teacher 3

In the classroom there were thirty three students during the observational session of English classes. The English teacher was teaching a speaking and reading lessons.

The speaking lessons were two: "Expressing opinions". In the oral interaction lesson 'Expressing opinion, first, the teacher wrote the topic on the blackboard introduced phrases like: "Is watching television wasting time?" and "Is watching television more useful than listening to a radio" which were used to express their own opinions. Following that, he ordered the students to discuss in groups whether they expressing opinion on the given points. The number of students in each group were setting according to their arrangements and the given time for the discussion was seven minutes .

However, in the class observation the researcher observed most of the students were passive listeners and the rest some students interact orally using more of their mother tongue than the target language. For example, one of the group members practiced in the following way.

*In the last group there were four students for the group discussion. Only two of the group members were interacting more of using their mother tongue and a little of the English language. While these students were practicing, the rest two students were passive listeners. In the group there was no group leader that the way was not facilitated for the silent students to involve in the activity. While the group discussion was going on, the English teacher was walking through the class to check what the students had been doing. Almost after seven minutes the teacher stopped the discussions and asked the students to reflect what they discussed. Then, he read the motions to the students whether they agree or disagree by expressing reasons. Two students raised their hands for reflection and the teacher gave the chances only for those students. He did not try to participate students who made themselves passive to the reflections.*

From the implementation one can infer that when students know the teacher is careless who comes to interact with the clever ones, most of the students become passive listeners. On this point Aschalew and Yemanebirhan (2006:58) indicate teachers who usually came to interact only with the clever ones are the cause for many students to be discouraged, lose interest, and be inactive participant.

Generally, most of the students do not participate in the oral interaction lessons during in the group discussion and the groups' practices were not checked and controlled by the teacher. Therefore, the researcher made general observation that the teacher gave less attention for the oral interaction activities that he either rushed on them or skipped some of the lessons.

This shows that teachers who almost ignore the speaking lesson, especially the oral interaction activities focus on the other language skills including grammar and vocabularies. On this point, Thorn bury (2003:31) indicate that expending time to studying grammar in a life time is no guarantee for the skill of interactive real- time talk in speaking.

#### **Teacher 4**

During the English classroom observation, the teacher was teaching speaking and listening lessons for thirty four students. The speaking lesson was '*Dialogue in a bank*' and the language focus was about '*Verb and verb patterns*'

For the speaking lesson the teacher asked students to sit in groups that they formed seven groups. The groups were formed based on the available of seven English text books. However, The three students were at the back bench sitting individually and the teacher said nothing for these students' sitting. Students who formed groups were discussing about current affairs including how often they read the news section in the news paper, listened to the news on the radio and watched the news on TV. During discussion, the majority of students were passive listeners and the rest participants used their mother tongue instead of the target language. The following diary makes clear the real nature of the problem:

*In group five there were six students for the group discussion but there was no group leader to facilitate the discussion. Three volunteer students interact orally about the current affairs by asking questions and giving replies in a mixed language- Afan Oromo or Amharic with English. While these three students were interacting the rest three group members kept silent.*

As the diary indicated above, one can conclude that an effective teacher should facilitate the way to students to be active participant in the group discussion unless most of them ignore the target language and became passive listeners.

Similarly, Harmer (1991) emphasize instructors may form groups and should create exposures to students to share information for others and take information from different students through the target language.

During observation, the researcher observed some problems. First most students did not bring their English textbooks. The teacher also did not check the students whether they bring their texts in the class or not. Second, he did not manage the awkward groups and ungrouped students. This situation highly affected the development of students' oral interaction. Third, even though the teacher tried to practice the students to use the target language, students became unable to avoid their mother tongue becoming passive listeners in the English classroom oral interaction practices. The teacher also used the local language a little bit in the English classroom.

### **Teacher 5**

In the English classroom the English teacher was teaching his twenty eight students about speaking and language focus lessons during the observational period.

In the first speaking lesson- '*Traditional Ethiopian culture*' the teacher told the students to make groups for discussion for a two minutes by looking at questions from the English text book. Students did not make any movement to form a normal group but they were as they sat before on the twelve desks. On the first and ninth desks one student for each, on the second, fourth, seventh and eleventh desks two students for each, and on the third, fifth, sixth, eighth, tenth and twelfth desks three students for each. From these twenty eight students there were only seven English textbooks on the seven desks that there were no English textbooks on the rest five desks. However, students were not active participants on the given speaking topic. They did what they want. For instance, three students at the back seat were doing mathematics exercises, two students were also turning the pages of their English textbooks, and the rest students were

chatting. While students were in these situations, the teacher was writing language focus notes on the blackboard. He did not follow the students whether they did the given practice or not.

As soon as he finished writing the notes on the blackboard, he told the students to listen about the notes he had written about grammar lessons without saying any word about the speaking lesson he had given at the beginning of the lesson.

Some of the students paid attention and started listening attentively while others started writing (copying) the notes from the blackboard while the teacher was lecturing. He gave more explanation about the grammar lessons with the help of more examples. Then, he ordered the students to copy the notes from the blackboard and do the exercises that follow.

Every student was busy by copying the notes from the blackboard. After students had finished copying the notes, the class was changed into chat because in the class there were only seven English textbooks that most students fell into a hot chat instead of doing the given exercises. At the moment the teacher was in front of the class referring his English textbook. Suddenly, he told the students to do exercises at home and returned his face to the two speaking lessons for the last ten minutes.

This shows that type of teacher does not have any care for the students whether they practice the target activity or not to improve their skill. On this line, Parrot (1982:9-10) argues the flexible use of teaching skills in the variety of combinations required by different classroom situation cannot be learnt without practice. Practice is also greatly improved by receiving feedback regarding a performance; without feedback the learners' performance does not improve.

The first speaking lesson was about "Traditional objects" that he told the students to work in pairs within two minutes to describe the pictures of traditional objects about what they thought from the English textbook. Students did not change their sitting arrangement for the given oral communication. However, only the seven students who had the English textbooks at the moment and students who sat besides the seven students on the same desk looked at the pictures and they

mostly spoke in their mother tongue to interact orally. The nature of the problem is evident again in the following diary kept by the researcher during observation;

*Three students were together with the English text book for practice. They looked at the picture and asked questions and gave replies mainly in their mother tongue- Amharic like 'Echi mindinat?' (What is this?). The replies also in Amharic like alawkim (I do not know). They continue their discussion in the same way. They were using their mother tongue more than three times the target language that there was no passive listener While students were on practice, the teacher was standing carelessly in front of the class and referring his English text books. He didn't walk through the class to check what students were doing.*

The researcher observed that after two minutes the teacher stopped the discussions and asked the students to tell the name of the traditional objects' pictures as they were discussed. When there were volunteer students to answer the questions, the teacher gave chances to those students, unless he wrote the names of the pictures on the blackboard.

*The traditional objects' pictures were six in the student's English textbook. The teacher asked the students to tell him the name of the six pictures but only one student raised his hand told the teacher the name of one picture. For the rest five pictures no hand of a student raised to give a reply that the teacher wrote the names of the five pictures on the blackboard and finished that lesson.*

The last speaking lesson was 'what students know about Ethiopian culture and traditions. The teacher ordered the students be in groups of three for the discussion of speaking lesson but students were as usual sitting arrangement, no movement at all. The practice had been done based on the pictures in the textbook where scarce in the class.

During the speaking lesson, the oral interaction practice was the same as the above oral communication practices. Students used their mother tongue a lot in the oral interaction practices and there were passive listeners too.

During the observation, the researcher made the following notes which add freshness to the points being discussed here;

*There were three students who sat together for the group discussion. They were looking at the picture and two of them were arguing about the picture in Amharic.*

*The rest, one student was passive listener but at the end, she said in Amharic “Beamarigna kemawrat endene zim mallet yishalal.” (Like me making own self silent is better than speaking in Amharic.)*

While students were in the above situations, the teacher was standing in front of the class and turning the pages of his English textbook from left to right side. At the end of the period the teacher reminded the students to do their grammar homework. As the evidences showed, in this classroom the teaching learning process seemed joke. Like their teacher students seemed careless that most of them did not bring their English textbooks in the class. Therefore, text based oral interaction activities were almost the ignored ones. In the oral interaction practices, students preferred to use their mother tongues instead of the English language that it was possible to say the usage of the target language was almost negligible. There were also students who were usually passive in the oral interaction practices.

The teacher, on the other hand, seemed unhappy careless and not motivated. He did not try to get the student’s attention, did not motivate his students, did not follow what the students did, did not encourage the students use the target language, and did not involve passive students in the oral interaction activities. Generally, the teacher lacked his professional commitment.

From the above reflections one can conclude a teacher who lacks professional commitment become careless to apply effective teaching methods in the teaching-learning process. Similarly Harmer (1991) indicates that unless teachers with their responsibility do a lot of effective things including monitoring groups, should walk round the class, intervene the group discussion, and provide suggestions or corrections, and encourage students to use the target language during the activities, thus, the intended objectives become ineffective.

Generally, the researcher noted the following key problems during five English teachers classroom observations. One main observation; was that students often used their mother tongue or made themselves silent in the oral interaction activities; and the teachers also used the students’ mother tongue a lot. Based on this, it is possible to conclude that students almost ignored the target language. Secondly, most of the students did not bring their English text books

in the class that they were forced to make awkward groups based on the available few text books. Thirdly, the teachers did not use the target language. These made the situation difficult for effective oral interaction practices because, as it was observed, the oral interaction practices depended on the pictures of the English text book. Fourthly, The teachers did not check the students whether they bring their text books in the class or not; and even he said nothing for students who had no text book in the class. The last problem was, the teacher did not give feedback to his students at the end of the oral interaction lessons- except asking questions, he did not conclude the lesson with a feedback

#### **4.4 Barriers to Oral Interaction**

The data obtained through questionnaires, interviews and observations showed that there were many challenges which hindered the realization of meaningful oral interaction practices in the English classrooms.

The result of the above three tools indicated the problems were emerged from textbook, students and teachers. These barriers are analyzed and discussed turn by turn as follow.

##### **4.4.1 Textbook Related Challenges**

The study indicated that in the implementation of oral interaction activities in the English classrooms some challenges came from vague and the difficulty level of the contents beyond students' ability and as well as the big volume and large size of the textbook.

###### **4.4.1.1 Vague and Difficult Contents**

Textbook is expressively crucial for student since many students working with a textbook feel secure and has a sense of development and achievement. It serves as the basis of the content of the lessons, the balance of skills taught, and the kinds of language task students actively use. Consequently, textbook provide ready-made text and learning tasks which are likely to be of a properly level for most of the class (Ur, 1996).

The data gathered from questionnaires and interview indicated vague or unclear contents of the oral interaction lessons and difficult or beyond the level contents blocked the students' oral interaction practices. For example, in the interview question four of interviewed teachers agreed:

*The content of some speaking lessons are not clear, especially pictures for oral communication practices like problem pictures on page 88-89 and traditional objects on page 157. These pictures are not only for the students but they are also too difficult to me. So, how can students engage in such kinds of lessons?*

Teacher two said: "Some speaking lessons which are full of oral interaction activities do not give clues for the students; rather they focus on the general instruction only." In addition, teacher tree said that in the speaking lessons, especially from the pictures some were difficult to me to understand them.

In the closed questionnaires, students also indicated that some of the oral activities in their textbook are not clear to engage them meaningfully.

**Table 3 Vague or Unclear Contents of the Oral Interaction lessons**

Statement	Strongly agree	agree	undecided	Rarely	Never
The content of all speaking lessons are easy to understand	11	45	15	91	58
All speaking activities in the English textbook are suitable to my background knowledge and level of understanding	26	54	2	120	18

As the data shows above from 220 respondents 149(67.72%) of them reflected that *the content of all speaking lessons are easy to understand* while 56 (25.45%) of them responded that they are not easy to understand and 138(62.72%) of them responded that *all speaking activities in the English textbook are not suitable to their background knowledge and level of understanding* while 80(36.36%) of them reflected that they agreed

In a similar way, during interview, one student indicated that: “In the textbook there are many speaking lessons but our English teacher usually jumps some unclear pictures which are designed for oral interaction activities.” Some of the oral interaction contents like proverbs in the speaking lesson are difficult to practice on them. Not the students, I, the teacher too do not know their meaning. English is not a day to day communicative language in our country that we cannot learn the language from the society. We see proverbs only in the text that it is not easy to make interactions on the English language about proverbs.

From the two students’ reflections one can infer that both teachers and students are unable to understand the message of some of difficult oral interaction lessons, especially vague pictures. This blocks oral interaction practices which was the base of language development in general and fluency in particular. The other problem which blocked students from effective oral interaction was the difficulty level of the contents. Some contents were difficult for the students. For example, in the interview one student mentioned: “I believe oral interaction practices improve my speaking skill but some oral interaction lesson contents like proverbs are beyond my ability. I say nothing on English proverbs which are too difficult to me to understand the meaning.”

The other respondent also mentioned: “I think the English teachers also face problem to know the meaning of some proverbs in English.” On similar issue, one of the English teachers stated: Based on the above reflections, it is possible to say contents beyond the proficiency level of the learners and teachers affect the oral interaction practices. On this point, Mohan and Banerji (2002:5) stated semantic difficulties are one of the barriers which prevent the achievement of the desired result including oral interactions.

#### **4.4.1.2 Big Volume and Large Size of the Textbook**

All Wright (1999:25) as textbook is primary source book for ideas and activities rather than as instructional materials. He also says that it is an efficient resource for self-directed learning and presentation of material, a resource of ideas and activities, a reference source for students.

An effective implementation of educational objectives in general and instruction strategies and activities in particular are based on the curricular textbook. To do that, the textbook should reflect the objectives through activities and strategies in it. It also needs to keep the interest of teachers and students including its size, volume, and color. Nevertheless, the findings of the study indicated that the large size and big volume of the textbook seemed to be a serious influencing factor to implement the oral interaction activities effectively. This problem was observed in the English classrooms and reflected in the interview.

In the English classrooms, few textbooks were available for the actual teaching learning process. To make it clear, here is the data of five observed classes in the table below.

**Table 4: The Total Number of English Textbook in the Classrooms**

Observed class	Total number of students	Number of students with textbooks	Number of students without textbooks
1	37	8(21.62%)	29 (78.38%)
2	35	12 (34.28%)	23 (65.71%)
3	33	7 (21.21%)	26 (78.78%)
4	34	7 (22.58%)	24 (77.41%)
5	28	7 (25%)	21 (75%)
Total	164	42 (25.6 %)	122(74.39%)

It is apparent from the table that there were 164 students. From these students only 42(25.6%) students had the English textbook during the English classrooms but the rest 122(74.39%) students were without their English textbooks. Therefore, the English oral interaction practices were highly affected by the shortage of English textbooks in the classrooms. The following diary adds more details to the facts and figures being illustrated here:

In one observed class there were 33 students for the picture based oral interaction practices in the English classroom. The instruction in the textbook orders the students to sit in pairs for the oral interaction activities by looking at the pictures. Based on this instruction the teacher also asked

students to sit in pairs for the oral interaction activities. Unlike the instructional order students made seven groups based on the available of English textbooks in the classroom Their group formations were (two students in the first group, five students in each of the second and fourth, four students in the third group, six students in the fifth group, three students in the sixth group and eight students in the last group.

From the above data, one can infer that pair work which gives more chances for the learners to interact orally was impractical because of the scarce of the English textbooks in the English classroom. In the closed questionnaires, the students reflected that .many of students do not bring their books in the classroom.

As it was understood in the interview students did not bring their English textbook in the class because of its large size and big volume. For example, students one said: “We learn six periods a day that we need to bring six textbooks each day. We cannot do that because most of our textbooks in grade nine are too big to hold.”

Student two stated: “The problem is not only the big volume of the book but also its big size. If the text book size is small or medium and the volume is small or medium, no problem to hold that I hope every student can bring it daily in the class.”

During interview, the English teachers also reflected as the student’s English textbook is big in volume and large in size that students often complain to bring their textbooks in the classroom. For instance, all of the respondents said:

When we see the volume of the grade nine student’s English textbook, it is large and heavy to hold that many students did not want to bring it in the class. They often come to school without their textbooks that text based oral interaction practices become ineffective.

From the above reflection, one can conclude that a big volume and size of the English student’s textbook is hated by both teachers and students to hold it. Therefore, many students come to school without the English textbook because of its heavy weight and large size that text based oral

interaction practices are highly affected and become ineffective. In this point (Richards,2001.p.101) indicated

*Text book may be practice, at suitable level , and provide a lot of useful practice but not be appreciated by students because they fail to see any links between the book and an examination they are working toward. A language program that is dependent on students' book, a worker book, and dictionary may and encounter difficulties because students' schoolbags are not enough to provide space for three English book in additions to books required for other subjects,*

From the above data the researcher concluded that unclear instructions, vague and beyond the proficiency level of students, and a big volume and large size of the textbook affect the text based students' oral interaction practices directly or indirectly.

#### **4.4.2 Student-Related Problems**

The study revealed that the students' poor linguistic proficiency background, fear, and lack of motivation are mainly the challenges of oral interaction practices in the English classrooms. They are analyzed and discussed as follows.

##### **4.4.2.1 Poor Background in English Proficiency**

The study confirmed that students' poor linguistic proficiency background of oral interactions has a great impact on the present oral interaction practices. Students and teachers reflected this idea in the reflection questions and interview. In the closed-ended questionnaires from 220 students 165(75%) of them agreed that the way they practiced oral interactions at their elementary schools has influenced their today's oral interaction practices in the English lessons. During interview, both students and teachers strengthened the above idea. For example, one respondent student said:

*When he was at elementary school our English teachers translated the English lessons into student's mother tongue - Afan Oromo or Amharic. he developed this type of oral interaction that he still wait the English teachers to translate the lessons into my mother tongue he cannot interact in English that I use my first language usually in the English classrooms.*

The second respondent said: “I didn't remember the day I used only English language in the oral interaction practices when I was at the elementary school. Consequently, I use more of my first language English still to interact orally with students and the English teacher.”

The third student also said: “To tell you the reality not only the students, the English teachers at the elementary school didn't have enough vocabularies to speak in English frequently. We had this background, now how can we interact orally using only the English language.”

If the students not have the previous speaking experience, they may be challenged to speak (Bygate, 1987). As a result, students speaking skill is limited. In relation to the above reflections the following table shows the same idea.

**Table 5 Students’ Oral Interaction Habit**

	Statement	Always	Usually	Not sure	Rarely	Rarely
1	I do not have enough vocabularies to engage in the oral interaction activities	126	50	11	33	-
2	The way I practice (the oral interaction habit) at the Elementary School has influence in my today's oral interaction activities in the English lesson.	169	35	13	2	1
3	I have poor speaking background practice	164	56	-	-	-
4	I usually prefer to interact in my mother tongue during the English oral interaction practice	96	109	-	15	-

As the data shows above from 220 respondents 176(80%) of them admitted that they have shortage of vocabularies while 33(15%) of them responded that they do not have , 204 (92.72%) of them reflected that their oral interaction habit at the Elementary School has influence in their today's oral interaction activities in the English lesson but 3 (1.36%) of them reflected that it does not, 220(100%) of them responded that they have poor speaking background practice and 205( 93.18) of them responded that they usually prefer to interact in their mother tongue during the English oral interaction practice while 15(6.81) of them responded that they do not usually prefer.

The English teachers, on their part, also blamed the students' background related to the oral interaction habits when the students were at elementary school. In the interview, for example, most of the teachers indicated their problems in the following way:

When we ask our students to interact orally in the English classrooms, most of them usually prefer to interact in their mother tongue unless they keep themselves silent. we think this is the result of their wrong oral interaction habit when they were at elementary school.

From the above excerpts, we can conclude that the present implementation of oral interaction activities is highly affected by the overall background proficiency knowledge of the learners. This includes a frequent usage of mother tongue in the target language, translation and inadequate practices which lead to have insufficient vocabularies, on this point Tesfay (2011:52) showed that students poor linguistic background influences learners' motivation and confidences by causing high level of anxiety to use the goal language

#### 4.4.2.2 Fear of Making Mistakes

The students often meet shyness. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

The result of the study disclosed that fear was one of the factors that hinder students' oral interaction practices during the English classrooms. In the reflection questions and focus group discussions both teachers and students reflected how fear affects the students' oral interaction practices in the English classrooms. It was also seen students made the sign of fear during the oral interaction practices.

**Table 6 Students Fear During Oral Interaction**

No.	Statement	Always	Usually	Not sure	Rarely	Never

1	I am afraid of making mistakes in front of my peers when my interact orally using English language.	104	56	15	18	27
2	I have not the confidence to speak freely in the class during English oral interaction.	69	88	21	23	19
3	I do not fear to ask and answer question	8	13	-	113	86

In the closed questionnaires, from 220 respondents 160(72.72%) of them reflected that they were afraid of making mistakes in front of their classmates when they interact orally using the English language while 45(20.45%) of them reflected that they do not it, 157(%) of them stated that they have not the confidence to speak freely in the class during English oral interaction whereas 42 (19.09%) of them responded that they have confidence to speak freely and 199(90.45%) of them reflected that they fear to ask and answer question while 21(9.54%) of them responded that they do not fear to ask and answer question.

In the interview two students indicated that Most of the students were not interested to interact orally using only the English language in front of their peers. They were very worried that they lost confidence because when they made a mistake in the oral interactions, the classmates were ready to laugh at them and might give a nick name to a person who made a mistake in the English classrooms As a result, they preferred to keep themselves silent.

Another respondent also strengthened the above ideas in the following reflection.

*This is because when someone tried to interact orally in English and makes a mistake, the classmates, especially the peer groups laughed at him/her. The laugh might continue for a long time and followed by a nickname. The nick name is mostly taken from the created mistakes and the peer groups substitute the real name by that nick name. I know a victim whose nick name has been 'obinion. It was taken from the mistake he made during the English oral interactions. While he was interacting orally in the group work, he said 'obinion' to say 'opinion'. From that day onwards he was being called 'obinion' by his friends.*

Teachers in the interview revealed students fall in fear during the speaking of oral interaction practices in the English classrooms. For example, one teacher stated in the interview questions: “In the oral interaction practices, students are usually seeing hesitating to say a word in English because they do not want to make mistakes by afraid of their classmates laugh. ”

The other teacher in the interview said: "In the English classroom, especially in the oral communication practices, many students are shy to interact freely frightening their classmates laugh and nick name." The researcher also observed students who worried and showed a sign of shyness during the oral interaction of English classrooms. For example,

*In one of the observed class many students were silent when their teacher asked questions to be replied. The teacher asked one female student who were not raised her hand to give reply she looked down and said nothing but the teacher motivated her to speak, even as it was possible to speak a broken language. She said only a word and put her index finger between her teeth in the manner of shyness and sat down soon.*

On the basis of the above reflections one can draw a conclusion that students are afraid of making mistakes in front of the classmates during the oral interaction of English classrooms. This is because when a mistake is created in the oral interactions, the classmates laugh at and may give a nick name. Therefore, fear is one of the main factors to affect a sound oral interaction practices in the English classrooms.

Similarly, Marcela and Sandra (2009) in Tesfay (2011:39) indicated students who learn English as a foreign language can be afraid of speaking due to, mainly, lack of real-speaking practice in the target language both inside and outside the school.

#### **4.4.2.3 Lack of Motivation**

As the study showed students were not motivated in the English oral interaction classrooms. They usually anxious a lot about the English oral interaction activities and unhappy to interact orally using the target language. Generally, they were not motivated that they were careless to take their responsibilities. This was reflected from the English teachers in the interview. Students also admitted that they were not motivated in the English oral interaction classrooms.

In the interview, teachers stated students were not motivated that they were not ready to take their responsibilities. For example, one teacher mentioned: "In the English oral interaction classrooms interest and moral are not with the students. They are usually reluctant to interact orally and hesitate to involve in the oral interaction activities because of their less interest towards this skill."

The second teacher also stated that most of the students came to school without interest that they were careless to participate in the English oral interaction activities. They lost their hope because of their poor background of speaking ability that they did not listen what the teacher advised them.

The third teacher said: "The motivation of students encourages teachers to be motivated a lot but we teach demotivated students who lose their hopes that the English oral interaction activities become meaningless."

The fourth teacher said: "In high school students seem careless that they do not have interest to participate in the English oral interaction activities and most of them simply sit without any participation in the English class". This makes us to lose our hopes' students also admitted that they had been not motivated to participate in the interaction activities in the English classrooms. For example, interview one student mentioned: "We are not motivated to interact orally in the English classrooms. We have low English oral interaction ability because of our background. I think this is the reason which makes us de motivated to engage in the oral interaction activities." The other student also expressed that *most* of the students were very careless to engage in the oral interaction activities as the teachers could not motivate them to be active participant. Teachers often blamed the students' poor ability of oral interaction in the English language that students lost their hope and became careless to this skill.

From the above reflections we can sense that students are not motivated to participate in the English oral interaction activities because of their poor linguistic proficiency in the skill, and their demotivated English teachers with their discouraging teaching methodologies.

As it had been observed in the classroom, students were seemed not motivated by their teachers teaching methods. For instance, in one of the observed classes:

*The teacher ordered his students to make groups for the oral intersection activities without getting the students attention. Students were not ready to apply the teacher's order that they were chatting. The teacher also did not follow up what the students were doing that only front sitter students tried to form groups. Soon the teacher asked some of the students to reflect what they did but students did not reflect as it was expected. He did not give feedback to the students and they seemed unhappy what happened in the classroom.*

To summarize, having poor background of linguistic proficiency, fear, and lack of motivation highly affect the student's oral interaction practices in the English classrooms. In relation to this point, Adamsu (2009:57-61) indicated that communicative classrooms are affected by the lack of motivation, students' poor English language background, teachers' reluctance, fear to discuss each other, and inadequacy of time.

### 4.4.3 Teacher-related Challenges

As the views of experts, the successful implementation of educational policy through instructional strategies and activities is not thought without teachers. So, in language teaching, teachers need to have professional qualities including commitment to continuous professional growth, pedagogical and content knowledge, and responsibilities to fulfill the needs and interests of students in the language learning. Having this in mind, in the English oral interaction lessons, the English teachers need to have knowledge of the lesson contents and skills to design effective strategies for the implementation of activities towards the needs and interests of students based on the objectives of the lessons. However, in the actual teaching learning process implementing the activities of oral interactions through inappropriate strategies block the students' oral interaction development.

The inappropriate strategies of the English teachers include giving less emphasis for the oral interaction practices, lack of motivation, and unable to control the students' activities are stated as follow.

#### 4.4.3.1 Giving Less Emphasis for Oral Interaction Lessons

In the study, students reflected in the questionnaire and indicated in the interview as their English teachers gave less emphasis for the oral interaction lessons during the English language teaching-learning process. The researcher also observed the above problem in the five teachers' actual practice English classrooms. Moreover, the English teachers admitted as they give less emphasis for the oral interaction based lessons during the English classrooms. This resulted from students' background knowledge, difficulty level of the lessons and students' interest towards oral interactions. Students reflected the emphasis which their English teachers gave to the oral interaction activities during the English classrooms in the closed questionnaire as follows.

**Table 7 English Teachers Attention to Oral Interaction Lessons**

S/N	Statement	always	Usually	Not sure	Rarely	Never
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1	The English teacher makes the students to practice all the oral interaction activities from the textbook.	-	22	22	143	33
2	Besides the text book activities, the English teacher gives the students additional oral interaction activities for practice from his/her own.	-	10	12	44	15 4
3	The English teacher gives students more oral interaction activities to practice outside the classroom and make them to reflect their work back into the classroom.	-	-	3	85	13 2
4	The English teacher gives value to the oral interaction activities in the form of assignment or test.	-	-	11	30	17 9
5	The English teachers facilitates ways or conditions to the oral interaction activities	2	13	-	120	85
6	The English teacher gives the sufficient time to the oral interaction activities.	-	-	23	195	2
7	The English teacher makes the students participate equally in the oral interaction activities.	3	6	-	132	79

As the table 7 shows, on the first statement from 220 respondents 176(80%) of them disagreed on the idea ‘The teacher makes the students to practice all the oral interaction activities from the textbook while 22(10%) of them responded that their teachers practice them. On the second statement, 198(90%) of them disagreed on the issue ‘besides the textbook activities, the English teacher gives the students additional oral interaction activities for practice from his/her own 10 (4.54%) of them agreed, on the third statement from 220 respondents 217(98.63%) of them disagreed on the point ‘The English teacher gives students more oral interaction activities to practice outside the classroom and make them to reflect their work back into the classroom, on the four statement 209(95%) of them disagreed on the ‘The English teacher gives value to the oral interaction activities in the form of assignment or test,’ on the fifth statement, 205(93,19%) of them reflected that the teachers do not facilitates ways or conditions to the oral interaction

activities while 15 (6.81%) of them agreed, on the six statements 197(89.5%) of them reflected that their teachers do not give the sufficient time to the oral interaction activities and on the last statement 211(95.9%) of them disagreed on the idea that the English teachers makes the students participate equally in the oral interaction activities whereas 9(4.09%) of them assured that their English participate equally.

The above evidence shows that the English teacher gave less emphasis for the oral interaction based lessons in the English classrooms. In the interview, for example, one student indicated : “Mostly the English teacher focuses on grammar lessons that he jumped most of the oral interaction based activities in the speaking lessons. He does not also give the students any oral interaction test. ”

The second respondent expressed " The English teachers do not give sufficient time for the oral interaction activities to practice unlike language focus lessons. This means the English teachers usually focus on more for grammar than oral interaction practices"

The third respondents indicated : " The assignment and tests of the teacher focuses on the grammar and reading part and the students spend most of their studying time on grammar but not practicing on the oral interactions. "

The researcher’s classroom observation also suggested that the teachers were seen rushing on and skipping some of the oral interaction activities. On the contrary, they use more time for language focus lessons than oral interaction based lesson like speaking. The English teachers also admitted what they did on the oral interaction based lessons. In the interview, for example one of the teachers said;

*The current English language textbook includes many contents together so that more time is needed. Unfortunately, the given periods for those bulky contents are four per a week. How can I finish the whole contents in these periods? As it was decided in the English department, I jump some parts of the lessons including oral interactions and teach language focus lessons.*

Another respondents also mentioned,

*Students are very poor oral interactions in the English lessons that I do not give them any oral interaction assignments or tests. If I do this, their results become very less which the school principals dislike most. The school principals had usually nagging me to increase the students’ result. Unless the students’ result increases, the school principals make my efficiency very less. So, I often give my students grammar based assignments and tests to maximize the students result in a better way.*

From the two teachers reflections one can see that they give less emphasis for the oral interaction activities to be practiced. They often rush on or jump the oral interaction based lessons because of their less emphasis for the oral interaction activities relating with shortage of time, many contents, and low linguistic proficiency of students. On this point, Harmer (1991) reveals that incorporation of too many course contents leads language teachers to rush to cover portions through lecture and dictate classroom instruction.

#### **4.4.3.2 Lack of Motivation to Teach Oral Interaction Lessons**

As Harmer (1991:3) states motivation is some type of internal force that initiates somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will strongly motivated to do whatever is necessary to achieve that goal. This means, motivation plays an important role to engage in the activities. Teachers need to be a model of the students and be active to make their learners motivated. But in Gassera high school the English teachers seemed unmotivated when they were teaching oral interaction based lessons in the English classrooms. This was reflected in the interview and also seen during the oral interaction practices in the English observational classrooms.

In the interview, students reflected that teachers usually worried about the students' low linguistic proficiency of oral interactions that they were not motivated. For example, one student mentioned: "I want to improve my oral interaction skills through speaking but the motivation of my English teacher influenced me not to be motivated to involve in the oral interaction practices." Another student added that not only the students the English teachers were also not motivated and seemed unhappy to teach oral interaction based lessons that they usually jumped the lessons, and they often blamed them about their low ability of oral interactions. Therefore, most students were also unhappy to interact orally in English.

During the interview, teachers also admitted as they were demotivated in the English oral interaction communications. For example, one teacher said *that* in his English class students were not interested to interact orally using English language. They preferred to interact using their

mother tongue instead of English. They were not confident to use the target language. This made him demotivated that he rushed on the oral interaction activities.

Another teacher mentioned that he was happy to teach the oral interaction activities because they needed more time and students were also inactive and lost confidence to interact orally using the English language. This made him bored and unhappy that he had no motivation to teach oral interaction activities.

On his part, the researcher also observed teachers were not motivated when they were teaching the English lessons including the oral interaction activities in the classroom. The following diary adds substantial insights to the nature of the observed problems and their implications:

*In one of the English classroom, the teacher entered the class and wrote the lesson he was going to teach on the blackboard. Then he asked the students to remember what they had learnt in the previous lesson. No one gave replies that he remembered what the lesson was and told them to make a group for the oral interaction activities. Students were really not ready- some back sitters were writing, others were chatting, and the rest were finding something in their bags. The teacher was careless what the students were doing at the moment. He was standing in front of the class and referring his textbook in the manner of unhappiness.*

From the students' and teachers' reflections and the researcher's own observation, the English teacher lacks professional commitment to practice the students the oral interaction activities. Therefore, teacher is a model in the teaching-learning process that unmotivated teacher creates demotivated learners. According to the view of scholars, without motivation the desired goal is not achieved.

Harmer (1991:3) indicates that motivation is some type of internal force that it encourages somebody to reach the desired goals. consequently, motivated learners perceive goals of various type.

#### **4.4.3.3 Inability to Manage Students' Activities**

As it was seen in the classroom, the English teachers were careless to control and support their students during the oral interaction lessons in the English classrooms. The researcher noted the following observation about the inability to manage and guide classroom:

*During one of the English language classrooms observation, there were twenty eight students who were sitting on twelve desks. Only seven of the students had the English textbooks and the rest twenty one students were without their English textbooks. Their teacher told them to practice the daily oral interaction lesson. However, most of the students were not in practice. Some students, who sat at the back, were doing mathematics exercises and the other students were chatting in their mother tongue. Teacher did not follow the students whether they were doing the given practice or not.*

Regarding the same issue, the discussions made with students during interview revealed that their English teacher were unable to control and support their students in the oral interaction practices. For example, one student mentioned that after the teacher told them to form groups for a discussion he did not monitor them. He did not have any care whether the students were engaged in the activity or not, whether they used their mother tongue or not, whether they were active participants or passive listeners.

Another student added: "I know some teachers who control the students' activity in the classroom but I think most of the English teachers seemed bored to control and support students in the oral interaction practices."

In general, the data suggested that the English teachers seemed without their responsibility, fade up, and careless to support their student in the interaction activities. Therefore, the English teachers unable to control the students' activities highly affect the learners' oral interaction development.

To conclude, giving less emphasis for the oral interaction practices, lack of motivation, and unable to control the students' activities are some of the English teachers related challenges for the students' oral interaction practices in the English classrooms.

#### **4.5 Attempts Made to Overcome the Challenges**

In addition to observing and analyzing problems and challenges that face oral practice in English classroom, the researcher developed interest in what is being done to minimize the problems and challenges and their impact on learning. The researcher tried to understand in particular the attempts that the students and the teachers were making to manage or mitigate the challenges they encountered while interacting orally in the English classrooms. The study showed that the attempts which students and teachers made to alleviate the problems were insufficient and not

appropriate because the teachers did not give equally emphasis from the other language skills and the students often used their mother tongue when they practiced the oral interaction. Therefore, the problems which focused during the practice of oral interaction activities in the English classrooms were not minimized.

#### **4.5.1 Students' Attempt to Overcome the Challenges**

As it was seen in the study students faced many challenges in the oral interaction practices like shortage of textbooks, low proficiency in the oral interaction activities and unable to understand vocabularies in the context. To compensate these challenges students had seen as follow.

In the practice of oral interaction activities there were a shortage of students' English textbook in the English classrooms. To manage these problems students made groups towards the available of textbooks in the classroom. The researcher's notes during observation suggest what is being done to minimize the problems and challenges.

In one of the observed English classrooms, there were thirty seven students for the oral interaction practices. When the teacher asked the students to work in groups a picture based oral interaction activities from the students' English textbook, they formed groups. This happened because there were only eight English students' textbooks available for the oral interaction practices those students who did not have the English textbook moves here and there to get the book and surrounded the available books. Then they made eight groups having three to six members for each that only some students got chances to interact orally while the rest students were passive listeners.

As we have seen clearly the above practical reflections, when students faced the shortage of textbooks, they made groups by surrounding the available textbooks. In fact students tried to overcome the shortage of textbooks by making groups but the practice was more suitable for pair work than group works. In pair work, both students get chances to interact freely but the group works give limited chances for the oral interactions. Therefore, the students' the attempt to solve the shortage of the English textbooks- changing pair work to group is not suitable for the intended objective.

In the oral interaction practices of the English language lessons, students' low linguistic proficiency like shortage of vocabularies and lack of fluency had been seen. To compensate these challenges students attempted improper strategy. For example, shortage of vocabularies and lack

of fluency were the challenges of the students during the oral interaction practices in the English classrooms when the researcher observed the five English teachers' classes. So, students attempted to solve the problems by using their mother tongue which has no help to minimize the challenges. To mention, in the group discussion, for instance, one student looked at the picture in the English textbook and said, "yih, yedrow gebeya new yih degmo yeteshashalew gebeya new." ( This is previous market but that is the improvement market).

During interview, respondent students admitted shortage of vocabularies and lack of fluency was their challenges that they used their mother tongue as a strategy to manage the challenges. For example one respondent said:

*Students want to be fluent speakers but to do this they have not sufficient vocabularies. When they started interacting in English and unable to finish the idea, with this language, they often use their mother tongue to complete the idea. In fact this strategy is not effective to develop the English oral interaction skills but it has been developed from the elementary school that student that students often use it.*

Form the above reflections; one can infer that students use their mother tongue since they have low linguistic proficiency including shortage of vocabularies and lack of fluency as strategy to manage the problems. As students reflected, this strategy is not advisable to improve the linguistic proficiency and fluency that it is improper and ineffective method. In the oral interaction practices students faced problem to understand vocabularies in the context in the English classrooms. Due to this reason, they use dictionaries to refer the meanings and ask classmates or English teachers for the translation of mother tongue. For example, in one of the observed English classrooms some students asked their classmates the English words in the oral interactions like 'what is news and newspaper in Afan Oromo?'

During interview also, students mentioned pocket and medium dictionaries were used to refer vocabularies in the English classrooms including the oral interaction practices. For instance, one respondent indicated:

*When we face difficult vocabularies in the English oral interaction activities, some students ask the teacher or the classmates for the translation of local language- either Afan Oromo or Amharic but the rest few students refer the meaning in their pocket dictionaries.*

According to another respondent, "... Most students prefer to know the meaning of difficult vocabularies through mother tongue translation but a few student use pocket dictionary or a mobile which has a dictionary."

From the above reflections, we can conclude that students ask translation or use dictionaries to know the meaning of difficult words during the oral interaction practices in the English classrooms. These strategies are not appropriate in the oral interaction activities that they are not effective unlike the contextual meanings.

Generally, from the above reflection, we can conclude that Student failure to participate during oral activities could be the consequence of their poor background speaking practice. That means their strategies of dealing with oral activities may not generate them active participation. Consequently, the students' oral speaking ability is limited (Bygate, 1987).

#### **4.5.2 Teachers' Attempt to Overcome the Challenges**

The study showed that what some teachers reflected was mostly different from what they practically did. For example, in the interview one teacher stated:

*I motivate the students to engage in the oral interaction activities through group discussion by the help of their group leader. I walk through the class and help the students while they are in practice. At the end as much as possible I give a chance to each student to reflect what they do.*

The other teacher also reflected:

*It is obvious that the students' linguistic proficiency background is not good they usually prefer to use their mother tongue in the English oral interaction practices and often need translation. To minimize this problem I facilitate the ways by giving them familiar topics to interact orally (discuss) in groups and reflect back to the class. While they are discussing, I check their work and encourage them to use only the target language.*

Although the English teachers stated the above ideas in the actual oral interaction practices, no teacher had seen getting the students' attention to be motivated in the given activities and facilitating the ways for each student to reflect what they did in the group. All of the English teachers seemed bored, unhappy and fade up in the oral interaction activities that they were also de motivated. The undeniable things what the English teachers made in the oral interaction activities was let the students to make awkward groups and often gave the reflection chances almost for volunteer students who raised their hands although it was not effective.

During interview, students revealed that the English teachers usually worried about the students low linguistic proficiency background of oral interactions in the target language that they seemed

de motivated and careless. This made the students to lose interest and de motivated to engage themselves in the oral interaction activities in the English classrooms. For example, one student said:

*To speak honestly, not only the students, teachers are also de motivated to teach the oral interaction lessons that they usually jump the lessons; in the practice of oral interactions also they often blame us about our low ability of oral interactions that they are careless and bored to work with us.*

Another student added:

*Students are not motivated to involve in the oral interaction practices because the attempt of the teacher to involve students into the oral interaction practice is not attractive. He carelessly tells us to form a group and interact orally; he is not ready to help us; he often does not visit the groups; he does not give us feedback that we do not know our strengths and weaknesses about our oral interaction skills. In fact h usually interacted with the clever few students but it is possible to say the majority students are the ignored ones.*

From these reflections one can sense that teachers are de-motivated to teach English oral interaction lessons that they are careless. In fact, they have good awareness about the role of oral interactions in the language learning but they do not apply their awareness in to practice. Similarly, harmer (1991:3) states motivation is some kind of internal force that initiates somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will strongly motivated to do whatever is necessary to achieve that goal. We clearly understand the role of motivation from the above scholars' view that we can conclude without motivation the intended objectives cannot be achieved successfully. In the actual English oral interaction classrooms, there were many challenges towards students including silence, low linguistic proficiency of interaction, and expecting translation. The English teachers attempted to solve these problems using translation which was a wrong method in the development of oral interaction skills. For example, in the interview, one student reflected:

“In our class when the teacher asks a question to be answered and most students keep themselves silent, the teacher immediately translates the question into local language. Based on this, students also prefer to give replies in their mother tongue.”

Another student said:

*Our English teacher often advises us to use only English in the oral interaction activates but he frequently translates the English lessons in the local languages-*

*mostly in Afan Oromo and sometimes in Amharic. Consequently, students also used mixed language- the mother tongue and the target language together when they interact orally either with the classmates or the English teacher in the English classrooms'. Teachers also admitted that they used translation in the English oral interaction activities.*

In the interview, for example, one teacher said:

*In fact we know that translation is not good for the development oral interaction skills in the language but when we speak English most students are unable to interact using the target language. Unless key keep them silent, they usually wait the teachers to translate the lessons because of their background so, I translate the English lessons into the students' first language to avoid their silence.*

As another teacher also mentioned, "In the English classrooms students worried a lot about using the target language. We know their mother tongue that either knowingly or unknowingly we teach the lessons through translation."

From the above views one can conclude that the English teachers use translation in the English classrooms as a strategy to make the lessons clear to their students. This attempt generally diminishes the usage of the target language towards students. On this point, harmer (1991) argues using translation into students' fist language in English lessons restricts the students' exposure to the English language.

Generally, according to the above views, one can infer that the English teachers were demotivated, careless, and who used translation for the English lessons that they were unable to minimize the challenges of oral interaction practices.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides the summary, conclusions, and recommendations about the studied topic entitled 'Assessing Factors that Affect Students Oral Interactions in English Classes: The Case of Gassera High School.'

#### **5.1 Summary**

The main objective of this study was to assess factors that affect students' oral interaction in grade nine English classes at Gassera High School. It also examined the perception of the English teachers and students about the importance of oral interactions in language learning, the current practice of oral interaction activities, barriers of oral interactions, and attempts that the English teachers and students made to handle the challenges during the oral interaction practices in the classroom.

To answer these research questions and achieve the objectives of the study, five English teachers who were teaching English in grade nine and two hundred twenty sample students from grade nine Gassera Secondary School were chosen for the study.

Moreover, three data collecting tools: questionnaires, observations, and interviews were developed to answer the research questions. The collected data were analyzed and discussed both quantitatively and qualitatively.

Finally, the following main findings emerged from the study:

- The teachers and the students know about the main role of oral interactions in the English classrooms to exchange information, ideas, opinions, attitude and feeling but the practice of students' oral interaction in English classes is almost performed to a rare degree.

**Students related:**

- The students did not pay attention to bring their English text books in the classroom.
- Most of students often used their mother tongue when they practiced the oral interaction activities.
- They made large groups to discuss about oral interaction
- They did not participate in the oral interaction activities..
- They had Lack of adequate vocabularies so that most of them did not participate in the oral interaction activities. These were the major impeding factors that diminishes the practice of oral interactions.
- In addition, Poor Background in English Proficiency, fear or shy of making mistakes , lack of motivation were also other factors that affect students' practice of oral interaction.

**Teacher related:**

- The teachers did not check the students whether they bring their text books in the class or not, and they didn't give feedback to their students at the end of the oral interaction lessons except asking questions. In addition, they did not manage the improper groups and ungrouped students and they often translated the target language into students' mother tongue.
- English teachers were found less responsible, and got fade up to support their student in oral interaction activities, they rushed or skipped some of the oral interaction lessons and they did not often use the target language in the classroom.
- Teachers gave less emphasis for oral interaction lessons and rather gave more attention to language focus. They also lack motivation to teach oral interaction lessons, and inabled to manage students' activities to overcome the challenges.
- The teachers did not involve passive learners in practice that they only interacted only with the clever, volunteer students.

#### **Textbook related**

- The result of study revealed that textbook related factor such as vague and beyond knowledge level contents and large size of the textbook the other factors to hamper oral interaction. practice in some of the previous studies that are reviewed in Chapter 2 of this study, it is found out that students had been found lack of motivation, poor background in English Proficiency, fear to participate in the oral interaction, keeping silent in the oral interaction activities, and English teachers were found less responsible and translation to local language. But this study found that the following new finding which was different from the reviewed literatures such as: students' reluctance to bring their English text books in the class, the teachers did not check the students whether they bring their text books in the class or not, they didn't give feedback to their students at the end of the oral interaction lessons except asking questions, they did not manage the improper groups, they rushed or skipped some of the oral interaction lessons, vague or unclear contents of the book, the hugeness of the size of the book and unclear instruction given to oral lessons.

#### **5.2.Conclusions**

Based on the findings of the study and the summary made above, the following conclusions are drawn.

- ❖ The result of this study clearly showed that both the English teachers and students have positive perception about the roles of oral interaction in the language but their actual implementation is not related with their perception. So having positive perception alone is not a guarantee to implementation.
- ❖ The result also indicated that oral interaction in the English classes was mainly affected by three categories of challenges:
  - Textbook-related challenges including vague and beyond knowledge level contents and large size of the textbook.
  - Student-related challenges which include having poor linguistic proficiency background, fear of making mistakes, because of the classmates' laugh and nickname based on the created mistakes, Students' frequent use of mother tongue language during English speaking classes, Lack of adequate vocabularies and lack of motivation. , keeping silent in the oral interaction activities, need translation and students' reluctance to bring their English text books in the class
- Teacher-related challenges including giving less emphasis to the English oral interaction lessons, lack of motivation, more emphasis on grammar, inability to control the students' activities during the oral interaction practices, either rushed the oral interaction lesson or skipped some of the lessons. In addition, they did not check the students whether they bring their text books in the class or not and did not give feedback to their students at the end of the oral interaction lessons- except asking questions.
- ❖ It was found that both the English teachers and students made little attempts to manage the barriers of oral interaction practices in the classroom.
  - Teachers used translation and let the students to use their mother tongue. .
  - Students used their mother tongue, asked teachers for translation, and made improper groups to practices oral interaction.
  - students' reluctance to bring their English text books in the class.

### **5.3 Recommendations**

Based on the conclusions drawn, the following recommendations have been proposed.

- Students and teachers should work as follows:

- Students should try to reduce use of mother tongue, waiting for translation, referring dictionary during practice and they had also better practice with the target language in the classroom and read different books which are written in English.
- The students should keen to bring their English text books in the classroom.
- Students should play their role in learning English oral interaction lesson. They have to participate actively in the classroom speaking exercises.
- Students in lower grades should be taught English in meaningful contexts. In addition, they must be given opportunities to use the language for interactive purposes. This could reduce the difficulty they will later encounter in Secondary School.
- Teachers need to be a model for their students that they should give emphasis to the oral interaction practices, be happy to teach oral interaction lessons and control the learners' activities during the oral interaction practices in the English classrooms. Moreover, they should give feedback to their students at the end of the oral interaction lessons and they should not skip or rush the oral interaction lesson.
- Teachers should provide oral interaction activities to practice in the classroom to avoid students' fear and shyness.
- Both teachers and students should exchange experience to each other to manage the barriers of oral interaction in English classrooms.
- Textbook writers should develop the book by considering students' level of knowledge in its contents i.e. easily understandable topics.
- They should modify the book to manageable size to hold or put into *students' schoolbags*.

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**Appendix A**  
**Adama Science and Technology University School of Law and Humanity English**  
**Department**

Classroom interaction Observation Checklist

1. How often do students use English in pair/group discussions  
freely? \_\_\_\_\_.

2 . How often do students ask their teacher for clarification when they face difficulties?  
\_\_\_\_\_.

3. How do students give attention when the teacher teaches the oral interaction activities?

\_\_\_\_\_.

4. How do students express their ideas accurately and without difficult? \_\_\_\_\_.

5. What the teacher does for the oral interaction activities? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

6. What the students do during the oral interaction activities? \_\_\_\_\_

\_\_\_\_\_.

7. Sample of teacher-students oral interaction \_\_\_\_\_

\_\_\_\_\_.

8. Sample of oral interaction among students \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

9. Time given for the group discussions in each class \_\_\_\_\_

## **Appendix B**

**Adama Science and Technology University**

**School of Law and Humanity**

**English Department**

### **Questionnaires for Student**

Dear students,

This questionnaire is designed to collect information about assessing students' oral interaction in English classrooms : The Case of Grade Nine Students in Gassera Secondary School . Hence,

you are kindly requested to put a tick mark ( ✓ ) for the given statements according to a given directions. All the responses will be used only for the academic purpose, so that be free and confident.

**Note :** - All the statements are equally important to attain the objective of the study and failure respond to any of them will affect the overall purpose of study.

-No need to write your name.

- Do not consult any one to answer the questions or statements.

Thank you for your cooperation!

**Part One : General informationDirection:** Put a tick mark ( ✓ ) in the appropriate box

1. Sex : male  female

2. Age less than 15  15-20  Above 20

**Part One: Closed Questionnaires (A)**

**Direction:** put a tick mark ( ✓ ) against each statements under one of the given headings that you believe.

table one

No	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	<i>I like learning the English language especially, the oral interaction activities because I know</i>					

	<i>that the oral interaction is a base to successful communication.</i>					
2	<i>Oral interaction enables someone to exchange ideas with others that I believe that oral interaction is very important to learn the language.</i>					

**Direction:** put a tick mark (✓) against each statements under one of the given headings that you believe

table 3

NO	Statement	Always	Usually	Not sure	Rarely	Never
1	The oral interaction activities in grade nine English textbook are authentic to engage in it.					
2	I participate in the oral interaction activities.					
3	I can interact orally using only English with my teacher and class mates.					
4	I can interact orally using only English with my teacher and class mates.					
5	I do not have enough vocabularies to participate in the oral interaction activities.					
6	I use my mother tongue during the oral interaction activities in the English classroom					
7	I keep myself silent during the English oral interaction activities.					
8	The way I practice (the oral interaction habit) at the Elementary School has influence in my today's oral interaction activities in the English lesson.					
9	The English teacher makes the students practice all the oral interaction activities from the text book.					
10	Besides the text book, the English teacher gives the students additional oral interaction activities from his/her own.					
11	The English teachers facilitates ways or condition to the oral interaction activities.					
12	The English teacher gives the sufficient time to the oral interaction activities.					
13	The English teachers makes the students participate equally in the oral interaction activities.					

14	The English teacher interacts with the students only in English and motivates them to use only English in the oral interaction activates					
15	The English teacher translates the English lessons in to local language.					
16	The English teacher demoralizes students when they make mistakes during the English oral interaction activities.					
17	The English teacher gives the students more oral interaction activities to practice outside the classroom and make them to reflect their work back into the classroom.					
18	The English teacher gives value to the oral interaction activities in the form of assignment or test.					
19	Oral interaction helps me to ask for feedback (or mistakes correction).					
20	Oral interaction lesson uses learners-centered approach					
21	Oral interaction lessons facilitate the learners to develop the target English language					
22	I do not like to participate in speaking activities (example group work, pair work etc.) is using English					
23	I have poor speaking background					
24	I do not like practicing speaking in English in and outside of the class.					
25	I do not have adequate vocabulary (words) to express my ideas or options in English during oral interaction activities.					
26	I usually prefer to interact in my mother tongue during the English oral interaction practice					
27	I have not the confidence to speak freely in the class during English oral interaction.					
28	I do not fear to ask and answer question					
29	The content of all speaking lessons are easy to understand					
30	All speaking activities in the English textbook are suitable to my background knowledge and level of understanding					

**Part two : Questions for Reflection**

**Student's Responses on the Frequencies of Oral Interaction**

1. Do you like English oral interaction Lessons? Why/ Why not?

\_\_\_\_\_.

2. Do students in your class like English oral interaction lesson? why/ why not?

\_\_\_\_\_.

3. What problems do you face during the English oral interaction lessons?

\_\_\_\_\_.

4. What strategies do you use to overcome the problem you face ?

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### **Appendix C**

Questionnaires for Students

Yuunivarsitii Saaynisii fi Teeknolojii Adaamaa

Faakalitii Seeraa fi Namummaa

Muummee Afaan Ingiliffaa

(translated in to Afaan Oromo for grade nine students)

Kabajamaa Barata,

Bargaaffiinkuni kan karoorfamemana barnoota sadarkaa lammaffaa Gaassaratti waytii Barnoota Ingiliiffaatti Ta'eewwan haasawa afaanii Barattota kutaa 9 irratti dhiibbaa uuman irratti odeenfannoo funaanufi. Kanaaf atis haala qajeelfama siif kennamurratti hundaa'uun gaaffiilee

siif dhihaatanif mallattoo(✓) barressuun agarsiisi. Deebiin kee qornootaa qofaaf kan oolu waan taheef iccitiin kee waan eegamuuf yaadni tokkooyyuu si hinseeniin.

**Hubbchiisa:-** Gaaffileen kunneen hunduu qorannoo kannaf walqixa barbaachisoo waan tahaniif tokkoo isaa osoo hin guutiin irra darbuun bu'aa qorannicha hunda miidha.

Lakk.	Yaada	Sirtii w Alicala	Waligalaa	Hin murteesne	Walii hin galuu	Sirtiwalii hingaluu
1	Barnnoota Ingliifaa barachuu nan jaaladha,keessattu gilgaaloota haasawa afaanii.					
2	Haasawa afaanii, afaan barachuuf baay'ee barbaachisaa tahuu isaa nama amana.					

- Maqaa barressuun hinbarbaachisu.

- Gaaffi siif dhihaatan osoo nama tokkoonuu hin mari'atin ofumaan deebii laadhuu.

Deeggarsa naaf gooteef galatoomi!

### Kutaa 1 : Odeefannoo waliigala

**Qajeelfama :** Sanduuqa qophaa'e keessatti mallattoo  barreessi.

1. Saala: Dhiira  Dubra 2. Umrii: Waggaa 15 gadi  15-20  20 oli

**Kutaa :Gaaffilee Murtaa'aa Qaban Qajeelfama:** Filannoowwan siif dhihaatan keessaa kan caalaa sirriidha jettee murteessitte jalatti mallattoo  barressun agarsiisi

**Gabate lamaffa**

**Gabate lamaffa**

Filannoowwan siif dhihaatan keessaa kan caalaa sirriidha jettee murteessitte jalatti mallattoo  barressun agarsiisi

1. Wayitii barnoota afaan Ingiliiffaa haasawwaa Afaan Ingiliiffaan gochuu ni jaalatu? maaliif? \_\_\_\_\_

Lak k.	Yaada	Yeroo hundaa	Yeroo baayee	hinmurtees nee	Yeroo tessaa	kongumma
1	Gilgaalonni haasawa afaani kitaaba kutaa 9 keessatti argaman hirmaachisoo dha.					
2	Gilgaalota haasawa afaani irratti nan hirmaadha.					
3	Barsiisaa fi hiriyoota barattoota koo wajiin waytii Ingiliiffaatti afaan Ingiliiffaatinan qofan waliigalla.					
4	Yeroon afaan Ingiliiffaatiin haasa'u hiriyoota koo fuulduratti akkan hin dogogorreen sodaadha.					
5	Gilgaaloota haasawa afaanii Ingiliiffaa irratti hirmaachuuf jechoota gahaa ni qabu.					
6	Waytii Ingiliiffa gilgaalota haasawa afaanii dalaguuf afaan maatii kootittan fayyadama					
7	Waytii Ingiliiffaa gilgaaloota haasawa afaanii yoo hojjatan nan cal'isa.					
8	Muuxannoon ani mana baruumsa sadarkaa tokffatti qabu har'a waytii banoota Ingiliiffaa gilgaaloota haasawa afaanii hojjachuu koo irratti dhiibbaa uumeera.					
9	Barsiisaa Ingiliiffaa keenya barattoonni gilgaaloot haasawa afaanii hundaa kitaabarraa akka hojjatan ni godhaa					
10	Kitaaba barataa irratti dabalataan, barsiisaan Ingiliiffaa barattootaaf gilgaaloota haasawa afaani gabbisan mataa isaanii ni kennu.					
11	Barsiisaan gilgaaloota haasawa afaanii hojjachuuf haala ni mijeessa.					
12	Barsiisaan Ingiliiffaa gilgaaloota haasawa afaanii dalaguuf yaroo gahaa ni kenna.					
13	Barsiisaan Ingiliiffaa gilgaaloota haasawa afaanii dalaguurratti barattoonni akka wal qixa hirmaatan ni godha.					
14	Wayti gilgaaloota haasawa afaanii Ingiliiffaatiin Barsiisaan Ingiliiffaa kan haasa'u afaan Ingiliiffaa qoffaan yoo taahu barattotaas ni kakkaasa.					
15	Barsiisaa Ingiliiffaa barnoota Ingiliiffaa afaan naannootti nuuf hiika.					

16	Yeroo gilgaaloota haasawa afaanii Ingiliiffaa yoo barattoonni dogoggora uuman barsiisaan Ingiliiffaa hamilee isaanii ni cabsa.					
17	Barsiisaa Ingiliiffaa barattooni haasawa afaanii akka shaakalan, gilgaala dabalataa kan barattooni dareen alatti dalaguun daree keessatti gabaasan ni kennaaf.					
18	Bariisaan Ingiliiffaa gilgaaloota haasawa afaanitiif bifa abbaltii yookiin yaaliin gatii ni kenna.					
19	Hasaa afaanii dub-deebii yookiin sirreefama dogongoraa gaafachuuf na gargaaraa.					
20	Hasaan afaanii mala baru barsiisuu barattoota giddu galeefate kan gargaaru dha.					
21	Barnoota hasaa afaanii barattootni afaan Ingilizii akka foyyeefatan haala mijeessaa.					
22	Afaan Ingilizii fayyadamun hojii ciimdii fi kan garee gilgaaloota afaan hasaa irratti hirmaachu feedhi hin qabu.					
23	Barnoota afaan Ingliziin yaada kiyyaa bahu irratti muxxannoon an qabu laafaa dha.					
24	Afaan hasaa Ingiliziitiin gola keessattis ta'e ala shaakalu fedhii hin qabu.					
25	Afaan hasaa Ingiliziitiin hirmaachuf hanqina jechoota qaba.					
26	Afaan hasaa Ingilizii yeroo hundaa gilgaalota wayita shaakalu afaan dhalootaatti fayyadamu nan filadha.					
27	Afaan hasaa Ingiliziitiin yaada kiyyaa bahu nan sodaadha.					
28	Afaan Ingiliziitiin gaaffii gaafachu yookiin deebii kennu hin sodaadhu.					
29	Qabiyyeewwan afaan hasaa hundaa hubachun anaaf salphaadha.					
30	Qabiyyeewwan hasaa afaanii kitaaba Ingilizii keessa jiran danddeetti kiyyaa wajjin kan walsimudha.					

2.Wayitii barnoota afaan Ingiliiffaa haasawwaa Afaan Ingiliiffaan gochuu barattoonni jaalatu?maaliif?

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3.Wayti barnoota Ingiliiffaa haasawwaa Afaan Ingiliiffaan taasisuuf rakkoo maaliitu isiin qunnama?

---

4 Rakkoowwan haasawa afaani kan xiqqeessuu barattoonni fi barsiisoonni afaan Ingiliifaa tooftaalee attamitti fayyadamu?

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### Appendix D

አደማዩንሸርሲቲ  
የህግናየህብተሰብፋካልቲ  
የእንግልዘኛትምህርትክፍል

### Questionnaires for Students

(Translated into Amharic for Grade 9 Students)

#### ውድ የዜጠነኛ ክፍል ተማሪ

ይህ መጠየቅ የተዘጋጀው በጋራ ክፍተኛ ፣ ደረጃ ት/ቤት የፃኛ ክፍል ተማሪዎች በእንግልዘኛ ክፍል ጊዜ ሀሳብን በቃል የመለዋወጥ ክህሎታቸውን የሚያውኩ ሁኔታዎች ለማወቅና መረጃ ለማግኘት ታስቦ ነው። በዚህ ውይይት የሚገኙ መረጃዎች ለትምህርት ምርምር ስራ ብቻ የሚውሉ በመሆኑ ነፃነት ተሰምቶአችሁ በራስ በመተማመን እውነተኛ መረጃ እንዲትሰጡ ይጠበቃል።

ማሳሰቢያ :- ሁሉም መጠየቆች በምርምር ሥራው እኩል ጠቀሜታ ስላላቸው በየትኛውም ጥያቄ ላይ ቢሆን መልስ አለመስጠት በጥናቱ ዓላማዎች ላይ ተጽዕኖ ሊያሳድር ይችላል።

- ስም መጻፍ አያስፈልግም።
- ጥያቄዎችን ለመመለስ ማንንም አታማክር።

ለትብብርህ/ሽ አመሰግናለሁ!

#### ክፍል 1:- አጠቃላይ መረጃ

ጾታ

ወንድ

ሴት

ዕድሜ

ከ15 ዓመት በታች

ከ15-20 ዓመት

ከ20 ዓመት በላይ

**ክፍል 2:- ውስን መልስ ያላቸው መጠይቆች**

**መመሪያ:-** ለያንዳንዱ ከተሰጡት አማራጮች ውስጥ ላንተ(ቺ) ተስማሚ ነው ብላህ(ሽ) ባሰብከው(ሽው) አማራጭ ሥርባለው ክፍት ቦታ የ(✓)ምልክት አድርግ(ጊ)::

**ሠንጠረዥ 1**

ተ. ቁ.	መጠይቆች	ባጣም እሳ መሠላሁ	ሀይማኖት	ሃይማኖት	ሀይማኖት	ሀይማኖት	ሀይማኖት
1	የእንግልዘኛ ቋንቋ በተለይ ሀሳብን በቃል የመለዋወጥ መልመጃዎችን መማር እውቅለሁ						
2	ሀሳብን በቃል መለዋወጥ ቋንቋን ለመማር በጣም እንደሚጣቀም አምናለሁ						

**2**

ተ. ቁ.	መጠይቆች	ሀይማኖት	ሀይማኖት	ሀይማኖት	ሀይማኖት	ሀይማኖት
1	በ9ኛ ክፍል በእንግልዘኛ ቋንቋ መማሪያ መጽሐፍ ያሉ ሀሳብን በቃል የመለዋወጥ መልመጃዎች ሊያሳተፉ የሚችሉ ነቸው::					
2	ሀሳብን በቃል የመለዋወጥ መልመጃዎች ውስጥ እሳተፋለሁ::					
3	በክፍሌ ውስጥ ከማምህራ ናክክፍሌ ጓደኞቼ ጋር በእንግልዘኛ ቋንቋ ብቻ ሀሳብ በቃል እንለዋወጠለሁ::					
4	በእንግልዘኛ ቋንቋ ሀሳቤን ስለዋውጥ በጓደኞቼ ፍት ስህተት መፈጸም ያስፋራኛል::					
5	በእንግልዘኛ ቋንቋ ሀሳብን በቃል በመለዋወጥ ተግባራት ለመሳተፍ ቃላት ያጥረኛል::					
6	በእንግልዘኛ ክፍለ ግዜ ሀሳብን በቃል ለመለዋወጥ የአፍ መፍቻ ቋንቋዬ እጠቀማለሁ::					
7	በቡድን በሚደረጉ ሀሳብን በቃል የመለዋወጥ መልመጃዎች ወቅት ዝምታን እመርጣሁ::					
8	በ፩ኛ ደረጃ የነበረኝ ሀሳብን በቃል የመለዋወጥ ልምድ በአሁኑ የእንግልዘኛ ቋንቋ ሀሳብን በቃል የመለዋወጥ ተግባራት ላይ ተጽዕኖ አሳድሮብኛል::					
9	የእንግልዘኛ ቋንቋ መምህራን በመማሪያ መጽሐፍ ውስጥ የሚገኙትን ሁሉንም ሀሳብ በቃል የመግለጽ መልመጃዎች ተማርዎች እንዲለማመዱ ያደርጋሉ::					
10	የእንግልዘኛ ቋንቋ መምህራን ከመማሪያ መጽሐፍ በተጨማሪ ሌሎች ሀሳብን በቃል የመለዋወጥ መልመጃዎች እራሳቸው አዘጋጅተው ተማሪዎች እንዲለማመዱ ያደርጋሉ::					
11	የእንግልዘኛ ቋንቋ መምህራን ሀሳብን በቃል የመለዋወጥ መልመጃዎችን ተማሪዎች እንዲለማመዱ ሁኔታዎችን ያመቻቸሉ::					
12	የእንግልዘኛ ቋንቋ መምህራን ሀሳብን በቃል የመለዋወጥ መልመጃዎች ብዙን ጊዜ ይሰጣሉ::					
13	የእንግልዘኛ ቋንቋ መምህራን ሁሉም ተማሪዎች ሀሳብን በቃል የመለዋወጥ መልመጃዎች ላይ እኩል እንዲሳተፉ ያደርጋሉ::					
14	የእንግልዘኛ ቋንቋ መምህራን ሀሳባቸውን ከተማሪዎቻቸው ጋር በእንግልዘኛ ቋንቋ በመግለጽ ተማሪዎችም ሀሳባቸውን በእንግልዘኛ ቋንቋ ብቻ በቃል እንዲለዋወጡ ያበረታታሉ::					

15	የእንግልዘኛ ቋንቋ መምህራን ትምህርቱን በአፍ መፍቻ ቋንቋ ይተረጉማሉ።					
16	የእንግልዘኛ ቋንቋ መምህራን ሀሳብን በቃል የመለዋወጥ ተግባር ወቅት የሚሳሳቱ ተማሪዎችን ሞራል ይነካሉ (ያናንቃሉ)።					
17	የእንግልዘኛ ቋንቋ መምህራን ተጨማሪ ሀሳብን በቃል የመግለጽ መልመጃዎችን ከክፍል ውጪ ተለማምደን በክፍል ውስጥ እንድናቀርብ ያደርጋሉ።					
18	የእንግልዘኛ ቋንቋ መምህራን ሀሳብን በቃል የመግለጽ ተግባራት በአሳይመንትና በቴስት መልክ ዋጋ ይሰጡታል።					
19	ሀሳብን በቃል የመለዋወጥ ትምህርት ማስተካከያ ወይም ጥያቄ ለመጠቅ ይረዳኛል፤፤					
20	ሀሳብን በቃል የመለዋወጥ ትምህርት ተማሪ ተኮር የማስተማሪያ ዘዴ ነው።					
21	ሀሳብን በቃል የመለዋወጥ ትምህርት ተማሪ የሚፈለገውን የእንግልዘኛ ቋንቋ ትምህርት ለማሳደግ ይረዳል፤፤					
22	እንግልዘኛን በመጠቀም ሀሳብን በቃል የመግለጽ መልመጃዎችን በቡድን ና በጥንድ ስራዎች ላይ መሳተፍ አልወድም፤፤					
23	በእንግልዘኛ ሀሳብን በቃል የመግለጽ ትምህርት ላይ የነበረኝ ተሞክሮ ደካማ ነው፤፤					
24	በእንግልዘኛ ሀሳብን በቃል የመግለጽ ትምህርት ላይ በክፍልና ከክፍል ውጪ መለማመድ አልወድም፤፤					
25	በእንግልዘኛ ቋንቋ ሀሳብን በቃል በመግለጽ መልመጃዎች ላይ ለመሳተፍ በቂ ቃላቶች የሉኝም፤፤					
26	ሀሳብን በቃል የመለዋወጥ መልመጃዎች በምሰራነት ጊዜ የአፍ መፍቻ ቋንቋ መጠቀም አዘወትራለሁ፤፤					
27	በእንግልዘኛ ቋንቋ ሀሳብን በቃል በመለዋወጥ ተግባራት ላይ ለመሳተፍ ድፍረት የለኝም፤፤					
28	በእንግልዘኛ ጥያቄ ለመጠየቅ ወይም ለመመለስ አልፈራም ፤፤					
29	ሁሉንም ሀሳብን በቃል የመለዋወጥ ትምህርት ይዘቶ ወይም መልመጃዎች በቀላሉ እረዳለሁ					
30	ሁሉንም ሀሳብን በቃል የመለዋወጥ ትምህርት ይዘቶ ወይም መልመጃዎች ከኔ ችሎታና ልምድ ጋር ተመጣጣኝ ናቸው፤፤					

**የአስተያየት ጥያቄዎች**

1. በእንግልዘኛ ቋንቋ የሚደረግ ንግግር ትምህርት ትወዳለህ(ሽ)? ለምን?

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2. በአንተ ክፍል ውስጥ ያሉ ተማሪዎች በእንግልዘኛ ቋንቋ የሚደረግ የአፍ ንግግር ትምህርት ይወዳሉ? ለምን?

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3. በእንግልዘኛ ቋንቋ በሚደረግ የአፍ ንግግር ትምህርት ስትማቱ የሚያጋጥሟችሁን ለመፍታት ምን ዓይነት ዘዴዎችን ትጠቀማላችሁ?

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4. በእንግሊዘኛ ቋንቋ የአፍ ንግግር ትምህርት በሚደረግበት ጊዜ ተማሪዎች ምን ዓይነት ችግር ያጋጥማቸዋል?
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## Appendix E

**Adama Science and Technology University**

**School of Law and Humanity**

**English Department**

**Interview Questions for Teachers**

Dear teacher,

These interview questions are designed to get information about the research title "Assessing Students' Oral interaction in English Classrooms: The case of Grade Nine Students in Gassera Secondary School." The gathering information through this interview will be used only for the academic research purpose. So, be free and confident to give information honestly.

Thank you for your active participation!

### **Interview Questions:**

1. Do you think oral interaction is valuable for students.
2. What do you say about the students' participation during the oral interaction practice?
3. How do you Facilitate the oral interaction activities for the students to engage in it?
4. What problems do students face in the oral interaction activities?
5. What methods do you use to manage the barriers of oral interaction practice?
6. How do you evaluate your students' oral interaction performance?
7. What do you say about the preparation of the oral interaction activities in the students' text book?
8. Do you have another comment related to the students' oral interaction?

## **Appendix F**

### **Interview Questions for Student**

Dear student,

These interview questions are designed to get information about the research title "Assessing Students' Oral interaction in English Classrooms: The Case of Grade Nine Students in Gassera Secondary School." The gathering information through this interview will be used only for the academic research purpose. So, be free and confident to give information honestly.

Thank you for your active participation!

### **Interview Questions:**

1. Do you think oral interaction is valuable for students
2. What do you say about the students' engagements in the oral interaction activities in your classroom?
3. How do teachers facilitate the oral interaction activities to the students?
4. How do teachers evaluate the students' oral interaction performance?
5. What problems do you face during the oral interaction practices?
6. What strategies do you use to overcome the oral interaction challenges?
7. What do you say about the preparation of oral interaction lessons in the grade nine English text book?

## Appendix G

(Translated into Amharic for Grade 9 Students)

የቃለ መጠይቅ ጥያቄዎች

ውድ የዜጠነኛ ክፍል ተማሪ

ይህ መጠየቅ የተዘጋጀው በጋራ ክፍተኛ ፪ኛ ደረጃ ት/ቤት የ9ኛ ክፍል ተማሪዎች በእንግሊዘኛ ክፍል ጊዜ ሀሳብን በቃል የመለዋወጥ ክህሎታቸውን የሚያውኩ ሁኔታዎች ለማወቅና መረጃ ለማግኘት ታስቦ ነው። በዚህ ውይይት የሚገኙ መረጃዎች ለትምህርት ምርምር ስራ ብቻ የሚውሉ በመሆኑ ነፃነት ተስምቶአችሁ በራስ በመተማመን እውነተኛ መረጃ እንዲትሰጡ ይጠበቃል።

ለትብብርህ/ሽ አመሰግናለሁ!

የቃለ መጠይቅ ጥያቄዎች

1. በእንግሊዘኛ ቋንቋ የሚደረግ ንግግር ትምህርት ትወዳለህ(ሽ)? ለምን?
2. ለንተ/ቺ/ የመማሪያ ክፍል ውስጥ የተማሪዎችን የቃል ትምህርት ተሳትፎ አስመልክቶ ምን? ትላለህ/ሽ/?
3. በመማሪያ ክፍል ውስጥ ለተማሪዎች በንግግር ትምህርት መምህሩ ምን አይነት ሁኔታ ያመቻቻሉ?
4. የንግግር ትምህርትን መምህሩ በምን መንገድ ይገመግማሉ?
5. በንግግር ትምህርት ጊዜ የሚገጥሙህ/ሽ/ ችግሮች ምን ምን ናቸው?
6. በንግግር ትምህርት ጊዜ የሚገጥሙህ/ሽ/ ችግሮችን ለመፍታት እንዴት ያለ ዘዴ ትጠቀማለህ /ትጠቀሚያለሽ/?
7. በ9ኛ ክፍል የመማሪያ መፅሐፍ አዘገጃጀት ላይ የንግግር ትምህርት ዝግጅት አስመልክቶ ምን ትላለህ/ሽ/?

## Appendix H

(Translated into Afaan Oromo for Grade 9 Students)

Yuunivarsitii Saaynisii fi Teeknolojii Adaamaa

Faakaliti Seeraa fi Namummaa

Muummee Afaan Ingiliffaa

Kabajamaa barata

Bargaaffiinkuni kan karoorafamemana barnoota sadarkaa lammaffaa Gaassaratti waytii Barnoota Ingiliiffaatti. Ta'ewwwan haasawa afaanii Barattota kutaa 9 irratti dhiibbaa uuman irratti odeenfannoo funaanufi. Deebiin kee qornootaa qofaaf kan oolu waan taheef iccitiin kee waan eegamuuf yaadni tokkooyyuu si hinseeniin.

### **Deeggarsa naaf gooteef galatoomi!**

1. Wayitii barnoota afaan Ingiliiffaa haasawwaa Afaan Ingiliiffaan gochuu ni jaalatu? maaliif
2. Gola ati itti baratuutti waliin haasawwaa yookiin waliin dubbii barattoonni Afaa Ingiliiffaan taasisaan irraatti yaada maalii qabda?
3. Barsiisaan Afaan Ingilzii siin barsiisuu akka barattoonni waliin haasawwaa Afaan Ingiliiffaan cimsataniif akkamitti haala mijeessa?
4. Wliin dubbii yookiin haasawwaa barattoonni Afaan Ingiliziin godhan akkamitti madaala?
5. Yeroo Afaan Ingiliiffaan waliin dubbii gotan rakkoo maalitti sin qunnama?
6. Rakkoowwan sin qunnamu furuuf tooftaalee akkamitti gargaaramtu?
7. Haala qophii kitaaba barnoota kutaa 9ffaa waliin dubbii Afaan Ingilizii taasisuuf qophaa'e irratti yaada maali qabda?

