

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM MA IN TEFL



AN INVESTIGATION INTO THE PRACTICE OF GRADE NINE

STUDENTS' ORAL COMMUNICATION IN EFL CLASS:

BIRITI SECONDARY SCHOOL IN FOCUS.

BY

TESFAYE TEFERA

SEPTEMBER, 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM MA IN TEFL

AN INVESTIGATION INTO THE PRACTICE OF GRADE NINE

STUDENTS' ORAL COMMUNICATION IN EFL CLASS:

BIRITI SECONDARY SCHOOL IN FOCUS.

BY

TESFAYE TEFERA

ADVISER: YESHITLA HABTEMARIAM (phD)

SEPTEMBER, 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

AN INVESTIGATION INTO THE PRACTICE OF GRADE NINE

STUDENTS' ORAL COMMUNICATION IN EFL CLASS:

BIRITI SECONDARY SCHOOL IN FOCUS.

BY:- TESFAYE TEFERA

APPROVAL OF THE EXAMINATION BOARD

	SIGNATURE	DATE
	<u>the Habtemariam (PhD)</u> <u>AHL</u>	<u>30/09/2017</u>
	<u>ne Hithis (PhD)</u> <u>Tamere</u>	<u>30/09/2017</u>
AL EXAMINER	<u>nen Gemechu (PhD)</u> <u>Gem</u>	<u>30/09/2017</u>
AL EXAMINER		

Declaration

This thesis is my original work and has not been presented for a degree in any other Universities and that all sources of information used for the thesis have been fully acknowledged.

Name Tesfaye Tefera

Signature _____

Place : Adama Science and Technology University

Date of Submission: September, 2017

Acknowledgements

First of all I would like to express my heartfelt gratitude to my advisor Dr. Yeshitla Habtemariam whose help on the various stages of the study has been invaluable. In the absence of his constructive comments and suggestions, this thesis would not have been accomplished. I greatly appreciate his consistent and immediate response on any of my request.

My heartfelt thanks also go to my mother w/o Teseme Areda who helped me from the very beginning of my childhood to present psychologically and economically. My special thanks also goes to my wife Senait Hailu who encouraged me to work hard my thesis diligently and for serving me with all possible support she could. Therefore, I would like to thank them again from bottom of my heart.

My thanks also to teachers and students of Briti Secondary School as they collaborated with me by attending the interviews and letting me observe the classrooms during the teaching and learning process.

Finally, I would like to thank Biriti Secondary School directors who helped me in duplicating questionnaire papers for my research work without any payment.

Table of contents

Contents	Page
Acknowledgements.....	iv
Table of contents	v
List of Tables	vii
Abstract	viii
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of Problem.....	3
1.3 Objectives of the study.....	3
1.5 Significance of the Study	4
1.6 Delimitation of the Study	4
1.7 Limitation of the Study	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	6
2.0. Introduction.....	6
2.1. Definition of Communication	6
2.2. Oral Communication.....	7
2.4 Problems that may Hinder the Practice of Students’ Oral Communication.....	9
2.4. Language and Topical Aspect.....	11
2.5. Activities that can Promote Students’ Oral Communication	12
CHAPTER THREE: RESEARCH METHODOLOGY	14
3.0 . Introduction.....	14
3.1 Research Design.....	14
3.2 Study Area	14
3.3 Study Population.....	14
3.4 Sample Size and Sampling Techniques	15
3.5 Data Gathering Instruments	15
3.5.2 Questionnaires.....	16
3.5.3 Interview	17
3.5.4. The Pilot Study	17

3.6 Procedure of Data Collection.....	18
3.6 Data Analysis and Interpretation.....	18
3.6.1 Techniques of Data Analysis	18
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION.....	20
4.0. Introduction	20
4.1 Data Analysis and Discussion of Students' Questionnaire	20
Instructional material related problems.....	31
4.2. Data Analysis and Discussion Based on the Results of Classroom Observation Checklist.....	31
4.3 Data Analysis and Discussion Based on the Result of Students' and Teachers' Interview	33
4.3.1. Students' Interview	33
4.3.2 The Result of Teachers Interview	38
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	42
5.0. Introduction.....	42
5.1 Summary	42
5.2 Conclusions.....	44
5.3. Recommendations.....	44
References.....	46
Apendix-A.....	50

List of Tables

Table 1: Students Response on their own oral communication problems	20
Table 2: Students' response on teachers' related issues.....	23
Table 3: Teachers' Response on Aspects Related to Students' Problem.....	26

Abstract

The primary aim of the study was to investigate into the Practice of Grade Nine Students' Oral Communication in Biriti Secondary School. Specifically, the study was intended to examine students' oral communication', identify the attitudes of students towards oral communication, search out the causes of students' oral communication problem. To attain the objectives of the study, a descriptive survey method was used and the data were gathered via questionnaire, classroom observation, interviews and content analysis. Open-ended and closed ended questionnaire was distributed to the sample students and semi- structured interview questions were used with the available English teachers and the selected students. Observation was also used based on checklists and chosen criteria according to the objective of the study. Based on the data collected through the above mentioned instruments and its analysis and interpretation, the findings of the study showed that both teachers and students have their own shortcomings in applying the concept of oral communication practically. The study further showed that teachers' method of teaching is lecture method and teacher centered way of teaching, students' fear of making mistakes, lack of real life oral communication activities were the main problems that slow down students' oral communication. Finally, based on the implication of the findings, recommendations were made for language teachers, students and the concerned bodies to overcome the learners' oral problems.

CHAPTER ONE

1.0 Introduction

In this chapter, points like background of the study, statement of problems, objectives of the study, significance of the study, delimitation of the study, and limitation of the study were clearly incorporated.

1.1 Background of the Study

In our country Ethiopia, English has been used as the medium of instruction in all secondary, preparatory and tertiary levels. It is also used in different areas like economics, electronics, telecommunication, culture and science and technology. It has also been used as the language of scientific research, international business center, diplomatic relations and a global language in which people of the world tied together. Hence, the effort to improve its teaching and learning process has been given due attention from time to time. Likewise, in secondary school, English is used as a medium of instruction and the majority of courses are given in English. Therefore, when students want to exchange their ideas about their subject matter, unclear idea, and personal views in the classroom, they need to communicate in English. This means students practice oral communication. This communication can maximize both students' confidence and product. As Al-Hebaish,(2012) states "Learners' oral communication aims at maximizing individual result." So in line with my understanding, the above mentioned statement shows that oral communication plays a great role in increasing the students result. Students are forced to prepare themselves in a good manner before presenting what they need to present orally. As a result, the students' results can be maximized.

Oral communication is "the ability to compose, critically analyze, present, and deliver information through verbal interactions" (Kathryn Maguire, nd) . Besides, Hailu (2011:9) states that "Oral communication skills are a set of abilities enabling individuals to be confident and competent communicators. They equip students to efficiently comprehend, criticize and analyze information and communicate clearly." Here, it shows that oral communication helps students to understand, critically analyze the given point and present it by a word of mouth clearly. Hence, oral communication is the ability of expressing and exchanging ideas in speech.

Richards and Rogers(1986) declare that oral communication is more than just a message being transmitted from a speaker to a listener, the speaker is at the same time both subject and object of his own message. The goal of this skill is to have the ability to understand the spoken language

and to provide a meaningful reply in the target language. Here, we see that oral communication is beyond transmitting the target message to the target listener. Moreover, an oral communication is goal oriented way of communication in which the target listeners are involved in giving feedback at the same time. From the researcher's experience, while the sender communicates to the receiver, the receiver is expected to listen to the message and give the target response. So the process of giving response to the sender orally is known as oral feedback. Moreover, the listener should listen to the oral speech critically to produce effective and meaningful oral communication.

Nunan(2003:55) states that “ oral communication can be promoted when learners have a real life communication ,authentic activities and meaningful tasks that promote oral language.” Hence, to come up with a meaningful oral communication, lifelike activities must be provided to the target learners at different levels. In this case, life like activities deals with the activities that are familiar with the students' daily life.

Stab (1992:7) states, “I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn.”

Oral communication is a two way process between the speaker and the listeners and involves the productive skills of speaking and the receptive skills of listening understanding (Byrne 1986).

So, from the above statements, we overtly understand that oral communication assists students in many ways and it incorporates another skill like listening concurrently. Having the above mentioned authors' views, the researcher tried to investigate into the problem of grade nine students' oral communication at Biriti Secondary School.

Students in Biriti Secondary School learn English starting from grade one to grade eight as a subject, after grade eight i.e. starting from grade 9, English becomes the medium of instruction. All subjects are taught in English language except their mother tongue Afan Oromo. The school tries to implement the current methodology (student-centered) approach using the medium instruction language which is English.

As the researcher knowledge goes, the main aim of teaching language is for communication. Hence, it is important to let students learn through interaction in class activities. Students learn

effectively through the real situation or interaction. This real situation or interaction is manifested via oral communication.

However, in Biriti Secondary School, most of students failed to communicate in oral communication. Therefore, the researcher highly focused on an investigation into the practice of grade 9 students' oral communication. In Biriti Secondary School most of the students were unable to present activities given to them in the classroom orally and they couldn't express themselves. This was why the researcher initiated to conduct the present study.

1.2 Statement of Problem

The students' oral communication problems become a deep-rooted problem in EFL classroom. It is clear that the present day teaching curriculum, which is said to be appropriate is student-centered. This is the method in which students talk more the given lesson interactively and then present it orally by the word of mouth. However, most teachers use teacher centered way of teaching that means they cover most of the activities themselves. Supporting this idea, Amenu Olijra (2005) and Oli Negassa (2006) in their findings on active-learning (Student centered) showed that teachers use teacher-centered language teaching that is the teacher dominates all activities in the classroom. As a result, students may not get the opportunity to use the target language to express their ideas orally in classroom. By doing so the students become passive and expecting everything from their teacher.

Henceforth, the researcher tried to investigate into the root problem of grade nine students' oral communication and recommend its solution.

1.3 Objectives of the study

The study contains both general and specific objectives.

i. General Objective

- The general objective of this study was to investigate into the practice of grade nine students' oral communication at Biriti secondary school in focus.

ii. Specific Objectives

The specific objectives of the study were to:

- search out the causes of students' oral communication problems

- identify the attitudes of students towards oral communication
- to examine how the teachers motivate learners practice oral communication in their daily life.
- examine whether or not the teachers use a variety of activities while teaching oral communication skills

The researcher made effort to answer the following research questions in the process of conducting the research.

1.4 Research Questions

1. What are the causes of grade nine students' oral communication problems?
2. What attitudes do students exhibit towards the practice of oral communication in EFL classroom?
3. Do teachers motivate students to practice oral communication in and outside the classroom?
4. What types of activities are used to maximize the student's oral communication in EFL class?

1.5 Significance of the Study

The study attempted to investigate into the practice of students' oral communication. Therefore, the researcher believed that the findings of the study could have significance to; Students, here, since the primary aim of the study was to solve learner's oral communication problem it would have a valuable significance. Again for EFL teachers; some language teachers may not put emphasis on oral communication rather they use grammar or vocabulary. Therefore, the study could create an image in EFL teachers on how to encourage students in order to enhance students' oral communication, to School: in this case, when the study undergone properly, it would identify the advantages of oral communication and the study may use as a document to conduct further research on this area. So it could be used as document.

1.6 Delimitation of the Study

To undertake the research in a good manner, it is advisable to decide the scope or the area in which the study is delimited to. Therefore, the researcher confined the study to grade nine

students and all English teachers at Biriti Secondary School. The researcher tried to select only one secondary School among the three secondary schools found in Kuyu Woreda. This was due to its proximity and convenience to the researcher. Similarly, the researcher preferred grade nine students because he believed that their medium of instruction during elementary life is not English. As a result, the research limited to Grade nine students of Biriti Secondary School and focused only on an Investigation into the Practice of Grade Nine Students' Oral Communication. The study emphasized on sixty (60) students who were selected in simple random sampling method and all five English Language teachers who were taken purposively.

1.7 Limitation of the Study

The researcher tried to conduct his study in one secondary school of Kuyu woreda North Shoa zone, because of time, financial and other resource constraints. The students under the target school were from remote area; so, it was difficult to arrange additional sessions to meet. As a result, the researcher was obliged to be patient until they get free from different make up class, missed class and tutorial class.

Moreover, some respondents were reluctant to give sufficient answer/ information. There was also another problem that made the researcher confused. That was electric light problem. It was a serious problem especially during typing and data analysis processes.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

In this part of the paper, the researcher tried to put a brief review of related literature to the selected topic. The definition of communication, the concepts of students' oral communication, the problem of grade nine or high school students' oral communication and different authors' views on the given topic were discussed as follows.

2.1. Definition of Communication

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011 cited in Lunenburg). The word communication is derived from the Latin word, *communis*, which means common. The definition emphasizes the fact that unless a common understanding results from the exchange of information, there is no communication.

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing (Rivers and Wilga, 1992).

Here, someone can understand that communication is a complex process that is used in our daily life and it contains communication elements like the source of the message (sender), message, channel, receiver and feedback. Moreover, communication takes place when there is common understanding between a sender and a receiver. Therefore, communication has a vital role in our daily activities. Supporting this (Ferguson, 1998:87) states, "Communication skills are especially

important when collaborating with a classmate.” This shows that communication is relevant when the students communicate together in collaboration.

2.2. Oral Communication

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker in all occasions and also how to function in a variety of speaking environments (Kaitholil, 2007). Henceforth, we see that oral communication could be practiced thoroughly in reaction to other sorts of communication since it needs critical understanding of the speaker.

Oral communication is “the ability to compose, critically analyze, present, and deliver information through verbal interactions” (Kathryn Maguire, nd)

Hailu Kebede (2011:9) states that“ Oral communication skills are a set of abilities enabling individuals to be confident and competent communicators. They equip students to efficiently comprehend, criticize and analyze information and communicate clearly.” Here, someone can understand that oral communication is one of language skills that enables students express their internal skill confidently; as a result, they can take part in criticizing and analyzing the information.

In Biriti Secondary School, a number of problems were overtly seen during English classroom. In English classroom, the students kept silent when oral activities given to them. As a result, majority of students couldn’t speak the concept they had in their mind. Consequently, they hate oral communication. However, if the problem continuous bit a bit, they may lose the central idea given to them because when there is poor communication, there will be poor mutual understanding which means there will be a misunderstanding between teacher and students. So the researcher tried to investigate the problem thoroughly.

According to Atkinson (1987:246) using L1 shouldn’t be practiced in the classroom since it has insignificant role in English class. Therefore, it is simply wasting time of the target language.

Moreover, the desirability of classroom communication in the target language which is very necessary may not be appropriately practiced at right time.

From the above, one can deduce that, there is an interruption of language one (mother tongue) in the process of teaching oral communication in English classroom. The students may rely on their mother tongue mixed with target language; this may be the problem the researcher will look into.

Chiu-Ping Huang in his study entitled with Exploring Factors Affecting the Use of Oral Communication Strategies generalizes that students face oral communication when they have negative attitude towards the target language. Hence, in EFL teaching, it is essential to stress functional practice and intrinsic motivation. According this researcher, the attitude the learners have may have side effect to students' oral communication.

Ruth (1995:42) in her findings suggests that “students who take an oral communication course perceive their oral communication competence as higher and feel less apprehension about speaking in public in courses where oral presentations are required than those students who have not taken the course.” This research finding clearly show that the more the students practice different activities using oral communication , the better confidence they have by avoiding feeling afraid.

Oral communication is the art of expressing and exchanging ideas in speech. It is the ability to compose, critically analyze, present and deliver information through verbal and nonverbal interactions. Oral communication requires the background skills of presenting, audience awareness, critical listening and body language.

(<http://Sydney.edu.au/science/universescience/projectskills/jantria/communication-html>).

Effective oral communication skills help students to: “improve their own academic performance increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness.” Retrieved from http://www.griffith.edu.au/centre/gihe/griffith_graduate/home.html

Adding to this, Ruth (1995) states the importance of oral communication in: job force, in the society, in the future. In the above mentioned idea, one can understand that oral communication plays a great role to search for a job, in a society to have common understanding via a word of mouth and it is also used to narrate or express some ones future interest.

Henceforth, oral communication skill helps learners in different ways as the above points stated overtly. However, the problem of students' oral communication still exists at Biriti Secondary school that is why the researcher motivated to undertake the research on this area.

2.4 Problems that may Hinder the Practice of Students' Oral Communication

Most of the time students fail to express their ideas, feelings and thoughts in target language (English) due to various problems. These can be stage fright, lack of confidence, lack of motivation and attitude.

Stage fright: This is the serious problem that is clearly seen in EFL classroom. When they are asked to present the class activities in front of the class by a word of mouth, they feel afraid even sometimes they are not volunteer to try as a result of shyness. They think that their classmates may laugh at them if they probably commit oral mistakes. So they prefer to remain silent and hide themselves from oral communication. According to (Hailu 2011:15), “ Most of the time, EFL students tend to conceal their mistakes and weaknesses for fear of making mistakes/ fail to find suitable words.” Due to this fact, such kind of students should get a consistent advice to minimize stage fright. Moreover, EFL teachers should overtly tell them that committing oral mistakes is natural, no one is perfect, and everybody can commit a mistake. Hence, they will take part in oral communication and alienate stage fright.

Lack of Confidence: Several students in English classroom lack confidence in communicating orally. Hence, they do not speak out what they are asked to say. For instance, they make effort to speak with poor confidence .However; the target listeners can't hear the central idea of his/ her communication. Due to this fact, the students should speak loud confidently so as to transmit the central idea. (Dobson, 1998) states that “to speak in loud voice gives confidence just as ‘Judo/ Karate’ making an explosive sound as you strike gives you extra energy, extra strength and confidence to go ahead. Furthermore, Al-Hebaish,S (2012). States that students who lack

confidence ‘...are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class’. She further added that when they are asked for speaking activities, they are not able to take oral tasks as challenges, and these are like threats to them. They lack faith in their own capabilities and are more concern about being criticize or rejected by others. For that reason, teachers should advice students to speak and communicate loudly.

So, teachers should create a comfortable and flexible atmosphere using both theoretical and practical experience as it is very important to provide students such environments where learners have the opportunities to use English at ease and which are supportive to develop self-esteem and self-confidence. By doing so they will minimize confidence problem bit a bit.

Lack of motivation: In language learning context, motivation is an act of encouraging learners to practice language activities morally .Motivation is some kind of internal drive that encourages somebody to pursue a course of action (Harmer, 1991:116). Adding to this, Littlewood (1981) states that learners’ motivation is one of the significant factors in achieving successful EFL learning. These authors further indicate that in EFL classroom, learners who get motivation learn well than who do not get motivation. In EFL class context, the teachers should motivate students to take part in oral communication activities like asking and answering questions, debating, and practice dialogues. On the contrary, students who do not get motivation to practice oral communication tend to show unwillingness to participate in oral discussion and feeling of anxiety, angriness and depression. This shows that lack of confidence has a serious impact on the practice of students’ oral communication. Hence, from the above authors’ views, one can deduce that motivation has a great value to minimize the problem of learners’ oral communication.

Attitude: The attitude that the learners have towards the subject has a great value in acquiring the given education in and outside classroom. If the learners have positive attitude towards a given subject they learn best, on the contrary, when students have negative attitude towards the given subject they ignore it. Adding to this, Gardner (1985) points out the importance of positive attitude in learning a foreign language as stated below.

A positive attitude: often leads learners to use a variety of learning strategy that can facilitate skill development in language leaning, brings out greater overall effort on the part of language learner, results greater success in specific language skills such as listening, speaking , reading and writing, and helps learners maintain their language skills after classroom instruction is over.

However, most high school students in the countryside do not have positive attitudes towards learning a foreign language as a result of their cultural influence. For instance, there are cultural proverbs which discourage oral communication in the class. For instances, ‘Silence is gold’, you listen more and speak less, and proud your mother tongue etc. These sayings show that the negative attitude which is deep rooted in the society can hinder the students not to speak and practice oral communication more. As a result, positive attitude is very important in language learning and teachers should give due attention towards the students’ attitude on the practice of oral communication in EFL classroom.

2.4. Language and Topical Aspect

In EFL classroom, the students get confused when they are not familiar with the words and sentence structure. So the problem can happen when students do not have adequate vocabulary and knowledge of grammar. According to Harmer (1991), “sufficient vocabulary and knowledge of grammar can be a linkage for learners’ oral communication.” This indicates that the teacher should play a great role to prepare the lesson in an understandable word and sentence. Moreover, the topic given to the students to practice oral communication should be related to what they know. Therefore, the teacher should make effort to cross check on the type of speaking activities he/ she is using and see if the activities really capture students’ attention and create a conducive atmosphere for oral communication.

2.5. Activities that can Promote Students' Oral Communication

Many authors suggest that students use different activities to promote their oral communication. Some are listed as follows:

Pair Work: it is an activity that is used when students are ordered to practice the given activity. Moreover, it is the situation in which students get the opportunity to take part in different oral speech when they are asked to present it orally. Nunan (2003:55) states “pair work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.”

Moaza Aziz (2006:27) states that “introducing pair work is an effective strategy that could lead to success in language learning, because it helps to increase students' interest in term of oral tasks.” This shows that pair work could increase the students' oral language it also create an interest in students' mind. Hence pair work can promote students' oral communication. Moon (2000, p.54) states “pair work is valuable in providing more opportunities for children to get more language exposure”, for this reason, students in pairs get the opportunity to work together frequently with the language and to express their ideas.

Dialogue: it refers to conversation held by two people of different opinions. It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be best suited for practicing spoken language for a number of reasons. For instance, they present the spoken language directly in situation in which it is most commonly used, they permit and encourage practices in the language, and they create active participation in the lesson (Amanuel Abebe, 2015). From the above, one can understand that dialogue is purposefully practiced in oral communication session as it let learners speak, it also promote students participation very well.

Group Discussion: Here, Harmer (1983:207) states: “Group discussion increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.” Henceforth, when the students are given enough time to discuss on something, the students feel confidence and prolong their speech time. By doing so, they practice their oral communication skills to attain their primary goal. Besides, Wondwosen

Tesfamichael (2008:14) states when groups are used, the students receive much more chance to speak. First, there is an increase in the percentage of time when the students are talking instead of the teacher. Second, during the time for the students to talk, many of them are speaking at any one time. Therefore, group discussion plays a great role to increase the practice of learners' oral communication.

Debate: It is the communication between two parties on the introduced controversial topic. The teacher sets the debatable topic based on the given situation, the students divided in to two groups. These are opponent and proponent group. The proponents support the topic while the opponent group opposes. Here, in order to be a winner each group member's reason out it orally by a word of mouth. AS a result of debating together, students could consolidate their communication skills.

Peer teaching: it is an activity in which the students practice to give what they know and receive what they don't know. It is also an act of exchanging ideas among the students themselves. Peer teaching creates a competition among students and results with a positive consequence. Peer learning activities typically yield team-building spirit and more supportive relationships; greater psychological well-being, social competence communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes. Peer teaching creates direct interaction between students and promotes active learning. It reinforces their own learning by instructing others.

Retrieved from http://peers.aristotlecircle.com/uploads/NTA_Peer_Tutoring_Factsheet_020107.pdf As a result students feel more comfortable and open when interacting with a peer due to this fact; they practice their oral communication unknowingly and become communicative enough.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 . Introduction

This chapter contains highlight information about research design, study area, study population, sampling techniques, and relevant data gathering tools like observation, questionnaire and interview. Furthermore, it contains pilot study, Procedures of data collections, data analysis and interpretations in short.

3.1 Research Design

In this study, the researcher used a descriptive survey design which involves both qualitative and quantitative techniques. Therefore, the researcher used it since the method is crucial in gathering relevant data. Henceforth, the researcher tried to use the relevant data using appropriate data gathering tools like observation, questionnaires and interview.

3.2 Study Area

The research was conducted at Biriti Secondary School which is found in North Shoa Zone, Kuyu Woreda Biriti town. It is 176 km far from Addis Ababa to the north direction. Biriti Secondary School was established in 2003 E.C at Biriti town. The researcher selected Biriti Secondary School for the study because the researcher works there as an English teacher. Furthermore, the existing problems encouraged the researcher to undertake the research on “An Investigation into the Practice of Grade Nine Students’ Oral Communication.”

3.3 Study Population

The target population was grade nine students at Biriti Secondary School and all English teachers. The students come from junior school where majority of subjects are taught in their mother tongue (Afan Oromo). In most of elementary schools found in Oromia regional State, majority of courses are given in their mother tongue. As a result, learners fail to understand each other with their EFL teachers when they join secondary school where English is used as medium of instruction across all courses. Henceforth, the researcher preferred to select grade nine students who are expected to be faced oral communication problems.

3.4 Sample Size and Sampling Techniques

The target population of the study was samples of Grade 9 students and their English teachers of Biriti Secondary School.

Hence, in Biriti Secondary School, there were 480 grade 9 students. They were classified into six sections. In each section, there was an average of 80 students. From each section, the researcher selected ten students using simple random sampling. Dorney (2007) states that magic sampling fraction with a minimum of hundred participant mentions between the ranges of 1% to 10% of the population. Therefore, having this concept, the researcher has selected sixty students from the target population. The researcher used simple random sampling technique. According to Ruane (2005), “The most basic probability sampling is simple random sampling because it helps the researcher construct a good sampling frame.” Singh (2006) also elaborates that simple random sampling is one which each element of the population has equal and independent opportunity to be included in the sample. The researcher chose all English language teachers using availability/ purposive sampling technique. He believed that taking all the population under the study may make the task of investigation difficult. So, only 60 students were taken to make the work manageable.

3.5 Data Gathering Instruments

In order to gather the required data for the study, the researcher used four types of data collection tools. These were: classroom observation, questionnaire and interview.

3.5.1 Observation

Observation provides original information since the researcher observes the situations by his naked eye. Robson (2002:310) further states: "Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques". Moreover, Kumar (1996) agrees that observation provides highly accurate information that would help to analyze a research situation. Therefore, the researcher planned to arrange the observation schedule for the selected six sections three times by using checklists. However, due to shortage of time, the researcher used two times.

Thus, the researcher carried out 2 observations in each section and the observations were made without disturbing the teaching/learning process in any way. This was to say that the researcher took the position where his presence did not disturb the class.

3.5.2 Questionnaires

It is one element of data gathering tools while conducting a research. According to Abawi (2003:2) “questionnaire is a data collection instrument consists of a series of questions and other prompts for the purpose of gathering information from respondents.” So the questionnaire enables a researcher to collect data from large groups of individuals within a short time; and it is also easy to administer to a number of subjects in one place at a time.

Thus, two sets of questionnaires (one for students and another for teachers) were designed and administered, as a main data collecting tool.

- *The teachers' questionnaire* contained both open-ended and closed-ended questions; and it was divided into three parts. Part one aimed at gathering the teachers' background information (their age, qualification and so on). Part two of the questionnaire was intended to find out the teachers' theoretical orientations and understanding of the students' oral communication problem, ways of using oral communication in EFL lesson(s) and merits of oral communication. In doing so, the rest of items in part two of the teachers' questionnaire were designed so as to get responses to the specific research question that is, “what are the causes of grade nine students' oral communication problem? How do teachers let learners participate in oral communication? The last part of the teachers' questionnaire (part three) emphasized on the implementation of oral communication and the obstacles that hinder it not to practice in EFL class. Here, the teachers were asked whether or not they let their students practice oral communication in their daily lesson.
- *The students' questionnaire* contained both open ended and closed-ended questions. Open-ended question deals with the subjective question which let students express their opinion openly while the close-ended question has to do with objective questions which have only a limited answer. According to Gillham(2000) “open- ended question is best used when the answer is open.”

The researcher made effort to provide questions using the clear language to avoid distraction. . Generally speaking, the students' questionnaire was intended to get information on the practice of students' oral communication in line with their understandings.

3.5.3 Interview

To get relevant information on the practices of grade nine students oral communication, the researcher tried to employ semi-structured interview. The questions in the interview were based on the background of the learners' oral communication. To obtain more accurate and genuine responses, the interviewer tried to explain and clarify both the purpose of the research and individual questions. In addition, the researcher made effort to follow up on incomplete or unclear responses by asking additional probing questions. The researcher has prepared brief and clear oral questions using simple language to get sufficient information as much as possible. Abawi (2003:13) states" Interviews consist of collecting data by asking questions." Henceforth, interview is one way of gathering information or data by asking questions by a word of mouth. Bernard (1988) states that the advantage of the semi-structured interview is that the interviewer is in control of the process of obtaining information from the interviewee, but is free to follow new leads as they arise. Semi-structured interviews are particularly useful for collecting information on people's ideas, opinions, or experiences. They are often used during needs assessment, program design or evaluation (retrieved from:www.tools4dev.org) .Generally, the researcher used semi-structured interview because it is flexible during interview session so that the respondents could have get sufficient response, free thinking and reacting to the item freely.

3.5.4. The Pilot Study

It is a very short study that the researcher conducts to get highlight information about the intended research questionnaires by taking some individuals only. So the researcher conducted pilot study to see whether the intended instruments may work as planned or not before entering in to the normal thesis work. As a result, the researcher proved that the designed questions were not confusing and it was safe.

3.6 Procedure of Data Collection

In order to conduct the study, the following procedures of data collection were used. Hence, the researcher prepared a report with school directors and the subject teachers to facilitate the research activities. Furthermore, the necessary information about the number of students in each section and the arrangement of time was done with them.

To get sufficient information, the purpose and importance of the research was explained to the subject of the study briefly. Then, the observation had been made first to avoid the occurrence of some unnatural behaviors and acts which can be exhibited by teachers and students after they get information from questionnaires.

The observation was made when the actual teaching learning process of speaking lesson was going on. Secondly, the questionnaires prepared for the students and teachers were administered following the observation of speaking skill lesson which encourages students communicate orally. Then after, the questionnaires were collected in the same session. Finally, the interview was made at the end after identifying possible issues that were not well addressed through the questionnaires and observation.

3.6 Data Analysis and Interpretation

3.6.1 Techniques of Data Analysis

As stated earlier, questionnaires, observation, interview and content analysis are the four instruments that the researcher has used. First, in each tool, the researcher made effort to prepare checklists to record the responses of the target population and then collect it together properly. Data Analysis and interpretation were used to secure relevant data for the study. The researcher tried to gather data through these tools in the stated order and analyze it as follows:

First, the number of the student-participants was changed into percentage to know how many of them responded to specific items from the total population. Then, qualitative description was given to each percentage by transcribing through words. Concerning the analysis of data obtained through classroom observation and interviews, it was analyzed qualitatively using words and quotes taken from the participants' statements. Finally, the collected data through interview, observation and questionnaires were discussed and interpreted thoroughly to come to conclusions. Here, the

researcher made effort to organize the collected data according to its category. Then the researcher tried to combine the idea collected using the above mentioned tools and interpret it, and forward the expected conclusion and recommendation.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.0. Introduction

This chapter emphasizes on the analysis and discussion of the data obtained via questionnaire, observation, interview and content analysis. The chapter contains four sections. Section one is the result of students' and teachers' questionnaire, problems students face, the implementation of oral communication skills and the nature of classroom arrangement. Section two discusses what is actually observed in classroom while section three presents the result of teachers' and students' interview.

4.1 Data Analysis and Discussion of Students' Questionnaire

In this section an attempt is made to examine teachers' response, students' response, problems students face, the implementation of oral communication skills and the nature of classroom arrangement.

Table 1: Students Response on their own oral communication problems

NO	Items	No and percentage of Responses									
		SA		A		Un		SD		DA	
		5		4		3		2		1	
		No.	%	No	%	No	%	No	%	Fr	%
1	I have no confidence to speak freely in the class because I am afraid of making mistakes in front of my classmates.	20	33.33	12	20	10	16.6	10	16.6	7	11.6
2	I like to learn grammar and vocabulary more than learning through oral communication.	21	35	13	21.6	6	10	12	20	8	13.3
3	I prefer teacher explanations more than	17	28.33	20	33.33	12	20	5	8.33	4	6.66

	learners' oral practices.										
4	I do not like to participate in oral communication activities (e.g. presentation, group work, pair work etc.) using English language.	14	23.33	17	28.3	7	11.66	10	16.6	12	20
5	I have poor oral communication background.	18	30	10	16.6	9	15	7	11.6	6	10
6	I use my mother tongue language whenever I am asked to do activities in pairs or groups in English class	5	8.33	8	13.33	13	21.66	15	25	10	16.66
7	I do not have enough words to express my ideas in English orally.	20	33.3	11	18.33	9	15	12	20	6	10
8	I do not like practicing oral communication in English in and outside of the class.	19	31.66	15	25	13	21.66	10	16.66	3	5

Key: SA- Strongly agree A- Agree Un- uncertain

SD- strongly disagree D =disagree

As it is clearly shown in the item number 1 of Table 2, 20 students (33.33 %) strongly agreed and 20% agreed. On the other hand 16.6% respondents strongly disagreed and 11.6 % disagreed. And there are also neutral students that are labeled as undecided (16.6 %.). It shows that majority of students (53.33%) showed their agreement that they have no confidence to speak freely in the class because they are afraid of making mistakes in front of the classmates.

Regarding Q2, the respondents answered as follows: 35% strongly agreed, 21.6% agreed, 10% undecided, 20% strongly disagreed and 13.3% disagreed. These show that majority of the

respondents (56.6%) like to learn grammar and vocabulary more than learning oral communication. The rest of respondents 43.33% have an interest to learn oral communication.

In Q3, 28.3 % strongly agreed, 33.33% agreed, 20% undecided, 8.33 % strongly disagreed and 6.66% disagreed . Here, their responses showed us that most students (61.63%) prefer teacher explanations more than learners oral practices, while few students (15%) prefer learning oral practices and 20% respondents were in between.

Q4, 23.33% of students strongly agreed, 28.3% agreed, 11.6 % undecided, 16.6 % strongly disagreed and 20% disagreed in reaction to the question, whether they like to participate in oral communication activities (e.g. presentation, group work, pair work etc.) or not using English language. Their response showed that the majority of the students (61.66%) do not like participating in oral communication activities like presentation, group work, pair work, etc. While some students like oral communication activities.

In Q5, 30% of the respondents strongly agreed, 16.66% agreed, 15% undecided, 11.6% strongly disagreed and 10% disagreed. On the contrary, some students (26.6%) have good oral communication background. However, 15% of the students remained neutral. In short, from this one can understand that the majority of the students have poor oral communication background.

In item 6, 8.33% of them responded saying strongly agree, 13.33% agree, 21.6% undecided, 25% strongly disagree and 16.6% disagree to the question either they use their mother tongue language whenever they are asked to do activities in pairs or groups in English class. From this, one can understand that the majority of the students showed their disagreement in reaction to the question raised.

In Q7, the respondents reacted to the questions as follows: 33.3% strongly agree, 18.3% agree, 15% undecided, 20% strongly disagree and 10% disagree. This shows that 51.6% of the respondents showed their agreement that they have shortage of English words to speak orally.

Q8, 31.6% of the respondents strongly agreed, 25% of them agreed ,21.6% of them were undecided, 16.66% of the respondents strongly disagreed and 5% disagreed to the questions. To this question, most of the respondents (56.6%) revealed their agreement that they don't like

communicating in English in and outside. While, the rest of the respondents showed their disagreement and undecided which imply that they like communicating in the target language in and outside the classroom.

Table 2: Students' response on teachers' related issues

No	Items	No and percentage of Responses									
		SA		A		Un		Sd		DA	
		No	%	No	%	No	%	No	%	No	%
1	My English teacher often teaches language forms and structure more than spoken.	18	30	20	33.3	2	3.33	7	11.6	13	21.6
2	Most of the time, my English teacher prefers more explaining and doing everything for himself or herself than facilitating conditions for students to practice oral communication.	11	18.33	15	25	8	13.33	16	26.66	10	16.66
3	My English teacher uses more teacher- centered ways of teaching than student -centered teaching in oral communication skill.	13	21.66	15	25	8	13.33	10	16.66	14	23.33
4	My English teacher does not encourage us to use the language in and outside the class.	12	20	10	16.66	11	18.33	19	31.66	8	13.33
5	My English teacher is not proficient enough to help us as we expect.	-	-	-		10	16.66	24	40	26	43.33
6	My English teacher does not use teaching aids and authentic materials in the classroom to promote our communication habit	17	28.33	13	21.66	12	20	10	16.66	8	13.33
7	My English teacher usually corrects our errors while we communicate orally.	13	21.66	16	26.66	10	16.66	11	18.33	10	16.66
8	Our English teacher usually evaluates our language performance through more objective questions like multiple choices than oral presentation.	16	26.66	14	23.33	11	18.33	11	18.33	8	13.33

As it is clearly seen from Table 2; 18 students (30%) strongly agreed and 33.3% agreed. Thus, they showed their agreement. While, 3.3% undecided, 11.6 strongly disagreed and 21.6% disagreed; hence, one can understand that high percent of students (63.3%) showed their agreement that support their English teacher often uses to teach language forms and structure than spoken, while, some students showed their disagreement that opposes with the majority of learners' view. For instance, we can deduce that teachers often focus on grammar related portion.

Q2, to this question, 18.3% of them strongly agreed, 25% agreed, 13.3% undecided, 26.6% strongly disagreed and 16.6% disagreed. 43.3% they showed their agreement that their English teacher does everything himself and doesn't let learners speak a lot, while, 42.6% revealed their disagreement that their teacher doesn't do everything himself which means he gives them the opportunity to practice oral communication activity. 13.3% of the students remained neutral this showed that this limited students might be reluctant.

In item 3 of Table 2 above, 21.66% strongly agreed, 25% agreed, 13.3% undecided, 16.6% strongly disagreed and 23.3% disagreed in reaction to the idea raised. For instance, the majority of respondents (46.66%) revealed their agreement. However, 39.9% respondents expressed their disagreement and 13.3% become neutral. Therefore, majority of the respondents showed that their English teacher uses more teacher- centered ways of teaching than student-centered teaching in oral communication skill, while some respondents showed their disagreement that their teacher uses student centered and a few numbers of students remained neutral which shows they were reluctant to fill the questionnaire.

Item 4, in response to whether or not the teacher encourages students in and outside class, majority of respondents(44.9%) stated their disagreement ,36.66% showed their agreement and 18.3% remained neutral. Henceforth, majority of the students pointed out that their teacher encourages them to speak in and outside the class, whereas, some students expressed their idea that their teacher doesn't encourage them to speak in and outside the class. Besides, a few students remained neutral which refers they were reluctant to answer the questions.

In item 5, the respondents showed strongly agree 0% and agree 0%, undecided 16.6%, strongly disagree 40% and disagree43.33%. To this question, the majority of respondents (83.33%)

strongly disagreed and disagreed which showed their English teacher is proficient enough; however, some students (16.6%) remained neutral which showed they might not be volunteer to fill the given questions.

Item 6, to the question, whether or not their English teacher use teaching aids and authentic materials in the classroom to promote their communication habit, the respondents replied their answer as follows: 28.3% strongly agreed, 21.6% agreed, 20% undecided, 16.6% strongly disagreed and 13.3 disagreed. Here, most of the respondents (49.9%) justified that their English teacher didn't use teaching aids and authentic materials to promote the learners' oral communication habit. 29.9% of the respondents on the contrary showed their disagreement they claimed that their teacher uses teaching aids and authentic materials to promote oral communication habit, while, 20% of the respondents remained neutral. From the respondents' response one can understand that the teachers failed to use teaching aids that may help to promote students' oral communication.

Item 7, on this question the respondents showed their response as follows: 21.6% strongly agreed, 26.6% agreed, 16.6 % undecided, 18.3 strongly disagreed and 16.6% disagreed whether or not their English teacher usually corrects errors while they communicate orally. Here, Most respondents (48.2%) revealed their agreement, some respondents (16.6%) become in between and 29.9% showed their disagreement to the raised issue. Henceforth, we can generalize that their teacher usually corrects the students' oral errors while they communicate.

In item 8, the respondents showed their agreement 49.9%, disagreement 31.6% and undecided 18.3%. To this question, it can be deduced that the teachers used objective questions like multiple choice, matching and filling blank space to evaluate the learners' language performance. This shows that the teacher put less emphasis on oral question in relation to objective questions that includes filling blank space, multiple choice etc.

Table 3: Teachers' Response on Aspects Related to Students' Problem

No	Items	Number of teachers' Responses					
		SA	A	Un	SD	DA	Total
		5	4	3	2	1	
		No.	No	No	No	No	
1	Student related problems						
1.1	Learners have no confidence to speak orally in the class since they are afraid of committing mistakes in front of their classmates	1	1	-	-	1	3
1.2	Learners prefer to learn grammar and vocabulary more than speaking that let them practice oral communication.	2				1	3
1.3	Learners prefer teachers explanations more than doing the activities by themselves	1	1			1	3
1.4	Students do not think that they learn English when they work in pair or group.	2	-	-		1	3
1.5	Students do not like to participate in oral communication activities (e.g. presentation, group or pair work) using their target language (English.)	1	1	-		1	3
1.6	Students have poor oral communication background in the target language.	3					3
1.7	Students use their mother tongue language when they are asked to do activities in pair or groups in English class.	1	-	-		2	3
1.8	Students do not have sufficient words to express their ideas in English.	2	1				3
2	Teacher related problems						3
2.1	I have not properly trained in communicative language teaching to help students as expected.	-	-	2	1	-	3

2.2	I usually put emphasis to teach language forms and structure more than oral communication or speaking.	2				1	3
2.3	I often prefer explaining and demonstrating more than facilitating conditions for the students to practice oral communication.	2				1	3
2.4	I often prefer teacher-centered way of teaching more than student centered.	2	1				3
2.5	I do not provide students with the opportunity to practice communicating in pairs and group in class because of shortage of time.	3					3
2.6	I do not use teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote students' oral communication skill.	2	1				3
2.7	I usually correct my students' errors during oral presentation activity.					1	3
2.8	I usually evaluate my students' language performance through objective questions like multiple choices more than oral presentation test.	2				1.	3
3	Class size related problems						3
3.1	There is a large number of students in a class.	3					3
3.2	Seats are not suitable	3					3
4	Instructional material related problems						
4.1	There is shortage of English text book in school.		1			2	3
4.2	There is no access to use teaching aids.	1	2				3
4.3	There is a problem of text book size i.e bulkiness	3					3

As it could be clearly seen from Table 3 in item 1 two respondents expressed their agreement, while one showed disagreement. Therefore, two teachers generalized that majority of the students lack confidence in oral communication activities. However, one teacher disagreed with the given point. Therefore, we can generalize that most of the students are not confident enough on oral communication activities. So, the teacher should make effort to overcome the problems mentioned above.

In item 1.2, in reaction to the question, two respondents strongly agreed while one of them disagreed. This shows that Learners prefer to learn grammar and vocabulary more than speaking that let them practice oral communication.

Item 1.3, two teachers showed their agreement that learners prefer their teachers explanation more than doing it themselves while, one teacher showed his disagreement. Here, one can deduce that majority of the students expect teachers explanation more than doing oral activities themselves.

Item1.4, in reply to this item, the respondents answered as follows: Two teachers strongly agreed, but one teacher disagreed. Thus, this shows that students do not think that they learn English when they work in pair or group. However, student think that both pair and group work is the best way of learning language to develop oral communication.

In item1.5, one teacher responded saying strongly agree, the second teacher responded agree when added together two teachers showed their agreement. However, one teacher disagreed to the point. Thus, it shows that there are some students that like to participate in oral communication activities (e.g. presentation, group or pair work) using their target language (English.) in an attractive way. However, the earlier two teachers justified that several students do not like to take part in oral communication activities.

Item 1.6, here, all three English teachers showed their agreement to the question that students have poor oral communication background in the target language. The teachers should make effort to facilitate the situations for learners in order to increase their oral communication skills.

In item1.7, one teacher responded strongly agree, while the rest of two teachers disagreed. On this issue one can generalize that the students do not use their mother tongue when they are asked to take part in different oral activities. . Item1.8, two teachers strongly agreed, while one teacher agreed together all teachers showed their agreement. This shows that students do not have sufficient words to express their ideas in English except high achiever students.

Teacher Related Problems

Item 2.1, here two respondents responded their answers undecided while one respondent showed his response strongly disagreed. The two respondents' idea clearly showed that they may have some problems which need sustainable training like workshop etc. On the contrary, one respondent showed his response saying strongly disagree that support the given item. Here, this single individual opposed the given idea that he is properly trained in communicative language teaching to help students as expected. Item 2.2, on this question, two respondents responded strongly agreed, while one respondent showed his response disagrees. The given response indicated that teachers teach language form and structure more than teaching oral communication. On the other hand, one respondent showed his response disagreed. Hence, based on the given ideas one can deduce that teachers usually focus on language forms and structure more than oral communication.

Item 2.3, here, two respondents showed their response strongly agreed, while one respondent showed his response disagreed. To this point, two respondents support the introduced question which they prefer to explain demonstrate the activities more than letting the students practice oral communication. On the contrary, one respondent explained that he prefers letting learners practice oral communication and facilitate the situations to them. Taking the average idea one can justify that oral activities are carried out by the teachers themselves.

Item2.4 of Table 4.3, two respondents strongly agreed and one respondent agreed with the introduced questions. Adding together respondents showed their agreement that support the point. From the given value, one can recognize that English teachers use teacher centered way of teaching there.

In item 2.5, all English teachers showed their strong agreement that they do not provide students with the opportunity to practice communicating in pairs and group in class because of shortage of time. The given response clearly indicate that there is a serious problem in giving students the chance to practice oral communication activities

Item 2.6 two respondents expressed their strong agreement and one respondent agreed to the given item. So , all three teachers agreed that they do not use teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote students' oral communication skill. Hence, one could see that most of the time the teachers do not use these authentic materials, tape recorders, radio etc for the sake of promoting oral communication.

In item 2.7, to this question, two respondents replied strongly agree, while one respondent disagreed. Here, two teachers agreed with the idea that they correct their students oral error immediately that even they do not wait until the student finishes. However, one teacher opposes the given idea which shows he doesn't use students' errors immediately. Therefore, one can deduce that teachers usually correct their students' errors during oral presentation activity.

Item 2.8, here, two respondents strongly agreed while, one respondent showed disagreement. The teachers further explained that they usually evaluate their students' language performance through objective questions like multiple choices more than oral presentation test. This was intentionally used in order to save the time since oral presentation test kills the time.

Class size related problems

Item 3.1, on this item, all three teachers showed their strong agreement. Here, from the teachers' response we overtly understand that there are a large number of students in a class; henceforth it has its own impact on the target learners. So it is a deep rooted problem on teaching learning process. Due to this fact, the number of students in a class must be balanced to facilitate the situations related with oral communication.

Item 3.2, all respondents were strongly agreed with the introduced question. This shows that there is a shortage seats for the learners in the class which results in problems of facilitating the students flexibly.

Instructional material related problems

Item 4.1, to this question, two respondents were disagreed, while one respondent agreed. Here, two teachers stated that there is no shortage of English text book in school. On the contrary, one respondent agreed with the question that there is a shortage of English textbook. From the given value, one can generalize that there is no shortage of student textbook.

Item 4.2, on this item, one respondent strongly agreed, and two respondents agreed. Together, all teachers showed that there is no access to use teaching aids in oral communication aspects. Therefore, one can recognize that there is no access to practice or use teaching aids.

Item 4.3, all three teachers showed their strong agreement that there is a problem of text book size i.e. bulkiness. From this we can understand that grade nine English textbook has so many pages. Due to this fact, teachers are rushing to cover the portion; they do not focus on oral activities.

4.2. Data Analysis and Discussion Based on the Results of Classroom Observation Checklist

This observation checklist was aimed to investigate the nature of activities practiced in the classroom both by teacher and students, the implementation of oral communication practices and the condition of classroom.

4.2.1 The nature of activities observed in the class

In this subsection an attempt is made to examine different types of activities practiced both by teacher and students.

According to the result of observation checklist (App E-1 items 1 and 2), it was observed that the activities offer students to do individual work. The activities prepared at that time did not motivate the students to interact to each other in pairs/groups though it was designed to the students' level of understandings. Due to this fact, the researcher recognized that there was a gap of practicing the given lesson properly.

4.2.2 The activities teacher used

Based on the observation check list (Appendix E-1 items 2.1, 2.3), it was observed that the teacher introduces the lesson and clarifies the learning objectives, but the teacher failed to arrange students for oral interaction either in pair/groups ; as a result the teacher didn't carry out the activities like role play , games, simulations etc,

Appendix(E-1 items 2.4, 2.5 ,2.6, 2.7,and 2.8), the researcher observed that the teacher gave much emphasis to grammar and vocabulary more than oral practice ; for instance, he didn't give much time for oral practice activities rather he preferred to explain and demonstrate the activities himself. Furthermore, the teacher didn't encourage his/her students to participate in group/pair work except question and answer for example 'can you pronounce this word correctly', in this case he tried to give immediate and direct correction when they commit a mistake. The important or the good side the researcher observed was that the teacher uses the target language beautifully. In general, the researcher observed that the teacher used teacher-centered method of teaching which lets students passive and expects everything from the teacher. Henceforth, one could understand that the teacher focuses more on grammar and vocabulary, language structure and teacher centered elaboration due to this fact the students couldn't practice oral communication.

4.2.3 Students' Related Problems during Classroom Observation.

According to the result of observation checklist (Appendix E-1 items 3.1-3.9.2), the researcher observed that majority of the students lack the confidence to speak orally in the class. But then the students use the target language to ask and answer unclear idea. The researcher observed that the students did not make active participation in different oral interaction activities; they need their teacher's explanation more than doing the activities themselves. When some students tried to ask unclear idea, the researcher observed that they have low language proficiency so, they made effort only to answer short oral questions. From the classroom situations, the researcher observed that majority of students have negative attitude towards oral communication, but few students showed positive attitude in a given period. From this, one can understand that majority of students have lack of confidence to take part in oral activities, low participation, low language proficiency, and have negative attitude towards oral communication. However, some students tried to take part in some oral activities, confident and fluent, and have also positive attitude towards oral communication practice.

4.2.4 The Condition of the Classroom

According to the observation check list, there were large number of students in the class; when the teacher wanted to provide them group work and facilitate the situations, it was difficult to him even to move here and there. This shows that the classroom situations for oral communication were not favorable. Moreover, the researcher observed that the seats were not easily moveable to organize groups. From this, one can understand that the teaching learning process needs facilities to come up with the primary goal of teaching and learning process. However, in Biriti Secondary School, the researcher observed different problems that hinder students from participating to oral activities in order to improve their oral communication skills. Therefore, both teachers and the school should think over the problem and search for immediate remedies.

4.3 Data Analysis and Discussion Based on the Result of Students' and Teachers' Interview

This section presents and discusses the results obtained from the data concerning students' and teachers' semi-structured interview.

4.3.1. Students' Interview

The researcher developed nine semi-structured questions to collect information regarding what are expected from teachers, implementation of oral communication activities, problems students face and availability of special programs primarily intended to improve students' oral communication.

The results of students' interview are analyzed and discussed as follows:

Q1. Which skills of English do you like to learn most? Why?

S1 replied, "I like to learn reading and vocabulary because most of the time we read the given text, understand and change it in to work." S2 said, "I like to learn reading because while reading I learn new words." S3 stated he likes to learn reading and vocabulary, he reason out that in reading he gets language structure, grammar and new words. In my point of view, I like to learn the lesson that is related to related grammar which is reading skill. S4, "I like to learn

grammar so much because it is a grammar that will appear on national examination. S5 said, "In my view, I like to learn speaking skill because it helps me to express my opinion confidently." Here someone can understand that these sample learners like to learn reading and vocabulary most in reaction to other language skills.

Q2. How do you practice oral communication in English classroom?

S1 said, "We practice oral communication in the class when the teacher gives us oral activities in group or pair." Adding to this S2 put similar idea that they practice oral communication when their teacher provides oral activities only. S3 added that they do not put much emphasis to oral communication in the class, we use it when our teacher orders us to discuss, debate on some issue which is very limited. Here, one can understand that students practice oral communication in the forms of questions especially at the end of the lesson, when the teacher gives them to ask unclear idea. S4, "I practice oral communication in and outside the classroom to some extent. But ,I do not put more emphasis on communication but to grammar." S5 said, "I practice oral communication fairly good. When my teacher asks me some oral questions, I try my best to explain it orally by a word of mouth. Therefore, teachers should let learners practice oral communication by taking ample time thoroughly.

Q3. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication?

S1 told us, "Mostly the teacher presents discussion and sometimes story-telling." On this aspect; S2 stated "the common activities are pair and group discussion, sometimes debate and dialogue other than these I have not seen any activities in the speaking session." Similarly, S3 stated that storytelling, debating and group discussion are the activities presented in their class However, there is no program designed to increase students' oral communication in their school. S4 stated "on this question, of course the teacher makes effort to provide us some activities for example group discussion activities, and oral presentation activities. In addition to this, our English teacher also made effort to establish English day though it was not implemented." S5 also said,

“yeas but not sufficient. When we face unclear idea, he lets us to ask freely and also elaborate the raised questions by our own words.”

From the students response one can easily recognize that there is a shortage of oral communication activities in EFL classroom. As a result, one can predict from the students' response that teachers only present a restricted number of communicative activities. Activities like simulation, role play, language games and picture description are not used by the teacher. If students do not practice their oral skills through entertaining and fun activities like these listed above, it is hard to say that students are exposed to real life situations. Moreover, different programs like panel discussion, English day and talk show are not well known in their school. Hence, teachers should think over these crucial issues to facilitate it.

Q4. How does your English teacher correct your fluency during oral communication takes place?

To this question, students responded almost the same views. For instance, S1 said, “The teacher corrects our oral fluency by stopping the speech and gives immediate corrections.” S2 added “Our teacher usually orders the students to say or pronounce it again.” On the contrary, S3 stated that their teacher become aggressive when learners wrongly pronounce though he usually gives immediate correction. S4 said, “ in fact our teacher never keep silent when the students commit a mistake so he corrects our fluency or oral problem in between that is when we say some word wrongly then he pronounce it correctly and orders us to pronounce as he did correctly.” S5 added, “my English teacher corrects our oral error right after we pronounce the given word wrongly. He doesn't wait till we finish our idea.”

Hence, the above students' responses imply that their English teacher corrects the students' oral fluency soon. However, the teacher should think over the consequences of interfering students' speech for instance, they may lose confidence, hesitate and prefer to stop participating in oral communication for the next time.

Q5. Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill?

On this item, most of the interviewees reported that their teachers have deep rooted difficulties in using relevant teaching aids. S1 stated, “Our English teacher sometimes uses charts only.” S2 and S3 pointed out the same idea that their teacher do not use electronic device like tape recorder. S4 stated, “ As far as I am concerned with the situations, I have never seen oral activity supported by tape recorder, cassettes and radio in our school. But, our English teacher sometimes uses charts and sample tables only.” on this question, S5 I can say no except very limited aids. This means that our teacher doesn’t use tape recorder, cassettes and radio to increase our oral communication skill. But then, he uses some diagrams and tables rarely.

So, one can understand that teachers restrict themselves to teach lesson simply using lecture method and do everything on their own in the absent of authentic materials. However, the teacher should make effort to use teaching aid to make oral communication real life.

Q6. Does your English teacher evaluate your performance through oral presentation?

S1 stated, “Most of the time the teacher evaluates our performance by objective questions, written test and etc.” Adding to this, S2 and S3 stated that their teacher is not interested in evaluating their performance through oral presentation, but their teacher rarely evaluates the students’ performance via oral presentation. S4 said, “Yea sometimes. For example, when we are ordered to present our assignment we present it orally. But, it is rarely practiced.” S5 stated, “Most of the time our teacher put emphasis on the grammar and evaluates our grammar competency. However, he sometimes evaluates our oral communication skill through group presentation and presenting an assignment by a word of mouth.”

Here, the students’ responses show us that the teacher put less emphasis on oral activities. Therefore, one can predict that evaluating students’ performance through oral communication is not that much practiced in their school.

Q7. How do you find your participations in oral communication in English classes?

S1 reported, "in my opinion we have low participation in EFL class, in addition we have negative attitude towards oral communication in the target language." In addition to this, S2 pointed out that they have low participation in oral communication in English class. Likewise S3 also stated similar opinion, "if I probably commit a mistake or violate grammar rule learners laugh at me." S4 added, "Ok, in English class I sometimes participate in oral activities, for instance, I ask my teacher unclear idea and I also make effort to explain the answers by a word of mouth." S5 stated, "In my view, my participation in oral communication is medium, I express something orally only when my teacher forces me to say something and when I couldn't understand the lesson."

Here, we can understand that students' participation in oral communication is at infant stage in their school. So the teacher should create a competition spirit among the students to change their negative image towards oral communication to positive image.

8. What are some of students' related problems that reduce students' oral communication skill? To the mentioned question, students reason out different ideas. For example S1 reported, "I feel afraid to say something in front of the class." S2 said, "We are full of tension about grammar usage so we think that we may violate language rules." Besides, S3 reason out that learners do not put much emphasis to oral communication. S4 stated, "In my opinion, students are not volunteers to participate in different oral activities. Moreover, they lack confidence when they are asked to come in front of the students and present it orally." S5 stated, "ok, there are many problems that can reduce students' oral communication problem." For instance, lack of practice, lack of interest and sometimes the number of students in the classroom. Here, the number of students in the class is really not favorable to facilitate the situation in oral communication. From this, we could see that learners' tension, afraid spirit, lack of much concentration on oral communication and ignorance are considered as problems that reduce students' oral communication skills.

Q9. Would you mention some of teachers' related problems that inhibit students' oral communication skill?

On this question, most of students outlined the same idea. S1 said, "my teacher usually talk more himself." Besides, S2 added that their English teacher always focuses on explaining and demonstrating. S3 reported that their English teacher put emphasis on grammar and language structure that may reduce the opportunity of students to practice oral communication. S4 said, "There are some teacher related problems for example the teacher covers the oral session himself, he selects and puts emphases on certain topics like grammar, writing and sometimes reading more than speaking skill." S5 stated, "Our English teacher is very fast while teaching or explaining the lesson. Besides, we couldn't understand his pronunciation very well. On the other hand he is aggressive if the students commit a mistake." Therefore, the students hate the oral communication session even.

From this, we can deduce that there is a serious problem with English teachers that may inhibit learners' oral communication.

The researcher developed nine semi-structured questions to collect information regarding what are expected from teachers, implementation of oral communication activities, problems students face and availability of special programs primarily intended to improve students' oral communication.

4.3.2 The Result of Teachers Interview

The researcher developed eight semi-structured questions to gather information concerning the sample teachers' method of teaching, implementation of oral communication practices, problems students face and the ease of use of special programs primarily designed to enhance students' oral communication.

The results of teachers' interview are analyzed and discussed below.

Q1. Which skills of English do you like to teach most? Why?

T1 reported, “ I personally like teaching oral communication skills because it focuses on meaning than structure, it encourages learners express their opinion freely but, I don’t use it as needed due to shortage of time and text book size.” Two teachers (T2 and T3) reported that they like to teach writing skill most. However, they stated that they like to teach oral communication skills where necessary. For instance, one can understand that theoretically, they like to teach oral communication. But when they were observed practically, they used what they tried to mention above.

Q2. What types of exercises do you utilize in EFL class to improve your students’ oral communication?

T1 told us, “I use different exercises to improve students’ oral communication, for example, group discussion, pair work, debate and dialogue.” T2 stated, “I use question and answer at the beginning and end of the lesson. For example, I order students remind me the previous lesson orally, and I also let students ask and answer unclear idea.” But S3 stated that he doesn’t do it because of lack of time. From the interviewees response we see that varied oral communication activities are not practiced as expected by all teachers they because of lack of sufficient time.

Q3. How do you find students’ participation in the different kinds of oral communication activities used in English class?

T1 reported, “The students’ participation is less than expected, even when they are given group discussion, they prefer to keep silent.” On the contrary, T2 stated,” in my class some high achievers participate in oral communication activities very well, for instance, when they are asked to present what they have discussed in their group, they stand in front of the class and present it properly.” T3 stated, “In my class some students are fairly good in presenting what they have discussed in group, but most of the students are not volunteer to do so.” From the given interviewees, we see that there is low participation of students on oral communication activities. In general, to maximize learners’ participation in oral communication skill teachers should facilitate the conditions diligently.

Q4. What are some of the students' related problems that inhibit their oral communication skills?

To the mentioned question, T1, T2 and T3, reason out different ideas. For example T1 reported "Most of students feel anxious to say something in front of the class." T2 also added, "My students are frustrated of making mistakes during oral communication session". T3 further elaborated that learners do not give due emphasis to oral communication. From this, we could see that learners' anxiety, frustration, lack of due emphasis on oral communication and ignorance considered as problem that reduce students oral communication skills. However, if the problem continues its consequence become negative. Therefore, teachers must make effort to avoid the above mentioned problems.

Q5. Would you tell me some of the teachers' related problems that affect students' oral communication skill? On this question, all teachers reason out that the same idea. T1 reported, 'some teachers usually talk more themselves.' Moreover, T2 added, 'As an English teacher I always focus on explaining and demonstrating. In general most of English teachers are grammar oriented that make learners silent. From this, we can recognize that there is a severe problem with English teachers that may hold back learners' in oral communication.

Q6. How would you give corrections to students when they make mistakes while communicating orally?

To this question, teachers replied almost the same views. For example, T1 reported, "I correct my students' oral fluency by stopping the speech and take instant corrections." T2 and T3 added that they usually order the students to say or pronounce it again when they commit a mistake. Henceforth, this implies that their English teacher corrects the students' oral fluency soon. Here, though the teacher used immediate corrections during oral speech, it has its own negative side that is immediate correction can distort their speech even they may forget the point talking about. Therefore, it is advisable if the teacher become patient enough until they finish their oral presentation and finally tell their oral error later.

Q7. Do you give oral presentation test for your students to evaluate their language proficiency? If not, why?

T1 pointed out, “Most of the time I evaluate the learners’ performance by objective questions, written test and etc, however, I rarely evaluate the students’ language proficiency by giving oral presentation test”. T2 said, “I do not give oral presentation test to my learners, because since they have poor oral communication background it is waste of time. Due to this fact I do not use it except giving the chance to ask and answer unclear questions. T 3 stated almost similar idea. Here, one can predict that evaluating students’ proficiency through oral communication is not that much wide spread in their school. However, teachers should facilitate the situations to overcome the students ‘oral communication problems.

Q8. Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials while learners communicate orally in EFL class? If not, why?

T1 stated, “Though there are numerous teaching aids that play a vital role in oral communication, I do not use it but, sometimes I use charts only where necessary.” T2 and T3 pointed out the same idea that they do not use electronic device like tape recorder, cassettes and radio On this question, interviewees reported that they have a deep-rooted problems in using relevant teaching aids. So, one can understand that teachers restrict themselves to teach lesson simply using lecture method and do everything on their own in the absent of authentic materials.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This study has investigated into the practice of students' oral communication. The primary aim of this study was to investigate into the practice of students' oral communication at different levels. Hence, to investigate into the practice of grade 9 students' oral communication, the researcher focused on different issues like teachers' related problems, students related problems, the implementation of oral communication skills and the nature of classroom arrangement and instructional materials related problems. To collect relevant information regarding to the above issues, the researcher used observation, questionnaire and interview.

5.1 Summary

The researcher tried to summarize the findings of the study as follows:

Teacher Related problems

Some teacher related problems on students' oral communication in EFL classroom indicated by the study are:

- It has been found that teachers were focused more on grammar and vocabulary items than oral communication.
- Teachers failed to give students oral communication activities
- Teachers' failure to diversify their method of teaching has been found to be the other problem.
- The teacher gave only short questions and answers were widely seen as a problem.
- Teachers did not evaluate their students' language competency through classroom oral presentation.
- Teachers' interruption in order to correct student mistakes during oral presentation lesson has been found as one problem.

Students' Related Problems

Students' Oral communication skill was not encouraging. Thus, the study indicates some of the problems related to students' oral communication skill as follows:

- The preference of students to learn only grammar and vocabulary than oral communication.
- The students lack self confidence to take part in different oral activities has been found as a serious problem.
- Students' low participation in oral communication activities.
- Students had poor oral communication background.
- Students couldn't express their opinions and idea due to lack of enough vocabularies.
- Lack of regular oral communication practice in their daily speech either in the classroom or outside the classroom.

Classroom Related Problems

The condition of the classroom was also the other problem for the students' oral communication skill in EFL class. Here, a class with a large number of students was considered to be tiresome for teachers to support all the students to promote their oral communication skill. As a result, it indicated that the absence of adequate classroom and seating arrangement were directly or indirectly related with the problem of students' oral communication skill in the target school.

Instructional Materials Related Problems

As showed in the study, lack of using teaching aids has also been found as the other problem that may have side effect on students' oral communication skill in the target language. Hence, during interview sessions, the respondents pointed out that there is an instructional material related problems, for instance, textbook bulkiness, lack of access to use electronic devices like tape recorder, cassettes, and radio. In content analysis part, the researcher tried to show the availability of oral activities and recognized the bulkiness of the textbook too.

5.2 Conclusions

From the above mentioned finding, the researcher tried put the following conclusions.

Basically, teachers are familiar on how to teach oral communication but when observed practically during classroom observation they do not apply it. It has been seen that the classroom activities were dominated by teacher. This made the learners passive receiver rather than involved in oral communication activities. As one could see from the findings, teachers put less emphasis on using the language for oral communication .For instance, teachers focus on the teaching of grammar and vocabulary which has a direct influence on the students' oral communication skills. Likewise, teachers' failure to facilitate opportunity for students to work together in the target language is due to their preference of teacher -centered method of teaching. The study also illustrates that teachers used immediate oral correction when the students commit oral mistakes which interrupts their speech; as a result, the students get confused with unexpected interruptions so that was discouraging for the beginner students to practice oral communication. The study also illustrates that lack of confidence, poor oral communication background, and low practice of the language in and outside of the classroom was among the students' related problems that affect their oral communication skill. Moreover, a large number of students with not flexible seats in the classroom, and instructional material related problems especially textbook bulkiness were also the problems that the researcher found out in his study.

5.3. Recommendations

Based on the findings of the study, the researcher put the following recommendations. The study showed that teaching and learning is ineffective in the absence of students' oral communication practice. Thus, to come up with confident and effective students, the students should practice communicating in the target language in the class by participating actively in pair or group and individual activities. Hence, teachers should also play important role. This means that they should let students use their opportunity to take part in different oral activities. Generally,

- Efforts should be made to give learners adequate experience on how to practice oral communication formally or informally.

- EFL teachers, as much as possible, should facilitate a favorable atmosphere to students to participate in classroom oral interaction. Teachers are advised not to interfere when students commit a mistake while communicating.
- Teachers are advised to include oral evaluation in the tests of English language to encourage the learners towards oral communication.
- To make the students practice English language confidently, teachers should motivate learners take part in different oral activities like storytelling, oral presentation, group discussion, dialogue and debate.
- Teachers should expose the students to different texts to help the students empower their knowledge, ideas and vocabulary capacities of English language and overcome shortage of ideas during classroom discussion, teachers should understand academic background of the students and design the means in which they participate and express their internal feelings in the classroom freely.
- Students should practice oral communication in English both in and outside the class.
- The school and the concerned body should facilitate class size and balance the number of students in a class. The teaching resources for oral lessons should be prepared in a way that they learn easily. In general, Teachers should serve as facilitators and encourage their students to be interdependent during oral communication lesson. They should also observe and monitor what is going on, and help when needed .

References

- Abawi, K (2013). *Data Collection Instruments*. Retrieved from [http:// www.cochrane.es/files/Recursos/ How_to_design_a_questionnaire.pdf](http://www.cochrane.es/files/Recursos/How_to_design_a_questionnaire.pdf)
- Al-Hebaish, S. (2012). *The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course*. Theory and Practice in Language Studies, 2. Retrieved from <http://ojs.academypublisher.com/index.php/tpls/article/view/tpls02016065>
- Amanuel Abebe(2015) *A Study On The Problems That Affect Students' English Speaking Skill Homecho Secondary School*. (M.A Thesis) AAU.
- Amenu Oljira (2005). *The Implementation of Active Learning Approach in the Teachers College of Oromia*. (M.A Thesis)
- Atkinson, D.(1987) *The Mother Tongue In Classroom-A Neglected Resource*.ELT Journal,44(4),pp.241-247
- Brumifit, C. (1979). *Communicative Language Teaching*. In Brumifit, C. and Johnson, K. (Eds). *The Communicative Approach to Language Teaching*.Oxford: Oxford University Press.
- Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching*. Cambridge: CUP.
- Brown, G. and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H Douglas. (2000). *Principles of Language Teaching and Learning*.4th edition. White Plains, NY: Longman.
- Chiu-Ping Huang (nd). *Exploring Factors Affecting the Use of Oral Communication Strategies*. Lunghwa University of Science and Technologyretrievedfrom;chiuping@mail.lhu.edu.tw
- Christer Jacobson (nd.). Växjö University: Pedagogies communication, no. 1.

- Dobson, J. M. (1988). *Effective Techniques for English Conversation Groups*. Washington, D.C: Bureau of Educational Agency.
- Dorynei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press.
- Ericsson, Eie.(1993). *Undervisa i språk. Språkdidaktik och språkmetodik*.Lund: Studentlitteratur.
- Ferguson, (1998.) *Communication Skills*.2(ed).New York.Ferguson Publishing Campany.
- Gardner, R.C. (1985). *How does a Positive Attitude really Influence Learning?* Retrieved, February6from:<http://www2.education.ualberta.ca/sstaff/olenka.bilash/Best%20f%20Bilash/positiveattitude.html>
- Gillham, B. (2000). *Developing a questionnaire*. New York. NY: Continuum.
- Lunenburg ,F(2010) *Communication: The Process, Barriers, and Improving Effectiveness*. Sam Houston State University
- http://www.cochrane.es/files/Recursos/How_to_design_a_questionnaire.pdf
- Hailu Kebede(2011) *An Exploration Of Teaching Oral Skills In English Through Communicative Activities* .M A Thesis at Addis Ababa University
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.
- Johnson, Keith & Morrow, Keith. (1986). *Communication in the Classroom*.7th impression. Essex: Longman Group Limited.
- Katheryn M.(nd) *Incorporating Oral Communication Skills into Your Class*
k.maguire77@csuohio.edu
- Kumar, R. (1996). *Research methodology: A step-by-step guide for beginners*. Melbourne: Addison Wesley Longman Australia Pty Ltd.

- Lightbown, Patsy & Spada, Nina. (1999). *How languages are learned*. Oxford: Oxford University Press.
- Littlewood, W. (1981) *Communicative Language Teaching: An Introduction to Communication*. Cambridge: CUP.
- Littlewood, W. (1992) *Teaching Oral Communication*. Oxford: Blackwell Publishers.
- Moon, J. (2000). *Children learning English*. Oxford: Macmillan Heinemann Publishers.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.
- Oli Negassa. (2006) *The Status of Active Learning Approach in the Teacher Education Colleges of Oromia Region*. M.A.
- Richards, J.R. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: CPU
- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, J.R. (2003). *Understanding Communication in a Second Language Classroom*. Cambridge, UK; CUP
- Rivers, and Wilga. (1992). *Interactive language teaching*. 5th printing. Cambridge: Cambridge University Press Retrieved from (<http://en.wikipedia.org/wiki/Communication>)
- Ruane, M.J. (2005). *Essential Research Methods. A Guide to Social Science Research*. Oxford. Blackwell Publishing Ltd.
- Ruth, Alice (1995). *Oral Communication in High School: Masters Project* Grand Valley State University. <http://Sydney.Edu/science/universe-science/projectskills/jantria/>

Communication.html. Retrieved from [http:// www.griffith. edu.au/ centre/ gihe/ griffith graduate /home.html](http://www.griffith.edu.au/centre/gihe/griffith_graduate/home.html)

Saga Briggs (2013) Retrieved from [http://peers.aristotlecircle.com/ uploads/NTA_Peer_Tutoring_Factsheet_020107.pdf](http://peers.aristotlecircle.com/uploads/NTA_Peer_Tutoring_Factsheet_020107.pdf)

Singh, K.(2006). *Fundamentals of Research Methodology and Statistics*. New age international Publishers

Wai-Ching Leung. (2001). *How to design a questionnaire*. Student BMJ. Retrieved from [http:// www.cochrane.es/files/recursos/how to design a questionnaire.pdf](http://www.cochrane.es/files/recursos/how_to_design_a_questionnaire.pdf).

Wondwosen Tesfamichael.(2008). *An Assessment of the Oral Group Lesson in English For Ethiopia Grade Seven In Promoting Cooperative Learning*. Unpublished MA Thesis at Addis Ababa University.

Apendix-A

Questionnaire for English Teacher

Adama Science and Technology University

School of Humanities and Law

Department of English (MA in TEFL)

Dear Teacher,

This questionnaire is designed for the purpose of MA theses study. Its primary aim is to investigate the practice of grade 9 students' oral communication. It will assess your oral communication skills, problems you may face during oral communication class, the role of your teacher and classroom interaction. The success of the study depends on your genuine responses to the following questions. Please read carefully and respond to the questions honestly and openly. You should not write your name.

Thank you for your assistance!

PART ONE

Instruction: provide necessary information about the following.

1. Name of your school _____

2. Zone _____

3. Sex: Male ____ Female ____

4. At what grade level are you teaching? Please tick (√)

Grade 9 ____ Grade 10 ____

5. Total number of students in a class (average) _____

6. Academic qualification: Diploma____ Degree ____ MA ____

7. Your field of study: Major_____. Minor_____

8. Teaching experience in years:

0-5_____ 6-10 _____ 11-15_____ 16 and above _____

Part two

Instruction: For Investigating the practice of grade 9 students' oral communication, Some suggestions are given below. Thus, for questions 1.1-3.2.3, show your answer by putting a 'tick' (✓) under the alternatives given as strongly agree, agree, uncertain, disagree and strongly disagree.

Key: 5. strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree

Please read the following some of grade 9 students' oral communication problems in EFL classroom, and give your genuine responses by putting tick (✓) mark under any one of the scales given above.

No	The expected problems	5	4	3	2	1
1	Student related problems					
1.1	Learners have not confidence to speak orally in the class since they afraid committing mistakes in front of their classmates.					
1.2	Learners prefer to learn grammar and vocabulary more than speaking that let them practice oral communication.					
1.3	Learners prefer teachers explanations more than doing the activities by themselves					
1.4	Students' do not think that they learn English when they work in pair or group.					
1.5	Students do not like to participate in oral communication activities (e.g. presentation, group or pair work) using their target language (English.)					
1.6	Students have poor oral communication background in the target language.					
1.7	Students use their mother tongue language when they are asked to do activities in pair or groups in English class.					
1.8	Students do not have sufficient words to express their ideas in English.					
2	Teacher related problems					
2.1	I have not properly trained in communicative language teaching to help students as expected.					
2.2	I usually put emphasis to teach language forms and structure than oral communication or speaking.					
2.3	I often prefer to explain and demonstrate more than facilitating conditions for the students to practice oral communication.					
2.4	I often prefer teacher-centered way of teaching more than student centered.					
2.5	I do not provide students with the opportunity to practice communicating in pairs and group in class because of shortage of time.					

2.6	I do not use teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote students' oral communication skill.					
2.7	I usually correct my students' errors during oral presentation activity.					
2.8	I usually evaluate my students' language performance through objective questions like multiple choices more than oral presentation test.					
2.9	Class size related problems					
3	There are a large number of students in a class.					
3.1	Seats are not suitable					
3.2	Instructional material related problems					
3.2.1	There is shortage of English text book in school.					
3.2.2	There is no access to use teaching aids.					
3.2.3	There is a problem of text book size i.e bulkiness					

Appendix- B

Questionnaire for students in EFL class

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH MA IN TEFL

Dear Students,

The purpose of this questionnaire is to investigate the practice of grade 9 students' oral communication. Your genuine response to the questions will help me to collect relevant data about the problem being investigated. Therefore, you are kindly requested to answer each question carefully. You should not write your name .Thank you very much!

Part One

Instructions: provide necessary information about the following.

1. Write your personal information about the following.

1.1. Name of school -----

1.2. Grade:-----

1.3. Sex: Male ____ Female ____

Part two

Instruction: please read the following statements and then indicate your answers by using the scales that are given below. Put a tick (✓) to the given alternative: strongly agree, agree, uncertain, disagree and strongly disagree.

Key: 5. strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree

2. An Investigation into the practice of students' oral communication

No	The expected problems	5	4	3	2	1
2.1	Students' related problems					
2.1.1	I have no confidence to speak freely in the class because I am afraid of making mistakes in front of my classmates.					
2.1.2	I like to learn grammar and vocabulary than learning via oral communication.					
2.1.3	I sometimes take part in oral practices.					
2.1.4	I do not like to participate in oral communication activities (e.g. presentation, group work, pair work etc.) using English language.					
2.1.5	I have poor oral communication background.					
2.1.6	I use my mother tongue language whenever I asked to do activities in pairs or groups in English class.					
2.1.7	I do not have enough words to express my ideas in English orally.					
2.1.8	I do not like practicing oral communication in English in and outside of the class.					
2.2	Teacher related problems					
2.2.1	My English teacher often teaches language forms and structure more than spoken.					
2.2.2	Most of the time my English teacher prefers to explain and do everything himself or herself more than facilitating conditions to students to practice oral communication.					
2.2.3	My English teacher likes to use teacher- centered ways of teaching than student -centered teaching in oral communication skill.					
2.2.4	My English teacher does not encourage us to use the language in and outside the class.					
2.2.5	My English teacher does not provide us with the opportunity to practice communicating in pairs and groups.					
2.2.6	My English teacher is not proficient enough to help us as we expect.					
2.2.7	My English teacher does not provide us activities that promote our speaking skills in the class to foster oral communication.					
2.2.8	My English teacher does not use teaching aids and authentic materials in the classroom to promote our communication habit					
2.2.9	My English teacher usually corrects our errors while we communicate orally.					

2.2.10	Our English teacher usually evaluates our language performance through objective questions like multiple choices than oral presentation.						
2.3	Class size related problems						
2.3.1	There are a large number of students in the class.						
2.3.2	Seats are not suitable.						
2.4	Instructional material related problems.						
2.4.1	There is a shortage of English text book in school.						
2.4.2	There is no access to use teaching aids.						

Appendix-C
Teachers' Interview Questions
Adama Science and Technology University
School of humanities and law
Department of English MA in TEFL

Dear teacher,

I would like to have an interview with you for the purpose of thesis work on investigating the practice of grade 9 students' oral communication. I thank your cooperation and willingness to my interview. Since your information can support this research, I kindly request you to give me the required information overtly; therefore, I would like to thank you again for scarifying your precious time and effort in this interview.

1. Which skills of English do you like to teach most? Why?
2. What types of exercises do you utilize in EFL class to improve your students' oral communication?
3. How do you find students' participation in the different kinds of oral communication activities used in English class?
4. What are some of the students' related problems that inhibit their oral communication skills?
5. Would you tell me some of the teachers' related problems that affect students' oral communication skill?
6. How would you give corrections to students when they make mistakes while communicating orally?
7. Do you give oral presentation test for your students to evaluate their language proficiency? If not, why?
8. Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials while learners communicate orally in EFL class? If not, why?

Appendix C-2

T1's Interview

Ok first of all, I would like to express thanks in advance for you are being volunteer to have in interview with me. To begin, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).

When I start with the first questions; which skills of English do you like to teach most? Why?

T1 Eh – eh'... Ok. First of all I would like to say well come. "I personally like teaching oral communication skills because it focuses on meaning than structure, it encourages learners express their opinion freely but, the problem is that I don't use it as needed due to shortage of time and text book size. In addition to that students come from remote area, so they get tired even if we want to give them additional class to practice oral communication skill. So I am limited to grammar related topics only.

Let me go to second question, what types of exercises do you utilize in EFL class to improve your students' oral communication? Ok I use different exercises to improve students' oral communication, for example, group discussion, pair work, debate and dialogue. But, here what you must understand is I don't utilize these activities regularly because of different factors like shortage of time, text book size (bulkiness) and students' attitude towards oral practice.

How do you find students' participation in the different kinds of oral communication activities used in English class? Frankly speaking, the students' participation is less than expected, even when they are given group discussion, they prefer to keep silent. Good, come to question four, what are some of the students' related problems that inhibit their oral communication skills? Right, Most of my students feel anxious to say something in front of the class when I order them to do that. So anxiety is one problem that let them not to participate in oral communication. Would you tell me some of the teachers' related problems that affect students' oral communication skill? Yea, some teachers usually talk more themselves even I myself use teacher centered approach. On this, the teacher takes a lot of time to explain, elaborate and do everything himself or herself.

How would you give corrections to students when they make mistakes while communicating orally? In my class, I correct my students' oral fluency by stopping the speech and take instant corrections. I use this technique because it saves my time, furthermore, if I keep silent while the students commit oral mistake I may forget it.

Do you give oral presentation test for your students to evaluate their language proficiency? If not, why? Good question, most of the time I evaluate the learners' performance by objective questions, written test and etc, however, I rarely evaluate the students' language proficiency by giving oral presentation test. This is a deep rooted problem in our school. Even there is a time in which we forget the whole year.

Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials while learners communicate orally in EFL class? If not, why? Ok, I do not use it but, sometimes I use charts only where necessary though there are numerous teaching aids that play a vital role in oral communication, this is because of shortage of these relevant teaching aids.

Thank very much.

No problem!

Appendix C-2

T2's Interview

Ok first of all, I would like to express thanks in advance for you are being volunteer to have an interview with me. To begin, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).

When I start with the first questions; which skills of English do you like to teach most? Why?

Ahh, as a language teacher I like to teach all skill. However, your question forces me to select the most so I like to teach writing skill most. Because writing skill is one types of skills that contains new words, sentence structure, and grammar. However, I teach oral communication skills where necessary.

What types of exercises do you utilize in EFL class to improve your students' oral communication? Ok, in my class, I use question and answer at the beginning and end of the lesson. For example, I order students remind me the previous lesson orally, and I also let students ask and answer unclear idea.

How do you find students' participation in the different kinds of oral communication activities used in English class? Great, in my class some high achievers participate in oral communication activities very well, for instance, when they are asked to present what they have discussed in their group, they stand in front of the class and present it properly.

What are some of the students' related problems that inhibit their oral communication skills? Good! My students are frustrated of making mistakes during oral communication session, on this they think the errors probably will happen if they practice oral communication. However, I tried to convince them that oral mistake is natural every one can commit it but, through continuous practice fluency will come.

Would you tell me some of the teachers' related problems that affect students' oral communication skill? As an English teacher, I always focus on explaining and demonstrating. In general most of English teachers are grammar oriented that make learners silent so the learners may not a chance to express their opinion even. So this should be improved.

How would you give corrections to students when they make mistakes while communicating orally? On this question, I usually order the students to say or pronounce it again when they commit a mistake. Henceforth, I correct the students' oral fluency immediately. I use it purposefully so as to use my time economically.

Do you give oral presentation test for your students to evaluate their language proficiency? If not, why? I do not give oral presentation test to my learners, because since they have poor oral communication background it is wasting of time. Due to this fact I do not use it except giving the chance to ask and answer unclear questions at the end of the lesson.

Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials while learners communicate orally in EFL class? If not, why? Good, in class I do not use electronic device like tape recorder, cassettes and radio, because there is no teaching aids in our school except some charts so it is a deep rooted problem in our school.

Thank you very much

Never mind.

Appendix –C2

T3's interview Response

Ok first of all, I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).

Can we start? Yea! Carry on...Ok I start with the first questions; which skills of English do you like to teach most? Why? Good question, when I start with my internal interest, I like to teach writing skill most. Because to teach writing is to teach all other language skill. Furthermore I like to teach oral communication skills also when necessary only. This is due to time problem.

What types of exercises do you utilize in EFL class to improve your students' oral communication? Ok, as to me I don't use oral activities in my class because of lack of time Besides, the students themselves have no interest if I waste their time on oral practices.

How do you find students' participation in the different kinds of oral communication activities used in English class? Great! In my class some students are fairly good in presenting what they have discussed in group, but most of the students are not volunteer to do so the students' participation is less than average.

What are some of the students' related problems that inhibit their oral communication skills? Yea, most of the time my students do not give due emphasis to oral communication. This is due to different factors like anxiety, frustration, lack of due emphasis on oral communication and ignorance considered as problem that reduce students oral communication skills.

Would you tell me some of the teachers' related problems that affect students' oral communication skill? Here, I can say that we English teachers are grammar oriented that make learners silent .we teach grammar related issues, we play different roles ourselves. So this is teachers' problem that should be solved.

How would you give corrections to students when they make mistakes while communicating orally? Nice question! On this, I usually order the students to say or pronounce it again when they commit a mistake. Henceforth, as English teacher I correct the students' oral fluency soon I don't give a time.

Do you give oral presentation test for your students to evaluate their language proficiency? If not, why? I do not give oral presentation test to my learners, because since they have poor oral communication background it is a waste of time. Due to this fact I do not use it except giving the chance to ask and answer unclear questions.

Do you use teaching aids like tape-recorder, cassettes, radio, and other authentic materials while learners communicate orally in EFL class? If not, why? Ok, frankly speaking, I do not use electronic device like tape recorder, cassettes and radio, because our school have no these relevant teaching aids. However, for the future if the school facilitate the situations, we had better to use these teaching aids because it has its own role to oral communication practice.

Thank you very much sir!

No problem.

Appendix-D
Students' Interview Questions
Adama Science and Technology University
School of humanities and law
Department of English MA in TEFL

Dear students,

I would like to have an interview with you for the purpose of thesis work on investigating the practice of grade 9 students' oral communication. I thank your cooperation and willingness to my interview. Since your information can support this research, I kindly request you to give me the required information overtly; therefore, I would like to thank you again for sacrificing your precious time and effort in this interview.

1. Which skills of English do you like to learn most? Why?
2. How do you practice oral communication in English class room?
3. Does your English teacher give you various activities that promote your oral communication skill in EFL class?
4. How does your English teacher correct your fluency during oral communication takes place?
5. Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill?
6. Does your English teacher evaluate your oral performance through oral presentation?
7. How do you find your participations in oral communication in English classes?
8. What are some of students' related problems that reduce students' oral communication skill ?
9. Would you mention some of teachers' related problems that inhibit students' oral communication skill?

Appendix-D1

S1's Interview

Ok first, I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).

Let me begin with question number 1: which skills of English do you like to learn most? Why? Ok, in my opinion I like to learn reading and vocabulary because most of the time we read the given text, understand and change it in to work, in addition to this, the more we learn reading and grammar, the better we understand even other courses. Very good. How do you practice oral communication in English classroom? Ok eh..eh we practice oral communication in the class when the teacher gives us oral activities in group or pair to some extent. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication? Ok, mostly the teacher presents common activities like pair and group discussion, sometimes debate and dialogue other than these I have not seen any activities in the speaking session. How does your English teacher correct your fluency during oral communication session? Ok, the teacher corrects our oral fluency by stopping the speech and gives us immediate corrections. Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill? Ok, Our English teacher sometimes uses charts only but, he hasn't used teaching aids like tape recorder, cassettes and radio. Does your English teacher evaluate your performance through oral presentation? Most of the time our teacher evaluates our performance by objective questions, written test and etc but, sometimes let us to explain some questions orally. How do you find your participations in oral communication in English classes? Ok, in my opinion we have low participation in EFL class, in addition we have negative attitude towards oral communication in the target language. What are some of students' related problems that reduce students' oral communication skill? Here, I think feel afraid to say something in front of the class so most students do not participate confidently. Therefore, afraid sprit can be one problem. Would you mention some of teachers' related problems that inhibit students' oral communication skill? Of course, my teacher usually talks more himself. Most of the time he uses more time himself. Therefore, the students may not get the time to practice oral communication.

Thank you very much.

Never mind!

Appendix-D2

S2's Interview Response

Ok first , I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School). Can we start? Yes. Which skills of English do you like to learn most? Why? Ok. I like to learn reading because while reading I learn new words. How do you practice oral communication in English classroom? In this case, I practice oral communication when our teacher provides us oral activities only and we do not put much emphasis to oral communication in the class, we use it when our teacher order us to discuss, debate on some issue which is very limited. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication? Nice question. To speak fact, the common activities that are given to us is pair and group discussion, sometimes debate and dialogue other than these I have not seen any activities in the speaking session and no language related activities are seen. How does your English teacher correct your fluency during oral communication takes place? Ok, our teacher usually orders the students to say or pronounce it again. Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill? Ok, our teacher does not use electronic device like tape recorder, cassette and radio in English class. Does your English teacher evaluate your performance through oral presentation? Eh .eh our teacher is not interested in evaluating their performance through oral presentation, but our teacher rarely evaluates the students' performance via oral presentation. How do you find your participations in oral communication in English classes? To speak the truth, we have low participation in oral communication in English class in relation to other language skills. . What are some of students' related problems that reduce students' oral communication skill? Frankly speaking, we are full of tension about grammar usage so we think that we may violate language rules. Would you mention some of teachers' related problems that inhibit students' oral communication skill? Here, our English teacher always focuses on explaining and demonstrating. To help the students consolidate their oral speech the teacher should have applied it; however, he didn't do it. This is one problem I have seen on my teacher as a weakness.

Thank you in advance!

No problem!

Appendix-D3

S3's Interview Response

Ok first, I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).So hope we will have a good interview time.

Which skills of English do you like to learn most? Why? Ok, as to me, I like to learn reading and vocabulary, because by reading get language structure, grammar and new words. How do you practice oral communication in English classroom? Ok I do not put much emphasis to oral communication in the class, we use it when our teacher orders us to discuss, debate on some issue which is very limited. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication? Ok, storytelling, debating and group discussion are the activities presented in our class. However, there is no program designed to increase students' oral communication in our school. How does your English teacher correct your fluency during oral communication takes place? Ok, our teacher becomes aggressive when learners wrongly pronounce though he usually gives immediate correction. . Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill? Ok, here, to speak frankly, our teacher do not use electronic device like tape recorder, cassettes and radio. However, he uses chart and tables some times. Does your English teacher evaluate your performance through oral presentation? Here, our teacher is not interested in evaluating the students' performance through oral presentation, but he rarely evaluates the students' performance via oral presentation. How do you find your participations in oral communication in English classes? Ok, my participation is not that much if I probably commit a mistake or violate grammar rule learners laugh at me due to this fact I prefer to keep silent. What are some of students' related problems that reduce students' oral communication skill? Ok, most of the time learners do not put much emphasis to oral communication rather they focus on grammar related parts only. Would you mention some of teachers' related problems that inhibit students' oral communication skill? Ok, most of the time, our English teacher put emphasis on grammar and language structure that may reduce the opportunity of students to practice oral communication.

Thank you very much!

No problem!

Appendix-D4

S4's interview Response.

Ok first, I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School).So I hope we will have a good interview time.

Which skills of English do you like to learn most? Why? Ok, In my point of view, I like to learn the lesson that is related to related grammar which is reading skill. I like to learn grammar so much because it is a grammar that will appear on national examination. How do you practice oral communication in English classroom? Ok, I practice oral communication in and outside the classroom to some extent. But, I do not put more emphasis on communication but to grammar. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication? Ok, on this question, of course the teacher makes effort to provide us some activities for example group discussion activities, and oral presentation activities. In addition to this, our English teacher also made effort to establish English day though it was not implemented. . How does your English teacher correct your fluency during oral communication takes place? Ok, in fact our teacher never keep silent when the students commit a mistake so he corrects our fluency or oral problem in between that is when we say some word wrongly then he pronounce it correctly and orders us to pronounce as he did correctly. Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill? Good, as far as I am concerned with the situations, I have never seen oral activity supported by tape recorder, cassettes and radio in our school. But, our English teacher sometimes uses charts and sample tables only. Does your English teacher evaluate your performance through oral presentation? Yea, sometimes. For example, when we are ordered to present our assignment we present it orally. But, it is rarely practiced. How do you find your participations in oral communication in English classes? Ok, in English class I sometimes participate in oral activities, for instance, I ask my teacher unclear idea and I also make effort to explain the answers by a word of mouth. . What are some of students' related problems that

reduce students' oral communication skill? Ok, in my opinion, students are not volunteer to participate in different oral activities. Moreover, they lack confidence when they when they are asked to come in front of the students and present it orally. Would you mention some of teachers' related problems that inhibit students' oral communication skill? Yea, there are some teacher related problems for example the teacher covers the oral session himself, he selects and puts emphases on certain topics like grammar, writing and sometimes reading more than speaking skill.

Thank very much!

Doesn't matter!

Appendix-D5

S 5 interview Response.

Ok first, I would like to say thanks in advance for you are being volunteer to have an interview with me. To start, the main purpose of this interview is to investigate the practice of students' oral communication and related issues at your school (Biriti Secondary School). So I hope we will have a good interview time.

Which skills of English do you like to learn most? Why? Ok, in my view, I like to learn speaking skill because it helps me to express my opinion correctly. . How do you practice oral communication in English classroom? Ok, I practice oral communication fairly good. When my teacher asks me some oral questions, I try my best to explain it orally by a word of mouth. Does your English teacher give you various activities that promote your oral communication skill in EFL class? Or is there any program in your school to increase students' oral communication? Ok, yea but not sufficient. When we face unclear idea, he lets us to ask freely and also elaborate the raised questions by our own words. How does your English teacher correct your fluency during oral communication takes place? Um..., my English teacher corrects our oral error right after we pronounce the given word wrongly. He doesn't wait till we finish our idea. "Does your English teacher use teaching aids like tape recorder, cassettes, radio and other authentic materials to increase your oral communication skill?" Ok, on this question, I can say no except very limited aids. This means that our teacher doesn't use tape recorder, cassettes and radio to increase our oral communication skill. But then, he uses some diagrams and tables rarely. Does your English teacher evaluate your performance through oral presentation? Ok, most of the time our teacher put emphasis on the grammar and evaluates our grammar competency. However, he sometimes evaluates our oral communication skill through group presentation and presenting an assignment by a word of mouth. . How do you find your participations in oral communication in English classes? Ok, in my view, my participation in oral communication is medium, I express something orally only when my teacher forces me to say something and when I couldn't understand the lesson. What are some of students' related problems that reduce students' oral communication skill? Um.. Ok, there are many problems that can reduce students' oral communication problem. For instance, lack of practice, lack of interest and sometimes the

number of students in the classroom. Here, the number of students in the class is really not favorable to facilitate the situation in oral communication. Would you mention some of teachers' related problems that inhibit students' oral communication skill? Yea, our English teacher is very fast while teaching or explaining the lesson. Besides, we couldn't understand his pronunciation very well. On the other hand he is aggressive if the students commit a mistake. Therefore, the students hate the oral communication session even.

Thank very much!

Doesn't matter!

Appendix-E Classroom Observation Checklist

Name of the school-----Teacher-----

Date of the observation----- Grade and section-----Topic of the lesson-----

Time----- Number of students-----

Instruction: please, mark a tick (√) in the column that belongs to the statement.

No	Activities	Teachers observed											
		Teacher1				Teacher2				Teacher3			
		D1		D2		D1		D2		D1		D2	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.1	The activities offer students to do individual work	√	-	-	√	√	-	√	-	√	-	-	√
1.2	The activities are designed to the students level of understandings	√	-	√	-	-	√	√	-	-	√	√	-
1.3	The activities motivate the students to interact to each other in pairs/groups	√	-	√	-	-	√	√	-	-	√	√	-
2	The activities that the teacher may show while classroom observation takes place: The teacher:-												
2.1	introduces the lesson and clarifies the learning objectives	√	-	√	-	√	-	√	-	√	-	√	-
2.2	arranges students for oral interaction (speaking) either in pair/groups	-	√	√	-	-	√	√	-	-	√	√	-
2.3	carries out the activities like role play , games, simulations etc	-	√	√	-	√	-	√	-	√	-	√	-
2.4	gives much emphasis to grammar and vocabulary more than oral practice	√	-	√	-	√	-	√	-	√	-	√	-

2.5	gives much time for oral practice activities	-	√	-	√	-	√	-	√	-	√	-	√
2.6	prefers to explain and demonstrate more than providing activities	√	-	√	-	√	-	√	-	√	-	-	√
2.7	encourages his/her students participate in asking unclear idea	-	√	√	-	√	-	√	-	√	-	√	-
2.8	uses teaching aids like tape recorder, cassettes and authentic material in the class.	-	√	-	√	-	√	-	√	-	√	-	√
2.9	gives immediate and direct correction	√	-	√	-	√	-	√	-	√	-	√	-
2.1 O	uses teacher-centered method of teaching	√	-	√	-	√	-	√	-	√	-	√	-
2.1 1	uses the target language very well	√	-	√	-	√	-	√	-	√	-	√	-
3	Activities of the students during the class room observation in oral communication lesson. The students,												
3.1	have the confidence to speak orally in the class	-	√	-	√	-	√	-	√	-	√	-	√
3.2	use in their mother tongue in pair/group work	-	√	-	√	√	-	√	-	√	-	√	-
3.3	Ask unclear idea using the target language	√	-	√	-	√	-	√	-	√	-	√	-
3.4	make active participation indifferent oral interaction activities	-	√	-	√	-	√	-	√	-	√	-	√
3.5	need their teachers explanation more than doing the activities themselves	√	-	√	-	√	-	√	-	√	-	√	-
3.6	have low language proficiency	√	-	√	-	√	-	√	-	√	-	√	-

3.7	seem to have inadequate fluency	√	-	√	-	√	-	√	-	√	-	√	-
3.8	only tries to answer short oral question	√	-	√	-	-	√	√	-	√	-	√	-
3.9	have negative attitude towards oral communication	√	-	√	-	√	-	√	-	√	-	√	-
3.9 .1	have positive attitude in oral communication practice	-	√	√	-	√	-	-	√	-	√	-	√
3.9 .2	are fluent enough to express their ideas options in English	-	√	-	√	-	√	-	√	-	√	-	√
4	The condition of the classroom												
4.1	There are large number of students in the class	√	-	√	-	√	-	√	-	√	-	√	-
4.2	There is enough space for interaction in groups or pairs	-	√	-	√	-	√	-	√	-	√	-	√
4.3	The seats are not easily moveable to organize groups	√	-	√	-	√	-	√	-	√	-	√	-

Adapted from: <https://www.google.com/search?q=observation+checklist+format+in+English+observation+checklist+format+in+English+Class+pdf> - Google Search