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JIMMA UNIVERSITY
College of Social Science and Law

DEPARTMENT OF FORIEGN LANGUAGE AND LITERATURE (GRADUATE PROGRAM)

STUDENTS' MAJOR PROBLEMS IN LEARNING SPEAKING SKILL AT JIMMA TEACHERS' COLLEGE

BY

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A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF SOCIAL SCIENCES AND LAW, DEPARTMENT OF FORIEGN LANGUAGE AND LITERATURE, GRADUATE PROGRAM

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

JIMMA UNIVERSITY

JUNE 2013

Students' Major Problems in Learning Speaking at Jimma Teachers' College

BY

Hamid Temam

Declaration

This thesis is my original work which has not been presented ever before in any other universities. All reviews of literature have been used for developing the thesis honestly acknowledged.

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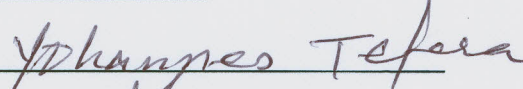
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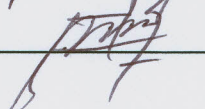Co-Advisor: _____

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June, 2013

Acknowledgements

I would like to express my gratitude to my advisor, Dr. Getachew Seyoum for his valuable comments on this thesis.

Finally, I would like to send my thanks to my mother Denu Hamza for her moral and financial support. In general, I thank all those who participated in my work.

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List of Acronyms and Abbreviations

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as Second Language
JCTE	Jimma College of Teachers' Education
JTC	Jimma Teachers' College
L1	First language/Mother Tongue
L2	Second language
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
ELT	English Language Teaching
SLD	Second Language Development
TFL	Teaching Foreign Language
TSL	Teaching Second Language

Abstract

Speaking English was a challenge to the most Ethiopian students. This study is planned to investigate students' major problems in learning speaking skills. All students who were attending second year English language department in academic year of 2005 and all instructors of Jimma Teachers' College were taken as the subjects of the study. The required data for the study were collected through interview and questionnaire to collect the information from the subjects. Moreover, Classroom observation was employed as a supplementary instrument. The results of the interview were used to crosscheck the responses of the students for the questionnaires while the result of the observation were used to confirm the practice of learning and teaching speaking skills in actual classroom. The collected data organized and presented by tables and paragraphs to yield the result. The obtained data showed that students had problems in learning speaking skills. Therefore, the study showed how to set up speaking activities which could make students to participate and to interact with one another. It gave realistic solutions to overcome students' major problems in learning speaking skills. It indicated how students can manage their problems by applying communication strategies and using elements of speaking which are embedded in speaking skill. Finally, the overall results of the all instruments were triangulated to give conclusions and recommendations.

Chapter One

Introduction

1.1 Background of the Study

Although speaking skill is important, learning and teaching speaking skills failed miserably because of some very real problems in EFL class in general, in our country in particular. However, it is not possible within the scope of this study to cover all problems of learning and teaching speaking skills. Thus, the study aimed at simply to indicate investigating students' problems of learning speaking skills.

Recently, Communicative Language Teaching (CLT) methodology has led to a dramatic shift in language teaching and learning. It has been seen as a key factor where effective language teaching and learning is occurred. Richards (2006) stated that the ever-growing need for good communication skills in English has created a huge demand for effective English language teaching around the world. Therefore, the demand for an appropriate teaching methodology of English language is stronger than ever. He suggested that employers want that their employees to have good English language skills. In general, he concluded that fluency in speaking English is a prerequisite for success and advancement in many fields of employment in today's world.

Richards, (2008) stated that the emergence of communicative language teaching in the 1970s led to changed views of syllabuses and methodology. This is continuing to shape approaches of teaching speaking skills today. Fluency became the goal for speaking courses and this could be developed through providing students with suitable communicative tasks, communication strategies required by learners to attempt real communication, despite limited proficiency they have in speaking English.

Tamene (2012) explained that there has always been a growing need for good communication skills in English in Ethiopia. Parents send their children to school to help them achieve a good speaking skill of English. Employers want their employees to have good English speaking skills. Today, the need for effective use of English for communication is heard every day, everywhere. In short, effective English language speaking skills are prerequisite for success and advancement in today's Ethiopia.

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Therefore, teachers need to be knowledgeable with the effective teaching strategies and techniques for teaching speaking skill activities. This helps students to develop their communicative skills which are important to the development of their speaking skill. If teachers do not understand the appropriate teaching methodology and provide suitable speaking activities, they cannot bring the required changes. This is because the effectiveness of the speaking lesson highly depends on the role of teachers providing suitable communicative activities in the classroom. Moreover, students should apply different communication strategies, and elements of speaking which are embedded in speaking skills activities to communicate in this language effectively.

The researcher of this study was initiated to investigate students' problems of learning speaking skills focus on second year English language students of Jimma Teachers' College. Currently, Jimma Teachers' College is training students for second cycle primary school teachers. The College is also giving training for student-teachers those who joined the language stream. The students are expected to acquire different language skills which help them in the rest of their life in three years training. During their stay in the College, students are exposed to the learning context in which they acquired speaking skills. This is to train effective and efficient teachers with aims of improving English language teaching throughout the Oromia Region.

The data, which are relevant for the successful accomplishment of the study, were collected from English language department of Jimma Teachers' College. Jimma Teachers' College is one among the Teachers' College in Oromia region. Currently, the College runs different training programs on teaching based on the requirements of the Oromia regional state. The aim the college is mainly preparing effective and efficient teachers for second cycle primary school. Currently, the college gives training for student-teachers those joined the language stream.

According to Berhanu (2009) English language teaching in 2nd cycle primary school is conducted by teachers who study English as a major field of study or who major in an Ethiopian language and minor in English. Teachers of grades 5 - 8 are normally expected to have a diploma from a teacher training college (TTC). However, the teaching of English as a subject in the second cycle of primary is also seriously affected. He summarized that teachers' efficiency and under-preparedness were the major factors that affected the teaching of English language in Ethiopia.

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Some encouraging measures are taken by the Ethiopian government by designing the syllabus which improves the speaking skill of students. For example, the government has launched the new English language course books in college level in order to meet the demands of this language. this study tried to investigate the perceptions of students and teachers towards learning and teaching speaking skills. It also tried to show the major problems of learning and teaching speaking skill with reference to the view held by students and teachers of Jimma teachers' college.

1.2. Statement of the Problem

A lot of scholars give emphasis to the ability of speaking of one's language; however, the students of EFL classroom face a lot of problems to speak in the target language. Brown and Yule, (1983) stated the fact that learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the students. They also added that the teachers also complain to teach their students speaking skills because of various reasons.

Jordan (2002) stated the ability to speak helps students for various academic purposes. For example, the nature of different academic activities at tertiary level requires students to be able to ask question in lecture, participate in seminar or discussion, make oral presentation, answer questions, verbalize data, and give oral instructions in seminar, workshops, laboratories, etc. However, the most persistent problem for the students was inability to express themselves adequately in spoken language. One factor was that the students spent little time in actual speaking English in the classroom. It seems there exists little opportunity to practice the language.

When students take part in the process of speaking, they do not only involve knowledge of target forms and functions, but also knowledge of the interaction between the speakers and listeners in order to make negotiation of meanings clear, (McDonough & Shaw, 1995). In general, in the process of interaction students require to know what to speak, how to speak, for whom to speak, why to speak, when to speak depending on contents, listeners, timing, purpose and conditions in which the speaking takes place.

Amlaku (2009) stated the fact that in Ethiopia, English is taught as a subject from grade one and is a medium of instruction from grade nine through colleges and universities. All universities in

the country are supposed to use English as their work language; they ought to produce documents, hold meetings, write minutes and reports, etc. in English. Even if the English language is the medium of instruction at tertiary level, the majority of Ethiopian students are not good enough at speaking English for various important reasons.

Tamene (2012) explained the conditions students need to achieve effective English language skills, particularly oral skills. He suggested that the syllabus, teaching material, teaching and learning activities, teacher education, learner motivation, teacher competence, teaching methodology are the major problems of Ethiopian students to communicate in English.

Derebssa (2005) assured that currently, traditional lecture methods, in which teachers talk and students listen, dominate most Ethiopian classrooms. The common obstacles to the employment of innovative methods of teaching are the Ethiopian tradition of teaching and child upbringing, lack of institutional support, and learning resources, teachers' lack of expertise, inappropriate curricular materials and students' lack of prior experience to actively participate in the teaching and learning process are the major ones.

A series of studies have been conducted to investigate the problems of speaking skills of Ethiopia students. One of the studies was carried out by Feda (2002) to investigate the organization of group work in spoken English classes. The results of his study showed that the instructors did not properly organize group tasks, which were designed for teaching spoken English. Consequently, group tasks seemed to suffer from different problems such as large class, learner motivation, teacher competence, and teaching methodology. Moreover, the tasks did not seem to provide opportunities to the students to practice speaking and develop their oral skills.

Another study was conducted by Mebea (2008) who investigated the challenges of implementing continuous oral assessment in EFL classes. The result of his study showed that different factors affect the effective implementation of continuous oral assessment. He summarized students' linguistic background, structural constraints, absence of college level assessment policy, inadequacies in the use of informal continuous oral assessment methods, negligence of formative continuous assessment were found to be the major problems of students' oral skills.

Lakachew (2003) also conducted similar study on teachers' attitudes towards communicative language teaching (CLT) and practical problems in its implementation. The results of his study

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showed that teachers generally have mildly positive attitudes towards communicative language teaching. He suggested that policy makers, syllabus designers, teacher educators and other concerned bodies should take into account teachers' attitudes and beliefs by considering different factors which hinder implementing CLT in Ethiopian context.

The result of all local studies indicated that most students in Ethiopia have problems in developing both fluency and accuracy in their speech, even if they spend more than ten/ twelve years studying English in high school. This is because English is more of a foreign language in Ethiopia so it is not used outside the classroom. Therefore, students do not get opportunity to practice the language. If teachers give them a lot of exposure to different kinds of natural spoken language in the class, they can gain confidence to respond in appropriate ways. Therefore, teachers should teach their students how to get motivated to learn speaking skills in the class and even outside class.

Therefore, the desire for this study arose from the recognition of the problems of speaking skills, while teaching English nearly for one decade. In fact, recognizing the major problems of students is one way to help them to develop their speaking ability. The researcher has recognized the students' problems of applying communication strategies, and using elements of speaking which are embedded in speaking skills activities and teachers' problems of providing suitable communicative activities in the class. Harmer (1991) stated this fact which shows speakers success at understanding the content of what they speak based on their expertise in the communication strategies. McDonough & Shaw (1995) explained that within the 'framework' of the conversation 'turns' have to take place if the conversation is not to be totally one-sided. So, certain interaction strategies have to be put into operation by speaker to communicate effectively.

So, this research planned to explore students' problems in learning speaking skills. This is done based on what theoretical foundations say about the nature of speaking skill for implications of learning and teaching this skill in the classroom.

1.3. Objectives of the Study

The general objective of this study was to investigate students' problems in learning speaking skills and find out solutions to improve the learning and teaching of this skill in the classroom. Thus, the study helps to train competent professionals in the area of English language teaching with the purpose of improving their speaking skills. To do this, teaching. The study focused on communication strategies and elements of speaking which are essential to help students how to communicate in English in the classroom.

It has also the following specific objectives:

❖ To investigate the major problems of speaking skills which learners' face in learning and teachers have in teaching at Jimma Teachers College.

❖ To aware students what they need during communication in order to communicate in English effectively.

❖ To provide learners different communication strategies and elements of speaking in order to help them how to speak in the natural language.

1.4. Research Questions

This study is based on the review of previous research of different scholars. It tried to investigate students' problems in learning speaking skills. Dornyei, (2007) claim that for most researchers, it is the research question that ought to determine every aspect of the design of the study. Thus, the major problems can be addressed by the following research questions:

➤ What are the major problems of speaking skills perceived by students and teachers?

➤ Which kinds of language features should be focused for oral work?

➤ To what extent may learners' use of effective communication strategies and elements of speaking skill affect to communicate in English effectively?

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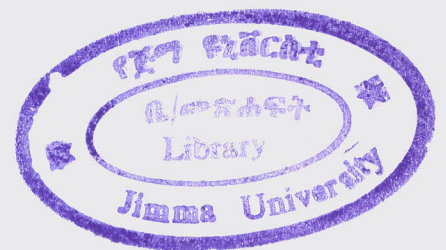
1.5. Significance of the Study

Today, speaking English language has become important for business, travel and others economic factors. Thus, studying the major problems of speaking skill in one study is essential; this is because it helps students and teachers to get quick reference for their problems at once.

Berhanu, (2009) English is more of a foreign language than a second language in Ethiopia. This is mainly because English is so infrequently used in daily life outside the classroom and students do not have the opportunity to learn the language informally. So, studying how speaking skills develop in classroom is important because students learn speaking only in classrooms in our country. The development of speaking skills may occur outside the classroom in some country but, there is no outside classroom exposure to the target language in the Ethiopian context. Therefore, teaching students how effective speakers speak in the natural language and what they need during communicative activities are important in order to improve their speaking skills.

Moreover, studying students' problems in learning speaking helps to understand how the teachers work with the students in speaking class, how they teach the speaking activities, what types of speaking activities they should focus, and how they treat speaking lesson in the class, are all important factors for improving the speaking skills of students. If teachers could understand students' problems in learning speaking, they can find remedial solution by improving their teaching skills of communicative activities in the class.

Since, the social, economic and environmental aspects of regional colleges are almost similar, this study could be important to indicate a lot of Ethiopian students' problems in learning speaking skills. Therefore, the desired results could be obtained by this study where the situation being the same. These results may help to inform students and teachers about the major problems they faced at other similar collages.

In general, the study helps students and teachers to raise their awareness about the major problems in learning and teaching speaking skills and to indicate some solutions which might have contributions to change the learning and teaching of this skill in the future. It helps to create strategic window of opportunity to study the problems of this skill discretely and in-depth in the future. Thus, this study helps as a base line data for other researchers.

1.6. Scope of the Study

Even if there are lots of problems in learning and teaching speaking skills, this study focused on investigating only the major one in light of students' major problems in learning speaking skill. It did not include some necessary tools to learn spoken language such as students' learning styles, learning preferences and others. This is because it is not possible within the scope of this study to cover all problems of speaking skills.

Moreover, taking a sample from one college was a limitation of the study this is because this study did not include samples from different colleges. Even if there are first year, second year and third year English language students in Jimma Teachers' College, the samples were taken only from second year English language students, so this study seems to be limited in scope.

Shortage of time and resources were the major problems that the researcher faced to conduct wider in-depth study, therefore, the researcher limited to conduct study on a few target population from one college. It did not include more samples from others college. Only the major problems of learning speaking skills of Jimma Teachers' College were investigated in this study. Thus, the results of the investigation may be different in others settings.

1.7. Limitation of the Study

This study was limited only on one skill. For this reason, the results of this study may not give about problems of learning and teaching other skills.

The respondents of this study were limited to the second year students and few English language teachers. Thus, their responses about major problems of the speaking skills might not representative of all the students and teachers. Therefore, further research should be conducted by taking enough samples from different colleges in order to strengthen the reliability of this study.

Moreover, the study did not investigate how students' problems match or mismatch with teachers' problems. Thus, it is impossible to correlate the students' problems with teachers' ones. There are also a lot of bottlenecks which affect the results of the study within similar context of

learning and teaching speaking skill. Due to these limitations of the study, care should be taken to generalize the results of this study.

Chapter Two

Review of Related Literature

This section provided different theoretical foundations for the study. The section was planned to explore the major problems of speaking skills in light of students' and teachers' perceptions towards learning and teaching it. It provide different possible solutions for the major problems which should be considered by students and teachers such as suitable communicative tasks, communication strategies based on what theory say about implications of learning and teaching this skill in the classroom.

2.1. The Importance of Speaking Skill in Learning

Learning speaking skill is important for overall academic performance of students. For some students learning speaking skill is to achieve academic success, for others it may be for communicative efficiency and in general, there are also other many reasons.

Speaking ability is an instrument of intellectual discussion and social interaction among the member of educated class. Therefore, it is essential for tertiary students to acquire an ability to speak English effectively in order to achieve success in their career. (Mohan, 2003)

McDonough and Shaw (1993) suggested that people may often give judgments about our language competence from our speaking rather than from any of the other language skills.

Accordingly Brown and Yule, (1983) teaching speaking skills prepare students to be able:

- ❖ to express themselves in the target language,

- ❖ to cope with basic interactive skills like exchanging greetings and thanks and apologies,

- ❖ to express their needs, request information, services etc.

According to Richards, (2006) English is so widely taught worldwide that the purposes of learning it are taken for granted. Acquiring speaking skills would bring untold blessings to those who succeeded in learning it. Thus, it would lead to educational and economic empowerment.

Ur, (1996) expressed that speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.

Today, speaking English language has become a helpful for business, travel and others economic factors in Ethiopia. In general, learning and teaching this skill is becoming essential for the above stated and other many reasons. Most of the findings have also shown us the importance of this skill in the process of learning and teaching in general, in language classroom in particular.

2.2. Shift of Focus on Skills in a Global Language Context

The English language teaching and learning tradition has been subjected to a great change. This tradition has been practiced in language classrooms all over the world. How English language learning and teaching is growing progressively over the past five decades. Different language researchers are currently reviewing different journals, articles and books in order to improve the current practices of language learning and teaching methodology. (Richards, 2008; 2006; 2002; Richards and Rodgers, 2001).

In an age of globalization, English has become a global language for communication. The objectives of language learning and teaching are giving an increased value to integrated and dynamic multi-skill. Instructional models are also focusing on meaningful communication and the development of learners' communicative competence. (Hinkel, 2006)

These and other reasons opened a window of opportunity for a language teaching change in our countries curriculum. Thus, English language instructors are encouraged to implement skills-oriented instruction at tertiary levels. This is because students are expected to understand different academic spoken discourses at this level.

2.3. Shift of Focus on Skills in Ethiopia Context

A lot of research findings have established the teaching and learning of English language in Ethiopia. Most of the findings have also shown us the importance of speaking skill in the process of learning and teaching it. Francisconi (2012) stated that English language is the medium of instruction at the secondary level, which continues as the primary medium of instruction at tertiary level. Nowadays, teaching English in Ethiopia is in a great challenge. So, many efforts are taken to address these challenges, including investments in improving English-teaching skills at teacher training colleges, and the expansion of English language departments at different universities and colleges.

Stoddart (1986, as cited in Berhanu, 2009) stated the following about the English language ability of the majority of Ethiopian students. Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing. ... as a result of the inability of students to function through English, the quality of teaching and learning in schools has been very adversely affected. At best, it means that mere rote learning often prevails, with no critical and creative participation of students, and little enough of even simple comprehension by them of what they are being told. And at worst it means that some – possibly many – students whose English is not sufficient even for rote-learning spend most of their class hours copying down notes that the teacher has written on the blackboard, and transforming them in the process into complete nonsense. In such a situation it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction.

Tamene, (2012) briefly reviewed history of English language education in Ethiopia. He stated that English language teaching in Ethiopia has critical problems even today. The observation of classroom practices at different levels of English teaching and learning revealed that the syllabus, teaching material, teaching and learning activities, learner motivation, teacher competence, teaching methodology are the major problems of Ethiopian students to communicate in English. He concluded that every level has its own fair share in the making of the crisis.

Tadesse, (2012) stated that different stakeholder groups can give their own testimony about their students' ability to communicate in English orally. Classroom teachers at all levels of the

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education ladder can witness their experiences about the present status of English language education in our country.

All of the above researchers concluded as English language speaking skill of most Ethiopian students is below average, even if English has become the instructional language since a long time. It is more of a foreign language than a second language in Ethiopia. This is because English is not used outside the classroom, thus students do not get opportunity to practice the language effectively. If teachers give their students a lot of exposure to different kinds of natural spoken language, they can gain confidence to respond in appropriate ways. Therefore, teachers should teach their students how to get motivated to learn speaking skills in the class and outside class.

2.4. Problems with Speaking Activities

English is taught as a subject from grade one and is a medium of instruction from grade nine through colleges and universities nation-wide. All universities in the country are supposed to use English as their working language; they ought to produce documents, hold meetings, write minutes and reports, etc. in English. Apart from these nationally consistent practices, different regions have adopted different regional policies towards English in their education system; some of the regions have made English to be a medium of instruction from grade 7, some from grade 8 and some from grade 9. (Amlaku, B. Eshetei, 2010)

In oromia region English is a medium of instruction from grade 9, thus students of colleges are exposed only for two year English as instructional language with a little practice of this language. These and other factors contributed for their inability to speak this language either in the class or outside class. This makes the problems more serious in learning and teaching speaking skills.

The study on participation of seminars or academic discussions has been revealed that different area of difficulty of learners. The reason why they do not take part in discussion has been referred as the major problems of learners that have been investigated with questionnaires were specified here:

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i.   Comprehension of spoken English ('they speak too fast'; 'they mumble'; 'vocabulary is idiomatic)

ii.   The pressing need to formulate a contribution ('I might say something wrong')

iii. Shyness about the value a contribution ('I might say something wrong')

iv.   Inability to formulate an idea in English ('I do not know how to say it in English')

v.   Awareness that a given function may be realized in various ways ('I do not know how to say it in English')

vi.   Frustration about being unable to enter the discussion (some students speak too fast).
      Johns and Johns, (1997, as cited in Jordan, 2002)

Ur, (1996) showed some of the problems in getting learners to talk in the classroom. He summarized the major learners' problems of speaking as follow:

1. **Inhibition**: speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. They worried about making mistakes fearful of criticism or losing face or simply shy of the attention that their speech attracts.

2. **Nothing to say**: Even if they are not inhibited you often hear learners complain that they cannot think of anything to say: they have not motivated to express themselves beyond the guilty feeling that they should be speaking.

3. **Low or uneven participation**: Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

4. **Mother-tongue use:** In classes where all or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier because it feels unnatural speak to one another in a foreign language and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less discipline do not motivate to keep to the target language. (Ur, 1996)

Their problems of spoken English might be traced to many different sources, such as mother tongue interference, personality factors, physical impediment of speech and a host of other environmental problems. Goodson, (2009)

Listeners may find it difficult to deal with colloquial language such as idioms, slang, reduced forms, and shared cultural knowledge. The extent to which speakers use these language forms impacts comprehension. Most L2 listeners perceive that native speakers speak too fast for them and this makes it difficult for L2 listeners to follow (Brown & Yule, 1983)

These perceived problems of students were identified in this study as major problems of students speaking skills in the class. Therefore, teachers of English must work on these students' problems to develop the speaking ability of their students. Moreover, for most EFL/ESL students and teachers, the following factors, in some combination or with varying degrees of significance, will influence the learning and teaching of speaking skills:

- ✓ The role of English in the countries
- ✓ The role of English in the school, and its place in the curriculum
- ✓ The teachers; their status both at national and institutional levels, their training, mother tongue, attitudes to their job, experience, expectation.
- ✓ Management and administration
- ✓ Resource available
- ✓ Support personnel
- ✓ The number of pupils to be taught and the size of class
- ✓ Time availability for the programme
- ✓ Physical environment
- ✓ The socio cultural environment
- ✓ The types tests used, and ways in which students are evaluated. (McDonough and Shaw,1995)

Harmer, (2001) puts these roles of the teacher should be prompter, participant and feedback provider. The teachers are expected to provide learners with all the necessary help as much as possible. They have to make adequate preparation in the selection and designing of the speaking

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tasks and activities. They should encourage learners to be risk taker and solve their own problems by themselves without wait every things from teachers.

Assistance may take the form of allowing plenty of time to think, of making the answers easier through giving hints and guiding questions, of confirming beginnings of responses in order to encourage students' participations during oral work. Ur, (1996)

2.4.1. Students Individual Speech Problems

Many students have individual difficulties with pronunciation, stress, intonation or overall rhythm. At times, their speech may be virtually unintelligible to other students. In these cases, some kind of individual support will be needed. (Jordan, 2002)

He suggested that that depending on the students needs practice should be given in an area of their difficulty. As studies indicated most of students of social sciences may need considerable help in verbalizing data which they have already learned. (noted by Fisher, 1990 in Economics). Even if the students can understand transforming different forms of data with help of formula and equation into graphs, tables, histograms, maps, charts and vice versa. They cannot verbalize them in target language. The study concluded that most students used their mother tongue either to ask question or to explain for their peers.

Teachers of English should teach their students different speech sounds based on their language difficulty in order to improve their speaking skill. They provide them insights on how to speak in a variety of ways, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm , intonation and its meaning, clarity, voice quality, pace and pause etc. (Brown, 2000)

In general, as they could be seen in different literature review the nature of speaking skills are productive language skills, therefore, problems of producing speeches and understanding different speech sound can hinder language performance of students. Therefore, language teachers should teach their students the basic language elements as early as possible. Moreover, they should awake their students the role of basic language skills in speaking.

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2.4.2. Problems of Applying Effective Communication Strategies

The students take parts in the process of speaking not only involves knowledge of target forms and functions, but also knowledge of the interaction between the speakers and listeners in order that negotiation of meanings are made clear. For example, listener may give the speakers feedback as to whether or not the listener has understood what the speaker has just said. The speaker will then need to reformulate what was just said in order to get the meaning across in different ways.

This analysis shows how speaking skill can easily be accommodated within this particular view of language. Therefore, it is useful for the teacher of speaking skills in the classroom to look at the characteristics of spoken language in order to ascertain what native speakers actually do when they participate in oral interactions. (McDonough & Shaw, 1995)

Hinkel, (2006) point out that pedagogy on second or foreign language norms of speaking incorporates effective communication strategies, discourse organization and speech acts, such as requests, refusals, compliments, or clarification questions.

Tarone (1980, as cited in Maleki, 2010) summarizes types of communication strategies under five main categories, along with their subcategories. The list goes as follows:

A. **Paraphrase**: it includes three subcategories which are described below.

(a) **Approximation**: The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe")

(b) **Word coinage**: The learner's making up a new word in order to communicate a desired concept (e. g. "airball" for "balloon")

(c) **Circumlocution**: The learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure (e. g. "She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of")

B. **Transfer**: Transfer has two elements in it.

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(a) **Literal translation**: The learner's translating word for word from the native language (e. g. "He invites him to drink" for "They toast one another")

(b) **Language switch**: The learner's using the NL (native language) term without bothering to translate (e. g. "balon" for "balloon" or "tirtil" for "turtle")

C. **Appeal for Assistance**: This refers to the learner's asking for the correct term or structure (e. g. "What is this?" "can you explain it in other way?).

D. **Mime**: Mime refers to the learner's using non-verbal strategies in place of a meaning structure (e. g. clapping one's hands to illustrate applause).

E. **Avoidance**: Avoidance consists of two subcategories described below.

(a) **Topic avoidance**: The learner's by passing concepts for which the vocabulary or other meaning structures are not known to them

(b) **Message abandonment**: The learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

Native speakers have to re-learn the wording, within the request forms. Negotiating what is available and what it is called is something we can find ourselves doing repeatedly in the different businesses. Students attending tutorials and seminars also find recurring types of speech opportunity, with recurring opportunities for similar expressions. Byget, (2006)

Thus, it is expected from teachers of EFL to provide for their students the ways to promote experience of success in communicative activities. As different research findings indicated that the non-native speakers tend to neglect to apply the communication strategies. They are reluctant to use communication strategies effectively. Classes cannot allow enough time to teach everything so if students are taught how to learn on their own, they can acquire language skills by themselves without their teachers help.

Successful strategies include taking a slow breath to reduce anxiety, raising pertinent questions about difficult points, and being sensitive to the difficulties of others. Other strategies are tricks to memorize words, guessing and then checking meanings, and maximizing opportunities for language practice. (Elliot, Tan and Walberg, 2001)

Therefore, teaches should help their students by giving a clear guidance of effective communication strategies for their students before they told them to do communicative activities. This is because teaching communicative strategies help students to compensate their poor linguistic competence, develop their self confidence, understand the meaning, lesson anxious and fear.

2.5. How to Solve the Problems

Willis, (1990) pointed out that in order to take full advantage of teaching speaking skills two things must be done. First a methodology must be defined which encourages the learner's ability to learn. Secondly the kind of language to which learners are exposed needs to look carefully at. Taking meaningful exposure as a starting point it is possible to develop an approach to language teaching which takes advantage of the learners' natural tendency to make sense of language which students can learn by themselves.

Therefore, if the aims of instructors are to help their students to speak the language, they should teach their students elements of speaking and their social functions by providing them with successful exercises that prepares them to interact in real communication. In doing this they can help students to speak the language in different situation. The study was conducted to investigate the perceptions of students and teachers about the major problems they faced in learning and teaching speaking skill. Thus, language teachers can solve students' problems by providing them with successful speaking activity and elements of speaking by implementing successful communicative activities methodology.

2.5.1. Applying Successful Communicative Methodology

If the aims of the language teaching are to develop learners' communicative competence, teachers' teaching skills play an important role in preparing students to communicate effectively in various situations. Different studies showed that teachers' skill of teaching communicative activities make speaking skill teaching meaningful and interesting.   According to Richards, (2008) how to approach the teaching of speaking has long been the focus of methodological debate in today's world. This is because of mastering English speaking is a priority for many

foreign language learners. He suggested that method of teaching communicative activities affects speaking skills of a foreign language learner.

2.5.1.1 Teachers' Teaching Skills of Communicative Activities

Speaking skills can be acquired only through practice, which is something teachers cannot do for their students. The students have got to do it for themselves. Therefore, the good teachers of language, even more than the teachers of others subjects. They should spend their times to practice the language. They should encourage their students to talk a lot in the classroom. To do this, applying successful communicative skill teaching techniques are important. (Bright and McGregor, 1970).

According to Richards, (2011,) all language teachers must be having the following specific language competencies to teach, particularly communicative skill effectively. These include the ability to do the following kinds of things:

- ❖ To comprehend texts accurately
- ❖ To provide good language models
- ❖ To maintain use of the target language in the classroom
- ❖ To maintain fluent use of the target
- ❖ To give explanations and instructions in the target language
- ❖ To provide examples of words and grammatical structures and give accurate explanations (e.g., of vocabulary and language points)
- ❖ To use appropriate classroom language
- ❖ To select target-language resources (e.g., newspapers, magazines, the Internet)
- ❖ To monitor his or her own speech and writing for accuracy
- ❖ To give correct feedback on learner language
- ❖ To provide input at an appropriate level of difficulty
- ❖ To provide language-enrichment experiences for learners. (P.3)

Harmer, (2001) summarized that effective teachers should possess the following qualities:

- ➢ The teachers should make their classes interesting by providing students different communication strategies.
- ➢ The teacher must be fair, treat their students equally and understand them.
- ➢ The teacher themselves should be a model speaker of the target language.

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As Richards, (2010) stated that language proficiency not only makes contribution to teaching skills, it also enhance confidence in teachers' teaching ability and an adequate sense of professional legitimacy. However, insufficient attention has been given to the issue of language proficiency in many teacher-preparation programs. He argued that teachers that their mother tongues are not English have problems of specific language competencies in order to be able to teach effectively in English.

Even if, each of these language competences is important in order to make teachers a skillful organizer of tasks and good at stimulating the students towards speaking activities. Unfortunately, some English language teachers of Ethiopian have few of these language competencies to teach speaking skills effectively. Therefore, teachers should acquire these language competences to teach communicative skills effectively since teachers' teaching skills have direct impact on teaching speaking skills in classrooms.

This study found out that speaking skills are the keys to personal effectiveness, maximum achievement and unlimited success in their learning and teaching process. Teachers of English as a foreign language should identify students' problems in acquiring the language. They should implement appropriate methodology of teaching speaking skills by providing authentic language in the classroom. To do this, there are a lot of resources and activities available for teachers as techniques and approaches to solve the common problems of teaching speaking skills. Thus, teachers should present the language to students with the help of different approaches and techniques in order to teach speaking effectively.

2.5.1.2. Communicative Language Teaching and Speaking Activities

Brown, (2001) stated this fact today many of the pedagogical springs and rivers of the last few decades are appropriately capture in the term communicative language teaching (CLT), it is a catchphrase for language teachers everywhere. He described CLT for many years to teach foreign languages through communicative approach which focuses on oral skills. He defined most important features of CLT by means of four characteristics:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context. (Brown 1997, p. 241)

Communicative language theory as it aims at helping students to use the target language for communication and interaction. Richards and Rodgers, (2001) explained why communicative language teaching has survived into the new millennium. This is because it can be interpreted in many different ways and used to support a wide variety of classroom procedures. According to these scholars its principles can be summarized as follows:

  ➢ The goal of language learning is communicative competence
  ➢ Learners learn a language through using it to communicate
  ➢ Authentic and meaningful communication should be the goal of classroom activities
  ➢ Fluency and accuracy are both important dimension of communication
  ➢ Communication involves the integration of different language skills
  ➢ Learning is a gradual process that involves trial and error. (p.172).

These and other many language scholars strongly argue that a lot of modern teaching approaches such as content based instruction, cooperative language learning, and task-based instruction can all claim to apply these principles. As it can be observed the huge range of course books and other teaching resources based on the principles of CLT today.

Any particular methodology usually has a theoretical underpinning that should cause coherence and consistency in the choice of teaching. (Richards and Rodgers, 2001)

The first is the application of theory. This involves making connections between the concepts, information, and theories from their students-teachers education courses and their classroom practices; it involves putting theories into practice. So after studying the principles of CLT, task-based instruction or collaborative learning, teachers might try to find ways of applying these principles in their teaching. The theorizing of practice on the other hand involves reflecting on

their practices in order to better understand the nature of language teaching and learning and to arrive at explanations or hypotheses about them (Richards, 2011).

Theory as product refers to the content knowledge of one's discipline; whereas, theory as process refers to the intellectual activity needed to theorize. Theorizing as an intellectual activity, then, is not confined to theorists alone; it is something teachers should be enabled to do as their thought process. In fact, there is considerable overlap in ones' theoretical as well as practical approaches to foreign language learning and teaching (Kumaravadi, 2003).

Thus teachers of English have to develop a comprehensive theory of language learning and teaching. This is because lack of some theoretical backgrounds which integrate the language learner and the language learning context identified as major problems of language learners and teachers in this study. Furthermore, they have not questioned how theoretical backgrounds of language learning and teaching affect social interaction of target language speakers.

2.5.2. Providing Successful Speaking Activities

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. Yet it is difficult to design and administer such activities. (Ur, 1996)

Nation and Newton, (2009) suggested that teachers should design and present a well-balanced language course for their students. They should provide special techniques that can help learners at different levels of proficiency enhance their speaking skills. They should teach language based on principles of teaching and learning.

According to UNESCO, (1949), there are a number of further explicit criteria what should be considered in selection of speaking skills materials.

1. **Accuracy:** The information included in speaking activities should be accurate and up-to-date. Terms used should be defined accurately and clearly by the use of concrete examples. Illustrations, charts, graphs and maps should be representative, accurate and up-to-date.

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2. **Worth:** The information, illustrations and exercises in speaking activities should be selected on the basis of their relevancy to the development of the knowledge, attitudes and skills necessary to effective living in the modern world.

3. **Comprehensiveness and Balance:** the exercises in speaking activities should be comprehensive and balanced; there should be adequate treatment not only the language elements, but also art, music, literature, education, recreation, science, health, industry, labor, agriculture, and other aspects of living should be considered in selecting speaking activities which are relevant with learners' experience.

4. **Fairness and World-mindedness**. The ideals of human freedom, dignity, equality and brotherhood and a moral code of mutual human behavior and a sense of common responsibility for world conditions should be stressed through examples of exercises in speaking activities. Justice and morality which are applied to one's own nation should also be considered in selecting speaking activities. Adapted from (UNESCO, 1949, pp.77-79)

The principles and criteria suggested here are intended to be comprehensive principles. However, they should be been seen from the angles of speaking activities which help to develop learners speaking skills. Every teacher has their own criteria when they select speaking activity. Here, the researcher would like to judge speaking skills activities by the extent to which the speaking task should cover. Therefore, the teachers must make adequate preparation in the selection and designing of the speaking tasks and activities by considering the selection and designing principles and criteria of speaking skills activities.

2.5.2.1. Characteristics of a Successful Speaking Activity

Bright, and McGregor, (1970) suggested that teachers should make language activities enjoyable which will makes teaching more enjoyable and far less exhausting.

Ur, (1996) summarized the problems of teaching speaking skills in the class as follow:
1. As much as possible of the period of time allotted to the activity is occupied by learners talk. The time is not taken up with teacher talk or pauses in steady of students talk.

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2. Classroom discussion is not dominated by a minority of talkative participants all get a chance to speak.

3. Learners should be eager to speak, because they are interested in the topic and have something new to say about it, this is because they want to contribute to achieving a task objective.

4. Learners should express themselves in utterances that are relevant, easily comprehensible to each other, and with acceptable level of language accuracy as much as possible.

2.5.2.2. Different Techniques to Promote Speaking Skills Activities

If the main goal of teaching specking skill is for fluency, the students must practice the language after they have studied the system of the language. This can be done by giving them different communicative activities such as information gap activities, role plays etc., (Byrne, 1986).

According to Harmer, (2001) the following activities promote speaking in learning and teaching process such as pair and group work, information gaps and the jig saw principle, the pyramid, chain stories, telling jokes, conversation, and other techniques which promote speaking skill interactions.

> **Discussions-** Students can involved in discussions after some lesson
> **Information Gap-** Information gap activities used for problem solving activities in the classroom.
> **Simulations and role play -** students simulate a real life encounter, as if they were doing so in the real world. Such as buying and selling etc. They should use different teaching aids to create a real environment situation.
> **Role Play-** Students assumed as they are in different social environments play different social roles in the class. In role play add the elements of giving the participant information about who they are and what they think and feel.

Ur, (1996) stated that using these techniques lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless even taking into consideration occasional mistakes and mother-tongue use. However, the amount of remaining time may be used for oral practice effectively by using group work, pair work etc. (Ur, 1996)

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Willis, (1990) summarized that There is general agreement nowadays that we learn a language best by using it to do things, to achieve outcomes. Communicative activities involving games playing, problem solving and others communicative activities teaching techniques have become a more and more important part of the language teaching in the class.

Thus teachers of English recommended applying different techniques for teaching speaking skills in the class effectively. Applying these techniques lowers the inhibitions of learners by encouraging them to speak with their friends. Moreover, it solves the problems of times which both teachers and students complained as it can be seen in this study. However, when they try to do communicative activities and they may be confused, and reserved from being active. Therefore, teachers should give them the necessary communication strategies and elements of speaking to communicate effectively.

2.5.2.3. Instruction or Training of Speaking Activities

Designing speaking activities is designing instructional materials foreign-language teaching in general, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills (Richards, 2008). If the task is based on group discussion then include instructions about participation when introducing the topic. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chair person to each group who will regulate participation. The roles of the teachers are to keep students speaking the target language. (Ur, 1996)

2.5.2.4. The Speaking Activity on Easy Language

The activities which are beyond their abilities may have a negative effect on their motivation. It is also true that activities aimed below the level of the students are de-motivating. So there is much work to do for the teachers to select activities which will challenge the students at the proper level (Harmer, 2001). In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the

activity starts (Ur, 1996). Most frequent lexical items are covered first, in the most common sentence patterns in which they appear. This occurrence is also not under looked in speaking (Guerrero, 2004).

According to Willis, (1990) the figures based on a computer analysis of the COBUILD corpus have the following basic conclusions:

- ✓ The most frequent 700 words of English constitute 70% of English text.
- ✓ The most frequent 1,500 words constitute 76% of text.
- ✓ The most frequent 2,500 words constitute 80% of text.

This tells us two things. First, it shows the enormous power of the common words of English. It means that, even though we have a vocabulary of tens of thousands of words, on average seven out of every ten words we speak come from the 700 most frequent words of English.

In speaking, of course, the incidence is very much higher. For example, there will be a high occurrence of these words in conversations. Learners need to expose to these words and certain specialized and general vocabulary those are essential for speaking skills. It is the job of the teacher to supply the necessary spoken language elements from every day words such as the common most frequent words, useful phrase and expression etc to improve the speaking skill of learners.

2.5.2.5. Students Speaking in Target Language

Ur (1996) stated that the teachers might appoint one of the group members as monitor, whose job is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Moreover, the teachers themselves should be there to keep students speaking the target language as much as possible. They remind their students what, and how they perform the activities by being model for them.

Harmer (1991) proposed some techniques that can be used to get such reluctant students talking in discussion. One way of promoting discussion is that, before asking students to discuss as a whole class, the teacher should put them in group to try out the topics since it allows them to give opinions in less threatening environment than in front of the whole class. The teacher should also give students a chance to prepare their opinions where a more formal discussion takes place. They should tell their students to score out of certain point.

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2.5.3. Elements of Speaking

According to (Harmer, 2001) the ability to speak fluently presupposed not only knowledge of language features but also the ability to process information and language 'on spot'. These elements of speaking can be expressed based on language features/ characteristics of spoken language and mental/ social processing. As Harmer stated that there are connected speech, expressive devices, lexis and grammar under characteristics of spoken language. There are also language processing, interacting with others, and on- the – spot or information processing under mental/ social processing,. These major elements of speaking skills should be taught in classroom to solve the problems of students speaking skills.

2.5.3.1. Characteristics of Spoken Language/ Language Features

McCarthy, (1991) stated that spoken language involves some problems which are absent in written discourse because in written discourse, the writer has usually a little time to think about what to say and how to say it. So, the spoken language involves a degree of spontaneity that is absent in the written language.

Brown and Yule, (1983) stated that various forms of language which are most frequently used by speakers of the language but those are difficult for the non-native speakers of that language. These are:

- ➢ Incomplete sentences

- ➢ Very little subordination (subordinate clauses etc.)

- ➢ Very few passive

- ➢ Not many explicit logical connectors (moreover, however)

- ➢ Topic comment structure (as in 'the sun –oh look it's going down'). The syntax of the written language would probably have subject-verb-predicate structure.

- ➢ Replacing/ refining expressions (e.g. 'this fellow/ this chap she was supposed to meet')

- ➢ Frequent reference to things outside the 'text', such as the weather for example. This kind of referencing is called 'exophoric'

- ➢ The use of generalized vocabulary (things, nice staff, place, a lot of)

- ➢ Repetition of the same syntactic form

- ➢ The use of pauses and 'filters' ('erm',' well', 'uhuh', 'if you see what I mean', and etc.

Hinkel, (2006) stated that oral pedagogy has the objective of enabling non-native speakers to communicate effectively and to negotiate cross-cultural interaction successfully. Therefore, teachers of speaking skill have to teach different characteristics of spoken language that help their learners' to develop their oral skills such as connect speech, expressive devices, lexis and grammar which help learners speak.

2.5.3.1.1. Connect Speech

Harmer (2001) explained that effective speakers of English need to be able not only to produce the individual phonemes but also to use fluent "connected speech ". In connected speech sounds are modified (assimilation) omitted (elision), added (linking). etc. McCarthy (1991) stated this fact that in spoken language, the speaker may make false starts or slips of the tongue which can be corrected in the ongoing speech. When the speaker utters a given verbal account, it is most probably not preplanned unless when the speech given is presented in terms of a lecture based on a written record.

Willis (1990) pointed out his experience that one of the most plaintive cries in any staffroom goes along the lines of 'teachers complained as they have taught their students different language items so many times, and their students still get it wrong. According to Wills, the majority of teachers have little control over what is actually learnt and reproduced in spontaneous language use. McDonough and Shaw (1993) stated this fact that speaking is not merely the oral production of written language, but involves in the mastery of a wide range of sub skills which, added together, constitute an overall competence in the spoken language. If the target for learning was assumed to be a native-speaker variety of English and it was the native speaker's culture, perceptions, and speech that were crucial in setting goals for English teaching. Elliot, Tan and Walberg (2001) summarized that teaching grammar and vocabulary alone do not

lead to fluency. Since natural language is unpredictable and speakers arrive at meaning through practicing speaking. In general students need to know how to link utterances together to create clear and effective speech. Therefore, students must be taught how to manage real conversation, how to start and end conversations, how to respond appropriately, and how to express their beliefs, opinions and feelings in different situations.

2.5.3.1.2. Expressive Devices

Harmer (2001) stated that native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic). Widdowson (2007) explained this fact that in speaking, students make use not only of language but of paralanguage- tones, of voice, varying stress, pause and so on, and what they say is accomplished by facial expression, or gesture, as parts of the message they intend to get across. McDonough & Shaw (1995) suggested that it is useful for the teacher of speaking skills to look at the characteristics of spoken language in order to ascertain what native speakers actually do when they participate in oral interactions. They should teach their students these characters in the classroom.

2.5.3.1.3. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Such as certain useful phrases which they can produce at various stage of interaction (Harmer, 2001). Today world's knowledge of speech has been greatly assisted by the existence of huge computerized corpora of written material such as the twenty-million word Birmingham Collection of English Text (the basis of the Collins COBUILD dictionary project), and corpus building over the years has led to an interest in detailed taxonomies of spoken register (McCarthy, 1991). The analyses of large spoken and written English language corpora have explained how native speakers of English use language features in real life. This empirical knowledge about the English language has had an important influence on curricula and content of foreign language learning and teaching. The findings of corpus analyses have identified different spoken language features which are helpful for learning and teaching speaking skills (Hinkel, 2006).

Lewis, (1993) suggested the following taxonomy of lexical items which teachers of spoken language should teach their students. He defined the role of the lexis by identifying five different categories. These are words-old-fashioned vocabulary such as book, pen; poly words such as by the way, upside down; collocations, /word partnerships/: the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency. (e.g., community service, absolutely convinced)

- ❖ Fixed Expressions /institutionalized utterances/: (e.g. social greetings such as good morning; I will get it; We'll see; That will do; If I were you . . .; Would you like a cup of coffee? Etc.)

- ❖ Semi-fixed expressions /sentence frames and heads/: comparatively rare, many are short, often verb less. E.g. not too bad, thanks , That is not as . . . as you think; The fact/suggestion/problem/danger was . . .) and even text frames (e.g. Firstly . . .; Secondly . . .; Finally . . .) .

Practice is necessary in English language teaching and learning process. It is taken as the backbone of learning and teaching speaking skills. If teachers teach their students different grammatical items skills, they should follow by practice. Ellis, (2002) stated this fact as follow:

i.   A specific grammatical feature is isolated for focused attention.

ii.   The learners are required to produce sentences containing the targeted features.

iii.   The learners will be provided with opportunities for repetition of the targeted features.

iv.   There is expectancy that the learners will perform the grammatical feature either it is correct or not.

v.   The learners receive feedback on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

Very young children from the ages of 8 to 20 months commonly experience again and again very similarly structured speech events, in which very similar lexical items, verb forms and turns of phrase recur again and again. An important characteristic of these events is that each is structured every day in a very similar if not identical way. Cook, 2000 and Bruner, (1983 as cited in Byget, 2006)

Just like useful phrase are used by children teaching useful phrase and expression have a paramount important in speaking foreign language. From this we understand that speech events often depend upon repeated words and phrases. There are many familiar vocabulary items students can understand by studying it in isolation. However, they cannot remember even very simple words to create a proper sentence. This is because they have not been taught enough language phrases. Therefore, teachers of English should teach their students some common useful phrases. They should spend much of their time in teaching phrases than vocabulary in isolation. Moreover, the syllabus designers should considered when they design course book for spoken language to favor the students by including useful phrase rather than grammar and isolate words.

2.5.3.2. Mental / Social Processing

The complexity of learning to speak in another language is reflected in the range and type of sub skills that are entailed in L2 oral production. Learners must simultaneously attend to content, morpho-syntax and lexis, discourse and information structuring, and the sound system and prosody, as well as appropriate register and pragma-linguistic features. Tarone, (2005 as cited in Hinkel, 2006).

2.5.3.2.1. Language Processing

Effective speaker need to able to process language in their own heads and put it in to coherent order so that it comes out in forms that are not only comprehensively, but also conveys the meaning that are intended. This involves the retrieval of words and phrases from memory and their assembly in to syntactically and propositionally appropriate sequences (Harmer, 2001). The spoken language can be adjusted according to the interlocutor by the use of some intentional and paralinguistic features available to the speaker. The speaker also can ensure comprehensibility by modifying the utterances then to communicative situation, wherever the interlocutor shows a sign of comprehension. (Widdowson, 1991)

2.5.3.2.2. Interacting with Others

Most speaking involves interaction with one or more participants. Interaction with other people is crucial. This means that effective speaking also involves a good deal of listening, understanding of how others participants feel to take turns in their turn (Harmer, 2001). Interaction plays a major role in both speaking and listening comprehension. If L2 listeners cannot communicate with speakers, they cannot elicit more information from them. If L2 listeners feel familiar with different prosodic features, they may have less difficulty in L2 listening (Brown and Yule, 1983). Within the 'framework' of the conversation 'turns' have to take place if the conversation is not to be totally one-sided. Certain interaction strategies have to be put into operation by speaker. (McDonough & Shaw, 1995)

Brown, (1994) Developing a sense of which listening performance is predictably difficult will help teachers of language to the challenge students exposed. He defined them as characteristics of spoken language which make the speaking and listening process difficult. Thus, teachers of speaking should teach their students them:

1. **Clustering**:- Attending chunks of language such as phrase, clause constitutes, Due to memory limitations the speakers use chunking or clustering words, therefore listeners should understand these chunk by breaking them down into smaller groups of words.

2. **Redundancy**: - Recognizing the kinds of repetitions, rephrasing, elaboration and insertions that unrehearsed spoken language contains and benefitting from them. These redundancies of speakers help the listeners to understand the speech of speakers easier.

3. **Reduced Forms**: - Understanding reduced forms that may not have been a part of English learners past experiences should be presented to the learners in the classes. Spoken language also has many reduced forms. These can be phonological, morphological, syntactic, or pragmatic.

4. **Performance Variables**: - Removing hesitations, false starts, pauses, and corrections in a natural or formal speech is recommendable. L2 may cause

difficulties. Listeners should train themselves to listen for meaning in the middle of all these distracting performance variables.

5. **Colloquial Language**:- Listeners may find it difficult to deal with colloquial language such as idioms, slang, reduced forms, and shared cultural knowledge.

6. **Rate of Delivery**: - Keeping up with the speed of delivery, process automatically as the speaker continues.

7. **Stress, rhythm and intonation**:- Correctly understanding prosodic features of spoken language which is always much more Difficulties than understanding the smaller phonetically bits and pieces.

8. **Interaction**: - Managing the interactive flow of language from listening to speaking to listening etc.

Students learn to speak in the target language only by interacting, if teachers agreed on this idea, they should teach their students activities which create interaction among students by creating awareness how to interact with others. Teachers should aware their students the need to communicate comprehensible language, positive attitude towards English and the learning experience, internal processing of input, development of internal grammar communication which have impact on students speaking skills.

2.5.3.2.3. (On- the – spot) information processing

Quite apart from our response to others feelings, we also need to be able to processing information they tell us at the moment we get it (Harmer, 2001). Speaking is being exchanging thoughts through using language. It is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003).

Chapter Three

Methodology of the Study

This chapter discussed the subjects of the study, data collection instruments, sampling techniques, data analysis techniques, and data analysis procedure. The data, which are relevant for the successful accomplishment of the study, were collected from English language department of Jimma Teachers' College. They were collected with interview and questionnaire. Moreover, classroom observation was employed as a supplementary instrument. A convenience sampling technique was employed to choose the samples. Then, the collected data were organized, analyzed and interpreted simultaneously to crosscheck the internal consistency of the data. Finally, the processed data were summarized and presented by means of tables and paragraphs to give conclusions and recommendations.

3.1. Design of the Study

Mainly, the descriptive research design was used to conduct the study. Descriptive study is helpful when a researcher need to look into a phenomenon in its natural contexts to get the overall picture instead of taking some of their aspects (McDonough and McDonough 2002). The main characteristic of descriptive method is that the researcher has no control over the variables; he can only report what has happened or what is happening. Most *ex post facto research* projects are used for descriptive studies in which the researcher seeks to measure such items as, for example, frequency of shopping, preferences of people, or similar data. (Kuthari, 2004). To this end, descriptive study was employed the researcher to investigate the major problems of learning and teaching speaking skills in the classroom. It was assumed to be appropriate to answer the research questions raised in this study. Then, the qualitative and quantitative research methods were employed to analyze the collected data. Finally, the analyzed data were presented in paragraphs and tables.

3.2 Subjects of the Study

The data, which are relevant for the successful accomplishment of the study, were collected from English language department of Jimma Teachers' College. Jimma Teachers' College is one among the Teachers' College in Oromia Region. Currently, the College runs different training programs on teaching based on the requirements of the Oromia Regional State. The aim of the College is mainly preparing effective and efficient teachers for second cycle primary school. Currently, the college gives training for student-teachers those joined the language stream.

As the collected data indicated, there were 39 students who attend second year in the English language department in this academic year (2005). The reason for limiting the sample only to the second year English major students was that they have taken communicative skills I and II. Therefore, they assumed as they understand and respond to the questionnaire properly. So, these students and all language instructors who were assigned to teach English language in the College were the participants of this study.

3.3. Sampling Techniques

The shortage of time and resources available forced the researcher to use convenience sampling technique which is a non-probable sampling. Thus, by using this sampling technique, the researcher of this study decided to conduct the study on nearby colleges. The samples of the study have been taken from Jimma Teachers' College. Even if, there were first year, second year and third year English language students in Jimma teachers' college, the samples were taken only from second year English language students based on convenience/ deliberate sampling techniques.

3.4 Data Gathering Instruments

Questionnaires, interviews and observations are appropriate instruments to collect data for investigating behaviors such as actions, utterances and verbal expression of their attitudes and perceptions towards the concept as they are elements of descriptive studies. (Mc Arthur, 1983)

The required data for the study were collected with interview and questionnaires from the students. Moreover, classroom observation was employed as a supplementary instrument to

investigate students' problems in learning speaking skills. All the three types of instruments were presented as follow. The secondary data were also obtained from books, journals, articles, e-resource and the like in order to provide the theoretical background of the study.

3.4.1. Questionnaires

The questionnaires were employed to collect the information from the students. To this end, a close-ended questionnaire was administered to all second year English language students. The questionnaire consisted of two parts: the first part contained background information and the second part contained different points which were indicated by participants accordingly. The purpose of the questionnaires was to gather information about students' problems in learning speaking skills. Each item of the questionnaire was answered on a five point likert scale ranging from always (5 points) to never (1 point) to a negative statement, and from never (1 point) to always (5 points) to positive statements. Moreover, in order to make the discussion easier, the items included in the questionnaire were classified based on their common characteristics.

3.4.2. Interview

To support the quantitative findings, an interview was also employed to collect the information from the instructors. To this end, focused group interview which is the type unstructured interviews was administered to all English language instructors of Jimma Teachers' College. The rationale for using a focused group interview was to understand the respondents' perceptions and experience to make sound generalizations. Kuthari, (2004) stated this fact that focused group interview is meant to focus attention on the given experience of the respondent and its effects. Under this, the interviewer has the freedom to decide the manner and sequence in which the questions would be asked and has also the freedom to explore reasons and motives.

About 15-25 minutes interview sessions were conducted with each English language instructor of Jimma Teachers' College. The results of interviews helped the researcher to get further information for the data of the questionnaires during analysis. It also helped the researcher to get the opinions of the teachers who have experienced in teaching English in the college. The questions of interview were used to explore the opinions of teachers about the major problems they faced in teaching speaking skills in the class.

3.4.3. Observation

As a supplementary tool, observation was employed to collect first-hand information. Its main purpose was to cross-check what students and instructors said in questionnaires and interviews with actual language practices in teaching and learning. Thus, the researcher was able to observe speaking classroom of second year English language students, one instructor who was teaching second year students was observed twice. These observations tried to answer teaching practices that address the perception of students' and teachers about major problem of speaking skills.

During the observations, the researcher observed different aspects of the class, such as materials availability in the classroom, size of the classroom, the sitting arrangements, class composition, linguistic of students, ability levels of students, types of activities, students' motivation regarding interaction, motivation provided to students and their efforts to speak in the classroom were observed. The number of second-years English language students in the class was 39; this number was average to teach speaking skills in a language class. The classroom was equipped with ample armchairs, a suitable black board, and a teachers table.

These actual classroom practices were used to explain the perceptions of students and teachers about the major problems they faced in learning and teaching speaking skills. These observation gave the researchers adequate insight how they managed their problems. In general, some practice of learning and teaching speaking skills, the researcher encountered, was not much with what the students and instructors told during questionnaires and interview. The selected notes and comments about each of them were discussed in next section.

3.5. Data Analysis Techniques

In the analysis of quantitative data, descriptive statistics were used to present data in a summarized way through a comparison and contrast of the responses of the respondents. It also showed the level of agreement within respondents. The frequencies of each alternative have been taken and divided by the total numbers of the respondents to yield the results. After calculating the percentage of all alternatives in this way, the responses of main items were selectively used to the success of the study.

Moreover, the responses to the interviews were coded according to the quantitative dimensions of the questionnaires and then the data obtained from the interview were used to compare and contrast the results of the questionnaires.

To analysis the qualitative data which obtained from interview, qualitative descriptions were used to discuss the instructors' opinions about the major problems they faced in teaching speaking skills. The results of the interview were also used to crosscheck the responses of the students for the questionnaires. Where as the result of the observations, the researcher encountered, were used to confirm the practice of learning and teaching speaking skills in actual classroom with what the students and instructors told during questionnaires and interview.

Then, the researcher organized, analyzed and interpreted simultaneously to cross check the internal consistency of the data. Finally, the processed data were summarized and presented by means of tables and paragraphs to give conclusions and recommendations.

3.6. Data Analysis Procedure

To collect the data, first the researcher of the study explained the objectives of the research to the target population briefly. Then, the questionnaires were distributed and completed by students those are attending second year English language department. Out of 39 students 36 of them completed the questionnaires properly. One student was absent from class, and two completed questionnaires were also considered as invalid. Finally, the valid answers were organized and calculated to provide data for this study. In doing this, first the answers obtained from the questionnaires were arranged according to respondents' choices in tables. As it can be seen from table in chapter four, there are two or more questions under some tables. They have been categorized based on their common characteristics.

To conduct the interviews, first the researcher explained the objectives of the research to them briefly. Then, the interviews were conducted with them to investigate their perceptions about the major problems of teaching speaking skills, their teaching performance of speaking task, their language use in the class, concerning teaching materials, the degree of understanding their students and their suggestions were identified.

Then, the data obtained through these tools were organized and analyzed quantitatively and qualitatively. The results of the interview were used to crosscheck the responses of the students for the questionnaires. Where as the result of the observation the researcher encountered were used to confirm the practice of learning and teaching speaking skills in actual classroom with what the students and instructors responded with questionnaires and interview. Finally, the overall results of the all instruments were triangulated to give conclusions and recommendations.

Chapter Four

Results and Discussion of the Study

The data obtained through questionnaire, interviews and observation from the students, instructors and classroom practice were organized and analyzed quantitatively and qualitatively. The results of the interview were also used to crosscheck the responses of the students for the questionnaires. While the result of the observations, the researcher encountered, were used to confirm the practice of learning and teaching speaking skills in actual classroom with what the students and instructors responded during questionnaires and interviews. Finally, the overall results of the instruments were triangulated to give conclusions and recommendations.

Table: 1. General Information of the Respondents

Sex	Male		Female		Total	
	No.	%	No.	%	No.	%
	16	44.4	20	55.6	36	100
Age (range in years)	15-18		19-21		22- 24		Above 25		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	23	63.88	11	30.56	2	5.56	-	-	36	100
Speaking proficiency level	Excellent		Very good		Good		Fair		Not sure	
	No.	%	No.	%	No.	%	No.	%	No.	%
	2	5.56	7	19.44	16	44.44	6	16.67	5	13.89

As it can be seen from the above table in the study area out of the total number of the respondents, 44.4 % of them were male and 55.6% of them were female.

Concerning their ages range out of the total respondents 63.89 % of them their age groups were found between 15-18 years and 30.56 % of them ages ranged from 19 to 21 years old. 5.56 % were between 22-24 years.

Students were asked to rate their proficiency level of their speaking skills. The study revealed that 5.56 % of them responded that as their proficiency level of speaking skills was excellent. 19.44 % of them responded that as their proficiency level of speaking skills was very good. 44.44 % of the respondents responded that as their proficiency level of speaking skills was good, and the rest 16.67 % of them responded that as their proficiency level of speaking skills was fair, 13.89 % of them also responded that as they were not sure about their proficiency level of speaking skills.

From this result we can conclude that the majority of students have taken themselves as they had better proficiency level of the speaking skills. They perceive themselves as they could speak the language. However, the result of the interview and observation revealed that students had poor a lot of problems in learning speaking skills.

This finding seems a bit odd, because there were more respondents who viewed their speaking skill were good. But, the qualitative data related to this dimension indicated different result from this. During observation, the researcher observed that some members of groups and pairs, while they were speaking at their mother tongue, this is because they could not speak in target language. The result of the interviews also revealed as the speaking skills of their students were poor because of different problems they had in speaking English. So, the major factors that affect learning and teaching speaking skills in the class are discussed in this study.

Table: 2 The difficulty level of speaking compared to other skills.

N o.	Never		Rarely		Sometime		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	5	13.89	3	8.33	7	19.44	10	27.78	11	30.56	36	100

Respondents were asked to what extent speaking skill was difficult compared to other skills. As it can be seen from the above table, 30.56 % of the students responded that speaking skill was always the difficult for them. 27.78 % of them responded that speaking skill was often difficult skill for them. 19.44 % of them also responded that speaking skill was sometimes difficult for them. As it can be seen from the above table only small numbers of students responded never and rarely. Therefore, we can conclude that speaking skill was the most difficult of the language skills students faced in their studies.

The results of the interviews also reported that the speaking skill was perceived as the most difficult skill, but one of the instructors responded writing skill was the most difficult skills to his students. However, all instructors said that all language skills are important to be mastered by students.

Table: 3. Respondents' response about influence of vocabulary and grammar.

No.	Never		Rarely		Sometime		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2	2	5.56	6	16.67	7	19.44	8	22.22	13	36.11	36	100
3	_		5	13.89	3	8.33	9	25.00	17	47.22	36	100
4	4	11.11	6	16.67	8	22.22	8	22.22	10	27.78	36	100

The respondents were asked to what extent problems of vocabulary affected their speech. 36.11 % of students responded that lack of sufficient vocabulary always deterred them from speaking. 22.22 % of them responded that lack of sufficient vocabulary often deterred them from speaking. 19.44 % of them also perceived as it sometimes deterred them from speaking. The overall results indicate that lack of sufficient vocabulary was the major reason for inability to communicate with this language.

The learners were also asked how often unfamiliar vocabulary affected their speech. 47.22 % of learners perceived that unfamiliar vocabulary always deterred them from speaking. 25.00 % of them also perceived that unfamiliar vocabulary often deterred them from speaking. 8.33 % of them perceived that unfamiliar words sometimes deterred them from speaking. There were few students which answered never and rarely for this question. This indicates as the majority of the students had problems of speaking due to unfamiliar vocabulary.

Learners were also asked to what extent complex grammatical structures deterred them from speaking. 27.78 % of them responded that the complex grammatical structures always deterred

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them from speaking. 22.22 % of them also responded that the complex grammatical structures often deterred them. 22.22 % of them also responded that the problems of grammar sometimes deterred them from speaking. Therefore, we can conclude that from this result that most of the students had difficulties of complex grammatical structures to speak in English.

From the above results, the students' difficulties in speaking came from lack of knowledge of vocabulary and grammar. In that both of them were the major factors which influenced fluency of learners in speaking. Richards, (2008) stated this fact if students learn how sentences are used to create different kinds of meaning, they should master the underlying rules for forming sentences from lower-level grammatical units such as phrases, clauses gradually and they practice using them as the basis for spoken communication.

In contrast to traditional language courses, current research suggests that language teaching needs more than grammar instruction. Learners need to understand the meaning of the form, as well as the discourse in which the form appears. Students, moreover, may need to practice and master before they can appreciate and benefit from explicit instruction in grammar. (Elliot, Tan, and Walberg 2001)

Communication without vocabulary and grammar is impossible and one of the most useful ways to improve students speaking skills is providing them with suitable activity which goes in line with their experience. Therefore, exposing students with basic language skills could help the learners to develop their ability to express ideas easily. Similarly, it increases the stock of their vocabulary and grammar. Teaching how vocabularies, grammars, phrases, and clauses fit together through the actual production should be given for students in order to practice them within real communication situation. By doing this, teachers can help their students to develop their linguistic competence. This also develops their skills of grammar to speak with the language fluently and accurately.

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Table: 4.   Respondents' responses about their understanding of spoken language.

No.	Never		Rarely		Sometimes		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	3	8.33	5	13.89	8	22.22	7	19.44	12	33.33	36	100

Respondents were asked to what extent the low proficiency level of their peers deterred them from speaking: As it can be seen from the above table 33.33 % of the respondents responded that inability to understand the speech of their friends always deterred them from making conversation with them. 19.44 % of them also responded that inability to understand the speech of their friends often deterred them from making conversation with their peers. 22.22 % of them also responded that they sometimes had difficulty of understanding and recognizing the speech of their friends due to their low proficiency level. We can conclude from this result, as the majority of students can't understand the speech of their peer clearly due to their low proficiency level of their speech. Therefore, it seems reasonable to generalize that low proficiency level of students' peers deterred them from practicing speaking in the class. Problems of understanding their peer's speech might be due to different problems of students described above: such as lexical phrases, vocabulary, grammatical, semantic, and pronunciation.

Jordan, (2002) summarized that many students have individual difficulties with pronunciation, stress, intonation or overall rhythm. When they speak their speech may be virtually unintelligible to other students. In these cases, some kind of individual tuition and/or self-access will be needed. Bygate (1987) explained that the relation between the speaker and listener in the process is the major problems which affect the speech quality in addition to time constraints and grammatical accuracy which also interfere during the production of speaking.

Table: 5. Respondents' responses about communication strategies.

No.	Never		Rarely		Sometimes		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7	2	5.56	5	13.89	8	22.22	7	19.44	14	38.89	36	100

The respondents were asked to what extent different communicative strategies had impact on their speech. As it can be seen from the above table, 38.89 % of the students responded that they always had problems of using different communication strategies. 19.44 % of them also responded that they often had problems of applying communication strategies. 22.22 % have responded that they sometimes had problems of using different communicative strategies. However, students must develop their skills of communication by using different communication strategies which help them to communicate meaning in different situations.

The overall result showed that the majority of students had problems of applying effective communication strategies. The results of the interview reported that instructors perceived learning different communication strategies are necessary for students to prepare themselves to be an effective teacher. Even one of the instructors explained that different literature ranked communicative strategies as important language skills in teacher preparation but communicative strategies is one of the neglected speaking skills' elements.

The result of the interview reported that they said that as they always have taught communicative strategies which are important in learning and teaching speaking skills. However, the result of observation revealed another fact that the students did not use communication strategies while practicing speaking in the class. Teachers also did not teach speaking skills communication strategies to their students in both observation days.

Hatch (1978, as cited in Richards, 2008) stated that students should practice predicting questions for a large number of topics. They should be taught elicitation devices, asking for clarification

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etc. They should practice saying "huh," "pardon me," "excuse me, I didn't understand," etc., and echoing parts of sentences they do not understand in order to get it recycled again.

Byram, Michael, and Veronica (1993, as cited in Pingel, 2010) stated this fact step by step, the students learnt not only new words and grammatical structures but also become acquainted with many facts about the foreign country, the attitudes of the people and communicative situations that were alien to them before.

Teachers of EFL should provide for their students the ways to promote experience of success in order to encourage them in communicative activities. As researches indicate that the non native speakers tend to neglect to apply the communication strategies. They are reluctant to use them effectively. Therefore, teachers should help them by giving a clear guidance of effective communication strategies for their students before they told them to do communicative activities. Teaching communication strategies help students to compensate their poor linguistic competence, develop their self confidence, and facilitate understanding of the meaning and concepts easily, lesson anxious and fear etc.

Table: 6. Respondents' responses about psychological factors.

	Never		Rarely		Sometimes		Often		Always		Total	
No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9	8	22.22	4	11.11	5	13.89	8	22.22	11	30.56	36	100
10	4	11.11	3	8.33	3	8.33	14	38.89	12	33.33	36	100
11	11	30.56	10	27.78	2	5.56	8	22.22	5	13.89	36	100

The respondents were asked to what extent the anxiety influenced their speech. As it can be seen from the above table, 30.56 % of the respondents responded that they always did not participate in class because they always feel worried and anxious when they speak in English even if they understand what to speak. 22.22 % of them responded that they often feel worried and anxious when they speak even if they understand what to speak. 13.89 % of them also have responded that they sometimes feel worried and anxious when they speak even if they understand what to speak.

The teachers also confirmed that high anxiety deterred students' from speaking. Further, they were asked how they can improve their learners speaking skills. They suggested that the need of practicing oral skills help students to improve their speaking skills. They emphasized as doing these can lessen students' anxieties. Students can benefit from practicing speaking skills on different topics they want either in the class or outside classrooms. Nunan, (1999) emphasizes that in speaking classroom learners should be given the maximum number of opportunities to practice the target language in meaningful contexts and situation.

Respondents were also asked to what extent fear of making mistakes impairs their speech. As it can be seen from the above table 33.33 % of respondents always felt afraid of speaking in English in the classrooms this is because of fear of making mistakes. 38.89 % of them often felt not to speak in English in the classrooms this is because of fear of making mistakes while they speak. There were only a small numbers of students were out of this problems. The majority of students did not speak English in the classrooms because of fearing of making mistakes. This is due to different reasons; they might feel shy to speak in English because of fearing of their classmates' laughing at them for their poor speech and others many reasons. In general, these psychological barriers influenced the learners speaking skills. The above question reason why they feel worried and anxious came from their fear of making mistakes while they speak.

Lin's (1998) study about students' fears of making errors and losing respect in front of their classmates as factors that might influence students willingness to participate in class oral activities, her research showed in which participants perceived fears about making mistakes or may be being laughed at by others due to inaccurate pronunciation or grammar as possible negative influence in their motivation in speaking.

Therefore, building up the learner's self-confidence helps to eliminate fear of making mistakes, the teacher should make the learner feel comfortable with their language use by providing them with necessary communication strategies. Instructors also perceived as these psychological barriers were influenced learners to learn speaking. They reported that most of their students were shy to speak English during speaking class. Even the students those scored a great G P A as they had this problem. They concluded that students did not speak in the classroom due to fear of their classmate and instructors. Jordan (2002) difficulty in speaking in a discussion may be caused by shyness or personality factors which are independent of the language being used. There is, of course, another important this personality factor impair students speaking.

According to Dornyie, (2001) experience has proved that fear of speaking in a foreign language and lack of privacy eliminates motivation of language learning. Thus, learning and teaching speaking skills depends on teacher skills in motivating learners. Therefore, teachers of English should encourage their students in order to speak this language even if their speeches are not correct.

The respondents were also asked to what extent lack of personal motivation deterred them from speaking. 30.56 % of the students responded that lack of personal motivation never deterred them from speaking. 27.78 % of them also perceived that lack of personal motivation rarely deterred them from speaking. As it can be seen from the above table, only few students responded always and often. Therefore, from this result one can conclude that the students had personal motivation to learn speaking even if their speech were impaired with different factors.

Davis (1999) stated that instructors should encourage their students to make them independent learners. They should give positive feedback that supports students' beliefs that they can do well. They should ensure opportunities for students' success by providing tasks that are neither too easy nor too difficult. They help students by creating speaking class atmosphere that is open and positive. The instructors' teaching communicative skills can play a great role in teaching and learning speaking skills in the class. Therefore, teachers should support their students by mastering necessary skills of teaching communicative activities.

Table: 7. Respondents' responses about target language environment and suitable activities

N	Never		Rarely		Sometime		Often		Always		Total	
o.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
13	3	8.33	4	11.11	13	36.11	6	16.67	10	27.78	36	100
14	5	13.89	8	22.22	8	22.22	6	16.67	9	25.00	36	100

Respondents were asked to what extent target language environment influence their speaking. As it can be seen from the above table, 27.78 % of the respondents responded that lack of target language environment always deterred them from speaking. 16.67 % of them responded that lack of target language environment often deterred them from speaking. 36.11 % of them responded that lack of target language environment often deterred them from speaking. We can conclude that lack of target language environment was the major problems of students.

The instructors assured that lack of the target language environment became the major problems for the learners to speak in English. They gave their reasons as this language was taught as a foreign language in Ethiopia; the learners have little exposure to practice it through natural interaction. Moreover, they gave that students learn English in the primary and high schools with very little exposure to authentic use of it for communication, with little chance to practice it either in the classroom or outside the classroom. Thus, they complained that student's poor background contributed to their speaking difficulty. The only place to learn this language is the classroom. Thus, this makes difficult learning and teaching speaking skills in college. According to McDonough and Shaw, (1995) the role of English in the countries, either the English is spoken in the community outside the classroom or alternatively never heard, has its own impact on speaking skill of students. The role of English in the school and its place in the curriculum influence speaking skills of the learners.

Respondents were also asked to what extent suitable activities had impact on their speaking skill. 25.00 % of the respondents responded that lack of suitable activities always had impact on their

speaking skill. 16.67 % of them responded that they were often influenced by lack of suitable activities to practice speaking. 22.22 % of the respondents responded that they were sometimes influenced by lack of suitable activities to speak. The result of their responses showed that the materials in speaking classes were not exciting for developing their speaking skills.

The instructors were also asked whether they teach speaking activities as it designed in the course books or not. They responded that they did not teach all speaking activities in the course book. They gave their reasons that some of the activities in speaking classes did not give chance to the learners to speak English easily; some activities in the spoken English course seem more for advanced level of learners. They recommended that they should be adopted based on the learners' experience and proficiency level. From this result of the study, we can conclude that the activities and materials used in speaking classes were not suitable enough for the students to practice speaking in the class. Harmer (2001) stated this fact that the activities which are beyond learners' abilities may have a negative effect on their motivation. It is also true that activities aimed below the level of the students are de-motivating. So there is much work to do for the teachers to select activities which will challenge the students at the proper level.

Therefore, in this study it is recommended that designing and selecting more suitable speaking task play a great role. Therefore, the teachers must make adequate preparation in the selection and designing of the speaking tasks and activities by considering the selection and designing principles and criteria of speaking skills. They should adopt the teaching materials of speaking basis on the learners' experience and proficiency level.

Table: 8. Respondents' responses about teaching methods.

No.	Never		Rarely		Sometime		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15	7	19.44	12	33.33	13	36.11	3	8.33	1	2.78	36	100

The respondents were asked to what extent teaching methods had influence on their speech. The result of the study indicated that 19.44 % of the students responded that inappropriate teaching methods of the instructors never hindered them from speaking. 33.33 % of them responded that inappropriate teaching methods of the instructors rarely hindered them from speaking. 36.11 % of them responded that inappropriate teaching methods of the instructors sometimes hindered them from speaking. Thus, we can conclude from this result, students had positive attitude towards the teaching methods of the instructors.

The teachers were asked to respond whether they are in favor of CLT or not. The result showed that the teachers are in favor of CLT. They were also asked their reasons why they were in favor of it. They explained their reasons that CLT develops language abilities of students by giving them chance to practice this language. It helps teachers to create real language teaching environment where communication takes place. According to them CLT is important to expose the students to the target language in order to acquire the language. They further provided their reasons as this method/ approach helps them to use different techniques such as discussion, group or pair work in teaching speaking tasks. They all summarized their ideas that CLT does not mean the exclusion of teaching linguistic elements; this approach rather focuses on the development of the students' abilities to use the target language through practice. Even if the instructors explained the theoretical parts of CLT, how they implemented it in the classroom is beyond the scope of this study. Tesfaye, (2012, P.16) claimed that, "we are following the communicative approach of language teaching. This methodology demands various prerequisites, such as small class sizes, pair and group work, and teachers who are well trained in

this approach. It is difficult to fulfill these and other demands in our context; yet, we have to try to do what we can."

In both observation days, the researcher has found that the teacher presented the activities by explaining what the students have to do, what structures they have to practice and whom they have to work with. He taught also important vocabulary before activity. Furthermore, the instructors were asked to give their comments on teaching or neglecting speaking skills. They suggested that if the aims of language teaching are to develop learners' communicative competence, teaching speaking skills is important to prepare students to communicate effectively in various situations but, neglecting this skill has impact on students overall teaching performance of this language in the future. They recommended that their skill of teaching communicative activities play a great role to improve speaking skill of students in general.

Table: 9. Respondents' responses about classroom situation and time.

No.	Never		Rarely		Sometime		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17	5	13.89	6	16.67	6	16.67	9	25.00	10	27.78		
18	1	2.78	3	8.33	7	19.44	13	36.11	12	33.33		

Respondents were asked to what extent classroom conditions have impact on their speaking skills. 36.11 % students responded that large class size always deterred them from interacting comfortably during group work, pair work. 33.33 % of them responded that large class size often deterred them from interacting comfortably during group work, pair work. 19.44 % of

them responded that large class size sometimes deterred them from interacting comfortably during oral work.

As the result of observation showed during pair work, the learners sat side-by-side. During group work, they made a circle to speak to each other. They did not face any problems in both observation days. This is because of their armchairs were movable, however, the result may be different in others situations.

The observation of the class revealed different contradictive result from students' response. At the first day of the observation, instructor ordered the students to get into pair to do the task. At the second day of observation he also ordered the learner to make groups. The learners made 6 groups. However, the learners did not form pair and group based on their ability levels. They made the pair and the group as they like randomly, they did not get support from their instructors. The instructors were observed, as he did not support to form group and pair based on students' ability and gender. But it is recommendable to help their students to form group and pairs based on their ability levels, genders and others.

The respondents were asked to what extent the class time for speaking activities had impact on their speaking. As it can be seen from the above table, 33.33 % of them responded that the time provided for speaking classes was always limited for practicing speaking. 36.11 % of them also responded that the time for speaking classes is often limited to practice speaking. This fact goes in line with the instructors' suggestions which they recommended to practice speaking the credit hours given for speaking course should be added by program developer.

The instructors were also asked to share their experience how they manage the problems, they suggested that providing suitable activities to work in pair or group maximize opportunity for practicing speaking skill in the class. However, some of them complained the students could not finish the tasks on time, this is because the given times for speaking activities were not enough to complete the task. In general, they stressed that lack of time was as their main problems of teaching speaking skills in the class. However, this result may come from the instructors' inability of teaching skills of communicative activities in the class. Jordan (2002) stated this fact the most persistent problem for the students was inability to express themselves adequately in

spoken language. One factor was that the students spent little time in actual speaking English in a typical day. It seemed to be little opportunity to practice this language within this limited times.

Table: 10. Respondent's responses concerning interactions

No.	Never		Rarely		Sometimes		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
20	11	30.56	8	22.22	9	25.00	5	13.89	3	8.33	36	100
21	6	16.67	10	27.78	4	11.11	7	19.44	9	25.00	36	100
22	2	5.56	5	13.89	10	27.78	8	22.22	11	30.56	36	100

The respondents were asked to what extent they use English in class interactions. As it can be seen from the above table, 30.56 % of the learners responded that they never used English in all classroom interaction. 22.22 % of them also responded that they rarely used English in all classroom interaction. 25.00 % of them also responded that they sometimes used English in all classroom interaction. We can conclude that the students did not interact in English with their friends in all class activity. We can understand from this result that the learners need some motivation to interact in English with their peers.

The respondents were asked to what extent motivation encourages them towards interaction. 25.00 % of the learners responded that they always used English if their instructors give them speaking assignment and class work. 25.00 % of them responded that often used English if their instructors give them speaking assignment and class work. 22.22 of them also responded that they sometimes used English if their instructors give them speaking assignment and class work. Here, there is an increment of students' interaction in the classroom to get mark or good grade.

Williams & Bruden (1997) suggested that as reward system is the backbone of a given task. Motivating individuals helps one to observe the desired behavior. (Ur, 1996) also stated if there is little challenge in the language work itself, there is certainly a danger that the practice might be boring. And boredom is not only an unpleasant feeling in itself; it also leads to learner inattention, low motivation and ultimately less learning.

Moreover, the instructors were also asked that the appropriate opportunity for improving speaking skill. They recommended that evaluating students for academic results are recommendable to improve their oral skills. They explained that most of their students were eager to score academic results. Thus, instructors of English language should motivate their students by giving them speaking skill class work and homework. This is because; such kind of activities motivates the students to practice speaking skills during scheduled time.

Table: 11. Respondents' responses whether getting support from their instructors or not.

N	Never		Rarely		Sometime		Often		Always		Total	
o.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
23	2	5.56	5	13.89	14	38.89	11	30.56	4	11.11	36	100
24	12	33.33	7	19.44	8	22.22	5	13.89	4	11.11	36	100

The respondents were asked to what extent their instructors help them. 11.11 % of the respondents responded that their instructors always encouraged them if they made mistakes. 30.56 % of them reported that they often got the necessary encouragement from the instructor, if they made mistakes. 38.89 % of them responded that they sometimes got encouragements from their instructors if they made mistakes. The result showed us there was support and encouragement from their instructors.

Table: 12. Respondents' responses about understanding the general ideas, building sentences and the mother tongue interference

N o.	Never		Rarely		Sometime		Often		Always		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
27	2	5.56	7	19.44	11	30.56	7	19.44	9	25.00	36	100
28	2	5.56	7	19.44	10	27.78	8	22.22	9	25.00	36	100
29	3	8.33	6	16.67	9	25.00	7	19.44	11	30.56	36	100

The respondents were asked to what extent they understand the general idea of the language. 25.00 % of them reported that they always understood the general idea of the language as it is spoken, even if they didn't know every single word. 19.44 % of them responded as they often understood the general idea of the language as it is spoken. 30.56 % of them also responded that they sometimes understood the general idea of the language as it is spoken even if they didn't know every single word. The results of this question showed that the necessity provide suitable activities in order to practice the language. Providing suitable activities which go in line with learners' experiences encourage them towards the use of widest range of target language gradually.

The respondents were asked to what extent they have problems of building sentences when they interact in English. 25.00 % of students responded that they always had problems of building sentences in English directly when they interact in English. 22.22 % of them also claimed that they were often not able to build sentences in English directly. 27.78 % of them responded that they sometimes had problems of building sentences in English directly when they speak in

English. The majority of students seem rely on their mother tongue to think first. This may have been due to the fact that L1 interference deterred them from speaking.

The respondents were also asked to what mother tongue interference influence their speech. 30.56 % of the respondents responded that mother tongue interference always influenced their speech. 19.44 % of them also responded that mother tongue interference often influenced their speech. 25.00 % of the respondents also responded that mother tongue interference sometimes influenced their speech.

Speaking skill is better taught in the appropriate social contexts. In other words, our teaching methods must be pragmatic. Since the students are learning in a foreign language situation, teacher should discourage their students to use their mother tongue in the speaking class. They should encourage their students to use the target language in the class and outside class. Thus, it is better that much time of spoken lessons to be devoted to the target language practice.

The teacher was successful in encouraging his students to use the target language during pair and group work. However, he failed in keeping the students using the target language, the students observed using mother tongue during they worked in both in pair and group. Moreover, some students were observed as they did not take part in pair and group work. Students should be asked to understand the general idea of speech even if they were taught the key grammar and vocabulary items. Therefore, they should be encouraged to guess the meaning of the input based on their prior knowledge and on other known words and concepts within the speech of the speakers. In general, the study suggested that the role of the teachers in the class can minimize the students' problems.

Ur (1996) suggested that teacher should propose the activity and give clear instructions that help the learners to do the activities successful. They should assist their students by participating in the exercises this may increase their chances of success and the effectiveness of the practice activity as a whole. Moreover, these teachers' assistances implemented in the form of giving students enough time to think and practice, making the answers easier through giving hints and guiding questions, confirming beginnings of responses in order to encourage their participation in the group, moving around the classroom to guide students towards correct answers and so on.

5. Conclusions and Recommendations

5.1. Summary

To sum up, speaking English was a challenge to the sampled students. This study found out the students' major problems in learning speaking skills. The data which have been taken from the sampled population showed that the sampled students' speaking skills were poor. However, they can manage their problems by applying communication strategies and exposing themselves to practice this skill. This study showed how to set up speaking activities which will make students to participate and to interact with one another. Therefore, the study gave realistic suggestions to overcome the problems of speaking skills. The instructors should support and encourage their students in teaching speaking skills in the class. It is expected from them giving the necessary support for their students such as providing students suitable speaking activities, teaching different communication strategies etc. So, these and others were discussed in detail in this study.

5. 2. Conclusions

➢ The speaking skill was perceived as the most difficult skill in learning and teaching skills.

➢ The results of the instruments of the study showed that there were relationships between perceived problems of speaking skills and the students' speaking skills performance and teachers' teaching skills.

➢ Vocabulary deficiency, inability to understand what is said, lack of applying communication strategies and problems of transmitting messages were identified as the major problems of learners.

➢ The students were observed as they did not able to compensate for their speaking skills problems by applying effective communication strategies as they are expected to be a teacher after a year. The study revealed that students' inability to apply different communication strategies and instructions as the major problems of learning and teaching this skill.

➢ The overall results of the study showed that the speaking skills problems of students which perceived as the major problems of learning this skill have been taken as they had a larger impact on students' speaking skills in this study.

- Size of the course books were found large to be covered in a semester. This may have impact on teachers teaching pace as they reported during interview.
- Difficult topics may cause the learners to lose interest in learning English.
- The study assured that the perceived speaking problems of students as it had relations with their problems of different language input for this skill such as understanding words at phrases level, vocabulary, grammatical, semantic, and pronunciation and others which have directly relationship with their speaking performance.
- According to language scholars speaking ability develops only through speaking practice. Despite this fact the instructors complain that the time allotted for speaking course was very limited. It is not enough to teach all the exercise in the course books as it designed. Therefore, according to them improving students' speaking skills by exposing them to practice in the classroom was found to be difficult for them.
- Inappropriate materials used for teaching speaking skills, and others psychological factors left the students to be unable to express themselves in the target language.
- The instructors complained that student's poor background to the speaking skills in elementary and high school as contributed for their speaking problems.
- Some instructors have suggested that the necessity of providing extra time to teach communicative skills in the class as a solution to manage their problems. They suggested that the time given for communicative skill course should be added by the course designers. Some of their suggestion and recommendation were summarized as follow.

5.2. Recommendations

- Speaking skills should be taught through practice; therefore, the instructors must teach their students oral skills which create opportunity for practicing this skill.
- Teachers should teach their students linguistically structured speech behaviors, different kinds of background knowledge that the speaker and the listener should have in common and other characteristics of spoken language in which the speaking skills activities are embedded.
- Vocabularies, grammars, phrases, and clauses should be given for students through the actual production in order to practice them.

- The study strongly suggested that the instructors must teach by giving emphasize for oral skills such as class presentations, asking and answering questions, pair work, group work etc.
- Teachers should urge learners to practice a wide range of use of communication strategies deal with any conversational situation in and out of class context.
- Learners should be trained in communication strategies instruction which identified by this study. The teachers should consider the implementation of communication strategies instruction which can apply in speaking lesson class room.
- In general, teachers are expected to expand the potential benefits from their previous and current experiences to scale up effective learning and teaching of speaking skills in the class.
- It is recommended that further research should be conducted by taking enough samples from different colleges in order to strengthen the reliability of this study.
- Moreover, future research on problems of students and teachers should be conducted in order to investigate how students' problems match or mismatch with teachers' problems.
- It is also recommended that further study should be conducted to investigate the problems in-depth how students' problems are correlated with teachers' teaching practices.
- Educational administrators should understand the importance of English adopt the teacher training courses modules to make more realistic teaching speaking skills.
- The recommendations were deliberately related to techniques of teaching speaking which help to improve the students' ability to understand spoken English.
- Teachers should expose their students to speaking activities those are much with their students speaking skill proficiency levels.

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Questionnaires

Dear student: The purpose of this questionnaire is to gather information about your perception of the major problems of learning speaking skills which you faced while you were engaged in speaking English in general. Your responses to each item will have a considerable contribution to the success of the study which is conducted in your college. So, you are kindly requested to provide your genuine responses to the questions accordingly. Thank you in advance for your cooperation!

Part I. Student Background Information:

Please circle the letters as required.

1. Gender: A. Male   B. Female

2. Age: A.15- 18   B.19-. 21   C. 22- 24 D. above 25

3. Year of Study: A. First year   B. Second year   C. Third year

4. Academic minor: A. Afan Oromo   B. Amharic

5. Speaking proficiency level: A. Excellent B. Very good C. Good   D. Fair   E. Not sure

6. Total credit hours studying English (including this semester): --------

Part II/ Questionnaires

A. Students' perception about the Major Problems of Learning Speaking

Direction: The following list of statements will help the researcher of this study to identify your perception about the major problems of language learning which you faced while you were learning speaking skill. Read each statement and provide your responses based on your perception about the major problems and challenges you experienced in learning speaking skills.

Appendix-B

Interview for Instructors

The researcher of this study is conducting a research to investigate students' and teachers' perception about the major problems of learning and teaching speaking skill. Your college is the place where this research is conducted. So as an instructor of English your response and valuable suggestion will be used for the purpose of the study.

Thank you in advance for your cooperation!

I/ Personal Information

Name of the College: ----------------------

Qualification: ------------------------

Field of specialization: --------------------

Service year in teaching: ----------------------

Year of experience in teaching English: ----------------------

II. Interview

1. Which of the language skills do you think that your students have problems? ---------------
   ----
   ----

2. What are your perceptions about the major problems and challenges   in learning and teaching skills?

   ----

3. Do you perceive speaking skill to be difficult for your students?

   ----

4. Do you teach speaking activities as it designed in the course books? --------

Please, circle them accordingly

If you always face the problem circle 5

If you often/ most of the time face the problem circle 4

If you sometimes face the problem circle 3

If you rarely/ seldom face the problem circle 2

If you never face the problem circle 1

N O.	STATEMENTS: STUDENTS' PERCEPTIONS ABOUT THE MAJOR PROBLEMS OF LEARNING SPEAKING SKILLS	N E V E R	R A R E L Y	S O M E T I M E	O F T E N	A L W A Y S
1	Speaking skill is perceived to be more difficult than other skills for me.	1	2	3	4	5
2	Lack of sufficient vocabulary deters me from speaking.	1	2	3	4	5
3	Unfamiliar vocabulary such as idioms and jargon deters me from speaking.	1	2	3	4	5
4	Complex grammatical structures deters me from speaking	1	2	3	4	5
5	Inability to understand the speech of the speakers because of their low proficiency level deters me from speaking.	1	2	3	4	5
6	Answering questions which require other than a short answer deters me from	1	2	3	4	5

If "Yes" How?   If "No" Why not?

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5. Some teachers are supposed as they do not teach speaking skills, what do you think the effect of neglecting it? --

----

6. What benefits can students get when they learn this skill? -------------------------------------

----

----

7. Do you have clear cut criteria for every speaking skill activities? ----------------------------

----

8. What problems and challenges do you encounter in teaching speaking skills? --------------

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----

9. Are you for or against using communicative approach in teaching language? Why? ------

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10 . Do you think the time provided for practicing speaking in speaking classes is too limited? ------------

11 . What are the appropriate opportunity for improving this skill?-------------------------------

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If any please, specify---

----

	speaking.					
7	I have problems of using different communicative strategies? Such as asking for clarification, can you say it in other words, etc.	1	2	3	4	5
8	Our instructors don't give us explicit instruction of communicative strategies for language learning.	1	2	3	4	5
9	I feel worried and anxious when I speak even if I understand what to speak.	1	2	3	4	5
10	I feel afraid of making mistakes while I speak.	1	2	3	4	5
11	Lack of personal motivation deters me from speaking	1	2	3	4	5
12	I consider that some topics are more motivating for speaking than others	1	2	3	4	5
13	Lack of authentic environment to use the language deters me from speaking	1	2	3	4	5
14	Lack of authentic material/ suitable activities deters me from speaking	1	2	3	4	5
15	Inappropriate teaching methods of the instructors contribute for low development of my speaking skill.	1	2	3	4	5
16	I face challenges during the instructors teach speaking activities using the following methods:					
	A. Group work	1	2	3	4	5
	B. Pair work	1	2	3	4	5
	C. Role play	1	2	3	4	5
	D. Interview	1	2	3	4	5
	E. Describing people and things	1	2	3	4	5
	F. Question and answer	1	2	3	4	5

17.	Inconvenient sitting arrangement and large class size deters me from interacting comfortably during group work, pair work etc.	1	2	3	4	5
18	The time provided for practicing speaking in speaking classes is too limited.	1	2	3	4	5
19	Inappropriate assessment methods contribute for the low development of my speaking skill.	1	2	3	4	5
20	I use English in all interactions with class mates in all class interactions.	1	2	3	4	5
21	I speak in English if and only if our instructors give us speaking assignment.	1	2	3	4	5
22	I feel comfortable speaking English language with my friends outside classroom.	1	2	3	4	5
23	The instructor helps me when I make mistakes.	1	2	3	4	5
24	The instructor criticizes me when I make mistakes	1	2	3	4	5
25	I have problems of listening English movies/ news etc.	1	2	3	4	5
26	I have problems of reading English newspapers, magazines, short stories, novels etc.	1	2	3	4	5
27	I understand the general idea of the language as it is spoken, even if I didn't know every single word.	1	2	3	4	5
28	I have problems of building sentences when I interact in English.	1	2	3	4	5
29	Mother tongue interference deters me from speaking	1	2	3	4	5
30	I thought that my poor economic background contributes for my low development of self-confidence which in turn has influence on my speaking skills.	1	2	3	4	5

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