

**JIMMA UNIVERSITY  
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE  
MA IN TEFL TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**



**TEACHERS' AND STUDENTS' PERCEPTIONS AND PRACTICES OF SPEAKING  
SKILLS: THE CASE OF KELLEM SECONDARY SCHOOL GRADE TEN IN  
FOCUS.**

**BY**

**ANTENEH SEWUYEW**

**A THESIS SUBMITTED TO ENGLISH LANGUAGE AND LITERATURE IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF  
ARTS IN TEFL.**

**AUGUST, 2018**

**JIMMA, ETHIOPIA**

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**AUGUST, 2018**

**JIMMA, ETHIOPIA**

**Declaration, Confirmation, Approval and Evaluation**

**Research Title: Teachers' and Students' Perceptions of Speaking Skills: the case of Kellem Secondary School Grade Ten in Focus.**

**Declaration**

**I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.**

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## Abstract

*The main purpose of this study was to assess the perceptions and practices of both teachers and students on teaching and learning speaking skill in Kellem Secondary School of grade ten students. To achieve the purposes, a descriptive research design was employed by using both quantitative and qualitative approach. The sample population of the study includes 220 students, 20% of the total population, selected using simple random sampling technique. In addition, 13 EFL teachers of the target school were selected purposively. The data were gathered through questionnaires, interviews, and classroom observation. A set of questionnaires were prepared for both teachers and students to identify the extent of their perception and their practices. It was pilot tested to check the reliability of the items and administered to the sample teachers and students. Besides, teachers were interviewed based on semi structured checklist. In addition, classroom observation of spoken classes was also conducted to observe the real life situation and the actual practices of teachers and students. The quantitative data was analyzed using Statistical Package for Social Sciences (SPSS). Frequency scores, percentage, mean, standard deviation, and grand mean values were quantified to analyze the extent of the perception and practices of both teachers and students. Furthermore, Pearson Correlation Coefficient was run on SPSS version 20 and analyzed to show whether there is relationship between the perception and practices of respondents' responses. The result of the study revealed that even though the perception of most teachers on teaching and learning speaking skills in spoken classes high, the teachers were observed when they rarely practice in spoken classes. The teachers were seen skipping over the spoken activities in favor of teaching grammar lessons so that the portion could be covered. Teachers never assess the spoken performance of students, they do not tell the students the purpose/ the goal of the spoken lesson, and they do not use authentic materials in spoken classes. The students' participation in spoken lessons was very low due to the fact that class was mostly teacher dominated. The perception of students on how speaking ability could be learned/ developed was very limited. As a result, the majority of students were supposed to listen to their teachers' talk rather than actively involved in various classroom speaking activities. It was also possible to find that there was a negative relationship between the teachers' perception and their practices while a negative relationship was found on the perception and practices of students. To this end, teachers and students also ought to play prominent role in the teaching and learning speaking. That is, teachers should use modern methodologies, clearly tell their students the purpose of the spoken task, use authentic materials give feedback and correct students' mistake without interruption which give room for students' active participation. On the other hand, students should try to use English in the classroom confidently, take responsibility to participate in groups/ pair works and give equal attention to speaking and other skills.*

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## Table of Contents

Contents	Page
Declaration.....	i
Abstract.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of The Problem.....	2
1.3. Research Questions.....	6
1.4. Research Objectives.....	6
1.4.1. General Objective.....	6
1.4.2. Specific Objectives.....	6
1.5. Significance of the Study.....	7
1.6. Delimitation of the Study.....	7
1.7. Limitation of the Study.....	7
1.8. Operational Definition of Terms and Acronyms.....	7
CHAPTER TWO.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1. Introduction.....	9
2.2. Definitions of Speaking.....	9
2.3. Goals of Teaching Speaking.....	9
2.4. The Importance of Speaking.....	10
2.5. Kinds of Speaking Activities.....	11
2.5.1. Free Language Activities.....	11
2.5.2. Dialogues and Problem Solving.....	11
2.5.3. Discussions and Pair works.....	12
2.5.4. Games and Simulation.....	14
2.5.5. Peer – Teaching and the Project Method.....	14
2.5.6. Role Play and Story Telling.....	15
2.5.12. Question and Answer Strategies and Brainstorming.....	16
2.5.8. Videos and Flashcards.....	16

2.5.9. Graphs and Group work.....	17
2.6. The Roles of the Teacher .....	22
2.6.1. Prompter.....	23
2.6.2. Participant .....	23
2.7. The Role of Learners.....	24
2.8. Factors Related with Teachers and Methods .....	25
2.9. Factors Related with Students.....	26
2.9.1. Performance Conditions.....	26
2.9.2. Affective Factors.....	26
2.9.4. Topical Knowledge .....	27
2.9.5. Feedback during Speaking Activities.....	27
2.9.6. Students' Cultural Background.....	28
2.9.7. Students' Fear of Making Mistakes .....	28
2.9. 8. Mother Tongue Use .....	28
2.9.9. Inhibition.....	29
2.9.10. Nothing to Say .....	29
2.9.11. Low Uneven Participation.....	29
2.9.12. Satisfaction with Classroom Environment.....	30
2.10. Group Factors.....	30
2.10.1. Group Size.....	30
2.10.2. Group Composition.....	31
2.10.3. Group Cohesiveness.....	31
2.11. Nature of the Task.....	31
2.13. Process during Presentation .....	32
2.13.1. Warm up and Introductions.....	32
2.13.2. Preliminary Rehearsal .....	32
2.13. 3. Group Size.....	32
2.13. 4. Assigning Students to Groups.....	32
2.13. 5. Classroom Arrangement.....	32
2.13. 6. Time Limit .....	33
2.14. Teachers' Role in Maximizing Students' Speaking Participation .....	33
2.14.1. Process During Practice .....	33
2.14.2. Movement in the Classroom .....	33
2.14. 3. Monitoring and Intervening .....	33

2.14.4. Feedback, Assessment and Evaluation .....	33
2.15. Definition of Perception.....	34
2.15.1. Teachers’ and Students’ Perception .....	34
2.15.2. Teachers’ Educational Background .....	35
2.16. The Speaking Assessment Process.....	36
2.17. Suitability of Teaching Resources .....	37
CHAPTE THREE .....	38
RESEARCH DESIGN AND METHODOLOGY .....	38
3.1. Research Design.....	38
3.2. Source of Data and Population of the Study .....	38
3.2.1. Sample Size and Sampling Techniques .....	38
3.3. Research Instruments .....	39
3.3.1 Classroom Observation .....	39
3.3.2. Interview .....	40
3.3.3. Questionnaire .....	41
3.4. Data Collection Procedure .....	42
3.5. Reliability and Validity of Instruments.....	42
3.6. Methods of Data Analysis.....	42
3.7. Ethical Issues .....	43
CHAPTER FOUR.....	44
PRESENTATON AND ANALYSIS OF DATA.....	44
4.1.1. Background Information about Teachers.....	44
4.1.2. Teachers’ Responses on Perception .....	45
4.1.3. Analysis of Teachers’ Responses on Practices .....	52
4.2. Analysis of Data Obtained from Students’ Questionnaire.....	58
4.3.1. Analysis of Data Obtained from Student’ Questionnaire about their Perceptions.....	58
4.4.1. Analysis of Data Obtained from Students’ Questionnaire on Practices of Speaking Skills. ....	63
4.5.1. Analysis of Teachers’ Responses on Relationship Between Perception and Their Practices in Teaching and Learning Speaking.....	69
4.6.1. Analysis of Students’ Responses on Relationship between Perception and Their Practices on Teaching and Learning Speaking Skills.....	71
4.8.1. The Analysis of Classroom Observations .....	73
4.9.1. Summary of the Analysis of Teachers’ Interview.....	78
CHAPTER FIVE .....	80
SUMMARY, CONCLUSION AND RECOMMENDATION .....	80



5.1. Summary .....	80
5.2. Conclusions.....	83
5.3. Recommendations.....	84
References.....	86
Appendix I Students' Questionnaire ( English Version).....	<b>Fehler! Textmarke nicht definiert.</b> 101
AppendixII Teachers' Questionnaire.....	<b>Fehler! Textmarke nicht definiert.</b> 104
Appendix III Classroom Observation Checklist.....	<b>Fehler! Textmarke nicht definiert.</b> 107
Appendix IV Interview Questions for Teachers.....	<b>Fehler! Textmarke nicht definiert.</b> 109
Appendix V Students' Questionnaire (Afan Oromo Version).....	<b>Fehler! Textmarke nicht definiert.</b> 110



## List of Tables

<b>Table</b>	<b>Page</b>
<u>Table 1: Description of Teachers' Background Information</u> .....	44
<u>Table 2. Frequency, Percentage, Means, Standard deviation and Grand total of Teachers' Perception about Teaching and Learning Speaking</u> .....	45
<u>Table 3. Frequency, Percentage, Mean, Grand Mean and Standard Deviation showing the Extent of Teachers' Practices in Spoken Classes</u> .....	52
<u>Table 4. Frequency, Percentage, Mean, Grand mean, Standard Deviation to show the Extent of Students' Perception about Teaching and Learning Speaking Skills</u> .....	58
<u>Table 5. Frequency, Percentage, Mean, Grand mean and Standard deviation Indicating the Extent of Respondent Students' Practices in Spoken Classes</u> .....	63
<u>Table 6. Pearson Product-Moment Correlation Investigating The Relationship Between Teachers' Perception and Their Practices on Teaching and Learning Speaking</u> .....	69
<u>Table 7. Pearson Product-Moment Correlation Investigating The Relationship Between Students' Perception and Their Practices on Learning Speaking</u> .....	71
<u>Table 8. Checklist for Identifying Classroom Situations</u> .....	73
<u>Table 9. The Practices of Teachers in Spoken Classes</u> .....	74
<u>Table 10. Teachers' Practices Related to Motivation and Feedback</u> .....	76
<u>Table 11. Students' Practices During Spoken Classes</u> .....	77

## **Acronyms**

MOE- Ministry of Education

KSS- Kellem Secondary School

EFL- English as a Foreign Language

CLT- Communicative Language Teaching

SPSS- Statistical Package for Social Sciences

## **CHAPTER ONE INTRODUCTION**

### **1.1. Background of the Study**

English is divided into four main skills: listening, speaking, reading and writing. Speaking is one of the productive skills and has an important role in communication. Speaking is part of our daily life that everyone should develop.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Although it is important, teaching and learning speaking has been undervalued. Teachers and students must understand the meaning and methods of teaching and learning speaking.

Researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency (Alonzo 2014; Alharbi 2015; Al-Hosni, 2014; Zhang 2009).

It has traditionally been forced into the background while teachers of English have spent all or classroom time trying to teach students how to write, read and sometimes even listen. Speaking is generally thought to be the most important of the four skills.

The major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication (Davies & Pearse, 1998). However, not all language learners after many years of studying English can communicate fluently and accurately because they lack necessary knowledge. Indeed, one frustration commonly heard from learners is that they have spent years learning English but still they cannot speak it.

Today, the world requires the goal of teaching and learning to improve students' ability of communication. Learners express themselves and learn how to follow cultural, social rules appropriate in each communicative circumstance. So, learners must be involved in the teaching learning of speaking by means of a communicative approach which is a participatory method of teaching language.

In order to teach and learn speaking, perception and practices of both teachers and students have to be given attention. According to Richards and Lockhart (1994) learners' beliefs influence the way they interpret learning within the classroom context. Successful learners develop insight of the language learning process, the use of effective language learning techniques and their own knowledge to bring

an effect on learning. However, learners can have negative beliefs that may lead to a reliance on less effective techniques, which result a negative attitude of learning Lockhart (1995) cited in Bernat (2005).

Practices are based on perception; if students and teachers have positive perception towards teaching and learning speaking, learning and teaching speaking wouldn't have been difficult. Communication through speaking wouldn't have been difficult for the students.

The other influential factor is the nature of the tasks. For instance, tasks that are not interesting and motivating may inhibit learners from taking part in spoken classes (Nunan, 1989). What is more, the difficulty level of tasks given to students should be suitable to the level of learner's understanding. Ur (1996) suggests that group activities should be simple, interesting, challenging and encouraging.

Therefore, the purpose of this study was to assess the extent of teachers' and students' perception and their practices of teaching and learning speaking skills in Kellelem Secondary School. Even though English is being taught and learned in Ethiopia and serve as a medium of instruction, at High Schools, Colleges and Universities. Students face difficulty of speaking and communicating with others in the target language. This might be due to the influence of students' perception on their practices on learning speaking skill or it could be due to the influence of teachers' perception on practices of English language teachers of the school under investigation or it could be due to the spoken activities designed in the students' text. In addition, this study tried to show whether there was relationship between respondents' perception and their practices.

## **1.2. Statement of the Problem**

Education is communicated to the learner through English in most part of the world. According to MOE (2002), English has played a prominent role in the field of education. Thus, English is not the only one of world languages, but it is also taught in Ethiopia at all schools and higher institution. It is a medium of instruction in high schools to higher learning institutions. In addition, it is also used for practical purposes of communication. It serves as the language of education, science and technology and as a necessary link with the outside world. Thus, students who are at different levels of education are required to use speaking effectively in order to meet the above goals.

In spite of such broad coverage allotted to English language as a subject and medium of instruction in the curriculum, the students' proficiency in the language is not adequate to meet the demands of their classroom. Especially, most of the learners at secondary school levels have problems with

spoken English. Concerning this, (MOE, 2002) also said that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. Although the problem is common for all language skills, the problem of the speaking skill is worth noticing.

Students learn a foreign language to speak it; yet, they face a lot of difficulties which hinder them from achieving this goal. However, globally, there is debate that majority of high school graduates cannot speak English language properly (Alonzo, 2014; Sarwar, *et al.*, 2014; Alharbi, 2015). Even bright students who get high scores in written examinations are unable to express themselves orally in English language (Sarwar *et al.*, 2014). Teachers have to provide students with a method that would increase opportunities of language use.

Regarding this issue, different local studies state that there are factors that have caused the above mentioned problems. Sisay (1983), for instance, states that teachers focused more on accuracy and thus, did not balance accuracy and fluency in classroom interactions. He further explains that organizing group within class has become practical by the majority of the teachers. Tamene (2000) explains that teachers did not encourage students to use the target language creatively. Moreover, Olansa (2011) states that teachers did not force to evaluate their students' language performance through oral presentation tests. Similarly, Mesfin (1998) cited in Sisay (1983) looked at the problem relating it with the nature and design of the syllabus. According to this finding, this syllabus design at high school level focus mainly on grammatical items of the language. On the other hand, Mendida's (2001) findings looked at the problems relating it with large class size. One point that makes this study different from the above studies was that, this study investigated the extent of both teachers' and students' perception and their practices in spoken classes.

Aberash (2005, 37) pointed out that, preparatory school students' classroom participation in speaking activities were low. She also demonstrated that there was a sign of disinterest in group discussion on the students' side. At the end, she recommended that the impediments that hinder students' participation require a more intensive study. Following this, Berhanu (2000) also explained in his abstract section, "The thesis concludes by considering the implications of the findings for increased or more equitable verbal participation among students in group discussion and the need for research into internal and external variables affecting participation". He also explored that there was a huge difference in participation among students in terms of their verbal participation in group discussion. But, both Aberash's and Berhanu's study were conducted in a different setting, methodology and

context from this study. However, the grade level, the objectives and the methodologies used made this study different from the above studies.

The other researcher, Mulu (2012) conducted a research at college level on the perception and role of EFL students in implementing active learning that described the attitude of learners' towards active learning. Nevertheless, it was different from this research in its context, setting, objectives, and methodologies.

Moges (2007), the other researcher, described the techniques practiced by EFL teachers in implementing active learning in Gondar primary schools and he revealed that teachers and students perceive active learning positively; however, their practices of active learning were low. In addition, his finding revealed that there is teachers' and students' tendency to traditional lecture method but his finding did not clearly state in which area of English Language skills teachers and students tendency inclined to traditional lecture method.

Most international researches after the year 2000 seem to be more distinguished, overwhelming and deeper in their handling to the issue of speaking difficulties in classrooms than the researches before. Those researches are mostly influenced by the permanent conflict between traditionalism and modernism in teaching speaking, between practicing English as a subject matter and using it as a means of communication, further to other complementary relevant issues as the teachers' low proficiency skills and the learners' psychological reasons. For example, Rapley (2010) came up with an emphasis that grammar translation and teacher-centered methods mostly lead to such negative results towards speaking, as to what happened among Japanese high school students in 2003. That's, further to other reasons as the teachers' poor speaking skills, the students' low English proficiency, their fear of making mistakes and losing face during the lesson, the grammar translation based tests, the lack of motivational factors as variety, the rare of creativity, physical movement and large classes of mixed level students.

Kayi (2006) also demonstrates that conducting speaking activities has always been ignored or at least has not received the worthy attention since many traditional teachers used to deal with it as no more than a repetition of drills instead of focusing on the promotion of the students' communicative skills. Donald (2010) shows that instructors used to teach English as an academic subject rather than a communicative language, and also they used to have a pre expectation that learner can use the target language without taking into their account the learners' lack of fluency.



A thesis done by Khadidja in the academic year 2009-2010 investigated the relationship between the opportunities for production that arise in a classroom setting and the development of the speaking skill. The writer used teachers' and students' questionnaires in order to collect data. The conclusion was that classroom interaction can have a positive impact on learners' speaking capacities. However this study did not try to investigate the perception of both teachers and students. In addition, it did not analyze the spoken activities in students' text.

Bashir, Azeem, and Dogar (2011) investigated the factors affecting students' English speaking skills. In order to collect data they also used students' and teachers' questionnaires. They concluded that teachers should use English as medium of instruction, promote interactive techniques, and cultivate English communication culture and also teachers and students should promote questioning and answering in English. This study only discussed the factors related with teachers and students, but ignored speaking activities related factors. This study investigated not the factors but the extent of teachers and students perception and their practices.

Park and Lee (2005) examine the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty two Korean college students who enrolled in the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park and Lee (2005) figure out. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that "the higher the anxiety, the lower the performance". What made this study different from the above study was that this study investigated to show whether there was relationship between the respondents' perception and their practices.

Even though different studies had been conducted, there were inadequacies on students' communication ability through speaking. Even though students begin learning English beginning from lower classes, they were unable to speak English and interact effectively. Now days, much emphasis have been given to communicative way of teaching language on which the learning materials had been designed in a way that it suits the methods, the students, the environment and the other factors.

According to MOE (2003), much emphasis had been given to speaking skill when compared with other skills. Though many spoken lessons had been valued and given emphasis, the extent the lessons allow teachers and students to teaching and learning speaking in spoken classes was one of the objectives of this investigation. The other influential factor students do not speak English when they discuss in group work is the nature of the tasks. For instance, tasks that are not interesting and motivating may inhibit learners from taking part in group discussion (Nunan, 1989). If the speaking activities allowed both teachers and students to participate, the problem could be related to perception and practices of teachers and students. So, the extent of teachers' and students' perception and their practices were the other focus of this investigation. In addition, investigating whether there was relationship between the respondents' perception and their practices was the other objective of this study.

Lastly, my teaching experience at Kellem Secondary School (KSS), the school of investigation, for the past seven years also convinced me that students' speaking skill was not adequate enough to meet the demands of their classroom problems so, needs to be studied further.

### **1.3. Research Questions**

This study attempted to answer the following questions:

- To what extent do teachers perceive and practice speaking in teaching English?
- To what extent do students perceive and practice speaking in learning English?
- Is there significant relationship between respondents' perception and their actual practices?

### **1.4. Research Objectives**

#### **1.4.1. General Objective**

The general objective of this research was to assess the perception and practice of both students and teachers on teaching and learning speaking skill at Kellem Secondary School.

#### **1.4.2. Specific Objectives**

Based up on the general objective, this research intended to achieve the following specific objectives:

- To identify the extent of teachers' perception and their practice on teaching speaking.
- To identify the extent of students' perception and their practices on learning speaking.

- To assess the relationship between respondents' perception and their practices.

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

The findings of this study would be expected to give valuable information for teachers and students of the school under investigation. The researcher might copy it and put in the school's library so that the EFL teachers and students would read it in order to understand the existing problems and search for immediate solution in the area of teaching and learning speaking. In addition to this, it may also serve as a supporting document for those who are interested to carry out further study in the area.

### **1.6. Delimitation of the Study**

The objective of the study was delimited to assess the extent of perception and practice of both teachers and students on teaching and learning speaking skill. It was delimited in number of population and in its area of investigation. The population for the study was grade ten English teachers and students from Kellem Secondary School. The sample of the study was delimited to 233.

### **1.7. Limitation of the Study**

This study was conducted on a small number of English language teachers and students of Kellem Wollega Zone. Since there were more than thirty high schools in the Zone, the findings were not generalizable because of the limited research topic, limited population and limited sample size. As a result, conclusions and recommendations deduced from such a narrow context did not definitely serve the case of all high schools in the Zone.

### **1.8. Operational Definition of Terms and Acronyms**

The following terms are used frequently throughout this paper. It is defined as follows in this context the researcher used in this thesis.

**Perception** - is the thinking or belief of teachers and students on teaching and learning speaking. It also refers to the assumptions, the views, the teachers and students had on teaching and learning speaking.

**Practice**- refers to the actions, the regular activities used by teachers and students in the classroom specially in speaking classes. The stage when a teacher allows learners to work under the direction of him/her.

**Communicative Language Teaching-** a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

**Acronyms**

MOE- Ministry of Education

KSS- Kellem Secondary School

EFL- English as a Foreign Language

CLT- Communicative Language Teaching

SPSS- Statistical Package for Social Sciences

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

The purpose of this chapter is to review some related literatures on the perception and practices of teaching and learning speaking skills.

#### 2.2. Definitions of Speaking

There were many definitions presented by different scholars. According to Petrie (1987), as cited in John Lyons, R, & Coates et al, (p. 336) who cited that “speaking is an activity which most of us spend a great deal of time engaged in, apparently without any efforts and with not very much thought”. Of course, people all over the world, produce thousands of words without making a great effort. Also Chaney (1998) defines speaking as “the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context” (p13). So, the verbal communication involves utterance while the nonverbal consists expressions and interactions without utterances, for instance gesture, facial expressions.

#### 2.3. Goals of Teaching Speaking

Different writers have defined the goal of teaching in different ways, but they have a consensus with respect to its general essence. For example, Nunan (1989) has defined goals as a general intention behind any given learning task. In this view, goals can be related to communicative out comes or may directly describe teacher or learner behavior in the teaching learning process.

Regarding this view, Nunan (1988) emphasized that the communicative language curriculum in relation to goal is considered to be useful to establish and maintain interpersonal relations. Through these relations, exchange of information ideas, opinions, attitude and feeling can be possible. This explanation implies that most communicative activities seem to be goal derived and the language partners need to be clear about the goal of their communication. The goal of a lesson provide the teacher or the learners with the sense of direction and brings the aim of the activity down to earth by connecting them to tangible aspect of the curriculum within the given context and can be stated as more narrowly defined statements to show the expected behavioral change of the learners (Byrne,1987).

For the purpose of this research, goal is taken to be motivation as proposed by Harmer (2002). He has pointed out that goals can be long and short term in their application. Long term goals refer to the mastery of English and to be successful in passing an exam at the end of the year. Short term goals are related to the learning of new language items within a short period of time may be for a week. So, in accordance with Harmer's view, short term goals are closer to the students' day to day reality and easier to focus on the end of the week than the end of the year. If teachers help students in the achievement of short term-goals, they will be motivated in their learning. Language learning, therefore, needs goals oriented effort of the teacher, which may enable the students to know the purpose of their learning and consequently, students can be motivated. It is widely believed that motivated learners that are more likely to be encouraged for improving their oral proficiency within the shortest possible time compared to those learners who are not motivated.

#### **2.4. The Importance of Speaking**

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are having the occasion to speak / talk more and more in the classroom. Ur (2000) declares that, "Of all the four skills [listening, speaking, reading and Writing], speaking seems intuitively the most important: people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing (p.12)".

Recently, many EFL learners give more importance to the speaking skill in their learning because if they master/ develop this skill then they will be considered as if they have mastered all of the other language skills. In addition, the principle question often given to EFL Learners is "do you speak English?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p. 103).

The importance of speaking is more revealed with the integration of the other language skills. For example, speaking can help learners to enhance their vocabulary and grammar and then developing their writing skill. Also with this ability, learners can express their feelings, opinions or thoughts as well as informing our listener or reader, we may hope to amuse, entertain or mislead for example.

## **2.5. Kinds of Speaking Activities**

According to Thornbury (2008) Theorists, in relation to their schools of thought, suggested three different stages that learners pass through when they are learning to speak. The first stage here is awareness. By awareness it is meant that students are in need to be aware of the characteristics of the language under study. Appropriation makes up the second stage. Appropriation is the “integration” of the language characteristics into the students’ existing knowledge. The last stage has to do with autonomy (usually used with automaticity). When students are able to use the new language on their own, they are said to be autonomous.

According to Thornbury (2008), theorists have designed several activities for all the stages mentioned above in order to an effective teaching to take place. All these activities urge the students to participate since they bring interest into the classroom and, thus endeavor motivation.

### **2.5.1. Free Language Activities**

Free language activities are activities in which there is control on the part of the teacher that is to let the students work and do any activities on their own freely in the classroom. This approach gives all the students an opportunity to talk while working out the activities. Information gap activity is one of a good example of such a type of activity. (Byrne, 1987, p.106) describe them as “activities in which students are given different bits of information,” he continues, “ by sharing these bits of information a learner can complete a task”. In much real life communication, it is integrated with classroom activities.

During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not intervene in pair or group work. Of course, he may do to give feedback or to make gentle correction obliquely rather than directly, so that the learners perceive their mistakes for themselves. In relation to this, (Byrne, 1987, p.7) says, “Students must be allowed to feel free, otherwise they won’t say, which is the purpose of the fluency work.” Activities such as sequencing a series of pictures and jumbled sentences fall in to this category.

### **2.5.2. Dialogues and Problem Solving**

Dialogues refer to conversation held by two people of different opinions. It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be best suited for practicing spoken language for a number of reasons. Some of the reasons are listed and stated by Byrne (1987) as follows: they present the spoken language directly in situation in which it is most commonly used,

they permit and encourage practices in the language, and they create active participation in the lesson.

Aggrawal (1996) states that teachers and students attempted to invest a conscious and planned effort to arrive at a solution for the problem they encountered.

According to (Lue, 2000, p.85), problem based learning is derived from the 'convection' that the learner "is an active and creative individual with the will and ability" to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

### **2.5.3. Discussions and Pair works**

Discussion is perhaps the most natural and effective way for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired. Discussion can be used by organizing and assigning pair work and small group work in the class. Group work seems to be extremely attractive and advantageous ideals than others for a number of reasons. In relation to this (Harmer, 1983, p.207) says: "it increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other". It can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widowson, 1990).

#### **2.5.3.1. The Role of the Teacher in Guiding an Effective Discussion:**

Guiding a good discussion depends on teacher's skill. An effective teacher has to brainstorm the topic of discussion, setting goals and preparing students just like in other activities. The teacher initiates the discussion and then gives time to students to think and speak. The teacher is communicator and interactive when the type of activity is such. (Littlewood,1981). From my experience a teacher may participate by sharing ideas. Anyway are the students that should summarize conclusions of their own.

The teacher should act as a supervisor and some of the roles while guiding a discussion may be: making sure the problem to be discussed is defined, giving enough information, make questions that relate feeling to content, relate comments to central topic and keep discussion moving (Clark, 1991).



### **2.5.3.2. The Role of the Students in Participating in a Discussion**

Students should be active participants in discussion. Being in a classroom participation students learn to be active listeners. If they are even when they speak they know how to relate what they know to the point. They should try to speak freely without emotions. Students benefit from a discussion many things apart from acquiring language structures and communication.

The benefits of students participating in a discussion may be: it makes student confident in understanding content, it increases motivation and enhance students' participation, it develops students' positive feeling towards teaching, it develops problem solving, it makes student practice concepts, knowledge and information (Musai, 2003).

As we can see even teacher's roles even student's roles are well defined to have an effective discussion.

### **2.5.3.3. Advantages of Using Discussion in EFL**

There are a lot of advantages of using discussion in EFL: interaction, motivation, cooperative learning and evaluation of student's progress. Cooperative learning helps passive students and low progressive students as well. Group- work teaches learners to respect other learners and improve their English language skills. (Brown, 2008) If the atmosphere in a classroom is relaxing, appropriate, than teachers will have success. Students will benefit by communicating in English, apart from that they evaluate what's the problem and will try to do better next time when they will involve themselves in communication. The point is to connect what students know to what is relevant to their life. In a discussion students may be active participants if the teacher connects his/her goals to student's goals. Students learn also to become autonomous learners because what they study in school gives those points of searching and using the net to get more information about what they are interested in when they are at home studying. In lecture students have face to face communication with the teacher and other students as well. When they need to resolve an information- gap exercise they provide information to each -other. We can learn by watching how others think and learn differently from us and this takes place through interaction. (Highton, 2006) for this reason, group discussion plays a powerful role. Every member of the group is responsible.

Pair work is also one of the active learning strategies used in English classes to enhance communication. Through interaction students can be given opportunity to draw on their linguistic knowledge in a non-threatening condition and use different kinds of tasks to complete by their own

efforts. Therefore, students can develop their linguistic and communicative competence (Richards, 1994).

#### **2.5.4. Games and Simulation**

Games are form of play governed by certain rules or conventions. Games are play activities in which entertain and at the same time teach the use of spoken language teaching. Also games are appropriate and useful to any age, items for foreign language learners must be selected and graded. There is no clear cut demarcation between communicative game and other language games. But there is some what some difference between native and foreign, child and adult games.

Lee (1979) also says that games are enjoyable. By enjoyable, he means games decrease burden and make learners ready to listen to language lessons. In addition games must be meaningful, and all above the classroom situation and organization must suit them. Games can be used to provide learners with opportunities to use language rather than simply practice it. According to (Bygate, 1987, p.78) tasks such as “describe and arrange, describe and draw, find the differences, complete it, ask the right questions, who am I, questions games” and the like are instances of communicative game tasks.

Simulation is parallel and structural set situations performed in class and reflecting real life (Dougill, 1987, p.20). In other words, they are actual and free language norms or convections of real life. In the classroom, simulations have a number of advantages for teaching the spoken language. Some of the merits are simulations are most important for motivation, helpful for students to get to know one another and helps students to get rid of their shyness and provide teachers with opportunities to know their students to monitor assessor appreciate.

#### **2.5.5. Peer – Teaching and the Project Method**

Peer- teaching is a participatory, active and democratic strategy integrated in to the students’ own experience; that results in deep learning. Peer-teaching involves occasionally use of students in the class who have experiences because of their good background in particular area. “Peer-teaching is also an appropriate strategy to be applied in teacher training program.” It can solve the problem of large class size and it may release teacher educators’ time for personal research or for producing resource based learning materials (Bennet et al, 1996, p. 86).

In order to peer- teach, the teacher needs to identify what the learners already know and what might cause problems. Also course books often provide this information in peer-teaching approaching;

many teachers take time when planning to identify problem areas. The learners are going to participate a short discussion on the issues. Before practicing, they discussed key points with their partner about their class activities.

A project is a natural, life like learning activity involving the investigation and solving of problems by individuals or a group of students (ICDR, 1999). Project based learning is a model for class room activities that shifts away from the class room practice of short, isolated, teacher centered lesson and instead emphasizes learning activities that are long -term, inter-disciplinary, student- centered and integrated with real world issues and practices. One immediate benefit of project-based learning is the unique way that it can motivate students by engaging them in their own learning. It provides opportunities for students to pursue their own interest and question and make decision about how they will find answers and solve problems.

Regarding this, Haile and Kifle (2000), as cited in Fisseha (2001) have said that the project approach of instruction is ‘the do it yourself’ learning lesson for the students. It encourages students to plan and carry out investigations of real life situation in their immediate environment.

Project based learning make learning relevant and useful to students by establishing connection to life outside the class room, addressing real world concerns and developing real world skills. Project based learning also provides opportunities for inter-disciplinary learning. Students apply and integrate the contents of different subject areas of authentic moments in the projection process instead of isolating or creating an artificial setting. According to Multi-media project in ICDR (1999), in the class room, project-based learning provides many unique opportunities for teachers to build relationships with students. Teachers may fill the varied roles of a coach, facilitator, and co-learner. Finished products, plans, drafts and prototypes all make excellent, conversation pieces around which teachers and students can discuss the learning that is taking place. In general, project-based learning accommodates and promotes collaboration among students and teachers and ideally between students and other community members as well. It addresses real world issues that are relevant to the students’ lives or communities. The students’ work which includes documentation of the learning process as well as the students’ final project can be shared with other teachers and parents, mentors and the business community who all have a stake in the students’ education.

#### **2.5.6. Role Play and Story Telling**

Role plays are drama like classroom activities in which students interact either as themselves in imaginary situations or as other people in imaginary situations (Byrne, 1987, p. 115). Role plays help

students to develop their speaking ability one takes the role he/she is going to play. Besides he/she will have the confidence to speak in front of an audience.

In order for role plays to be fully effective, the traditional classroom patterns must be changed and the new approach should be practiced in the classroom properly. Students must be free to play the role as they see them property. In other words the teachers control in role plays activities is very limited. According to Dongil, the main benefit of a role play is that it enables a fellow of language in which might otherwise be different or impossible to be produced. Such activities help to recreate the language used in different situation and allow students to practice for and proactive the language they probably use outside the classroom.

According to Byrne (1987), learners enjoy listening to recognize that belongs to “real life” and listen with attention to know how the story goes and ends. Here, if the learners obtain the opportunities to be taken part in the story-telling, shy learners participate actively in language learning. Thus, story-telling activities can promote learners interest in the process of learning.

#### **2.5.12. Question and Answer Strategies and Brainstorming**

Question and answer strategy, is mostly used as a method of producing learners and testing comprehensions instantly questioning methods helps to increase learner’s involvement in answering comprehension questions easily (Silber man, 1996)

Brainstorming strategy helps to generate different ideas bearing upon particular topic. Here, different ideas will be generated during brainstorming session like as many drops of rainfall during a rainstorm. It helps the teacher to find out what the students know about a topic and the teacher can adapt the lesson to the students’ prior knowledge and understanding. Further, it helps the students to assess their minds freely. Provide feedback and opportunity to hear others’ view (Kyriacou, 1998).

#### **2.5.8. Videos and Flashcards**

Çakır (2006) found that video materials have improved due to increasing the quality of speaking ability. According to an investigation by Rice & Woodsmall (1988), the video markedly raise learners’ lexical grammar. The effectiveness of video depends on students’ age and interest in specific context (Silverman & Hines, 2009).

As highlighted by Palka (1988) flashcards have significant effect not only for learning vocabulary but also for learning sentences structures, tenses and phrasal verbs. Meanwhile, Brown (2000) claims that learners usually cope with new words by flash cards and most learners try to use them to review it afterwards.

### **2.5.9. Graphs and Group work**

Graphs “serve as representation of real observation and as analytic tools for detecting underlying patterns which in turn inform the observer and the learner about phenomena (the target) under investigation” (Leinhardt, Zaslavsky, & Stein, 1990, p. 20). Traditional views consider graphing as intelligence manifested in students’ minds (Lynch, 1992). Another way to improve learners’ presentation is to utilize videos, graphs and flash cards (Pesce, 2013). Also using flash cards has appropriate effects on young learners (Kayi, 2006). Besides, using pictures has vital rules in learning grammars on learner speaking ability (Ghapanchi & Sabouri, 2013). There are a lot of chants for children and adults, make learners proficient in vocabulary and pronunciation. They tell story and draw some pictures for learner and tell them “now you do it” (Celce-Murica, 2001).

The other technique is interview. The significant advantage of interviews is their flexibility. They can be long or short and useful for learners from beginning level to advanced level; with high aptitude and low aptitude learners. They can be considered as additional oral activities or subsequent writing task.

Group work is “part of collaborative strategies” of teaching learning (Kyriacou, 1998, p.77). It is one of the best ways of encouraging active participation of learning English spoken class by arranging the learners’ work together in group. It can take many forms involving pairs of students working together; up to ten learners together or it can involve students who work individually and come together in group to compare and discuss the result of their group. If necessary, random, gender, interest and ability groups can be formed. This strategy involves students discussing issues with many of their fellow classmates in turn.

Beforehand, prepare discussion questions. In class, groups are arranged in a large circle or square formation. Give students a question and suggest that each person take a turn answering. Now introduce a new, slightly more difficult question. These groups involve students engaging in short, informal discussion, often in responses to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding,

answers with are prepared question, define or give examples of key concepts, or speculate on what will happen next in the class (Silberman, 1996, p. 140).

More recently, Brown (2008) argued that group work teaches learners to respect the learning pace of other in the group and improve their English language skills. It also created a stress-free environment where learners feel at ease.

### **2.5.9.1. Group Work Formation**

To understand the reasons behind the effect of group work, whether good or bad, it is essential to understand how groups are formed. Friendship is one of the factors that can be put into consideration when forming group work. In such groups, students have excellent relationships. They respect each other, accept criticism from one another and listen to each other (Hendry et al., 2005). Friends work together; they work cooperatively instead of competitively. Groups can also be formed based on ability where clever students are grouped with weak ones. The point is to allow the weak students to watch and learn from high achievers, which will eventually improve their performance (Nihalani et al., 2010).

Furthermore, Hassanien (2007) proposes three types of group formation: randomly, where the teacher assigns students to groups, self-selection, where students choose their own group members, or a mixture of both. He further adds that a group of four or five is more convenient as students have the chance to participate equally in group activities. Other group formation criteria were proposed by Badache (2011) who suggested that groups can be formed alphabetically, by gender, or by birth. He even proposed to group students based on quite, shy and talkative students.

A more comprehensive description of group formation is presented by Ramirez (2005). He recommended interesting techniques that teachers can use to group students such as giving students numbers and then grouping them according to the numbers. Another way is to take a picture and cut it into pieces to form a puzzle. The number of pieces matches the number of students in a group. A student picks a piece and has to look for the rest of the pieces to form a group. Another technique asks the teacher to bring some pictures that form different categories and give them to students; then, ask students to look for other students who have the same picture category. However, these techniques would most probably depend on the age of the students.

### **2.5.9.2. Use Group Work to Increase Speaking Opportunities in the Large Class**

Creating and adapting group work activities to develop students' speaking skill are part of classroom management strategies. To use them, a teacher needs to adopt appropriate ways and to train learners to work effectively in groups. The results are a very productive learning environment with a lot of fun for everyone. The following are some of the group work activities and strategies which can be used to promote students' ability in speaking in the large class.

### **2.5.9.3. The Superior-inferior Arrangement**

The superior-inferior arrangement is the most common group work in which one or two learners, in the superior position, have all the information that the others in the group need, and know what the correct answers should be. One of the common techniques used in this arrangement is Draw with feedback. One learner has a picture which he describes to the other learner who draws it by following the description. When the learner who draws the picture has made her attempt, she shows her drawing to the learner who describes the picture. The learner who describes the picture looks carefully and then tells the learner who draws the picture what is wrong with the drawing and continues describing until the drawing is eventually the same as the original. Then learners can change roles. The aim of this technique is to give learners practice in describing and giving directions as well as communicating with each other. Typically, this activity can be varied based on the information provided such as Follow the map, Draw it, Complete the map, Complete the picture, Arrange the furniture, Put them in Order and so on.

### **2.5.9.4. The Combining Arrangement**

Learners in this kind of group work are all on an equal footing and each one has information that the others need in order to complete a piece of work. Because of this, each learner must communicate his information to the others so that all the information can be combined to complete the task. By using combining arrangement activities with small groups within a large class, the positive feelings of group members towards each other, including those from different racial groups increase.

The activities of combining arrangement includes matching (pictures, words and descriptions, and pictures and descriptions), completion (completing a picture by exchanging information and completing a story by pooling ideas), and ordering (putting the sentences or pictures of a story in order), among which the most useful ones are those involving split information and strip story. The

strip story is a split information ordering technique that provides a large amount of speaking practice. The teacher chooses a story that learners have not seen before and which has as many sentences as there are learners in the group. He writes each sentence of the story on a different piece of paper and gives each learner one of these pieces of paper. Each learner has to memorize his sentence and destroys the piece of paper. Then each learner tells his sentence to the others in the group, and without writing anything down, all the learners must organize themselves to solve the problem by putting the sentences in the right order to tell the story. The teacher takes no part in the activity. Sometimes puzzles can be used instead of a story to make the activity more interesting and challenging. Gibson (1975) describes a combining technique that is done with a group of ten people or more working together. Techniques which involve split information have been called various names-dycoms, jigsaw groups, two-way tasks, combining arrangement and information gap activities.

#### **2.5.9.5. The Co-operating Arrangement**

The essential feature of the co-operating arrangement is that all learners have equal access to the same information and have equal access to each other's view of it. The purpose of a cooperating activity is for learners to share their understanding of the solutions to the task or of the material involved. Cooperating arrangement requires some degree of equality between learners, particularly a rough equality of skill. Research shows that group performance is often inferior to the best individual's performance if there is an exceptional individual in the group (Hill, 1982). Thus, for cooperating activities, it is best to put exceptional learners in one group rather than to spread them across groups. The most suitable tasks for cooperating group work include: ranking activities, (ranking a list of items), brainstorming activities (brainstorming the use of a paperclip on a desert island), classification activities and problem solving activities. In particular, problem-solving tasks often involve personal, moral or social problems which are useful materials for group discussion because they encourage learners to use and share their knowledge of the world. They are more preferred by teachers because they are highly motivated goal-directed and have a very important feature of definite outcome to the activity which can get learners involved.

#### **2.5.9.6. The Individual Arrangement**

In this kind of activity, each learner has the same information but must perform individually with a part of that information. The most useful activity is Say it! All learners in a group can see a grid. Each section of the grid has a different task. Each learner in turn calls on another in the group to



perform the task outlined in a particular box in the grid. Sometimes a Say it activity can be made into a small scale role play, which is usually based on a text learners have just read.

The other suitable tasks for the individual arrangement include problem-solving role play, retelling a story and completion. Especially, role play is a feature which can be added to a speaking activity because it not only allows a wider range of language functions and language varieties to occur and exploration of issues, but also adds interest to the activity and results in repetition of the speaking activity. As role play has its risk of embarrassment and withdrawal of cooperation, it should get preparation which may include a role card with a written description of roles learners play or using an expert group/ family group procedure where learners who have the same roles get together in a group to practice and talk about their roles. When they are ready, they go to their mixed groups.

#### **2.5.9.7. Match the Difficulty of Speaking Tasks with the Learners' Proficiency**

As we know, too many difficulties in the speaking tasks will overwhelm the learners, while too few will leave them restless, so it is important for a teacher to be able to spend time on an item or skill, try to bridge gap between the difficulty of the task with learners' proficiency and bring the knowledge and skills largely within the learners' experience. One way of bring a task within the learners' experience is to inform learners of the learning goal and outcome of each task. Once the task is "well-informed", learners may have a clear picture of how to find the best possible answer rather than setting for a weaker alternative, which enhances the negotiation of meaning and tends to stimulate interaction. Typical goals involve language items, idea or content, skill and text or discourse. The outcome is the decision that is made to complete the task.

Another way is by recalling learners' previous experience through negotiating with each other. Techniques like semantic mapping, expert group/ family group procedure, 4/3/2 activity, pyramid procedure are all the good and useful ways of practice and preparation for speaking to occur successfully and for the fluency development strand. Krashen and Terrell (1983) suggested language emerge when the learner is ready.

#### **2.5.9.8. Create Conditions for Speaking to Occur in Group Work**

Encouragement can give learners confidence in speaking. Most learners are afraid of speaking English because they are shy and nervous and afraid of making errors. Even when a learner has a high level of language proficiency, he still unavoidably makes errors. As (McArthur, 1983, p.107)

suggests “he knows very well what he should have done, but owing to the nervousness, tiredness, pressure and the effects of inner translation, he just lapses and forgets for a moment what to do”. (Brown, 1980, p.164) also proposes “Human learning is fundamentally a process that involves the making of mistakes.” Therefore, teachers should create an atmosphere in which learners are encouraged to talk in English and are praised for talking. If a teacher places too much attention on errors and neglects the necessary encouragement, he will lose sight of value of the positive reinforcement of clear and free communication. Clearly, encouragement can give learners self-confidence and are more important than constant correction in the speaking class. Non-threatening tasks provide learners with chances to talk in a relaxed and informal environment among peers.

According to Nation (1997), learners are reluctant to speak English because they feel the task is threatening and embarrassing. One way of dealing with this is letting learners choose the groups they work in so that they feel comfortable with the group members. Another way is no participation of the teacher in the discussion as he may be the cause of embarrassment. For example, in the combining group work, learners are communicating with each other as equals and the teacher is not involved, which can achieve more communications and a lot of fun. Others may include getting learners prepared for the task and choosing topics that are relevant, personalized and meaningful. Setting up a monitoring system is a practical strategy for speaking English in group work. A monitoring system may include assigning each learner in the group a job whose duty is to keep the speaking activity going in an effective way, building up a punishment-reward system accordingly and giving learners continuous assessment and making record of personal achievement. Making English a necessary part for the task is considered to be an effective way for learners to speak English. Such speaking activities as split information tasks, interview, and ranking, making decision, strip story and problem-solving role play require learners not only to repeat language items but also produce the generative use of the language.

## **2.6. The Roles of the Teacher**

The basic role of the teacher is to create the best conditions for learning process and comfortable classroom. The teacher needs to play a number of different roles during classroom procedures. However, Harmer (2001) suggests, three roles if the teacher is trying to get students to speak fluently.

### **2.6.1. Prompter**

The teacher should become a prompter when students get lost, stuck and cannot think of what to say next, or in some other ways lose the fluency the teacher expects of them. The teacher, in this role, should be very careful not take initiative away from the students. He can leave them to struggle out of such situations on their own, and indeed sometimes this way is the best option. However the teacher may offer discrete suggestions. This will stop the sense of frustration that some students feel when they come to “a dead end” of language or ideas.

### **2.6.2. Participant**

Teachers should be in any part of the lesson there is always a chance for the teacher to participate in discussions, as an equal not as a teacher. In this way the teacher can prompt covertly, introduce new information to help the activity along, ensure continuing students involvement, and generally maintain creative atmosphere. However, the teacher should be very careful of participating too much, thus dominating the speaking and drawing all the attention.

### **2.6.3. Feedback Provider**

The teacher should be very careful of when and how to give feedback in the speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, positively correction may get students out of difficult misunderstanding and hesitations (easier) everything depends upon teacher tact and the appropriacy of the feedback provided.

In addition to the above classification, teachers should facilitate the learning process by providing learners with knowledge (Alharbi, 2015). Tsui (1996) identified six speaking strategies to be employed by teachers when teaching speaking skills lesson for instance

- Lengthen wait time between question and answer,
- Improve questioning techniques,
- Focus on content
- Establish a warm rapport with the students,
- Accept variety of answers and
- Allow student for rehearsals.

Learners also expect their teachers to give them feedback on their performance. A teacher should only correct when there is a problem but should not correct every time a student makes a mistake because this will affect the flow of conversation, destroy the purpose for the speaking activity,

demotivating students and learners may become afraid to speak. Thus a teacher should endeavor to correct mistakes positively and with a lot of encouragement (Tuan and Mai, 2015).

## **2.7. The Role of Learners**

Learners also lay an important role in speaking skills lesson. First, students should be ready to interact with the curriculum being provided. This requires learners who have internal motivation. This increases self-esteem, confidence and willingness to communicate (Alharbi 2015). The learners then develop long-term self-motivation and determination which will enable them to put more effort by participating actively in classroom activities and speaking in English outside the classroom. Archmad and Yusuf (2014) recommend that when a teacher is using the uncontrolled classroom activities, it is important to take cognizance of culture of the learners as it impacts on their learning outcomes. Talley and Hui-ling (2014) observe that learners are expected to agree to initiate, respond, manage and negotiate their part in speaking skills lesson.

Teachers are not the only factor for the success of speech training in particular and education in general. Students are also primarily concerned with the achievement of their success. Bygate (1987: 14) feels "... part of the success or failures of foreign language learning can be attributed to the way learners perceive the use of language." In an attempt to acquire the use and usage of language students have to be cooperative in accomplishing different tasks or activities, such favorable interests and attitude towards their subjects and to talk in the target language. Thus, in the communicative language teaching the learner is believed to take such an active role which may ultimately help to grow learners' independence from the teacher.

Similarly, with in the above context writers like Breen and Candling (1980) cited in Richards and Rodger (1986) have defined possible roles that meet the demands of CLT in the following ways: As a whole, Nunan (1989) also depicts a summary of a wide variety of learners' roles which are possible in the communicative classroom. These are:

- The learner is an integration negotiator and who is capable of giving as well as talking.
- The learners are involved in a process of personal growth.
- Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn (Nunan, 1989:80).

In addition, (Talley and Hui-ling, 2014, p. 40) propose four strategies in classroom communication interaction. A learner should: think of what they are going to say, think about the structures they are

using but do not let them interfere with what they want to say, do not be afraid to make mistakes (mistakes are normal as you are learning a language) and when you are not understood, use repetition, gestures, synonyms, definitions, acting out, whatever comes naturally as you begin to feel more proficient in the language.

## **2.8. Factors Related with Teachers and Methods**

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather ignored in the Grammar – Translation Method, it became a primary skill in the Direct Method. Audiolingualism brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behavior in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practicing the language in natural or probable situations which demanded defining of the discourse genre and the roles of participants. Although the contribution of CLT to developing forms of speaking practice in the language classroom can hardly be overestimated, there is a growing tendency among researchers and practitioners to criticize it for its insufficient recognition of the complexity of speaking as a psycholinguistic process and of placing too strong an emphasis on information gap criterion as leading to artificial or impractical tasks (Dakowska, 2005).

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom. This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations.

Additionally, an advanced language course should create optimal conditions for developing learners' sociocultural knowledge that is "the culturally embedded rules of social behavior" (Thornbury, 2007,

p.31) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond.

Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second (Thornbury, 2007). Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed.

## **2.9. Factors Related with Students**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

### **2.9.1. Performance Conditions**

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

### **2.9.2. Affective Factors**

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

### **2.9.3. Listening Ability**

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

### **2.9.4. Topical Knowledge**

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state there is no research conducted at this school about these areas. Certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

### **2.9.5. Feedback during Speaking Activities**

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

One of the obstacles of learning speaking is contradiction of class materials so that most of the teachers do not facilitate situations for real practice in speaking; besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015).

### **2.9.6. Students' Cultural Background**

The cultural background in which the child/ the students grow determines the degree of willingness she or he has to take part in collaborative tasks. For example, students who developed in different cultural environment may not have similar view regarding interactive learning strategy. This implies that students' involvement in group discussion and their level of participation can be affected by their cultural background. This is because the environment determines their exposure to different situations which in turn have an effect on their learning pattern. In line with this, (Tayca, 1986, p. 2) says that most people are not aware of themselves as cultural beings: products of their own environment where their personality and behavior got its basis. Here, the cultural background students came through can have a huge impact on how students act in school activities in general and towards the speaking activities in particular.

In addition to this, students might be reluctant to participate during group work due to their own cultural background and hence they have to be oriented about their cultural base for the development of such an outlook to group discussion. This will help them to see this method in a more favorable way and increases their level of participation in group learning situation.

### **2.9.7. Students' Fear of Making Mistakes**

In accomplishing speaking tasks students usually show reluctance not to participate in group work. This is due to fear of making mistakes while they are talking in front of their peers in group discussion. They consider themselves as if they make mistakes, and as other students will laugh at them. Regarding this, Atkins (1996) stated that, most of the high school students tend to think that it is bad to make mistake that will be ridiculed by their classmates. They also think that the teachers' job is to correct any deviation from total accuracy. Therefore, they are very careful not to take any risk of making mistakes, not to say anything unless it is correct.

### **2.9.8. Mother Tongue Use**

EFL Learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to (Baker and Westrup, 2003, p. 12) barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother



tongue. Deficiency of the vocabulary of the target language and poor production usually leads learners to extract words from their native language.

### **2.9.9. Inhibition**

This problem occurs more when EFL learners attempt to participate in the classroom but many factors stop them to do so. Littlewood (1999) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety” (p. 93). Such factors refer to the lack of self-confidence, the feeling of shyness and fear of making mistakes and all these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience.

### **2.9.10. Nothing to Say**

The common expressions EFL Learners employ when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about may be those subjects are difficult or ambiguous. Rivers (1968) says that “The teacher may have chosen a topic which is uncongenial to him the learner or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language” (192).

### **2.9.11. Low Uneven Participation**

This problem refers to the amount of each student’s time of talking. Rivers (1968) claims that some personality factors can impact participation in a FL and teachers then should recognize them. Also there are some kinds of students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989, p. 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.”

Low participation in the classroom is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, one of the major responsibilities of any teacher is to increase and direct the motivation of their students.

### **2.9.12. Satisfaction with Classroom Environment**

Another important factor which influences EFL students' performance is their satisfaction with the classroom environment. By definition, satisfaction is "the extent to which a students' perceived educational experience meets or exceeds his/her expectations" (Juillerat, 1995, as cited in Demaris & Kritsonis, 2008, p. 5). This definition suggests that satisfaction is a subjective perception, on the students' part, of how they feel about the learning experience and how their needs are met in the classroom. Satisfaction is also defined as the willingness to continue the learning process because the expectations and personal needs are met in the classroom environment (Rashidi & Moghadam, 2014). In EFL contexts, satisfaction is concerned with EFL learners' conceptions of the actual learning environments. Both individual and environmental characteristics (i.e. teaching and learning styles and classroom environment, etc.) can influence learners' satisfaction. Students' satisfaction with the classroom environment can suggest that appropriate teaching methods and efficient facilities are employed. Students may be discouraged and marginalized in an unsupportive environment.

## **2.10. Group Factors**

### **2.10.1. Group Size**

As to the average number of students who are going to participate in each group, different writer forward different views. Byrne (1987:78) Stated "There is no magic number for group but four to eight students in each group is a good general guide." on the other hand, Dennick and Exley-(2004:17) suggested optimal group size with brief justifications.

They write: Two people can clearly have a fairly equitable discussion but what they talk about will be limited to their own knowledge and experience: Increasing the numbers involved will inject greater variety in to the debate and may expose individuals to a very of alternative viewpoints that they had not previously considered. But, if group members are increased above a certain limit individual contributions will be minimized and some people may find themselves inhibited from talking. To solve this problem Ur (1996) suggests that five students is a good size for group work.

All in all, it should be considered that the decision of group size largely depends on the nature and objective of the group activity, nature of furniture or desks and class size. And these situations influence group members' opportunity to use the language.

### **2.10.2. Group Composition**

During group composition, a wide range of academic and social abilities should be considered, and the group should be heterogeneous with regard to sex and ethnicity (Brubacher, Payne and Prickett, 1990: 215). Similarly, Cohen (1972) stated that a good mix can be achieved by mixing students in terms of performance, sex, age, ethnicity and status.

### **2.10.3. Group Cohesiveness**

This is how learner feels about the other learners in the group can affect language learning. As some literatures indicate, if students in a group are unfamiliar with one another, lack of responsiveness could happen and less participation in group activities may follow. For example, knight and Lindsay, (2006:9) writes, "If group members like each other, their participation and fruitful communication will be increased" The implication behind this view is that teachers' should take care of group cohesiveness while they organize group learning since it has a considerable impact on students participation in group work.

### **2.11. Nature of the Task**

The other influential factor students do not speak English when they discuss in group work is the nature of the tasks. For instance, tasks that are not interesting and motivating may inhibit learners from taking part in group discussion (Nunan 1998).

What is more, the difficulty level of tasks given to students in group cooperative learning should be suitable to the level of learner's understanding. Ur (1996) suggests that group activities should be simple, interesting, challenging and encouraging.

### **2.12. Seating Arrangements**

In order for group members to successfully cooperate and interact with each other, they need to be seated close enough to one another in a way everyone can see and hear each other preferably in a circular arrangement of seats. And class room setting requires rearrangement of chairs and tables based on nature of furniture, group size, task type and space available (Cohen, 1972).

## **2.13. Process during Presentation**

### **2.13.1. Warm up and Introductions**

Students are likely to participate actively if and only if, they are clear with the instruction, language and expected roles. For example, Ur (1996:234) explains the introduction that is given at the beginning is crucial. If students do not understand exactly what they have to do, there will be time wasting, confusion, lack of effective practice, possible loss of control. Regarding warm up, Dennick and Exley (2004:19) point out that there is a period of insecurity and anxiety when groups of human get together for the first time depending on the cultural context. This implies that a good teacher should begin lessons by reducing anxiety and optimizing the self-confidence of the group.

### **2.13.2. Preliminary Rehearsal**

The teacher should provide students with preliminary grasp of the language as they expected to practice. Based on this, Ur (1996:235) indicates that, students are unable to cooperate and participate without the necessary language that fosters their communication.

### **2.13. 3. Group Size**

Research recommends that the ideal group size is from three to five. Hence the teacher's role concerning this point is crucial.

### **2.13. 4. Assigning Students to Groups**

To assign students to groups, ELT teachers may take different positions because of the difference that exist among students. (Richards and Rodgers 2001:200) some tend to group the students in terms of their ability as heterogeneous or homogenous learning groups. Some other may prefer random, interest, achievement, friendship or convenience grouping techniques depending on the purpose and type of the task.

### **2.13. 5. Classroom Arrangement**

According to Brubacher, Payne and Pricket (1990:123) suggest that teachers should arrange members of a group to sit close enough to one another so that they can talk to one another and maintain eye contact with all group members.

### **2.13. 6. Time Limit**

Scholars suggest that teachers should limit the time for a certain group task. According to Dennick and Exley (2004:24) put it in short as “There is nothing more boring to a student than to be involved in confused small group talks session where the time to complete tasks is either too long or too short...”

### **2.14. Teachers’ Role in Maximizing Students’ Speaking Participation**

As the researcher stated earlier, from his teaching experience and his class room observations, learners’ reluctance or unwillingness to participate in group activity using English language is found to be a serious problem in foreign language classes. To overcome such problem, many scholars suggest organizing cooperative learning groups as a remedy solution for instance, Richards and Rodgers (2001) explain that the success of maximizing learners’ verbal participation in group work is crucially depend on the nature and organization of group work. This is because well organized group work increases the amount of students’ verbal participation.

#### **2.14.1. Process During Practice**

#### **2.14.2. Movement in the Classroom**

Concerning teacher’s movement, Moore (1995:222) suggests that teachers’ movement among the students or to the back of the room will allow students to interact during group activities. But, if the teacher over does this movement, it can have a negative effect as it is unnecessary interferences in students discussion.

#### **2.14. 3. Monitoring and Intervening**

Teachers should monitor the group interaction continuously and give help when asked. During this process, teachers see what problems the students are encountering doing the task and work cooperatively. Brubachaer, Payne and Pricket (1990:120).

#### **2.14.4. Feedback, Assessment and Evaluation**

Ur (1996:24) explains that, feedback session usually takes place in the context of full class interaction after the end of group work. Ur emphasizes that; teachers should give feedback for students as it helps them to learn from what they did.

## **2.15. Definition of Perception**

Perception is the awareness, understanding, sensing, and thinking about the environment: the way in which we observe the world. And, the researcher means environment in the largest possible sense; everything. While it is true that perception is one of the many aspects of intelligent systems studied by ‘cognitive scientists’, it also true that there are many aspects to perception (Morgan, 1986, p. 133).

Moreover, perception studies may be verbal, written or electronic and can range in length. The primary distinction of a perception study is that it is intended to discover opinions rather than factual data. Unlike other types of studies that focus on actions and behaviors, such as shopping and buying habits, a perceptions study seeks to uncover what people think. This data will be predominantly qualitative, meaning it is based on opinion rather than fact.

Questions can be presented as yes/no or multiple choice or participants could be given a scale of descriptors, such as “good, better, best” from which to choose. Other questions may be open-ended, meaning that the respondent can answer in her own words (Borch, 1984, p. 138). Finally, this indicates that teachers’ and students’ perceptions in the process of active learning in communicative English skill classes.

### **2.15.1. Teachers’ and Students’ Perception**

For successful performance of any new perception of teaching and learning English speaking skill, “it is appositive attitude to the issues and good attitude and skills in the area are very important.” The fundamental ideas, concepts, advantages and disadvantages of the new approach evidently understand by teachers and students. The perceptions of teachers and students will be seen in this review. Strategies like decision-making, organization, and content are largely determined by the students’ needs and perceptions. Even assessment may be influenced or determined by the students. The instructor acts as coach and facilitators. In many respects, the goal of this type teaching is the development of the student’s cognitive abilities (Little Wood, 1992, p. 141).

Relating to this assumption, some researchers notice that unless learners consider the practice of the ideas there in their own lives and decide to act, know and believe in the ways; they are likely to adopt a passive assent to the teachers’ knowledge structure. Eventually, researchers have stressed the “importance of learners’ past experience,” which is a transformative rather than passive accumulation of knowledge (Dary and Terry, 1993, p. 77). Hence, this passive students’ learning has not made a difference, because it has not been trans-formative and at best resulted in some a creation

of knowledge. A lot of studies have been undertaken in recent years regarding “teachers’ perceptions of their function in academic institutions.” Some researchers have made a distinction between perceptions focused on the instructor regarding the transmission of knowledge and information, perceptions focused on the teachers-student relations, and perceptions focused on the student’s activities and the development of understanding and conceptualization (Plass, 1998, p. 201).

### **2.15.2. Teachers’ Educational Background**

The basis for teachers’ beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers’ belief about a language may be based on their training, their teaching experience, or may go back to their own experiences as language learner. Thus, teachers’ education beliefs and attitude are one of the most potential problems that direct their preferences for certain language learning activities. Borg (1999) also writes that teachers’ language education, training background as teachers influence their beliefs and classroom activities. Farrell (1999) as cited in Fisseha (2006) observes that for most English teachers, in Singapore, post experience of learning English have made them uneasy with making their choices of teaching grammar method. One of teachers writes like this

*My past experiences have preconditioned me to choose deductive method as my usual teaching strategy, I guess I am predisposed to choosing this method because of various reasons: it is easier to test, and can get Immediate feedback (p.8).*

It is possible to draw a conclusion that such philosophy of teaching grammar is also prevailed in most Ethiopian English language teachers. This tendency of teaching English grammar will also lead to teacher dominated or teacher fronted classroom activities than student-centered activities, which requires learners to use skills knowledge by relating to their own ideas, needs feeling and experiences. Besides, the above ideas, although teachers teach the way they were taught, it is also true that teacher teach the way they learned best in schools. One study in Ethiopia context held by Girma Gezahegne (2003) indicated that, teacher classroom practice deviated from the communicative approach he observed that there were mismatch between what teachers expressed and what they actually did in their classroom practices. Most teachers conducted their lesson in a teacher fronted way.

## **2.16. The Speaking Assessment Process**

The question which always triggers in my mind as a teacher is, how to realize the students' speaking abilities and skills without assessment. This assessment has been seen as a key player in teaching speaking since "if you want to encourage oral ability, then test oral ability" (Hughes, 2003, p. 44). Knight (1992) also confirms that speaking assessment is a basic demand, as it provides information to teachers and students about the progress made, the work to be done and indicates that "any difficulties in testing oral skills lead teachers into using inadequate oral tests". Hence, many teachers are reluctant to test speaking since they may lack the confidence in the assessment validity, facilities, the well-designed tests and the non-consistency derived from different occasions, examiners, examinees and contexts. (Luoma, 2004, p.1-19) emphasizes that speaking assessment is challenging since testers have to care for such facets as the context, accuracy, fluency and the probability of subjectivity. Speaking assessment used to be unfair and deprive participants from showing their skills, thus, developers should work on the assessment validity and form a clear understanding about speaking as a social situation based activity.

Assessing grammar while speaking has received challenging perspectives. (Hughes, 2003, p. 172-173) corroborates that testing grammar is unthinkable to be denied because it is the core of language ability and also to encourage students to learn grammar. However, this should be in separate since the new shift in education is to assess the English skills.

Another view emphasizes that grammar and vocabulary should be assessed but only in such planned formal situations as lectures where the speech is textually linked and the speakers are more competent and confident (Ochs, 1979 cited in Luoma, 2004, p. 12). On the other hand, Knight (1992) explains that assessment criteria should include such aspects as grammar, vocabulary, accuracy, pronunciation segments, intonation, fluency, conversational skills, turn taking, cohesion, conversation maintenance, non-verbal language and teachers should deem the purpose of the test, the circumstances and the observation restrictions. This led some teachers to adopt the holistic assessment technique due to the inability to infer the learner's mental abilities. "as we cannot observe directly mental characteristics like grammar knowledge... we should simply assess the learner's (observable), success in performing authentic language tasks" (Knight, 1992, p. 300). However, we need to infer these mental abilities to know why learners behaved badly in some certain situations, also because any general performance should have inferences.



## **2.17. Suitability of Teaching Resources**

The suitability of teaching resources is another key factor that affect students attitude towards group discussion. Hill (1994) explained contextual variables like site, the physical facilities, and the availability of suitable materials affect students' attitude towards learning through discussion. As Hill (1994) above, if the physical facilities are fulfilled and suitable materials are available, then the discussion process will be effective and students will be interested to participate in discussion for learning the language.

On the other hand, if these things are not fulfilled, then the reverse situation will occur. Hill further emphasizes the availability of materials by saying "No matter how good the individual members are the discussion in group will not live up to their potential if course materials' are deficient" Classroom conditions like the location, size shape and construction of the class room, the presence and effective management of different instructional facilities: furniture, resource center and library services have direct effect in the instructional methods.

Concerning this, Leu (2000) also explained that teachers who teach many students in over- crowded class room often say that it is certainly not suitable to provide activities and group works for such classes. Thus, it is necessary to provide teachers and students with appropriate class room conditions to implement active- learning approach in teaching EFL during the implementation of group work activities.

In general, to reinforce favorable attitude to group discussion the classroom facilities like chairs and desks should be available and conducive. They should also have to be convenient for discussion. The task or activities should be suitable for discussion and interesting for the students.

## CHAPTE THREE

### RESEARCH DESIGN AND METHODOLOGY

As the aim of this study is to assess teachers' and students' perceptions and their practices on teaching and learning speaking skill at Kellem Secondary School, descriptive survey type of research was employed to assess the extent of perception and practices of teachers and students on teaching and learning speaking skills in the classroom. The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated hereunder.

#### **3.1. Research Design**

In this research, descriptive research design involving both qualitative and quantitative methods i.e. mixed method was employed. This is because as Kothari (2004) states, major purpose of descriptive research is description of the state of affairs as it exists at present. To clearly express the ideas and feelings of people, to show the situations and conditions as they currently exist, this method is more convenient.

#### **3.2. Source of Data and Population of the Study**

According to the information from Kellem Secondary School, there are 13 English language teachers and 1100 grade ten students in 2017/2018 Academic year. Therefore, the researcher selected all the 13 English language teachers of Kellem as a source of data purposefully. Regarding students, there were 1100 grade 10 students who assigned to learn in 18 classrooms, 60-70 students in each. Therefore, the researcher used simple random sampling technique to select the appropriate representative of the population as a source of data. So, 20% of the total population of students was calculated; as a result, 220 students were selected using simple random sampling technique. Altogether 233 respondents were the source of data.

##### **3.2.1. Sample Size and Sampling Techniques**

The target population of the study was grade 10 English language teachers and students of the school under investigation. There were 13 English language teachers in KSS which all were selected as a sample size purposefully. Descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample (Singh,

2006). As a result, 20% of the total population 1100 was calculated and thus, 220 students were considered as a sample. Therefore, to keep the balance of heterogeneity among students, the researcher selected 12 students from each of 14 learning classrooms and 13 students from 4 classrooms using simple random sampling technique. The reason for the selection of a simple random sampling technique was first, it gives each element in the population an equal probability of getting into the sample; an all choices are independent of one another. Secondly, it gives each possible sample combination an equal probability of being chosen. Therefore, the selection of each unit was done by the following procedure.

The researcher decided to choose grade 10 English language teachers and students of Kellem Secondary School for some reasons. The first reason was that, the researcher has been teaching for the past ten years experiencing the deteriorating students' practices on speaking skills in English language from time to time. So, the researcher wanted to investigate the main reasons for this inadequacy performance of learners of the school.

Secondly, the researcher didn't come across with a study conducted on perception and practices of teachers and students on teaching and learning speaking skills in Kellem Secondary School; therefore, the researcher felt that it would be more worth to conduct the study in the school. 233 participants as a sample size were used in this study as respondents.

### **3.3. Research Instruments**

In order to collect relevant data from the sample respondents, the researcher employed questionnaire, classroom observation, and interview.

#### **3.3.1 Classroom Observation**

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So, observation as a research method has a number of clear advantages for the researcher so as to gather ample information. Classroom observation has been described as the method through which we can record and evaluate what's going on within classrooms, to achieve different purposes as to learn from other educators, to be able to describe the instructional practice and improve the instruction (Helaine, 2011). It is also an opportunity to see real-life teachers in real-life teaching situation and give a reflection (Bilash, 2009).

Therefore, for the classroom observation, 30% of the respondent teachers i.e. 4 grade ten teachers were selected randomly and observed during speaking lessons each two times for 40 minutes with the help of checklist. The classroom observation was conducted from February 1- 15 th March. Out of the 18 learning classrooms, 8 sections were selected randomly for observation. The observation checklist of two point scale (Yes, No) were adapted from (Nunan, 1989, p. 135-138) to identify the real practices of teachers and students during speaking classes.

### **3.3.2. Interview**

The purpose of using the interview is to verify whether or not some of the information that would be obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their own practices of teaching speaking. According to Moser and Kalton (1971), interview is described as a means of eliciting relevant information and personal opinion from the respondents. The advantages of interviews include the ability to examine the teachers' responses, take notes of their ideas and investigate their feelings about teaching speaking.

Therefore, the researcher employed semi-structured interview which was used to collect qualitative data by setting up a situation that allowed a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, 30% of the respondent teachers that is 4 were chosen purposefully and semi-structured interview was conducted to obtain additional supplementary data on teachers' knowledge on the theoretical perception and practices of teaching and learning speaking skill.

In light of this, 9 items of interview questions were prepared for English teachers. The interview has taken averagely 15 minutes and it was conducted in the selected school compound for two days (from March 18- 20/2018). The procedure of interviewing was held through note taking while the interviewee was explaining his/ her ideas. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments.

According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data.

Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

### **3.3.3. Questionnaire**

In order to collect data on teachers' perception and practices and students' perception and practices, close-ended items were designed for sample teachers and students. It was conducted in the 20's of March.

Questionnaires were employed as a major instrument to collect information from the data sources of the study. The questionnaire was selected not only because it was the most common data gathering tool but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects (Kothari, 2004). The questionnaire was used to obtain truthful information, opinions and attitudes from respondents about the current practice of active learning methods. The questionnaires were prepared containing close ended questions.

The questionnaire was designed based on the review literature of this study; furthermore it assessed the theoretical belief of both teachers and students and their actual practices in the classroom. The entire questionnaire was designed based on the various theories and practices teachers and students experience in EFL classes particularly in spoken classes. The questionnaire consists of ideas related with practice, motivation, confidence; using authentic materials, large class, evaluation, etc...had been incorporated to gather reliable data. In order to get relevant data from the respondent students, the questionnaires were translated to the students' mother tongue (Afan Oromo) by an expert from Dembi Dollo Teachers' Training College.

For the quantitative data particularly teachers' and students' perception were designed based on Likert scale that weigh according to the degree of the respondents agreement. The five point Likert scaling approach adapted as (SA) =5=strongly agree, (A) =4=agree, (N) =3= neutral, (DA) = 2=disagree, (SDA) =1= strongly disagree were used to show to what extent they agree or disagree on the given idea.

On the other hand, questionnaire designed on practices were prepared based on Likert scale that ranges from (N)=1= never, (R)=2= Rarely, (ST) =3=sometimes, (U)=4= Usually and (A)=5= Always so that the respondents indicate to what extent they practice the idea in the classroom in spoken classes.

Here Likert scale is the most widely used scale in survey research because when responding to a Likert questionnaire item, respondents specify their level of agreement to a statement and they use other ordered continuum response continuum categories like frequency.

### **3.4. Data Collection Procedure**

In order to collect data, first, classroom observation of speaking lessons for teachers took place from February 1- March15/2018. Then, interviewing teachers on the prepared semi structured checklist was carried out from March 18- 20/2018). Finally, the data were collected from both respondent teachers and students using questionnaire in the late March.

### **3.5. Reliability and Validity of Instruments**

In order to maintain, the reliability and validity of the questionnaire, a pilot study was conducted on a different sample. The questionnaire was piloted on 25 students at Lafto Secondary School in Dembi Dollo town; and the procedure of the pilot study lasted for one week. Therefore, students were told to fill in the questionnaires by the researcher in the separated room when they were free of their class. Based on the result of pilot study, the researcher decided to discard or make some sort of modification on the items. For instance, there were open ended questions prepared at the beginning, but when pilot tested, many students failed to answer them, so they were modified to be close ended.

To see the validity of the questionnaire, the researcher gave it to experts who worked at Dembi Dollo Teachers' College and experts from Dembi Dollo University for their professional judgments and comments. Based on the comments and suggestions of the expertise, the researcher accepted their comments and the questionnaire for students were translated to the respondents' mother tongue (Afan Oromo) by one of the expertise from the College.

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

After gathering data from teachers and students through interview, classroom observations and questionnaires, it was analyzed, interpreted and discussed accordingly. Quantitative data that were gathered through questionnaire from respondent teachers and respondent students on their perception and practices were analyzed using Statistical Package for the Social Science (SPSS) version 20. Quantitative data were coded, triangulated, tabulated, and analyzed using quantitative method, frequencies, percentage, grand mean (GM) and standard deviation (SD) was run to investigate to what extent the perception and the practices were for the teachers and students (to answer the first and the second research questions). On the other hand, to answer the third research question, the

researcher used Pearson bivariate correlation to come up with if there is a significant relationship between perception and practices of teachers and students.

### **3.7. Ethical Issues**

Regarding the issue of ethics, permission was obtained from Jimma University of the Department of English Language and Literature to conduct this study on the topic of investigation. With the assistance of advisors, the researcher carried on the investigation in the school under investigation. In order to gather data from the sample respondents, each teacher and student were asked for their verbal consent to be involved in the study. The objectives of the study were made clear for the school, respondent teachers and students.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This study aimed at the teachers' and students' perceptions and their practices on teaching and learning speaking skill at Kellem Secondary School. To answer research questions of this study, the researcher collected relevant data using classroom observation, interview, text analysis and questionnaire.

#### 4.1.1. Background Information about Teachers

Freeman (1992) says that teachers' belief about a language may be based on their training, their teaching experience, or may go back to their own experiences as language learner. Thus, teachers' education beliefs and attitude are one of the most potential problems that direct their preferences for certain language learning activities. Borg (1999) also writes that teachers' language education, training background as teachers influence their beliefs and classroom activities.

**Table 1: Description of Teachers' Background Information**

No	Item	No of teachers	Percentage
1	Gender a. Male	7	53.8%
	b. Female	6	46.2%
	<b>Total</b>	<b>13</b>	<b>100%</b>
2	Qualification a. College Diploma		
	b. Degree BA/Bed	13	100%
	c. Masters Degree (MA)		
	<b>Total</b>	<b>13</b>	<b>100%</b>
3	Total year of service a. 1-5 years	-	-
	b. 6-10 years	1	7.7%
	c. 11-15 years	2	15.5%
	d. 16-20 years	2	15.4%
	e. 21 and above	8	61.5%
	<b>Total</b>	<b>13</b>	<b>100%</b>



Freeman (1992) says that teachers' belief about a language may be based on their training, their teaching experience, or may go back to their own experiences as language learner.

The above table shows that out of the 13 respondent EFL teachers, 7 (53.8%) were male and 6(46.2%) were female.

Regarding their qualification, all the 13 teachers 100% were BA/Bed degree holders. All had sufficient qualification requirements to teach English. For the job experience of the teachers, 8(61.5%) served more than 21 years. 2(15.4%) had teaching experience of more than 16 and service year of 11-15. Only 1 (7.7%) teacher served 6-10 years.

So it can be concluded that 12 out of the 13 teachers had a job experience of more than 10 years, this indicates almost all teachers had enough experience on teaching English language.

#### 4.1.2. Teachers' Responses on Perception

**Table 2. Frequency, Percentage, Means, Standard deviation and Grand total of Teachers' Perception about Teaching and Learning Speaking.**

Item	5= Strongly agree		4=Agree		3= Neutral		2= Dis agree		1= Strongly dis agree		Mean	Std. deviation	Total
	F	%	F	%	F	%	F	%	F	%			
per1	3	23.1	10	76.9	0	0	0	0	0	0	4.07	.493	
per2	1	7.7	12	92.3	0	0	0	0	0	0	4.23	.599	
per3	1	7.7	11	84.62	0	0	0	0	1	7.7	3.85	.987	
per4	2	15.4	11	84.62	0	0	0	0	0	0	4.15	.688	
per5	2	15.4	8	61.54	0	0	3	23.1	0	0	3.15	.987	
per6	2	15.4	10	76.9	1	7.7	0	0	0	0	4.38	.506	
per7	3	23.1	6	46.15	1	7.7	3	23.1	0	0	3.69	.630	
per8	0	0	9	69.23	1	7.7	3	23.1	0	0	2.92	1.256	
per9	4	30.77	7	53.85	0	0	2	15.4	0	0	3.92	.862	
per10	4	30.77	9	69.23	0	0	0	0	0	0	4.15	.554	
											<b>GM</b> 3.86	<b>SD</b> 0.736	

The above table illustrates the perception of EFL teachers of Kellem Secondary School (KSS) on various issues of teaching and learning speaking. As it is shown in the table, the respondent teachers were asked to what extent his/her belief was concerning lesson plan, group formation, using authentic materials, large class, assessment, students' background, spoken contents in the text, mistake correction and others. Accordingly, each idea was discussed below showing to what extent teachers' perception was.

#### **4.1.2.1. Teachers' Perception Related to Short Term Plan**

The first questionnaire was designed on the importance of a short term plan. Harmer (2000) proposed the role of goal related to motivation. If teachers help learners achieve the short term goal of a lesson, they would get motivated in their learning. He also argued that motivated learners are more likely to be encouraged for improving their oral proficiency within a short period of time when compared to those learners who are not motivated.

As illustrated in the above table, in response to item 1, 10(76.9%) of the participants replied that they agree with the importance of short term plan and 3(23.1%) of them replied strongly agree to the importance of short term goals motivate learners.

It was also possible to understand from the interview that most teachers replied that they had a short term plan prepared for every lesson. During the classroom observation, most teachers had a spoken lesson plan with them.

So, it can be concluded that the majority of the respondent teachers highly agreed on the importance of short term goals in motivating learners' interests.

#### **4.1.2.2. Teachers' Perception Related to Group/Pair Formation in Spoken Classes**

The second item was regarding the belief of teacher respondents on grouping learners in to groups, pairs to discuss in speaking classes enhances students' performance. Kyriacou, (1998, p. 77) defines group work as a "part of Collaborative strategies" of teaching learning that encourages active participation in English language class by arranging the learners' work together in groups.

Regarding item 2, the table indicates that most respondent teachers, 12(92.3%), agreed that forming students in to groups or pairs to discuss and role playing in speaking classes can enhance students'

performance. One (7.7%) of the teachers strongly believes on letting students participate by forming groups or pairs.

According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, 2006, Villegas and Lukas, 2002, Gathumbi and Masembe, 2005; Okech, 2005).

Therefore, EFL respondent teachers of KSS have a positive awareness on forming students in to groups or pairs for discussions and role plays in spoken classes.

#### **4.1.2.3 Teachers' Perception Related to Large Number of Students in the Class (Large Class Size)**

The third item was designed to identify to what extent teachers agree with if large number of students in the class is always difficult to teach speaking or not. Tudor (1996) stated that class size inevitably has an influence on the form of interaction between teacher and students up on which learner centered teaching is based.

So, the response to item 3, Table 2 above indicates, 11(84.6%), 1(7.7%) respondents agree and strongly agree respectively on the difficulty of handling large class in spoken classes. On the contrary, 1(7.7%) responded he/she strongly dis agree that teaching speaking is not always difficult in large classes respectively.

From the classroom observation, the researcher observed that in most observed speaking lessons, there were so many numbers of students in the class. In addition, there were no enough seats for the students they sit in four on a single unmovable desk.

So it can be concluded that more than three fourth of teacher respondents have the perception that teaching speaking in classes where there are large numbers is always difficult.

#### **4.1.2.4. Teachers' Perception Related to Using Authentic Materials in Spoken Classes.**

Item four was concerned with the use of authentic materials like video, tape recorders and others in spoken classes to promote students' performance. Using teaching aids leads to a more effective learning, greater interest or a higher level of motivation, and in general teaching with teaching aids enables the teacher to do better his job (Richards and Rodgers, 1998).

According to Table 2 above, the information on item 4 depicted that respondent teachers responded agree and strongly agree, 11(84.6%), 2(15.4%) respectively on the importance of authentic materials in enhancing learners' performances in spoken classes.

Most teachers expressed during interview that using authentic materials in speaking lessons enhances students' speaking performance. However, no teacher used authentic materials in spoken classes even though most of them positively replied that using authentic materials in spoken classes enhance learners' performance.

This illustrates that all the teachers had positive belief to use authentic materials like videos, tape recorders and others in spoken classes.

#### **4.1.2.5. Teachers' Response Related to Mistakes Correction**

Accordingly, for item 5, teacher respondents, 8(61.5%), agree with the idea to correct students' mistakes immediately. However, 3(23.1%) responded disagree and 2(15.4%) strongly agree to correct mistakes students make immediately.

The classroom observation revealed that in classrooms where there was learners' participation, most teachers correct students' mistakes interrupting them while the students were discussing.

This indicates, most respondent teachers of the school under investigation had the perception to correct his/her learners' mistake immediately.

As to Harmer's view, students should not be directly corrected if they make mistake during practice and correction should be systematic, indirect and friendly so they will develop interest and confidence. A teacher should only correct when there is a problem but should not correct every time a student makes a mistake because this will affect the flow of conversation, destroy the purpose for the speaking activity, demotivating students and learners may become afraid to speak. Thus a teacher should endeavor to correct mistakes positively and with a lot of encouragement (Tuan and Mai, 2015).

If the students have poor speaking experience and no listening exposure, they may not dare to speak English in front of their peers (Bygate, 1987). As a result speaking is limited.

#### **4.1.2.6. Teachers' Response Related to Students' Background and Listening Ability**

Christon (1990) cited in Girma (2003) suggested that if students come to English foreign language classes they expect the traditional classroom arrangement, with the teacher in front of the class and students in straight row watching the teacher; they will be confused and hesitant. Similarly, Littlewoods and Liu (1997) suggested that most students enjoy inadequate speaking opportunities at school, if listening to teacher has been their most frequent classroom experience.

In general, from the discussion above, students' prior learning experience can affect their participation in group work during speaking lessons. Since students are familiar with teachers centered while they are at low level class, they expect every activity their teacher.

In response to item 6, Table 2, was regarding students' background and their listening ability, respondent teachers confirmed that 10(76.9%) agree and 2(15.4%) strongly agree that students had poor background and poor listening ability. Only 1 (7.7%) of the respondent teachers responded as neutral.

In addition to this, the classroom observation also revealed that the students did not participate in group work. This could be due to poor background of the students. On the interview, most teachers replied that students did not want to participate in spoken classes for they lack poor exposure in their past.

This indicates that the students' past experience of learning language (or teacher-centered method) can have a negative impact on the students' participation in spoken classes.

To sum up, EFL teachers of the school perceive their learners had poor background and poor listening ability.

#### **4.1.2.7. Teachers' Perception on Assessing Speaking**

Teaching and testing language cannot be viewed in isolation. In supporting this view, Alemu (2004) noted that if students are not assessed for what they do in the classroom, they did not give credit to the activities they were taught. In addition, assessment has been seen as a key player in teaching speaking, "if you want to encourage oral ability, then test oral ability" (Hughes, 2003, p. 44).

Thus, if we teach these skills (speaking in this case) we have to give appropriate credit both in school and nations exams to justify the teaching input. Thus, in the following Table, teachers were asked if they give oral presentation test for the students.

As response to item 7, Table 2 above show, 6(46.15%), of the respondents agree with the importance of assessing speaking. 3(23.1%) of the respondents strongly agree while 1(7.7%) responded neutral. Only 3(23.1%) of the respondent teachers replied that they disagree with this idea.

The interview with teachers showed that most teachers think that assessing spoken performance of learners was important. However, practically, it was observed that almost no teachers evaluated students' spoken performance.

In conclusion, it can be suggested that more than three fourth of the respondent teachers believe that assessing students' speaking performance enhances learning.

#### **4.1.2.8. Teachers' Perception on Spoken Activities/ Tasks in Students' Textbook**

Textbook plays a significant role in determining the practice of both teachers and learners. Borg (2003) points out that in language teaching and learning, teachers' decisions in teaching are influenced by a set of problems including textbook.

Talley and Hui-ling (2014) recommend that topics should be creative to allow the teacher to mix varied classroom activities for instance videos, songs, role play and storytelling which help in promoting learner regular inclusion and participation.

Item 8 was concerning whether the speaking contents of the students' text were inviting learners to participate or not. As Table 2 above shows, 9(69.23%) agree that the speaking contents were not inviting. On the other hand, 3(23.1%) disagree and 1(7.7%) had a neutral idea that the speaking contents are inviting and interesting for learners.

From the text analysis, it was possible to understand that most speaking activities in the text were designed so that it enables most teachers and students participate in spoken classes. Even though most were participatory, there were still some speaking tasks which are decontextualized.

So, it can be concluded that more than half of the teachers think that the speaking activities of the students' text were not inviting the students to take part.

#### **4.1.2.9. Teachers' Perception Related to Students' Belief of Learning Language focus/other skills**

Item 9 asked teacher respondents concerning students' belief, the table indicates 7(53.85%) agree with the idea that students believe to give more focus to language focuses than other skills. 4(30.77%) strongly agree. However, only 2(15.4%) of the teachers disagree.

It was also possible to understand from the interview that they were asked to arrange language focus and other skills in order that they prefer to teach. Most teachers prefer to teach grammar to other skills. When they were asked their reason for arranging like that, most teachers replied that students like to learn grammar than other skills.

To conclude, more teacher respondents had a belief that their students believe that language is best learnt when more focus is given to language focus than other skills. That is to mean that students perceive giving attention to language focus is more valuable than giving attention to other skills in learning a language.

#### **4.1.2.10. Teachers' Response Related to Students' Confidence to use English**

Regarding item 10, Table 2 above shows that 9(69.23%) agree that the students had no confidence to use English in spoken classes. Only 4(30.77%) of them replied that they strongly agree. In conclusion, more than half teacher respondents believe that his/her student had no confidence to use the target language in spoken classes.

Similarly, the classroom observation showed that almost all students had no confidence to use English in spoken classes. In classes where there was interaction, it was observed that students try to say something with incomplete and short words, but stops immediately. It seems that the students had knowledge of very few words.

Generally, the data in the table confirmed that the respondent teachers of KSS had a positive perception on teaching and learning speaking in EFL classes.

### 4.1.3. Analysis of Teachers' Responses on Practices

**Table 3. Frequency, Percentage, Mean, Grand Mean and Standard Deviation showing the Extent of Teachers' Practices in Spoken Classes.**

Item	5= Always		4= Usually		3= Sometimes		2= Rarely		1= Never		Total No of respondents	Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%			
<b>pra1</b>	0	0	0	0	1	7.7	7	53.9	5	38.5	<b>13</b>	<b>2.54</b>	<b>1.33</b>
<b>pra2</b>	0	0	0	0	2	15.4	9	69.3	2	15.4	<b>13</b>	<b>2.00</b>	<b>.707</b>
<b>pra3</b>	0	0	0	0	2	15.4	8	61.6	3	23.1	<b>13</b>	<b>1.54</b>	<b>.660</b>
<b>pra4</b>	0	0	0	0	0	0	3	23.1	10	77	<b>13</b>	<b>1.15</b>	<b>.376</b>
<b>pra5</b>	7	53.9	4	30.8	2	15.4	0	0	0	0	<b>13</b>	<b>4.15</b>	<b>.987</b>
<b>pra6</b>	6	46.2	7	53.9	0	0	0	0	0	0	<b>13</b>	<b>4.38</b>	<b>.650</b>
<b>Pra7</b>	0	0	1	7.7	3	23.1	7	53.9	2	15.4	<b>13</b>	<b>2.00</b>	<b>.707</b>
<b>Per8</b>	0	0	0	0	1	7.7	4	30.8	8	61.6	<b>13</b>	<b>1.92</b>	<b>1.04</b>
<b>Pra9</b>	5	38.5	7	53.9	1	7.7	0	0	0	0	<b>13</b>	<b>4.00</b>	<b>1.08</b>
<b>Pra10</b>	0	0	0	0	1	7.7	6	46.2	6	46.2	<b>13</b>	<b>1.85</b>	<b>.689</b>
											<b>GM 2.56</b>	<b>SD 0.793</b>	

The above table indicates the practices of EFL respondent teachers of KSS. The teachers were asked how often they practice various issues like lesson plan, group formation, assessments, mistake correction, large class and other issues. In the following paragraphs, each practice was discussed showing to what extent the teacher respondent was practicing in EFL classes in spoken classes.

#### 4.1.3.1. Teachers' Response Related to Short Term Plan Practices in Spoken Classes.

According to Kochhar (1992) a good lesson is evaluated basing on the varied activities the teacher used to actively involve the learners and how productive the activities were. Al-Abn (2008) in Al – Hosni (2014) observe that learners have difficulty in learning speaking skills due to lack of oral activities in the text book and recommended oral activities for instance songs, stories, rhymes and



more conversational language to encourage students to practice using language , have fun and to enjoy learning in speaking skills lesson.

Item 1, table 3 above indicates, 7(53.9%) Of the respondents replied that the teacher rarely make clear the purpose of the spoken lesson. 1(7.7%) of them replied sometimes; whereas, 5(38.5%) of them never tell the purpose of the lesson clearly to the learners.

It was also possible to observe during classroom observation that most observed teachers did not clearly tell students the purpose of the spoken lesson. Even though most teachers had prepared short term lesson plan for the daily speaking lesson, they were not clearly telling the students what they achieve from the activity at the end of the lesson. Some teachers begin the lesson by reminding the students the previous lesson, but without telling the students the objective of the daily speaking lesson. This made the students demotivated.

Students are likely to participate actively if and only if, they are clear with the instruction, language and expected roles. For example, Ur (1996:234) explains the introduction that is given at the beginning is crucial. If students do not understand exactly what they have to do, there will be time wasting, confusion, lack of effective practice, possible loss of control

So, it is possible to conclude that more than half of the respondent teachers, 53.9%, responded that they rarely or never make clear the purpose of the spoken lessons to their students.

#### **4.1.3.2. Teachers' Responses on Giving Opportunity for Students to Participate.**

Regarding item 2, the above table shows that, 9(69.3%), rarely give opportunity to students to participate in groups or pair works. 2(15.4%) responded that respondent teachers sometimes let learners participate. Only 2(15.4%) of the respondent teachers never give students opportunity to participate in spoken classes.

In addition to the questionnaire, the researcher observed, the students were simply sitting without participation. This was due to the presence of large number of students in the classroom. From the observed eight classes, most teachers did not tell the students to be in groups and gave them time for participation.

Therefore, it is possible to conclude that most teacher respondents rarely practice to give participation time for students in spoken classes.

#### **4.1.3.3. Teachers' Responses Related to Practices in Large Classes.**

As it can be seen in Table 3 for item 3, 8(61.6%) replied that it is rarely manageable to teach speaking lessons in large classes. 3(23.1%) responded that it is unmanageable, while 2(15.4%) responded it is sometimes manageable to teach speaking in large classes.

It was also possible to observe during classroom observation that there were no enough seats for the students and this made difficult to move desks and form groups in the class. To conclude, respondent teachers replied that it was difficult to teach speaking in large classes

#### **4.1.3.4. Teachers' Response Related to the Practices of Using Authentic Materials**

Concerning item 4, Table 3, above shows, 10(77%) replied that the teacher never used authentic materials like videos, recorded cassette and others in spoken classes. Only 3(23.1%) of the respondent teachers responded that they rarely use authentic materials.

Even though most teachers expressed agreement during interview that using authentic materials in speaking classes, they were seen not using them. One of the teachers continued explaining for not using authentic materials by saying that there were no videos, recorded cassettes in the school. He continued saying that one advantage of plasma education was it that makes spoken classes authentic.

Furthermore, the classroom observation showed that all the observed teachers did not use authentic materials during the spoken classes.

The above information shows that almost all, (77%), respondent teachers never used authentic teaching materials in spoken classes.

#### **4.1.3.5. Teachers' Response Related to the Practices of Mistake Correction**

Regarding item 5, the above Table depicted, 7(53.9%) always corrects his/her students' mistake immediately. 4(30.8%) usually corrects, 2(15.4%) sometimes corrects their learners' mistake in spoken classes.

In most of the observed sections, where there were students' participation, the teacher interrupted students for mistake correction he was giving immediate feedback for students.

This shows that more than three fourth of the respondent teachers, (77.4%), confirmed that the teachers always/usually corrects students' mistake immediately.

#### **4.1.3.6. Teachers' Response Related to the Practices of Students' Using their Mother tongue in Spoken Classes.**

Item 6, as table 3 indicates, 7(53.9%) of the respondents replied, students usually use their mother tongue in spoken classes. 6(46.2%) of them responded that students always use their mother tongue during spoken lessons.

One of the teachers in an interview replied that most students use their mother tongue (Afan Oromo) for communication. When asked the reason for this, he replied saying that the students might not have exposure to speak English, they did not want to make mistake, they were shy, and they did not have confidence they did not practice. It was also possible to see students using their other tongue in spoken classes.

A study done in Oman by Al-Hosin (2014) also indicated that learners were passive in class and when given chance to discuss they used Arabic in their study groups due to inadequate vocabulary, weak sentence building skills, grammar structures, fear of making mistakes in front of their classmates thus kept quiet. This has led to teachers using teacher centered methodology like repetition drills, memorization and lecture method (Mwamba, 2005).

So, it is possible to suggest that almost all respondent teachers confirmed that their students' use their mother tongue for communication in spoken classes.

#### **4.1.3.7. Teachers' Response Related to the Practices of Assessing Students' Spoken Performances.**

Item 7 is concerned about, assessing students' speaking performance. The table indicates that, 7(53.9%) of the respondents rarely evaluate their students' speaking performance. 3(23.1%), sometimes assess his/her students' performance on speaking. However, 2(15.4%) of them replied that they never evaluate students' speaking performance. While 1(7.7%), of the teachers usually assesses students' performance on speaking.

The classroom observation indicates that in some classrooms where there were interactions, some teachers used to ask some oral questions. However, the students tried to answer the question using English, but stopped after a while and other students laughed and whispered.

Therefore, it can be concluded that, most teachers of KSS (53.9%) rarely/ never assess students' speaking performance.

#### **4.1.3.8. Teachers' Responses Related to the Use of Supplementary Materials**

Mukalel (1998) noticed that instructional materials help the teacher add a new and concrete dimension to class room teaching. Because, teachers and students dependence on the materials in the text book and supplementary books can easily lead to stereotyped mode of teaching, and introducing teaching aids to the classroom helps to add a new dimension to teaching. Thus, to make learning more concrete and enhance students' participation, a conscientious teacher has to develop confidence with regard to the usefulness of instructional aids of a feasible kind.

For item 8, the Table shows, 8(61.6%), 4(30.8%) suggested that respondent teachers never and rarely use additional materials like short stories, proverbs to motivate students in spoken classes. 1(7.7%), responded they sometimes use additional materials that motivate learners in spoken classes. Classroom observation indicated that teachers were skipping over speaking activities in the text book in favor of teaching grammar. They never used supplementary materials in spoken activities.

So, most of EFL respondent teachers of KSS responded that they never/rarely use additional materials like short stories, proverbs and others in spoken classes to motivate learners.

#### **4.1.3.9. Teachers' Response Related to the Practices of Students to Learn Language Focus/other skills.**

Regarding item 9, the Table indicates, 7(53.9%) of the teachers claimed, students usually prefer to learn grammar to other skills. 5(38.7%) confirmed that students were always eager to learn grammar. Only 1(7.7%) replied students sometimes prefer to learn grammar to other skills.

During the interview, it was possible to understand that respondent teachers prefer to teach grammar parts to other skills. The reason most teachers raised was their students like to learn grammar than other skills.

For this item, it can be summarized that, more than half of the respondent teachers, confirmed that learners prefer to learn grammar to learn other skills.

#### **4.1.3.10. Teachers' Response Related to the Practices of Students' Confidence**

Item 10 was about confidence of learners. As the table indicates, 6(46.2%), 6(46.2%) of the teachers replied that students rarely and never communicate confidently in English in spoken classes. Only 1(7.7%) of them replied students sometimes communicate confidently using English in spoken classes.

Classroom observation indicates that the students were not confident to use English in the classroom. Similarly, the interview conducted with teachers confirmed the same thing.

To summarize, more than three fourth of the respondent teachers responded that students never/rarely communicate in English confidently in spoken classes.

#### **4.1.3.11. Summary of Teachers' Perceptions and Their Practices' from Questionnaire Data.**

Generally, teachers' perception and their practices were summarized as follows. Even though most respondent teachers agreed on the importance of short term plan in motivating learners in spoken classes, almost all teachers never told the students the purpose of the daily lesson. For the second item, most teachers agreed forming students in to groups/pairs enhances learners' performance. However, practically, teachers never form students to be in groups or pairs appropriately. Teachers' reason for this was large class size. Concerning large class, most respondent teachers agreed that large class was difficult to teach speaking; practically, most teachers replied that it was difficult to teach speaking in large class. Regarding using authentic materials in spoken classes, most teachers agreed to its importance in spoken classes, similarly when teachers' practice was observed, they never used authentic materials in speaking classes. The fifth was concerning teachers' perception on mistake correction and they agreed that they correct learners' mistake immediately interrupting interaction. When teachers were observed on mistake correction, they usually correct their students' mistake immediately. With regard to teachers' belief on learners' background and listening ability, most of them agreed that the students had poor background and poor listening ability. In the same way, students were observed when using their mother tongue in spoken classes. This indicates students had poor background in the past. The next was about teachers' belief on assessing speaking performance of students, so most teachers agreed assessing students' speaking performance enhances learning. However when we look at the practices of teachers, it was observed that most teachers never/rarely evaluate their students' performance on speaking. More than half of the respondent teachers agreed that the activities in the students' text were not inviting students to take part. On the other hand, they never used supplementary activities in speaking lessons. Most teachers agreed on learners' perception of learning grammar to other skills in the same way, most learners prefer to learn grammar to learn other skills. Lastly, most teachers agreed that their students had no confidence to use English in the classroom; similarly, students never had confidence to use English in spoken classes.

## 4.2. Analysis of Data Obtained from Students' Questionnaire

The questionnaire administered to students had three parts. Three concerning students' background, ten questionnaire were regarding the theoretical perspective of learners. Another ten were about students' practices in the classroom during the spoken classes. Therefore, in the following paragraphs, each item was discussed.

### 4.3.1. Analysis of Data Obtained from Student' Questionnaire about their Perceptions.

**Table 4. Frequency, Percentage, Mean, Grand mean, Standard Deviation to show the Extent of Students' Perception about Teaching and Learning Speaking Skills.**

Item	5= Strongly agree		4=Agree		3= Neutral		2= Dis agree		1= Strongly dis agree		Mean	Std. deviation
	F	%	F	%	F	%	F	%	F	%		
per1	24	10.8	174	78.4	21	9.5	1	.5	0	0	4.005	.473
per2	1	0.5	35	15.8	24	10.8	136	61.3	24	10.8	2.332	.888
per3	26	11.7	184	82.9	10	4.5	0	0	0	0	4.073	.399
per4	18	8.1	172	77.5	15	6.8	15	6.8	0	0	3.877	.640
per5	14	6.3	157	70.7	20	9.0	29	13.1	0	0	3.709	.775
per6	26	11.7	150	67.6	19	8.6	25	11.3	0	0	3.805	.790
per7	8	3.6	96	43.2	17	7.7	99	44.6	0	0	3.059	1.016
per8	11	5.0	137	61.7	9	4.1	63	28.4	0	0	3.436	.961
per9	5	2.3	89	40.1	34	15.3	88	39.6	4	1.8	3.014	.986
per10	12	5.4	156	70.3	15	6.8	35	15.8	2	.9	3.641	.846
											<b>GM</b> <b>3.50</b>	<b>SD</b> <b>0.777</b>

#### 4.3.1.1 Students' Perception on the Importance of Interactions in Learning Language

According to Long and Porter (1985:209) explain that the need for interaction in language learning classes and the opportunities for such interaction can be increased by the use of group work and it

increases students talking time as it allows many students to talk at the same time instead of one as in lock-step (At the same rate).

The learners are not passive recipients rather they are active participants in CLT classroom.

According to Breen and Candlin (1980), cited in Richards and Rodgers (2001) explained learners' role in CLT as "the role of the learner as negotiator between the self-learning process and the object of learning emerges from and interacts with the group, within the classroom procedure and activities which the group undertakes".

The first item was concerning the perception of learners to learn English. 174(78.4%) of the respondent students replied that they agree that interaction enables them learn English.

24(10.8%) strongly agree with this idea. 21(9.5%), had a neutral perception on the importance of interactions to learn English. However, 1(0.5%) replied disagree.

So, it can be concluded that, more than half of the respondent students agreed on the importance of interactions in learning a language.

#### **4.3.1.2. Students' Perception Related to Authentic Materials (video, recorded cassettes)**

Çakır (2006) found that video materials have improved due to increasing the quality of speaking ability. According to an investigation by Rice & Woodsmall (1988), the video markedly raise learners' lexical grammar. The effectiveness of video depends on students' age and interest in specific context (Silverman & Hines, 2009).

Regarding item 2, the table indicates that 136(61.3.0%) of the students disagree that his/her teacher believes to use authentic materials in the classroom. 35(15.8%) agree that teachers use authentic materials in spoken classes. However, 24(10.8%) of the students responded disagree with this issue. Only 24(10.8%) of the sample students replied, neutral.

This could be confirmed from the classroom observation that out of eight observed teachers, none of them used authentic teaching materials in spoken classes. In an interview, when teachers were asked why they did not use authentic materials, they replied that the school had no access to these authentic materials and there were no videos or recorded cassettes in the school.

Therefore, more than half students suggested that they disagree to the idea that says, "My teacher believes to use authentic materials like video, tape recorders and others in spoken classes".

#### **4.3.1.3. Students' Perception Related to Using their Mother Tongue**

Concerning item 3, the table shows that 184(82.9%), 26(11.7%) of the students replied, agree and strongly agree respectively. They agree that using mother tongue during spoken classes do not enhance their performance. Only 10(4.5%) responded neutral to this idea.

The classroom observation also shows that the students usually use their mother tongue (Afan Oromo) for communication during spoken classes. The same response was gained from the teachers' interview. Teachers explained the reason for using mother tongue saying the students may not have enough knowledge of vocabulary words or they may not have good background and exposure in the past.

In conclusion, it was possible to sum up that, the respondent students agreed that using mother tongue in spoken classes do not enhance their ability of speaking.

#### **4.3.1.4. Students' Perception Related to Large Number of Students**

Temechegn (2002) has pointed out that learner centered method capitalizes on individual difference. He recognizes that the different learning styles of students demands the implementation of various learning methods.

Item 4 was concerning large number of students in the class. More than half, 172(77.5%), of the respondents replied that the student agree that large number of students in the class is unsuitable for spoken classes. 18(8.1%) responded, he/she strongly agree with the idea. However, 15(6.8%) had the same score replying neutral and disagree showing that large class is appropriate for spoken classes.

From the classroom observation, the researcher observed large number of students in the class; even there were no enough seats in in the classroom. They were observed sitting in four on a single unmovable desk.

In order for group members to successfully cooperate and interact with each other, they need to be seated close enough to one another in a way everyone can see and hear each other preferably in a circular arrangement of seats. And class room setting requires rearrangement of chairs and tables based on nature of furniture, group size, task type and space available (Cohen, 1972).

In summary, three fourth of the respondent students agreed that large number of students in the class was not suitable for spoken classes.



#### **4.3.1.5. Students' Perception Related to Speaking Activities/tasks in the Students' Textbook**

The other factor that affects students' speaking English when they discuss in group work in spoken classes is the nature of the tasks. For instance, tasks that are not interesting and motivating may inhibit learners from taking part in group discussion (Nunan, 1998).

Item 5, in the above Table depicted that, 157(70.7.0%), agreed that the activities in the text were interesting. 29(13.1%) dis agree with the statement. 20 (9.0%) responded neutral while 14(6.3%) strongly agree that the activities in the students' text is interesting.

So, the data shows that the respondent students agreed that the speaking activities in the students' text were interesting and inviting.

#### **4.3.1.6. Students' Perception Related to Teachers' Teaching Language Focus to other Skills**

Item 6, from the above table indicates, 150(67.6%) of the students responded that most teachers give much emphasis to language focus than other skills. 26(11.7%) strongly agree that the teachers give much time teaching grammar lessons. 19(8.6%) had neutral idea while 25(11.3%) responded the students disagree with this idea.

In an interview, most respondent teachers confirmed that, they like to teach grammar because their students like to learn grammar than other skills. The others also explained the reason saying that most national exam questions for grade ten gives emphasis to grammar and the reading passages that was why they skip over speaking activities in favor of teaching grammar activities.

So, more than half sample students replied that their teacher give much emphasis to language focus activities than teaching other language skills.

#### **4.3.1.7. Students' Perception Related to Teachers' Motivation and Encouragement**

Motivation is an important factor which determines the rate at which learners undertake the activities. According to (Littlewood, 1984, p. 53) "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he/she devotes to it, and how long he/she perseveres". This is an indication that the communicative skills are developed when the learner is motivated and is provided with opportunity to practice using language in context. Al-Hosni (2014) observed that some learners lack motivation to speak English because they did not see the need to learn or speak English. This means that teachers should endeavor to explain to their learners the importance of learning English language in order to develop internal motivation.

Table 4 above shows that 99(44.6%), 96(43.2%), 17(7.7%) and 8(3.6%) of the respondents shows disagree, agree, neutral and strongly agree respectively to the claim that their teacher encourage and motivate them in speaking classes to enhance learning, (item 7). From the classroom observation, it was observed that most teachers did not use various techniques to motivate and encourage their students towards the speaking activity. Most students were not participating in the spoken activity; in some classes where there was interaction, there was an encouragement and motivation.

So, it can be concluded that most teachers did not motivate and encourage their students in spoken classes.

#### **4.3.1.8. Students' Perception on the Importance of Engaging in the Group/ Pair work.**

Likewise, 137(61.7%), 63(28.4%), 11(5.0%) and 9(4.1%) of the respondent students confirmed respectively that they agree, disagree, strongly agree and neutral, to the claim "I think that I understand better when I engage in group/pair work discussions" (item 8).

The classroom observation showed that most students were not engaging in the group/pair works. The students were at the place where they were sitting and even though some teachers ordered them to form groups/ pairs they were not willing. So, in most of the classes observed, groups were not formed, there was almost no students' participation in the spoken activities provided.

#### **4.3.1.9. Students' Perception on the Perception of Teachers' on Assessment**

Teachers should assess for how much students understand the lesson and language teaching is "a complex social and cultural activity" that he or she is expected to understand students with their socio-cultural context. It also stated that the teacher is ultimately responsible for ensuring that effective learning takes place (Tudor, 1993).

With regard to item 9, 89(40.1%), 88(39.6%), 34(15.3%) and 5(2.3%) of the sample students suggested agree, disagree, neutral and strongly agree respectively to the idea "My teacher believes in the importance of assessing my speaking performance" (item9).

The classroom observation indicated that most teachers did not assess the students' performance in spoken classes. They explained the reason why they did not assess the students' performance on the interview saying that they sometimes ask the students on written tests in the form of conversation, but in the classroom, most students did not want to speak in English.

#### 4.3.1.10. Confidence of the Students to Speak English in the Classroom.

Accordingly, for item 10, it claims, “I think that using English in the classroom confidently enhances my skill of speaking” and the above Table indicates 156(70.3%), 35(15.8%), 15(6.8%) and 12(5.4%) as agree, disagree, neutral and strongly agree respectively.

Classroom observation on the other hand showed that most students were not confident to use English in spoken activities. This could be due to lack of experience, exposure in the past, lack of knowledge of vocabulary words, lack of interest were some of the reasons teachers explained during the interview.

Therefore, it can be concluded that, even though most students agree on the importance of confidence in learning language, they were not confident to use English in the classroom.

#### 4.4.1. Analysis of Data Obtained from Students’ Questionnaire on Practices of Speaking Skills.

**Table 5. Frequency, Percentage, Mean, Grand mean and Standard deviation Indicating the Extent of Respondent Students’ Practices in Spoken Classes.**

Item	5= Always		4=Usually		3= Sometimes		2= Rarely		1= Never		Mean	Std. deviation
	F	%	F	%	F	%	F	%	F	%		
Pra1	0	0	10	4.5	23	10.4	85	38.3	102	45.9	1.732	.825
Pra2	0	0	0	0	2	.9	64	28.8	154	69.4	1.309	.483
Pra3	60	27.0	89	40.1	47	21.2	21	9.5	3	1.4	3.827	.983
Pra4	47	21.2	126	56.8	38	17.1	9	4.1	0	0	3.959	.742
Pra5	5	2.3	15	6.8	33	14.9	103	46.4	64	28.8	2.064	.958
Pra6	78	35.1	123	55.4	18	8.1	1	0.5	0	0	4.264	.623
Pra7	7	3.2	33	14.9	46	20.7	116	52.3	18	8.1	2.523	.953
Pra8	1	0.5	20	9.0	80	36.0	117	52.7	2	.9	2.550	.691
Pra9	0	0	14	6.3	56	25.2	122	55.0	28	12.6	2.255	.758
Pra10	0	0	3	1.4	41	18.5	94	42.3	82	36.9	1.841	.769
											<b>GM</b> <b>2.632</b>	<b>SD</b> <b>0.779</b>

The above table indicates, the students' responses regarding to what extent/ how often he/she practices the various suggestions during spoken classes. The questionnaire consists of two parts. The first part was concerning students' response on the practices of his/her EFL teachers; whereas, the second part was related to students' own practices. Therefore, in the following texts, each item was discussed.

#### **4.4.1.1. Students' Response Related to their Interactions in the Spoken Classes**

As Plass (1998) states, students bring their own set of beliefs and values, social back grounds and ethnics, culture and world knowledge. Therefore, to be effective language learning the students should perform their roles properly, organize their potential to contribute and shaping of their learning program meaningful, and willingness to accommodate their potential in learning the English language.

In reply to item1, 102(45.9%) of the respondent students confirmed that they never practice to speak English in spoken classes. 85(38.3%) replied rarely while 23(10.4%) showed he/she sometimes practice to speak English. Only 10(4.5%) responded that the students usually practice to speak the language in the classroom.

The classroom observation also confirmed that most students were not practicing the language in spoken classes instead they were using their mother tongue for communication.

So, it can be concluded that most of the respondent students responded that they never practice to speak the language during spoken classes.

#### **4.4.1.2. Students' Response Related to Their Teachers Use of Authentic Materials in Spoken Classes**

As explained by Mukalel (1998), instructional materials are all those materials that the teachers bring to the classroom from time to time to facilitate their teaching and to make the work more creative and effective. The same author classifies instructional materials that help the teacher and the students as resourceful devices in the teaching learning practices in to three categories: 1) visual aids 2) audio aids and 3) audio-visual aids.

Regarding item 2, 154(69.4%), 64(28.8%) and 2(0.9%) of the students replied that his/her teacher never, rarely and sometimes respectively, used authentic materials like video, tape recorders in spoken classes.

The classroom observation also confirms that the teachers never used authentic materials like video, recorded materials in spoken classes. The interview also indicated similar idea. However, when teachers were asked why they did not use authentic materials in spoken classes, they responded saying that there were no recorded materials, videos in the school. One of the teachers explained more saying this was one of the advantages of plasma education.

From responses of students for item 2, it is possible to conclude that EFL teachers never/rarely used authentic materials during spoken classes.

#### **4.4.1.3. Students' Response Related to Mother Tongue Use in Spoken Classes**

As it is indicated in Table 5 above, for item 3, 89(40.1%), 60(27.0%), and 47(21.2%) the sample students confirmed, they usually, always, and sometimes and rarely respectively use their mother tongue in the classroom during speaking lessons. 21(9.5%) responded rarely use his/ her mother tongue while 3(1.4%) replied never.

Similarly, it was observed during the classroom observation that most students were using their mother tongue (Afan Oromo) for communication. Even though the students agreed using English in spoken classes enhances speaking ability, they were observed using their mother tongue in spoken classes.

From item 3, it is possible to see that more than half of the learners use his/her mother tongue for communication in the classroom during spoken classes.

#### **4.4.1.4. Students' Response Related to Groups/ Pair formation**

To assign students to groups, ELT teachers may take different positions because of the differences that exist among students. (Richards and Rodgers 2001:200) some tend to group the students in terms of their ability as heterogeneous or homogenous learning groups. Some other may prefer random, interest, achievement, friendship or convenience grouping techniques depending on the purpose and type of the task.

The information in Table 5, item 4, shows 126(56.8%), 47(21.2%) and 38(17.1%) of the respondents claimed usually, always and sometimes respectively to show that it was difficult to be in groups or pairs and discuss in spoken classes respectively. Whereas, only 9(4.1%) said, rarely difficult.

The classroom observation also indicated the students simply sitting on their desks even though the teachers tell them to form groups. This was due to the reason that the desks were unmovable; there were so many numbers of students in the class, to save time, and difficult to walk between the students were the identified reasons during the interview.

To sum up, most respondent students replied that a classroom where there is large number of students it is difficult to be in groups/pairs and discuss in English.

#### **4.4.1.5. Students' Response Related to Students' Textbooks**

Table 5 above indicates 103(46.4%) and 64(28.8%) of the respondent students responded rarely and never respectively. 33(14.9%), 15(6.8%) and 5(2.3%) of the sample students replied sometimes, usually and always respectively on the claim, "I use my English text books in the classroom in spoken classes".

From the classroom observation, it was possible to observe that in most observed classroom, there were almost no English students' books in the classroom. The students did not bring their text books in to the classroom.

So, it can be concluded that most students never use their English text books in the classroom.

#### **4.4.1.6. Students' Response Related to the Practices of Teachers to Teach Language Focus/ other skills**

In response to item6, 123(55.4%), 78(35.1%), 18(8.1%) and 1(0.5%) of the learners approved their teachers usually, always, sometimes and rarely gives emphasis to language focuses than other speaking skills respectively.

The interview also confirms that the teachers prefer to teach grammar to other skills this was due to the reason that students like to learn grammar than other skills. The students' participation was higher during the grammar activities than during teaching other skills.

So, it can be concluded that most respondents claimed that EFL teachers give emphasis to teaching grammar rules than teaching language skills.

#### **4.4.1.7. Students' Response Related to the Practices of Teachers' Motivation and Encouragement**

In response to item 7, "My teacher encourages and motivates me to use English in the class or outside the class", 116(52.3%) of the respondents responded rarely, 46(20.7%) of them replied sometimes. 33(14.9%) of the respondents responded usually; however, 18(8.1%) said never, and 7(3.2%) of them replied always.

The classroom observation also confirms that the teachers were not using different motivating and encouraging techniques to motivate learners.

To sum up, most of the respondents suggested, their EFL teachers rarely motivate and encourage them in the classroom during speaking lessons.

#### **4.4.1.8. Students' Practices to Take Responsibility and Participate in Group/Pair works**

Item 8, "I take responsibility and engage in group or pair works in spoken classes". The learners claimed, 117(52.7%) of the respondents rarely take responsibility while 80(36.0%) of the sometimes take responsibility. 20(9.0%) of the respondents responded usually, but 2(0.9%) of them never take responsibility and engage in group works.

Classroom observation also showed that most students were not participating, discussing and engaging in group/pair work in spoken classes. The interview for this specific idea also indicated similar result.

Therefore, it can be concluded that, most students rarely/never take responsibility to participate on group/pair works during speaking tasks.

#### **4.4.1.9. Students' Responses Related to the Practices of Teachers on Assessment**

In response to item 9, 122(55.0%) EFL teachers rarely ask questions their students. 56(25.2%) responded that they usually ask questions. 28(12.6%) suggested that teachers never ask students questions. Only 14(6.3%) responded that the teachers usually ask questions their students.

The interview result showed that the teachers were assessing students' performance on speaking rarely for the reason that there were no enough time, students did not want to participate and large

number of students in the class. The classroom observation also indicated most observed teachers were not assessing their students' spoken performance.

So, it can be concluded that, most respondents claimed that their teachers rarely ask them questions after speaking lessons.

#### **4.4.1.10. Students' Practices Related to Confidence**

The last item i.e item10 was concerned with the student respondents' confidence to use English in spoken classes. 94(42.3%) replied that students rarely had confidence to use English in spoken classes. 82(36.9%) responded that the students had never the confidence. 41(18.5%) claimed that the student had sometimes the confidence to speak English in spoken classes.

Item 10 can be summarized that more than half of the respondent students responded that they never/rarely had the confidence to use English for communication in the classroom.

#### **4.4.1.11. Summary of Students' Perception and Their Practices' from Questionnaires**

Generally, students' perception and their practices were summarized as follows. Most students agreed that interaction enhance students' performance on learning speaking, but when their practices was observed, they rarely/never practice in spoken classes. Regarding using authentic materials, the students confirmed that they never used authentic materials in spoken classes. Even though most students believed using mother tongue in spoken classes did not enhance their speaking ability, they were observed using their mother tongue (Afan Oromo) in spoken classes. Students' belief on large class was that they agree that large class size was difficult for spoken classes in similar way, when their practices were observed, they rarely/never formed groups/pairs even though their teacher order them to form groups/pairs. Regarding spoken activities in students' text, most students agreed the activities were interesting and motivating; however, the students never observed participating when the topics were interesting and motivating. Students' believe that they like to learn grammar than other skills and teachers even like to teach grammar than other skills. As it was observed, most teachers give very little time for speaking activities or they skip over speaking tasks in favor of teaching grammar. Most students agree to the importance of motivation and encouragement in spoken classes, but the result of the practices indicated, the students rarely/never get involved in spoken activities. The students believe/ agree to the importance of engaging in group/pair work to enhance learning but when their practices were seen the students rarely/ never participated in group/pair work. Regarding students' confidence, the students agreed that using English in spoken



classes confidently, enhances students' performance; however, when practically observed in spoken classes, the students were observed using their mother tongue for communication in spoken classes.

#### 4.5.1. Analysis of Teachers' Responses on Relationship Between Perception and Their Practices in Teaching and Learning Speaking.

**Table 6. Pearson Product-Moment Correlation Investigating The Relationship Between Teachers' Perception and Their Practices on Teaching and Learning Speaking.**

Item		pra1	pra2	pra3	pra4	pra5	pra6	pra7	pra8	pra9	pra10
per1	Pearson Correlation	-.322	-.239	.118	.380	-.197	.419	-.239	-.313	.625*	.283
	Sig. (2-tailed)	.283	.432	.701	.200	.518	.154	.432	.298	.022	.349
	N	13	13	13	13	13	13	13	13	13	13
per2	Pearson Correlation	-.378	.000	.081	-.541	-.770**	.181	-.197	.165	.644*	.093
	Sig. (2-tailed)	.203	1.000	.792	.056	.002	.554	.520	.590	.018	.762
	N	13	13	13	13	13	13	13	13	13	13
per3	Pearson Correlation	.640*	.716**	.010	-.380	.283	-.290	.716**	.069	-.391	.085
	Sig. (2-tailed)	.019	.006	.975	.200	.349	.337	.006	.823	.187	.783
	N	13	13	13	13	13	13	13	13	13	13
per4	Pearson Correlation	-.371	-.171	-.014	-.099	-.038	.043	-.513	.251	.000	.054
	Sig. (2-tailed)	.212	.576	.964	.747	.903	.889	.073	.408	1.000	.861
	N	13	13	13	13	13	13	13	13	13	13
per5	Pearson Correlation	.312	.478	-.521	.380	.572	-.359	.119	-.232	-.156	.405
	Sig. (2-tailed)	.299	.099	.068	.200	.041	.228	.698	.447	.610	.169
	N	13	13	13	13	13	13	13	13	13	13
per6	Pearson Correlation	-.581*	-.233	.575*	.101	-.628*	.019	-.233	-.098	.305	-.055
	Sig. (2-tailed)	.037	.444	.040	.742	.021	.950	.444	.751	.311	.858
	N	13	13	13	13	13	13	13	13	13	13
per7	Pearson Correlation	-.382	-.187	.031	.217	.082	-.297	-.374	-.421	-.122	.074
	Sig. (2-tailed)	.197	.541	.920	.477	.789	.324	.208	.152	.690	.811
	N	13	13	13	13	13	13	13	13	13	13
per8	Pearson Correlation	-.472	-.375	.054	.381	.145	.549	-.657*	-.133	-.061	.371
	Sig. (2-tailed)	.103	.206	.861	.199	.637	.052	.015	.665	.842	.213
	N	13	13	13	13	13	13	13	13	13	13
per9	Pearson Correlation	-.034	.137	-.214	-.732**	-.181	.354	.137	.458	.358	-.302
	Sig. (2-tailed)	.913	.656	.483	.004	.555	.235	.656	.115	.230	.316
	N	13	13	13	13	13	13	13	13	13	13
per10	Pearson Correlation	-.573*	-.212	-.018	.277	-.199	-.409	-.637*	-.122	.000	.285
	Sig. (2-tailed)	.040	.486	.955	.360	.514	.166	.019	.690	1.000	.345
	N	13	13	13	13	13	13	13	13	13	13

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

As the Pearson correlation results show in Table 6, per2 correlated with pra5 ( $r = -.770$ ,  $N = 13$  and  $p < 0.05$ ). This indicates that the two items are statistically correlated negatively. As the value for one variable increases, the value for the other decreases. Item 2 indicates groups/pair work in spoken classes enhances learning but level of difficulties in teaching speaking decreases (pra5). Therefore, the data showed that there was a significant negative relationship between teachers' formations of groups/pairs in spoken classes with the level of difficulties in teaching speaking. In response to the questionnaires, most teachers agreed that forming groups/pairs enhances learners' performance in spoken classes. On the other hand, most teachers rarely/never correct learners' mistake in spoken classes. This implied that, the teachers' perception of group/pair formation negatively influenced their practice of correcting the groups'/pairs' formed.

As shown in Table 6, there was a correlation between item 9 (My students believe that language is learnt well when more focus is given to language forms than other skills (per9)) and item4 (My students like speaking lessons when I use authentic materials like videos or tape recorders (pra4))  $r = -.732$ ,  $N = 13$  and  $p < 0.05$ . This shows that the two items were statistically significant negatively. Teachers respondents were interviewed about their learners' perception, "My students believe that language is learnt well when more focus is given to language forms than other skills" (per9) and most teachers confirmed that almost all students like to learn grammar than other skills. On the other hand, in relation to teachers' practices of using authentic teaching materials like video, tape recorders and the others in spoken classes, all the responses of the questionnaire, the classroom observation and the interview showed that they never used authentic materials in spoken classes. When we look at the relationship between the perception of learners to give attention to grammar learners than others skills and the teachers' practices of using authentic materials in spoken classes, they were negatively correlated. As the perception of students increased, the practices of teachers decreased. In other words, the perception of learners giving priority to grammar than other skills to learn a language negatively influenced the teachers' practical use of authentic materials in spoken classes. Teacher respondents also confirmed that an interview that student participation during grammar lessons was higher than students' participation during spoken classes. Most student respondents replied that students' questionnaires that they agree to learn grammar lessons than learn spoken lessons. Therefore, this indicated that a negative significant relationship was observed between the students' higher perception to learn grammar and the teachers' use of authentic materials in spoken classes.

#### 4.6.1. Analysis of Students' Responses on Relationship between Perception and Their Practices on Teaching and Learning Speaking Skills.

**Table 7. Pearson Product-Moment Correlation Investigating The Relationship Between Students' Perception and Their Practices on Learning Speaking.**

	pra1	pra2	pra3	pra4	pra5	pra6	pra7	pra8	pra9	pra10
<b>per1</b> Pearson Cor.	.050	-.106	.061	.053	-.021	.058	.015	.048	.060	.015
Sig. (2-tailed)	.461	.116	.371	.438	.759	.392	.825	.477	.372	.830
N	220	220	220	220	220	220	220	220	220	220
<b>per2</b> Pearson Cor.	.122	-.081	<b>.134*</b>	.083	-.020	-.118	-.049	-.038	<b>.227**</b>	<b>.158*</b>
Sig. (2-tailed)	.071	.234	.047	.220	.773	.081	.466	.572	.001	.019
N	220	220	220	220	220	220	220	220	220	220
<b>per3</b> Pearson Cor.	-.051	.072	.067	.041	.000	.033	.068	.020	.029	-.022
Sig. (2-tailed)	.448	.284	.321	.546	.997	.628	.317	.769	.668	.749
N	220	220	220	220	220	220	220	220	220	220
<b>per4</b> Pearson Cor.	<b>-.218**</b>	-.054	-.027	<b>.134*</b>	-.024	-.033	<b>-.134*</b>	.102	.008	<b>-.142*</b>
Sig. (2-tailed)	.001	.425	.695	.048	.719	.626	.047	.132	.904	.035
N	220	220	220	220	220	220	220	220	220	220
<b>per5</b> Pearson Cor.	-.001	-.113	.066	.098	.000	<b>.160*</b>	.003	-.109	.065	-.116
Sig. (2-tailed)	.986	.096	.332	.146	.995	.018	.967	.106	.341	.085
N	220	220	220	220	220	220	220	220	220	220
<b>per6</b> Pearson Cor.	.080	.003	.086	.049	<b>-.201**</b>	<b>.189**</b>	-.076	.131	-.107	<b>-.300**</b>
Sig. (2-tailed)	.235	.959	.205	.473	.003	.005	.262	.052	.113	.000
N	220	220	220	220	220	220	220	220	220	220
<b>per7</b> Pearson Cor.	.019	-.121	.129	-.015	-.093	<b>.206**</b>	-.032	-.086	.010	<b>-.152*</b>
Sig. (2-tailed)	.780	.073	.056	.826	.169	.002	.637	.206	.882	.025
N	220	220	220	220	220	220	220	220	220	220
<b>per8</b> Pearson Cor.	-.111	-.056	.056	-.045	.069	-.033	<b>-.220**</b>	-.081	.085	.088
Sig. (2-tailed)	.101	.409	.408	.504	.309	.627	.001	.230	.209	.192
N	220	220	220	220	220	220	220	220	220	220
<b>per9</b> Pearson Cor.	-.035	-.028	<b>.134*</b>	-.030	-.025	.031	<b>-.153*</b>	<b>-.206**</b>	.026	-.112
Sig. (2-tailed)	.608	.679	.046	.654	.711	.644	.023	.002	.703	.099
N	220	220	220	220	220	220	220	220	220	220
<b>per10</b> Pearson Cor.	.012	-.085	-.075	-.060	-.022	.025	.041	.019	-.099	.017
Sig. (2-tailed)	.861	.210	.268	.377	.741	.717	.542	.778	.143	.801
N	220	220	220	220	220	220	220	220	220	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table7 showed that there was a negative relationship between “My teacher believes to give much time to language focuses than to other skills (per4)” and “I am confident to use English in spoken classes (pra1)” (r= -.218, N=220 and p<.05 Student respondents were asked whether their teachers give emphasis to grammar or to other skills and most of the students responded that

teachers give much emphasis to grammar lessons than other skills. In the interview teachers also admitted that they give much emphasis to grammar lessons and even they skip over spoken activities in favor of teaching grammar. On the other hand, in relation to students' confidence to use English in spoken classes teachers replied that students do not have confidence to speak in English in spoken classes. This was also confirmed from the classroom observation and from the teachers' interview. So, when we look at the relationship between the teachers' emphasis given to grammar and students' confidence to use English in spoken classes, the data showed that there was statistically negative correlation between them. The perception of teachers to give emphasis to grammar ignoring other skills negatively influenced the students' 'confidence of using English in spoken classes.

From the above Table, we can observe that item6 (I think that large number of students in the class is not suitable for spoken classes (per6)) and Item10 (I practice to speak English in spoken classes (pra10)) have a negative significant relationship. It means that as the value for one variable increases, the value for the other variable decreases. Most student respondents agreed that large class was not suitable for spoken classes. The classroom observation also showed that there was large number of students (60-70) students in the classroom. There were also no enough seats in the classroom, the students were observed sitting in four on a single unmovable desk. Students were also asked on the questionnaire to what extent they practice to speak English in spoken classes. They replied, they rarely/never practice to speak English in spoken classes. The classroom observation also confirmed that the students practice to use English in spoken classes was low. The students try to speak English, but they stop speaking immediately. Regarding the relationship between the two, a negative relationship was observed. This implied that the large number of students in the classroom negatively influenced the practices of students to use English in spoken classes.

#### 4.8.1. The Analysis of Classroom Observations

To observe the classroom organization/ arrangement, the following checklist was used.

**Table 9. Checklist for Identifying Classroom Situations**

No	Classroom situation	T1		T2		T3		T4			
		1	2	1	2	1	2	1	2		
		Y	N	Y	N	Y	N	Y	N		
1.1	There were large number of students in the class	X		X		x		x		X	
1.2	There were enough desks for the students		X		X		x		x		X
1.3	It was difficult to move desks and form groups	x		X		x		x		X	

**Key: T+1, T+2, T+3 --- represents code of teachers. For example T+1= teacher one, T+2= teacher two, T+3= teacher three, T+4= teacher four.**

**1= represents first observation and 2= represents second observation. (Y) represents “Yes” and (N) represents “No”.**

Lue (2000) stated that classroom condition hinders or promotes active learning method implementation. That is, student’ sitting arrangement in the classroom hinders or promotes the teaching –learning process. If students’ seats are movable for flexible arrangement, they are helpful to maximize the students’ participation in group/pair works. In such seating arrangements, students can see each other, interact spontaneously, communicate and learn with ease. In addition, Clark and Star (1986) pointed out that the physical facilities of classroom play an important role in setting the stage for instruction; a pleasant environment is an aid to learning when lighting, windows, temperature, ventilations etc are appropriate.

As it can be seen from Table 13, concerning the availability of seats for all students in the actual classroom, there were no enough seats for all students in all sections. The students sit in four on the unmovable single desk which was even uncomfortable to implement speaking skills classes in a desired way.

Regarding the number of students in the classroom, there were a total of 60-70 students. This could also be possible to confirm from the students’ response on the questionnaire. For this reason there were no enough spaces between the desks so that teacher could walk through and monitor students’ performance in spoken classes.

In general, from the above information it is possible to conclude that classroom organization and arrangement of this school was not convenient for teaching and learning speaking skills classes effectively. This in turn indicates that speaking skills was taught through tradition teaching method.

#### 4.8.1.1. Teachers' role in spoken classes

**Table 10. The Practices of Teachers in Spoken Classes**

No	Teachers' Role	T1				T2				T3				T4			
		1		2		1		2		1		2		1		2	
	The teacher:	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
2.1	was confident and was ready	X		X		X		x	x			x	x			X	
2.2	Clearly introduced the topic		X		X	X		X	x			x		x			X
2.3	Clearly told the students the purpose of the lesson		X	X		X			x		x		x		x		X
2.4	Gave time for the students to practice	X			X		X			x	x		x		x		X
2.5	Used students' mother tongue	X			X		X	X		x		x			x	X	
2.6	Used authentic teaching materials (videos, tape recorder)		X		X		X		x		x		x		x		X
2.7	Did not teach speaking skills	X		X		X		X		x		x		x		x	
2.8	Formed group/pair		X		X		X		x	x		x		x		x	

Students are likely to participate actively if and only if, they are clear with the instruction, language and expected roles. For example, Ur (1996:234) explains the introduction that is given at the beginning is crucial. If students do not understand exactly what they have to do, there would be time wasting, confusion, lack of effective practice, possible loss of control. Regarding warm up, Dennick and Exley (2004:19) point out that there is a period of insecurity and anxiety when groups of human get together for the first time depending on the cultural context. This implies that a good teacher should begin lessons by reducing anxiety and optimizing the self-confidence of the group.

From the eight classes observed, the teachers were found to be confident only in four of the classes. The teachers' confidence show whether the teachers were ready to teach speaking or not.

The teacher should provide students with preliminary grasp of the language as they expected to practice. Based on this, (Ur, 1996, p. 235) indicates that, students are unable to cooperate and participate without the necessary language that fosters their communication.

With regard to introducing the daily topic for the students, some teachers did that. However, most teachers did not make learners use their prior knowledge; they simply made learners remember the previous lesson.

Telling the purpose of the spoken lesson, most teachers did not tell their students what they achieve at the end of the lesson; as a result the students were not eager to participate and engage in group work.

In some of the classes, it was observed teachers using students' mother tongue in spoken classes. Some teachers gave instructions using students' mother tongue the others were seen while explaining the topic to the students.

According to (Brubacher, Payne and Pricket, 1990, p. 123) suggest that teachers should arrange members of a group to sit close enough to one another so that they can talk to one another and maintain eye contact with all group members.

For the idea of group formation, most teachers ordered the students to be in groups, but did not monitor the group interaction. In addition to this the teacher did not move between students to check whether the students were participating or not.

Teachers should monitor the group interaction continuously and give help when asked. During this process, teachers see what problems the students are encountering doing the task and work co-operatively (Brubachaer, Payne and Pricket, 1990, p. 120).

Concerning teacher's movement, (Moore, 1995, p. 222) suggests that teachers' movement among the students or to the back of the room will allow students to interact during group activities. But, if the teacher over does this movement, it can have a negative effect as it is unnecessary interferences in students discussion.

Scholars suggest that teachers should limit the time for a certain group task. According to (Dennick and Exley, 2004, p. 24) put it in short as "There is nothing more boring to a student than to be involved in confused small group talk's session where the time to complete tasks is either too long or too short..."

Even though time was given to the students for discussion; most groups observed were not participating as wanted. Some groups were talking about some other issues which were not about the topic given by their teacher.

In all the observed sessions, no teacher used authentic teaching material like video, tape recorder, etc...

Consequently, it was possible to conclude that teachers' presentation of speaking lessons in most observed classes was found to be very low. This in turn confirmed that students' practice of using English in EFL classes was also very low.

#### 4.8.1.2. Motivation and Feedback

**Table 11. Teachers' Practices Related to Motivation and Feedback**

No	Motivation and feedback	T1				T2				T3				T4			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	The teacher:																
3.1	Gave motivation and feedback.		X		X		x		x	x			x		X		X
3.2	Used different encouraging and motivating techniques.		X		X		x		x		x		x		X		X
3.3	Gave immediate feedback for the students.		X		X	x			x		x		x		X		X
3.4	Interrupted students for error correction.	X			X	x			x	x		X		x		x	

Regarding motivation and feedback, the researcher observed in some sections, while teachers were encouraging and motivating those students who try to participate and use the target language in the class. It was stressed that without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dornyei, 2005).

As it can be seen from Table 15 above for item 13, the researcher observed whether the teachers give constructive feedback for students during teaching and learning EFL speaking skill.

In the case of error correction, in classes where the students were participating, most teachers were correcting students' mistakes immediately interrupting the interaction.

Therefore, from this, it is possible to conclude that motivation and feedback were given by teachers very rarely that made students to keep silent during the interactive activities. The teachers were not aware of the power motivation and feedback in initiating students.



### 4.8.1.3. Students' Role

**Table 12. Students' Practices During Spoken Classes**

No	Students' role	T1		T2		T3		T4								
		1 2		1 2		1 2		1 2								
		Y	N	Y	N	Y	N	Y	N	Y	N					
4.1	They were confident to speak in English in the class		X		X		X	x			x		X		X	
4.2	They were interested to participate in pair/group works		X		X		X		x		x		x		X	
4.3	They actively participated in speaking lessons		X		X		X		x			x	x		X	
4.4	They used their mother tongue to communicate	X		X		x		X		x			x	x		X
4.5	They did not have enough vocabulary	X		X		x		X		x		x		x		x
4.6	They did not want to make mistake	X		X		x		x		x		x		x		x
4.7	They expected explanation of the teacher	X		X		x		x		x		x		x		x
4.8	They were willing to accept feedback		X		X	x			x	x			x		X	X
4.9	They asked questions and elicit responses		X		X		X		x		x		x		X	X

From the above table we can see that, most students were not confident to use English in the class. They try to say something in English, but stop immediately and use his/her mother tongue. This indicates that the students lack background of practice and lack of confidence.

Concerning the interest of learners to participate in group/ pair work was that, they did not have interest, motivation and confidence. They did not want to participate in any spoken activity. This could be due to the perception they had. They might have perceived that speaking ability could be developed simply sitting in the classrooms without participation in groups or /pair works.

For the use of mother tongue in the classroom, in most observed classroom, the students used their mother tongue for communication.

Generally, the classroom observations data showed that teachers were not playing active role in teaching speaking skills in EFL classes. It also indicated that students rarely participate even in pair work/ group work. Lastly, the data revealed that there was not convenient sitting arrangement to

implement active participation of learners. Consequently, it could be observed that students have poor speaking performance.

From what had been discussed so far, it was possible to conclude that speaking skills was not taught and learnt in the school under investigation. Teachers were not playing an active role in teaching speaking skills. At the same time students were not also participating actively in spoken classes since much time is used by their teacher.

#### **4.9.1. Summary of the Analysis of Teachers' Interview**

At the beginning, teachers were asked to order grammar and other language skills from the most they like to teach to the least one all the teachers put grammar at the beginning, the only difference they had was ordering the other skills. They were also asked why they order in that way their reply was their students like to learn grammar than other skills. In addition, one of the teachers replied that, “since the students should be prepared for the national exam, I give more emphasis to the part that had the most proportion of questions.”

Regarding the classroom situation and teaching/learning speaking skill most respondent teachers replied that there were more than sixty students in the classroom, but there were no enough seats in the class. Students seat in four. So, it is difficult to form group for discussion and walk through to really check whether the students were participating or not. With regard to the speaking activities in the text, one of the teachers responded saying, “The speaking activities in the text are many. Most of them are interesting and the topics are known by the learners, but our students are reluctant to speak and practice in the classroom even though the texts are interesting”. The teachers were also asked about which teaching technique they employ most to teach speaking lessons in spoken classes. Most responded that they tell the students to be in groups but the students did not want to participate and form groups. This could be due to as respondent teachers explained; it was due to large class size, lack of enough time, lack of interest of students and for the unmovable desks in the classroom. Whether teachers prepare short term plan for the daily spoken lesson or not all the teachers responded that they had a short term plan. However, when teachers were asked to what extent they tell the purpose of the spoken lesson to their students, all replied that they do not tell the the purpose of the lesson. They simply revise the previous lesson and introduce the daily lesson and tell the students to be in groups and discuss, if students refuse, skipping over the lesson and pass to the next lesson on the text. About the importance of using authentic materials in spoken classes, the teachers responded saying that “authentic materials are important in spoken lessons because it makes the

activity interesting, motivating, authentic, and enables the learners to participate”. They were even asked to what extent they use them; however their reply was they never use authentic materials like videos, recorded cassettes and the others in spoken classes. The reason for this as the respondent teachers replied was there were no authentic materials like videos and others in the school under investigation. One of the teachers replied that, “one of the advantages of plasma programs was that it makes language classes specially, spoken classes authentic”. On the students’ participation and motivation, almost all the teachers replied that the students did not want to get involved in spoken activities. The reason they explained were the students could have poor background on speaking, poor past experience, lack of knowledge of enough vocabulary words and fear of making mistake. Lastly, the teachers’ response regarding assessment of spoken performance of students, most teachers replied that they rarely/never assess their students’ spoken performance. The reasons they listed were there were no participation of students in spoken classes but if there was participation they ask them questions from the activities. However, sometimes they assess their students in dialogue form on tests.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents summary, conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to assess teachers' and students' perception and practices on teaching speaking skill in EFL classes. Therefore, to arrive at the whole purposes of the study, four types of data gathering methods (interview, questionnaire, classroom observation and text book analysis) were used. Thus, the data were gathered through these instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following conclusions and recommendations are forwarded by the researcher.

#### 5.1. Summary

The objective of this study was to assess the perception and practice of both teachers and students on teaching and learning speaking skill in Kellem Secondary School. Therefore, to achieve this objective, the study was focused on finding answers to the following basic questions:

- ✚ To what extent do teachers perceive and practice speaking in teaching English?
- ✚ To what extent do students perceive and practice speaking in learning English?
- ✚ Is there significant relationship between respondents' perception and their actual practices?

So as to answer these research questions and carry out the study, descriptive method with quantitative and qualitative approach was employed. To collect the required information different data collecting instruments, such as questionnaires, interview, classroom observation and text analysis were used. Then the data collected using these instruments were analyzed, interpreted, and discussed in an integrated manner.

The possible sources of the data for classroom observation, was grade ten students of Kellem Secondary School. Besides, four English teachers were observed eight times while they were teaching speaking lesson. Among the total population of 1100 students, 220 students that is 20% was calculated using simple random sampling technique, respondent students were selected from the eighteen learning classrooms of the total population for the questionnaire. All 13 EFL teachers of the school were selected purposively for questionnaire. 4 teachers were interviewed. Finally, the data was analyzed using statistical tools such as frequency, mean, percentage, grand mean and standard

deviation. In addition, Pearson Product-Moment correlation coefficient was used to identify whether there was relationship between the respondents' perception and their practices. The results of the analyzed data had the following major findings:

### **The Extent of Teachers' Perception**

- The extent of teachers' believes on helping students to achieve short term goals to motivate students was positive/high. Most teachers agreed to this idea.
- Most teachers agreed forming students into groups or pairs to discuss, to role play in speaking classes enhances students' performance.
- Teachers neither agreed nor dis agreed to teach speaking where there is large number of students in the class.
- Most teachers agreed with the importance of using authentic materials like video, tape recorder in speaking classes promote students' speaking skill.
- Teachers' belief to correct mistake immediately was high.
- Most teachers agreed on students poor back ground of speaking and listening skill.
- Most teachers had neutral idea on assessing speaking ability of students' performance.
- Teachers agree with the contents /tasks in the students' text book are not inviting students to participate for speaking classes.
- Teachers agreed that students believe to learn language forms than other skills.

### **The Extent of Teachers' Practices**

- ✓ Teachers rarely make clear the achievable short term goals to students in spoken classes.
- ✓ Teachers rarely give opportunity to students to participate in group or pair work.
- ✓ Most teachers never manage large classes to teach speaking.
- ✓ Teachers never use authentic teaching aids like video, tape recorders during spoken lessons.
- ✓ Teachers usually correct their students' mistake immediately.
- ✓ Teachers rarely assess the speaking performance of their students.
- ✓ Teachers rarely ask their students oral questions.
- ✓ Teachers usually give emphasis to language focuses than teaching other skills

Most teachers never use additional materials like short stories, proverbs to motivate their students in spoken classes.

### **The Extent of Students' Perception**

- Most students agree that he/she learns English language through practice/interaction
- Students agree that using mother tongue during spoken classes do not enhance their speaking ability.
- Students agree that large number of students in the class is not suitable for spoken classes.
- Students agree that the spoken activities/ contents of English students' text book is interesting for spoken lessons.
- Most students agree that they understand better when they engage in group/pair work discussions.
- Students agree that using English in the classroom confidently enhances their skill of speaking.

### **The Extent of Students' Practices**

- Students rarely communicate in English confidently in spoken classes.
- Students always prefer to learn Grammar and vocabulary to other skills.
- Students always use their mother tongue in spoken classes.
- It is always difficult for students to be in groups, pairs and discuss in large number of students in spoken classes.
- Students rarely use their textbooks in the classroom in spoken classes.
- Students rarely take responsibility and engage in group/pair works in spoken classes.
- Students were not confident to use the target language in the classroom.

### **The Relationship Between Teachers' Perception and Their Practices**

There was high negative relationship between the perception of teachers on forming students in to groups/pairs and the practices of teachers on mistake correction. Teachers' group formation negatively influenced their mistake correction practices in spoken classes. Similarly, a negative relationship was observed on learners' belief of giving focus to grammar negatively influenced the practice of teachers to use authentic materials in spoken classes.

### **The Relationship Between Students' Perception and Their Practices**

With regard to students' relationship between perception and their practices, negative relationship was observed between the teachers' emphasis to grammar than other skills and the students' confidence to use English in spoken classroom. The other negative relationship was seen between the

learners' perception on unsuitability of large number of students for spoken classes and the extent of students' practices in spoken classes.

## 5.2. Conclusions

- ❖ The result of the study also showed that lack of confidence to use the target language and fear of making mistakes which in turn diminishes students' interest towards using English during group work, especially, in speaking classes in the school.
- ❖ The finding of the study still showed that like large class size, time constraints, teachers' eagerness to cover the portion, much time given to teach language focus than other skills and little opportunity given for the students to practice speaking skills can also be the reasons for the poor participation of students in speaking class.
- ❖ Classroom situation of the school in relation to fixed seating arrangement, lack of facilities, like authentic materials like videos and large number of students in the class had an influence on the poor participation of students in speaking classes.
- ❖ Lack of motivating, encouragement, not telling the purpose of the spoken lesson to the students at the beginning of the spoken classes from teachers' side and this seems to be led students to become poor participants in spoken classes.
- ❖ The finding of the study suggested that de valuing speaking skill; giving much time for teaching language focus and ignore the other skills could make learners to give value for grammar parts and ignore the others.
- ❖ It was found in the study that English teachers were not properly supervising students when they were engaged to work in group, particularly during speaking tasks
- ❖ The result of the study revealed that because of large number of students in a class teachers were unable to form groups/pairs and let learners participate. This needs commitment of teachers to find out the appropriate technique for the lesson to solve the problem and present it for the students. Similarly, Harmer (1991) stated that the success of group activities depends on good organization and management.

- ❖ The study showed lack of background knowledge, experience and listening ability on the side of students which had also an influence on their performance in speaking classes.
- ❖ Lack of assessing the spoken performance of learners after spoken activities might have influenced the learners
- ❖ The way teachers give feedback and correction by interrupting students could also demotivated learners.
- ❖ The result of the study revealed that, the teachers were using the traditional way of teaching language.
- ❖ The study also showed that most teachers were rushing and skipping over the spoken activities. They only teach language focus and sometimes reading activities.
- ❖ Periods allotted for English in an academic year was not sufficient enough to cover all the activities.

### **5.3. Recommendations**

As the findings of this study revealed; the perception and the practices of teachers and students on teaching and learning speaking in classes was found to be low at Kellem Secondary School of grade ten students. Based on this, the researcher would like to forward the following recommendations to enhance teachers and students practices on teaching and learning speaking skill.

- ✚ Teachers would be advised to use group/pair works designed in the textbook or come up with more interesting and motivating topic that let learners to accommodate learning speaking skills in the unfavorable environment of the classroom.
- ✚ The way students sit in the classroom affects the way they interact with each other. So, the chairs should be convenient for pair work, small group or large group discussions.
- ✚ Teachers should give more time for students to practice speaking activities in classes rather than dominating the class through explanation since speaking skills requires more practice.
- ✚ The teachers would also be advised to clearly tell their students the purpose of the spoken lesson, motivate encourage them so that they can use the target language in and out of the class.



- ✚ Teachers go around and facilitate during group discussion (the commonly used technique of active learning) in EFL speaking skills classes all members of a group should be given responsibility to carry out while the discussion is going on. They should exchange roles at every discussion sessions. This may reduce the degree of reluctance students' exhibit in small group discussion. Richard and Rodgers (2001) report that within CL work, "each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder or summarizer."(p.197). Similarly, Kagan, (1994) cited in (Woolfolk, 2004, p. 495) states that the teacher must assign a variety of roles for each group member, to make sure that everyone in the group is involved in a specific role in accomplishing an overall group task.
- ✚ Teachers would also be advised to use authentic teaching aids like video, tape recorders and others in spoken classes.
- ✚ Teachers should also evaluate using various techniques, the performance of students at its appropriate time.
- ✚ Teachers would be advised to give feedback and correct students' mistake without interrupting the ongoing interaction.
- ✚ Teachers would be recommended to give equal value for grammar lessons and other skills and should not skip over the speaking activities in favor of the others.
- ✚ All the teachers would be recommended to come up with an agreement on solving the bulky size of the textbook, for instance, grouping similar topics and activities together.
- ✚ Concerned bodies would also be recommended to look at the total number of periods allotted in a year match with the activities to be covered in the textbook. For instance, in now days, the periods allotted are 4/week, but in the previous years it was 6/week. Therefore, such problems should be examined deeply and immediate solution should be forwarded.
- ✚ English language labs at high school levels would be recommended to expose learners to authentic and real life experiences.

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**Appendix I**  
**Jimma University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**

**Questionnaire to be filled in by Students**

**Dear Student:**

I am conducting a research on “**Teachers’ and Students’ Perceptions and Practices of Speaking Skills: the case of Kellem Secondary School Grade Ten in focus**”. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential; used by the researcher only. For that matter, you don’t have to write your name.

**Thank you for your cooperation!**

**Part I**

**Background information**

**Instruction I: Please indicate your answer by making an ‘X’ in the appropriate box or writing where it is necessary in the space provided.**

1. Sex:           A/ M       B/ F

2. Age:           A/ 12-15    B/ 16-20    C/ 21-25    D/ 25 and above

3. Average number of students in your class

A/ 30 and less than 30       B/31-40      C/ 41- 50    D/ 51-60    E/ above 60

## Part Two

### Instruction II:

Please give appropriate response for each item. Your response could vary from “strongly agree” to “strongly disagree”. Give your response using (X) mark besides the item.

Note: 5= Strongly agree, 4= Agree, 3= Neutral, 2= Dis agree, 1=Strongly disagree

### 2. Students’ Perception on learning Speaking in EFL classes.

Items	Suggestions	Rating Scales				
		5	4	3	2	1
per1	I think that I learn English language through practice.					
per2	My teacher believes in using authentic materials like video, tape recorders in spoken classes.					
per3	I believe that using mother tongue during spoken classes do not enhance our speaking ability.					
per4	I think that large number of students in the class is not suitable for spoken classes.					
per5	I think that English students’ text book is interesting for spoken lessons.					
per6	My teacher believes in giving much time to language focuses than other skills.					
per7	My teacher thinks that encouraging and motivating students in speaking classes enhance learning.					
per8	I think that I understand better when I engage in group/pair work discussions.					
per9	My teacher believes in the importance of assessing my speaking performance.					
per10	I think that using English in the classroom confidently enhances my skill of speaking.					

**Part Three**

**Instruction III: Please give appropriate response for each item. Your response could vary from “Always” to “Never”. Give your response using (X) mark besides the item.**

**Note: 5=Always, 4=Usually, 3=Sometimes, 2= Rarely, 1=Never**

**2. Students’ Practices on Learning Speaking in EFL classes.**

Item	Suggestions	Rating Scales				
		5	4	3	2	1
<b>pra1</b>	I practice to speak English in speaking classes.					
<b>pra2</b>	My teacher uses authentic materials like tape recorders and videos in spoken classes.					
<b>pra3</b>	I use my mother tongue in spoken classes.					
<b>pra4</b>	It is difficult to be in groups or pairs and discuss in large number of students.					
<b>pra5</b>	I use my English text books in the classroom in spoken classes					
<b>pra6</b>	My teacher gives emphasis to language forms than other skills.					
<b>pra7</b>	My teacher encourages and motivates me to use English in spoken classes.					
<b>pra8</b>	I take responsibility and engage in group or pair works in spoken classes.					
<b>pra9</b>	My teacher asks me questions after every spoken activity.					
<b>Pra10</b>	I am confident to use English in spoken classes.					

**Thank you indeed!**

**AppendixII**  
**Jimma University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**

**Questionnaires for Teachers**

**Dear Teacher,**

This questionnaire is designed for the purpose of research study. The main aim of this questionnaire is to study **“Teachers’ and Students’ Perceptions and Practices of Speaking: in the case of Kellem Secondary School Grade 10 in focus”**. The success of this study depends on your genuine responses. The researcher would like to assure you that all the responses you give will be confidential and kept safely. Please read carefully and respond to the questions honestly and frankly. You do not need to write your name.

**Thank you in advance!**

**Part I**

**Background Information**

**Instruction I: Provide necessary information for each of the following categories by using a mark (X) besides each item.**

1. Sex

A/ M                       B/ F

2. Qualification

A/ College Diploma     B/ Degree BA/Bed     C/ Masters (MA)     D/ If other,  
please state

3. Total year of service as a teacher A/ 1-5 years                       B/ 6-10 years                       C/ 11-

15years                       D/ 16-20 years    E/ 21 and above

**Part Two**

**Instruction II: Some suggestions are written below on Perception of Teaching Speaking. Thus, indicate your answer by putting a mark (X) under the alternatives given as strongly agree, Agree, Neutral, Disagree, Strongly Disagree.**

**Key: Strongly agree= 5, Agree =4, Neutral =3, Disagree =2, strongly Disagree =1**

- 4. Please, read the following assumed Perception of Teaching Speaking and give your response by providing (X) mark under any of the scales given above.**

<b>Item</b>	<b>Suggestions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>per1</b>	I believe that helping students achieve short term goals motivate students.					
<b>per 2</b>	I believe that forming students into groups or pairs to discuss, to role play in speaking classes enhances students' performance.					
<b>per 3</b>	I think that it is difficult to teach speaking where there is large number of students in the class.					
<b>per 4</b>	I think that using authentic materials like video, tape recorder in speaking classes promote students' speaking skill.					
<b>per 5</b>	I believe that mistake should be corrected immediately.					
<b>per 6</b>	I think that my students have poor back ground of speaking and listening skill.					
<b>per 7</b>	I think that assessing speaking ability of students' performance enhances learning.					
<b>per 8</b>	I believe that the contents in the students' text book are not inviting students to participate for speaking classes.					
<b>per 9</b>	My students believe that language is learnt well when more focus is given to language forms than other skills.					
<b>per 10</b>	I think that my students are not confident to use English in spoken classes (pair or group work).					

**Instruction III: Some suggestions are written below on Practices of Teaching Speaking. Thus, indicate your answer by putting a mark (X) under the alternatives given as Always, Usually, Sometimes, Rarely and Never.**

**Key: 5=Always, 4=Usually, 3=Sometimes, 2=Rarely, 1= Never.**

**5. Please, read the following assumed Practices of Teaching Speaking and give your response by providing (X) mark under any of the scales given above.**

<b>Item</b>	<b>Suggestions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>pra1</b>	I make clear the achievable short term goals to my students in spoken classes.					
<b>pra 2</b>	I give opportunity to students to participate in group or pair work.					
<b>pra 3</b>	I manageable to teach speaking in large classes.					
<b>pra 4</b>	I use authentic teaching aids like video, tape recorders during spoken lessons.					
<b>pra 5</b>	I correct my students' mistake immediately.					
<b>pra 6</b>	My students use their mother tongue in spoken classes.					
<b>pra 7</b>	I assess the speaking performance of my students.					
<b>pra 8</b>	I use additional materials like short stories, proverbs to motivate my students in spoken classes.					
<b>pra 9</b>	My students prefer to learn Grammar and vocabulary to other skills.					
<b>pra 10</b>	My students communicate in English confidently in spoken classes.					

**Thank you indeed!**

**Appendix III**  
**Jimma University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**

**Classroom Observation Check list**

Name of the school-----

Time -----

Grade and section-----

Date of the observation-----

Topic of the lesson-----

Number of students in the class-----

**Instruction:** Please, use a mark (X) in the column that belongs to the statement.

No	Activities	T1		T2		T3		T4	
		1	2	1	2	1	2	1	2
		Y	N	Y	N	Y	N	Y	N
1	<b>Classroom situation</b>								
1.1	There were large number of students in the class								
1.2	There were enough desks for the students								
1.3	It was difficult to move desks and form groups								
2	<b>The teacher:</b>								
2.1	was confident and ready								
2.2	Clearly introduced the topic								
2.3	Clearly told the students the purpose of the lesson								
2.4	Organized the students to: work in groups								
2.5	Work on individually								
2.6	Role play								
2.7	Participate in discussion								
2.8	Peer teach								
2.9	Gave time for the students to practice								
2.10	Used students' mother tongue								
2.11	Used authentic teaching materials (videos, tape recorder)								
2.12	Did not teach speaking skills								
3	<b>Motivation and feedback</b>								
3.1	Used different encouraging and motivating techniques								
3.2	Gave immediate feedback for the students								
3.3	Interrupted students for error correction								
4	<b>Students related activities</b>								
4.1	They were confident to speak in English in the class								
4.2	They were interested to participate in pair/group works								
4.3	They actively participated in speaking lessons								
4.4	They had their text books with them.								
4.4	They used their mother tongue to communicate								



4.5	They did not have enough vocabulary								
4.6	They did not want to make mistake								
4.7	They expected explanation of the teacher								
4.8	They were willing to accept feedback								
4.9	They asked questions and elicit responses								

(adapted from Nunan 1989: 135-138)

**Key: T+1, T+2, T+3 --- represents code of teachers. For example T+1= teacher one, T+2= teacher two, T+3= teacher three, T+4= teacher four.**

**1= represents first observation and 2= represents second observation. Y represents Yes and N represents No**

**Thank you indeed!**

**Appendix IV**  
**Jimma University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**

**Interview for Teachers**

**Personal Information**

Name of the School:

Qualification:

Year of experience in teaching English language:

1. Let me begin from here, depending on your interest of teaching, if you are asked to arrange language skills from the most you like to the least one, what would it look like?
2. What is your reason to arrange it in this way?
3. Do you think that the classroom is appropriate to teach speaking?
4. What kind of activities do you employ to teach speaking in the classroom?
5. Which teaching method do you use to teach speaking lessons in the class?
6. Do you have a short term plan of your own? If yes, to what extent do you tell your students clearly?
7. How do you see the importance of using authentic materials in spoken classes?
8. What do you comment about your students motivation and participation in speaking classes?
9. How would you assess or evaluate your students to check whether they have achieved the intended goal or not?

**Thank you indeed!**

**Appendix V  
Dabalee (V)**

**Yuunivarsitii Jimmaa**

**Kooleejii Saayinsii Namoomaa fi Hawaasummaa**

**Muummee Afaan Inglizii fi Ogbaruu**

**Bargaaffii barattootaa guutamu**

Ani Qrannoo kaniin irratti geeggeessuu “ **Hubannoo Barataa fi Barsiisaa fi Shaakala isaan Baruu fi Barsiisuu Dubbachuu irratti Qaban Mana Barumsaa Qellem Sadarkaa Lammaffaa Kutaa Kurnnaffaa**” irratti kan xiyyeeffate dha. Kanaaf waraqaa bargaaffii kana qulqulluummaa fi amanamummaa akka guuttan. Yaadni isiin deebistan galma ga’iinsa qorannoo qorateef gumaacha. Kanaaf maqaa keessan eeruu hin barbaachisu.

**Tumsa Keessaniif Galatoomaa.**

**Kutaa I**

**Odeeffannoo Duubaa**

**Qajeelfama I. Deebii keessan mallattoo (X) bakka barbaachisutti guuti.**

1. Saala      A/ Dhi                       B/ Dhalaa
2. Umurii    A/ 12-15     B/ 16-20     C/ 21-25     D/ 25 and above
3. Baayina barataa daree keessaa giddu galeessaan  
  
A/ 30 and less than 30     B/ 31-40     C/ 41- 50     D/ 51-60     E/ above 60

## Kutaa II

**Qajeelfama II. Gaaffii kanaa gadiif deebii sirrii kenni. Deebiin keessan “Cimseen degara” “Baayeen deegar” kanas deebii kee mallattoo (X) tiin kaa’i.**

**HUB: Safartuu Kana ilaali 5= Baayyeen Deegara, 4= Nan Degara, 3= Hin Beeku, 2= Hin Deegaru fi 1= Baayee Hin Deegaru**

Gosa	Yaada	5	4	3	2	1
<b>Yaada1</b>	Akkan yaadutti Afaan Ingiliffaa saakalaanan baradha.					
<b>Yaada2</b>	Barsiisaan koo meeshaalee amansiiso kanneen akka vidiyoo gargaaramee dubbachuu shaakalchiisa.					
<b>Yaada3</b>	Akkan amanutti afaan haadhaa yerroo dubbii gargaaramuun dbdeetti dubbachuu hin gargaaru.					
<b>Yaada4</b>	Akkan yaadutti baayinni barattootaa daree keessaa dubbachuuf mijataa hin ta’u.					
<b>Yaada5</b>	Akkan yaadutti kitaabni barataa dubbachuu barsiisuuf mijataa dha.					
<b>Yaada6</b>	Barsiisaan kan amanu yeroo baayyees kan laatu seerluga barsiisuuf malee dubbachuu barsiisuuf miti.					
<b>Yaada7</b>	Barsiisaan koo kan yaadu barataa kakaasuu fi jajjabeessuun dubbachuu barsiisa.					
<b>Yaada8</b>	Akkan hubadhutti kan dubbachuu hubachiisu garee fi dhunfaan taasisuu dha.					
<b>Yaada9</b>	Barsiisaan kan amanu barbaachisumma dubannaa koo sakatta’uu dha.					
<b>Yaada10</b>	Akkan yaadutti kutaa keessatti amanamummaan gargaaramuu kootu dandeettii dubbachuu koo gabbisa.					

### Kutaa III

**Qajeelfama III: Maaloo gaafilee kanaa gadii debisaa. Deebiin keessan “ yeroo hundaa”, “ Tasumaa” kan jedhu X mallattoo kana galchi.**

**HUB: Safartuu kana caqasi 5= Yeroo Hunda, 4= Darbee Darbee, 3= Al Tokko Tokko, 2= Baayee Murtaa’aa fi 1= Tasumaa**

Gosa	Yaada	5	4	3	2	1
Shaa1	Afaan Ingilizii kanan shaakaluu kutaa Ingiliffaa keessatti.					
Shaa2	Barsiisaan koo Kutaa barnootaa Ingiliffaa keessatti meeshalee qabatamoo vidiyoofaa gargaarama.					
Shaa3	Kutaa Ingiliffaa keessatti afaan dhalootaa nan gargaarama.					
Shaa4	Gareenis ta’e dhuunfaan daree keessatti mari’achuun rakkisaa dha.					
Shaa5	Kitaaba barnootaa koo daree dubannaa Afaan Ingilizii keessattin gargaarama.					
Shaa6	Barsiisaan koo seerluga Afaan Ingilizii barsiisa dubbachuu shaakalchiisuu irra.					
Shaa7	Wayitii shaakallii dubbachuutti, Barsiisaan koo akkan Afaan Ingilizii fayyadamuuf na kakaasee na jajjabeessa.					
Shaa8	Wayitii shaakallii dubbachuutti, Itti gaafatamummaa fudhachuun hojii garee fi hojii dhunfaa keessatti nan hirmaadha.					
Shaa9	Xumura wayittii shaakallii dubbachuu irratti barsiisaan koo gaafii afaaniin ni gaafata.					
Shaa10	Ofitti amanamummaa qaba Afaan Ingilizii wayitii dubbachuutti fayyadamuuf.					

**Guddaa Galatoomaa!**

**Appendix VI**  
**Jimma University**  
**College of Social Sciences and Humanities**  
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**Interview with Teachers.**

**Q1.** First of all I would like to thank you for your cooperation. Let me begin from here, depending on your interest of teaching, if you are asked to arrange language focus, other language skills, from the most you like to the least one, what would it look like?

**Teacher 1.** Don't mention. Well I like to teach language focus, listening, reading, speaking and then writing.

**Teacher 2.** You're welcome. I prefer to teach language focus, reading listening, speaking and then writing.

**Teacher 3.** You're welcome. I would like to teach language focus, reading listening, speaking, and writing.

**Teacher 4.** You're welcome. I prefer to teach language focus, and then reading skill, then listening skill, then speaking skill and lastly, writing.

**Q2. What is your reason to arrange it in this way?**

**Teacher1.** My reason is the students like it to be like that.

**Teacher 2.** My reason for ordering like this is that grade ten students would take national exam and most exam is from the first two.

**Teacher3.** The reason for this arrangement is First, most students like learning grammar and they participate more during grammar lessons. Second, national exams come from these sections.

**Teacher 4.** Wel, my first reason for arranging like that can be it is from the students' point of view i.e they like to learn language focus and then reading and so on. Secondly, most parts of grammar and reading are interesting than the others. Thirdly, since students take a national exam, it is a preparation for them.

**Q3. How do you see classroom situation and teaching/learning speaking skill?**

**Teacher 1.** Wel. Concerning the classroom situation, there are a lot of students in the classroom, but there are no enough seats in the class. Students seat in four. So, it is difficult to form groupd for discussion. I think teaching speaking is difficult.

**Teacher 2.** I see very difficult to teach speaking. Because, there is large class size but no enough desks.

**Teacher 3.** The classroom is inappropriate to teach speaking. The room is very small but so many students in the class.

**Teacher 4.** For your surprise, the classroom is not suitable to teach speaking. You can come and see that there are more than sixty students in the class.

**Q4. How do you consider the speaking activities in the text?**

**Teacher 1.** The speaking tasks in the text are not authentic and they do not make learners to participate in the activities. Even the activities are not at the level of our students, they require prior knowledge but they do not have it.

**Teacher 2.** Most speaking activities are good, but our students do not want to participate.

**Teacher 3.** The speaking activities in the text are prepared without the realizing the interest and the background knowledge of the learners. Our students do not want to participate in spoken classes.

**Teacher 4.** The speaking activities in the text are many. Most of them are interesting and the topics are known by the learners, but our students are reluctant to speak and practice in the classroom.

**Q 5. Which teaching method do you use to teach speaking lessons in the class?**

**Teacher 1.** Most of the time I use group/ pair work.

**Teacher 2.** I use group work, pair work role play most of the time.

**Teacher 3.** Most of the time I want my students to be in groups and discuss, but most of them do not want to participate.

**Teacher 4.** Well, I use group work.

**Q 6. Do you have a short term plan of spoken lessons? If yes, to what extent do you tell your students clearly?**

**Teacher 1.** Yes, I have. I sometimes tell them the purpose of the daily lesson, because I do not spend my time telling them the purpose.

**Teacher 2.** Yes, I have. But, I never tell them the purpose, but I simply tell them what they have to do.

**Teacher 3.** Yes, I have. But I do not tell them always.

**(Teacher 4.** Have similar idea with Teacher 3)

**Q 7. How do you see the importance of using authentic materials in spoken classes?**

**Teacher 1.** Ok, I think that using authentic materials in spoken classes makes the lesson real and interesting.

**Teacher 2.** The importance of the authentic materials in spoken lessons can be; it makes the activity interesting, motivating, authentic, and enables the learners to participate.

**Teacher 3.** I think that it has much importance. For instance, it makes the activity more authentic, real, imaginative, creative, and interesting and it also motivates learners to participate actively in the lesson.

**Teacher 4.** ( The idea is most likely similar with the respondent above Teacher 2)

**Q 8. What do you comment about your students motivation and participation in speaking classes?**

**Teacher 1.** What I comment about my students' participation and motivation is that; they do not want to participate in group or pair work or discussions. They participate more in grammar lessons. Really it is difficult to teach speaking skills in the class.

**Teacher 2.** Well, regarding my students' participation and motivation is I can say they are very reluctant to participate in group works give. I try to motivate them to speak English and get involved in the activity. But they do not participate.

**Teacher 3.** To say something on my students' participation, since there are so many students in the class, it is difficult to group them; as a result, I tell them to be in groups on their own desks. But, most groups do not participate in spoken classes. The students like to learn language focus and they participate more during this lessons.

**Teacher 4.** Well, the students never participate in spoken classes. I motivate them to speak and participate but they do not.

**Q9. How would you assess or evaluate your students to check whether they have achieved the intended goal or not?**

**Teacher 1.** Okey, regarding the students' assessment, sometimes I ask them on tests in the form of conversation. In the classroom, since they do not participate, I do not assess them.

**Teacher 2.** Well, since they do not want to participate in spoken lessons, I do not assess them. But, If there are students who participate, I ask them questions from the lesson and let them speak.

**( Teacher 3 and Teacher 4 replied that they do not assess their student' speaking ability)**



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This is to certify that the thesis prepared by **Anteneh Sewuyew** entitled: **Teachers’ and Students’ Perceptions and Practices of Speaking Skills: the case of Kellem Secondary School Grade Ten in focus** is submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL).

**BY**  
**Anteneh Sewuyew**

Approved By Examining Committee

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Examiner	Signature	Date

